

OPTIMIZING GRAPHIC ORGANIZERS TO IMPROVE STUDENTS' READING COMPREHENSION

**(A Classroom Action Research at the Eleventh Year Students of SMA Negeri 6 Surakarta
in 2009/2010 Academic Year)**

A THESIS



BY

**SYAIFUDIN LATIF DARMAWAN
S890908018**

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GRADUATE SCHOOL

SEBELAS MARET UNIVERSITY

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ABSTRACT

Syaifudin Latif D. S8909080018: *OPTIMIZING GRAPHIC ORGANIZERS TO IMPROVE STUDENTS' READING COMPREHENSION (A Classroom Action Research at the Eleventh Year Students of SMA Negeri 6 Surakarta in 2009/2010 Academic Year)*. The first consultant: Dra. Dewi Rochsantiningsih, M.Ed, Ph.D. The second consultant: Dr. Abdul Asib, M.Pd. A Thesis: English Education of Graduate School, Sebelas Maret University, Surakarta, 2011.

This action research is carried out to (1) identify whether graphic organizers can improve students' reading comprehension; and (2) to describe the classroom situation when graphic organizers are employed in instructional process of reading comprehension.

The research is conducted in two cycles from March to May 2010 in the second grade of SMA N.6 Surakarta. The procedure of the research consists of identifying the problem, planning the action, implementing the action, observing the action, and reflecting the result of the research. Qualitative data are collected through interview, observation, questionnaire, and research diary. Quantitative data are collected through test. To analyze qualitative data, the researcher used constant comparative method. It consists of four steps: (1) comparing incidents applicable to each category; (2) Integrating categories and their properties; (3) delimiting the theory; (4) Writing the theory. Meanwhile, to analyze quantitative data, the researcher employed descriptive statistic.

The result of the research shows that using graphic organizers can improve students' reading comprehension and classroom situation. The improvement on students' reading comprehension included; (a) students are able to find explicit information in a text; (b) students are able to comprehend of the text; (c) Students are able to find main idea in a paragraph; (d) students are able to infer the meaning of the text. The improvement of the classroom situation; (a) students come on time in the class (b) students are more motivated to join the class (c) Students pay more attention in the instructional process (d) students' participation in responding the questions are high. In addition, the improvement also happens to the scores. The mean score increases from 57.56 in the pre-test, 63.34 in the formative test of cycle 1, and 69.56 in the post test of cycle 2. The mean score of writing is higher than the writing KKM (Kriteria Kelulusan Minimal) which is 63.

Based on the result of the research, it can be concluded that students' reading comprehension could be improved by the implementation of graphic organizers. Therefore, it is recommended that (1) teacher should give the explicit model during implementing graphic organizers in teaching reading; and (2) teachers need to improve their acquisition of knowledge about graphic organizers through collaboration with other teachers.

APPROVAL

This thesis entitled "OPTIMIZING GRAPHIC ORGANIZERS TO IMPROVE STUDENTS' READING COMPREHENSION" (A Classroom Action Research in the second grade of SMA Negeri 6 Surakarta) has been approved by the consultants on February ..., 2011.

First Consultant



Dra. Dewi Rochsantiningsih, M.Ed., PhD
NIP. 196009181987022001

Second Consultant



Dr. Abdul Asib, M.Pd
NIP. 195203071980031005

The Head of English Education Department
Graduate School
Sebelas Maret University

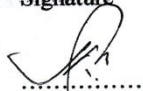

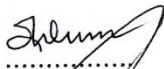




Dr. Ngadiso, M.Pd.
NIP. 196212311988031009


LEGALIZATION

This Thesis entitled **“OPTIMIZING GRAPHIC ORGANIZERS TO IMPROVE STUDENTS’ READING COMPREHENSION (A Classroom Action Research at the Eleventh Year Students of SMA Negeri 6 Surakarta in 2009/2010 Academic Year)”** has been examined by the Board of Thesis Examiners on May..., 2011.

The Board of Thesis Examiners:

No Examiners	Name	Signature
1. Chairman	Prof. Dr. Joko Nurkamto, M.Pd NIP. 196101241987021001	
2. Secretary	Dr. Ngadiso, M.Pd NIP. 196212311988031009	
3. Member 1	Dra. Dewi Rochsantiningsih, M.Ed, Ph.D NIP. 196009181987022001	
4. Member 2	Dr. Abdul Asib, M.Pd NIP. 195203071980031005	


 The Director of Graduate School,
Prof. Drs. Sutanto, M.Sc, Ph.D
 NIP. 1957082019850301004

The Head of English Education
 Department of Graduate School

Dr. Ngadiso, M.Pd.
 NIP. 196212311988031009

PRONOUNCEMENT

This is to certify that I myself write the thesis entitled **“OPTIMIZING GRAPHIC ORGANIZERS TO IMPROVE STUDENTS’ READING COMPREHENSION” (A Classroom Action Research at the Eleventh Year Students of SMA Negeri 6 Surakarta in 2009/2010 Academic Year).**

It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on the bibliography. If then, this pronouncement proves wrong, I am ready to accept any academic punishment, including withdrawal or canceling of any academic degree.

Surakarta, May..., 2011

Syaifudin Latif D

MOTTO

“Fainna maal usri yusro: Inna maal usri yusro”

**(So, verily, with every difficult, there is relief: Verily,
with every difficult there is relief)**

- Alam Nasyrah: 5, 6

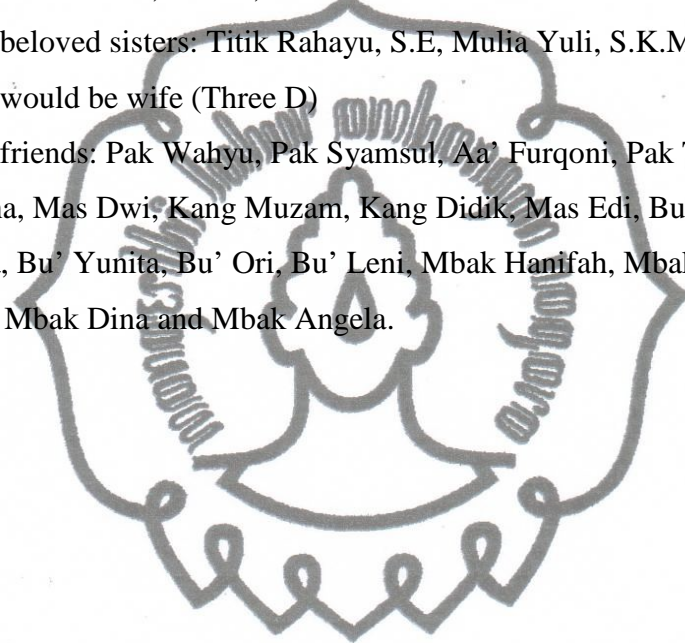


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DEDICATION

This Thesis is dedicated to:

- My honored parents
- My beloved brothers: M. Syaifullah, S.T, Fajar Surya Atmaja, A.Md, Nuzul Setiawan, S.K.M, Sandi Solekhan.
- My beloved sisters: Titik Rahayu, S.E, Mulia Yuli, S.K.M.
- My would be wife (Three D)
- My friends: Pak Wahyu, Pak Syamsul, Aa' Furqoni, Pak Timbul, Pak Yona, Mas Dwi, Kang Muzam, Kang Didik, Mas Edi, Bu' Wiwik, Bu' Ana, Bu' Yunita, Bu' Ori, Bu' Leni, Mbak Hanifah, Mbak Umi, Mbak Ina, Mbak Dina and Mbak Angela.



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8. Bu R.T. (Bu Sunarti) who always supports me in completing this thesis
9. My beloved friends who have given me spirit in finishing this thesis.

I realize that this thesis is far from being perfect and there are always rooms for improvement. Therefore, I would like to accept any suggestion and
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criticism for the improvement of this thesis. Hopefully, this thesis will be useful for all readers.

Surakarta, January... 2011

Syaifudin Latif D



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TABLE OF CONTENT

THE TITLE PAGE.....	i
ABSTRACT.....	ii
APPROVAL.....	iii
LEGALIZATION.....	iv
PRONOUNCEMENT.....	v
MOTTO.....	vi
DEDICATION.....	vii
ACKNOWLEDGEMENT.....	viii
TABLE OF CONTENT.....	x
LIST OF TABLES.....	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Problem Statements.....	6
C. The Objective of the Research.....	6
D. The Benefits of the Study.....	6
CHAPTER II REVIEW RELATED RESEARCH.....	7
A. Reading Comprehension.....	7
1. The Nature of Reading Comprehension.....	7
2. Reading Comprehension Skills.....	9
3. Levels of Reading Comprehension.....	12
4. Model of Reading.....	13
5. Reading Strategies.....	14
6. Reading Purpose.....	14
7. The Factors Influencing Reading Comprehension.....	15
8. The Type of Classroom Reading Performance.....	16

B. Teaching Reading	18
C. The Graphic Organizers	21
1. Definition of Graphic Organizers	21
2. Type of Graphic Organizers.....	22
3. The Benefits of Graphic Organizers	24
4. Graphic Organizers in the Classroom Activities.....	25
D. Review of Relevant Research	26
E. Rationale	34
CHAPTER III RESEARCH METHOD	37
A. Context of the Research	37
1. Setting and Time of the Research.....	37
B. Research Subject.....	38
C. Research Method.....	39
D. The Model of Action Research	40
E. The Procedure of the Action Research	41
F. Technique of Collecting Data	42
G. Technique of Analyzing Data	45
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	48
A. Introduction.....	48
1. Students' Reading Comprehension.....	49
2. Classroom Situation	50
3. Causes of Reading Comprehension Problems	50
B. Research Implementation.....	52
1. Cycle 1	53
2. Cycle 2	75
3. Summary of Finding during the Research	96
C. Discussion	107
1. The Improvement of Students' Reading Comprehension.....	107
2. The Improvement of Students' Classroom Situation.....	109

CHAPTER V CONCLUSSION AND SUGGESTION..... 111

 A. Conclusion 111

 B. Implication 112

 C. Suggestion..... 113

BIBLIOGRAPHY 115

APPENDICES 119



commit to user

LIST OF TABLE

Table 1. The Result of Preliminary	3
Table 2. Time Schedule of the Research.....	39
Table 3. The Result of Previous Condition.....	49
Table 4. The Result of Preliminary Research	49
Table 5. The Overview of the Implementation of the Research	52
Table 6. Post Test Score of Cycle 1	73
Table 7. Post Test Score of Cycle 2.....	95
Table 8. The Improvement of Research Findings.....	99
Table 9. The Comparison students' scores in Pre, Cycle 1 and Cycle 2	105
Table 10. The Comparison among students' scores of explicit information	106
Table 11. The Comparison among students' scores of vocabulary	107
Table 12. The Comparison among students' scores of main idea	107
Table 13. The Comparison among students' scores of inference	108

LIST OF APPENDICES

-+

Appendix

1.	Interview Protocol for the teacher (Pre-Action).....	121
2.	Transcript of Interview	122
3.	Interview Protocol for the students (Pre-Action)	124
4.	Transcript of Interview	125
5.	Recapitulation of the Questionnaire Result (Pre-Action).....	129
6.	Validity of Test Items.....	131
7.	Reliability of Test Items.....	134
8.	Blue Print of Test Items.....	135
9.	Test Items.....	136
10.	RPP for cycle 1.....	146
11.	Worksheet of Cycle 1 Meeting 1.....	151
12.	Worksheet of Cycle 1 Meeting 2.....	155
13.	Worksheet of Cycle 1 Meeting 3.....	157
14.	RPP for cycle 2.....	159
15.	Worksheet of Cycle 2 Meeting 1.....	164
16.	Worksheet of Cycle 2 Meeting 2.....	168
17.	Worksheet of Cycle 2 Meeting 3.....	170
18.	Sample of Field Note.....	172
19.	Sample of Research Diary	178
20.	Result of Pre-Test.....	181
21.	Result of Post Test Cycle 1	182
22.	Result of Post Test Cycle 2	183
23.	Interview protocol for the Teacher (After the Implementation of Cycle 1).....	184
24.	Transcript of Interview	185
25.	Interview Protocol for the Teacher (After the Implementation of Cycle 2).....	187
26.	Transcript of Interview	188
27.	Interview Protocol for the Students (After the Implementation of Cycle 1).....	190
28.	Transcript of Interview <i>commit to user</i>	191

29. Interview Protocol for the Students (After the Implementation of Cycle 2).....	193
30. Transcript of Interview	194
31. Questionnaire for the Students (After the Implementation of Cycle 1)	196
32. Questionnaire for the Students (After the Implementation of Cycle 2)	198
33. Conflict Dissection Graphic Organizer	200
34. Character Traits Graphic Organizer	201
35. Documentation	206



CHAPTER I

INTRODUCTION

A. Background of the study

Reading is one of the four important skills in English. Reading is regarded as a decoding skill, that is interpreting codes into ideas. In line with Nunan (1989: 33), he states that reading is viewed as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences). In other words, we use strategies to decode written forms in order to arrive at meaning. Beside that, reading always has a purpose, and according to Tomkins and Hoskisson (1994: 198-199) Reading has two purposes: they are reading for enjoyment and reading to carry away information. Reading for enjoyment focuses on the lived-through experience of reading. They concentrate on the thought, images, feelings, and associations evoked during reading. Reading to carry away information concentrates on the public, common referents of the words and symbol in the text. Consequently, the existence of reading is very important for the life of human being. People usually say that reading is the window of the world. It is a means to see the world. Through reading, people can get the information entire the world without going anywhere. Furthermore, people can get the information from various media of communication such as internet, television, radio, newspaper, magazines and also books.

In this case, reading comprehension may be interpreted as a complex process in which the reader interacts with the text and then decodes the

written symbols, it is begun from smaller units (individual letters) to larger ones (words, clauses and sentences). In addition, in order to support comprehension, it requires reading skills involving explicit information, vocabulary, main idea and inference.

Meanwhile, based on Kurikulum Tingkat Satuan Pendidikan (KTSP) for senior high school, the objective of English teaching is to develop communicative competence in the form of spoken and written language, namely listening, speaking, reading and writing. Furthermore, Wells in Depdikbud (2003: 11) states that the level of literacy includes performative, functional, informational, and epistemic. In performative level, the students are able to read and write, and speak with symbols used. In functional level, the students are expected to be able to use the language to fulfill their daily needs such as reading news paper and reading manual. In informational level, the students are expected to be able to access knowledge using their language ability. In epistemic level, the students are expected to be able to express knowledge using target language. In senior high school, the students are expected to reach informational level, it means that the students are expected to be able to access knowledge using their language ability.

Even though reading comprehension is an important activity, student's reading comprehension in SMA Negeri 6 Surakarta is still unsatisfying. It can be seen from test result of preliminary research, the average score is 57 with the highest score is 73.33 and the lowest score is

43.33. Supporting the result of preliminary research, students' scores viewed from students' reading comprehension are as follows:

No	Skills	High	Low	Average
1.	Explicit Information	75	50	57.78
2.	Vocabulary	75	37.5	55.78
3.	Main Idea	71.43	28.57	47.17
4.	Inference	57.14	28.57	41.42

Besides that students have low motivation in joining teaching learning process. It may be caused by students do not recognize the technique that can help them to comprehend the text easily. Dealing with this problem the researcher concludes that the attempt to improve reading comprehension in SMA Negeri 6 Surakarta is needed.

Researcher found some students' difficulties in reading comprehension: (1) students have difficulty to identify explicit information in a text; (2) students have difficulty to comprehend the text as they lack of vocabulary; (3) students are unable to find the main idea in a paragraph; (4) and students are unable to infer the meaning of the text. Beside that, based on my observation, I find (1) some students often come late; (2) they come to reading class reluctantly. It could be seen, when the bell is ringing, they don't enter the class directly; (3) they chat each other in the class; (4) they have no response when they are asked questions. All of the facts above indicated the class is not an inspiring class.

The problem above may be caused by several reasons; could be the students or teacher. Based on my informal interview, (1) the students'

vocabulary mastery was poor, so the students had difficulty to comprehend the text. Besides, the students have lack of motivation in language learning since the students get bored with teaching method used by teacher; (2) in the process of teaching learning, the teacher seldom gave motivation to the students. So it made students unmotivated to join the instructional process. Furthermore, the teacher still used conventional method in the process of teaching learning. In addition, the teacher still dominated the class by using English as the medium all the time. So that, it made the students didn't understand what the teacher said. As the result, student' reading comprehension is not satisfying.

To overcome this problem, I would like to propose graphic organizers to teach reading. Graphic organizer has been defined as a visual representation of knowledge. It is a way of structuring information, of arranging important information aspects of a concept or topic into a pattern using label. (Bromley, et el, (1995: 7). Another idea about graphic organizer is from Gregory and Carolyn (2007: 101). They sate that graphic organizers are useful thinking tools that allow students to organize information and allow students to see their thinking. They add that graphic organizers are visual/spatial, logical/mathematical tool that appeal to many learners for managing and organizing information.

Cyrs (1997) states that Graphic organizers are generally characterized by keywords and phrases linked graphically to form a meaningful representation. They can help students see the interrelationships among ideas

and how they are connected, speed up comprehension, improve note taking, and provide an idea storyboard not possible with linear, words-only lecture outlines. In addition, graphic organizers, as illustrated by Drapeau (1998), can be used to enhance students' thinking skills by encouraging brainstorming, generating new ideas, connecting parts to the whole, drawing sequence, analyzing causes and effects...etc. Moreover, Chiang (2005) he states that the use of graphic organizers has yielded promising results in: enhancing reading comprehension; retention and recall; promoting learning performance; improving learning and thinking skills; and increasing learning attitudes.

Based on the theories above, the researcher defines graphic organizers as in line with the need of the researcher, graphic organizers display and enhance students' opportunity to describe any information from the given passage for explicit information, vocabulary, main idea and inference. So that, in this classroom action research, the researcher believes that graphic organizers (conflict dissection and character traits) are good selection to solve the students' problem on finding explicit information, vocabulary, main idea and inference.

B. Problem Statements

The problems of the research are formulated as follows:

1. Can and to what extent Graphic organizers improve students' reading comprehension?
2. How is the situation when Graphic organizers are used in the reading class?

C. Objectives of the Research

1. To identify whether and to what extent Graphic organizers can improve students' reading comprehension.
2. To describe the situation when Graphic Organizers are used in reading class.

D. The Benefits of the Research

The findings of this class action research would give benefit to:

1. Students: The students' reading comprehension will be better.
2. Teachers: the result of the research can be useful input in teaching reading using Graphic organizers.
3. The writer: the writer will have more knowledge using Graphic organizers in teaching reading.
4. The institution: The result of this study can be used as alternative to compose lesson plan and arrange the further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer explains some sub chapters which relate to the title. Those sub chapters are reading comprehension, teaching reading, graphic organizers, graphic organizers in the classroom activities and review of relevant research.

A. Reading Comprehension

1. The Nature of Reading Comprehension

Before discussing the definition of reading comprehension the research should begin by knowing what comprehension involves and how it relates to reading process.

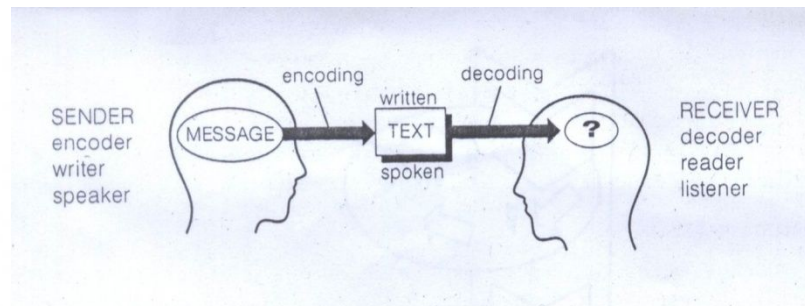
According to Nunan (1989:33) reading is viewed as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences). In other words, we use strategies to decode written forms in order to arrive at meaning. The other definition stated by Rumelhart in Aebersold and Field (1997: 5) reading involves the reader, the text, and the interaction between the reader and the text. In addition, Davies (1995: 1) says that reading is a private activity. It is a mental or cognitive process, which involves a reader in trying to follow and respond to a message from a writer, who is in distant space and time.

It means that, when the reader interacts with printed symbols, the reader decodes the written text. As the result, the messages are achieved. Therefore, reading is actually a sort of conversation between a writer and a reader.

According to Nuttall (1996: 4), reading is the process of getting the messages from the text, and the process is:

Schema 1

Nuttall' Reading Process



In this process, the writer has the message in mind (it may be an idea, a fact, a feeling, etc.) which she wants somebody else to share. To make it possible, she must put it into the words: that is, she must encode it. Once encode, it is available outside her mind as a written text. A text is accessible to the mind of another person who reads it, and who might decode the message it contains. After being decode, the message enters the mind of the decoder and the communication is achieved.

From those statements, it can be inferred that reading is a mental or cognitive process which involves the reader, the text, and the interaction between the reader and the text. Besides, in this process the reader decodes written symbols, it is begun from smaller units (individual letters) to larger ones (words, clauses and sentences) in order to get the meaning from the text.

Grellet (1998: 3) states that reading comprehension is understanding a written text or extracting the required information from it as efficiently as possible. In addition, White (1997: 22) states that comprehension involves recognizing the significance of the message, understanding the intentions of the writer, and going beyond what is written to guess at hidden, unstated or implied

meaning. Moreover, Howel (1993: 182) writes that comprehension is the act combining information in passages with prior knowledge in order to construct meaning.

Another definition comes from Merisuo and Storm (2006) states that reading comprehension is a complex process: the reader constructs meaning by interacting with text using his or her previous knowledge and experience and the information that can be found in the text.

From the theories above, it can be concluded that reading comprehension is a complex process in which the reader interacts with the text and employs his/her previous knowledge, experience and information to extract the significant information/important information, understand the intentions of the writer, and goes beyond what is written to guess at hidden, unstated or implied meaning on the text.

2. Reading Comprehension Skill

According to Brown (2004: 219) there are fourteen microskills for reading comprehension they are as follows:

- 1) Discriminating among the distinctive graphemes and orthographic patterns of English.
- 2) Retaining chunks of language of different lengths in short-term memory.
- 3) Processing writing at an efficient rate of speed to suit the purpose.
- 4) Recognizing a core of words, and interpret word order patterns and their significance. *commit to user*

- 5) Recognizing grammatical word classes (noun, verbs, etc.) systems (tense, agreement, and pluralisation) patterns, rules, and elliptical forms.
- 6) Recognizing that a particular meaning may be expressed in different grammatical forms.
- 7) Recognizing cohesive devices in written discourse and their role in signalling the relationship between and among clauses.
- 8) Recognizing the rhetorical forms of written discourse and their significance for interpretation.
- 9) Recognizing the communicative functions of written texts, according to form and purpose.
- 10) Inferring context that is not explicit by using background knowledge
- 11) From events, ideas, etc. infer links, and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 12) Distinguishing between literal and implied meaning.
- 13) Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 14) Developing and using a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning from context, and activating schemata for the interpretation of texts.

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In addition, Grellet (1995: 5) states that reading comprehension involves a variety of skills. The main ones are listed as bellow.

- 1) Recognizing the script of a language
- 2) Deducing the meaning and use of unfamiliar lexical items
- 3) Understanding explicitly stated information
- 4) Understanding information when not explicitly stated
- 5) Understanding conceptual meaning
- 6) Understanding the communicative value (function) of sentences and utterances
- 7) Understanding relations within the sentence
- 8) Understanding relations between the parts of a text through lexical cohesion devices
- 9) Understanding cohesion between parts of a text through grammatical cohesion devices
- 10) Interpreting text by going outside it
- 11) Recognizing indicators in discourse
- 12) Identifying the main point or important information in a piece of discourse
- 13) Distinguishing the main idea from supporting details
- 14) Extracting salient points to summarize (the text, an idea etc.)
- 15) Selective extraction of relevant points from a text
- 16) Basic reference skills
- 17) Skimming

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- 18) Scanning to locate specifically required information
- 19) Transcoding information to diagrammatic display

Furthermore, Spears (2000: xxvi) states there are eight important reading comprehension skills that help learners to read more systematically. They are comprehending the main idea, determining the author's purpose, distinguishing between the main idea and supporting details, making inference, distinguishing facts and opinion, analyzing structure, annotating, paraphrasing and summarizing.

The main concern of the research is about how to find the main idea, explicit information, vocabulary, and inference. Therefore, the writer would like discussing further on those aspects:

- a. Main Idea

Spears (2000: 17) defines main idea as the author's main point, a sentence, or perhaps two that state what the whole thing is about. The main idea may take place in the beginning of the paragraph, the end of the paragraph, combination between the beginning and the end of the paragraph, or even omitted from the entire paragraph.

- b. Explicit information

Spears (2000: 12) defines explicit information is a single piece of information or fact about something.

- c. Vocabulary

According to Schwartz and Raphael (1985: 39) vocabulary is the knowledge of words and words meaning. Knowledge of words is critical to reading comprehension, because it support to comprehension. Students

are expected to learn the meaning of new words. They acquire these words by reading books, magazine, newspaper or hearing them read aloud from books by other.

d. Inference

McNeil (1992: 77) defines inference as the derivation of some idea that is not directly stated. To infer, Carroll in McNeil suggests that there are three important ways to infer. They are from subtleties of verbal expression, reasoning, making involvement of the reader's experience to determine how the character in the text might feel.

3. Levels of Reading Comprehension

Burns (1990: 177) divides reading comprehension into four levels. They are: literal comprehension, interpretative comprehension, critical reading, and creative reading. The first level is literal comprehension. The basis of literal comprehension is recognizing stated main ideas, details, cause and effect, and sequences. It is important because it is as prerequisite for higher-level understanding.

The second level is interpretative comprehension. Here, skills for interpretative reading include: (1) inferring main ideas of passages in which the main ideas are not directly stated; (2) inferring cause-and-effect relationships when they are not directly stated; (3) inferring referents of pronouns; (4) inferring referents of adverbs; (5) inferring omitted words; and (6) drawing conclusion.

The third one is critical reading. It is evaluating written material, comparing the ideas discovered with known standard and drawing conclusions about their

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accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she considered all of the material.

The last level is creative reading. It involves going beyond the material presented by the author. It requires readers to think as they read. To help students acquire the skill of reading creatively, teachers should model the thoughts process involved.

4. Model of Reading

According to Aebersoid and Field (1997: 18), there are three main models of how reading occurs:

a. Bottom-up theory

It argues that the readers construct the text from the smallest unit (letters to words to phrases to sentences, etc) and the process of constructing the text from those small units becomes so automatic that the readers are not aware of how it operates.

b. Top-down theory

It argues that the readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and, given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations.

c. The interactive of theories

It argues that both top-down and bottom-up process are occurring, either alternately or at the same time. These theorists describe a process

that moves from bottom-up and top-down depending on the type of the text as well as on readers' background knowledge, language proficiency level, motivation, strategy used, and culturally shaped beliefs about the reading.

5. Reading Strategies

According to Grellet (1998:4), the main ways of reading are as follows:

- a. Skimming: quickly running one's eyes over a text to get the gist of it.
- b. Scanning: quickly going through a text to find particular a piece of information.
- c. Extensive Reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
- d. Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

6. Reading Purpose

Reading is a variant skill in which there are different types of reading skills that correspond to the many different purposes we have for reading. Rivers and Temperley in Nunan (1989: 33) suggest that the second language learners will want to read for the following purposes:

- a. To obtain information for some purpose or because we are curious about some topic
- b. To obtain instruction on how to perform some task for our work or daily life.
- c. To act in a play, play a game, do a puzzle.

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- d. To keep in touch with friends by correspondence or to understand business letter.
- e. To know where on when something will take a place or what is available.
- f. To know what is happening or has happened.
- g. For enjoyment or excitement.

7. The Factors Influencing Reading Comprehension

Dallman (1982: 165) points out the factors influencing the reading comprehension as follows:

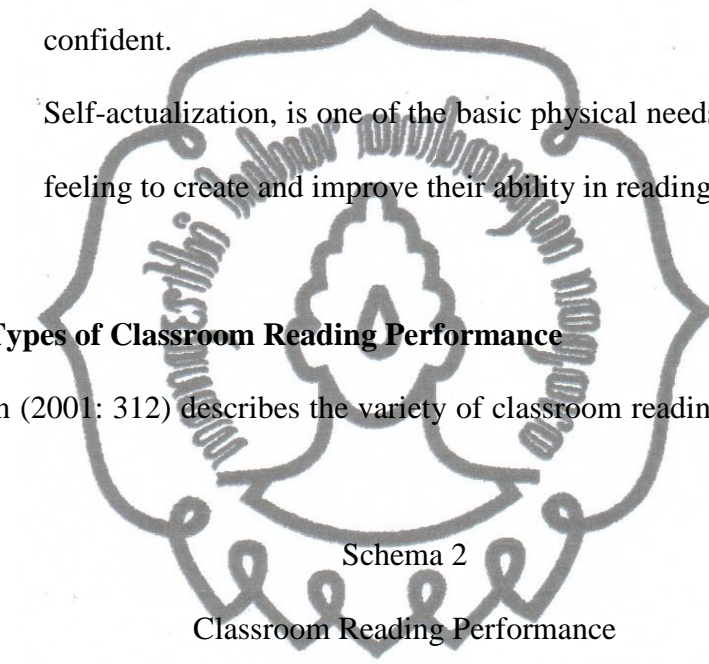
- a. External Factors:
 - 1) Difficulty of material: difficult material that is beyond the students' level is one of the major causes of lack of comprehension.
 - 2) Intelligence: a students' ability to comprehend in reading is sometimes limited by his mental ability enabling him to carry. The intelligence of the reader will influence the capacity of the reader in comprehending passage.
 - 3) Environment: the extent of the environment affects comprehension varies with individuals.
 - 4) Teacher' s method: method of teaching that concentrate on the recognition of individual words without neglecting attention to meaning assists the students' quality in comprehending the text.

b. Internal Factors:

- 1) Motivation is one of the important factors of learners in reading comprehension.
- 2) Self-esteem has important role in developing reading comprehension. It is a human being personality that is active, highly confident.
- 3) Self-actualization, is one of the basic physical needs, students have a feeling to create and improve their ability in reading to be best.

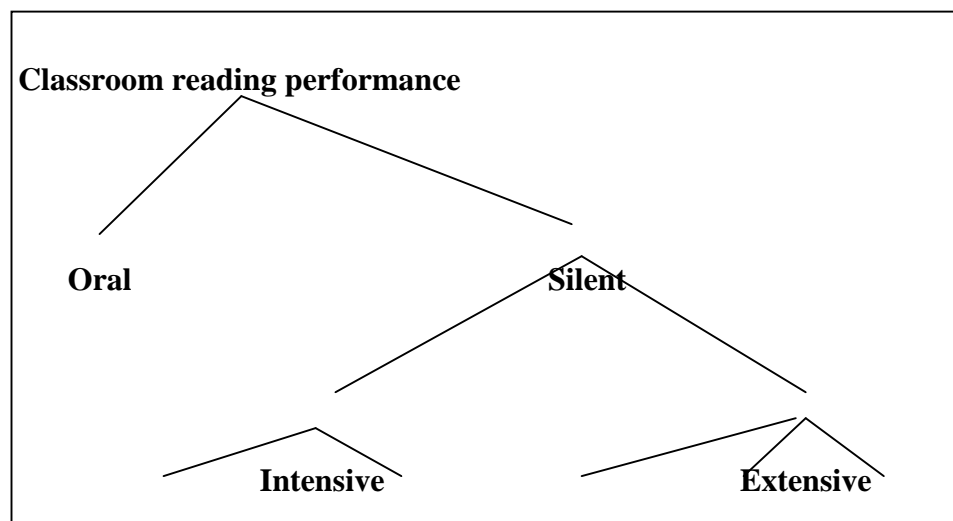
8. The Types of Classroom Reading Performance

Brown (2001: 312) describes the variety of classroom reading performance as follows:



Schema 2

Classroom Reading Performance



Linguistics

Content Skimming

Scanning

Global

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a. Oral and silent reading

Occasionally, the teacher has reasons to ask a student to read orally. At the beginning and intermediate levels, oral reading can:

- 1) Serves as an evaluation check on bottom up processing skills.
- 2) Double as pronunciation check, and
- 3) Serve to add some extra student participation if the teacher wants to highlight a certain short segment of reading passage.

For advanced levels, usually only advantage (c) can be gained by reading orally. As regards, there are some disadvantages in reading orally. They are:

- 1) Oral reading is not very authentic language activity
- 2) While one student is reading, others can easily lose attention (or be silently rehearsing the next paragraph)
- 3) It may have the outward appearance of student participation when in reality it is mere recitation.

b. Intensive and extensive reading

Silent reading is categorized into intensive and extensive reading. Intensive reading is usually a class-room oriented activity in which students focus on linguistics or semantic details of passage. It calls students attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationship, and the like.

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, etc.). Most extensive reading is performed outside class time. Pleasure reading is often extensive. Extensive reading can sometimes help students get away from their tendency to overanalyze or look up words they do know and read for understanding. Extensive reading includes skimming (reading rapidly for the main points), scanning (reading rapidly to find the specific pieces of information), and global reading.

Based on some theories above, the researcher can infer that reading comprehension is a complex process in which the reader interacts with the text and then decodes the written symbols, it is begun from smaller units (individual letters) to larger ones (words, clauses and sentences). In addition, in order to support comprehension, it requires reading skills involving explicit information, vocabulary, main idea and inference.

B. Teaching Reading

In this discussion, the writer would like to explain about the stages of teaching reading and activities in each stage. Besides, the writer would also explain the kinds of reading assessment.

There are three stages in teaching reading they are pre-reading, during-reading and post-reading. Each of these stages has its own characteristics, although they are related one to another. According to Celce and Muria (2001: 191). Pre-reading instruction can serve five important purposes. It helps students access background information, provides specific information, stimulates students

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interest, sets up students expectation and models strategic that students that students can later use on their own. Pre-reading instruction also involves some activities: previewing the text, skimming the text, answering questions about information in text, exploring key vocabulary and reflecting on or reviewing information from previously read texts in light of the topic of the new text.

Furthermore, during reading instruction, it guides students through the text, often focusing on understanding difficult concepts, making sense of complex sentences, considering relationship among ideas or character in the text and reading purposefully and strategically. In this stage, it involves some activities they are outlining or summarizing key ideas in a difficult section, Examining emotions and attitudes of key characters, determining sources of difficult and seeking clarification, looking for answers to questions posed during pre-reading activities, writing down prediction of what will come next.

Finally, post reading instruction typically extends ideas and information from the text while also ensuring that the major ideas and supporting information are well understood. In this stage, it involves some activities: completing a graphic organizers based on text information; expanding or changing a semantic map created earlier; listening to lecture and comparing information from the text and the lecture; ranking the importance in the text based on a set of sentences provided; answering question that demonstrate comprehension of the text.

Meanwhile, to assess students' reading comprehension, there are some kinds of reading assessments. According to Weir (1998: 43-51) states that there seven sorts of reading assessment: multiple-choice questions, short answer questions, *commit to user*

cloze, selective deletion gap filling, c-test, cloze elide and information transfer.

The seven kinds of reading assessment will explain as follows:

1. A multiple-choice test item is usually set out in such a way that the candidate is required to select the answer from a number of given options, only one of which is correct.
2. Short answer questions which require the candidate to write down specific answers in spaces provided on the question paper.
3. A cloze unit may be defined as: any single occurrence of successful attempt to reproduce accurately a part deleted from, by deciding from the context that remains, what the missing part should be. Here, the candidates have to fill each gap by supplying the word they think has been deleted.
4. Selective deletion gap filling enables the test constructor to determine where deletions are to be made and to focus on those items which have been selected a priori as being important to a particular target audience. In addition, gap filling is much more restrictive where only single words are deleted.
5. C-test is an adaptation of the cloze technique called the C-test has been developed in Germany by Klein-Braley. In the C –test every second word in a text is partially deleted.
6. Cloze elide a technique which is generating interest recently is where words do not belong are inserted into a reading passage and candidates have to indicate where these insertions have been made.

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7. Information transfer techniques are particularly suitable for testing an understanding of process, classification or narrative sequence and are useful for testing a variety of other text types. It avoids possible contamination from students having to write answers out in full.

In this research, the researcher employs multiple choice questions as it is appropriate technique to measure students' reading comprehension in term of explicit information, vocabulary, main idea and inference. Besides, multiple choice questions are considered as the objective technique since it doesn't involve human being in measuring students' score.

C. The Graphic Organizers

In this session, the writer discusses the definition of graphic organizers, type of graphic organizers, uses of graphic organizers and graphic organizers in the classroom activities.

1. Definition of Graphic Organizers

There are many definitions about graphic organizers. Among them are from Bromley et al, Sousa, Zwiers and Synder.

Bromley, et al. (1995:7) define graphic organizer as a visual representation of knowledge. It is a way of structuring information, of arranging important information aspects of a concept or topic into a pattern using label. Besides, Sousa (2005:192) states that graphic organizers as valuable tool for organizing and representing knowledge and for illustrating relationship between concepts. In addition, Herley in Zwiers (2004:17)

states that graphic organizers are drawings that use geometric shapes or tables to show connections between pieces of information.

Furthermore, comes from Synder (www.tomsnyder.com) states that:

The NRP review of research found graphic organizers to be helpful tools in improving reading comprehension. Essentially, a graphic organizer is a graph, such as an idea web, Venn diagram, or box map that is used to organize ideas and relationships. Deconstructing the text using such a semantic mapping system helps students identify the most important information in the text and remember its content. To be successful, however, the type of organizer must be carefully considered, and used in the context of a specific instructional strategy.

2. Types of Graphic Organizers

Graphic organizers come in many different forms, each one best suited to organizing a particular type of information. Hall & Nicole (2002:1-3) give their thirteen detail about selection of graphic organizers and their practical use.

The first graphic is a descriptive or thematic map. It works well for mapping generic information, but particularly well for mapping hierarchical relationships. The second graphic is a network tree. This type of graphic organizes is helpful as a hierarchical set of information, reflecting super ordinate or subordinate elements. When the information relating to the main idea or theme does not fit into a hierarchy, a spider map can help with organization. This is the third type. The fourth type of graphic organizers is problem and solution map. When information contains cause and effects problem and solution, a problem and solution map can be useful for organizing. The fifth graphic organizers is problem-solution online, it helps

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students to compare different solution to a problem. The sixth graphic organizer is a sequential episode map. It is useful for mapping cause and effect. When cause-effect relationships are complex and non-redundant a fishbone map may be particular useful. This type of graphic organizers belongs to the seventh. The eighth and the ninth graphic organizers are comparative and contrastive map and compare-contrast matrix. Comparative and contrastive map can help students to compare and contrast two concepts according to their features. The other graphic is for another way to compare concept' attribute. Continuum scale is effective for organizing information along a dimension such as less to more, low to high, and few to many. This is the graphic number ten. A series of events chain, that is graphic number eleven, can help students organize information according to various steps or stages. The twelfth graphic organizer is a cycle map. It is useful for organizing information that is circular or cyclical, with no absolute beginning or ending. The last graphic organizer is human interaction online. This type of graphic is effective for organizing events in terms of a chain of action and reaction (especially useful in social sciences and humanities).

Moreover, Bellanca (2007) supports and add some graphic organizers. In his book entitled A Guide to Graphic Organizers, he puts graphic organizers in total twenty four types. They are KWL, Web, Sequence Chart, Starburst, Gathering Grid, 5+1 Newspaper, Jigsaw, Making Ladder, Scale, PMI, Venn Diagram, Spider map, Classification Grid, Agree-Disagree Chart, Prediction Tree, Decision Maker' Flow Chart, Concept Map, Fishbone analyze,

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Problem Solving Chart, Two-Way Thinking Tower, Classification Flow Chart, Right Angle, Inference Funnel, and what is the big idea.

In addition, McGill, Murphy, and Freeman (2009) they state that graphic organizers are generally labelled as conceptual, hierarchical, cyclical, and sequential.

The first, conceptual organizers help students show their learning or knowledge of a central idea. Concept maps, KWL charts, and Venn diagrams are only a few conceptual graphic organizers. KWL charts will help the student organize his or her prior knowledge and the information that he or she wants to learn before new learning begins. Then, after learning has taken place the student will chart what he or she has learned. Venn diagrams are used to compare and contrast two objects, topics, characters, etc.

Second, a hierarchical organizer is used when a student needs to break down broad concept into sub concepts. Some of these organizers include the branching diagram, classifying chart, and topic/subtopic web. Students could use this type of graphic organizer to explain the food chain.

Third, the student will use a sequential graphic organizer when he or she needs to explain the sequence of events. Storyboards, T-charts, and cause and effect organizers are all sequential. This type of organizer could be used when telling the beginning, middle, and end of a story.

The last, there are times when it would be best to use a cyclical organizer. These organizers may be better known as the circle organizer or

the circle diagram. These could be used to show life cycles or the water cycle.

3. The Benefits of Graphic Organizers

Graphic organizers research (2005) states that:

The benefit of graphic organizers across several content areas (Science, social studies, mathematics, Spanish as second language, vocabulary, reading, and writing), multi grade level (first through senior high school), and different students populations (regular education students and students with learning disabilities) have been verified in the 29 experimental and quasi-experimental SBR cited throughout this paper. All of the studies included in this review have shown that using graphic organizers led to improve student performance as measured by various forms of assessments (classroom-based, observation, textbook, and standardized). Graphic organizers also have found to result in superior student performance when compared with more traditional forms of instruction (e.g., lecture, linear note taking, question/answering).

In addition, Cleveland (2005: 3) states that:

Graphic organizers are great tools when you are reading—they can help you through a poem, a story, a biography or an informational article. Organizers help you analyze what you are reading. You can use them to recognize patterns in your reading, such as indentifying main idea of a story or an article, and finding details that support the main idea. They can help you to compare and contrast things within a story or between two stories. They can even be useful after you read. You can use them to organize your notes and figure out the most important point.

More over, Education Department (2004) states that Graphic organizers enable teachers to show and explain relationships between content and sub content and how they in turn relate to other content areas. On the other hand, through the use of the organizers, students can make more abstract comparisons, evaluations, and conclusions. In short, graphic organizers allow students an active role in their learning.

D. Graphic Organizers in the Classroom Activities

Three steps in teaching reading are pre-reading, whilst reading, and post reading. In each step the writer would like to explain the role of graphic organizers in the classroom activities.

Pre- reading

Jones (2004: 149) states:

Before you read graphic organizers reminds you of what you already know about a topic and help you to think about what you want or need to know about the topic you will be reading. By asking you to use your background knowledge, you can connect or glue yourself to what you are reading which makes the reading easier and more interesting.

Whilst reading

Again Jones (2004: 149) states that:

While you read graphic organizers help you to keep your reading brain alert and awake and focused on what you are reading. They also help you fix up any confusing passage you come across. They may also ask you to predict or think about what is coming next, which helps to keep you glued to the reading.

Post reading

Finally, Jones (2004: 150) says that graphic organizers remind the readers of what they read after reading. Graphic organizers also help them to navigate through all the sounds of words to find the most important ideas in the reading. And to keep what they read in their head.

Graphic organizers in this research means any graphic displays that help the readers obtain the meaning of the text in term of organizing and linking ideas in purpose of finding main idea, explicit information, implicit information and inference. *inference user*

E. Review of Relevant Researches

In this session, the writer discuss about the review relevant research on graphic organizers. The researchers are Chang (2008), Aziz (2004), DiCecco and Gleason (2002), Jiang and Grabe (2007), and Dye (2000).

Chang (2008) states that teachers can use graphic organizers to give a lecture to their students whether the class is a large first year class or a smaller upper level course. Additionally, teachers can use graphic organizers in their own reading strategies. Meanwhile, the teacher can use graphic organizers in a lecture in two ways. First, the teacher could use them to prepare their instruction and second, the teacher could use them as a visual aid for students in a large class.

Furthermore, in reading teaching, graphic organizers allow both the teacher and students keep an overview of what is the topic of discussion at all times. Moreover, graphic organizers could be used to narrow many ideas written in a linear format to key topics that the teacher would like to discuss in class. Having only the key words or topics that the teacher would like to explain that allows them the freedom to discuss topics in a structured format without having a rehearsed instruction. Graphic organizers may make the class more interesting because the teacher has the flexibility to flow from one topic to the next and can answer questions that may lead students another part of the context in the reading.

Another research comes from Aziz (2004). He states that graphic organizers can help students to be more conscious of identifying patterns and

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relationships between different concepts and hence promote effective meaningful learning while encouraging more active thinking. Graphic organizers can be used as a tool by teachers when developing their lesson, as well as during a lesson to make learning more meaningful, lasting and powerful. Besides, Marzano, Pickering and Pollock (2001) in Aziz highlights that graphic organizers combine both the linguistic mode of learning (using words and phrases to describe) and the non-linguistic mode (using symbols and arrows to represent relationships) Graphic organizers thus, encourage and help students to see and represent relationships between different pieces of content and also between new and existing knowledge. Furthermore, Ausubel's learning theory (Ausubel, 1962) in Aziz placed central emphasis on the influence of student's prior knowledge on subsequent meaningful learning. According to him the single most important factor influencing learning is what the learner already knows and meaningful learning occurs when students consciously and explicitly link new knowledge to relevant knowledge already in their schema. He adds that the use of Graphic organizers can help teachers and students enhance meaningful learning and generate excitement and enthusiasm toward learning.

In addition , Alexander et al., 1991; Prawat, 1989 in DiCecco and Gleason (2002) they state that students with LD and other students who struggle to understand relationships—need instruction that explicitly demonstrates the connectedness of domain knowledge. In addition, Beck et al., 1989 in DiCecco and Gleason (2002) They state that it is not enough for

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students to acquire factual knowledge; they must also learn how concepts are connected or related to each other. Texts and teacher presentations must include explanations that connect subordinate concepts to super ordinate concepts. Moreover, Hudson, Lignugaris-Kraft, and Miller, 1993; Moore and Readence, 1984 in DiCecco and Gleason (2002) state that Graphic organizers (GOs) are one method that might achieve what textbooks fail to do. *Graphic organizers* are visual portrayals or illustrations that depict relationships among the key concepts taken from the learning task. While, Novak and Gowin 1984 in DiCecco and Gleason (2002) state that they include labels that link concepts in order to highlight relationships. Furthermore, Ausubel (1968) in DiCecco and Gleason (2002) states once these relationships are understood by a learner, that understanding can be referred to as *relational knowledge*, the term that will be used in this article. Logically, if the source of relational knowledge is structured and organized, it will be more accessible to the learner

Meanwhile, Jiang and Grabe (2007) state that the effectiveness of GOs seems to have to do with the type of GOs used, and particularly whether or not they are designed to represent the specific discourse structures of a text. However, in the literature of GO research, not all GOs are constructed to reflect the discourse structures of a text. Many GOs create a very general frame for listing and sorting information from a text without requiring recognition of how the discourse structure of the text organizes information. If GOs that represent the discourse structures of a text consistently facilitated reading comprehension, then the problem of ineffective GOs may rest with the *commit to user*

types of GOs that do not represent the specific discourse structures of a text. In other words, GOs that do not represent the discourse structures of the text may be less effective than the ones that represent the discourse structures. The incongruence of previous findings warrants a systematic comparison of the impact of GOs that represent discourse structures of a text and GOs that only reflect the relationships between main ideas of a text. A review of studies involving different types of GOs may help reveal interesting and important outcomes.

Some important conclusions can be drawn from the current review about the effect of GOs that represent the discourse structures of a text. First, these GOs have consistently shown to facilitate comprehension of macrostructures and recall of main ideas for an immediate text (Armbuster et al., 1987; Guri-Rosenblit, 1989; Tang, 1992). However, measures of general or overall learning such as comprehension questions, recognition probes, or recall of factual details did not always seem sensitive enough to measure GO facilitation. Second, the constructor of the GO also influences its effectiveness in comprehension. GOs constructed by students themselves were found to be more effective than those constructed by teachers (Berkowitz, 1986; Moore & Readence, 1984; Spiegel & Barufaldi, 1994). The active involvement of readers in constructing a GO, even simply finishing a partially complete graph, provides them an opportunity for deeper processing of the material than studying organizers produced by others. Third, GOs can be used as pre-reading or post-reading tasks, but these options produce different effects on

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comprehension. Based on the research to date, graphic post-organizers produced greater effects than graphic advance organizers overall (Griffin & Tulbert, 1995; Moore & Readence, 1984; Rice, 1994; Spiegel & Barufaldi, 1994). Fourth, GO training combined with summarization training seemed to produce greater effects than organizer training alone (Bean et al., 1986; Armbruster et al., 1987; Balajthy & Weisberg, 1990). Finally, the length of treatment period and the educational level of participants are also important factors in the effectiveness of GOs (Alvermann & Boothby, 1986; Swafford & Alvermann, 1989). Overall, the findings of the above studies are rather consistent; that is, GOs representing the discourse structure of the text can facilitate the comprehension and retention of content area reading material.

More over, Dye (2000) state in his research that graphic organizers are “visual displays teachers use to organize information in a manner that makes the information easier to understand and learn” (Meyen, Vergason, & Whelan, 1996, p. 132). Here are some examples of graphic organizers: Venn diagrams, Semantic webs, Genealogical trees, Frames.

Some of these examples can be found in works by Lazear (1991) and Staton (1991). The frame is a more detailed type of graphic organizer; Ellis (1998) described its use in the Content Enhancement Series entitled *The Framing Routine*. The frame is a “twodimensional graphic organizer that allows the teacher to display in an organized manner important information related to the targeted key topic” (p. 5). The graphic organizer has its roots in schema theory. In effect, schema theory states that *new information must be*
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linked to preexisting knowledge. The teacher's task is to ensure that the child has prior knowledge related to the concept and to provide a means to assist the child in making the necessary connections between what is being taught and the child's prior knowledge. When people learn something new, they must retain it for later use. Our knowledge is stored in a scaffold-like hierarchy, which includes our way of organizing the information. According to Slavin (1991), we encode, store, and retrieve information based on this system. Schema theory can be better understood when we examine the cognitive approach to learning.

Furthermore, Curriculum Associates (2007) states that graphic organizer demonstrates the effectiveness of graphic organizers for reading comprehension and writing achievement. In addition to this objective, graphic organizer also employs reading comprehension instruction recommendations from the National Reading Panel. Reading comprehension is defined as the ability to understand and gain meaning from what has been read. Graphic organizer suggests that teachers use independent reading strategies in the Thinking About the Selection Activity. This program employs multiple instructional strategies, such as prior knowledge activation, collaborative study, and summarizing, as a means for teachers to gauge students' comprehension of the writing model. The use of these multiple strategies is part of effective reading comprehension instruction. "In addition, Almasi, et al. (1996) found that use of comprehension strategies was both a sign of active engagement and a stimulus for that engagement" (Dowhower: 146)

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Prior Knowledge Activation

“Prior knowledge affects comprehension by creating expectations about the content, thus directing attention to relevant parts, enabling the reader to infer and elaborate what is being read, to fill in missing or incomplete information in the text, and to use existing mental structures to construct memory representations that facilitate later use, recall, and reconstruction of text” (NICHD, p. 4-84). Graphic organizer is designed to give students experience with this metacognitive strategy. Prior to reading, Thinking About the Selection section, in the students think about and discuss comprehension questions. These questions provide a purpose for reading. Along with the pre-reading questions in the Thinking About the Selection section of the lesson, important text structure or topic information is provided, when appropriate. “The more prior knowledge a student has about a subject, and the better he or she understands the purpose for reading it, the more the student will gain from reading” (Monahan, p. 90).

Collaborative Study

Collaborative study is defined as learning by working together, as partners or in small groups, on clearly defined tasks (NICHD, p. 4-47). Students who work collaboratively are active and engaged learners. Teachers use collaborative study in the Summarizing the Selection section of each lesson as a metacognitive strategy to guide students towards reading comprehension. Readers teach each other. The readers are encouraged to break down the

content-area material from ‘teacher-talk’ to ‘kid-talk’ to facilitate learning” (NICHD, p. 4–71).

Summarizing through the Use of Graphic Organizers

Knowing how to write a summary has relevance to every student in that the ability transfers to an effective study strategy for all content areas. “. . . the power of writing a summary lay in the fact that it requires readers to evaluate information and make decisions regarding what represents important ideas and what are supporting details or descriptive details in a way that reconstructs the main points clearly and logically” (Farnan & Dahl, p. 1001). Farnan and Dahl continue by stating that the ability to write summaries seems to improve both retention and recall and reading comprehension. In the Summarizing the Selection section, students are instructed to look for main ideas and relevant details. There is no physical spot for repetitive or irrelevant details. Students also complete the graphic organizers in their own words. Students who use these recommended techniques will be able to write strong summaries (Devine & Kania, p. 947).

F. Rationale

Reading comprehension is a complex process: the reader constructs meaning by interacting with a text using his or her previous knowledge and experience and the information that can be found in the text. In this process, the readers involve reading skills, some of them are: finding explicit information, vocabulary, main idea and inference.

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In fact, some students encounter some problems in reading comprehension. They are, students have difficulty to identify explicit information in a text; Students have difficulty to comprehend the text as they lack of vocabulary; students are unable to find main idea in a paragraph; students have difficulty to infer the meaning of the text. Beside that, based on my observation, I find some students often come late; they come to reading class reluctantly; they chat in the class; they have no response when they are asked questions. Furthermore, some students have low motivation in joining reading class. It may be caused by not knowing the technique that can help them to comprehend the text easily. Meanwhile, the teacher is seldom giving motivation the students. This kind of situation makes the students have low motivation in learning English. As a result, students have some difficulties especially in reading comprehension.

Based on all the facts above, students need to have sufficient strategy to be successful in reading comprehension. In the previous explanation, students have some difficulties in reading comprehension: students have difficulty to identify explicit information in a text; students have difficulty to comprehend the text as they lack of vocabulary; Students are unable to find main idea in paragraph; and students have difficulty to infer the meaning of the text. In this case, graphic organizers are selected as the teaching method that can provide the bridge from the abstract concepts of the text to more visible ideas that ease the reader getting the intended meaning. Furthermore, the use of graphic organizers has yielded promising results in: enhancing reading

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comprehension; retention and recall; promoting learning performance; improving learning and thinking skills; and increasing learning attitudes. From the characteristics of graphic organizers above, it is believed that graphic organizers (Conflict Dissection and Character Traits) can improve students' reading comprehension in term of finding explicit information, vocabulary, main idea and inference.



CHAPTER III

RESEARCH METHOD

This chapter describes the research setting, research subject, research method, research procedure, data and data collecting techniques, data validation and data analysis techniques.

A. Context of the Research

1. The Setting and the Time of the Research

The place of this classroom action research is SMA Negeri 6 Surakarta. It is located on Jl. Mr. Sartono No. 30, Surakarta, Central Java. A number of students in SMA Negeri 6 Surakarta is 1950. More over, it is equipped with two kinds of facilities: laboratory and courts. First, laboratory in SMA Negeri 6 Surakarta consists of 6 fields. They are language, chemistry, Physics, Biology, IPS and Computer laboratory. Second, SMA Negeri 6 Surakarta has three kinds of courts: Tennis, Basket and football. In addotion, it provides many kinds of students' activity or Extra Curricular: Volly ball, Basket, Cheer leader dance, Takwendo, Karate, Pencak Silat, PKS (Patroli Keamanan Sekolah), Pramuka, PMR, Teater, Pencinta Alam, KIR, Rohis and English Conversation Club.

This classroom action research was carried out in eight months started in September 2009 up to July 2010, preliminary research was done in September, designing research proposal was done in October up to February 2009, conducting proposal seminar in March 2010, making research instruments in April 2010, giving treatment and collecting the data in May 2010, analyzing the collected data

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and discussing the data analysis in June 2010 and the writing research report in June 2010.

Table 3.1 Research Schedule

Month	Activities
September 2009	<ul style="list-style-type: none"> • Preliminary Research
October – February 2009/2010	<ul style="list-style-type: none"> • Designing Research Proposal
March 2010	<ul style="list-style-type: none"> • Conducting Proposal
April 2010	<ul style="list-style-type: none"> • Making Research Instruments
May 2010	<ul style="list-style-type: none"> • Treatment, Collecting Data
June 2010	<ul style="list-style-type: none"> • Analyzing Data, Writing Report

B. Research Subject

The subject of this classroom action research is second grade of SMA Negeri 6 Surakarta in the academic year of 2009-2010. In this class, there are 30 students. In general 2 Bahasa 1 has low English skill, especially reading skill. Besides, based on the result of pre test, the students' score in reading comprehension is unsatisfying. Why was the students' score in reading comprehension unsatisfying? Because they had some difficulties in reading comprehension such as students had difficulty to identify explicit information in a text; students had difficulty to comprehend the text; students were unable to find main idea in a paragraph; students had difficulty to infer the meaning of the text. Furthermore, based on my observation, some students often came late, they came to reading class reluctantly,

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they chatted in the class, and they had no response when they were asked questions. Therefore, in this classroom action research, the researcher uses graphic organizers to solve the students' problem in comprehending the text and their motivation in reading. By using Graphic Organizers, hopefully, it can increase their motivation and as a result their reading comprehension improves as well.

C. Research Method

This research is carried out as classroom action research in collaboration with an English teacher of SMA Negeri 6 Surakarta in the academic year of 2009-2010. Some definitions of the action research that are proposed by experts are as follows: Burns (1993: 30) states that action research is the application of fact finding to practical problem solving in social situation with a view to improve the quality of action within it, involving the collaboration and cooperation of researcher, practitioners and laymen. In addition, Nunan (1998:229) states that action research is a form of self-reflective inquiry carried out by practitioners, aimed at solving problems, improving practice, or enhancing understanding. It is often collaborative”.

Another definition comes from Mills (2006: 6) who states that:

Action research is any systematic inquiry conducted by teacher researchers, principals, school counselor, or other stakeholders in teaching/learning environment, to gather information about the ways that their particular school operates how to teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effective positive changes in the school environment (and on educational practices in general), and improving students outcomes and the lives of those involved.

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Furthermore, Burns (1999: 30) said that there are four characteristics of action research:

1. Action research is contextual, small scale and localized, it identifies and investigates problems within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by team of colleagues, practitioners, and researcher.
4. Change in practice is based on the collection of information or data which provides the impetus for change.

Based on the above statements, it can be concluded that action research is a process of self reflective inquiry by gathering information about the way particular school operate how to teach, and how well students learn. It is used for improving teaching learning process in school. It is conducted by teacher researchers, principals, school counselor, or other stakeholders in teaching/learning environment. In this kind of research, the researcher collaborates and cooperates with practitioner and laymen. In this research, action research was carried out to improve the students' reading comprehension and to improve teacher's professionalism in teaching reading.

D. The Model of Action Research

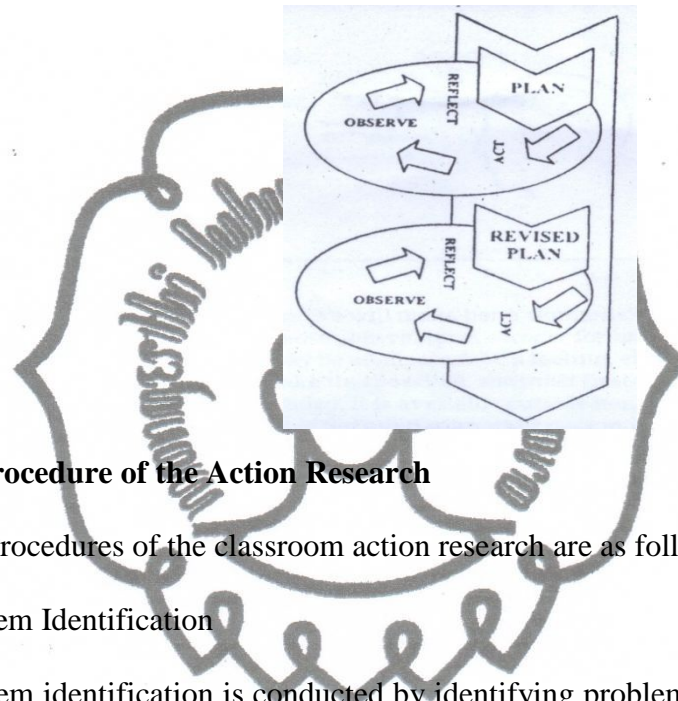
The model of action research used in this study is the model developed by Kemmis Mc Taggart (1998) stated in Hopkins (1993: 48). According to the

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model, the implementation of action research consists of four essential moments: planning, action, observation, and reflection.

Schema 3

An Illustration of the Action Research



E. The Procedure of the Action Research

The Procedures of the classroom action research are as follows:

1. Problem Identification

Problem identification is conducted by identifying problems of the students' reading comprehension. In this case, the researcher makes use of observation technique and Pre test.

2. Planning

After identifying the problem, the researcher makes a plan about what kind of action that will be carried out. Then, I prepare everything dealing with the action research requirements such as preparing the material, making lesson plan, preparing observation sheets to record students' activities, and preparing teaching aids and instrument.

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3. Acting

In this stage, the researcher observed the action by making filed note of instructional activity intended to know the class situation, what heppend to students and the instructional activity when conflict dissection graphic organizer is applied. Here, the implementation of the action was according to scenario planned: the instructional activity in the classroom was conducted based on lesson plan.

4. Observing

In this stage, the researcher and the teacher of SMA Negeri 6 Surakarta observe and monitor the activities in the classroom during and after teaching learning process by making notes of students' progress on reading comprehension.

5. Reflecting

After carrying out teaching and learning activity using graphic organizers, the researcher recites the occurrences in the classroom as the effect of the action. The researcher and English teacher evaluate the process and the result of the implementation of graphic organizers in teaching reading comprehension. The evaluation gives advantages in deciding what the researcher and the English teacher have to do in next cycle.

6. Revising the plan

The revision is carried out according to the weaknesses found in the previous cycle. By revising the plan, it is hoped that the rest of the problems can be handled in the following cycle.

F. Technique of Collecting Data

In data collecting, the researcher involved two kinds of data: quantitative data and qualitative data. The quantitative data are gained from test: pre- and post test. It is conducted in order that the researcher gets the data pertaining to whether or not there is significant improvement on students' reading comprehension after being introduced with graphic organizers technique.

For collecting qualitative data the researcher used interview, observation, documentation and questionnaire.

1. Interview

The interview is carried out to get information from the students and the English teacher. The information covers their idea about the use of graphic organizers in teaching reading, and their motivation toward reading, the strengths and weaknesses of the implementation of graphic organizers when they are used in teaching reading. The interview covers their personal perception, experiences, opinion, and ideas related to this classroom action research. To get the valid qualitative data, the triangulation is used. In this research the data are collected from three methods: (1) Observation; (2) Interview.; (3) Questionnaire

2. Observation

In this research the observation is carried out to cover the process of implementation of graphic organizers in the teaching reading. The observation notices classroom events and interaction between teacher and students and among students in the classroom. In this research, the researcher observes students' activity during the instructional process.

3. Documentation

The documents that are searched in this research are written materials sheets of classroom observation, lesson plans, and list of students' score in reading test.

4. Questionnaire

The questionnaire is carried out to get information from the students about the information that covers their data about teaching the use of graphic organizers in teaching reading, and the strength and weaknesses of the implementation of graphic organizers in teaching reading.

G. Technique of Analyzing Data

The techniques that are used to analyze the data are:

1. Quantitative Data

In analyzing quantitative data, the researcher used descriptive statistics analysis. It is used to find means, percentage of students' achievement and so forth. The steps in analyzing quantitative data are as follows:

The quantitative data in numbers form gotten from

- a. Checking the students' answer on the written test that is carried out the implementation of cycles whether they are right or wrong.
- b. Computing the students' correct answers.
- c. Calculating the students' score on written test is done as follows;
 - 1) Calculating the percentage of the correct answers of each student by using percentage correction. The percentage is used to measure the students' reading comprehension.

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The percentage formula that is used is:

$$S = \frac{xR}{N} \times SM$$

Where:

S = the students' mastery in %

R = the students' right answer

N = the maximum number of the whole answer

SM = standard mark (100) (Arikunto, 1998: 38)

- 2) After analyzing the scores of the written test, the writer uses a statistical technique to find students' mean score. The researcher uses the following formula:

$$M = \frac{\sum X}{N}$$

Where:

M = mean (the score)

$\sum X$ = the total score

N = number of students

Formula proposed by Purwanto (1985: 38)

2. Qualitative Data

To analyze the qualitative data, the researcher applied constant comparative method as suggested by Glaser (1980: 105-115). The method consists of four steps: (1) comparing incidents *applicable to* each category; (2) integrating

categories and their properties; (3) Delimiting the theory; and (4) writing the theory. The following is a brief description of each step:

a. Comparing incidents applicable to each category

In this stage, the researcher starts with making the code of every incident in his data from the observation and questionnaire.

b. Integrating categories and their properties

In this stage, the researcher compares the data which are taken during the observation and from the questionnaire. It is followed by finding the relationship between them.

c. Delimiting the theory

In this stage, the researcher disregards some concepts initially noted but evidently irrelevant to the inquiry. In addition to the number of categories being reduced, the theory itself becomes simpler.

d. Writing the theory

The researcher arranges the research findings based on the result of the previous stages.

CHAPTER IV RESEARCH RESULT AND DISCUSSION

This chapter has three sections. Section A relates to the introduction in which it describes the condition before the research. Next, section B describes the process of the research, the implementation of the research and research findings. Finally, section C describes the discussion of the findings.

A. Introduction

This research is aimed at finding out whether the use of graphic organizers improves students' reading comprehension and to identify to what extent the improvement is. Furthermore, the research describes the teaching learning situation when graphic organizers are implemented in reading class. The research was carried out at SMA Negeri 6 Surakarta, especially 2 Bhs 1.

The situation before the research was identified in pre-research stage. This was aimed at finding out the problems during the teaching learning process in reading and to find out the current students' reading comprehension. Furthermore, the pre research activity was carried out to identify students' problem in reading comprehension. As the problems were identified, the researcher could decide what kind of solution would be used. To reach this purpose, the writer conducted interview to the students, giving questionnaire, and pre-test as well.

The main problems that could be identified are: students' problem in comprehending the text and classroom situation. Furthermore the researcher found out the causes of the problem. They are also written in the table below. The result of pre-research activities was described in table 4.1.

Table 4.1. The Result of previous condition

Condition
1. Students' reading comprehension <ul style="list-style-type: none"> • Students had difficulty to identify explicit information of the text. • Students had difficulty to comprehend the text as they lack of vocabulary. • Students were unable to find main idea in paragraph. • Students had difficulty to infer the meaning of the text.
2. Reading classroom situation <ul style="list-style-type: none"> • Some students often came late • They came to reading class reluctantly • They chatted each other • They had no response when they were asked questions
3. The causes of the problem <ul style="list-style-type: none"> • Teacher seldom gave motivation to the students • The teaching method used by the teacher is not inspiring • Students' vocabulary mastery was poor • Teacher dominated class with broad oral communication

1. Students' reading comprehension

The competence of students of 2 BHS 1 of SMA Surakarta in reading comprehension was poor. This condition was identified as their pretest score which was gained in the preliminary research was mostly unsatisfying. The result of the students' scores in reading comprehension was as follows:

Table 4.2 The Result of Preliminary Research

Explanation	Preliminary Research Score
The Highest	73.33
The Lowest	43.33
The Average	57

Based on the table above, the highest score in the preliminary research was 73.33. Furthermore, the lowest score in the preliminary research was 43.33. The last, the average score in the preliminary research was 57.

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Another important consideration was about students' scores viewed from their skills. The students' score in explicit information in the average was 57.78. The students' score in vocabulary was 60. Furthermore, the students' score in main idea was 47.14. Finally, the students score in inference was 41.42. In more complete data, the students' skill can be seen in the table 4.2.

Table 4.2 the result of preliminary research viewed from students' reading comprehension skill.

No	Skills	High	Low	Average
1.	Explicit Information	75	50	57.78
2.	Vocabulary	75	37.5	55.78
3.	Main idea	71.43	28.57	47.17
4.	Inference	57.14	28.57	41.42

2. Classroom situation

Before conducting the research, the teaching learning process was not inspiring. In teaching reading, the teacher explained the students by applying broad oral communication using full English.

Basically, the English teacher applied three stages of teaching reading that is prereading, during reading and post reading. However, it did not work very well since there were a lot of missing parts which students get from the explanation.

Based on the researcher's observation, he found (1) some students came late; (2) they came to reading class reluctantly; (3) They chatted each other in the class; (4) they had no response when they are asked question. Beside that, he saw that the process of teaching learning was not inspiring.

3. Causes of reading comprehension problems

Knowing that reading comprehension was still difficult for the students, the researcher tried to know what caused their difficulties. The difficulties of reading comprehension were based on two aspects. They were from teacher and the students.

From the teacher's aspect, the researcher saw that the process of teaching learning was not inspiring. It could be seen, when the English teacher taught the students with broad oral communication using full English. It made the students chatted each other during the class. Besides, the teacher applied the technique uninterestingly during instructional process. So, it made the class run monotonously. In addition, the teacher seldom gave students motivation during the class, hence, the some students reluctant to come to the class. These causes were in line with the students' result from questionnaire. It showed that 73.33 % after being scored, students felt bored with the teaching technique. Furthermore, 80 %cited that the class was run not inspiring, as the teacher used full of English during the instructional process. Moreover, 83.33 % Stated students unmotivated to join the class, since the teacher seldom gave students motivation during the class. In accordance to interview result, A12 stated that he got bored with the technique used by the teacher. Another statement came from A17, he/she stated the class was not inspiring as the teacher used full English during the lesson. More over, A23 cited that he unmotivated join the class since the teacher seldom gave students' motivation.

Meanwhile, from the students' aspect, the researcher saw that the students' vocabulary mastery was poor. Besides, the students have lack of motivation. From the result of interview, it was found that students A12 got difficulties in reading comprehension as the material given by the teacher was difficult. Furthermore, A20 stated that he had lack of motivation to join the class since the teacher seldom giving motivation during instructional process. In addition, A 5 and A8 stated that they had problems in reading comprehension and reluctant to come to the class, as the teacher gave the students difficult material and the teacher didn't give students motivation regularly.

To overcome the problems above, 1) the researcher would like to use narrative text during the research as it easier to understand by the students; 2) the researcher recommended the collaborator to give motivation the students regularly; 3) the researcher would like to use graphic organizer to improve students' reading comprehension.

B. Research Implementation

Having identified the problem found in the preliminary research, the researcher tried to overcome those problems by implementing graphic organizers in teaching reading comprehension. The research implementation was divided into two cycles; cycle 1 and cycle 2. The overview of the implementation of the research is showed in table 4.3

Table 4.3 The Overview of the Implementation of the Research

I. Pre-research: Gaining Base line data
<ul style="list-style-type: none"> • Observing • Interviewing • Giving Questionnaire <i>commit to user</i> • Conducting Pre-test

<p>II. Research Implementation</p> <p>Cycle 1: Narrative Text</p> <ul style="list-style-type: none"> • Meeting 1: April 22, 2010, Momotaro, The Mouse Deer and the Crocodile • Meeting 2: April 29, 2010, Batara Guru Sahala • Meeting 3: May 6, 2010, The Kind Caliph • Meeting 4: May 8, 2010, Post-test 1 <p>Cycle 2: Narrative Text</p> <ul style="list-style-type: none"> • Meeting 1: May 13, 2010, The Princess and the Sea Worms and Two Sisters • Meeting 2: May 20, 2010, Sleeping Beauty • Meeting 3: May 27, 2010, Banyuwangi • Meeting 4: May 29, 2010, Post-test 2

Based on the table above, it can be described that the first cycle used conflict dissection graphic organizer and the materials were narrative texts. Meanwhile the second cycle used conflict dissection and the characters traits graphic organizers. The materials for this cycle were narrative texts. The result of the first cycle became the consideration of the planning of the second cycle. Each cycle consists of three meetings. Every meeting had time duration for 90 minutes. Each cycle consists of four steps. The steps were: 1) planning the action; 2) implementing the action; 3) observing the action; and 4) reflecting of the of the observation results.

1. Description of Cycle 1

In the description of cycle 1, it involves four important stages. They are planning, action, observation, and reflection. The detail about those four stages is explained as follows;

a. Planning

In order to get the maximum results in the research, researcher had planned some activities to do before carrying the research. Those activities

were sharing ideas with collaborator, making lesson plan, preparing the handout and dividing the main teaching activities into three phases.

1) Sharing idea with the English teacher

In order that the research could run optimally, the researcher asked an English teacher, Mr, Adib as a collaborator. He is a professional and experienced English teacher. He has been teaching for 17 years. In this research, the researcher will be the observer for the implementation of graphic organizer in the classroom. Meanwhile, Mr, Adib will be the collaborator, he is responsible for the teaching of graphic organizer in the classroom activity.

There were many things that the researcher shared with the English teacher. There were about the designing the lesson plan that reflected what would be applied by the researcher and the teacher in the classroom, how to observe what happened in the classroom when graphic organizers were implemented in teaching reading comprehension, and how to score students' performance in the class.

Based on the result of sharing with the teacher, there were many things that the researcher and the English teacher discussed. First, the collaborator suggested that to implement the graphic organizer well, he would like to present stages very clearly to avoid misunderstanding among students. Good modeling will maximize the result of the students' progress. Second, both the researcher and the collaborator agreed that to evaluate students' progress during treatments or class

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process, there should be close ended questions that consisted of four different skills that would be improved: they were explicit information, vocabulary, main idea and inference. Third, the collaborator reminded the researcher to observe some other points during the implementation of graphic organizers. The points were about students' presence, students' attention to class, students' response to the teaching and learning process participation in a discussion and unexpected things in the classroom.

2) Making lesson plan

Lesson plan is a proposal for actions in teaching activities. Knowing that case, in agreement with the English teacher, the researcher designed the lesson plan as follows;

- a) General Instructional Objectives: The students will be able to comprehend the text.
- b) Specific Instructional Process
 - The students are able to find explicit information in the text.
 - The students are able to comprehend the text.
 - The students are able to find main idea in a paragraph of the text.
 - The students are able to infer the meaning of the text.
- c) Indicator: Using conflict dissection graphic organizer, students are able to;
 - Find explicit information in a text
 - Find *commit to user* word meaning in a text

- Find main idea in a paragraph
 - Inferring the meaning of the text
- d) Time:
- e) Materials
- The text about “Momotaro”
 - The text about “The Mouse deer and the crocodile”
 - The text about “Batara Guru Sahala”
 - The text about “The Kind caliph”
- f) Teaching Learning Process
- The Opening
 - Pre-reading activities
 - During-reading activities
 - Post-reading activities
 - Closing
- g) Tool/Media
- h) Resources
- i) Assesment

3) Preparing the handout

Having made consideration that the last text taught to the students was about narrative text, the researcher in agreement with the English teacher decided that the material was narrative text. To get the material, the researcher browsed in the internet and other resources. As the researcher got the material, he then proposed the material to the

English teacher to get his agreement about them. In line with the researcher about implementing graphic organizers in teaching reading comprehension the students' hand out then equipped by the conflict dissection graphic organizers. The materials were listed as follows; (1) the first meeting in which the researcher would give modeling session and guided session would be momotaro and the mouse deer and the crocodile; (2) the second meeting in which the researcher would provide students with group work activities would be batara guru sahala; and (3) finally, for the last meeting in cycle 1 in which the researcher would give independent activity for students would be about the kind caliph. All of the materials were taken from the internet. They were from <http://www.ardianrisqi.com/2009/11/narrative-text-momotaro.html>

4) Dividing the main teaching activities into three phases

To proceed the successful teaching and learning process, the researcher and the teacher made agreement about the phases in teaching reading comprehension. They were pre-reading activities, whilst reading activities, and post reading activities. Between these three stages, there would be opening and closing.

b. Acting

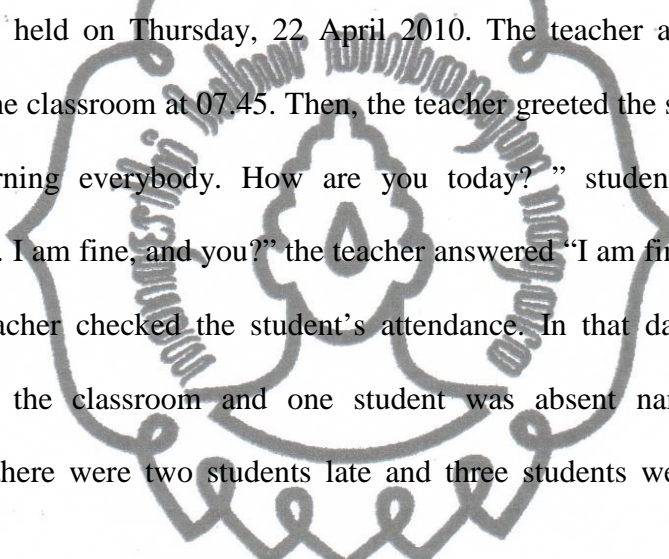
The teacher carried out the activities based on the designed plan for implementing graphic organizers in teaching reading comprehension in cycle 1. While the reasercher observes the instructional activity applied

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graphic organizers. In all meeting of the first cycle, the selection of graphic organizer was conflict dissection graphic organizer. The materials given in this cycle were about narrative texts. They were momotaro, the mouse deer and the crocodile, batara guru sahala and the kind caliph.

1). The first meeting

a) Opening



It was held on Thursday, 22 April 2010. The teacher and the researcher entered to the classroom at 07.45. Then, the teacher greeted the students by saying “Good Morning everybody. How are you today?” students replied “Good Morning sir. I am fine, and you?” the teacher answered “I am fine. Thanks”. After that, the teacher checked the student’s attendance. In that day, there were 24 students in the classroom and one student was absent namely A1. In the meantime, there were two students late and three students were outside of the classroom.

b) Main Activity

Pre reading, in this stage, the teacher introduced the students about graphic organizers. The teacher told the students that graphic organizer was kind of technique which was employed to improve students’ reading comprehension. Then, the teacher explained about GO strength, GO types and Go selection for explicit information, vocabulary, main idea and inference. When the teacher gave the explanation about graphic organizer, three students who came late entered the classroom and asked the teacher’s permission to join the class. Then, the teacher gave students permission to join the class and reminded the students to come on

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time in the next meeting. After giving the explanation, the teacher asked the students “Is there any question?”. Students replied” No sir”. Knowing the students’ respond, the teacher was very glad. It seemed that the students understand the teacher’s explanation. Next, the teacher gave the students’ model how to apply conflict dissection graphic organizer. During modeling, the teacher instructed the students to note down teacher’s explanation. In modeling, first, the teacher displayed the blank conflict dissection graphic organizer. Second, the teacher explained some words in its graphic organizer: characters, setting, problem/conflict, solution/resolution. Next, the teacher identified the elements of the story in Momotaro. After finding the elements of story, then, the teacher put the elements into the blank conflict dissection graphic organizer. After that, the teacher inferred the moral value which was implicitly stated in the story. The last, the teacher answered all the questions in term of momotaro. During modelling, the teacher found that some students still chatted each other. Considering such situation, then, the teacher reminded the students to keep silent during the process of teaching learning. After reminding the students, the teacher then asked the students about what he explained before. It was done, to check whether students understand the concept graphic organizer or not.

Furthermore, the teacher told the students that they would be given the text entitled the mouse deer and the crocodile. But, before distributing the text, the teacher asked the students about the mouse deer and the crocodile. The teacher asked the students” What do you know about this story?”. In that day, there were some students gave their respond. Here, some students’ response;

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A2: It was about the mouse deer who tricked the crocodile.

A12: it told about the mouse deer who wanted to cross the river.

A20: I have the same idea sir.

Based on the students' response, it seemed that some students were familiar with the text. Considering such situation, the teacher was very happy. Then, the teacher told the students "Well, if you want to know more about this story, let's check it out".

During reading, the teacher distributed the text entitled the mouse deer and the crocodile and the blank graphic conflict dissection GO. After distributing the text and the blank graphic organize, the teacher then introduce important vocabularies to the students. After that, the teacher instructed the students to read the text silently. Within reading, the students checked their prior knowledge with the information provided in the text. Then, the teacher asked the students to fill the Conflict Dissection Graphic Organizer. When the students did the teacher's instruction, the teacher observed the students' activity. Based on the teacher's observation, he found that there were some students still chatted with their friends. After completing the graphic organizer, then the teacher asked the students to share it together. The teacher then asked the students "How many characters in this story?" And mention it! The students answered" There are two characters sir, the mouse and the crocodile". The teacher said "Good". Then, he continued the question" How about the setting?" The students replied "Once Upon a time sir" "Good" said the teacher. After that, the teacher asked the students" What is the problem of this story?" When the teacher asked the students about the problem,

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there were many students kept silent. Then, the teacher reminded the students “Don’t be afraid of making mistake, mistake was part of language learning process”. Some students said “The crocodile caught the mouse deer’s leg, sir”. The teacher said “excellent”. The teacher moved to the next question “What is the solution?”. Some students said “the mouse deer tricked the crocodile sir” the teacher said “Well done”. Furthermore, the teacher asked the students about moral value or moral message of the story. There were some students replied the question, while the others just kept silent. Considering such situation, the teacher again reminded the students not to be afraid of making mistake, since mistake was part of language learning process. Afterwards, the teacher gave students a chance to answer the question related to the mouse deer and the crocodile text. The question itself covered main idea, explicit information, implicit information and inference. In answering the question, first, the students answered the question by themselves. After answering the question, then, the teacher and the students discussed together. In this process, the students were guided by the teacher. It hoped that the students would understand the concept clearly.

Post reading, in this stage, the teacher asked the students about the story elements of the mouse deer and the crocodile. It is done to know whether the students understand the story or not. Beside that, it trained the students’ bravery in answering the questions. First, the teacher asked A12 with the simple question “How many characters are they?” he said that “There are two characters sir, they are the mouse deer and the crocodile. “Good” said the teacher. Next, the teacher asked “What is the conflict of the story?” this question was intended to A3, since

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he just kept silent during the lesson. Then, he said that “Maaf pak saya nggak tau”. Knowing students’ response, the teacher was very disappointed. After wards, the teacher reminded A3 to pay attention during the process of teaching learning. Then, the teacher asked A15 “What is the conflict of the story?” he said that “The crocodile caught the mouse deer’s leg”. then the teacher said “Yes, you were right”. After that, the teacher continued his question “What is the solution?” this question was intended to A15, then he answered “The mouse deer tricked the crocodile by saying you’re biting a twig not my leg” the teacher then said “Excellent”. The last, the teacher asked “What is the moral message of the story?” this question was intended to all students. Unfortunately, there were only a few students answered the question; they said that “Don’t underestimate to others”. Meanwhile, the others just kept silent; they have a problem in concluding the message of the story. Considering such situation, the teacher reminded the students to read the text carefully. Beside that, he reminded the students not to be afraid of making mistake as mistake was part of language learning.

c) Closing

In closing activity, the teacher reviewed students’ process in filling conflict dissection graphic organizer. After that, the teacher asked the students about their feeling during the class. Here, some students’ opinion;

A3: Saya sangat senang pak, dengan teknik ini saya jadi lebih faham unsur-unsur yang ada dalam cerita.

A10: Saya sangat senang pak, dengan menggunakan teknik ini memudahkan saya dalam menemukan informasi tersurat. Selain itu teknik ini juga memudahkan saya dalam menemukan main idea sebuah paragraph.

A14: Senang pak, tetapi saya masih kurang paham bagaimana cara menggunakannya, besok tolong diulangi lagi ya pak.

A22: Maaf pak, saya masih bingung dalam menggunakannya, tolong besok dijelaskan kembali pak ya.

After asking the students' feeling, then the teacher closed the meeting by saying Assalamualaikum.

2). The second meeting

a) Opening

The second meeting was held on Thursday, 29 April 2010. The teacher and the researcher walked slowly to the language class 1 or kelas bahasa 1, while walking, they found some students outside the class. Knowing such situation, the teacher reminded the students to enter the class right away. After reminding the students, then, the teacher along with the researcher entered the classroom. After that, the teacher greeted the students by saying " Good Morning Everybody" students answered " Good Morning" then, the teacher said " How are you today? " students replied " I am fine sir and you" then the teacher said "I am fine, thanks. After greeting the students, then, the teacher checked students' attendance based on the attendance listed. In that day, the teacher was happy since all of the students were present.

b) Main Activity

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In pre reading, the teacher asked the students about what the students learned in the previous meeting. It was done, to make sure whether or not the students understood the concept of Conflict Dissection Graphic Organizers. In that day, the teacher chose some of students to give their opinions about what they studied before. First, the teacher chose A1 who was sitting in the front row of the class. A1 answered "We studied the elements of story sir" then, the teacher gave a complement to A1 who was able to answer the question. Second, the teacher asked "What are the elements of story" this question was intended to A4, then A4 answered "Characters, Setting, Problem/Conflict, Solution/Resolution and moral value" then the teacher said "Very Good". Next, the teacher asked "What did you learn in the previous meeting" this question was given to A6, he said that "Maaf pak saya nggak tau". Knowing such respond, the teacher then reminded the students to pay attention during the instructional process. After asking students' comprehension, the teacher then emphasized the students that the used of conflict dissection graphic organizer is to improve reading skills. They are: main idea, explicit information, vocabulary and inference. Further, the teacher informed the students that they would be given a text entitled Batara Guru Sahala. But before distributing the text, the teacher asked the students about Batara Guru Sahala. No ones replied teacher's question. It showed that the students were not familiar with the text. Then, the teacher said "Well, if you want to know more about Batara Guru Sahala, let's read it."

During reading, the teacher asked the students to make a group of four. It was supported by Slavin in Elliott (1996: 355) he proposed that students should *commit to user*

work in small (four-member) groups of mixed ability. By having this kind of group, hopefully, the group would run effectively. As a number of the students in language class one are 30, so, there would be two groups consist of 5 students. Then, the teacher distributed the text entitled batara Guru Sahala and also the blank conflict dissection graphic organizer to each of group. After distributing the text and the blank graphic organizer, the teacher introduces important vocabularies to the students. After that, the teacher instructed the students to read the text silently. After reading the text, the teacher asked the students to fill the graphic organizer and then answered the questions. When the students did the instruction, the teacher walked around the class in case there were students needed a help. In that day, the teacher found some groups who got difficulties in filling graphic organizer. Then, the teacher guided the groups who got the problems. It was done in order the students understand the concept of Conflict dissection graphic organizer. Furthermore, the teacher monitored the run of the group. During monitor, the teacher found some groups did not work well as some members of the group did not participate in the process of discussion. Beside that, the teacher found two groups which all the members were smart. After doing the instruction, the teacher then invited the representative of the groups to present their works. In that day, the whole groups had been presented their works. Based on the students' presentation, the teacher saw that some of the groups were able to perform well while the others not. Knowing such situation, the teacher reminded the students to participate in every single action in their group. Besides, the teacher told the students that in the next group activities, he would divide the

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group fairly. After that, the teacher told the students about the right answers. The right answers were as follows:

1. The story was happened in BatakLand.
2. They lived in North Sumatra.
3. Because, his daughter ate his lunch.
4. Batara Guru Sahala asked the girl to marry him.
5. Keep our promise to someone.

Post reading, in this stage, the teacher asked the students about the elements of story in Batara Guru Sahala. First, the teacher asked A19 “Can you mention the elements of the story?” he answered “Characters, Setting, Conflict, Solution and Moral value or message” the teacher gave A19 compliment by saying “Very Good”. Then, the teacher continued his question “What is the conflict of the story?” then, he pointed A30 as he always kept silent during teaching learning process. He said “Maaf pak saya nggak tau apa konflik yang ada dalam cerita”. Knowing students’ respond, the English teacher, then, warned A30 to pay attention during the instructional process. Next, the teacher asked “What is the resolution?” this question was intended to whole students. The students answered “Batara Guru Sahala apologized to her wife” then, the teacher said to the students “Well done”. The last, the teacher asked “What is the moral value of the story” the question same was intended to all the students. Unfortunately, only a few students replied the question correctly while the other students answered incorrectly. It indicated that the students had a problem in concluding message of the story. Considering such situation, the teacher advised the students to keep

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practice inside or outside the class. Besides, the teacher kept reminding the students not to be afraid in giving the answer, as the mistake was part of language learning process. Furthermore,

c) Closing

in closing activity, the teacher reviewed students' process of discussion. Since the process of discussion did not run well, the teacher reminded the students to participate in the process of discussion. Furthermore, the teacher reviewed students' presentation. In this case, the teacher reminded the students not to be afraid of making mistake. Since, mistake was part of language learning. Then, the English teacher asked the students' feeling during the teaching learning process. Here, some students' opinion;

A2: Saya sangat senang pak, dengan kegiatan berkelompok menjadikan saya bersemangat dalam mengikuti proses belajar mengajar.

A5: Senang pak tapi saya usul pak besok lagi dalam membagi kelompok yang rata, maksudnya antara yang pintar dan yang tidak harus seimbang, sehingga proses diskusi bisa berjalan maksimal.

A7: Pak saya masih mempunyai kendala dalam menemukan informasi tersirat dan menyimpulkan makna yang terkandung dalam sebuah teks.

A24: Ya pak, saya juga sama mempunyai masalah dalam menemukan informasi tersirat dan pesan cerita dalam teks.

After asking the students' feeling, then, the teacher closed the class by saying Assalamualaikum.

3. The third meeting.

a) Opening

The third meeting was held on Thursday, 6 May 2010. The teacher along with the researcher walked slowly toward the language class 1 or kelas bahasa 1, while walking toward the class, they still found some students outside the class. Knowing such situation, the teacher reminded the students to enter class, as the class would be started in a few minutes. Then, the teacher greeted the students by saying “Good morning, How are you today?” students answered “I am fine sir, and you” then the teacher replied “I am fine too”. After greeting the students, then the teacher checked the students’ attendance. In that day, two students were absent: they were A7 and A19. Meanwhile, the researcher as usual observed the students’ activity and the instructional process.

b) Main Activity

Pre reading, the teacher asked the students about The GO they learned in the previous meeting. In this case the students were asked to tell about their experiences in applying graphic organizer. Then some students conveyed their experiences in using conflict dissection graphic organizer. After hearing students’ experiences, the teacher was very happy since the students were able to apply the graphic organizer. After that, the teacher informed the students that they would be given the text entitled Omar Ibnul Khattab. Further, the teacher asked the students “What do you know about Omar Ibnul Khatab”. In that day, there were some students gave their responds. The students’ respond were as follows:

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A6: Omar bin khatab adalah kalifah kedua setelah Abu bakar, pak.

A18: He lived in Mecca, pak.

A25: Dia tu seorang kalifah yang baik pak. Menurut cerita dia tu hobinya suka menolong orang yang sedang kesusahan.

A29: Ya pak, dia tu hobinya suka menolong, kalo nggak salah dalam cerita ini, pada waktu berjalan dimalam hari dia mendengar anak-anak sedang menangis di dalam rumah. Kemudian Omar Bin Khatab menghampiri rumah tersebut, terus bertanya kepada ibunya “Kenapa anak-anak pada Menangis bu” Ibu itu menjawab “Anak-anak itu menangis karena belum pada makan pak, sedangkan saya sudah tidak punya persediaan makanan lagi pak”. Mendengar jawaban ibu tersebut, kemudian Omar mengambil makan dari rumahnya untuk diberikan pada ibu yang sedang menderita kelaparan. Gitu pak kalo nggak salah.

Based on the students' respond, it seemed that the students were familiar with the text; they had prior knowledge with the text entitled “Omar Ibnul Khatab”. Further, the teacher told the students “Well, if you want to know more about it, let's read it”. But, before moving to the next step, the teacher emphasized the students that the objective of the meeting is that to find main idea, explicit information, implicit information and inference.

During reading, in this stage, the teacher distributed the text entitled Omar Ibnul Khatab and the blank graphic organizer. Then, the teacher introduced important vocabularies to the students. After that, the teacher instructed the students to read the text silently. After reading the text, then, the teacher asked the students to fill the blank graphic organizer and answered the questions. In this

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case, the students filled the blank graphic organizer individually. And it was different with the previous meeting, the students worked in group. When the students did the instruction, the teacher walked around the class in case there were students needed a help. In that day, the teacher still found some students who got the difficulties in filling graphic organizer. The teacher then guided the students one by one. After doing the instruction, the teacher invited some students to present their works in front of the class. During presentation, the English teacher saw that most of the students were able to perform well, except two students: A 13 and A 20. Then, the teacher reminded the students who got difficulties to keep more practice at their houses. Besides that, he also reminded the students to keep silent during the process of teaching learning. After the presentation finished, the teacher told the students about the right answer. The right answers were as follows:

1. The story was happened in Arab
2. The Caliph before Omar Ibn-ul Khattab was Abu Bakar.
3. The poor woman didn't have food any more.
4. The poor woman and her children suffered from hungry as they didn't have food anymore in their house.
5. He is a kind person
6. Should be care to someone else

Post reading, in this stage, the teacher asked the students about the elements story of the Omar Ibn-ul-Khattab. First, the teacher asked the A21 "How many characters are in the story?" then he answered "Omar Ibnul-Khattab, the

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poor widow and her children” then the teacher said “Good”. Second, the English teacher asked “Where did story the take place?” this time the question was intended to A1 who chatted in the class. Then, he replied “The story happened in mana pak ya?” then the teacher reminded the A1 to keep silent during the class as he would got nothing. Next, the teacher continued his question, he asked “What is the problem of the story?” then A15 answered “The poor widow and her children suffered from hungry as they didn’t have food any food in their house” then the teacher said “Very good”. Then, the teacher asked “What is the solution of the problem?” this question was intended to all the students. The students answered “Omar Ibnul-khatab toke the food from his house then gave it to the poor widow” then the teacher said “Well done”. The last, the teacher asked the students “What is the moral message or moral value of the story?” this question was intended to all the students same as before. In that day, most of the students were able to answer the question. How ever, the teacher still found some students were kept silent. It seemed that they afraid to convey their opinions. Considering such situation, the teacher always reminded the students not to be afraid of making mistake, since mistake was tolerable.

C) Closing

In closing activity, the teacher asked some students to give comments their friends’ presentation. Besides, the teacher reviewed some students who performed in front of the class. Then, the teacher asked the students’ feeling during the teaching learning process. Here, some students’ opinion;

A10: Senang pak karena teks yang bapak berikan tadi saya cukup familiar.

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A15: Bahasa nya nggak sulit pak, sehingga memudahkan saya dalam menemukan informasi tersurat.

A5: Seneng banget pak, karena saya sangat familiar dengan teks yang bapak berikan tadi. Sehingga memudahkan saya dalam menyimpulkan makna yang terkandung dalam teks pak.

After asking the students' feeling, then, the teacher closed the class but before that the teacher reminded the students that next week there would be post-test, so don't miss it. After reminding the students, then the teacher closed the class by saying Assalamualaikum and see you next week.

4. The fourth meeting

The fourth meeting was conducted on Saturday, 8 May 2010 in language class one. That day, as was informed in the previous meeting, students would have post-test. The test covered several reading skills: finding main idea, explicit information, vocabulary and inference.

Entering the class, the teacher greeted the students "good morning", and the students replied "good morning sir". Then the teacher asked them "how are you today?", "fine and you?" all students replied, "I'm fine too" said the teacher. Before doing the test, the teacher told the students that they have to be honest "You have to be confident and be honest in doing the test. So please don't cheat". The students did the test while the teacher along with the researcher watched them.

c. Observing

Observing was conducted in order to know the effects of the implementation of Conflict Dissection Graphic Organizer to improve students' reading comprehension and was aimed at knowing how effective graphic organizer to improve students' reading comprehension. It was also aimed at finding out the strength and weaknesses of graphic organizer to enhance students' reading comprehension. In observing, the technique used was observation. The observation was conducted during the reading instructional process using graphic organizer and was done by the researcher along with the teacher in each meeting.

Here, some results of the research:

a. The Improvement of Students' Reading Comprehension Skill

On may 8 2010, the researcher conducted the post test of cycle 1. Then, the researcher scored the students' work of cycle 1. Based on the result of the post test score of cycle 1, the researcher could report that there was improvement on students' reading comprehension skill. The highest score gained by the students improved from 73.33 in pre test into 76.67 in post test 1. The lowest score improved 43.33 in pre test into 46.67 in post test 1. The average score between pre test and post test also improved from 57.56 into 63.44. In brief the post test score cycle 1 could be showed in table 4.3

Table 4.3 Post Test Score of Cycle 1

No	Explanation	Students' score
1.	Highest Score	76.67
2.	Lowest Score	46.67
3.	Average Score	63.44

Supporting to the post test of cycle 1 in the table 4.3, the following table or the Table 4.4 provided the data about the students' score viewed from their skill.

Table 4.4 Post Test Score of Cycle 1 Viewed from Students' Skill

NO	SKILL	HIGH	LOW	AVERAGE
1.	Explicit Information	87.5	50	73.33
2.	Vocabulary	75	50	71.11
3.	Main idea	71.42	42.85	60.47
4.	Inference	57.14	28.57	46.25

It was clear that students' reading comprehension improved in Cycle 1. The implementation of GO in Cycle 1 improved students' reading comprehension: They are explicit information, vocabulary, main idea and inference. However, the researcher found that there were many students had difficulty to infer the meaning of the text.

b. Changes in Classroom Situation

The implementation of conflict dissection graphic organizer to improve students' reading comprehension changed classroom situation in SMA 6 Surakarta.

- 1) There were few students came late during the class, as the students were interested with the new teaching method used by the teacher.
- 2) The students were more motivated to join the class since the teacher gave the students motivation during the process of teaching learning. However, the researcher still found two or more students were outside during the instructional process.

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- 3) The process of teaching learning was boring as the teacher used full English during the class. Consequently, there were some students chatted each other during the instructional process.
- 4) The students' participation in responding the questions were still low since the students were being afraid of making mistake.

d. Reflecting

Based on the result of the observation, interview and questionnaire the researcher could identify some strengths and weaknesses of implementation of graphic organizer in teaching reading comprehension.

1). The strengths

1. The students were more interested and motivated to join the class as they were introduced a new technique that is GO.
2. The students were familiar with the text, so it encouraged the students to activate their background knowledge. By activating their background knowledge, the students would understand the text well.
3. Conflict Dissection GO was affective to solve the students' difficulties on reading comprehension, such as explicit information, vocabulary, main idea and inference.
4. The researcher and the teacher actively discussed before and after meeting. Together, they made reflection and evaluation of teaching-learning process. By so doing, it is hoped that it can improve teaching proficiency.

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2). The weaknesses

1. There were some students who had difficulty to find explicit information.
2. There were some students who had difficulty to find the word meaning.
3. There were many students who had difficulty to find main idea in paragraph.
4. There were some students who had difficulty to infer the meaning of the text.
5. There were some students did not understand the concept of conflict dissection graphic organizer clearly.
6. In the teaching-learning process, the groups didn't run as the teacher expected as the students did not participate well in their group. Besides, the students tend to depend on their partner.

e. Revising the plan

To overcome the problems arising in Cycle 1, the researcher revised the plan for the next cycle, so that the problems would not occur anymore. In cycle 2, the researcher used two graphic organizers: conflict dissection and character traits graphic organizer. The use of characters traits graphic organizers in cycle 2 was to help the students who had problem in inference. By applying two graphic organizers, the four reading skills would be covered optimally.

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2. Description of Cycle 2

In the description of Cycle 2, it involves four important stages. They are planning, action, observation and reflection. The detail about those four stages is explained as follows;

a. Planning

In order to get the maximum results in the research, researcher had planned some activities to do before carrying the research. Those activities were sharing idea with collaborator, making lesson plan, preparing the handout and dividing the main teaching activities into three phases.

1). Sharing idea with collaborator

There were many things that the researcher shared with his collaborator. The collaborator contributed a lot by giving the idea to revise the plan. As some students still had difficulty in applying conflict dissection graphic organizer, the collaborator suggested the researcher to give model again about using the conflict dissection GO. Next, the collaborator suggested the researcher to add another one of graphic organizer. Since, in Cycle1, there were many students had difficulty to infer the meaning of the text. Finally after some discussion, the researcher and the collaborator agreed that would employ two graphic organizers in cycle 2: conflict dissection and character traits graphic organizer. By using two graphic organizers in cycle 2, the problems emerged in Cycle 1 would be covered. Then, the collaborator also suggested the researcher to remain use narrative text,

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as the students were familiar with narrative text than the others. After some discussion, the researcher and the collaborator agree to remain use narrative text in Cycle 2. After that, the researcher and the collaborator agreed that to evaluate students' progress during the treatment, there should be open ended questions that consisted the four reading skills; they were explicit information, vocabulary, main idea, and inference.

2). Making Lesson Plan

The result of sharing with collaborator was the format of the lesson plan for cycle 2. In the next cycle, the researcher and the collaborator would use conflict dissection and character traits graphic organizer. By using two graphic organizers, the four reading skills would be improved maximally.

3). Preparing handout

As the researcher got the material, he did the same process in preparing the handout as in Cycle 1. He then proposed the material to the collaborator to get his agreement about them. In line with the research about implementing graphic organizers in teaching reading comprehension the students' handout then equipped by the conflict dissection GO and character traits GO. The material were listed as follows; (1) the first meeting in which the researcher would give modeling session and guided session would be the princess and sea worms and the two sisters; (2) The second meeting in which the

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researcher would provide students with group activities would be sleeping beauty; (3) finally, the last meeting in Cycle 2 in which the researcher would give independent activity for students would be banyuwangi. All the materials were retrieved from the internet.

4). Dividing the main teaching activities into three phases

The division of main teaching reading comprehension into three phases was proved and beneficial for both teacher and students. Therefore the researcher still applied this in Cycle 2. The phases of teaching reading comprehension were pre-reading activities, whilst-reading activities, and post-reading activities. Between these three stages, there would be opening and closing.

b. Acting

In all meetings of the Cycle 2, the selections of graphic organizers were conflict dissection and character traits graphic organizers. This decision was taken as the redesigned plan, taken from the result of Cycle 1 that would remain used narrative texts. The materials were the princess and the sea worms, two sister, sleeping beauty and banyuwangi.

1). First meeting

a) Opening

The first meeting was held on Thursday, 13 May In 2010. The English teacher along with the researcher entered the classroom and then greeted the students by saying “Good morning” students replied “Good morning sir”. After that, the English teacher said “How are you” Students

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answered “I am fine sir, and you?” the English teacher said “I am fine, thanks”. Next, the English teacher checked the students’ attendance by calling the students one by one. In that day, all of the students in language class one were present.

b) Main activity

Pre-reading, in this stage, the teacher introduced character traits GO to the students. The teacher told the students that the use of character traits GO in Cycle 2 was to improve students’ problem in inference. Since in Cycle 1, there were many students had a problem in inferring the meaning of the text. Besides, the teacher also explained conflict dissections GO to the students. After explaining two graphic organizers, the teacher provided the time for question. In that day, there were three questions coming from the students. First, A20 asked the teacher “ Pak Penggunaan Character traits GO bagaimana to pak?” the teacher then answered “Ya, akan saya jelaskan kembali, sabar ya!”. Second, A10 asked the teacher ”Maaf pak waktu menjelaskan pake bahasa Indonesia juga ya pak, kemarin bapak waktu menjelaskan pake bahasa inggris terus” the teacher replied “Ok, pada waktu menerangkan nanti saya akan campur menggunakan bahasa Indonesia. Last, A8 asked the teacher “Pak, penggunaan Conflit dissection bagaimana to pak? Saya masih belum faham pak.” After answering the questions, then the teacher gave model how to use two graphic organizers. During modeling, the teacher instructed the students to note down teacher’s explanation. In modeling, first, the teacher displayed the blank conflict dissection and

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character traits graphic organizer. Second, the teacher explained the words in conflict dissection and character traits graphic organizer as well. Next, the teacher identified the elements of the story in the princess and the sea worms. After finding the elements of story, then, the teacher put the elements into the blank conflict dissection graphic organizer. After that, the teacher answered all the questions related to the story of the princess and the sea worms. Furthermore, to know about the character in the story, the teacher used character traits graphic organizer. By using character traits GO, the characters in the story would be easy to identify. After that, the English teacher told the students that they would be given the text entitled “Two Sisters”. Hearing such information, the students felt so happy since they were familiar with the text. Then, the English teacher asked the students about the text entitled the two sisters. He said “What do you know about the two sisters?” in that day, most students raised their hands, then, the English teacher decided to chose some students to give their opinions. Here, the students’ opinions;

A26: it told about the rich sister and the poor sister.

A19: it was about the poor sister who didn’t have food any longer.

A27: Sama pak dengan A

Based on the students’ response, it seemed that the students really understood the text. Beside that, based on the teacher’s observation, the students were more motivated to join the class in that day. After asking the students, then, the English teacher said to the students “Well, If you want to
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know more about it, let's check it out". But before going to the next step, the English teacher told the students that the objective of the meeting was that to improve students' reading skills. They are: main idea, explicit information, vocabulary and inference.

During reading, in this stage, the English teacher distributed the text entitled two sisters and the blank graphic organizers to the students. After distributing the text and the blank graphic organizers, the English teacher then, introduces important vocabularies to the students. After that, the teacher instructed the students to read the text silently. Within reading the text, the students checked their comprehension whether right or wrong. After that, the English teacher asked the students to identify the elements story of two sisters and then put the elements into the blank conflict dissection graphic organizer. After filling the conflict dissection graphic organizer, then the teacher instructed the students to answer the question in term of two sisters' story. In answering characters in the story, the students used character traits GO. After answering the questions, then, the teacher asked the students to share their works together. Based on the result of observation, the researcher saw that the class ran inspiring, as the teacher explained two graphic organizers well. It made the students more interested in joining the teaching learning process. More over, the researcher saw that most students understood the use of conflict dissection graphic organizers. However, there were quite few students didn't understand the use of character traits GO well. Knowing such situation, the researcher would

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recommend the teacher to explain again the application of character traits GO in the next meeting. After discussing, the teacher then, informed the students about the right answer. The right answers were as follows;

1. There were nine characters
2. Once upon a time
3. The poor widow didn't have food any longer to satisfy her children.
4. She was very stingy.
5. He was very kind.
6. The rich sister said that she didn't have food in their house.
7. No, she didn't
8. The rich sister's husband tried to help the poor sister by giving some food.
9. We should be care to someone else.

Post reading, in this stage, the English teacher asked the students about the elements story of two sisters. First, the English teacher asked the students "How many characters in the story?" the students answered "There were 9 characters sir" the English teacher said "Good". Second, the English teacher asked A2 "When did the story happen?" he answered "Once upon a time sir" "Good" said the English teacher. Next, the English teacher continued his question, he asked A10 "What was the problem?" then she answered "The poor sister asked the rich sister to give some food, but the rich sister said that she didn't have food in her house" the English teacher said "Excellent". Then, the English teacher asked A18 "What is the

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solution?” she answered “The rich sister’s husband tried to help the poor sister by giving some food” the English teacher said “Well done”. After that, the English teacher asked the students “What is the moral value of the story?” some students answered “We should be care to someone else” then the English teacher gave compliment to the students who had already answered the questions. Furthermore, the teacher continued his question “What is the characterization of rich sister’s husband?” some students replied “She is very stingy, sir.” Then the teacher said “Bagus-bagus”.

C) Closing

In closing activity, in this stage, the English teacher asked the students’ experience about new graphic organizer. After asking students’ experience, then the teacher asked the students about their feeling during the class. Here some students’ response;

A.15: Seneng banget pak, karena teks yang di kasih bapak tadi saya sudah tahu sebelumnya, sehingga pada waktu di suruh mencari elements story nggak sulit pak. Selanjutnya pada waktu menjawab pertanyaan, Alhamdulillah pak nggak ada masalah pak.

A7: Seneng pak, tapi saya kok kesulitan dalam menyimpulkan isi cerita ya pak. Terus bagaimana to pak cara menggunakan GO yang baru, saya kok masih bingung pak.

After asking students’ feeling, then the teacher closed the class by saying “Assalamualaikum, see you in the next meeting”.

2). Second Meeting

a) Opening

The second meeting was held on Thursday, 20 May in 2010. The English teacher and the researcher entered the classroom. Then, the English teacher greeted the students by saying “Good morning every body” the students answered “Good morning sir” then, the English teacher said “How are you today?” then the students replied “I am fine sir, and you?” “I am fine, thanks” said the English teacher. Meanwhile, the researcher as usual sat at back row of the class; he watched the instructional process using graphic organizer and students’ activity as well. After greeting the students, the English teacher checked students’ attendance; in that day, all of the students were presents.

b) Main Activity

Pre reading, in this stage, the teacher asked the students about what they learned in the previous meeting. It was done to know whether the students understand the application of graphic organizer or not. Besides, it encouraged the students to share their ideas about what they studied before. In that day, there were some students who wanted to share their ideas or opinions. Here, some students’ opinions:

A4Yesterday, we studied two graphic organizers sir. They were conflict dissection and character traits graphic organizer.

A13: Kemarin belajar unsur-unsur cerita pada two sisters pak.

A10: Kami kemarin belajar menemukan main idea, explicit information, kosa-kata dan menyimpulkan kandungan makna dalam tek pak.

Based on the students' response, the researcher saw that the students were brevier to extend their opinion. After hearing the students' opinion, then, the English teacher gave the students compliment by saying "Very good". It was usually done by the English teacher, as the students gave the right answer. Next, the English teacher informed the students that they would be given the text entitled "Sleeping beauty". Then, the English teacher asked the students "What do you know about sleeping beauty?" When the English teacher asked such kind of question, all of the students kept silent. It seemed that the students didn't understand the story yet. Considering such situation, then the English teacher reinforced the students that they should be ready in every condition. After getting reinforcement, then, the students were more motivated to join the class. After that, the English teacher stated to the students that "If you want to know more about sleeping beauty, let's checked it out".

During reading, in this stage, the English teacher asked the students to make a group. In order the groups run effectively and optimally, the English teacher divided the class into seven groups. Since, a number of the students in Language class one were 30, so there were five groups consists of four members while the others were five members. After the group was formed, then, the English teacher distributed the text entitled sleeping beauty and the blank graphic organizers. Then, the teacher introduced

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important vocabularies to the students. After that, the English teacher instructed the students to work in group. When the students worked in group, the English teacher walked around the class in case the students needed a help. In that day, the English teacher was very glad as most of the groups could run effectively. It could be seen, every member of the groups participated in the process of discussion in their groups. Nevertheless, the English teacher still found two groups didn't run optimally. Since, there were some members in that group didn't participate in the process of discussion. Considering such situation, the teacher reminded all of the students to take part in the process of discussion in their group. After reminding the students, the teacher then, instructed the students to finish their task. Based on the teacher's observation, the teacher saw that all of the groups run effectively and optimally. It could be seen, all of the members were participated in every single action in their groups. After finishing the task, then, the English teacher asked the students to present their result of discussion. In this case, the teacher instructed the representatives of the groups to present their works in front of the class. In that day, the groups, in turn, presented their works in front of the class. Based on the students' presentation, the English teacher was very happy, since most of the students were able to answer the questions. Furthermore, The English teacher told the students about the right answers. The right answers were as follows:

1. The story happened in the palace.
2. Because, the old fairy didn't get the invitation to come to the party.

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3. The old fairy cast a spell to the princess that she would prick her finger and die of the wound when she grew into a young lady.
4. Bad and cruel
5. Smart and tricky
6. The bad things always be defeated by the good things

Post reading, in this stage, the English teacher asked the students about the elements story of sleeping beauty. First, the English teacher asked A2 “Who is the main character of story in sleeping beauty” then he replied “The old fairy, Sir” the English teacher said “Good”. Second, the English teacher asked A10 “Where did the story happen?” he answered “In the palace”. Then the English teacher said “Very Good”. Next, the English teacher asked A11 “What is the Problem” then she answered “The old fairy cast a spell on the princess, when the baby grew into a young lady, she would prick her finger and die of the wound” the English said “Excellent” Then, the English teacher asked all of the students “What is the solution of the problem?” Then, the students answered “A hundred years passed by, the prince came to the palace and kissed the princess and make her woke up from a sleep” the English teacher said “Well done”. Furthermore, the English teacher asked “What is the moral value of the story” this question was intended to all of the students, then the students answered “The bad things always be defeated by the good things” then the English teacher stated that “Very Good”. The last, the English teacher asked the students “What is the characterization of the old fairy?” then students answered

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“Bad and cruel, Sir” the English teacher said “Very Good”. Based on the students’ respond, the researcher saw that the students were able to answer the questions correctly. However, the researcher still found some students had difficulty in applying character traits GO.

c) Closing

Closing, in this stage, the English teacher reviewed both students process of discussion and students’ presentation. Then, the teacher asked the students about their feeling during the instructional process. Here, some students’ feeling;

A2: Saya sangat senang pak. Dengan model berkelompok seperti tadi saya jadi lebih faham dalam menggunakan ke dua GO.

A15: Alhamdulillah pak, dengan menggunakan ke dua GO tersebut memudahkan saya dalam menjawab pertanyaan-pertanyaan yang tersedia di bawah teks.

A23: Saya sangat senang pak, dengan teknik ini saya bisa dengan mudah menemukan informasi tersurat dalam teks.

A: Kalo saya, saya merasa lebih mudah dalam menemukan main idea/pokok pikiran.

A10: Saya sangat beruntung sekali pak, karena teknik ini membantu saya dalam menyimpulkan pesan yang terkandung dalam cerita. Third Meeting

After asking the students’ feeling, then the teacher closed the meeting by saying assalamualaikum. Wr. Wb.

3). The Third Meeting

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a) Opening

Third meeting was held on Thursday, 27 May 2010. The English teacher and the researcher entered the classroom. The English teacher greeted the students “Good morning” then the students answered “Good morning sir”. Then, the English teacher asked the students “How are you today” then students replied “I’m fine Sir and you” the English teacher replied “I’m fine, thanks”. After that, the English teacher called the students based on the attendance list. In that day, there were two students absents, they are A14 and A22 In the meantime, the researcher sat at back at back row of the class and observed students’ activity during the teaching learning process.

b) Main activity

Pre-reading, in this stage the English teacher asked the students about what they learned in the previous meeting. In this case, the English teacher chose some students and then asked them to tell about GO they learned. Here some students’ opinion;

A19: Saya kemarin belajar dua graphic organizers; conflict dissection and character traits graphic organizer. Selain itu saya juga belajar teks yang berjudul “Sleeping Beauty”.

A12: Kemarin saya belajar menggunakan character traits GO pak, teknik ini membantu saya dalam menemukan informasi tersurat dalam sebuah teks pak.

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A2: Kemarin saya belajar dengan model berkelompok pak, dengan model seperti ini saya jadi bersemangat pak. Selain itu, saya jadi lebih faham dalam menggunakan kedua kedua GO tersebut.

Based on the students' response, it seemed that the students understood about what they learned in the previous meeting. After asking the students, the teacher then informed the students that they would be given the text entitled "Banyuwangi". Knowing that they would be given the text entitled "Banyuwangi" the students felt so happy since they knew about the story well. Then, the teacher asked the students "What do you know about banyuwangi?" Then, the teacher pointed out some students to give their opinion about banyuwangi. Here some students' opinion;

A28: Kalo nggak salah ini cerita tentang seorang perdana menteri, namanya sidapaksa, ya sidapaksa pak.

A27: dalam cerita ini ada character yang jahat, kalo nggak salah seorang nenek pak.

A12: Seorang perdana menteri yang ditugaskan untuk mencari bunga pak.

A8: Ya pak bener itu, sekarang saya jadi ingat pak.

Based on the students' opinion, it seemed that the students were familiar with the text. Knowing such situation, the teacher was very happy. Based on the researcher observation, the researcher saw that the students were getting brave to tell about their ideas. It was indicated that, the students enjoyed the class. Then, the English teacher told the students "Well, if you want to know more about it, let's read it".

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During reading, in this stage the English teacher distributed the text entitled banyuwangi and the blank graphic organizers. After distributing the text and the blank graphic organizers, the English teacher introduced important vocabularies to the students. After that, the teacher instructed the students to fill the graphic organizers and worked independently. It was different with previous meeting; the students filled the graphic organizer in group work activities. When the students did the instruction, the English teacher walked around the class in case students needed a help. In that day, most of the students were able to use two graphic organizers and answer the questions well. However, the teacher still found some students who got difficulties in applying the graphic organizers. As the time was limited, then, the teacher asked the students who got the problems to meet him after the class. After finishing the task, the English teacher asked the students in random to present their work. In that day, the students who were elected to present of the class could perform well. After presentation, the English teacher told the students about the right answers. The right answers were as follows;

1. There were five characters
2. Sidapaksa
3. The king sindureja asked sidapaksa to search for the bud of magic flower on mount ijen.
4. Sidapaksa's mother told to sidapaksa that his wife threw her baby into the river.

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5. She was bad and cruel
6. Mudah percaya terhadap berita tanpa mengecek terlebih dahulu sebenarnya
7. To prove that she was innocent
8. Think carefully before you make decision

Post reading, in this stage, the English teacher asked the elements story of banyuwangi. First, the English teacher asked A5 “How many characters were involved in the story?” he answered “There were five sir”. Second, the English teacher asked “Where the setting took place?” then he answer “Banyuwangi sir”. Next, the English teacher asked A8 “What is the problem?” he replied “Mother of sidapaksa told to Sidapaksa that his wife threw her baby into the river” Then the English teacher asked A26 “What is the moral value of the story?” then he answered “Think carefully before you make decision” the teacher compliment A26 by saying very good. After that, the English teacher asked A29 “What is the characterization of sidapaksa’s mother, and evidence?” he answered “She was bad and cruel sir and the evidence was sidapaksa’s mother threw sidapaksa’s baby”, then the teacher said “Well done”.

c) Closing

Closing, the teacher asked some students to give comment from students’ presentation. Besides, the teacher reviewed students’ presentation. After that, the teacher asked the students about GO they applied. Here, some students’ opinion;

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A15: Dengan menggunakan conflict dissection GO, saya jadi lebih mudah dalam menemukan informasi tersurat, main idea dan menyimpulkan pesan dalam teks pak.

A18: Character traits GO sangat membantu saya dalam menyimpulkan character yang dimiliki seorang tokoh dalam cerita pak.

After asking the students, then the teacher closed the meeting but before closing the meeting the teacher reminded the students to come for the next meeting, since there would be post-test in the next meeting. Then, the teacher closed the meeting by saying Assalamualaikum.

4). The fourth meeting

The fourth meeting was conducted on Saturday, 29 May 2010 in language class one. That day, as it was informed in the previous meeting, students would have a post-test. The test covered several reading skills: finding explicit information, vocabulary, main idea and inference.

Entering the class, the teacher greeted the students “*good morning*”, and the students replied “*good morning sir*”. Then the teacher asked them “*how are you today?*”, “*fine and you?*” all students replied, “*I’m fine too*” said the teacher. Before doing the test, the teacher told the students that they have to be honest “*You have to be confident and be honest in doing the test. So please don’t cheat*”. The students did the test while the teacher along with the researcher watched them.

c. Observing

Observing was conducted in order to know the effects of the implementation of Conflict Dissection and character traits Graphic Organizer to improve students' reading comprehension and was aimed at knowing how effective GO to improve students' reading comprehension. It was also aimed at finding out the strength and weaknesses of GO to enhance students' reading comprehension. In observing, the technique used was observation. The observation was conducted during the reading instructional process using GO and was done by the researcher along with the teacher in each meeting. Here, some results of the research:

a. The Improvement of Students' Reading Comprehension Skill

On May 29, 2010, the researcher conducted the post test of cycle 2. Then, the researcher scored the students' work of cycle 2. Based on the result of the post test score of cycle 1, the researcher could report that there was improvement on students' reading comprehension skill. The highest score gained by the students improved from 76.67 in the post test 1 into 90 in the post test 2. The lowest score improved 46.67 in post test 1 into 53.33 in the post test 2. The average score between post test 1 and post test 2 also improved from 63.34 into 69.56. In brief the post test score of cycle 1 could be showed in table 4.4.

Table 4.4 Post Test Score of Cycle 2

No	Explanation	Students' score
1.	Highest Score	90
2.	Lowest Score	53.33
3.	Average Score	69.56

Supporting to the post test of cycle 2 in the table 4.4, the following table or the Table 4.5 provided the data about the students' score viewed from their skill.

Table 4.5 Post Test Score of Cycle 2 Viewed from Students' Skill

NO	SKILL	HIGH	LOW	AVERAGE
1.	Explicit Information	87.5	62.5	74.66
2.	Vocabulary	87.5	50	71.11
3.	Main idea	85.71	42.85	66.66
4.	Inference	85.71	28.57	63.31

b. Changes in Classroom Situation

The implementation of conflict dissection graphic organizer to improve students' reading comprehension changed classroom situation in SMA 6 Surakarta.

- a. The students didn't come late any longer as they were interested in the new teaching method used by the teacher.
- b. The students were more enthusiastic to join the class, since they were motivated with the new teaching method applied by the teacher. Besides, the teacher always gave motivation to the students during the instructional process.
- c. The process of teaching learning was inspiring as the teacher mixed English and Indonesian language the instructional process. By so doing, the students paid more attention during the class.
- d. The students' response in answering question was high during the teaching learning. So, it is clear that the use of graphic organizers in teaching

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reading increased students' participation in the process of teaching learning.

d. Reflecting

Based on the result of the observation, interview and questionnaire the researcher could identify some strengths and weaknesses of the implementation of graphic organizer in teaching reading comprehension.

1. The strength

- 1) The students became more interested and motivated to join the class as they were introduced a new technique that is GO.
- 2) The students were familiar with the text, so it encouraged the students to activate their background knowledge. By activating their background knowledge, the students understood the text well.
- 3) Conflict dissection and character traits graphic organizer were effective to solve the students' difficulties on reading comprehension, such as explicit information, vocabulary, main idea, and inference.
- 4) The researcher and the teacher actively discussed before and after meeting. Together, they made reflection and evaluation of teaching-learning process. By so doing, it is hoped that it can improve teaching proficiency.

2. The weaknesses

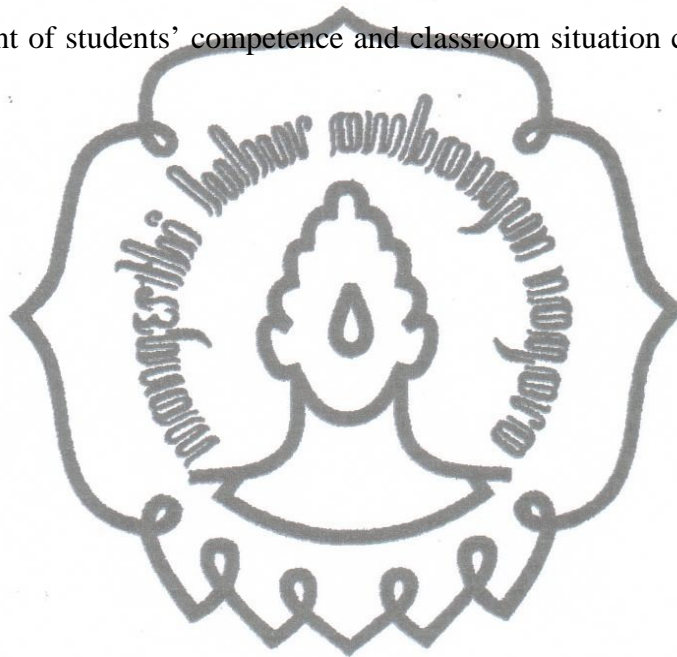
There were some students still had difficulty to find explicit information, vocabulary, main idea and inference. Since, some

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students were not present in the class, so it made the students didn't understand the concept of graphic organizers clearly.

3. Summary of Findings during the Research

In the summary all of research finding is presented the description of the improvement either students' competence and classroom situation. The improvement of students' competence and classroom situation can be seen in the table 4.6.



OPTIMIZING GRAPHIC ORGANIZERS TO IMPROVE STUDENTS' READING COMPREHENSION

Table 4.6.The Improvement of Research Findings

Situation before the research		Cycle 1				Cycle 2		
Indicator	Criteria	Observation and test				Observation and test		
1. Students' Competence		Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 1	Meeting 2	Meeting 3
a. Students had difficulty to find main idea in a paragraph.	Students are unable to find main idea in a paragraph	The Teacher explains and gives model about the use of graphic organizer (Conflict Dissection) to the students.	Some of the students were able to find main idea in a paragraph.	A half of the students were able to find main idea in a paragraph.	The teacher conducts the post test 1	The teacher explains and gives model about the use of graphic organizers (Conflict Dissection and Character traits) to the students.	Only some of the students had difficulty to identify main idea in a paragraph	Most of the students were able to identify main idea in a paragraph.
b. Students have difficulty to identify explicit information in a text.	Students are unable to find explicit information in a text.		More than a half of the students were able to find explicit information in a text.	Most of the students were able to identify explicit information in a text.			Most of the students were able to find explicit information in a text.	All of the students were able to find explicit information in a text.
c. Students have difficulty to comprehend the text.	Students are unable to find the word meaning in a text.		Some students were able to find the word meaning in the text.	A half of the students were able to find the word meaning in the text.			A half of the students are able to find the word meaning in the text.	More than a half of the students were able to find the word meaning in the text.
d. Students have difficulty to infer important information in a text.	Students are unable to interpret moral message in a text.		A few students were able to interpret moral message in	A few students were able to interpret moral message in a			Less a half of the students were able to interpret moral message in a text.	A half of the students were able to interpret moral message in a

			a text.	text.				text.
e. Test	Pre-test				Post-test 1			Post-test 2
	The mean of Pre-test = 57.56				The mean of Post-test 1 = 63.34			The mean of Pre-test 2 = 69.59
2. Classroom Situation								
a. Some students often come late	Some students were not interested in the subject	Some students came late during the process of teaching learning.	Some students still came late during the instructional process.	Some students still came late during the instructional process, but they were more interested in the new teaching technique.	The students were getting more and more interested in the new teaching technique.	A few students come late during the teaching learning process.	All of the students were present in the teaching learning process.	
b. Some students came to reading class reluctantly.	The students are less motivation, so, they come to reading class reluctantly.	There are some students outside of the classroom.	There were some students still outside of the classroom	It was like the previous meeting, there are some students still outside of the classroom during the instructional process.	The students were more enthusiastic to join the class during the instructional process.	Most of the students came to the class enthusiastically.	All of the students were enthusiastic come to the class as they were motivated with the new teaching method. Besides, the teacher always give	

								students' motivation
c. Some students chatted each other in the class.	The way of teacher's presentation is not inspiring	Some students chatted during the instructional process since the way of presenting material was not inspiring.	Some students chatted during the instructional process since the way of presenting material was not inspiring.	It is like the previous meeting, there were some students still chatting during the instructional process.		The students paid more attention during the instructional process.	Most of the students paid attention during instructional process as they were inspired with the way of teaching method.	The students didn't chat any longer in the class as they were inspired with the way of teaching method used by teacher.
d. Some students had no response when they are asked questions.	The students are afraid of making mistake to respond teacher's question.	Some students kept silent when the teacher asked questions.	Some students still had no response when the teacher asked questions.	It is like the previous meeting, the students had no response when the teacher asked the questions.		The students were brave to respond when they were asked the question.	Most of the students gave the response when they were asked the questions.	All of the students gave the response when they were asked the questions.

After implementing the research and collecting the data, there were many things which researcher would like to summarize. They were conditions of each cycle, the improvement of students' on reading comprehension skill and the changes of classroom situation.

a. Summary of finding in Cycle 1 and in Cycle 2

The researcher used conflict dissection graphic organizer in teaching reading comprehension. The use of conflict dissection graphic organizer was to overcome students' problems on explicit information, vocabulary, main idea and inference. Furthermore, the researcher would like to overcome the problems of the classroom situation; some students often came late, they were reluctant to come to the class, they chatted each other and they had no response when they were asked questions.

In teaching reading applying conflict dissection graphic organizer, the researcher used three phases; they were pre-reading, whilst reading and post-reading. From the three meetings that the researcher conducted in sequence of giving model of the use graphic organizer in reading comprehension, and guided session, work group activities and independent activities, the researcher found out there were improvements in both students' attitude toward reading comprehension, and students' reading comprehension skill. During modeling session, students paid attention to the teacher's explanation. Conflict dissection graphic organizer was something new for the students; therefore it made them interested and motivated to join the class. Few students came late during the class and few students were

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reluctant to come to the class. A few students were chatted in the class as the teacher mixed English and Bahasa Indonesia in the process of teaching learning. The students' bravery in responding the question was still low.

Students' reading comprehension also improved, the average score for post-test in cycle 1 showed that was 63.44. The highest score was 76.67 and 46.67 was the lowest score. Another important thing to see was that about the improvement on explicit information, vocabulary, main idea and inference. Students high score for explicit information was 87.5, the lowest score was 50, and the average score was of it was 73.33. Then, the students' high score for vocabulary was 75, the lowest score was 50, and the average score of it was 71.11. Next, the students' score for main idea; starting from the highest, the lowest, and the average, were 71.42, 42.85 and 60.47. Finally, the last score was for inference. The highest score was 57.14. Meanwhile, its lowest score was 28.57. At last, the average score for inference was 46.25.

However, there were many things to revise. First of all, there many students had a problem in inference. Therefore, the researcher and the collaborator agreed to employ another one graphic organizer in the next cycle. Second, the teacher used English as the medium to teach reading comprehension, so, the students didn't understand the concept of GO clearly. In the next cycle, the researcher would use English and bahasaIndonesia. It was done, in order the students understand the concept of graphic organizers clearly. Next, the work group activity didn't run as the

teacher's expected, since the group activity didn't run optimally. The last, the students' bravery in responding the question was still low. Consequently, the teacher had to encourage the students to be able to respond the questions in the next cycle.

In cycle 2, the researcher applied two graphic organizers in teaching reading comprehension. The two graphic organizers were conflict dissection and character traits graphic organizer. During implementing these types of graphic organizers, the researcher could find some solution from the weaknesses in cycle 1. Therefore, there were improvements both in students' attitude toward reading comprehension and achievement of students in reading comprehension.

During modeling session, the students paid attention to the teacher's explanation. The two graphic organizers made the students interested and motivated to join the instructional process. No one student came late during the class. Moreover, the students were motivated to join the class. Furthermore, the process of teaching learning process was inspiring as the teacher mixed the English and bahasa indonesia in presenting the lesson. Last, students' bravery in responding the questions was high enough.

The students improved their reading comprehension skill. The highest score gained by the students was 90. The lowest score was 53.33. The average score was 69.56. From another perspective, it can be seen that students' explicit information, vocabulary, main idea and inference also improved. In the order of high, low and average score, the explicit

information comprehension from students in Cycle 2 was 87.5, 62.5, and 74.66 Furthermore, in the order of high, low and average score, the vocabulary comprehension from students in Cycle 2 was 87.5, 50, and 71.11 Meanwhile, in the order of high, low, average score, main idea comprehension from students in Cycle 2 was 85.71, 42.85, and 66.66 Finally, inference score in the order of high, low and average score was 85.71, 28.57, and 63.31.

b. The improvements on students' reading comprehension skill

To know the students improvement, the researcher gave the students post test after each cycle and compared the score of the previous condition post test Cycle 1 and post test Cycle 2. There were two sets of scores that the research would like to compare among of the previous condition, post test Cycle 1 and post Cycle 2; there were the reading comprehension score of each and the score of specific skill in reading comprehension measured in this research. The complete comparisons of reading comprehension score could be described in the table 4.7.

Table 4.7 The comparison among students' comprehension scores in preliminary research, post test of Cycle 1, and post test of Cycle 2.

Explanations	Preliminary Research Score	Post Test Score of Cycle 1	Post Test Score of Cycle 2
The Highest	73.33	76.67	90
The Lowest	43.33	46.67	53.33
The Average	57	63.44	69.56

Based on the table above, it can be concluded that there was improvement among students' reading comprehension scores in preliminary

research, post test of Cycle 1 and Post test of Cycle 2. The highest score increased from 73.33 in preliminary research, 76.67 in post test of Cycle 1, and 90 in post test of Cycle 2. The lowest score increased from 43.33 in preliminary research, 46.67 in post test of Cycle 1, and 53.33 in post test of Cycle 2. The average score increased from 57 in preliminary research, 63.44 in post test of Cycle 1, and 69.56 in post test of Cycle 2.

Furthermore, the comparison among the score of specific skills in reading comprehension measured in this research could be shown in table 4.8, Table 4.9, Table 50, and Table 51 below.

Table 4.8 The Comparison among the Scores of explicit information in Preliminary Research, Post Test of Cycle 1, and Post Test of Cycle 2.

Explanation	Preliminary Research	Post Test Score of Cycle 1	Post Test Score of Cycle 2
The Highest Score	75	87.5	87.5
The Lowest Score	50	50	50
The Average Score	57.78	73.33	74.66

Based on the table 4.8 it can be concluded that there was improvement among students' scores of explicit information in preliminary research, post test of Cycle 1, and Post test of Cycle 2. The highest score increased from 75 in preliminary research, 87.5 in post test of Cycle 1, and 87.5 in post test of Cycle 2. The lowest score increased from 37.5 in preliminary research, 50 in post test of Cycle 1, and 50 in post test of Cycle 2. The average score increased from 57.78 preliminary research, 73.33 in post test of Cycle 1, and 74.66 in post test of Cycle 2.

Table 4.9 The Comparison among the Scores of vocabulary in Preliminary Research, Post Test of Cycle 1, and Post Test of Cycle 2.

Explanation	Preliminary Research	Post Test Score of Cycle 1	Post Test Score of Cycle 2
The Highest Score	75	75	87.5
The Lowest Score	37.5	50	50
The Average Score	55.78	71.11	71.11

Based on the table 4.9 it can be concluded that there was improvement among students' scores of vocabulary in preliminary research, post test of Cycle 1, and Post test of Cycle 2. The highest score increased from 75 in preliminary research, 75 in post test of Cycle 1, and 87.5 in post test of Cycle 2. The lowest score increased from 37.5 in preliminary research, 50 in post test of Cycle 1, and 50 in post test of Cycle 2. The average score increased from 55.78 in preliminary research, 71.11 in post test of Cycle 1, and 71.11 in post test of Cycle 2.

Table 50 The Comparison among the Scores of main idea in Preliminary Research, Post Test of Cycle 1, and Post Test of Cycle 2.

Explanation	Preliminary Research	Post Test Score of Cycle 1	Post Test Score of Cycle 2
The Highest Score	71.42	71.42	85.71
The Lowest Score	28.57	42.85	42.85
The Average Score	47.17	60.47	66.66

Based on the table 50 it can be concluded that there was improvement among students' scores of main idea in preliminary research, post test of Cycle 1, and Post test of Cycle 2. The highest score increased from 71.42 in

preliminary research, 71.42 in post test of Cycle 1, and 85.71 in post test of Cycle 2. The lowest score increased from 28.57 in preliminary research, 42.85 in post test of Cycle 1, and 42.85 in post test of Cycle 2. The average score increased from 47.17 in preliminary research, 60.47 in post test of Cycle 1, and 66.66 in post test of Cycle 2.

Table 51 The Comparison among the Scores of Inference in Preliminary Research, Post Test of Cycle 1, and Post Test of Cycle 2.

Explanation	Preliminary Research	Post Test Score of Cycle 1	Post Test Score of Cycle 2
The Highest Score	57.14	71.42	85.71
The Lowest Score	28.57	28.57	28.57
The Average Score	47.61	53.25	63.31

Based on the table 51 it can be concluded that there was improvement among students' scores of Inference in preliminary research, post test of Cycle 1, and Post test of Cycle 2. The highest score increased from 57.14 in preliminary research, 71.42 in post test of Cycle 1, and 85.71 in post test of Cycle 2. The lowest score increased from 28.57 in preliminary research, 28.57 in post test of Cycle 1, and 28.57 in post test of Cycle 2. The average score increased from 47.61 in preliminary research, 53.25 in post test of Cycle 1, and 62.36 in post test of Cycle 2.

A. Discussion

This research is an action research which is implementing graphic organizers to improve students' reading comprehension. The result of this research was satisfying in term of; (1) the improvement of students' reading comprehension; (2) the changes of the classroom action research. Each point is described more detail as follows:

1. The improvement of students' reading comprehension

Based on the findings, it can be theorized that the use of graphic organizers can improve the students' reading comprehension. The improvement is identified from scores to scores in each cycle.

a. The appropriate selections of graphic organizers were effective to improve students' reading comprehension.

Jiang and Grabe (2007: 4) stated that:

In the literature of GO research, not all GOs are constructed to reflect the discourse structures of a text. Many GOs create a very general frame for listing and sorting information from a text without requiring recognition of how the discourse structure of the text organizes information. If GOs that represent the discourse structures of a text consistently facilitated reading comprehension, then the problem of ineffective GOs may rest with the types of GOs that do not represent the specific discourse structures of a text. In other words, GOs that do not represent the discourse structure of the text may be less affective than the ones that represent the discourse structures.

Based on the theory above, GOs that represent the discourse structure of a text would be effective to improve students' reading comprehension. Whereas, GOs that don't represent discourse structure of a text would be less effective to improve students' reading comprehension.

b. Graphic Organizers (Conflict Dissection and Character Traits) are helpful for explicit information, vocabulary, main idea and inference.

Graphic organizer is a kind of technique which is employed to promote students reading comprehension. In this case, conflict dissection GO is used to improve students' reading comprehension such as explicit information, vocabulary, main idea and inference. Besides, character traits are employed to identify someone's character in a text. The use of it graphic organizer is to support students in inference. This argument is supported by Cleveland (2005: 3). He states that graphic organizers are great tool to recognize pattern in your reading such as main idea, detail information and the most important point.

In addition, comes from Masterminds Publishing, llc (www.hoover.k12.al.us/hesnet/dves/.../Adobe%20Reader/.../FAQ@GOs) states that:

Organizing information onto the graphics allows you to implement a variety of robust activities that otherwise might not be possible. For example, the organized information is conducive to a wide array activities involving in depth discussions, prioritization's of the information, elaboration's, debates, drawing conclusions, making connections to other ideas, making inferences, and extending students' understanding of important concepts, making decisions, proactive planning, and so forth.

Based on the explanation above, graphic organizers are great tool to improve students' reading comprehension. One of the benefits of graphic organizers in reading comprehension is that making inference. Here, the students are instructed to infer a moral message in a story.

Furthermore, Student eventually improves their vocabulary as they fill in the blank graphic organizers. During this process, the students put the extracted

meaning from the passage in shortened version. This makes students have to find the similar ideas to replace the original words from the given text. Hyerle in Zwiars (2006: 17) states:

For students, the process designing the graphic organizers reinforces their understanding of the material by requiring them to reconstruct the information in their own words and to create connections that other students may not have noticed.

2. The improvement of students' classroom situation

a. Graphic organizers are helpful for workgroup activity and independent activity

The application of graphic organizers on teaching reading brings benefits for the students. The benefits are related to workgroup activity and independent activity. In the process of teaching learning, graphic organizers assigned the students with group work activity and independent activity.

b. Graphic organizers enhance students' participation

The new given technique provide students with different option of interest. This condition generates student' eagerness to ask and respond question. Furthermore, graphic organizers provide more chances for students to actively develop themselves. This condition helps them in participating during the class.

Jones, Pierce and Hunter in Tommaso (2008: 2) state:

When Constructing a graphic representation, students first survey the text with attention to the title, subheadings and illustration to determine the topic and objectives of the text. Students then begin to form a theory of the structure of the text and which graphic representation (map, chart, web, etc.) might best represent it. Students then read the text with that graphic representation in mind and so approach their reading with specific purposes. After reading the text, students complete the graphic representation, using the questions or categories provided by the instructor in the appropriate frame as a guide.



CHAPTER V

CONCLUSSION, IMPLICATION, AND SUGGESTION

This chapter discusses about the conclusion of the research; the implication; and also suggestion for English teacher, students and also school. The discussion of each section will be delivered as such.

A. Conclusion

1. The Improvement on Students' Reading Comprehension

The implementations of graphic organizers in teaching reading improve students' reading comprehension. The improvements of students' reading comprehension are as follows:

- a. Students are able to find explicit information of the text. Here, the students are trained to identify characters and setting in a text. By doing that, the students are able to find information which is explicitly stated in a text.
- b. Students are able to find the word meaning in a text. Their skills improved as they were trained to reconstruct passage of the text into the graphic organizers.
- c. Students are able to find main idea in a paragraph of the text. Their skills improved during the process of teaching learning using graphic organizers. They were trained to identify a problem and solution arising in a text. By doing so, the students are able to find main idea in a paragraph of the text.
- d. Students are able to infer the meaning of the text. Their skills improved as they were trained to take a moral message or moral value of the text.

The improvement can also be concluded from their scores. Before the use of graphic organizers their reading score was low but after the implementation of

graphic organizers, the score was much higher. The mean score increased from 57.56 in the pre-test, 63.34 in the formative test of cycle 1, and 69.56 in the post test of cycle 2. It can be concluded that there is improvement on the students reading comprehension skills as the mean scores are gradually up from pre-research to research cycle 1 and from the research cycle 1 to research cycle 2.

2. The Changes of Classroom Situation

- a. The students don't come late any longer as they are interested in the new teaching method used by the teacher.
- b. The students are more enthusiastic to join the class, since they are motivated with the new teaching method applied by the teacher. Besides, the teacher always gives motivation to the students during the instructional process.
- c. The process of teaching learning is inspiring as the teacher mixed English and Bahasa Indonesia in the instructional process. By so doing, the students pay more attention during the class.
- d. The students' response in answering question is high during the teaching learning process. So, it is clear that the use of graphic organizers in teaching reading increases students' participation in the process of teaching learning.

B. Implication

The research findings of this action research imply that graphic organizers can improve students' reading comprehension. Furthermore, the classroom situation also improved fabulously. It is also found that the students' attitude toward reading is improved fantastically.

Based on the result of the study, teaching reading using graphic organizers as a newly-developed technique is suitable technique to improve students' reading comprehension. To implement graphic organizers, the teacher needs some steps. Here are the steps for implementing graphic organizers: (1) Modeling, (2) Guided practice, (3) independent application.

This study can be used as a reference for the teacher in improving the teaching quality by applying the suitable technique toward improving the students' ability in reading. Besides that, a teacher can apply graphic organizers in the writing class. Considering the potential of graphic organizers in enhancing students' skill in English, it is necessary for the teacher to learn about graphic organizers.

C. Suggestion

Based on the previous experiences that the researcher gained during the action research, the researcher could give suggestions for betterment of students' reading comprehension as follows.

1. For English teachers

For the sake of improvement of students' reading comprehension, English teachers are suggested to:

- a. Select and present material according to the students' level and need
- b. Check readability of the text that is going to be applied for teaching.
- c. Encourage students to learn reading comprehension not only in the classroom but also outside the classroom to make them more familiar with different written English texts.

- d. Select the appropriate graphic organizers for classroom usage.
- e. Explain graphic organizers explicitly when teachers gave modeling phase.

2. For the students

For the sake of successful learning of reading comprehension, students are suggested to:

- a. Develop reading comprehension ability through forming reading habit to enrich students' vocabulary mastery.
- b. Use actively all vocabularies that have been learned into different skills.
- c. Train a lot in reading using different genre of the texts.
- d. Monitor the comprehension by generating questions and explain back anything that has been learned.
- e. Don't be shy to ask or consult a teacher or other related expert when having difficulty.

3. For the school

For the effectiveness of the teaching and learning process, the school is suggested to:

- a. Introduce graphic organizers among teachers in school
- b. Implement various graphic organizers to teach English especially reading comprehension.
- c. Provide adequate facilities to support the success of the teaching learning process.

- d. Always motivate the school's teachers to develop their talent and profession in order they can keep up with the growing education and technology for facing the global era.

