THE EFFECTIVENESS OF USING GRAPHIC ORGANIZER CONCEPT ON STUDENTS' READING SKILL

by Sri Lestari

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ABSTRACT

The aim of this research is to determine the effect of the implementation of the Graphic Organizer Concept on students' reading skills. The method used for this study is Quasi Experimental Design with Pre-Experimental design type one-group pretest-posttest design. The total subject of this study is 15 of Primary Education Department second semester students. The Data collection techniques were carried out by tests. Test the validity of using Product Moment test while the reliability test uses Alpha, the data analysis technique uses the Kolmogorov-smirnov test with the help of the SPSS for windows program to test normality, and the t-test to test the hypothesis. Based on the research, there is an influence on the application of the Graphic Organizer Concept model, this is evidenced by the normality test results of data analysis obtained by the pretest significance of 0.134> 0.05 and the posttest significance of 0.118> 0.05. In the hypothesis test used the t-test, the results of the analysis of the t-test obtained t count (27,730)> t table (2,131). Because t count> t table then Ho is rejected and H1 is accepted. It means that graphic organizer concept affects the ability to read. The conclusion of this study is that the Graphic Organizer Concept learning model influences reading skills.

Keywords: *reading skills, graphic organizer concept*

INTRODUCTION

In Primary Education Department, teaching English done integrated (listening, speaking, reading, and writing), so it needs effective concept in teaching the materials. Based on previous observation, students still had difficulty in understanding the content of the text and need much time to read because they try to translate each words. According to Burns et al. (1984: 10) reading is as a thinking process and the act of recognizing words requires interpretation of graphic symbols. In order to comprehend a reading selection thoroughly, a person must be able to use information to make inferences and read critically and creatively-to understand the figurative language, determine the author's purpose, evaluate the ideas presented, and apply the ideas to actual situations. All of these skills involve thinking processes.

Goodman in Carrell et al. (1996: 12) states that reading is a psycholinguistic process in that is start with a linguistic surface representation encoded by a writer and end with meaning that the reader construct. There is thus an essential interaction between language and thought in reading. The writer encodes thought as a language and reader decodes language to thought. Bacon in Patel and Jain (2008: 113) states that reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success.

Hudelson in Celce (2001: 54) states that in reading an individual constructs meaning through a transaction with written text that has been created by symbols that represent language. The transaction involves the reader's acting or interpreting the text, and the interpretation is influenced by the reader past experiences, language background, and cultural framework, as well as the reader's purpose for reading. Meanwhile, Anderson in Nunan (2003: 68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

According to Burns (1984: 4), in reading we must be able to: (1) perceive the symbol set before them (sensory aspect); (2) interpret what they see as symbols or words (perceptual aspect); (3) follow the linier, logical, and grammatical patterns of the written words (sequential aspect); (3) recognize the connections between symbols and sounds, between words and what they represent (associational aspect); (4) relate words back to direct experiences to give the words meaning (experiential aspect); (5) remember what they learned in the past and incorporate new ideas and facts (learning aspect); (6) make inferences from and evaluate the material (thinking aspect); and (7) deal with personal interests and attitudes that affect the task of reading (affective aspect).

From the theories of reading above, it can be concluded that reading skill is a mental process that covers knowledge, insight and perceptive on reader to receive ideas and impression from an author via printed word. The indicators of

reading skill are: (1) identifying main idea; (2) identifying explicit information; (3) identifying implicit information; (4) guessing the unfamiliar words based on the context; (5) identifying referents.

In teaching English need appropriate technique, method, or model to make students having high motivation in learning. The suitable method or model also influenced students ability. According to Richards (1987: 37), a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure. While Anthony in Richards and Rodgers (2001: 19) states that a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based on an approach.

From the statements above, it can be concluded that teaching method is a way of teaching that is based on an approach and practically realize in logical steps. There are some methods widely used in teaching reading, such as Graphic organizer. Graphic Organizer Concept provides a visual representation of information and concepts and to build reading comprehension and appreciation in understanding English because it has advantage of providing information and concepts and for building understanding. By using this, students will be more understand the contents. In making Graphic Organizer Concept, there are many kinds of design, such as: circle, lines, arrows and so on where students just fill it based on the information from text.

Graphic organizer can be used to enhance students' thinking skills by encouraging brainstorming, generating new ideas, connecting parts to the whole, drawing sequence, analyzing causes and effects, etc (Drapeau, 1998). Also, Bromley, DeVitis &Modlo (1999) state that Graphic organizers are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels. There are some concepts in Graphic organizer, they are: KWHL, KWLT, Circle organizer, Mind Concept Maps, Multiple Timeline, Pie Chart, Problem Solving Organizer, Compare Map, etc(www.edb.gov.hk/attachment/en/curriculum-development)

METHODS

The method used in this study is Quasi Experimental Design. Quasi Experimental Design has a controlled group, but it cannot function fully to control external variables that influence the implementation of the experiment (Sugiyono 2015). The research design used in this study was Pre-Experimental Design. The research design uses the type of research One-Group Pretest-Posttest Design. Pretest-Posttest Design in this study the researchers wanted to analyze the influence of Graphic Organizer Concept on the ability to read article. In this design there is a pretest that must be followed by all students in one class before being treated using a learning model. After doing the pretest without the student-learning model, the posttest was conducted by using a learning model to compare with the situation before being given treatment. In this study, the population chosen was 15 students of second semester, from Primary Education Department, Universitas PGRI Madiun.

The sampling technique was the Nonprobability Sampling technique. According to Sugiyono (2015) Nonprobability Sampling is a sampling technique that does not provide opportunities for each element or member of the population to be selected as a sample. The researcher took all students to be used as research subjects using student population.

The data collection technique of the instrument in this study used questionnaires and tests. Where the questionnaire contains students' statement and opinion of using Graphic Organizer Concept in reading text and article. While using the test to obtain data on students' reading skills after they read article. The test questions are given after students have finished participating in the whole series of learning activities.

To analyze the instrument using Content Validity Testing and Test Reliability Test. While the data analysis technique uses a prerequisite test, namely the normality test and hypothesis test (t test).

RESULT AND DISCUSSION

In this research, three concepts of graphic organizer (KWHL, mind concept maps, and Problem Solving Organizer) were used in teaching reading. Those thre concepts were suitable with the materials. Students' reading skill evaluated based on five aspects, namely:

1. Understanding the main ideas
2. Finding specific information and detail (explicit information)
3. Finding implicit information
4. Identifying referents
5. Guesing unfamiliar words and context

The tables below are the lesson plan from meeeting 1-6 after pretest:

1. Meeting 1-2

Table 1. Graphic Organizer concept KWHL

Graphic Organizer concept KWHL	
Description	This organizer can be used to help students understand the questions of what they know (K), what they want to know (W), how they will learn (H) and what they have learned (L) in relation to a specific topic. This is an effective tool to make students identify their prior knowledge and let them set their own targets and means of learning. Finally students are required to write down what they have learned to show the new knowledge they have obtained.
Phase	**Procedures**
Exploration	1. Ask the students about their experience related to the topic of today's lesson 2. Distribute a reading text (prepared 40 texts)
Elaboration	1. Ask students to choose a topic that students are interested in reading and researching. 2. Record the questions the students have about the topic in the 'W' column (what do I want to Know). This establishes a guide for researching. 3. Ask students to share the prior experience on the topic and list them in the 'K' column (what do I know) 4. Help students identify possible ways to research the need information and record them in the 'H' column (How I will learn) 5. List the new information and knowledge in the 'L' column (What i have learned) 6. Discuss whether students' prior knowledge listed in the 'K'

	column can be confirmed or denied.
	7. Ask students to answer the questions related to find: main idea, explicit information, implicit information, indentify referents, and guessing unfamiliar words or context
Confirmation	1. Check the students' answer
	2. Discuss the mistakes made by the students

2. Meeting 3-4

Table 2. Graphic Organizer Concept (Mind Concept Maps)

Graphic Organizer concept (Mind Concept Maps)	
Description	This organizer can be used to help students identify the main concepts of a topic. Students are encouraged to give a broad interpretation of the components of a topic and to support their ideas with specific information from relevant source.
Phase	**Procedures**
Exploration	1. Ask the students about their experience related to the topic of today's lesson
	2. Distribute a reading text (prepared 40 texts)
Elaboration	1. Choose a topic to discuss
	2. Ask studets to Identify main concepts that are important to the understanding of the topic
	3. Ask students to Research information that illustrates the interrelationship among the main concepts
	4. Ask the students to Quote the source(s) of the information
	5. Ask students to answer the questions related to find: main idea, explicit information, implicit information, indentify referents, guessing unfamiliar words or context
Confirmation	1. Check the students' answer
	2. Discuss the mistakes made by the students

3. Meeting 5-6

Table 3. Graphic Organizer concept (Problem Solving Organizer)

Graphic Organizer concept (Problem Solving Organizer)	
Description	This organizer can be used to help students develop the problem-solving skills that they need throughout their lives. With this organizer students are trained to pose and evaluate possible solutions to problems
Phase	**Procedures**
Exploration	1. Ask the students about their experience related to the topic of today's lesson
	2. Distribute a reading text (prepared 40 texts)

| Elaboration	1. Students identify a problem and write in the 'problem' box. 2. Ask students to think about what specially makes this a problem. 3. Let students list all possible solutions, and the pros and cons of each of them, in the appropriate box and choose the one they think is the best. 4. Ask students to consider all possible consequences of the selected solution. 5. Students then write a persuasive paragraph arguing that how the selected one could be modified to make it the best solution. 6. Ask students to answer the questions related to find: main idea, explicit information, implicit information, indentify referents, guessing unfamiliar words or context
Confirmation	1. Check the students' answer 2. Discuss the mistakes made by the students

Students' ability before treatment (pretest)

Based on the evaluation from pretest, the mean score of students' reading skill before treatment is 46, 83. Median is 31,04. Mode is 32, and the highest score is 35 while the lowest score is 30. The table is below:

Table 4. Pretest score

Interval class	frequency(f_i)	Fs	median (X_i)
29-30	1	1	44
31-32	9	10	47
33-34	4	14	50
35-36	1	15	35,5
37-38	0	15	56
Total	15		

Based on the table, the histogram of pretest is below:
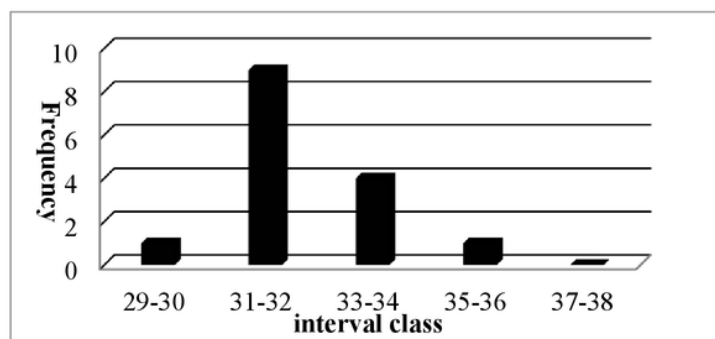
**Chart 1.** Histogram of Pretest

Students' Reading Ability after Treatment

Based on the evaluation from postestt, the mean score of students' reading skill afer treatment is 77.6. Median is 83,5. Mode is 84,5, and the highest score is 88 while the lowest score is 70. The table is below:

Table 5. Postest Score

Interval class	Frequency (f_i)	Fs	median (X_i)
70-73	4	4	71,5
74-77	5	9	75,5
78-81	2	11	79,5
82-85	2	13	83,5
86-89	2	15	87,5
Total	15		

Based on the table, the histogram of postest is below:
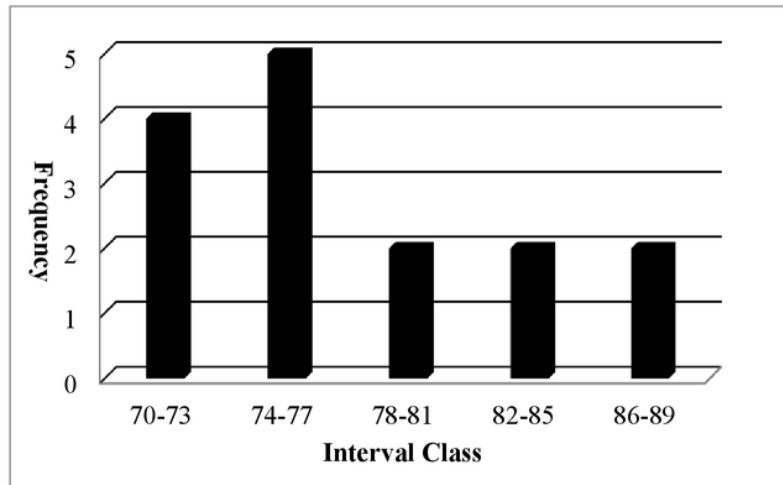
Chart 2. Postest Histogram

Based on the hyphoteses test analyzed by t test. The result of students reading skill from pretest and postest is 27,730 and t $_{table}$ with significance rate 5% is 2,131. Thus, it can be concluded that t $_{count}$ > t $_{table}$ (27,730 > 2,131). To sum up, H_0 is rejected and H_1 is accepted.

Based on data analysis showed that there was positive effect of using Graphic organizer concept in teaching reading of second semester students of

Primary Education Department. It is proven by the differences of score from pretest and postest which the postest score is higher than pretest score. The pretest score was still low because lecturer has not been used yet the graphic organizer concepts in teaching reading and students used to read words by words and tried to search the meaning of each words.

The students' problems in finishing the pretest items are difficult to identify the main idea, implicit meaning, and reference the idea. Also, if they did not understand the meaning half of words from the text, they will difficult to understand the overall content. They only could answer related to explicit idea. After treatment, students know some concepts that can be applied in reading text.The concepts that have been used in this treatment are: KWHL, Mind Concept Map, and Problem Solving Organizer. By using those three concepts, students was more interested in reading and enjoyed the reading class. Besides, students can share their ideas to friends and improve the quality of speaking and writing because after students reading, they will share information to their peer or friends then the others will give feedback. Even they did not know the meaning of some words, they can infer from the previous sentences or the folowing sentences.

This finding is relevant with Miftah (2016) finding that by using Graphic organizer concept, students can: organize and make summary from the information of the text, describe the main topic of paragraphs, and give opinion easily. Also, it is supported by Delita's result of her research that using graphic organizer (KWLT) can improve students' understanding in reading the text, students is more interested in filling their idea used the concepts.

CONCLUSION

Based on the research result, graphic organizer concept gave effect in students' reading skill whteher the students means score was 77,6. It is proven by t count score of pretest and postest is 27,730. The criteria of testing t test is: if $t_{count} \leq t_{table}$,so H_0 is accepted. If $t_{count} > t_{table}$, so H_1 is accepted. To sum up, H_o is rejected because $t_{count} > t_{table}$ or 27,730>2,131 so H_1 is accepted. In

conclusion, there is effect of using graphic organizer concept in teaching reading for second semester students of primary Education Department.

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