The Influence of Using Graphic Organizer Towards Students' Reading Comprehension at The Eighth Grade of MTsN 1 Kota Serang

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Abstract

This study aimed to find out whether or not there was any influence of using graphic organizer towards students reading comprehension at the eighth grade of Mtsn 1 Kota Serang. The researcher used quantitative research in the form of quasi experiment design. There were two classes as research samples, namely class VIII-I as the experimental class and class VIII-J as the control class. Experimental class consisted of 32 students and control class consisted of 33 students. The data were collected by try out, pre-test, and post-test. Then the data were analyzed by SPSS. The results from post-test indicated a significant improvement in the experimental group's scores with mean 90.50 and Standard deviation 5.400. Compared to the control group with mean 82.06 and Standard Deviation 7.591. Moreover, the results of hypothesis test with Sig 0.000 and α= 0.05. It means to the rejection of the null hypothesis (H0) and accept the alternative hypothesis (Ha) because 0.000 > 0.05. It is lower than 0.05. These results explain that there was a significant influence of using graphic organizer. The results of this study can be used as recommendations for innovative learning models in teaching reading in the classroom.

Keywords: Graphic organizer; Reading; Reading comprehension

INTRODUCTION

In learning language, there are four language skills should be mastered by students, such as listening, speaking, writing, and reading skills. These four skills are interrelated with each other both in everyday life and in the learning process. One of the important aspects in learning English is reading, this activity to obtain information from a text. Students can find out a lot of things information. In junior high school, there are several reading materials consisting of various texts. Students study texts such as descriptive text, recount text, and procedure text. Teaching reading in junior high school is not just teaching as usual but teachers must also improve students' interest in reading. Some students think reading is a learning activity that make them bored and lazy to understand the contents of the reading itself. This was also found by researcher in teaching activities.

However, the reality of the student reading comprehensions in the classroom is still unsatisfactory. The researcher observation at Mtsn 1 Kota Serang, the researcher found several problems related to students' reading comprehensions. Many students have got some difficulties in understanding the reading text. This is because students are less interested in reading. In general, the teachers at school are good for explaining the material. The voice sounded quite loud and clear but the teacher paid too much attention to reading text. Furthermore, the teacher usually teaches with conventional methods, she rarely uses LCD projectors in class. Therefore, students become bored and think English subjects are boring.

In addition, when the teacher gave questions to students regarding detailed information from a text such as characters, setting of events, structure of the text, and main ideas. They could not answer the questions. Students also have limited vocabulary. Many of them ask about the meaning of vocabulary. This situation makes students' lack interest in learning English especially in reading class. Reading activity in this school is relatively low. Many students rarely go to library.

Based on this description, it is necessary to develop learning tools using appropriate strategies for reading comprehension skills. In this study, the researcher wanted to use a graphic organizer to teach reading comprehension. This graphic helps students to remember the content of the story such as setting, characters, and important events. In addition, the graphic organizer is a visual media so that students can be active and creative in reading class (Gustina & Syarif, 2020).

There are several previous studies related to this topic. The first by Gustina and Syarif 2020, about teaching reading comprehension using graphic organizer (Gustina & Syarif, 2020). From this research concluded there is an increase in the average pretest which indicates that the use of graphic organizers can improve students' reading comprehension. Second research by Sidik 2019, focused on students' reading comprehension through the Team-Pair-Solo strategy using the Graphic Organizer media (Sidik, 2019). The conclusion of this research is graphic organizers improved students' reading comprehension from an average score of 55 to 75 after applying the graphic organizer in class.

Third research by Astuti 2020, the result of this study there is a significant increase in reading comprehension classes using graphic organizers compared to classes taught using conventional techniques, namely the control class (Astuti, 2020). This increase is evidenced by a significant of the post test. The fourth research by Fetriani 2022, about the effect of graphic organizer towards student reading comprehension (Fetriani, 2022). This research concluded there is a significant effect of using a graphic organizer in the reading class. The similarity between this research and several previous studies is the use of graphic organizer as the media. However, previous research used different research design subjects, research designs, and research procedures.

In line with the description above, the researcher conducted a study entitled "The Influence of Using Graphic Organizer Towards Students Reading Comprehension at The Eighth Grade of MTSN 1 Kota Serang".

Reading is a way to get information from something written. The benefits of reading, such as opening and broadening insight of students. Create and can increase intelligence, access information and also deepen knowledge in a person (Gustina & Syarif, 2020). Therefore, reading has an important role in learning at school because most of the knowledge in school is obtained through reading. Someone who rarely reads will have limited knowledge. Students will get knowledge, information, ideas, and sequence of events and details from books, stories or the internet. This cognitive activity or process is trying to find various information contained in the text. For example, in classroom learning, students are finding information about characters in a story. To find out who the character is, the activity that must be done is by reading. This Skill trains students to get information from text (Sidik, 2019). Furthermore, students can develop the ability to add new vocabulary, and improve memory. Based on the discussion above, it can be concluded that reading is a language skill as a pattern of active and critical. communication with oneself so that the readers can obtain information.

Reading comprehension is examination activity students are selective and efficient in using text information and building conceptual understanding (Kasturi, 2017). During the reading process, the reader is required to obtain the message and meaning contained in a text. When students get information during reading and understand the content of the reading (Khalaf, 2021). This ability is different from ordinary reading. In reading comprehension, students do not only read word by word or sentence by sentence. However, the reader is expected to be able to understand the contents of the reading correctly. Based on the result study by the experts, it can be concluded that reading comprehension is when students understand the reading they have read and students can convey the contents of the reading.

There are five aspects in the reading comprehension process namely finding factual information, finding the main idea, finding the meaning of vocabulary in context, and identifying references (Nisa, Safura & Wicaksono, 2018).

1. Finding factual information,

This aspect requires students to look for specific information from the text (Kasturi, 2017). Look for information that is important, for example, such as characters, the events, and sequence of events.

2. Finding the main idea

Main idea an important element of a text is the main idea. The main idea is a statement that becomes the core of a discussion (Nurdiana & Amelia, 2017). This aspect is important because helps understand the paragraph and the story's content.

3. Guessing the vocabulary

One of the important things that students must master in reading is vocabulary (Nurdiana & Amelia, 2017). When students read a text and then find unfamiliar vocabulary, they must guess and develop their abilities to have a close meaning. This makes students build understanding in reading.

4. Reference

References are form of pronoun (Nurdiana & Amelia, 2017). Example of references such as he, she, it, they, he, she, and others. Based on the result study by the experts, it can be concluded that reading comprehension is when students understand the reading they have read and students can convey the contents of the reading.

Graphic organizers are visual tools such as lines, charts, schematics, and organize text information (Astuti, 2020). This media has an attractive shape and many colors so that it can attract the interest and motivation in reading class. Students are easy to construct what they read and will bring students' understanding of their reading as a whole and directed (Fetriani, 2022). The contents of the story will write through the existing charts. Then, they will remember important information in a story or text, making it easier for students to answer questions related to reading comprehension. The steps for implementing graphic organizer are: (1) reading the text, (2) building an understanding of the Graphic Organizer, (3) discussing the content of the text, (4) using the

Based on the description above, it can be concluded that graphic organizer is a reading strategy that coordinates ideas and concepts into a visual form. It is a powerful tool for assessing students' knowledge of content, creativity, thinking skills, and commitment to helping students see relationships and patterns of new information for memory storage.

METHOD

The researcher used quantitative research in the form of quasi experiment design. This design is a research design that does not allow researcher to fully control the variables and conditions (Sugiyono, 2019). This research conducted at Mtsn 1 Kota Serang. There are two variables in this study, namely: the independent variable (X) which is the variable that influences or causes the variable and the dependent variable (Y) which is the variable that depends on the independent variable. In this study, the independent variable (X) is Graphic Organizer, and the dependent variable (Y) is students' reading comprehension. The design used is post-test only control group design. In this design, there are two groups, each of which is chosen randomly (R), both groups are given two different treatments.

The researcher used a written test as the instrument in the form of essay questions. The author provided a recount text with 10 essay questions. These questions cover several aspects of reading comprehension. Before the instrument was used, the instrument was tested to confirm its validity and reliability test. Researcher used the Pearson product moment validity test. The validity test was calculated by comparing r count and r table with a significance level of 0.05. If r count $\geq$ r table (2-sided test with sig. 0.05) then the questions are considered valid. For Reliability test used Cronbach's Alpha Formula. An instrument was reliable when the correlation coefficient > 0.6. Based on the results of the try out, the instrument test was valid and reliable. Data of pre-test and post-test were analyzed using SPSS 27, Before conducting the analysis, the data was tested for normality and homogeneity and hypothesis test. The hypotheses of this research were:

Ha: There is any influence of graphic organizer towards students' reading comprehension at the eighth grade of MTsN 1 Kota Serang.

H0: There is no any influence of graphic organizer towards students' reading comprehension at the eighth grade of MTsN 1 Kota Serang.

RESULT

The research was conducted on October 31th, 2022 at Mtsn 1 kota Serang. There were two classes as research samples, namely class VIII-I as the experimental class and class VIII-J as the control class. Experimental class consisted of 32 students who were taught with graphic organizer. While, control class consisted of 33 students who were taught by conventional learning models. The results of students' reading comprehension test such as pre-test and post-test presented in the form of descriptive statistics.

Table 1 Descriptive Statistics of pre-test

Table 1. Statistics of Pre test

	Pre-Test Experiment	Pre-Test Control
N	32	33
Min	52	52
Max	88	84
Mean	69.13	68.30
Std. Deviation	10.410	8.187

Based on table 1 it was found that the average pre-test scores for the experimental class and control class were 69.13 and 68.30 respectively. In addition, the table also explains the maximum score, minimum score, number of students, and standard deviation of the experimental class and the control class. The highest pre-test score of the experimental class was 88 and the lowest score was 52 from a total sample of 32 students. Meanwhile, for the control class the highest score was 84 and the lowest score was 52, from a total sample of 33 students. The standard deviation of the experimental class was 10.410 and that of the control class was 8.187.

Table 2 Descriptive Statistics of post-test

Table 1. Statistics of Post test

	Post Test Experiment	Post Test Control
N	32	33
Min	80	64
Max	98	96
Mean	90.50	82.06
Std. Deviation	5.400	7.591

Table 2 showed the results of the post-test experimental class scores were higher than the control class. This showed from the results of mean post test. The mean of experiment class obtained 90.50 was higher than the control class of 82.06. In addition, it can be seen that the

maximum score of the experimental class was higher than the control class, which was 98, while the control class was 96. In addition, it showed the maximum and minimum scores of the two classes. The minimum score of the experimental class higher than the control class, which was 80 and the control class was 64. The standard deviation of the experimental class was 5.400 and the control class was 7.591.

Table 3. Independent Samples T test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference
Value	Equal variances assumed	1.949	.168	5.151	63	.000	8.439
	Equal variances not assumed			5.177	57.852	.000	8.439

Based on the table 3 with sig. (2-tailed) obtained $0.000 < 0.05$. It means Ho is rejected and Ha is accepted. It can be concluded that there was a significant influence of graphic organizer towards reading comprehensions.

The last analysis to analyze the size effect of the t-test. the aims to determine how effective the researcher treatment is in this research. The researcher used Cohen's effect size.

a) Pooled Standard Deviations

$$\text{Sd pooled} = \sqrt{\frac{(n1-1)s1^2 + (n2-1)s2^2}{n1+n2-2}}$$

(Bakker, et al., 2019)

$$\text{Sd pooled} = \sqrt{\frac{(32-1)5,400^2 + (33-1)7,591^2}{32+33-2}}$$

$$\text{Sd pooled} = \sqrt{\frac{(31)29,16 + (32)57,62}{65-2}}$$

$$\text{Sd pooled} = \sqrt{\frac{903,96 + 1.843,16}{63}}$$

$$\text{Sd pooled} = \sqrt{\frac{2.747,12}{63}}$$

$$\text{Sd pooled} = \sqrt{43,60}$$

$$\text{Sd pooled} = 6,60$$

b) Determining Effect size formulation

$$D = \frac{Mean1 - Mean2}{Sd \ pooled}$$

$$D = \frac{90,50 - 82,06}{6,60}$$

$$D = \frac{8,44}{6,60}$$

$$D = 1,27$$

Based on the results, the effect size was 1,27 with significant score falls into the "High Effect size".

DISCUSSION

Based on the results of data analysis, researcher found that there were significant differences in the experimental class. This can be seen from the results of the differences in the pre-test and post-test scores of the experimental class and the control class. The mean of pre test the experimental class was higher than the control class. This is because the use of graphic organizers can influence students' reading skills. Results of T test with sig. (2-tailed) obtained 0.000 < 0.05. It means Ho is rejected and Ha is accepted. It can be concluded that there was a significant influence of graphic organizer towards reading comprehensions.

This research is supported by previous research. First, previous research conducted by Gustina and Syarif (2020) showed that students' reading comprehension increased by using the graphic organizer technique. The pre-test averages were 61, 67, 71.25 in cycle one and 78.75 in cycle two. This study proves that media graphic organizers have a significant effect such as active and confident students in the learning process and understanding reading texts properly good.

The second research was conducted by Sidik (2019) this research is aimed at improving reading comprehension by using a graphic organizer method of the second-grade students at SMK Qamarul Huda Badaruddin Lombok. Linear reading comprehension test results with researcher. The results were obtained with an average student score of 75. This method can organize students through text, visualize their ideas and process them in the form of graphic displays and find relationships between one display and another.

The third study by Astuti (2020) data shows that there is a significant increase in reading comprehension classes using graphic organizers compared to classes taught using conventional techniques, namely the control class. The difference between the experimental class and the control class is 11.04 points.

The fourth study by Fetriani (2022) The results of this study showed a significant influence on the use of graphic organizers in the reading class. The result obtained a significance score of 0.013. That's less than 0.05. while the average is 68.78. The success of this method is the teacher's ability to manage time to apply this media, because graphic organizers require a lot of time so teachers must manage time well.

Based on this description it can be concluded that the use of a graphic organizer in the reading comprehension obtains higher results. This study used 5w+1h graphic organizer to teach recount text. Whereas previous research did not use a 5W+1H graphic organizer.

CONCLUSION

This study aims to find out whether or not there was any influence of using graphic organizer towards students reading comprehension at the eighth grade of Mtsn 1 Kota Serang. Based on the statistical analysis using independent sample t-test, it is found out that the values of sig. (2-tailed) obtained is $0.000 < 0.05$ therefore, Ho was rejected and Ha was accepted. The researcher concluded that there was any influence of graphic organizer towards students' reading comprehension at the eighth grade of Mtsn 1 Kota Serang. Learning with a graphic organizer make students to think creatively, be active, and motivate in the learning process and can be used as a learning resource for any text. Based on the conclusion above, the researcher suggests the student to use graphic organizer strategy as one of media in doing reading comprehension. It can be use as interactive and visual media for comprehending any text. For researchers, it is hoped that there will be further studies that use graphic organizers to improve students' reading skills in others skill.

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