

GRAPHIC ORGANIZERS IN TEACHING READING AT THE TENTH GRADE OF SMA MUHAMMADIYAH WAY JEPARA

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Abstract

This research focuses on finding out the improvement of the students' reading skill at the Tenth grade of SMA Muhammadiyah Way Jepara through graphic organizers. Classroom action research (CAR) was implemented in this research which was conducted to solve the students' problem in English reading. The Classroom Action Research (CAR) was done based on Kemmis and McTaggart's design. The researcher did two cycle in which each cycle consists of planning, acting, observing, and reflecting. The finding of the research indicated that the implementation of graphic organizers was successful since the criteria of success were achieved. The first criterion was 70 % of students could pass the target score 70 based on the KKM. Based on the calculation on table 1, it is known that the mean score of pretest that consist of 32 students is 6.92 and the posttest is 8.27, in other words, it can be said that the use of graphic organizers is effective to improve students' reading comprehension.

Keywords: Students' Reading Skill, Interactive Approach

A. Introduction

Regarding the importance of English, the government of Indonesia puts English as a compulsory subject at high school (junior and senior) level. Out of

four language skills (i.e. listening, speaking, reading, and writing) in English, reading has a special place in the education system in Indonesia who receive English as a foreign language.

According to Johnson (2008: 3), reading is the practice of using text to create meaning. It means that in reading practice, there is a process of creating new meaning. If there is no meaning being created, there is no reading taking place. Furthermore, reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning (Nunan, 2003: 68). Based on the definition above, the researcher concludes that reading is a process in which the readers try to construct new meaning using their background knowledge so that they can understand what the content of the text is. Therefore, we need to focus on teaching reading in order to make the students understand the process intended.

Teaching English for Senior High School, especially in reading class for the tenth grade, conveys the competence of identifying the meaning in the text, identifying interpersonal rhetoric in the context, and reading aloud the text.

But it is not easy to implement reading competence to students. Teacher faces some problems in teaching English, especially in reading comprehension. For instance, the teaching method often makes students bored, the student is not motivated to learn since they have limited opportunity to express their idea.

Teaching reading requires comprehension in making sense of the messages in the text. It works well if the students also pay more attention to the vocabularies. When students read a text in which the words can be understood by them, there is no problem about making sense of the English text. However, it becomes a big problem when the students just have a few vocabulary lists. Based on preliminary data, this problem commonly occurs in many senior high school students.

It also happened in SMA Muhammadiyah Way Jepara. There were many problems that appear in the teaching-learning English, such as the limitation on

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students' understanding on the vocabulary, motivation and learning interest. Here, the students faced difficult words when they read a text, so that they got difficulties in understanding some English texts. As the result, students' mean score did not achieve the Minimum Passing Grade (KKM) that is 70.

The second problem was coming from the teacher's factor. The teacher used to come to the reading class with a bundle of copied texts and also the tasks. The students' perception to follow the class would suddenly decrease when they looked at the series of task. It affected the students' motivation in joining the teaching-learning process. The third problem is about the teaching-learning technique. The teacher gave the students that bundle of copied texts and also the tasks which contained some questions. This condition made the students felt bored because there were no more activities except reading and answering the questions. As a matter of a fact, the students thought that English was difficult and a boring subject.

Based on the reasons above, the solution that the researcher offer is by using visual organizers to teach students' reading comprehension. By using this kind of technique, the students can easily make sense of some written text with their limited vocabulary and lack of background knowledge of some topics in their daily life. They also have different activities after reading and answering the questions. Graphic organizers are a representation, pictures, or models used for processing textual information. Graphic organizers facilitate the students in understanding knowledge when there is a large amount of work with a given limited time Ciascai (2009: 17). Furthermore, Conley (2008) states that graphic organizers are visual displays which illustrate the relationship between facts, terms, or ideas. In a text, the sentences relate one another in constructing meaning, so it is important for students to understand the relationship between the sentences. Moreover, a graphic organizer can become a bridge to connect the whole ideas in the text.

Graphic organizers help students focus on what is important (Bromley, DeVitis and Modlo, 1995: 23) because they highlight key concepts and vocabulary, and the relationships among them by providing the tools for critical

and creative thinking. Moreillon (2007: 134) states that graphic organizers can be developed to help the readers record main ideas and surprising information as well as their connections, responses, and interpretations. Moreover, the students can easily record the ideas when the texts are served through graphic organizers. In addition, Merkley & Jeffries (2000: 10) state that the organizers encompassed not only pre-reading activities but they were also used whilst-reading and in post-reading capacities.

Based on some definition above, then the researcher is interested to implement Graphic organizers to solve the problem faced by students in their reading comprehension. Therefore, the objective of the study is to improve students' reading comprehension at SMA Muhammadiyah Way Jepara by implementing graphic organizers.

B. Research Method

This research employed Classroom Action Research (CAR) design. The purpose of conducting CAR was to solve the problems happened in the classroom that is faced by the students. This was in line with the description of the background of the study. One of the problems faced in the classroom was learning achievement in speaking skill. Hence, by doing Classroom Action Research (CAR), hopefully, the researcher got the improvement of learning quality in the classroom as learning achievement in speaking skill. In line with this, Latief (2008) argued that Classroom Action Research is the research design that is constructed for improving the quality of learning in the classroom (p. 2).

In Classroom Action Research, initially, a researcher identifies problems which happen in the teaching-learning process, then sets the plan, design a way to solve problems, and implements the plan. Therefore, the researcher focuses on a particular classroom aiming at finding the solution for the problems takes place there.

The research was administered at SMA Muhammadiyah Way Jepara Lampung Timur. The school was chosen as the setting under some consideration.

Firstly, one of the researchers is one of the English teachers at SMA Muhammadiyah Way Jepara Lampung Timur. Secondly, the researcher is inspired to solve students' problems in reading by using Graphic Organizers. The subject of this research was students X IPA on the second semester which consists of 32 students in the year academic of 2016/2017.

In conducting the research, the researcher is helped by the teacher who responsible for teaching English of SMA Muhammadiyah Way Jepara Lampung Timur as a collaborator. As Kemmis and Mc Taggart (1988) assert that action research is collaborative. It means that the researcher works together with his colleague from the beginning until the end of the research activities.

The design of the present study follows the procedure of Action Research proposed by Kemmis and Taggart which stated that action research involves self-reflective spirals of planning, acting, observing, and reflecting. They also point out that planning involves the determination of the question that needs answering and the strategy to be used in answering it. During the acting stage, the practitioner tried out the strategy. The observation stage included recording data on the results of the strategy. The reflection stage refers to data analysis. It means that the researcher shows the result of the action done in each action and re-planning of the next cycles is done so if the action of each cycle is unsuccessful or the result of the teaching and learning process has not met the predetermined criteria of success yet. In opposite, when the action did have met the proposed criteria of success, another cycle is not carried out.

In collecting the data above, the researcher utilized some instruments such as an observation checklist, field notes, and speaking skill tests. Observation checklist was used to obtain the data about students' activities in teaching reading by using Graphic organizers during activities in the classroom. The observation checklist is focused on how the students responded to the teacher's questions in activating students' background knowledge, how they responded to the teacher's explanation, and how they engaged in the whilst reading activity whether active or passive.

Field notes would be used to jot down any data that were not covered in the observation checklist. Thus, the field notes might utilize to identify some aspects reflected in teaching and learning process, such as the appropriate topic of reading instruction, things to be improved, and students' interaction among the peers that are beyond the coverage of the observation checklist.

Reading test was in the form of a multiple choice test which is used for describing the students' reading comprehension; the students' mean score, and the individual score after implementing the method. This test was administered at the end of the cycle. In addition, split-half spearman brown formula is used to find out the validity and reliability of the instrument.

D. Findings And Discussions

Summary of Cycle 1

Based on the reflection of Cycle 1, there were some successful and unsuccessful actions, they are as follows.

a) Successful Actions

- 1) The question and answer activity at the beginning of the lesson could activate the students' background knowledge. The picture was given to elicit the questions also facilitated them to imagine the topic. Then, they could respond to the questions from the researcher. Moreover, it could help the students activate their background knowledge and could maintain their readiness when they had to deal with the texts.
- 2) The use of graphic organizers as the technique could improve the students' understanding about the texts. In addition, this activity was new for them, so it challenged the students to do this kind of activity in reading. Overall, the students were more motivated in reading class.
- 3) The implementation of communicative reading which was presented with a variation of the tasks and activities could vary the teaching and learning process. Moreover, those tasks and activities increased the students' reading interest and decreased their boredom.

- 4) The communicative activities were successful to provide the students comprehensible input of both spoken and written language and made the class more communicative.
- 5) The group work activity could increase the interaction between the teacher and students and also interaction among students.

b) Unsuccessful Actions

- 1) In the question and answer activity, most of the students who wanted to participate were just the same students, even there were some others.
- 2) There were students who did not want to participate in the group discussion because the group management was low. Therefore, the students preferred chatting to doing the tasks. This problem was caused the group that was unable to work optimally in groups and also disturbed the other groups' performance.

Summary of Cycle 2

Based on the reflection of Cycle 2, there were some successful actions that can be reported as follows.

- 1) The question and answer activity at the beginning of the lesson was effective to increase the interaction of the students and the researcher. It could increase the students' reading comprehension by preparing them before reading because they had time to activate their background knowledge.
- 2) The use of graphic organizers was effective to improve the students' reading comprehension. It also could enhance the students' motivation and interest in the topic.
- 3) The scanning and skimming strategies helped the students to read the longer text efficiently. So, they could read a long text without spending more time to understand it.
- 4) The communicative reading activities could make the students more active and were willing to interact with the researcher and their friends in learning contexts.

Students' Score

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	32	5.75	8.00	6.9219	.47280
POSTEST	32	7.25	9.25	8.2734	.49741
Valid N (listwise)	32				

Based on the calculation on table 1, it is known that the mean score of pretest that consist of 32 students is 6.92 and the posttest is 8.27, in other words, it can be said that the use of graphic organizers is effective to improve students' reading comprehension. The following is the comparison description of students' improvement before and after the implementation of the actions. The table is presented as follows.

Table 2. The comparison description of students' improvement before and after the implementation of the actions

No	Before actions	Actions	After actions	
			Cycle 1	Cycle 2
1.	The students found difficulties in understanding English texts due to limited vocabulary and background knowledge. They found it hard to find the main	Giving the students' question and answer activities as their pre-reading activities.	1. The activity could build the students' background knowledge so that they could lead to the topic easily. 2. Some students started to	1. Most of the students tried to answer the researcher's questions related to their background knowledge. 2. The researcher provided another media, that was

	idea and detailed information on the texts.		participate in teaching and learning by sharing their ideas and their experiences. 3. The researcher only used one picture in every topic as the media. It was effective enough to help students recall information in their memories but some students still faced difficulty in recalling their background knowledge	video. It also helped the students to build their background knowledge and overcome the students' boredom
2.	The students only had a little chance to express their idea about the topic.	Using skimming and scanning strategies.	1. Using skimming and scanning strategies were effective to help the students to find specific and general information of	1. The students' abilities in finding specific and general information from the text were improved. Most of the students tried to use the strategies instead of

			<p>the text. It also could help the students to read more efficiently by using these strategies. In Cycle 1, there were some students who could not practice these strategies to find the main ideas of the text. They still translated every single word in the text.</p>	<p>translating the text word by word.</p>
3.	<p>The activities in the teaching-learning of reading were monotonous. The task mostly translating the task and answering the questions based on the texts.</p>	<p>Using graphic organizers.</p>	<p>1. The students were interested in the new activity in reading class that was drawing graphic organizers. 2. There were some students who did not participate to draw their graphic</p>	<p>1. Most of the students participated in the teaching-learning activities and enjoyed the class.</p>

			organizers.	
4	The teacher did not teach the students to use efficient reading comprehension strategies.	Implementing communicative reading.	The activities could vary the teaching and learning process, and more those activities increased the students' reading interest and decreased their boredom	The students became more active and were very enthusiastic when interacting with the researcher and their friends in learning contexts.

The actions were implemented in two cycles. The first cycle was done in three meetings and the second cycle was done in two meetings. Based on the reflections in each cycle, there were some points that could be concluded as follows.

- 1) The implementation of Cycle 1 and Cycle 2 was effective to improve the students' reading comprehension. At the pre-test, the mean score of the test was 6.92 and it increased into 8.27.
- 2) The use of question and answer activities was effective to help the students activate their background knowledge in order to comprehend the texts. It could also increase their interaction with the researcher and improve their comprehension. They also gave some positive responses to the researcher' questions.
- 3) Presenting the texts in the form of graphic organizers could grab the students' attention to the researcher's explanation. The students did not talk to each other and there were no students who did other subject homework.
- 4) The use of graphic organizers became more effective when it was combined with the communicative reading activities such as pair and group work activities. Those activities could increase the students' reading

comprehension and motivation both in reading and in the teaching and learning process. They interacted communicatively with the researcher and their friends.

- 5) It still needed a longer time to improve the students' grammatical accuracy. The students still made grammatical mistakes when they wrote sentences. The students' grammatical accuracy cannot be improved only by a few minutes. Moreover, it was needed more time to drill them about grammar.

The following was the comparison description of students' improvement before and after the implementation of the actions. The table is presented as follows.

E. Conclusion and Suggestion

Conclusion

Based on the result of data analysis, the researcher concludes this research as follow. This research is focused on improving grade ten students' reading comprehension through graphic organizers. The researcher used action research as the method in this research. There were two cycles in this action research. To support the result, the researcher presented the data in the form of qualitative data and quantitative data. The qualitative data were presented below.

In Cycle 1, the researcher implemented some accompanied actions as follows:

- 1) giving the students' question and answer activities as their pre-reading activities and providing pictures as the media;
- 2) using skimming and scanning strategies;
- 3) using graphic organizers, in the form of the flowchart; and
- 4) implementing communicative reading.

After implementing those actions, the researcher found that the use of graphic organizers could improve the students' reading comprehension in terms of understanding the main ideas or the important information.

In Cycle 2, the researcher found that the use of different types of graphic organizers and media was effective. The researcher provided graphic organizers in

the form of Story Map because the students worked with narrative text. Moreover, different media used also could overcome the students' boredom. In short, the researcher still found that the use of graphic organizers was still effective in improving the students' reading comprehension.

The implementation of the action resulted in some improvements. Those improvements were related to the teaching and learning process of reading and the students as well. Improvement descriptions are presented below.

1. The improvements of the teaching and learning process of reading

Before the actions were implemented, the teaching and learning process of reading was conducted in the conventional ways. The teacher taught reading inspired by the grammar-translation approach and teacher-centered. The activities assigned the students to translate the text and focused on the teacher explanations only. There was no communication among the students and between the students and the English teacher. In addition, the materials used were not interesting for them to join the learning activities because the materials and activities were monotonous. Conversely, after the actions were implemented, the teaching and learning process of reading became more alive. It involved more interaction between the students and the teacher. The students felt more interested and got more conducive learning environment. They showed high motivation and enthusiasm to participate in the teaching and learning process of reading.

2. The improvements of the students

Before the actions were implemented, the students felt unmotivated to read English texts and to join the teaching and learning process. They found difficulties in comprehending texts and did not familiar with the reading strategies. However, after the actions were implemented, the students felt motivated and paid attention to the researcher. They wanted to join the teaching and learning process. The texts and activities were successful to enhance their motivation and trained the students to develop reading strategies. In other words, the students' behavior has changed after the researcher implemented the actions. As a result, they showed improvement in their reading comprehension. Their average score increased from 6.92 to 8.27.

Suggestion

Based on the conclusions, some suggestions can be directed toward the students of SMA Muhammadiyah Way Jepara and English teacher of SMA Muhammadiyah Way Jepara.

1. To the students of SMA Muhammadiyah Way Jepara

One of the factors which interfere with the success of the teaching and learning process is students' motivation. Particularly in learning reading, the students show low motivation since they consider reading as an uninteresting and difficult skill to be mastered. Actually, mastering this skill is easier if they familiarize themselves by reading inside and outside the classroom, reading all texts the world provides as they are interested in, and discussing the texts with their friends. The students may practice the technique and the strategies whenever they face a text.

2. To the English teacher of SMA Muhammadiyah Way Jepara

The English teacher has always been on a continuous search for the most adequate and efficient teaching method. Nevertheless, there are possibilities of being included in a learning context that resembles real-life situation as much as possible. The researcher suggests the teacher does not only see reading as a passive and solitary activity and focuses on the final test but also to the efficient language use, with emphasis on contexts, students, their needs, and interests. Thus, the emphasis is laid on verbal interactions among students, on the initiation of real-life-like communication situations, on the use of the techniques, as well as the use of graphic organizers.

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