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Daftar Isi

THE EFFECTIVENESS OF GRAPHIC ORGANIZERS IN THE TEACHING OF NARRATIVE TEXT FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstrak : Tujuan penelitian ini untuk mengtahui apakah *Graphic Organizers* efektif untuk mengajar narrative reading comprehension. Untuk memenuhi tujuan tersebut, peneliti mengadakan penelitian eksperimental di SMPN 1 Nglegok, yang dilaksanan mulai bulan Maret sampai dengan bulan April 2016. Metode penelitian yang digunakan adalah *Quasi-Experimental* dengan menerapkan *non randomized control group pre-test post-test design*. Data hasil penelitian dianalisis dengan menggunakan rumus ANCOVA. Hasil penelitian membuktikan bahwa siswa yang diajar dengan *Graphic Organizers* dapat meningkatkan kemampuan siswa dalam memahami text naratif. Dapat disimpulkan bahwa *Graphic Organizers* efektif diterapkan dalam mengajar *narrative reading comprehension.*

Kata Kunci: *Effectiveness, Graphic Organizers, Narrative Text, Junior High School Students.*

Abstract : The objective of this research was to find out whether Graphic Organizers was effective used in the teaching narrative reading comprehension. To fulfill this purpose, the researcher conducted an experimental research at SMPN 1 Nglegok, done from March 2016 to April 2016. The research method used in this study was Quasi-Experimental with nonrandomized control group pre-test post-test design. The data were analyzed by using ANCOVA formula. The results revealed that students taught by graphic organizers technique experienced slight improvement in comprehending narrative text. It can be concluded that Graphic Organizers is effective to be applied in the teaching of narrative reading comprehension.

Key Words : Effectiveness, Graphic Organizers, Narrative Text, Junior High School Students.

INTRODUCTION

English is widely used as a global language. Lauder (2008:4) states that English becomes an International or global language is caused by its wide of usage in a range of fields such as politics, diplomacy, education, media, information technology, and popular culture. Realizing the importance of English, the Indonesian government gives a priority to English as a foreign language to be taught in Indonesia.

Based on the Standard Competence, stated in *Peraturan Pemerintah No. 22 Tahun 2006,* the goal of English teaching and learning in Indonesia is to develop students' discourse competence which concerns on producing both, oral and written texts, conveying in four integrated skills, consisting of listening, speaking, reading, and writing.

Among the four skills, reading is the most prominent aspect to master because reading ability can help enhance other skills.

According to Anderson (2008) *reading ability can also help strengthen other learning skills such as listening, speaking, writing and critical thinking.*" Besides, reading comprehension is designed to help the readers become better readers. According to Linse (2005:71) *the reading comprehension refers to, for meaning, understanding, and entertainment.* "It means that the reader reads something to get a meaning or a sense of the text, to understand about what author serve, and additionally to entertain them who read.

Reading becomes important thing in teaching learning process because it has been the central skill tested in National Examination in Indonesia. (Huckin, Hayness, & Coady:1993) consider that reading ability as one of the most important components of performance in second language learning, especially in academic settings. In addition, (Pretorius, 2002; Pretorius & Bohlmann, 2003) point out that there is a strong correlation between reading and academic success. Elley (1991) observed that school learners who accessed and read more resources not only did well in reading ability tests but also showed a remarkable improvement in their academic work".

In this research, the researcher try to find out interesting teaching reading strategy that make students easier on comprehend the text and more interest to read, especially for narrative text. Learning through visuals

helps students in comprehending passages more effectively than other reading strategies like skimming, scanning, note making, etc. According to Slavin R. E. (2011), research in pedagogy and psychology demonstrates that visual learning is the most effective methods for teaching comprehension skills to students of all ages.

Mcknight (2010), Cochrane (2010) and Willis (2008) explained how graphic organizers represented information visually, graphic organizers are visual illustrations of key concept which also provide pictures of the relationship of the parts to the whole text as well as divide information of the text visually. In addition, Barron (1969) states that 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. Furthermore, According to Kintsch and Rawson (2005), comprehension skills aided by graphic organizers help a reader develop his/her reading abilities.

Mcknight (2010) and Willis (2008) reported that using graphic organizer in reading instruction was appropriate for young students because graphic organizer were compatible well with the brain. In addition, Graphic organizers could equip the brain to interpret meanings from images better than a text. Moreover, Mcknight

(2010) claimed that graphic organizers present the nature of visual stimulation of general young learners. Based on the findings mentioned above, the researcher conducted a research to find out whether Graphic organizers could be applied in the teaching narrative text effectively.

METHOD

The study was an experimental research and the method of which was a quasi-experimental applying non-randomized control group pretest-posttest design (Ary:2010). The study was used to find out the effectiveness of two teaching method, Graphic Organizers and conventional method in the teaching reading. The researcher used two classes. One class had a role as an experimental group and the other as a control group. The experimental group was taught by using Graphic Organizers while the control group was taught by using conventional method. See the following table of the design :

Non-randomized control group pretest-posttest design

Group	Pre-test	Treatment	Post-test
Control	Y1	-	Y2
Experiment	Y1	X2	Y2

Where :

Y1 : observation of Pre-test (Test was given before the treatment)

Y2 : observation of Post-test (Test was given after the treatment)

X : Treatment using Graphic Organizers

Variable

Muijs (2004:8) states that *variables are any characteristic of the people that the researcher are interested in and want to collect data from*. This study had two variables, they were independent variable and dependent variable. Independent variable were Graphic Organizers and conventional method while the dependent variable was student's achievement on reading taken at the end of the treatment.

Treatment

The teaching technique used by the researcher in this study :

Graphic Organizers (Experimental Group)

The researcher asked the students to make a group consist of 5 students; the researcher facilitated the students in discussing the material about the text given by the researcher; the students in groups were taught by using Graphic Organizers; the students were asked to find the answers from the problem that should have been solved and each group Presented the results of the discussion and discussed together with all members of the class.

Conventional Method (Control Group)

The researcher taught reading comprehension to students conventionally-asking the students read aloud the passage, giving correction from their pronunciation and translating and the difficult vocabulary, giving examples, asking the students to answer the question individually and asking them to retell about the information got from the text individually.

The research subjects of this study were two classes consisting of 60 students of which 30 students were taken from class 8C and the rest 30 students were taken from class 8G. The two classes were given pre-tests to measure the homogeneity of the class before they got the treatment.

The researcher used multiple choice test as the instrument of the study. To make a good multiple-choice test, there should be, at least, two requirements to be fulfilled in order that it could yield the accurate data. They were validity and reliability used to measure whether the test used for posttest valid and reliable.

In this study the researcher used internal validity to get the valid test. To measure the empirical validity of the test, he applied the *Factorial analysis*; that was, the scores of every number of the test were correlated with the total scores. The formula applied to correlate them was Person Product moment.

To measure the reliability the researcher used Spearman Brown formula to calculate the reliability of the treatment. Before calculating the data into Spearman Brown, the data was calculated using Split_half technique and by applying Person Product moment formula.

Because the result of correlation coefficient still indicate good relationship of the two halves of the tests, then the researcher used Spearman Brown.

The researcher applied ANCOVA formula to prove the hypothesis, it was used when the researcher wanted to compare the impact of two different intervention, taking before and after measure of the groups-pretest and posttest. The scores on pretest are treated as a covariate to control for preexisting differences between groups. In order to gain accurate data, the researcher calculated the data by using SPSS for window version 16.

The prerequisite before ANCOVA were test of Linearity, Homogeneity of Regression Slopes and Equality Error Variance, and the result were as follows :

Chart of Linearity

GROUP:
○ GO
● GTM
╱ GO
╱ GTM

GO : R^2 Linear = 0.739
GTM : R^2 Linear = 0.642
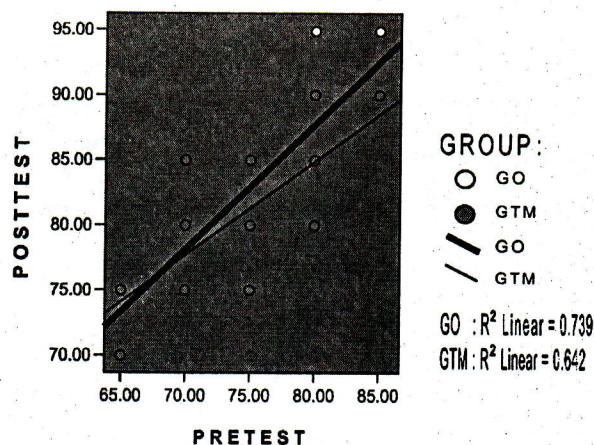
According to Pallant (2005) if you find a curvilinear relationship you may want to reconsider the use of this covariate. The figure above was shown the linear (straight-line) relationship for each group, and it could be said that the assumption of the linearity was not violated.

Testing the Homogeneity of Regression Slopes

Dependent Variable: POSTTEST

Source	F	Sig.
Corrected Model	64.768	.000
Intercept	15.602	.000
GROUP	2.105	.152
PRETEST	127.453	.000
GROUP * PRETEST	2.757	.102
Error		
Total		

Testing of the homogeneity of regression slopes was used to evaluate the interaction between the covariate and the factor (independent variable) in the prediction of the dependent variable. According to Pallant (2005) if the significant level for the interaction is less than or equal to 0,05 it means that the interaction is statistically significant, indicating that the assumption is violated. According the data taken from group*pretest above, the significant value is 0,102 which is greater than 0,05. It showed that the assumption of homogeneity of regression slope was not violated so ANCOVA analysis could be proceeded.

Levene's Test of Equality of Error variences

Table 4.2 Levene's Test of Equality of Error Variances[a]

Dependent Variable : POSTTEST

F	df1	df2	Sig.
1.774	1	58	.188

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

The third step was levene's test of equality error variance. According to Pallant (2005) Levene's test of equality of error variances is used to check whether or not the assumption of equality of variance is violated. If the significance value is greater than 0,05 the variances would declared homogenous, in otherwise, if the value is smaller than 0,05 the variances are not homogenous or different and it can be said violated. The table above showed that the significant value was 0,188 which was greater than 0,05. So it could be said that the variances above were homogenous.

One Way Analysis of Covariance

Source	df	F	Sig.
Corrected Model	2	92.908	.000
Intercept	1	14.605	.000
PRETEST	1	127.223	.000
GROUP	1	6.110	.016
Error	57		
Total	60		
Corrected Total	59		

Pallant (2005) stated that if the Significance value is less than 0,05 than the groups (GO and conventional) differ significantly. Based on the table above the null hypothesis said that both methods

(GO and conventional) were equal should be rejected, $df(1,57) = F\ 6,110; P\ 0,016 < 0,05$. The test assessed the differences between the adjusted means for two groups which were reported in the estimated marginal means box as 84.784 for students taught with GO and 82,550 for students taught with conventional.

Estimated Marginal Means

GROUP	Mean	Std. Error
GO	84.784[a]	.613
Conv	82.550[a]	.613

Based on the table above, the alternative hypothesis showed that the students who are taught with GO achieved better mean than students who are taught with Conventional. Mean for GO was 84,784 which was greater than mean for Conventional 82,550.

FINDINGS AND DISCUSSION

The objective of this study was to find the answer of the problem which has been stated in Chapter 1 "Is there any significant difference between the learning achievement of students on comprehending narrative text taught by GO and those who are taught by conventional?" After reviewing some theories which concern with the topic, the operational hypothesis was formulated that the achievement of the students who were taught with GO was better in reading comprehension than those who were taught with conventional. To test the research hypothesis of the study, it was transformed to the null hypothesis (Ho). The null hypothesis was "the students taught narrative text with GO was better in achieve reading skills than those taught with conventional.

The interpretation of the research are divided into two points of view: statistical and practical view. From the statistical point of view, the findings of the research showed that statistically the achievement of students who were taught narrative text with GO was significant higher than those taught with conventional, on the basis of the significant value which was lower than 0,05, df $(1,57) = F\ 6,110\ P\ 0,016 < 0,05$.

Moreover, it can be seen from the differences between the adjusted means for two groups, which were reported in the estimated marginal means table as 84,784 for students who were taught by GO , and 82,550 for the students taught with conventional. Therefore, the experimental and control groups were significantly different and the result of analysis rejected the null hypothesis said that both strategies are equal. It means that the theoretical hypothesis is supported with emprical evidence.

From the practical view the research findings indicated that GO could contribute to improve reading skill of the students especially in narrative-fable text. It can be concluded that GO should be introduced, practiced and implemented in reading classes.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After doing the research, the researcher found some conclusions that can be mentioned as follows :

The first conclusion was about the result of homogeneity regression slopes. According the data which was taken from testing the homogeneity regression slopes, the significant value of Group*Pretest was 0,102 which is greater than 0,05. It showed that the assumption of homogeneity of regression slope is not violated. So the ANCOVA analysis can be proceeded.

The second conclusion was based on ANCOVA table, labeled "group" on the SPSS output which indicated that the null hypothesis said that both methods(GO and conventional) are equal should be rejected, $F(1,57)=F6,110P0,016<0,05$.

The third conclusion was about the effectiveness of GO than conventional. The teaching learning with GO which was proved more effective in practically on teaching reading narrative-fable text at the second grade students of SMPN 1 Nglegok. It can be seen from the differences between the adjusted means for two groups, which were reported in the estimated marginal means table as 84,784 for students who were taught by GO, and 82,550 for the students taught with conventional.

Suggestions

Based on the experience on teaching reading with graphic organizers on the second grade of junior high school 1 Nglegok, the researcher provides the following suggestions with the purpose for the betterment of students reading comprehension. This suggestion dedicated to the English teachers and students.

English teachers should use graphic organizers in teaching reading narrative because graphic organizers could help students increase their ability in reading comprehension. It could help's students more focus on what is important on text with their structure of concepts. Moreover, it is helpful for inference and paraphrasing. Implementing various graphic organizers will catch the interest of your students more than using conventional method on teaching process.

Students should enrich themselves with the appropriate method for their learning reading, that is, graphic organizers because graphic organizers shows many kinds of fun structure of concepts which will help them more interested in reading.

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