

## **THE EFFECT OF USING GRAPHIC ORGANIZER ON THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT: A EXPERIMENTAL STUDY**

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### **Abstract**

Reading as one of language skills, is very important. By reading ability the students will be able to understand and transfer the contents of reading passage. Here, this study is employed quasi experimental research. It uses posttest design only. To accessible population of this study was eighth grade student of MTs Negeri 10 Banyuwangi. The researcher conducted this study on the even of semester of 2018/ 2019 academic year. The two of eight classes, were taken to be sample of study. It was VIII D which consists of 32 students as experimental group. Then, the control group was VIII C, it consists of 32 students. The experimental group taught by using Graphic Organizer. Meanwhile, the control group was taught by conventional teaching strategy. The researcher prepared a set of reading text in the form of multiple choices as the instrument. To analyze the data, independent T- test was used to know the difference of the learning achievement of two groups. By employing the independent T-test analysis in SPSS 20, the result of computations shows that the score of t was 0.039 that was lower than significant level 5 % (0.05). Based on these T values can be concluded that there is significant difference of using Graphic Organizer on the students' reading comprehension achievement. In other words, the students who taught by using graphic organizers achieved reading comprehension better than those who were taught conventional teaching strategy. Some recommendations that were given to the teachers and school are that the teaching of reading skill, implement graphic organizer as the alternative strategy, and give more emphasis on the reading technique of making inference of the reading content.

**Keywords:** the effectiveness, graphic organizer strategy, reading comprehension

## **INTRODUCTION**

English is important for the people as language communication in the world. In language learning or education, students' learn four language skills to get good competence in using the language for real life or academic purposes. There are four skills has to be mastered by the students in learning English, such as listening, reading, writing, and speaking. One of the language skills which student learn is reading. Reading is the process of the readers to transfer their idea in comprehending a written text. Therefore, reading includes receptive skills which extract meaning from the discourse (Harmer, 2002). It means that the students can receive the information from the text.

In reading process, the writers convey and share their knowledge, science or experience to the readers in the form of the text. In education, the students or learners get science which actually they need in school from the teachers. Especially the educational system in Indonesia, it implements the new curriculum as we know that is Curriculum 2013 (K13). This curriculum is applied in elementary until high school level. It is concerned on students centered, not teacher centered. Nowadays, teaching and learning process in Indonesia attempt to set classroom on student- centered, not teacher- centered (Santyasa et al, 2014). So, the students are demanded to be more creative in getting science and knowledge.

Meanwhile, in syllabus of Junior High school the reading material is appropriate to the students' competence in teaching and learning process. Reading is an activity of transferring information from text. In the process transferring information, the students may encounter some difficulties. Commonly, it is difficult for some students in understanding text. The students also had less motivation to study, it caused of the teacher teaches monotonously in learning process.

Based on the condition above, the development of teaching strategy in the learning process can bring the effect in learning process. Teaching aids and syllabus should be remade to the new one. For the students, they should be an independent learner because they must learn more actively in the class. The impacts are significant for both teachers and students. Thus, it is needed effective communication between teacher and student.

Furthermore, there are levels of comprehension that to be noted by teachers, those levels comprehension, or shallow versus deep comprehension (McNamara, 2007). The literal comprehension is the

process of understanding the text explicitly. Moreover, the students identify the information which is stated in the text, such as the topic, main idea, and conclusion. Whereas, inferential comprehension is the process of understanding the information in the text implicitly. It means that the students figure out the information which is unstated in the text, such as moral value, theme and etc.

Reading comprehension is about understanding of the text meaning more broadly. Oakhil et al. (2015:17) add that comprehending a text requires more than understanding of the single sentence and how each sentences is related to the next but also it requires a more general understanding of how the ideas of the sentences are related. It means that in reading, the readers have to understand the structure of the text. The ideas of sentences in the text have relation among other sentences. Therefore, there are set of knowledge of textual competence that the readers should know, namely text cohesion and rhetorical organization (Sulistyo, 2011:37). Knowledge of text cohesion is the reader's knowledge about ideas in how the ideas sentence of the text have correlation to other sentences. Knowledge of rhetorical organization is the readers' knowledge about how the text is organized.

The previous study is used to support in conducting this research. The first is Heidarifard (2014) ), he has done the research entitled "*The effect of Graphic organizers on L2 learners' reading comprehension*". The differences of this study the previous researcher conduct the study on the second grade high school. The second previous study is Yuniarti (2013) did a study on the ten grade students and conducted classroom action research. She focuses in teaching reading comprehension by using Graphic Organizers in Narrative text.

In this research, the researcher interested in using Graphic Organizers (GO) as the strategy used. This strategy refers to reading strategy by organizing information in the text on graph. GO is graph which is made for representing some information from a text. GO help the students to organize the information which then make the students understanding the text easily. The researcher believes that using this strategy can make the students feel enjoy in teaching and learning process. They think that English is easy to learn.

The object of this study takes junior high school students in the eighth grade of MTs Negeri 10 Banyuwangi. The reasons why the researcher chooses junior high school are the English curriculum in junior

high school is started to focus on the English skill such as Reading. The syllabus of junior high school are almost learn about reading all of the time. Therefore, the learning teaching process in junior high school is more textual. Especially in this school, the researcher found some problem such as lack of vocabulary in reading. Whereas, those problem are basic skill that students should have it. Another problems found about the students' didn't have background knowledge in reading process. There are some students still only read the text but they didn't have the meaning of the content in passage and they didn't know the structures of the text . Therefore the teacher strategy such as graphic organizer should be well to support the students' skills and competence.

In this study, the researcher aims to accomplish this research will bring advantages to the learners and teachers. It is used not only for literature but also bring another dimension of data collected. The data collection is important data which help teachers and students on the impact. By this research, the researcher hopes that the result will give positive influence in teaching learning process.

## **METHOD**

The researcher applied the experimental research design in this research. Posttest only design used. In this research, the researcher investigated whether or not there is a significant effect of using graphic organizer (GO) on the eighth grade students' achievement. The group of individuals with same common characteristic in research is called population. The population for this research is all of the eighth-grade students of MTs Negeri 10 Banyuwangi in the academic year 2018-2019. The number of students are 32 students.

The researcher used two groups in conducting the research. One group is an experimental group and other one for control group. The first step, the researcher taken two groups based on the data of the test which is given to the all the eighth grade students for eight classes of MTsN 10 Banyuwangi .Then comparing the mean score were balance of two classes to know the population of the research.

This study uses Graphic Organizer as the teaching strategy. The first step, in pre- reading phase, the teacher gives a topic to the students and asks for about the information related the topic. Then the researcher asks the students to explore what they already know about the topic is given by giving a question. The second step, the researcher gives the students the text and asks the students to read carefully. After that, the researcher asks the students to

divide the information of the text based on the text structure and then fill in the GO. In the first box of GO, the students fill it with the topic of the text. Next box, the students fill it with the ideas of the text. The third box until the end.

This study was conducted at the eighth grade students of MTsN 10 Banyuwangi. Which is located on Jl. Raya Songgon, Pengantigan, Rogojampi, kabupaten Banyuwangi. The researcher chooses the subject which consist about 240 students. The class is divided into eight classes. The material learning was descriptive text. The researcher conducted this research in Junior high school level because she thinks that this research have not conducted by the previous researchers, and the purpose of this study is to know the effectiveness of using Graphic Organizer (GO) strategy in that class of eight grade students.

Before the real test was administered to gather data required in this study, the planned test was tried out first in order to check whether the test could really bring about data. The try out activity was done to get to know the level of difficulty test items and reliability. Then the try out is administered at class VIIIB. The test of try out consists of 35 items in multiple choice form. the researcher gave the treatment for the experimental group was given a treatment that was GO and the control group was not given any treatment. The control group was taught by conventional strategy. After that, both of them were given a post- test to know the different mean score between them. The instrument of the study, the researcher constructed the test in the form of multiple choices with four options, it is consisting of 25 items.

Then after conducting the treatment in both of group. The researcher gave a test to experimental group and control group. The test used to measure the students' reading comprehension achievement . whether there is significance different different between experimental and control group. The data of the present study were collected from the posttest.

The materials tested in the posttest were those taught during the treatment. In this case, conducting the try out first and analyzing the result, giving the treatment to the experimental group, after treatment, giving both classes posttest and analyzing the result, counting the mean score and analyzing the mean differences of both score, testing hypothesis, drawing conclusion. The posttest was administered on, there were 64 students participated in administering this test. The result were then, analyzed by using independent

sample t-test to know the effect of two different teaching techniques on the students' reading comprehension skills.

The data was analyzed by using independent sample t-test through SPSS (Statistical Package for Social Science). According to Muijs (2004:85) SPSS is probably the most common statistical data analysis software package used in educational research and is available at most institutions of higher education. SPSS is usually used by researcher who conducts an educational research. Therefore, it is suitable for this research to use SPSS. After computing the data by independent sample t-test through SPSS, then the result compared with the significant level of 5% (0.05). It means that if the result was  $t\text{-value} < t_{0.05}$ , the null hypothesis is rejected

## RESULTS

The aim of the research is to determine whether there has been a significant difference in student comprehension through the use of Graphic Organizer and traditional teaching. In this study, the researcher got English teacher's score from the students before conducting the treatment because the researcher uses only posttest design.

### *Tables*

**Table 4.1 The Descriptive Statistics of Students' score before Treatment**

|                          | Experimental group | Control Group |
|--------------------------|--------------------|---------------|
| The Number of student    | 32                 | 32            |
| The highest score        | 60                 | 48            |
| The frequency of student | 3                  | 4             |
| The lowest score         | 30                 | 20            |
| The frequency of student | 3                  | 3             |
| Mean                     | 58.43              | 52.46         |
| Standard deviation       | 16.429             | 14.670        |

### *Illustrations*

From the above data showed that in the study and control group the number of students was 32 students in each group. The study group's highest score

e is 60, and its lowest score is 30. The experimental group has a mean score of 58.43 with a standard deviation of 16.249.

The highest score achieved by the students in control group is 48, and the lowest score is 20 with a standard deviation of 14.670. This means that there are no variations in score in both groups because the score is the same for both the experimental and the control group. So, both groups are balancing the reading comprehension score for the students.

### ***Tables***

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The mean score of both groups before conducting treatment was balance from the data listed. But the mean score of two classes is different after doing treatment. The mean experimental group score is higher than control group, based on the table. Nevertheless, it was not enough to test the significant difference between the experimental group and the control group only by measuring the mean score of the

**Table 4.4 Table Independent Sample Test**

| X                                                 | Score                   |                             |
|---------------------------------------------------|-------------------------|-----------------------------|
|                                                   | Equal variances assumed | Equal variances not assumed |
| Frequency                                         | .559                    |                             |
| Significant t                                     | .458                    |                             |
| df                                                | 6.379                   | 6.379                       |
| significant (2-tailed)                            | .039                    | .034                        |
| mean Difference                                   | 21.562                  | 21.562                      |
| Std. Error Difference                             | 3.3804                  | 3.778                       |
| 95% Confidence Interval of the Difference – lower | 14.805                  | 14.804                      |
| 95% Confidence Interval of the Difference – upper | 28.319                  | 28.320                      |

The above definition indicates that the relevant value was 0.039 for an independent T-test. While the hypothesis is accepted if the degree of significance is lower than 0.05. The result is agreed because the relevant value was smaller than 0.05 (Significant value < 0.05). That means the mean difference between class of experiment and class of control is significant. So, the assumption is accepted. It means the mean difference between class of experiment and class of control is significant. It can be said that the null hypothesis (H<sub>0</sub>) that was "there is no mean difference in score between the experimental class and the control class" has been rejected. While, the experimental class mean score was 73.90, and the control class was 52.34, respectively. Experimental class mean score was significantly higher than control class score.

## DISCUSSION

Reminding the main purpose of this study, this aims to investigate the effect of using graphic organizer (GO). The result of the analysis in the previous chapter shows that a positive on the eighth grade students' reading comprehension achievement.

The alternative hypothesis (H<sub>a</sub>) that was "there is mean score difference between experimental class and control class" has been accepted. Based on the above explanation, it can be concluded that students taught using Graphic Organizer achieve better score on reading comprehension test than those not taught.

## CONCLUSION

The result of the analysis on the previous chapter reveals that there is a significant effect of using Graphic Organizer on the eighth grade students' reading comprehension. it is found that  $t_{table} = 0.0039$  significance at 5% (0.05) level. It is indicate that  $t_{table}$  is lower than  $t_{value}$  because  $t_{table}$  significance at 0,05. So, the hypothesis is accepted. The null hypothesis ( $H_0$ ) was rejected. It means that "There is no mean score diffence between experimental grup and control group. Meanwhile, the mean score of experimental group was significantly higher than the mean score of control group. It can be concluded that there is a significant effect of using graphic organizer (GO) on the eighth grade students' reading comprehension achievement. .

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