

**IMPROVING STUDENTS' READING COMPREHENSION OF
ANALYTICAL EXPOSITION TEXT BY USING GRAPHIC
ORGANIZERS AT GRADE XI SOCIAL SCIENCE OF SMA KALAM
KUDUS PADANG**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui sejauh mana Graphic Organizer bisa meningkatkan kemampuan pemahaman membaca teks analytical exposition dan untuk mengetahui faktor apa yang mempengaruhi kemampuan pemahaman dalam membaca teks analytical exposition siswa kelas XI IPS SMA Kalam Kudus Padang tersebut. Penelitian tindakan kelas ini terdiri dari 2 siklus. Dimana pada masing-masing siklus terdiri dari lima kali pertemuan; empat pertemuan untuk pembelajaran membaca teks analytical exposition dan satu kali pertemuan untuk tes pemahaman membaca. Dalam pengumpulan data, peneliti menggunakan tes pemahaman membaca, lembar pengamatan, catatan lapangan, dan interview. Temuan penelitian ini yaitu penggunaan Graphic Organizer dapat meningkatkan nilai pemahaman membaca teks analytical exposition dan faktor apa yang mempengaruhi peningkatan kemampuan siswa tersebut adalah keaktifan siswa, variasi teknik dan bahan ajar yang tepat dalam menggunakan Graphic Organizer. Peningkatan ini dibuktikan dengan meningkatnya nilai rata-rata siswa dari siklus 1 dan ke 2. Nilai rata-rata siswa pada siklus pertama adalah 66 dan pada siklus kedua adalah 71.

Key Words: Reading Comprehension, Analytical Exposition Text, Graphic Organizers

INTRODUCTION

Reading involves a complex process of decoding written symbols in order to construct meaning or comprehension. It is used as a means of communication, sharing information and ideas. Furthermore, in learning English, reading is one of the four basic skills that should be possessed by students. The students should understand the written information effectively and efficiently. They also need to master and comprehend not only the

structure of the sentences in the text but also the meaning explicitly and implicitly.

Based on the researcher's preliminary observation on September 13, 2012 at the eleventh grade of SMA Kalam Kudus Padang, when the students at SMA Kalam Kudus were given a reading test about the analytical exposition text, they got low score and could not answer the questions well. Only three students of 10 students got 75 and the other students got lower score the the

minimum standard of achievement (KKM) that was 70. Then he concluded that average score of the students were 56. It seems that they have problems in comprehending analytical exposition text.

Based on the test, it was found that the majority of the students got difficulties in finding information related to the thesis and arguments in the text. They could not get the point, details and implicit meaning (inference) of the text as the result they could not understand the text. It happened because they could not comprehend the text and distinguish some significant information from the text.

Klinger, Vaughn, and Boardman (2007:8) state, "Reading comprehension is a multi component, highly complex brings to the text as well as variable related to the text itself".

Zint (1975:269) states that "comprehension skills are classified as those of literal comprehension, or the pre-interpretive skills and interpretive skills."

Davis (1968) as cited in Alderson (2000:9) defines eight skills of reading comprehension: "recalling word meanings, drawing inferences from the context, finding answer to questions answered explicitly or in paraphrase, weaving together ideas in the content, drawing inferences from the content, recognizing a writer's purpose attitude, tone and mood, identifying a writer's technique, following the structure of a passage."

Lamberg and Lamb (1980:56) state "comprehension is considered to be cognitive process that is a process of knowing and understanding." It means that reading comprehension is not only a process of knowing the meaning of words,

but also a process of catching the idea of the text that the writer intended to say.

According to Zimmerman and Hutchins (2003:5), "good readers use the following 7 keys to unlock meaning." It means that to be a good reader, somebody have to master in create mental images, use background knowledge, ask questions, make inferences, determine the most important ideas or themes, synthesis information, and use "fix-up" strategies.

According to Ellis (2004), "graphic organizers are communication devices that show the organization or structure of concept as well as relationships between the concepts in the text." In short, graphic organizers can help students remember better the material that has been presented by means of visual aids.

Stoller (2003) noted some advantages of graphic organizers, they are first is to tap the students background knowledge when introducing new thematic units. Second is to help students to make sense of dense texts. Third is is to guide them in seeing the discourse organization of texts that are assigned to reading and the last is to assist students in organizing, extending and refining their writing.

Kim (2004) states that "graphic organizers display information, structure, and key conceptual relationships using visual and spatial arrangements or maps."

Furthermore, Strangman et al (2002) state that "graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task."

According to Adler (2004), “students use graphic organizers to graphically ideas and relations in narrative or expository text.”

In addition to, Adler (2004) states that “graphic organizers can help students focus on text structure as they read, provide students with tools they can use to examine and show relationships in a text, and help students write well-organized summaries of a text.”

In conclusion, Graphic Organizer of first is **fishbone** can help students to connect events by cause and effect, summarize cause and effect patterns in scientific, historic or literary events and facilitates students’ analysis of cause and effect pattern of thinking. Second is **spider map** can help students connect details and main ideas to the theme and various characters in a story. Third is **problem and solution chart** can help students identify the main character in a story and use mathematics to develop concept. Fourth is **gathering grip**. This can help students to capture prior knowledge on three or more similar items / concepts, find similarities among three or more persons, collect data about three or more physical object and find similarities among three or more characters, events, places or themes. In addition, the last is **scale**. Scale can help students to weigh prior knowledge about new topic/unit.

The aims of this study are as follows:

1. To know the extent graphic organizers can improve students’ comprehension in reading analytical exposition text.
2. To know the factors that influence the changes in

students’ reading comprehension by using graphic organizer.

METHOD

The design of this research is Classroom Action Research (CAR). This research was conducted in two cycles. Kemmis and Taggart (1988) and Gay (2000) state that action research is conducted in two or more cycles.

Each cycle consisted of Plan, Action, Observation, and Reflection. The participants of the research were the researcher, the collaborator and 10 students of grade XI SMA Kalam Kudus Padang 2013-2014 Academic Year. The data in the research were gathered from observation checklists, field notes, interview, and reading comprehension tests.

There were two kinds of data to be analyzed; they are quantitative data and qualitative data. The researcher used quantitative analysis in analyzing the result of the test. The qualitative data were analyzed to find the information related to factors that influence students’ reading comprehension of analytical exposition text.

FINDING

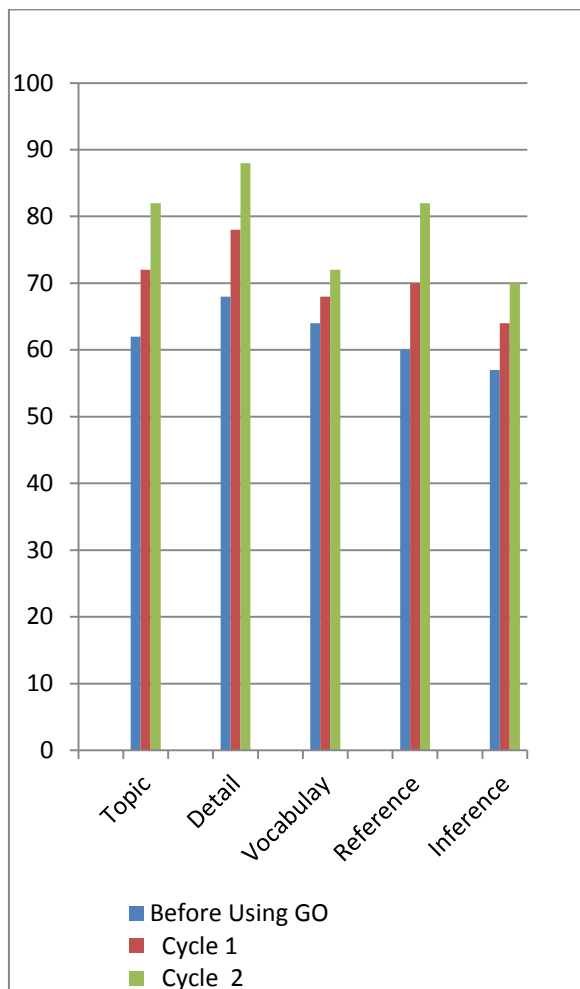
1. The extent to which graphic organizer can improve second year students’ reading comprehension of analytical exposition text at grade XI IPS (Social Science) of SMA Kalam Kudus Padang.

After analyzing, the data, the researcher could show all the data from the result of the test in cycle 1 and the result of the test in cycle 2. The data showed that the class average score in each indicator of reading comprehension of analytical exposition text increase significantly.

The score of the students' reading comprehension of analytical exposition text per indicators were shown in the table below.

Figure 1

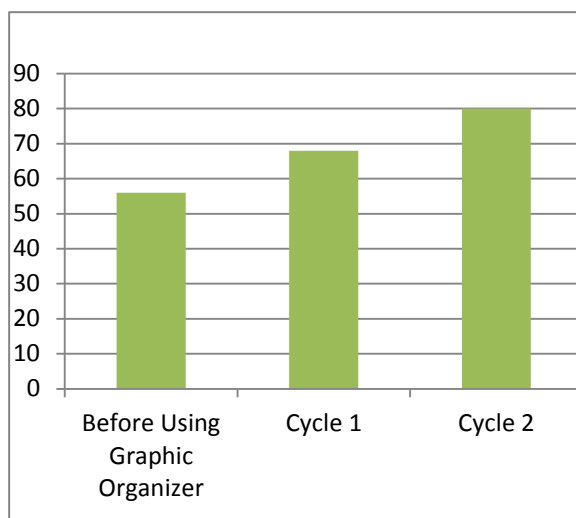
Table the comparison of the test before the result, after cycle 1 and cycle 2 in each indicators



Based on the graph above , it could be seen that the comparison of the test before using graphic organizer in each indicator (topic, detail, vocabulary, reference, and inference) and after using graphic organizer (in cycle 1 and 2) in each indicator. Before using graphic organizer, the students score of **topic** was 62. After that, the students' score

increased to 72 in cycle one (by using graphic organizer). Then, the students' score was also increased to 82 in cycle two (by using graphic organizer). Before using graphic organizer, the students score of **detail** was 68. After that, the students' score increased to 78 in cycle one (by using graphic organizer). Then, the students' score was also increased to 88 in cycle two (by using graphic organizer). Before using graphic organizer, the students score of **vocabulary** was 64. After that, the students' score increased to 68 in cycle one (by using graphic organizer). Then, the students' score as also increased to 72 in cycle two (by using graphic organizer). Before using graphic organizer, the students score of **reference** was 60. After that, the students' score increased to 70 in cycle one (by using graphic organizer). Then, the students' score as also increased to 82 in cycle two (by using graphic organizer). Before using graphic organizer, the students score of **inference** was 57. After that, the students' score increased to 64 in cycle one (by using graphic organizer). Then, the students' score as also increased to 70 in cycle two (by using graphic organizer). Furthermore, the researcher also analyzed the improvement of students' reading comprehension of analytical exposition text by the average score of each cycle. The following graph showed the comparison of students' improvement in reading comprehension of analytical exposition text before applying Graphic Organizer, cycle 1 and cycle 2.

Figure 2
The Improvement of the Students' Reading Comprehension of Analytical Exposition Text



Furthermore, the researcher also analyzed the improvement of students'

Based on the graph above, it could be seen that the average score of the students' reading comprehension of analytical exposition text after using Graphic Organizer in cycle 1 and two were better than before applying Graphic Organizer. There was a significant improvement from cycle 1 to cycle 2. The average score of students' reading comprehension of analytical exposition text before applying Graphic Organizer was 56, then it increased to 66 in cycle 1 and also increased 5 points in the cycle 2 became 71. It meant that Graphic Organizer could improve the students' reading comprehension of analytical exposition text at grade XI SMA Kalam Kudus Padang.

Finally, the researcher thought that the students' reading comprehension of analytical exposition text through Graphic

Organizer had been improved until the second cycle, because there was significant improvement of students' average score of reading comprehension of analytical exposition text. The implementation Graphic Organizer until second cycle had achieved the minimum criteria of students' achievement (KKM 70). So, it did not need to move to another cycle.

2. The factors that influence the changes of students' reading comprehension of analytical exposition text by using graphic organizer.

Having conducted the research, it was found that there are five factors that were analyzed. Those factors influenced the changes of students' reading comprehension of analytical exposition text. They are material, media, classroom activity, classroom management, and teacher's approach.

a) Material

One of the five factors was reading material. From the result of interview, it was identified that reading material influenced the changes of students' reading comprehension of analytical exposition text. The students were interesting in the reading material because the researcher explored the reading material which relevant with the topic from any resources such as from internet, the other students' textbook, newspaper, and described them into graphic organizer. Besides, the material that had been selected was closing with the students' daily activity. It was proved by the interview result which almost of all students who were interview was

interested in material that was served in the text.

b) Media

The other one factor that influenced students' reading comprehension of analytical exposition text was media. It can not denied that the use of media was very important in activating the students' attention before starting the lesson. Besides, the important of technology influenced the education program. One of them is internet assisted language learning, and one of this internet assisted language learning is graphic organizer which can make easy the teacher in conducting the teaching learning process. Based on the observation, field notes, and interview; it was proved that most of the students grade XI were enthusiasm following the lesson reading comprehension of analytical exposition text by using graphic organizer.

c) Classroom Activity

Another one factor that influenced students' reading comprehension of analytical exposition text was classroom activity. Actually, the classroom activity depend on how the teacher feel comfortable delivery the lesson and how the students feel enjoy in learning. Thus, in this research, the researcher designed the classroom activity that make them easy to understand the lesson by supporting media of graphic organizer by conducting the group discussion. Based on the result of the observation, field notes, and interview, it was found that most of the students felt enjoy following the activity in the class. The researcher tried to make them not only in learning but also in playing.

d) Classroom Management

The next factor that influenced students' reading comprehension of analytical exposition text was classroom management. Based on the observation, field notes, and interview that have been conducted during the research, it was found that the ability of the researcher to control the class was very crucial. Moreover, they should be classified into group which sometimes they did not match the number of their group. Besides, the researcher needed to explain more detail, loud voice, and many times direction to make them understand the rule of the activity so that the process of the activity could run as the planning.

e) Teacher's Approach

The last factor that influenced students' reading comprehension of analytical exposition text was teacher's approach. Dealing with observation, field notes, and interview the teacher's approach was good enough because the teacher could adapt with the students. The researcher always checked and make sure the students have understood the instruction, felt them enjoyed in learning.

Dicussion

After conducting this classroom action research by using graphic organizer in teaching reading comprehension of analytical exposition text, it was found that the use of graphic organizer could improve the students' reading comprehension of analytical exposition text at grade XI IPS (Social Science) of SMA Kalam Kudus Padang. It is supported by Cutiongco (2006) who investigated

the students' reaction toward the use of graphic organizers in understanding exposition text. The sample of her research was fifty nine fourth year section 2 students of Marikina High School in Conception I Marikina City (located in Metro-Manila). She found that the most fourth year students in the sample considered graphic organizers as useful aids to better comprehension of exposition text.

The use of graphic organizer showed improvement in students' comprehension. It could be seen from the students' score and the result of the observation checklist, field notes and interview, graphic organizer helped them comprehend the text. It was supported by Chiang (2005) who investigated the effect of graphic organizer on Taiwanese tertiary students' EFL reading comprehension and attitude toward reading in English. She found that the use of graphic organizers is an effective pedagogical tool for promoting EFL reading comprehension and improving attitude toward EFL reading.

Based on the result of the students' reading comprehension on analytical exposition texts score, graphic organizer gave a good improvement in comparing to the score of pre-test, cycle 1, and cycle 2. Students' score were 56, 68, and 73. It could be concluded that the use of graphic organizer had a positive effect on students' reading comprehension of analytical exposition texts. This result was also supported by Ellis (2004) who notes that graphic organizers can contribute to increasing both classroom and achievement test scores. The increasing score of reading

comprehension is related to the effective use of graphic organizer.

Furthermore, using graphic organizer in teaching reading comprehension of analytical exposition text can help students recognize the structure of the text. It is also in tune with Rostami (2012) who found that one of the most important ways to recognize discourse structuring in texts is through the use of graphic organizer (GOs) – visual representation of information in the text. The visual representation helps the students remember and recognize the generic structure of the text.

Based on the field note and interview, the researcher found that the students were interested in using graphic organizer in reading analytical exposition text. It helped them understand the text and was new for them. It made them comprehend the text through the visualization of the ideas and the structure of the text. When the students keep practicing and active using graphic organizer in reading, it will help them to be familiar with graphic organizer and comprehend the text. It is in line with the research finding, Jiang and Grabe (2007) state that the length of treatment period and the educational level of participants are also important factors in the effectiveness of graphic organizers.

The students could comprehend the text well if they actively participated in every step of graphic organizer procedure. They were being active in finding the key information from the text and filling out graphic organizer. Then, the students involved in discussion in which they answered and asked

questions about the organizer and the text. The result of this research is also congruent with Strangman, Hall and Meyer (2003) who pointed out that graphic organizers can be effective learning tools when implemented within a substantive instructional context, particularly an interactive/collaborative approach involving teacher modelling, student-teacher discussion, and practice with feedback. It means that graphic organizer can be used well if teacher and student are actively involved in the process of implementing graphic organizer.

The variety techniques in applying graphic organizer had important part in creating effective teaching and learning process. Different techniques in applying graphic organizer made the students familiar with graphic organizer and created the effective way of teaching. It also made the students interested in following the lesson and reading text using graphic organizer. It is in line with Chiang (2007) who states that the graphic organizers may take 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 to another part of the context in the reading.

Conclusion

Based on research finding and discussion, it could be concluded that the use of graphic organizer in teaching reading comprehension of analytical exposition text can give better improvement to students' reading comprehension. Besides, variety techniques in using graphic organizer and students' activeness also influence the effectiveness of

using graphic organizer in teaching reading comprehension.

Suggestion

Finally, for the sake of facilitating English teachers in teaching reading comprehension of analytical exposition text, particularly by using graphic organizer, the researcher suggests as in the following:

1. As it indicates that using graphic organizer can improve students' reading comprehension of analytical exposition text, so it is suggested to other teachers who have the same problems with the researcher to apply this strategy in reading class.
2. Since graphic organizer is a useful teaching and learning strategy, it is suggested that other teachers could try this strategy in teaching other language skills not only reading.
3. Graphic organizer has some types that have different functions. It is suggested to other teachers who are interested in using graphic organizer to use other types of graphic organizer.

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