
USING GRAPHIC ORGANIZERS ON READING COMPREHENSION IN ENGLISH FOR STUDENTS OF CLASS 12 SOCIAL 2 AT SMAN 23 KABUPATEN TANGERANG

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ABSTRACT

This study aims at finding the solution to the problem faced by Social 2 Class Grade 12 on reading comprehension in English. The action taken to solve the problem is that students use graphic organizers —KWL chart and a fishbone – to comprehend the text. This research is a classroom action research and employs qualitative and quantitative methods in collecting and analyzing the data. The final results indicate that using graphic organizers plays a positive role in improving students' reading comprehension proficiency.

Keywords: *reading comprehension, graphic organizers, KWL chart, a fishbone*

INTRODUCTION

Understanding a passage in English is a skill which most of students of social class grade 12-2 at SMAN 23 KabupatenTangerang find it challenging. This can be seen from the average of theirmid-test result. The average is 55,6. Long passages and limited vocabulary are their main reasons why they got such bad result. They thought that they could understand the whole passage when they knew every single word from the passage. As a result, when they read a text and find that there are a lot of difficult words, they are so worried that they cannot identify the main idea and its supporting ideas. As we know, comprehension is the ultimate goal of all reading. Therefore,main-idea comprehension should be at the core of all reading instruction (Grabe and Stoller 2013). This problem triggers me to find one feasible solution to help them out. After reviewing some literature, I offered them to use graphic organizers as scaffolding to help them predict the text and identify the main idea and its supporting ideas. The following weeks they are going to read discussion texts so I decide to use the KWL chart to predict the text and a fishbone to identify the main idea of the text and its supporting ideas.

LITERATURE REVIEW

Reading comprehension. Hedge (2000) defines reading as an interactive process in which a reader employs at least six types of knowledge to help him make sense of the text. Those six types of knowledge are syntactic knowledge, morphological knowledge, general world knowledge, sociocultural knowledge, topic knowledge, and genre knowledge. The first

and second knowledge, called linguistic knowledge, help a reader to decode the language of the text and the other four often referred to as schematic knowledge help a reader to work with the language of the text in order to interpret its meaning. Some research shows that students who activate schematic knowledge before reading can understand the text much better.

Graphic organizers. A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams (Hall and Strangman, 2000). McKnight (2010) further clarifies that graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information because they present material through the visual and spatial modalities. As they are integrated into the process of learning in a classroom, students can understand new concept much better because graphic organizers display visual images. Therefore, graphic organizers can be used for any subjects and can be integrated with any curriculum.

Graphic organizers for reading comprehension. In reading process, graphic organizers can be used in three phases: before reading, while reading and after reading. Before reading, graphic organizers are used to help a reader to predict the text. While reading, graphic organizers help a reader understand the structure of the text, identify the main idea and its supporting ideas. After reading, graphic organizers help a reader make conclusion of the text. If a reader can relate his previous knowledge with new information from the text, using graphic organizers in reading comprehension is effective.

METHODOLOGY

This study was conducted using mixed method approach, looking at both quantitative and qualitative data. Quantitative data are used to measure students' reading comprehension while qualitative data are used to see how effective graphic organizers are. The study had two cycles.

Research sample. The 39 participants were from class 12 Social 2 at SMAN 23 Kabupaten Tangerang. 15 of them are male students and 24 of them are female.

Data collection schedule. The table below shows the sets of data that were collected for each cycle, when these data were collected and the sample.

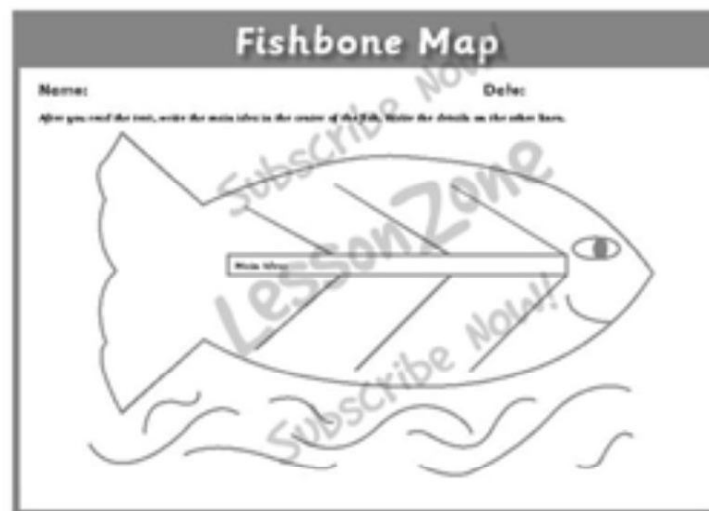
No.	Date	Data collected
1.	November 2015 week 1	KWL chart and fishbone for text 1
2.	November 2015 week 1	Notes taken by my collaborator
3.	November 2015 week 1	Reflection
4.	November 2015 week 2	KWL chart, learning how to identify the main idea and its supporting ideas, fishbone for text 2
5.	November 2015 week 2	Notes taken by my collaborator
6.	November 2015 week 2	Questionnaire

Research questions. I shall now describe how and why these data were gathered.

Research question 1. Can KWL chart help students predict the text they are going to read?

It is believed that KWL chart help students predict the text. This activity is done to see whether KWL chart help students predict the text and help them understand the text much better. Here is the procedure of using KWL chart in the classroom. The teacher draws the chart on the board and uses this chart before the students read the text. The chart is divided into three columns. The first column is K for “what you already know”. Here, students voluntarily write what they know about the topic of the text. They brainstorm anything related to the topic. They can write in phrases or sentences. The second column is for “what you want to know”. Students write what they want to know from the text. They write what they expect to find out from the text. The last column is for “what I learned from the text”. Students will write new information from the text after they read the text as a kind of reinforcement. So, this column remains blank until they finish reading the text.

Research question 2. Can fishbone help students identify the main idea of the text and its supporting ideas?



I chose fishbone to identify the main idea and its supporting ideas because the genre of the text they were studying was discussion text. In the discussion text, the writer presents two different points of view, i.e. pro and cons, or for and against arguments in the supporting ideas. Students wrote the main idea of the text in the middle. Then, they wrote pro arguments in the upper part of the bone while cons arguments were in the lower part or the other way around.

Research question 3. How can KWL chart and fishbone help students understand the text?

In order to see the effectiveness of these two graphic organizers, I asked the students to answer the questionnaire at the end of cycle 2. Here are the questions:

1. Do you think KWL chart help you understand the text much better?

Yes No Don't Know

2. How can KWL chart help you understand the text much better?
3. Do you think fishbone help you identify the main idea of the text and its supporting ideas?
Yes No Don't Know
4. How can fishbone help you identify the main idea of the text and its supporting ideas?
5. What other things did you find it difficult to understand the text?

RESULTS AND DISCUSSION

Here is the percentage of the students' scores after reading the text entitled "*Essay on the Life in a Big City*" in cycle 1.

1. The percentage of students' scores of "*Essay on the Life in a Big City*" text

Scores	percentage
90	8%
80	10%
70	82%

The table shows that 82% of students got 70 in which this score is below the passing grade. The passing grade at our school is 75. Those who passed the grade are 18%. 10 % of the students got 80 and 8% of them got 90. In conclusion, most of the students still couldn't identify the main idea of the text and its supporting ideas. Then, I gathered more information from the collaborator and the students so that in cycle 2 I could intervene more. In cycle 2, I guided them how to find out the main idea of the text and its supporting ideas using the text in cycle 1. I also showed them how to organize its supporting ideas well. In cycle 1, some of them put its supporting ideas scattering.

Below is the percentage of the students' scores after reading the text entitled "*Cloning Animals: Allowed or Not Allowed?*" in cycle 2

2. The percentage of students' scores of "*Cloning Animals: Allowed or Not Allowed?*" text

Scores	Percentage
90	69%
85	10%
80	8%
75	8%
70	5%

The table shows that 69% of students got 90, 10% of them got 85, 8% of them got 80. Another 8% of them got 75 and 5% of them got 70. In conclusion, there are 95% of them got above the passing grade. This had positive improvement even though 5% of them got below the passing grade.

Then, I analysed the questionnaire. Here is the result of each question.

Question 1. Do you think KWL chart help you understand the text much better?

Below is the percentage of their response

3. The percentage of students' response for question 1.

Yes	No	Don't know
72%	14%	14%

The table shows that 72% of the students felt sure that KWL chart helped them predict the text and understand better. Meanwhile, 14% of them said no and the other 14% said that they didn't know.

Response to question no.2 is the further information of question no. 1.

Question 2. How can KWL chart help you understand the text much better?

The following is the recapitulation of their response. They think that KWL chart:

1. Help them predict some sentences appeared in the text,
2. Help them understand the text better,
3. Help them know the text a little bit,
4. Help them get some ideas about the text they are going to read,
5. Help them what they want to know better
6. Help them get the main idea of the text
7. Help them figure out what the text is about
8. Does not really help them understand the text

Question 3. Do you think fishbone help you identify the main idea of the text and its supporting ideas?

The following is the percentage of their response for question 3.

Yes	No	Don't know
94%	0%	6%

4. The percentage of students' response for question 3

From the table above, it shows that 94% of the students significantly stated that the fishbone helped them identify the main idea of the text and its supporting ideas. Interestingly, nobody stated that the fishbone could not help them identify the main idea and its supporting ideas. On the other hand, 6% of them did not know whether the fishbone help them identify the main idea of the text and its supporting ideas.

To see how far the fishbone helped them understand the text, question 4 clarified it.

Question 4. How can fishbone help you identify the main idea of the text and its supporting ideas?

The following is the recapitulation of their response. They think that fishbone:

1. Help them differentiate the main idea of the text and its supporting ideas,
2. Help them categorize the main idea of the text and its supporting ideas,
3. Help them put the main idea of the text and its supporting ideas in the right bone,
4. Help them identify the main idea of the text and its supporting ideas easier.

Question 5. What other things did you find it difficult to understand the text?

This question was asked to find out whether they have some other difficulties that hamper their comprehension. Most of them stated that one of the biggest difficulties is their vocabulary repertoire. They find it difficult to identify which ones are the keywords and which ones are not.

The next meeting I conducted summative test. The result was extremely good. The following is the percentage of their scores.

5. The percentage of students' scores of their summative test

Scores	Percentage
100	43%
95	41%
90	8%
85	5%
80	3%

The table shows that 43% of the students got 100. 41% of them got 95, 8% of them got 90, 5% of them got 85 and 3% of them got 80. The test shows that no single student got below the passing grade.

Discussion of the research question 1. Can KWL chart help students predict the text they are going to read?

In cycle 1 and cycle 2, students learned how to brainstorm the topic of the text they are going to read. KWL chart help them organize their ideas into three columns. They try to predict what they are going to find out in the text. Although at first it seemed that they had run out of ideas, they showed some improvement in the cycle 2. This can be seen from the result of their scores in the cycle 2. The questionnaire also proved that KWL chart can help students predict the text.

Research question 2. Can fishbone help students identify the main idea of the text and its supporting ideas?

In cycle 1, students did not really realize that fishbone could help them identify the main idea of the text and its supporting ideas. Some of them were often mistaken the main idea for its supporting ideas. After the intervention in cycle 2, the students' reading comprehension

improved. They could identify the main idea of the text and its supporting ideas using fishbone. They found it easier to understand the text since the fishbone has two sides for pro and cons arguments. The questionnaire confirmed that.

Research question 3. How can KWL chart and fishbone help students understand the text?

The data analysis of the questionnaire for questions 2 and 4 clarified further how KWL chart and fishbone help the students understand the text much better. KWL chart and fishbone help them visualize the concept in the text as well as the structure of the text. As a result, the students can identify the main idea of the text and its supporting ideas much easier.

LIMITATION

The participants of this study were 39 but during the intervention not all of them participated due to sickness or other reasons. I excluded them in the data analysis. I did not really control other factors that might affect the result of this study.

CONCLUDING REMARKS

In cycle 1 I was concerned about the result of the intervention. It seemed that the graphic organizers did help the students' comprehension but not much. As it progressed in cycle 2, the students realized how these graphic organizers could really help them understand the text much better. They had a positive attitude about it. In fact, they did ask me to find a suitable graphic organizer for the next type of the text. Overall, Graphic organizers helped my students identify the main idea and its supporting ideas. I would recommend that other teachers use graphic organizers as scaffolding to help their students understand the text much better.

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