The effect of graphic organizer strategies towards students' reading comprehension at second semester of the 8ᵗʰ class in Junior High School (SMP) N 3 Bengkulu

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara siswa yang menggunakan graphic organizer (GO) dan siswa yang tidak menggunakan spesifik strategi terhadap pemahaman membaca siswa. Penelitian ini dilakukan di SMP Negeri 3 Bengkulu dari bulan Mei sampai Juni. Sampel penelitian ini adalah dua kelas dari enam kelas. Sampel diambil secara acak dengan menggunakan undian. Metode penelitian adalah penelitian eksperimental. Untuk menentukan gaya belajar siswa, peneliti menggunakan skala likert, sedangkan untuk mengukur pemahaman siswa menggunakan test pilihan ganda. Data dianalisis dengan menggunakan excel dan SPPS 20. Berdasarkan hasil analisa data, peneliti menemukan ada perbedaan yang signifikan antara siswa yang menggunakan GOs dan yang tidak menggunakan strategy terhadap pemahaman siswa dalam membaca.

Kata kunci: Strategi Membaca, Graphic Organizer, dan Pemahaman Siswa Dalam Membaca

ABSTRACT

The objectives of this research were to investigate whether there is a significant different between the class which used the graphic organizer and the class which did not apply a specific reading strategy, the research was conducted at SMP Negeri 3 Bengkulu. The samples of the research were two classes of six classes. The sample was taken randomly by using lottery. The method of the research was experimental study. The data collecting technique used questionnaire scale Likert to determine students learning styles, while multiple choice items was used to measure students reading comprehension achievement. The data was analyzed by using excel and SPPS 20. Based on the result of data analysis, the result was there is a significance different between students who used GOs toward students' reading comprehension achievement.

Keywords: Reading Strategies, graphic organizer, and Students' Reading Comprehension

INTRODUCTION

English is one of the subjects which taught almost in every school. There are four skills of English. They are listening, reading, writing and speaking. In this study, however there are four skills, but the researcher only focuses on reading as a component of general language proficiency. Reading

is one of the important aspects in language skill because it is useful for language acquisition. Therefore, the student should master reading comprehension. By reading, the students know the information. In addition, the students will learn the vocabulary, punctuation, and sentence construction that needed in reading comprehension. In other word, the more they read the better they get the information. The goal of reading is comprehension. Comprehension is the process of making sense of words, sentences and connects to the text. Comprehension is a very essential thing in reading because it is a way to get the required information of the text. We do not only read the text aloud but also construct our comprehension about the text. Because of that the student must have a good ability how to comprehend well. A good ability in reading comprehension cannot get instantly. The students should be trained to be able to participate actively in the learning process so that they can think critically. Therefore, the using of various strategies in teaching reading is very useful in reading comprehension. Based on the pre observation that researcher has done at Junior High School especially on grade VIII in SMP Negeri 3 Bengkulu, not all students were good in reading comprehension. The researcher concluded it happened because of some factors, both from the students and teachers. The students were indicated had lack of vocabulary since they found since some difficulties in finding the main idea on the reading text given by the teacher. They also found some unfamiliar words that made them confused to guess the meaning of the word in one paragraph. The researcher found that the student didn't use reading strategy in finding the main ideas. The most of them only read the whole paragraph. They did not know how to find the main ideas easily. The problems came also from the teachers' sides. Based on the pre- observation, the teacher still used conventional strategy in teaching reading. They asked the students to read and understand a text. If they found the difficult word, they would ask to the teacher. After reading, the teacher asked one or more students to come in front of the class to read a text loudly. And then the teacher gave a question about the text. This learning condition make the students were not interested to learn; they feel bored. The teacher also tends to use the text book provided by the school and ignored the learner style. The teacher applied one teaching technique for the whole students who indicated have different learning style, audio learner and visual learner. That was one of the factors caused the students' reading comprehension did not increase maximally. Therefore, to enhance the students' achievement in reading comprehension, they needed a good strategy that could help them to comprehend reading text.

According to Harvey stated "reading strategy is tools that teacher uses to help students learn to read and comprehend what they are reading". Moreover, McNamara described "reading strategy is effective means of helping students to overcome poor readers. It means reading strategy is an effective way in teaching and learning process of reading comprehension.

To enhance the students' achievement in reading comprehension, they need a good strategy that can help them to comprehend reading text. Therefore, the researcher plans to apply graphic organizer (GO) Graphic organizer is a good strategy that can improve students' reading comprehension. It is a visual device, such as diagram, chart, outline that can help the student to construct and organize what they read. In implementing graphic organizer, the students could depict a graphic by themselves and identify the information in graphic. So the information of the text would be easy to understand and remember. Besides that, the student who have a good ability how to organize text.

Graphic organizer is one of the strategies that used in reading comprehension. Graphic organizer can improve students reading comprehension by using visual tool. In the process of reading comprehension, the student will create an appropriate schema that's suitable with the text. By applying the graphic organizer, the information is easier to identified and remembered.

According to Grabe, "graphic organizer creates important combination of text structure awareness, main idea recognition and imagery". Applying graphic organizer to organize the text information leads to improve recall information and significantly better comprehension.

According to Willis "graphic or visual organizer can increase comprehension, organization, summarizing, prioritizing, memorization, analysis by helping

student construct visualize and relationship".

Furthermore Jian and Grabe stated "graphic organizer is a strong foundation in reading comprehension". It makes the students more actively involved. The students have an opportunity for deeper processing of the reading material. Graphic organizer helps students to summary, integrate and retell the idea of the text. Then the students' reading comprehension will increase.

Based on the explanation above, graphic organizer is very useful to be applied in teaching reading comprehension. The student can organize and visualize text. It helps the students to understand and remember the idea easily. So students can improve their reading comprehension.

Additionally, in a book entitled *Graphic Organizer as a reading Strategy: Research Findings and Issues* by Manoly and Papadopoulu explained graphic organizer as a reading strategy that is used both in teaching and learning of language and in content areas, like science and social studies. Graphic organizer is to boost compression skill in target subject area. So the students' reading comprehension skill will improve and can contribute to the acquisition of target language.

A Similar argument Premalata and Sam state "the graphic organizer strategy is as a visual tool for visual learner". The student will be easy and fun in reading comprehension. By using the graphic organizer, the student learn the skill of classifying the information of the passage under a schema. Once they master this skill, they can divide the passage into

different group such as main idea, supporting details, topic sentence, fact, opinion and etc.

Furthermore, Edelpher said that "graphic organizers are a pictorial way of constructing knowledge and organizing information". The result show the information on visual display will be easy to understand.

To sum up to of this study, the researcher would apply graphic organizer as the reading strategy. The researcher has assumption that graphic organizer provides features which is suitable with the characteristic of learner. The using of appropriate reading strategy will improve students' reading comprehension achievement. To prove whether graphic organizer is really suitable for learner, the researcher conducts research entitled "The Effect of Graphic Organizer Strategies toward Students' Comprehension Achievement at Second Year in Junior High School (SMP) N 3 Bengkulu.

Method

The researcher used the quantitative approach under the experimental studies. According to Frenkel & Walen, "an experimental study, researchers look at the effect of at least one independent variable on one or more dependent variable".

This study was designed as true experimental design under posttest only.
The population of this research was the entire students grade VIII of SMP N 3 Bengkulu. The students are divided into six classes, from class VIII 1-VIII 6. Each class consists of 20-30 students.

The researcher only took two classes by using cluster random sampling. Cluster random sampling was more effective with larger numbers of group or cluster. Frankel and Wallen state "a cluster random sample is one obtained by using groups as the sampling unit rather than individuals". In this study the researcher took two classes as the sample of the study.

In collecting the data, the researcher used reading test as the instrument.
The data collecting techniques consisted of posttest only. Post test was conducted after treatment. It has purpose to measure the students' reading achievement after the students receive the treatment. The post test would be conducted in 40 minutes. Posttest would be analyzed by using SPPS version 20.0 (by using two way anova).

RESULT AND DISCUSSION

Result
The data are collected by means of data collecting techniques that are analyzed in the following steps: Normality Test, Test of Homogeneity, Hypotheses Testing.

Normality test is to find out whether the data is normal distribution or not, while the homogeneity test is to find out whether data are homogeneous or not. Both of the test; normality and

homogeneity will be explained as follows:

1. Normality

To know whether the data have normal distribution or not, the value of $\alpha = .05$ is used as the standard. The hypotheses for testing the normality as follows:

H_0: The data is normally distributed.

H_i: The data is not normally distributed.

The data are considered normally distributed when p-value $> \alpha = .05$. To know the data was normal or not, the researcher examined the score of post test. The data were considered normally distributed when p-value $> \alpha = .05$ (H_0 was accepted). While the homogeneity, the sample of the data is homogeneous. The population variance is equal one another. The finding of the hypotheses will be explained as follows:

H_1 There is a significant difference between students' who use graphic organizer strategy and students who did not apply a specific reading strategy

H_0 : There is no significant difference between students' who use graphic organizer strategy and students who did not apply a specific strategies.

H_0: $\mu A_1 = \mu A_2$
H_1: $\mu A_1 \neq \mu A_2$

To know the differences between the students' who use graphic organizer strategy and students who did not apply a specific reading strategy. we should analyze the p-value For p-value approach and critical value, we can see from the "sig" columns that we have statistically 4.6, to know the differences between the students' who use graphic organizer strategy and students who did not apply a specific reading strategy. we should analyze the p-value For p-value approach and critical value, we can see from the "sig" columns that we have statistically in reading strategies.

Discussion

The first research question is whether or not the significant difference between students who use graphic organizer strategy and the students who did not apply a specific reading strategy toward reading comprehension achievement. The statistical calculation showed the significant score was 0.013, while the means of the strategies were 68.78 for graphic organizer class. So, the result proved that graphic has significant difference. Graphic organizer was better in students' reading comprehension achievement.

Actually, the finding of this research was similar with the finding of previous researcher. Firstly the research about the effect of graphic organizer strategy by Premalatah and Sam carried out study which investigated the using graphic organizer to improve

reading comprehension skill for the middle school of ESL Students.

This study discussed the effect of using graphic organizer on the EFL learners' answer to different types of comprehension question. Graphic organizer is effective to be used in reading question like identifying the mind idea, finding the supporting detail, dealing with vocabulary, fact and opinion and making inference. The result is by using graphic organizer during reading comprehension session indirectly motivates the student to create their own graphic organizer for the passages they read and comprehend.

In addition, Bethun & Wood made a study on effect of WH- question graphic organizer on reading comprehension skill of student with autism spectrum disorder. The data were gathered from three elementary age-students with autism spectrum disorder. The result indicated all three students were able to demonstrate generalization to their reading program worksheet administered during regular reading instruction.

Furthermore, Lynn and Miranda conducted the research entitled "the effect of graphic on the reading comprehension of English language learner with a learning disability". This study is focused to find out effect of graphic on the reading comprehension of English language learner with a learning disability in a Honolulu middle school as shown through the

participant's recall and application of rational knowledge from social studies content material.

The subjects are one female of public middle school with learning disability and two males of public middle school without disabilities learning. The result indicated that the study had positive effect on female of disability learning. Her ability of content knowledge is higher 35% from pre test to posttest. For two participants who learning without disabilities have positive effect also. They improved their reading comprehension through their improvement in content knowledge. While the finding of this research was, there was significant difference the students who use graphic organizer strategy toward reading comprehension achievement.

There were some causes why the result happened

In GO class, the students fell comfortable because they did not need to move around. Since they work individually, focused on their reading text only, the situation was under the control and conducive. They could fully concentrate in doing their task. So the learning process could be done effectively.

CONCLUSION

Based on the hypotheses and data analysis in previous chapter, the research on "the effect of reading strategies and learning styles on students' reading comprehension achievement at second year at Junior High Scholl (SMP) N 3

Bengkulu" can be concluded as follow:

Based on the two way Anova calculation, the significant value of reading strategies was 0.013. It was less than 0.05. The researcher concluded that there was significant difference between students who used graphic organizer strategy and the students who did not apply a specific reading strategy toward reading comprehension achievement.

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