
THE INFLUENCE OF GRAPHIC ORGANIZERS AS MEDIA IN TEACHING READING COMPREHENSION AT EIGHTH GRADE OF SMPN 2 PANDEGLANG

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ABSTRACT

Graphic organizer was visual media instruction that used to organize the information visually using graph, maps or diagram. The aim of the study was to find out the influence of graphic organizer as media in teaching reading comprehension at the eighth grade of SMPN 2 Pandeglang. This research used true experimental design. The population of the research were the eighth grade students of SMPN 2 Pandeglang. The sample consisted of 24 students with total of the students were 240 students. Then, the writer used cluster sampling and took two classes randomly as an experimental group and control group. Each group consisted of 32 students. The researcher used pre-test and post-test in order to get the result of students' reading comprehension. The validity and the reliability of test instrument were counted by using *Pearson product moment* and *cronbach alpha* formula. In analyzing the data, the researcher used *t-test independent sample* formula to measure the significance between the experiment and control group. The t_{count} for post-test between two group was 3.181 and the t_{table} for $df = 22$ with the degree of significant 0.05 was 0.622. The result was $3.181 > 0.622$. It mean that H_0 was rejected and H_a was accepted. It can be concluded that there were significant influence of student's reading comprehension by using graphic organizer at SMPN 2 Pandeglang.

Keyword: *Teaching Reading Comprehension, Media, Graphic Organizer*

INTRODUCTION

English in Indonesia was English Foreign Language (EFL). The recent knowledge in technology which written in English made people required to read to get the information. Grabe & Stoller (2011:6) stated that one of the purpose reading was to search for simple information. Because the information usually through a text, people have to read the text to get the information.

One of the type of reading was comprehension. Mickulecky & Jeffries (2002:24) stated that comprehending what you read was more than just recognizing and understanding word. True comprehension means making sense of what you read, connecting the ideas in the text to what you already know, remembering what you have read and thinking what you read. Hence, reading comprehension could be used to get the meaning and also to get information from the text.

Based on the researcher experience during teaching English at Teaching Practice Program, there were some problems of students' reading comprehension. Especially in eighth grade students in junior high school. First, based on the observation in the class during the reading lesson, they felt difficult to get the meaning of the text. According to Grabe&Stoller (2011:3) reading was the ability to draw meaning from the printed page and interpret this information appropriately. It means the students comprehension in reading was less. Second, the teachers did not have a tool or media that make students understand the text. The teachers only asked the students to read the text in Student Worksheet or text book by themselves. Then, the teacher asked students to answer the questions. Furthermore, based on interview to the English teacher, the students were less motivated to read because their parents did not ask them to read. They prepared to play ahandphone than reading while they were at home.

To solve the problem, the researcher found the useful instructional media that can motivate the students to comprehend the text. Graphic organizers was effective in reading comprehension because it had various forms, from representations of objects to hierarchical and cyclical structures (Sam D & Rajan (2012). It would make students motivated to try graphic organizers as a visual media that help them to comprehend the text.

There were some research which proved that graphic organizers was effective. First, Grabe and Jiang (2002) stated that as an instructional tool, graphic organizers had been highly recommended and used in contemporary classrooms. Second, Manoli&Papadopoulou (2012) stated that graphic organizers have been successfully deployed with students with or without learning disabilities before, during and after reading texts. Last, Öztürk (2012) stated that the results have revealed that the instruction of Graphic organizers in EFL reading courses helped learners in the comprehension of reading materials in English. Therefore, the graphic organizers as instructional media could be effective in teaching reading comprehension. Thus, this research tried to investigate the influence of graphic organizers toward student's reading comprehension.

The researcher formulated the problem as follow: "Is there any significant influence of graphic organizers in teaching reading comprehension at eighth grade students in SMPN 2 Pandeglang?" Based on the formulation of the problem, the researcher defined the objective of this research was to find out the influence of graphic organizers in teaching reading comprehension at eighth grade in SMPN 2 Pandeglang. In this research was only focused on the student's achievement in reading comprehension through graphic organizers at eighth grade students in SMPN 2 Pandeglang.

THEORETICAL FRAMEWORK

Reading

Reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it and intake the product of the interaction Brown (2004:189). He also added that schemata is background information and cultural experience. It means reader needed the schemata to interact and to understand with the text.

Moreover, Grabe and Stoller (2011:3) defined reading as the ability to draw meaning from

the printed page and interpret this information appropriately. Nuttal (1996:2) stated that schemata is a mental structure. Therefore, draw meaning to get information from the text it happen in mental process which need the mental structure or schemata to organize the meaning and draw the structure.

Mickulecky & Jefferies (1996:1) state that reading is very complex task involving many differ skill. Reading is not just understanding the word or the grammar. It was not just translating, reading is thinking.

From the theories above, it could be inferred that reading was very complex task to draw the meaning from the text with interaction using schemata for understanding and getting the information from the text.

Reading Comprehension

Comprehension is drawing meaning from word (Tankerley, 2005:108). She also added that comprehension is a process not a product. Reader filter understanding through the lens of their motivation, knowledge and experiences. Thus, Grabe & Stoller (2011:11) state that reading for general comprehension is the ability to understand information in a text and interpret it appropriately.

According to Rand Corporation (Snow, 2002: xiii) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It is consist of three element: the reader, the text, and the activity or purpose for reading.

Furthermore, Mickulecky & Jeffries (2002:24) state that comprehending what you read is more than just recognizing and understanding word. True comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read.

In other words, reading comprehension was a process of drawing, interpreting, extracting, constructing, connecting and making sense the meaning from the text with interaction between the reader and the text by using background knowledge appropriately.

Graphic organizers as Visual Media

Walter (2004:23) states that graphic organizers are tool that help to visually organize information. They are useful across curriculum, from developing basic vocabulary to identifying and synthesizing elements of literature and processing information in core content areas.

Hibbard et.al (2003) cited in Sam D (2012) graphic organizers is a diagram that represents a relationship directed by a thinking-skill verb. The verb "sequence" calls for a diagram of a series of boxes connected by arrows that shows the "event" of one box leading to the "event" of another box.

According to Liliana (2009) cited by Sam D & Rajan (2012) graphic organizers are representations, pictures or models used for processing textual information. They facilitate understanding of knowledge when there is a large amount of information to work with, in a given limited time.

Graphic organizers are effective pedagogical tools for organizing content and idea and facilitating learner's comprehension of newly acquired information (McKnight, 2010:1).

It could be concluded that graphic organizers is visual instruction media which could help to facilitate understanding of knowledge or information in a given limited time with a diagram, picture or models for processing textual information.

Type of Graphic organizers

There are several types of graphic organizers that use different conventions to communicate information and are classified in various ways. They differ from each other in appearance and the types of relationships displayed. (Manoli&Papadopoulou, 2012). They were classified graphic organizers into seven types. They are:

1. Story Maps

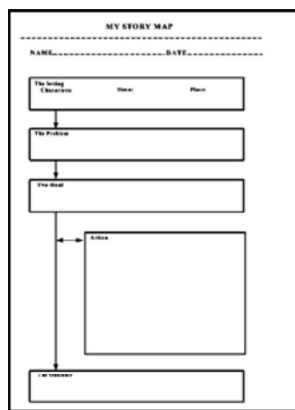


Figure 1.1 Story Map (Idol, 1982)

2. Matrix

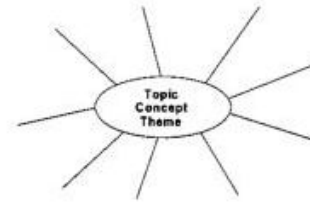
	Name 1	Name 2	Name 3
Attribute 1			
Attribute 2			
Attribute 3			

Figure 1.2

Compare/Contrast Matrix (Kiewra et al, 1999)

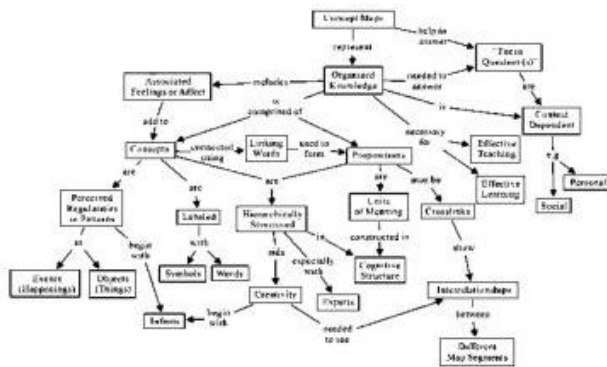
3. Semantics Maps

Figure 1.3 Semantic Map (Graney, 1992)



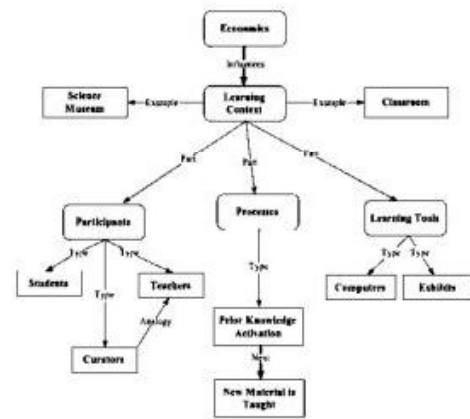
4. Concept Maps

Figure 1.4 Concept Map (Novac and Canas, 2008)



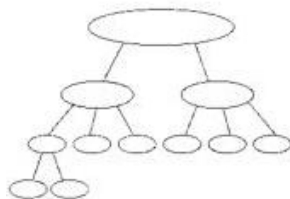
5. Knowledge Maps

Figure 1.5 Knowledge Map (ODonnel et al.,2002)



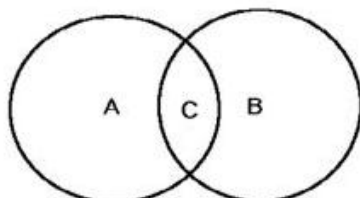
6. Tree Diagrams

Figure 2. 6 Tree Diagram (Jones, et al., 1989)



2. Venn Diagrams

Figure 1.2 Venn Diagram (Venn, 1880)



From the seven types of graphic organizers above, the researcher chooses the story maps type as visual media instruction to teach reading comprehension in narrative texts. According to Manoli&Papadopoulou (2012) the story maps call students' attention to the main elements of stories, such as characters, time, setting, plot (problem, actions, outcomes) and visually

represent key information in narrative texts using a specific structure. It means that the story maps suitable for delivering the material.

Teaching Reading Comprehension by Using Graphic organizers

Based on research (Jiang & Grabe, 2002) graphic organizers could be used in education in different ways in all reading stages producing different effects on comprehension. The instructional procedures vary depending on the position of Graphic organizers in relation to reading (pre-reading, post reading stage) and the constructor of Graphic organizers (teacher-constructed, student-constructed, teacher/student constructed).

1. Pre-reading stage

Graphic organizers was used in the pre-reading stage usually as a brainstorming activity to generate ideas, activate learners' prior knowledge, connect what the students know with new information and provide a purpose for reading.

2. Post-reading stage

As for the post-reading stage, graphic organizers was used in order to assess the degree of students' understanding and enhance recall, retention and summarization of main ideas, which could often function as a plan leading to writing tasks.

Narrative Text

Knapp and Watkins (2009:220) state that the genre of narrating or narrative is one of the most commonly read, though least understood of all the genre. It can be said that narrative text is one of the interesting text genres.

According to Pardiyo (2002:94) narrative is a text type that is correct to tell the activity or the past event which bring out the problematic and resolution. He also states that the purpose of narrative is to to entertain and also to give the lesson for the reader.

Furthermore, Sejnost & Thiese (2010) state that narrative text includes any type of writing that relates a series of events and includes both fiction (novels, short stories, poems) and nonfiction (memoirs, biographies, news stories). Both forms tell stories that use imaginative language and express emotion, often through the use of imagery, metaphors, and symbols.

From the definition about, it can be conclude that narrative is kind of text related a series of event both fiction and nonfiction which commonly read to entertain or to give the lesson for the reader.

RESEARCH METHODOLOGY

The true experiment design used to conduct the research. Emzir (2010:98) states that true experiment can measure precisely the correlation of cause-effect. Thus, true experiment could measure the influence of graphic organizers in teaching reading comprehension precisely. According to Hatch and Farhady (1982 :22), true experimental design has three basic characteristic: (1) a control group is present, (2) the students are randomly selected and assigned to the group, and (3) a pretest is administered to capture the initial differences between the groups. The design could be represented as follow :

G1 (Random)	T1	X	T2
G2 (Random)	T1	-	T2

Notes:

G1: Experimental Group

G2: Control Group

T1 : Pre-Test

T2 : Post-Test

X : Treatment (Using Graphic Organizer)

- : Did not use Graphic Organizer

Population and Sample

Riduwan (2010:8) states that the population is an object or a subject which in a region and fulfill certain requirements relating to the research problem. The population of this research were the students in eighth grade of SMP Negeri2Pandeglang in academic year 2015/2016 which consisted 240 students and divided into eight classes.

The researcher used cluster sampling technique to choose the sample of the research. According to Sugiyono (2006:59) cluster sampling techniques was used to determine sample if the object or the source of data is wide. The sample is determined by the area of population that is established. The researcher chosen two classes as a sample. The selection was using eight card which written A to H letters as represented the eight class. The researcher took two card from eight card randomly. The first card was chosen as experiment class and the second card is chosen as control class. The samples are class VIII/A as control group and VIII/E as experimental group. Then, the researcher used Al RasyidFormula (Riduwan, 2010: 22) to determine the amount the sample. The samples which representative the population were 24 students. As a result, the samples were 32 students of class VIII/A as control group and 32 students of class VIII/E as experimental group.

Research Instrument

In this research, the researcher used test as research instrument. According to Arikunto (2006:150) test can be used to measure the ability, intelligence of knowledge or aptitude which belongs to an individual or group. The researcher used pre-test to know the students comprehension before applying media, and post-test of reading comprehension to see the progress of the media after the treatment was given. The type of pre-test and post-test were multiple choices which consist of 20 questions. In scoring the pre-test and post-test, correct answer would be given score 1 and incorrect answer would be given 0.

Validity of the Test

The validity of the test is the accuracy of the test to measure what should be measured. A valid instrument is the instrument which be able to evaluate what should be evaluated (Sugiyono, 2006:262). Hatch and Farhady (1982:251) state that content validity is the extent to which a test measure a representative sample of the subject matter content. The focus of content

validity is on adequacy of the sample. Content validity means that the instrument test is categorized as a valid instrument if it is suitable with the material or content within curriculum that will be measured. To measure the validity of each item of the instrument. The researcher used *Corrected Item Total Correlation or Pearson Correlation* formula by using SPSS. Moreover, to know the criteria of validity as follows:

If $r_{count\ e} > r_{table}$ it indicates that the instrument (test) was valid

If $r_{count\ d} < r_{table}$ it indicates that the instrument (test) was not valid

Priyatno (2009 : 123)

Reliability of The Test

Reliability of the test is a test that measure the size determination of what should be measured. Reliability of an evaluation tool is intended as an evaluation tool that provides the same relative results although by different people, different item, and different places (Sugiyono, 2006:262). Because the given problem description from about the reliability coefficient can be obtained by using software Statistical Package for the Social Science (SPSS). It can be measured by using Cronbach's Alpha Formula. The criteria of reliability test are :

- $r_{11} < 0,6$ the test instrument was unreliable
- $r_{11} > 0,6$ the test instrument was reliable

(Priyatno, 2009 :122)

Data Collecting Technique

According to Sugiyono (2006:224) data collecting technique was the most strategic step in a research. In this research, the researcher collected the data by using pre-test and post-test. The type of question was multiple choice. Then, the number of questions of both test are 20 questions for each test.

Data Analysis

The data would be obtained from pre-test and post-test in the experimental and the control group. Then, the data would be analyzed by using matched t-test to know whether graphic organizer gave the significant influence or not on the students' reading comprehension in narrative text. The statistical parameters was used to analyze the sample data. The used of parametric statistics depending on the assumptions and the type of data being analyzed. According to Riduwan (2010:184) before doing the test, the data should distributed normally and homogeneous. Thus, the data should be tested by normality test and homogeneity test before doing the statistical parameters test.

Normality Test

Normality test is performed to determine whether the test data of student's test in the experiment and control class are normally distributed or not. In this study used *kolmogorov-smirnov* formula which was counted by using SPSS. According to Priyatno (2009:40) the criteria of normality of distribution of significant value are normally distributed of significant value > 0.05 and vice versa.

Homogeneity Test

The homogeneity is performed to determine whether the data obtained from a homogeneous population or not. To test the homogeneity, this research used *Levene Homogeneity of Variance* on SPSS to count the data. According to Priyatno (2009:86) the data are homogeneous if the significant value >0.05 and vice versa.

T-test

The purpose of this t-test is to compare whether there are significant differences between improvement the students' reading comprehension who used graphic organizer in reading narrative text with who do not used graphic organizer in reading narrative text. The hypotheses from this research as follow:

Ha : Graphic organizers was influence in teaching reading comprehension at the eighth grade of SMPN 2Pandeglang.

Ho : Graphic Organizers was not influence in teaching reading comprehension at the eighth grade of SMPN 2Pandeglang.

The criteria of significant value of two samples as follows :

- If, $-t_{table} < t_{count} < t_{table}$ Ho received, Ha refused
- If, $t_{count} > t_{table}$, Ha is received and Ho is refused.

(Riduwan, 2010:216)

Research Procedure

This research conducted in four meetings including pre-test, treatment and post-test. There were several steps in organizing this research.

The first step was developing the research instrument. The test were 40 questions of multiple choice about narrative text which was divided in 20 questions on Pre Test and 20 questions Post Test.

The second step was organizing the teaching process. In preparing the teaching process, the researcher conducted in two steps. The first step was organizing teaching procedure in the control and experiment group. The second step was preparing appropriate material for teaching and learning process during the treatment.

The third step was administrating pre-test to investigate the students' initial ability. It was given to both experimental and control groups. As mentioned above, pre-test is 20 questions multiple choice of narrative text. All of students in two groups were requested to answer all the questions.

The fourth step was giving treatments. The treatment of the research conducted two times in the experimental group. The students learned narrative text using graphic organizer to help them comprehend the text. The control class of the research was learning narrative text without graphic organizer. The teacher used picture as a visual media in pre-reading to build the schemata. Then, the students answered the questions about the text.

The fifth step was administrating post-test to investigate the effectiveness of using graphic organizer as a visual media instruction in reading comprehension. Then, the end of the research a post-test was administered to both experiment and control group. The post-test was answering 20 questions of multiple choice about the narrative text.

FINDING

The score of students' mean pre-test of experiment group was 46.89 or from the ideal score with standard deviation was 13.211 and the mean of students' pre-test of control group was 32.92 with the standard deviation 8.288. Then, the score of students' mean post-test of experiment group was 20.68 or from the ideal score with standard deviation was 12.369 and the mean of students' post-test of control group was 62.30 with the standard deviation 10.129.

Test of Normality

The significant value of kolmogorovsmirnov for pre-test experiment was 0.361 and the significant value for pre-test control was 0.342. The pre-test experiment and control significant value were > 0.05 . It means the pre-test score of experiment group was normally distributed. Then, post-test experiment group significant value was $0.122 > 0.05$ and post-test control group significant value was $0.250 > 0.05$. It means the pre-test experiment group and control group score were normally distributed.

Test of Homogeneity

The significant value of test score from experiment group was 0.343. The significant value $0.343 > 0.05$. It means that the experiment group had homogenous variances. Also, the significant value of test score from control group was 0.309. The significant value was $0.309 > 0.05$. It means that the control group had homogenous variances. It can be concluded that the variances of those two groups were homogenous because the significant values were more than 0.05.

Test of Significant Value (Hypothesis)

The t-test was calculated using *independent sample test* on SPSS. The data were the post-test score from experiment group and control group. The t_{count} was 3.181. The t_{table} for $df = 22$ was 0.622. The result was $3.181 > 0.622$. It means that $t_{\text{count}} > t_{\text{table}}$, H_0 was rejected and H_a was accepted. In other words, there were significant differences of mean score from experiment group and control group. Then, the mean differences was 8.328. It means that graphic organizers was significant influence in teaching reading comprehension in eighth grade SMPN 2 Pandeglang.

DISCUSSION

The pre-test were administered in the both group. The pretest was purposed to measure the ability of the student in reading before they were given a treatment by using graphic organizers. The lowest score for both group was 20. While, the maximum score for experiment group was 25 and for control group were 60. Also, the mean or average score of pre-test experiment group was 46.89 and the pre-test of control group was 32.92. From this result, the students from both group felt difficult to understand the text especially in reading narrative text.

The treatment was given to the experiment group. The graphic organizer *story map* was used while they were reading narrative text. According to Manoli & Papadopoulou (2012) the story maps call students' attention to the main elements of stories, such as characters, time, setting,

plot (problem, actions, outcomes) and visually represent key information in narrative texts using a specific structure. Furthermore, students were so curious to fill in the story map after they had read the short story of fable.

The post test was conducted on September 22nd 2015. The post- test had purposed to measure the ability of student in reading after they got treatment by using graphic organizers. The result of the post-test experiment group showed that the mean score was increased from 46.89 to 20.68 and the highest score increased from 25 to 90. It was proven that graphic organizer *story map* influence the students' reading comprehension because it called students' attention to the main elements of stories, such as characters, time, setting, plot (problem, actions, outcomes) and visually represent key information in narrative texts using a specific structure.

The independent *t-test sample* was used to find out the influence of graphic organizers in teaching reading comprehension between experiment group and control group. It can be seen from the t_{count} was 3.181. The t_{table} for $df = 22$ was 0.622. The result was $3.181 > 0.622$ or $t_{count} > t_{table}$, H_0 was rejected and H_a was accepted. The mean differences was 8.328. In other words, there were significant differences of mean score from experiment group and control group.

Moreover, McKnight (2010:1) stated that the Graphic organizers were effective as pedagogical media instruction for organizing content and facilitating learner's comprehension of newly acquired information. In this research, the students could organizing the content of narrative text by using story map organizer. Because the story map graphic organizer were facilitating the student to comprehending, the students could recognize the elements of short story such as the character, the plot, the problem, the solution and etc. Moreover, based on the t-test result, Graphic organizers was influence in teaching reading comprehension at the eighth grade of SMPN 2 Pandeglang because the graphic organizer help the students for organizing content and facilitating learner's comprehension of newly acquired information.

CONCLUSION

The influence of using graphic organizer student's reading comprehension could be seen from the increasing mean scores of pre-test and post-test on the experiment class and control class. The mean scores of pre-test to both of classes were 46.82 on the experiment class and 32.92 in the control class. After the researcher gave the treatment on the experimental class, the researcher gave the post-test both classes. The mean scores of post-test both of classes were 20.68 on the experiment class, and 62.30 on the control class.

Through the calculation of t-test, the researcher also got significant differences. The researcher consulted the critical value on the table using 5% (0.05) alpha level of significance. The degree of freedom (df) was 22. On the t-table, it could be seen that t_{table} was 0.622. The result of t-test was 3.181. It means that $t_{count} > t_{table}$ or $3.181 > 0.622$. Then, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be concluded that graphic organizer has significant influence on teaching reading comprehension as a visual media instruction.

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