

**USING GRAPHIC ORGANIZERS AS MEDIA TO INCREASE
STUDENTS' READING COMPREHENSION**

THESIS

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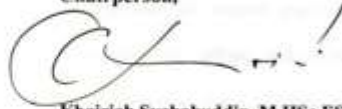
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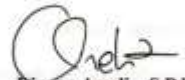
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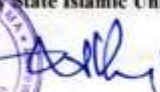



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The writer

CONTENTS

ACKNOWLEDGEMENT	iii
CONTENTS.....	v
LIST OF TABLES	vi
LIST OF FIGURES	vii
LIST OF APPENDICES.....	viii
DECLARATION OF ORIGINALITY.....	ix
ABSTRACT	x
CHAPTER I: INTRODUCTION	
1.1 Background of Study	1
1.2 Research Question	6
1.3 Research Aim	6
1.4 Research Significance	6
1.5 Research Scope.....	7
1.6 Research Hypothesis	7
1.7 Research Terminology.....	7
CHAPTER II: LITERATURE REVIEW	
2.1 Brief Discussion of Reading Comprehension	10
2.2 The Essential Elements in Teaching Reading Comprehension	12
2.3 Aspects of Reading Comprehension	17
2.4 Types of Learning Media	19
2.5 The Use of Graphic Organizers to Increase Reading Comprehension.....	19
2.6 Understanding Recount Text.....	33
CHAPTER III: RESEARCH METHODOLOGY	
3.1 Research Method.....	35
3.2 Population and Sample	37
3.3 Research Instrument	37
3.4 Technique of Data Collection.....	38
3.5 Technique of Data Analysis	40

CHAPTER IV: DATA ANALYSIS

4.1 Result..... 44
4.2 Discussion..... 51

CHAPTER V: CONCLUSION AND SUGGESTION

5.1 Conclusions 59
5.2 Suggestions..... 60

REFERENCES 62

APPENDICES

AUTOBIOGRAPHY

LIST OF TABLES

Table	Page
3.1 Distribution table	42
4.1 The table of pre-test score and post-test score.....	44
4.2 The percentage of students' improvement from pre-test to post-test	45
4.3 The frequency distribution of pre-test score.....	46
4.4 The frequency distribution of post-test score	48
4.5 Determining of students' gain score (d) and X_d	49
4.6 The increase of students' pre-test and post-test score	54

LIST OF FIGURES

Figure	Page
2.1 Series of events map	22
2.2 Cause and effect map.....	23
2.3 The five Ws map.....	24
2.4 Concept definition map	25
2.5 Spider map.....	26
2.6 Problem and solution map	27
2.7 Story map.....	28
2.8 Venn diagram	29
2.9 How to use the graphic organizers?.....	29
2.10 Graphic organizer	31
4.1 The mean of each speaking aspects in pre-test and post-test.....	55

LIST OF APPENDICES

Appendices

- I. Appointment letter of supervisors
- II. Recommendation of conducting research from Faculty of Tarbiyah and Teacher Training of UIN Ar Raniry
- III. Recommendation letter of conducting research from Religion Department of Aceh Besar
- IV. The replied letter of conducting research from MTsS Darul Ihsan Aceh Besar
- V. Lesson plan
- VI. Pre-test
- VII. Post-test
- VIII. Sample of students' result in pre-test and post-test
- IX. The distribution of students' score in pre-test
- X. The distribution of students' score in post-test
- XI. T-Table
- XII. Transcription
- XIII. Autobiography

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

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Graphic organizers are visual frameworks assisting students in the comprehension of a text. It helps students to organize information, process information, see the relationships between ideas, and understand and apply information more easily. The aims of this study were: (1) to find out whether or not the use of graphic organizers in teaching reading can increase students' reading comprehension and (2) to discover the difficulties in applying graphic organizers as media in teaching reading. This study was conducted at second year in MTsS Darul Ihsan Aceh Besar which involved 25 students as the sample. The population was 146 students. The writer used purposive sampling in deciding the sample. The methods used in this study were quantitative with pre-experimental study of pretest-posttest group design and qualitative method in which the instruments used were written test and interview guideline. For the technique of data collection, the writer administered pre-test, treatment, post-test, and interview. The data collected were analyzed quantitatively and qualitatively. The result of the test showed that the mean score of the pre-test was 52; meanwhile, the post-test was 70. The finding revealed that the improvement of the mean was 18. Furthermore, the result of t-test calculation showed that t_{count} was higher than the t_{table} ($t_{count} = 5.33 > t_{table} = 1.711$). So, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It meant that there was the significant increase of the students' reading comprehension after they are taught by using graphic organizers. The difficulties of using graphic organizers as media in teaching reading were: the students were lack of vocabularies and poor basic knowledge of structures which took times for re-explanation and reduced time for exercising graphic organizers.

CHAPTER I

INTRODUCTION

1.1 Background of Study

Language learners are expected to have literacy ability which is defined as having the ability to read and write. That is why the current curriculum for junior high school demands students to be able to use English in functional level of literacy. The curriculum's expectation is based on consideration that the students should have ability in fulfilling their needs of information by using English. Thus, a teacher must train writing and reading skill of students with the curriculum's guidance.

Reading skill is considered as one of four skills that have to be mastered by language learners in learning a foreign language because if students cannot read well, the door towards the path of learning will most often be closed for them. It is one of the receptive skills besides listening. By reading, students can obtain much more knowledge and information from what they have read. In addition, reading activities give more opportunities for students to easily find needed information from many sources such as books, magazine, article, newspaper, announcements, brochures, etc. Furthermore, a teacher usually gives materials in written form which means students must have ability to comprehend the written texts.

As highlighted in the previous paragraph, students need to read and comprehend the text. However, reading comprehension is not an easy skill to

acquire. It is a complex task which requires the reader to identify words in text, know the meaning of the words, connect the ideas, and retain information to understand what is being read. Flores (2004, p. 3) defines reading comprehension is the mind's ability to understand the idea in a text, the message, and purpose of the author. Hence, reading comprehension must be well taught by the teachers. Reading comprehension is the process of constructing meaning from a text and involves the complex coordination of several processes, including "decoding, word reading, and fluency along with the integration of background knowledge and previous experiences" (Pullupaxi, 2011, p. 10). Based on the point above, it can be concluded that reading comprehension is not a simple matter of recognizing individual words, or even of understanding each individual word as our eyes pass over it. So, to master the reading comprehension well, the student should understand the text. According to King and Stanley (2009, as cited in Bahri, 2014), in mastering the reading text, there are five components should be considered by the student in reading the text namely main idea, factual information, vocabulary, reference, and inference.

In Junior High School level, the students are asked to understand the meaning of some simple short texts. They are expected to be able to read and comprehend the reading text well. However, in reality many students are still difficult to master reading comprehension skill. Based on the experience of the writer when she did teaching practice, she found that the first grade students still faced some difficulties in reading comprehension, especially in main idea, vocabulary, reference, inference, and detail. According to Joseph (2005, p. 1172),

not knowing meanings of concepts, not capturing factual information, not inferring about content, and not forming relationships among content presented in text or in previous texts, are some of the example difficulties in understanding text. This low achievement might be caused by several factors. First, the strategy that the teacher used does not effective in learning reading. Second, students are lack of vocabulary. Hence, they do not understand the content and meaning of some words from the text.

One of the efforts that teacher can do to help students overcome the difficulties in reading comprehension is by teaching students using particular reading strategies. According to Duffy (2002) as cited in Ness (2011, p. 99), teaching reading strategies is an effort which can guide and help the student understand text. It can be concluded that the teacher has the important role in creating some efforts to overcome students' problems in mastering reading comprehension text. In fact, the assistance from the teacher will make the students easier to master the text. As a good teacher, helping the student is one of the best ways to improve their ability in learning reading comprehension. Duke, Pearson, Stephanie, Strachan, and Billman (2011, p. 63) state that good teachers of reading comprehension will help their students to evolve the usage of strategies, by teaching them why, how, and when to apply certain strategies.

The use an appropriate strategy to deliver reading materials is very influential in teaching and learning activities. Students will focus on studying the subject if they are interested in material. Thus, a teacher needs to use a suitable tool or media which can help students to increase their reading comprehension.

Media can capture students' attention, raise students' motivation, and enhance teaching and learning process. In this case, the writer proposed graphic organizers as media of teaching reading. The writer believes that the use of graphics organizers could be a great help to increase students comprehension.

Hall and Strangman (2002, p. 1) state a graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, 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.

The effectiveness of using graphic organizers in improving reading comprehension is supported by some empirical evidences (Sam and Rajan, 2013; Ozturk, 2012). To illustrate, Sam and Rajan (2013) conducted a research which focused on ESL middle school language learners' use of the graphics as information organizers while comprehending a passage for main ideas, supporting details, facts, opinions, comparisons, and contradictions. In addition, the research also examined and proposed different forms of graphic organizers for achieving better understanding of texts. Seventy pupils from two intact classes which were training for two weeks were divided into a control group class with the traditional reading approach and an experimental group class with using graphic organizers to decode information from reading passages. Measurements used in this study were pre-test and post-test of reading comprehension which is analyzed by using ANOVA to project the performance difference between the controlled and experimental groups. This study revealed that using graphic organizers in teaching

reading help EFL students to answer comprehension question such as identifying main ideas, finding supporting details, dealing with vocabulary, analyzing fact and opinion, and making inferences.

Similar study also has been done by Ozturk (2012) who investigated the effects of graphic organizers on reading comprehension achievement of EFL learners. An experimental design with a control group was used in the study. Fifty participants of intermediate level EFL learners were formed into two classes, a control and an experimental group. The participants were given pre-test before the treatment. The same reading materials were given to the both groups where the experimental group trained by using graphic organizers and the control group studied without the instruction of graphic organizers. After a twelve-week treatment, both groups were given post-test. After the statistical analysis, it was found that there was a significant difference in the reading comprehension achievement of the groups. The result has concluded that using graphic organizers increase EFL students' reading comprehension as well as their attitude toward reading in English.

From the elaborations above, the writer presumed that reading as one of language skills has to be given more attention to the students since it is considered as a difficult skill to be mastered. Therefore, to enhance students' reading skills, it is important to apply an appropriate strategy in delivering teaching learning process for the students. For this reason, the writer is interested to discuss students' reading comprehension related to the use of graphics organizer as media.

1.2 Research Question

Based on the background mentioned previously, the writer formulated the research questions as follows:

1. Does the use of graphic organizers in teaching reading increase students' reading comprehension?
2. What are the difficulties in applying graphic organizers as media in teaching reading?

1.3 Research Aim

The aims of this study were:

1. To find out whether or not the use of graphic organizers in teaching reading can increase students' reading comprehension.
2. To discover the difficulties in applying graphic organizers as media in teaching reading.

1.4 Research Significance

The result of this study is expected to be beneficial for students, English teacher, and other researchers. This study gives effectively medium for students to increase their skills and overcome their obstacles in comprehending reading text. Moreover, this study gives more meaning and understanding for English teacher in order to find out the creative and innovative tool or medium that can be applied in teaching reading.

1.5 Research Scope

In this study, the writer focused only on four aspects of comprehension namely main idea, detail information, vocabulary, and reference in teaching reading comprehension. The focus of material was on recount text.

1.6 Research Hypothesis

The hypothesis of this study can be formulated as follows:

Ha : There is the significant increase of the students' reading comprehension after they are taught by using graphic organizers.

Ho : There is no the significant increase of the students' reading comprehension after they are taught by using graphic organizers.

1.7 Research Terminology

There were some terms in this study need further explanations. In order to limit the meaning and make the readers understand it, the writer presents the explanation on the terms as follows:

a. Graphic organizers

Robb (2003) states that, "Graphic organizer highlights similarities and differences, making it easy for students to think about how they organized the information". Furthermore, Ozturk (2012) defines graphic organizers (GOs) as visual frameworks assisting in seeing structures of a text and thus help its comprehension. GOs can be generic or specific. They can also be presented in many shapes and sizes.

A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, 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.

b. Media

According to Burke and Thod (2005, p.11), media refers to the presentation of material using both words and pictures. He further states that learners can better understand an explanation when it is presented in words and pictures than when presented in words alone. In addition, Naz and Akbar (2013, p.35) say that media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction.

Media is a tool used in teaching and learning process. Everything can be used to stimulate thoughts, feelings, concerns and abilities or skills of learners so as to facilitate the process of learning. Burke and Thod (2005, p.12) state that, “teaching-learning media can therefore be defined as any medium a teacher uses to present a lesson effectively”.

c. Reading comprehension

Harmer (1998) defines reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages. In order to get the messages of the text, the reader needs to have the ability in comprehending. Comprehension is the process in understanding the message of the text that has been read by the reader.

Pardo (2004, p. 272) states that reading comprehension is the steps of constructing the meaning of the text that require the interaction between the reader's background knowledge and the text.

Reading comprehension involves not only one aspect but also many aspects. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. It is the ability to read the text and understand its meaning. It is an intentional, active process that occurs before, during, and after a person reads a particular reading text.

CHAPTER II

LITERATURE REVIEW

2.1 Brief Discussion of Reading Comprehension

Many writers have defined reading as obtaining the meaning of the text which the writers mean from their writing. According to Harmer (1998, p. 153), reading is an exercise dominated by eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these messages. It means, the reader must pay attention to the text. Abdelrahman (2014, p. 169, quoted from Flesh 1955) defines reading as getting the meaning from a certain structure to letters. On the other hand, Alkhaldeh (2012, p. 214) states that reading is perceived by teachers and learners of EFL as an active activity in which a learner, for example, connects it with prior knowledge possessed by them about the topic under reading. Moreover, Dechant (2001, p. 57) broadly defines that reading always involves an interaction between the writer and readers. Thus, it can be concluded that reading is a way to achieve information and interpret the writer's thought.

The goal of reading is to comprehend meaning, so that reading requires interpretation and thinking. Good readers have to learn to interpret word meanings according to the context. They have to comprehend words as parts of phrases, clauses, and sentences. In order to obtain the text's messages, the reader needs to have the ability in comprehending. Pardo (2004, p. 272) defines comprehension as the complex process that occurs in the transaction between the reader and the text through the combination of background knowledge in constructing meaning. It

means that background knowledge is one of the ways that help the reader in building the message of the text. According to Primary National Strategy (2005, p. 2):

As children learn to read they are able to decode the text by orchestrating a range of cues. To become fluent readers, they must also understand or comprehend what they read. To help them do this they need to be taught a range of reading comprehension strategies and be encouraged to reflect on their own understanding and learning.

Improving students' reading comprehension is a goal which every teacher tries hard with his/her students to achieve. The mastery of reading comprehension skills is the key for students to get well with most content courses. Richard and Willy (2002, p. 145) states that reading for comprehension is the primary purpose of reading, even though this sometimes overlooked when students are asked to read overly difficult text. According to Tobar (2017, p. 251, quoted from Hug and Thu, 2015), it is a proven fact that if students improve their reading comprehension they will also improve their speaking and writing abilities. In addition, people who read a lot will be able to write better, have more developed vocabulary, and speak more fluently than the people who do not read much. Therefore, writers, educators, and researchers have dealt with this matter seriously.

Reading comprehension involves many aspects. Primary National Strategy (2005, p. 2) states that reading comprehension is an active process that involves all these strategies and behaviors; understanding the text, engaging with the text, making connections with existing knowledge, critically evaluating the text, and reflecting upon responses. In brief, reading is not only spelling the word but also

understanding and comprehending the content of writing, analyzing the information, taking conclusion, and determining the main idea in the text.

2.2 The Essential Elements in Teaching Reading Comprehension

Duke et al. (2011) mention 10 essential elements of effective reading comprehension instruction that research suggests every teacher should engage in to foster and teach reading comprehension as follows:

2.2.1 Building disciplinary and world knowledge

We should focus attention on using the opportunity of reading more informational text to build students' disciplinary and world knowledge. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas (Cervetti, 2014, p. 2). This implies that world knowledge which the reader has will impact the reading comprehension goal of the reader itself. If the reader has wide knowledge, the reader will be easier in getting the meaning of the text. It can be concluded that word knowledge is crucial for reading comprehension and determines how well students will be able to comprehend the texts they have read.

2.2.2 Providing exposure to a volume and range of texts

Reading volume is actually central to the development of reading proficiencies, especially in the development of fluent reading proficiency (Allington, 2014, p. 13). In addition Samuels & Farstrup (2011, p. 59) states that volume as an influencing factors, the quality and range of books to which students are exposed (e.g. electronic texts, leveled book) has a strong relationship with

students' reading comprehension. In teaching reading comprehension, the teacher should consider the exposure of volume and range of the text because the readers' achievement of the text also depends on those components.

2.2.3 Providing motivating texts and contexts for reading

Motivated reading behavior is characterized by students valuing and engaging in the act of reading with expectations of success and with greater persistence and stamina when encountering difficulty, such as; motivation is directly tied to personal interest and self-efficacy as well as achievement (Samuels & Farstrup, 2011, p. 59). To build students' motivation to read, a teacher should invite them to explore their purposes for reading and help them understand the many reasons for reading by asking them. If they know what they want, it will make them felt more comfortable in reading. The key to success for all readers is to select books that they are comfortable to read because this way will help them develop fluency, expand their vocabulary, and enjoy reading.

2.2.4 Teaching strategies for comprehending

Without comprehension, reading would be meaningless. Good readers read with comprehension. Good readers are strategic readers who think about what they read, develop specific reading strategies and skills, and learn to apply these strategies and skills as a way to get meaning from a variety of text types. Strategies are used in combination to solve problems, to think about text, and to check understanding (Roit, 2015, p. 2). Teaching and learning strategy is one of the best ways to build students' confidence and help them in solving their problems in reading comprehension. Using a strategy in teaching and learning

reading will assist them to engage in the content that accommodates different abilities, skills, and styles of every student.

2.2.5 Teaching text structures

Similar with discipline and world knowledge, teaching text structures will influence the comprehension where the readers' knowledge of the text structure influences their recalling and understanding about the text. Zarrati (2014, p. 538) says that lack of sensitivity to structural information of texts is stated as one of the factors that lead to comprehension difficulties. She also adds that text structure awareness has been shown to be an effective reading strategy for improving reading comprehension and recall of information. It means that knowing the text structure helps readers to comprehend, looking for important topics and ideas so that they can retell and summarize the text. It also helps the reader understand what is important in the text because each kind of text has different variety of text structure. For instance; text structures of the narrative text are characters, setting, goal, problem, plot or action, resolution, and theme; text structures of the informational text are description, sequence, problem and solution, cause and effect, and compare and contrast.

2.2.6 Engaging students in discussion

In process of teaching and learning reading comprehension, the student should be more active than teacher. Due to the fact, the teacher is expected to have ability in engaging the students into discussions in order to make them easier understanding the text which they have read. Langer (2001, p. 42) describes discussion as a time for exchanging ideas and stimulating thought, exploration,

and explanation. Hence, students' group work is one of the alternative strategies that the teacher can apply in teaching reading comprehension in order to enhance students' ability in getting the meaning of the text.

2.2.7 Building vocabulary and language knowledge

Learning Point Associates (2004, p. 22, as quoted from Baker et. al., 1995) tells us that vocabulary acquisition is crucial to academic development. Not only do students need a rich body of word knowledge to succeed in basic skill areas, they also need a specialized vocabulary to learn content area material. Knowing the meaning of the vocabulary in reading comprehension text is considered as the most essential part that the student should master. The National Reading Panel (NICHD, 2000) drew several broad conclusions:

- a) Vocabulary impacts comprehension.
- b) It is learned incidentally while reading and listening to books.
- c) Repeated exposure, especially in different contexts, is the key to learning word meanings.
- d) Pre-reading instruction of keywords can be helpful.
- e) Computerized programs seem to increase vocabulary knowledge.

To sum up, the more students read, the more fluent readers they become. Regular reading builds vocabulary as students meet words in different contexts. Equally important, regular reading builds students' background knowledge, including their knowledge of people, places, nature, and how things work.

2.2.8 Integrating reading and writing

Reading is the skill which is connected to other skill, such as listening, speaking, and writing. Writing is the most closed skill with the reading and they support each other. Giesen (2001, p. 6) describes that students become better readers, writers, and thinkers when they learn reading and writing together.

Writing enhances students' understanding and improves the retention of what they read. This shows that there is close relationship between reading and writing, where people who are generally good at one will usually be good at the other. Reading is about interpreting what someone else has written while writing is about creating ideas and thoughts into a text for others to read. Reading actually makes our vocabulary better, makes our minds stronger, and definitely improves our writing skill. So, it will be better if the teacher teaches the writing too in order to enhance students' reading skill.

2.2.9 Observing and assessing

Each student has different problems in learning reading comprehension skill. Thus, the teacher should observe the students' level knowledge to assess their ability in reading comprehension skill. Cooter (2010, p. 267) describes that the purpose of assessment is to gain insight into how students select strategies for comprehending text and how well they regulate the status of their own comprehension as they read. Then, assessments are required after the observation which provides more details by examining several aspects.

2.2.10 Differentiating instruction

Each student has different characteristic, weakness, ability, and way to learn reading comprehension, so that the teacher needs to have different ways in teaching them. To illustrate, they have an introvert or extrovert characteristic, lack in vocabulary or comprehending the text, and other problems which cause their way in learning are different, thus the teacher need to create the appropriate teaching strategy based on the students' needs and kinds of instruction. For these

reasons, Connor et al. (2009, p. 682) says that instruction contributes significantly to children's reading comprehension growth, especially in the early grades.

2.3 Aspects of Reading Comprehension

King and Stanley (1989) as cited in Ayuri (2014, p. 2) mention components in reading comprehension which should be focused on comprehending a reading text by the reader namely factual information, main idea, vocabulary, and reference.

2.3.1 Finding factual information

Finding factual information requires readers to scan specific details of the text. Michael (2016, p. 8) says that factual information questions ask you to recognize information that is explicitly stated in the text, these may include facts such as major ideas, supporting details, or definitions. The factual information questions generally appear with WH question word (Ayuri, 2014, p. 2). The types of the question can be about reason, purpose, result, comparison, meaning, identifying, time, and others where the answer can be found in the text.

2.3.2 Finding main idea

Main idea is the important element of the text which covers all information in the text and helps the reader guess what the paragraph is about. Wilawan (2012, p. 46) states that the main idea is the main point or the central thought of the reading selection. It is usually a complete sentence that includes the gist of every idea from the paragraph. So, finding the main ideas is very important because it not only helps to understand the paragraph, but also helps to remember the content

later. The position of main idea can be in the middle or in the last sentence of the paragraph, not always in the first sentence.

2.3.3 Guessing vocabulary in context

Laflamme (1997, as quoted by Preszler, 2006, p. 4) states that vocabulary knowledge is the single most important factor contributing to reading comprehension. Thus, when the student finds the unfamiliar words while they are reading the text, the reader should develop his/her guessing ability to the word which is not familiar with him/her by relating the close meaning of unfamiliar words to the text. As students build connections between known words and unknown words, they develop a deeper understanding of their reading (Preszler, 2006, p. 4). It will take times to look up for every new word in dictionary and the reader may forget what they are reading. So that, the reader needs to use the whole sentence or paragraph to guess words. To illustrate, the student found a difficult word in first sentence of the paragraph, then the student should guess the meaning based on the word before or after the difficult word to get the meaning of this word.

2.3.4 Reference

Bahri (2014, p. 14) states that reference is the same repetitive word or phrase that student can refer to and it has a significant support in helping the student comprehend the text well. This means the reference plays a crucial aspect in helping the student understand the text. Reference word is usually short and very frequently pronouns, such as her, him, it, them, she, he, and others.

2.4 Types of Learning Media

There are various kinds of media that can be used in teaching and learning reading. Generally, media can be categorized into three types: visual, audio, and audiovisual. Visual media are media that can be noticed by sight, such as picture, chart, poster, map, etc. Then, audio media are media that involve the sense of hearing like radio and tape recorder. Lastly, audio-visual media are media which is involved both sense of sight and hearing like television.

In this research, the writer tries to use visual media namely graphic organizer. The writer was interested in using visual media because they have many benefits. According to Jannah (2013, as quoted from Levie and Lentz, 1982), there are four essential functions of media especially visual namely:

First, the attention function is where visual media can capture students' attention and make them more focus on what they are doing and studying. Second, the effective function is where visual media make learning enjoyable and arouse students' emotion and attitude. Third, cognitive function is where visual media are enable teacher and students to achieve learning goal faster. Moreover, students can store the information longer. Last is compensatory function where visual media provide context and assist students to understand reading material and improve retention. Therefore, using media is one of strategies to increase students' reading comprehension.

2.5 The Use of Graphic Organizers to Increase Reading Comprehension

2.5.1 Definition of graphic organizers

Graphic organizers were primarily initiated by Richard Barron in 1969, but they have their root in Ausubel's work. Miranda (2014, p. 102) says that Ausubel is credited as being the originator of graphic organizers, which he called structured overviews. Ausubel hypothesized that new learning is affected by a learner's prior knowledge which is known as cognitive structure. Hall and

Strangman (2002, p. 1) state that a graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, or ideas within a learning task.

In the same way, Sam D (2013, p. 13) assumes that graphic organizers help readers in identifying the required information from the material, classifying or arranging them in templates which are creatively constructed by the readers themselves and they also guide readers in drafting similar information in a different context. In addition, Natalie (2013, p. 4) tells that a graphic organizer allows for an educator to emphasize the important parts of a text and effectively communicate that information to their students which in turn could potentially improve comprehension.

In summary, graphic organizer is a text information display which can be used as students learning aids. It can be used in instruction of any reading texts and it also can be used before, during or after reading. It can be presented in many shapes and sizes. There are many kinds of graphic organizer such as series of events chain, cycle, Venn diagram, and storyboard. Meanwhile, the teacher should read the text carefully and decide on the best graphic organizer that represents the structure.

2.5.2 Advantages of using graphic organizers in teaching reading comprehension

Graphic organizers can be used to supplement note taking and outlining. Many students do not know how to take classroom notes. They often write profusely, attempting to catch every word, but they often miss keywords or concepts along the way. As McElroy and Coughlin (2009, p. 24) say that when

written material or difficult concepts are expressed graphically, the students can develop alternative structures for understanding the course concepts. Hongkong Curriculum Development Institute (2001, p. 7) describes specific benefits to students and teachers are:

Benefits to teachers:

- a) Show and explain relationships between and among content.
- b) Make the lesson interactive
- c) Help visual learners to acquire information more easily
- d) Motivate students
- e) Assist students in prewriting techniques
- f) Assess what students know

Benefits to students:

- a) Understand the concept of part to whole
- b) Record relationship
- c) Clarify and organize ideas
- d) Improve memory
- e) Comprehend texts
- f) Recognize and assimilate different points of view

On the other hand, Instructional Strategy Lessons for Educators Secondary Education of South Carolina University (2014) states the benefits of using graphic organizers in the classroom as follows:

- a) **To develop higher order thinking skills.** Graphic organizers encourage the use of critical thinking skills, such as analyzing abstract concepts, while deepening comprehension and expanding connections among ideas.
- b) **To aid in organization and recall of information.** By organizing information visually, students are able to recall it more readily. Memory of vocabulary words and content knowledge are equally enhanced by the use of graphic organizers.
- c) **To promote autonomy.** Graphic organizers provide students with a means of breaking down procedures, such as the writing process, into achievable steps. This motivates students to manage their own learning.

Altogether, a graphic organizer enables teachers to show and explain relationships between content and sub-content and how they relate to other

content areas. Besides, students can make comparisons, evaluations, and conclusions of the text through the use of the organizers. Moreover, it summarizes large quantities of information into a creative and an interesting way.

2.5.3 Types of graphic organizers

There are many types of graphic organizers. The following are brief descriptions of some graphic organizers:

a) Series of Events Chain

This is quite useful in helping students organize information or events according to the stages or steps of their occurrence. Students have to understand what happened first, then next, and last in order to make sense of the content. However, for organizing information that is circular with no specific beginning or ending, a cycle map is more effective.

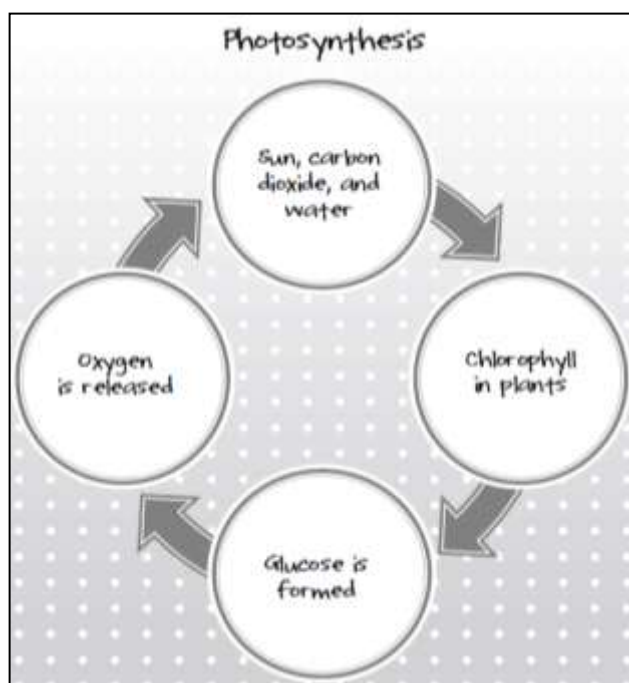


Figure 2.1 Series of Events Chain

(Source: Mcknight, Katherine S. (2010). *The teacher's big book of graphic organizers 100 reproducible organizers that help kids with reading, writing, and the content areas*, p. 96. San Francisco: John Wiley & Sons, Inc.)

b) Cause and Effect Map

This map is one of the effective organizers used to show relationships of all factors (causes) that lead to the given situation (effect). It is usually preceded by cause and effect analysis. The teacher uses this to help students realize that there are many causes that contribute an effect. It graphically displays the connections of the causes to the effect to each other. This activity seems to be suitable for students at a high level. Students can do this task individually, in pairs or in groups and then share what the information in the diagram with the others.

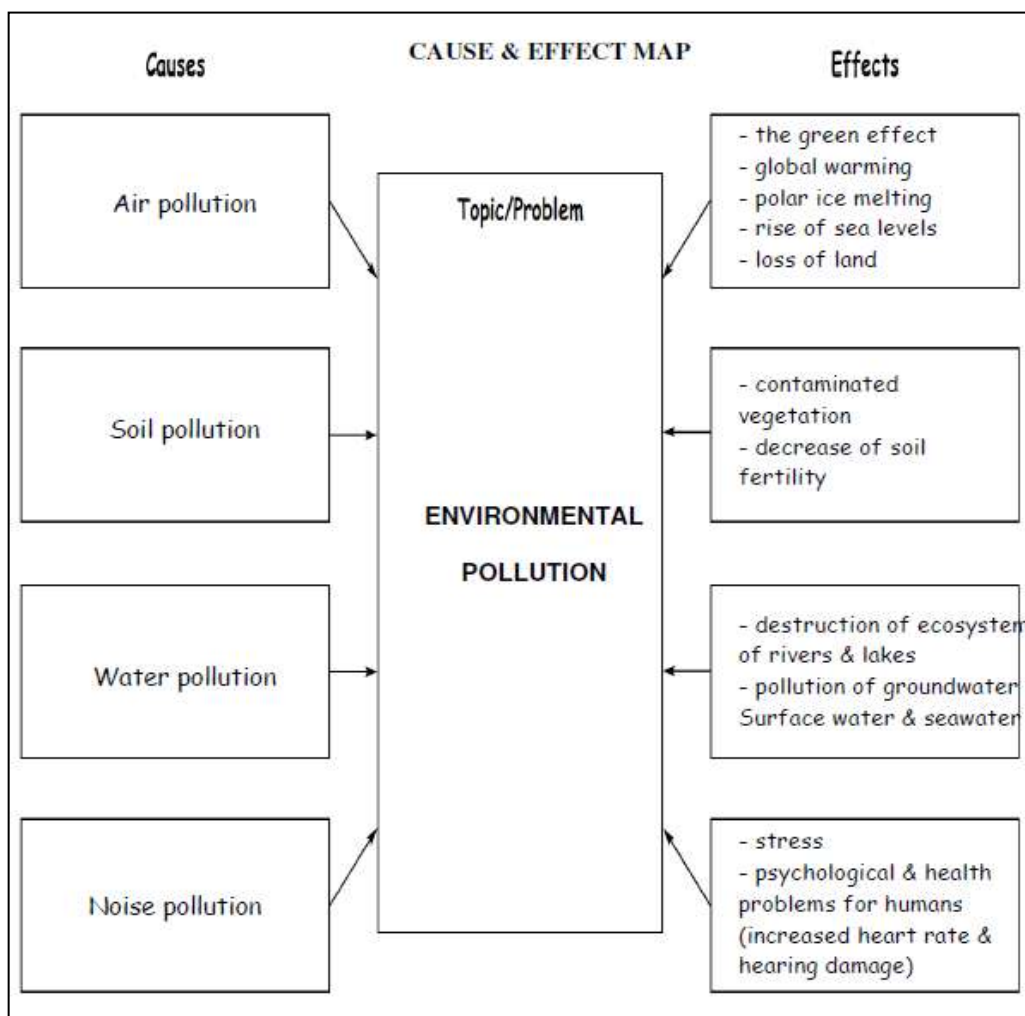


Figure 2.2 Cause and Effect Map

(Source: Duc, Hoang Tang. (2017). *Graphic organizers - Effective tools for teaching reading skills*, p. 7. Vinh University.)

c) **The Five Ws Map**

The task involves analyzing the Five Ws (who, when, where, what, and why) of a story or event. Students will develop the following reading strategies like connecting, using prior knowledge, predicting, monitoring, and making inferences. These questions prompt students to explore the different elements of their reading. Through these questions, students will be able to identify the character and plot elements that will lead them to determine the author's major, themes and ideas.

DIRECTIONS: Respond to the following questions in the spaces provided.	
"The Lady and the Tiger"	
What happened?	A King has 2 doors 1 = tiger, 1 = marriage. A man flirts with his daughter & is punished, the princess tells him to open a door, story stops unfinished.
Who was there?	Princess / Lady behind the door Lover King
Why did it happen?	Because the King found his daughter and a lover together.
When did it happen?	Medieval times / Ancient times
Where did it happen?	In a semi-barbaric country

Figure 2.3 The Five Ws Map

Source: Mcknight, Katherine S. (2010). *The teacher's big book of graphic organizers 100 reproducible organizers that help kids with reading, writing, and the content areas*, p. 160. San Francisco: John Wiley & Sons, Inc.)

d) Concept Definition Map

Concept definition mapping is a strategy for teaching students the meaning of key concepts. Concept definition maps are graphic organizers that help students understand the essential attributes, qualities, or characteristics of a word's meaning. Students must describe what the concept is, make comparisons, tell that it is like, and cite examples of it.

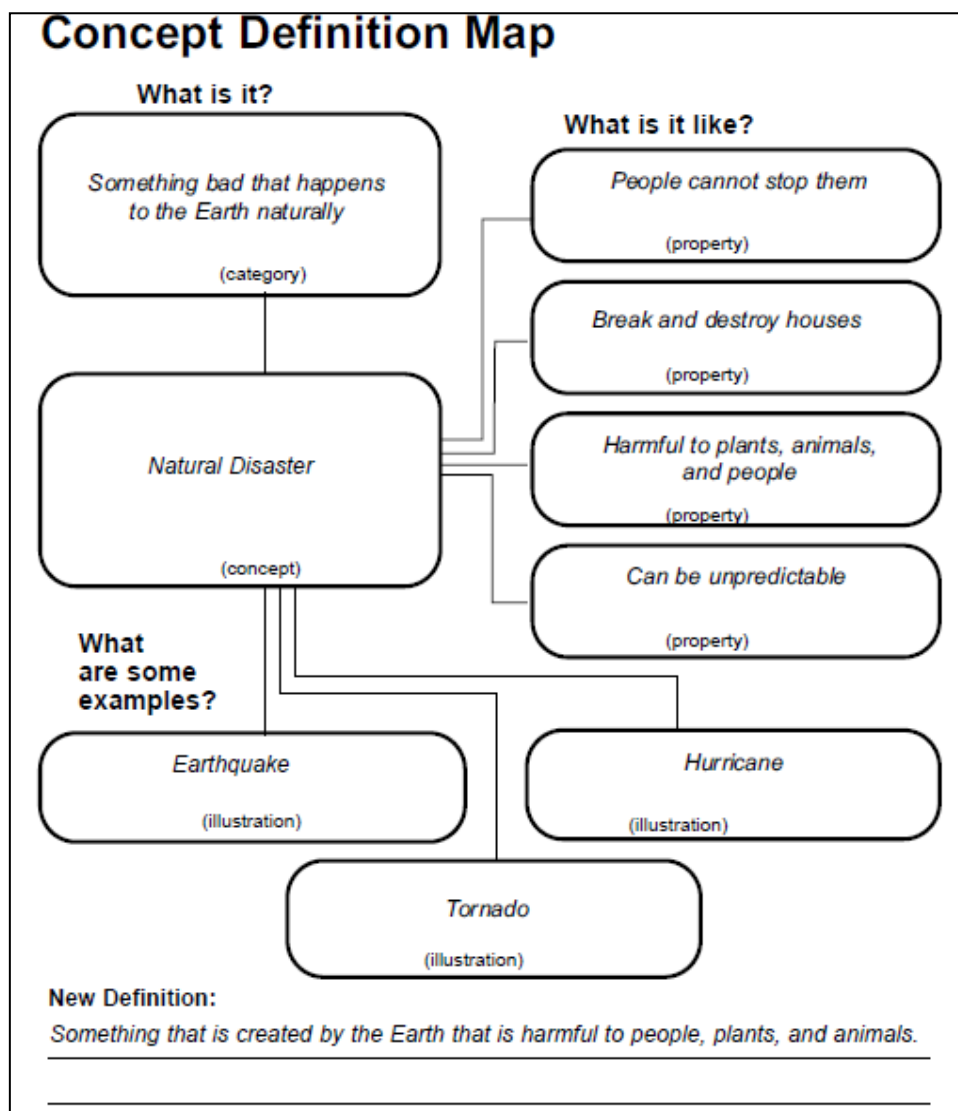


Figure 2.4 Concept Definition Map

(Source: Scholastic Inc. (2012). *Lesson plan: Using a concept definition map*. Retrieved from <http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/concept.pdf>)

e) **Spider Map**

This spider map can help students connect details and main ideas to the theme and various characters in a story. The topic is in the center with other relevant information that supports the topic in the branch of the center.

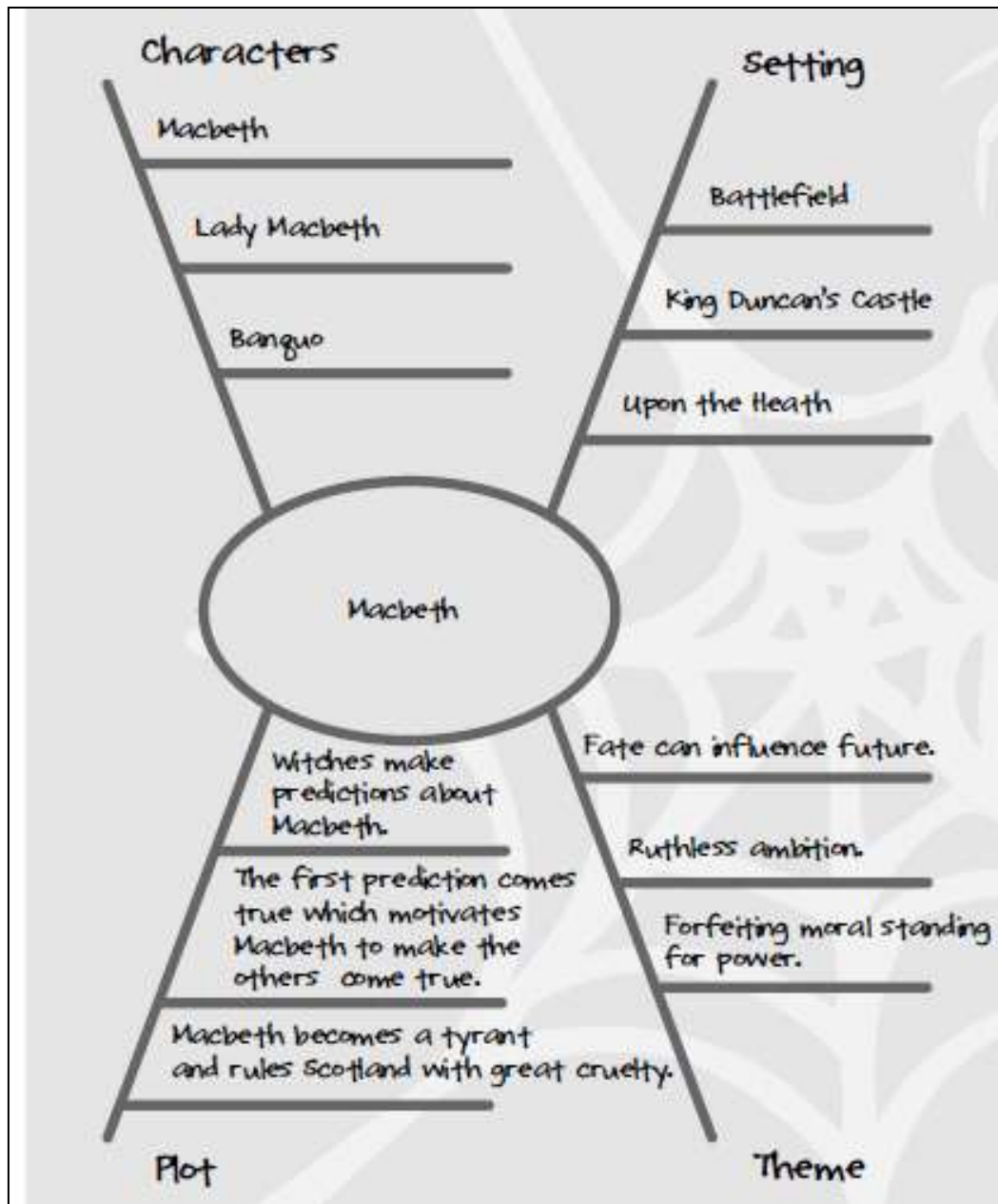


Figure 2.5 Spider Map

(Source: Mcknight, Katherine S. (2010). *The teacher's big book of graphic organizers 100 reproducible organizers that help kids with reading, writing, and the content areas*, p. 48. San Francisco: John Wiley & Sons, Inc.)

f) Problem and Solution Map

The problem and solution map helps students summarize text, identify the problems that occurred within the text, recognize solutions used to solve the problem, and interpret the end results.

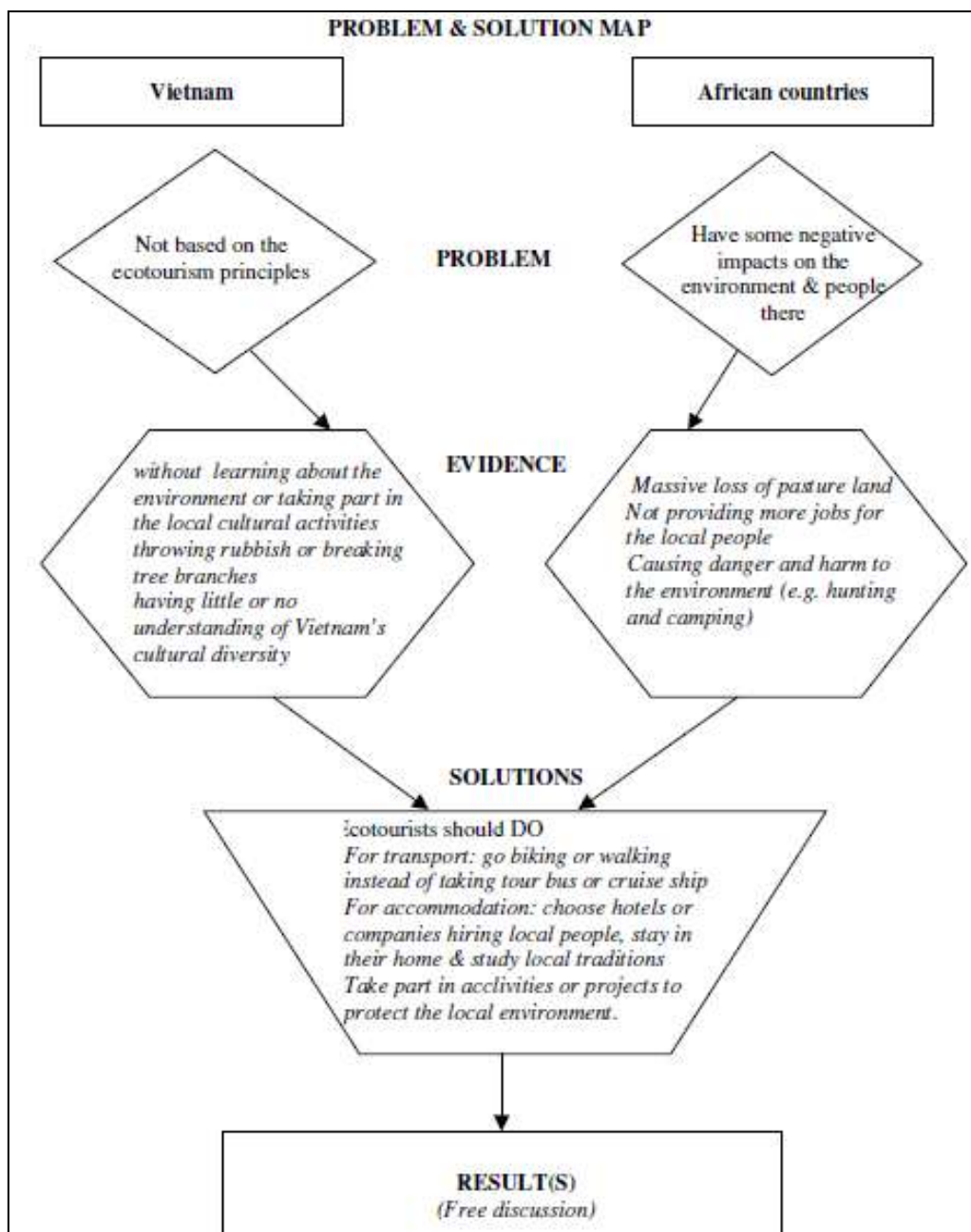


Figure 2.6 Problem and Solution Map
(Source: Duc, Hoang Tang. (2017). *Graphic organizers - Effective tools for teaching reading skills*, p. 10. Vinh University.)

g) Story Map

Story map helps visually display crucial information related to components of a story including the character(s), time, setting, plot, and problem. Story maps are one type of graphic organizers that are mainly used in narrative texts.

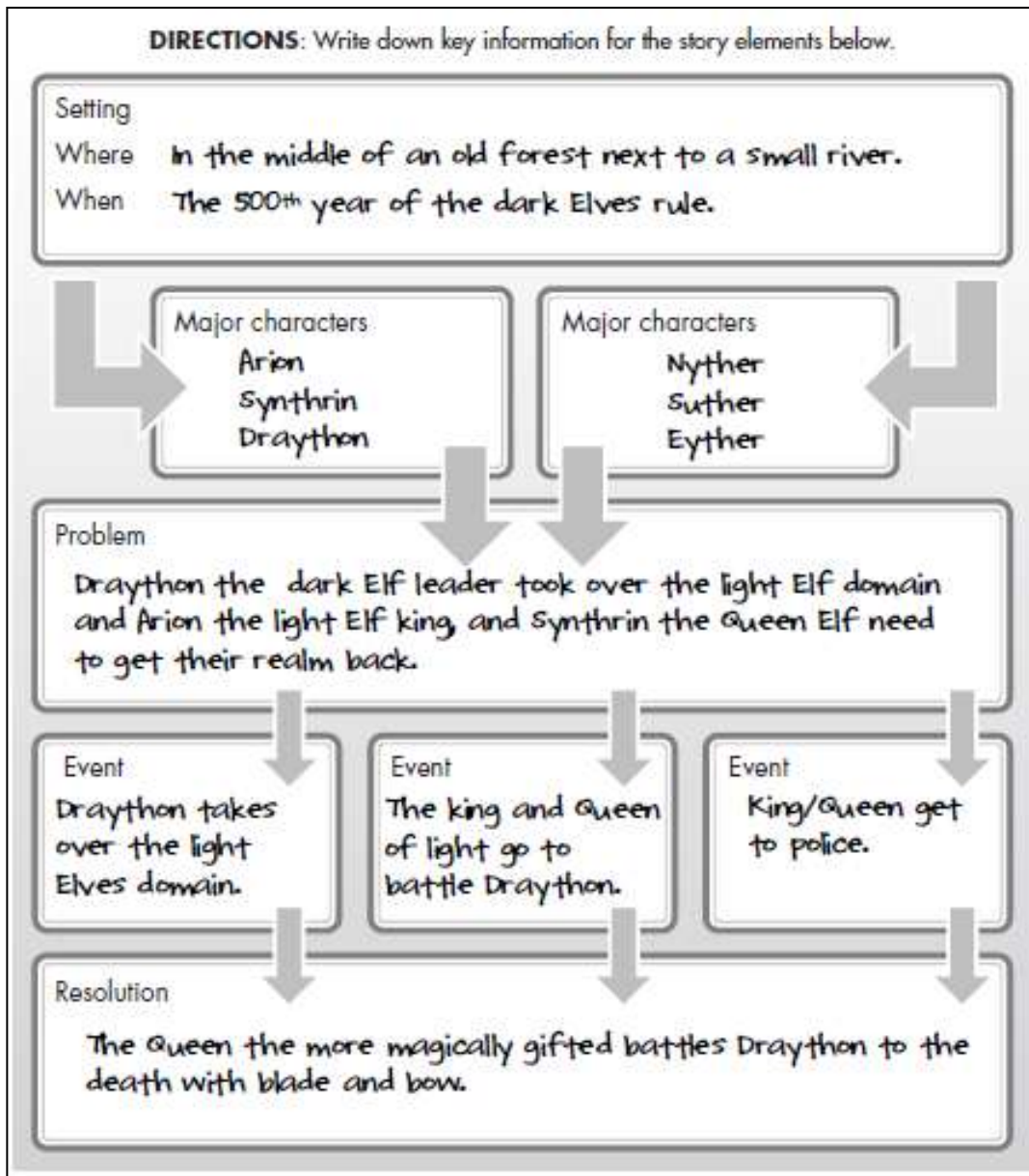


Figure 2.7 Story Map

(Source: Mcknight, Katherine S. (2010). *The teacher's big book of graphic organizers 100 reproducible organizers that help kids with reading, writing, and the content areas*, p. 182. San Francisco: John Wiley & Sons, Inc.)

h) Venn Diagram

A Venn diagram consists of two (or sometimes as many as five) overlapping circles. It is used to help students compare and contrast two characters, settings, events, or other literary elements. The Venn diagram is one of conceptual organizers that highlights similarities and differences. It is also an effective tool for students to easily think about how the information is organized.

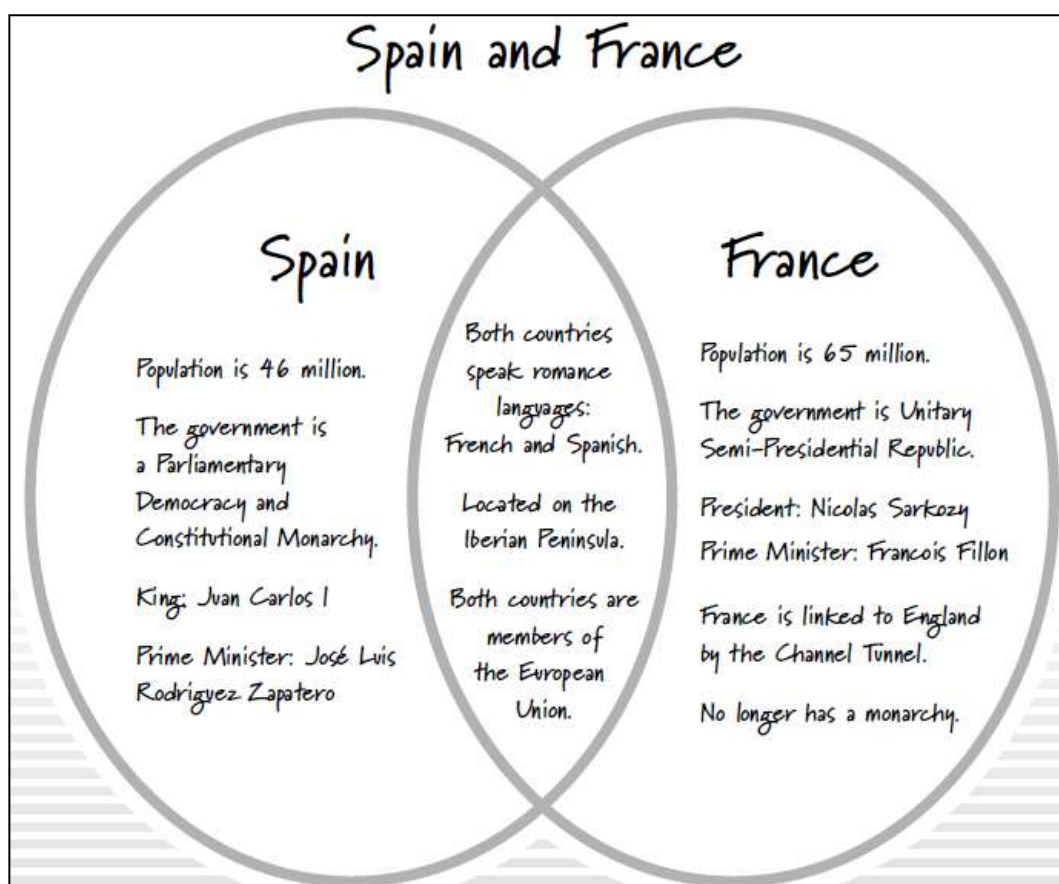


Figure 2.8 Venn Diagram

(Source: Mcknight, Katherine S. (2010). *The teacher's big book of graphic organizers 100 reproducible organizers that help kids with reading, writing, and the content areas*, p. 12. San Francisco: John Wiley & Sons, Inc.)

2.5.4 How to use the graphic organizers in reading comprehension?

Graphic organizers are really flexible tools; they can be used before, during, or after instruction. Before instruction, graphic organizers use to provide a

structured preview of what will be learned. During instruction, students can fill out a blank graphic organizer while the teacher provides information or during a pause in a lecture to show what they have learned. After instruction, it enables students to show their understanding and to state in concise terms what they have learned.

Moreover, teachers can use them for instruction, review, extension, and enrichment. They also can have their students work in pairs, groups, or in whole class. In order to help students get the most out of the graphic organizers, the following steps which is arranged by Hongkong Curriculum Development Institute (2001, p. 9) are recommended:

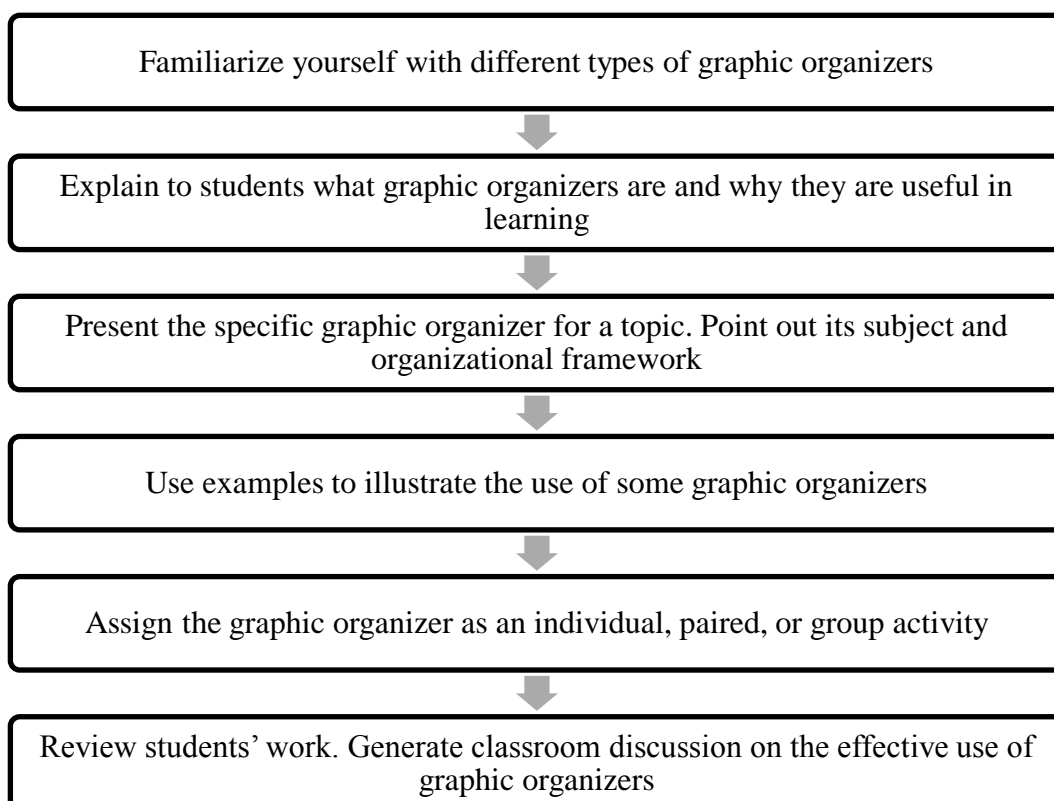


Figure 2.9 How to use the graphic organizers?

(Source: Hongkong Curriculum Development Institute. Personal, Social and Humanities Education Section. (2001). The use of graphic organizers to enhance thinking skills in the learning of economics, p. 9)

Both teachers and students can construct graphic organizers. Students should learn to construct them themselves after the teacher have modeled or provided sufficient instruction in how to do it. As Ellis (2004, p. 6) presents the sequence of enabling students to construct graphics as a four stage process namely:

- **Stage 1** (Teacher does it)
Teacher constructs the graphic organizer, provides students a copy, and uses it when teaching the content.
- **Stage 2** (Class does it)
Teacher and students co-construct graphic organizers depicting important ideas as the content is explored.
- **Stage 3** (Groups do it)
Teams of students construct graphic organizers via cooperative learning and the teacher acts as a guide-on-the-side.
- **Stage 4** (Individuals do it)
Students independently construct graphic organizers.

In this study, the writer tries to use a modification of the Five W's question and the Story Map model.

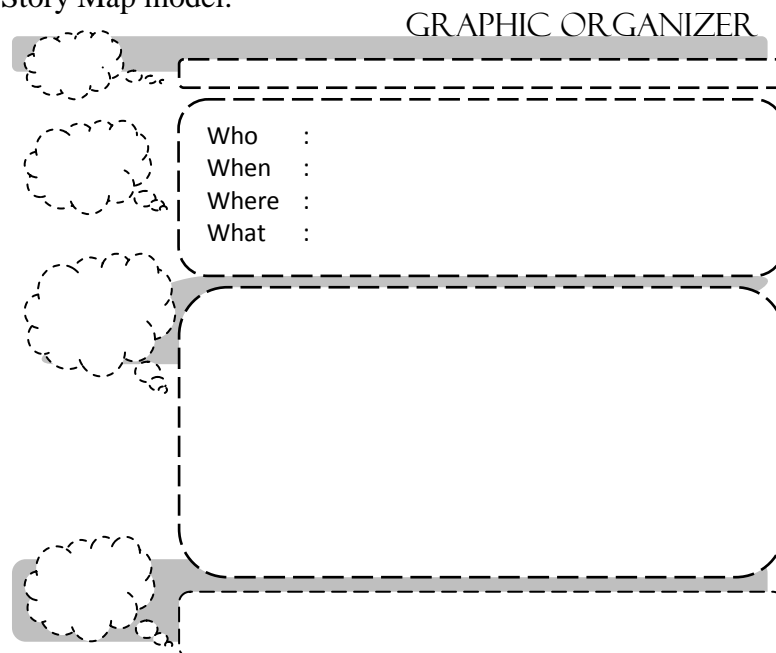


Figure 2.10 Graphic organizer

(Adapted from Mcknight, Katherine S. (2010). *The teacher's big book of graphic organizers 100 reproducible organizers that help kids with reading, writing, and the content areas*. San Francisco: John Wiley & Sons, Inc.)

2.5.5 Evidence for effectiveness: To what extent research has shown graphic organizers to be useful

Many research works developed in the use of graphic organizers for reading comprehension have come out to be very successful and useful, as previously explained. Graphic organizers can have a positive impact on reading comprehension (IARE, 2003, p. 11). The reading comprehension skills of students in elementary and secondary schools improve with the introduction of graphic organizers. After studying the research literature on reading comprehension, the National Reading Panel (2000) in the United States declared that graphic organizers are one of the seven most effective teaching strategies for reading comprehension. Teachers who include graphic organizers in their instructional practice can improve their students' academic performance.

Furthermore, Pullupaxi (2012, p. 83) reveals that the use of graphic organizers to improve reading comprehension is effective because the whole experimental group and every student individually improved their performance significantly with respect to the control group after the treatment. It was supported by Chiang (2005, p. 16) who investigated the effect of graphic organizer on Taiwanese tertiary students' EFL reading comprehension and attitude toward reading in English. She found that the use of graphic organizers is an effective pedagogical tool for promoting EFL reading comprehension and improving attitude toward EFL reading.

Afterwards, based on research finding and discussion which is done by Djoni (2015, p. 8), the use of graphic organizer in teaching reading

comprehension of analytical exposition text can give better improvement to students' reading comprehension. Besides, variety techniques in using graphic organizer and students' activeness also influence the effectiveness of using graphic organizer in teaching reading comprehension. This result was also supported by Ellis (2004) who notes that graphic organizers can contribute to increasing both classroom and achievement test scores. The increasing score of reading comprehension is related to the effectiveness of using graphic organizer. Additionally, Miranda's finding (2014, p. 1) suggests that graphic organizers are an effective reading comprehension intervention for the English language learner with learning disability and English language learner participants. Positive teacher perceptions of the intervention are also reported.

Numerous studies revealed that graphic organizers are a helpful method for improving student retention and recall of information. These learning tools can be used at all grade levels.

2.6 Understanding Recount Text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that "rounds off" the sequence of events (Wardiman et. al., 2008, p. 61). In addition, the generic structures that use in recount text are mentioned as follows: (Mukarto et. al., 2008, p. 54)

- **Title:** (optional)
- **Orientation:** Introducing the participants, place and time.
- **Events:** Describing series of event that happened in the past.

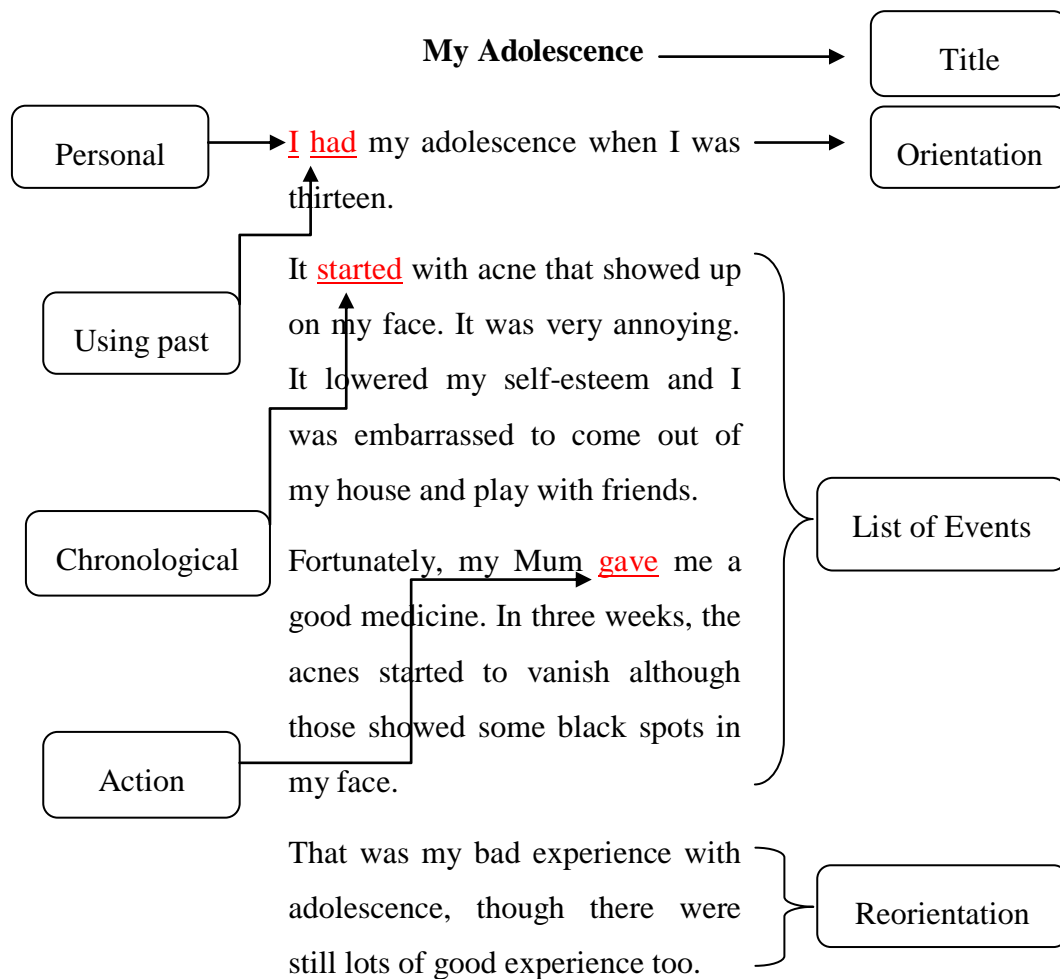
- **Reorientation:** It is optional. Stating personal comment of the writer to the story.

When writing the recount text you should focus on individual people (e.g. use the words, I or we, my group, my family etc.), use words which indicate chronological connection (e.g. after lunch, first, after, on Monday,), where the events took place (e.g. in the shed), write in the past tense (e.g. had, visited), and use action words (e.g. went, helped).

Example of recount text:

Language features

Generic Structure



CHAPTER III

RESEARCH METHODOLOGY

Research Method

The aims of this study are: (1) to find out whether or not the use of graphic organizers in teaching reading can increase students' reading comprehensions and (2) to discover the difficulties in applying graphic organizers media in teaching reading. Thus, the writer used the concurrent embedded strategy of mixed methods. As Creswell (2009, p. 214) states that:

This method can be identified by its use of one data collection phase, during which both quantitative and qualitative data are collected simultaneously. This embedding may mean that the secondary method addresses a different question than the primary method (e.g., in an experiment, the quantitative data addresses the outcomes expected from the treatments while the qualitative data explores the processes experienced by individuals in the treatment groups) or seeks information at a different level of analysis. The mixing of the data from the two methods is often to integrate the information and compare one data source with the other, typically accomplished in a discussion section of a study. However, the data may also not be compared but reside side by side as two different pictures that provide an overall composite assessment of the problem. This would be the case when the researcher uses this approach to assess different research questions or different levels in an organization.

Thus, the writer used experimental study in order to answer the first research question and interview to answer the second research question. This study is guided by certain hypothesis and the purpose was to examine the hypothesis. Sowell (2001, p. 5) states that quantitative mode suggests investigations involving numbers. Similarly, Moleong (2007, p. 4) also says that quantitative research is a research that involves a statistical or numbers or

quantity. In addition, it is used to determine the relationship, effect, and causes which rely on statistical result represented with number. Based on that understanding, this research used numbers in presenting data and using statistical formulation in analyzing the data since the writer wanted to find out the significant increase of the students' reading comprehension by comparing the score of students' pre-test and post-test. By obtaining the result, the writer answered the research question and proved the hypothesis.

This study had several objects of observation, it is called variables. According to Sowell (2001, p. 6), variables are the things that educational researchers study. Martono (2011, p. 55) also says that variable is a central focus in a quantitative study. This study had one variable that was manipulated and its impact was measured. The manipulated variable is known as independent variable while the affected variable is called dependent variable (Springer, 2009, p. 14). Alison and Susan (2005, p. 103) identify; the independent variable is the one that we believe may "cause" the result; the dependent variable is the one the researcher measures to see the effects the independent variable has on it. In this study, the independent variable was the use of graphic organizers as media and the dependent variable was to increase students' reading comprehension.

The design of the research used by the writer was pre-experimental design. There are three kinds of pre-experimental designs namely 1) One-shot case study design, 2) One group pretest-posttest design and 3) Static group comparison design (Sowell, 2001, p. 87). In this research, the writer used one group pretest-posttest design because the writer wanted to compare students' score in reading

before treatment and after treatment to find out the result of the treatments. Sowell (2001, p. 87) says that one group pretest-posttest design is a design where the participant group takes a pre-test before undergoing treatment, then takes a post-test.



Population and Sample

Population

The population of this research was all of the second grade students of MTsS Darul Ihsan in 2017/2018 academic year. There were five classes for the second grade students where the total number of students in this study were 146 students.

Sample

In conducting the research, the writer had to select one class from the population and involved them in this research. To select the sample, the writer used purposive sampling technique. Thus, the sample of this research was class VIII E which had 25 students. The writer took this class based on the recommendation from one of the English teachers in that school. The teacher suggested that class due to their lack of critical thinking. Moreover, all students in this class had quite similar basic competence, high motivation in learning English but less mastery of the subject.

Research Instrument

The instruments in this study were written test and interview guideline. The writer gave two passages about recount text to the students where each

passage had 10 questions, so the total of the questions were 20. The questions were included several aspects of reading comprehension namely; main idea, vocabulary, reference, and detail information. All these questions were designed based on Curriculum 2013 and syllabus for the second graders of junior high school. To maintain the validity of the instruments, the questions were crosschecked by experts.

Technique of Data Collection

The writer used three techniques of collecting data in order to get the data needed; experimental teaching, test (pre-test and post-test), and interview. The explanation would be discussed as follows:

2.6.1 Experimental Teaching

To obtain the data needed, an experimental teaching was one of the techniques used by the writer. In this study, the writer only used one class to treat, without control class. So, the writer focused on treating the experimental class in five meetings where the time allocation for each meeting is with 2x40 minutes. For the first meeting, the writer gave pre-test before introducing the topic and preparing students for the lesson. The second, third, and fourth meeting were treatments by using graphic organizers as media in teaching reading. Then, the fifth meeting was a post-test to see the students' improvement after treatments.

2.6.2 Test

Data used in this study was collected by conducting tests in order to get data about the achievement of students' reading comprehension. The test aimed to discover whether students make any progress or not in case of reading

comprehension skill before and after treatments. The tests were divided into two parts: pre-test and post-test.

a. Pre-test

Pre-test were given to students in the first meeting before the experimental teaching to measure the basic ability of students in reading.

b. Post-test

In the last meeting after the strategy had been applied, the students were given the posttest to measure the progress of their ability.

2.6.3 Interview

The data was also collected by doing interview for answering the second research question. Heriansyah (2008, p.47, as cited from Bogdan & Biklen, 1998) argues that interview is usually between two people or involving more. There are three types of interview namely structured, semi-structured, and unstructured interview (Ary, et. al., 2006, p. 483). Due to the types above, the writer used the semi-structured one to conduct the interview. Semi-structured interview was chosen because the interviewer can explore more about the questions based on the respondents' answer. Thus, it serves as a source to know the difficulties that faced by the teacher while using graphic organizers as media to increase students' reading comprehension.

In this study, the writer was interviewed by a person about her experiences in using graphic organizer as media with the total questions were 14 (see appendix). Furthermore, all of the questions were done in English. During the interview, the conversation was recorded by using phone recorder. The interview

lasted for 25 minutes and the result of the interview was transcribed into a written form.

Technique of Data Analysis

To analyze the collected data, the writer used some steps as follows: 1) Calculated the mean of pretest and the mean of posttest. 2) Used T-Test to analyze the hypothesis and to find out whether both of pretest and posttest have a significant difference, and 3) Analyzed the interview.

Test Analysis

In analyzing score of test, the writer calculated the mean of students score by using statistical formula (Sudjana, 2005, p. 128).

$$X = \frac{\sum FiXi}{\sum Fi}$$

Where:

X : mean (average score)

Fi : frequency

Xi : middle score of interval class

FiXi : the amount of multiplication between the frequencies and the middle scores of interval class

Before calculating the mean score, the data were distributed in frequency distribution list. The following steps were used in creating frequency distribution list:

The range of data

Range of data is the lowest score is subtracted by the highest score. The formula is:

$$R = H - L$$

Where:

R : range

H : the highest score

L : the lowest score

Number of interval class

In determining the number of interval, the following formula was used:

$$I = 1 + 3.3 \log n$$

Where:

I : the sum of interval class

n : the sum of sample

The length of interval

In determining the length of interval class, the following formula was used:

$$P = \frac{R}{I}$$

Where:

P : length of interval

R : the range of score

I : interval

Table distribution of test

After finding the range of data, number of interval classes, length of interval, the data was served in distribution table as follow:

Table 3.1: Distribution Table (Sudijono, 2006, p. 97)

Interval Class	Frequency (Fi)	Xi	FiXi
Total			

Where:

Fi : frequency

Xi : the middle score of interval class

FiXi : the amount of multiplication between the frequencies and the middle scores of interval class

The purpose of mean calculation was to know the average score of students and to compare average score of pre-test and post-test. So, we can see the significant effect resulted from this study. The significant effect was defined through the difference scores between pretest and posttest result. It can be either positive or negative.

Hypothesis (T-count)

T-count was used to see the significant differences between two means.

The formula is: (Arikunto, 2010, p. 349)

$$t = \frac{M_d}{\sqrt{\frac{\sum X_d^2}{N(N-1)}}$$

Where:

t : t-count

M_d : the mean score of deviation of pre-test and post-test

d : deviation/difference

$\sum X^2 d$: the sum of squares deviation

N : the sum of sample

The hypothesis was proved by comparing t_{count} and t_{table} . To obtain t_{table} , the writer needed to know the degree of freedom (df). The writer used the following formula to calculate the degree of freedom (df):

$$df = N - 1$$

Where:

df : degree of freedom

N : the sum of sample

Afterwards, the writer compared the value of t-score with the value of t-table at the significant level 5% ($\alpha=0.05$) to prove the hypothesis. According to Sudiono (2010, p. 38), there are two roles to compare the t-score and t-table:

- If t-score is equal or more than critical t-table, so the null hypothesis is rejected and the alternative hypothesis is accepted. It means that the use of graphic organizer as media increase students' reading ability.
- If t-score is smaller than critical t-table, so the null hypothesis is accepted and the alternative hypothesis is rejected. It means that the use of graphic organizer as media cannot increase students' reading ability.

Data analysis of interview

The interview analysis was transcribed into written form (see appendix). The transcripts were single-spaced with double spacing between speakers.

CHAPTER IV

DATA ANALYSIS

4.1 Result

This chapter presents the analysis of research data. Research data was collected at the second year students of MTsS Darul Ihsan Aceh Besar from November 22 until December 1, 2017. The sample of this research was class VIII E which is consisted of 25 students. During the research time, the writer did one meeting for giving pre-test, three meetings for treatment by applying graphic organizer as media, and one meeting for giving post-test. Then, the result of the research was analyzed by using several statistical formulas. The following explanation explained how the writer analyzed the data.

4.1.1 Data presentation and analysis

There were two tests in this study, pre-test and post-test. The result of both tests could be seen as follow:

Table 4.1 The table of pre-test and post-test score

No	Students' Initial	Pre-Test Score	Post-Test Score
1	FN	45	50
2	FY	37.5	95
3	FA	55	80
4	HN	65	95
5	IKS	40	85
6	IPS	90	85
7	IU	30	75
8	JRF	70	75
9	KPF	85	95
10	MR	15	40
11	MS	70	90
12	MI	35	70
13	NI	60	75

14	NA	75	95
15	RA	65	80
16	RF	45	70
17	RM	80	85
18	RJ	30	75
19	RN	30	30
20	SKA	35	45
21	SHJ	75	90
22	TN	60	50
23	UQ	32.5	65
24	WEFH	35	40
25	ZS	20	20

Based on table above, the highest score for the pre-test was 90 which was gained by 1 student and the lowest score was 15 which was gained by 1 student. While the highest score for post-test was 95 which was gained by 4 students and the lowest score was 20 which was achieved by 1 student. The percentage of the students score's between pre-test and post-test is showed in the table below:

Table 4.2 The percentage of students' improvement from pre-test to post-test

Result	Number of students	Percentage
Increase	21	84%
Stable	2	8%
Decrease	2	8%
Total	25	100%

Based on the table, total students who had developed their ability in reading comprehension were about 84% of students, while the percentage of students who had constant score and gained negative development were similar. In order to get the mean of both data, the writer classified the scores into the

frequency distribution list. Then, the writer calculated the mean of both pre-test and post-test scores by using means formula based on following measurement.

4.1.1.1 Calculation of mean of pre-test scores

- Arranging the pretest score from the lowest up to highest

15	20	30	30	30	32.5	35	35	35	37.5
40	45	45	55	60	60	65	65	70	75
75	75	80	85	90					

- Determining total Range of score

$$R = H - L$$

$$R = 90 - 15$$

$$R = 75$$

- Determining the number of Interval classes by using *Sturges Rule*

$$I = 1 + (3.3) \log n$$

$$I = 1 + (3.3) \log 25$$

$$I = 1 + (3.3) 1.4$$

$$I = 1 + 4.62$$

$$I = 5.62$$

$$I \approx 6$$

- Determining the length of interval class

$$P = \frac{R}{I} = \frac{75}{6} = 12.5 \approx 13$$

- Frequency distribution of pre-test

Table 4.3 The frequency distribution of pre-test score

Interval	Frequency (Fi)	Xi	FiXi
15-27	2	21	42
28-40	9	34	306
41-53	2	47	94
54-66	5	60	300
67-79	4	73	292
80-92	3	86	258
Total (N)	25		1292

- Means of pre-test score

Based on the frequency distribution table above, the writer determined the mean score by using the following formula:

$$X = \frac{\sum FiXi}{\sum Fi}$$

$$X = \frac{1292}{25}$$

$$X = 51.68$$

$$X \approx 52$$

4.1.1.2 Calculation of mean of post-test scores

- Arranging the pretest score from the lowest up to highest

20 30 40 40 45 50 50 65 70 70

75 75 75 75 80 80 85 85 85 90

90 95 95 95 95

- Determining total Range of score

$$R = H - L$$

$$R = 95 - 20$$

$$R = 75$$

- Determining the number of Interval classes by using *Sturges Rule*

$$I = 1 + (3.3) \log n$$

$$I = 1 + (3.3) \log 25$$

$$I = 1 + (3.3) 1.4$$

$$I = 1 + 4.62$$

$$I = 5.62$$

$$I \approx 6$$

- Determining the length of interval class

$$P = \frac{R}{I} = \frac{75}{6} = 12.5 \approx 13$$

- Frequency distribution of post-test

Table 4.4 Frequency distribution of post-test score

Interval	Frequency (Fi)	Xi	FiXi
20-32	2	26	52
33-45	3	39	117
46-58	2	52	104
59-71	3	65	195
72-84	6	78	468
85-97	9	91	819
Total (N)	25		1755

- Means of post-test score

Based on the frequency distribution table above, the writer determined the mean score by using the following formula:

$$X = \frac{\sum FiXi}{\sum Fi}$$

$$X = \frac{1755}{25}$$

$$X = 70.2$$

$$X \approx 70$$

The aim of determining the mean score was to know the average ability of students in the pre-test and post-test. The writer found out that the mean score between the two tests were different. The mean score of pre-test was 52 while the mean score of post-test was 70. In conclusion, post-test score was higher than pre-test by 18 points. Due to the improvements, the writer concluded that graphic organizer gave significant increase for students' reading comprehension.

4.1.2 Hypothesis testing and analysis

In order to make the analysis more reliable, the writer used t-test formula to analyze the hypothesis and to find the significant difference. In this study, the writer used t-test formula as suggested by Arikunto (2010, p. 349)

$$t = \frac{M_d}{\sqrt{\frac{\sum X_d^2}{N(N-1)}}}$$

Where:

t : t-test

M_d : the mean score of deviation of pre-test and post-test

d : deviation/difference

$\sum X^2 d$: the sum of squares deviation

N : the sum of sample

Table 4.5 Determining of students' gain score (d) and X_d

No	Students' Initial	Pre-Test Score (X)	Post-Test Score (Y)	Difference (Y-X)	X_d (d - M_d)	X_d^2
1	FN	45	50	5	-13.8	190.44

2	FY	37.5	95	58	38.7	1497.69
3	FA	55	80	25	6.2	38.44
4	HN	65	95	30	11.2	125.44
5	IKS	40	85	45	26.2	686.44
6	IPS	90	85	-5	-23.8	566.44
7	IU	30	75	45	26.2	686.44
8	JRF	75	75	0	-18.8	353.44
9	KPF	85	95	10	-8.8	77.44
10	MR	15	40	25	6.2	38.44
11	MS	70	90	20	1.2	1.44
12	MI	35	70	35	16.2	262.44
13	NI	60	75	15	-3.8	14.44
14	NA	75	95	20	1.2	1.44
15	RA	65	80	15	-3.8	14.44
16	RF	45	70	25	6.2	38.44
17	RM	80	85	5	-13.8	190.44
18	RJ	30	75	45	26.2	686.44
19	RN	30	30	0	-18.8	353.44
20	SKA	35	45	10	-8.8	77.44
21	SHJ	75	90	15	-3.8	14.44
22	TN	60	50	-10	-28.8	829.44
23	UQ	32.5	65	33	13.7	187.69

24	WEFH	35	40	5	-13.8	190.44
25	ZS	20	20	0	-18.8	353.44
Total (Σ)		1292	1755	470		7476.5

Then the writer calculated the t-score of pretest and posttest as follow:

$$M_d = \frac{\sum d}{N} = \frac{470}{25} = 18.8$$

Then,

$$t = \frac{M_d}{\sqrt{\frac{\sum X_d^2}{N(N-1)}}} = \frac{18.8}{\sqrt{\frac{7476.5}{25(25-1)}}} = \frac{18.8}{\sqrt{\frac{7476.5}{25(24)}}} = \frac{18.8}{\sqrt{\frac{7476.5}{600}}} = \frac{18.8}{\sqrt{12.46}} = \frac{18.8}{3.53} = 5.33$$

From the calculating data, it was obtained that the value of t_{count} is 5.33.

The next step was calculating t_{table} by determining the degree of freedom (df).

$$df = N - 1$$

$$df = 25 - 1$$

$$df = 24$$

Then, determining t_{table} value in which the degree of freedom is 24 and the level of significant is 5% (0.05). It obtained that t_{table} is 1.711.

From the result of the study, it was clear that t_{count} value was bigger than t_{table} value. It was $5.33 > 1.711$. Thus, it means that hypothesis null (H_0) was rejected and hypothesis alternative (H_a) was accepted. It means that there was a statistically increased in students' reading comprehension following the use of graphic organizers as media.

4.2 Discussion

4.2.1 The process of teaching

As it was mentioned in chapter one, the aim of this study was to find out whether or not the use of graphic organizers in teaching reading can increase students' reading comprehension. The writer found the result was quite satisfying after doing experimental study at MTsS Darul Ihsan Aceh Besar. The score significantly increased after the writer gave treatment which was showed by the mean of pre-test score (52) and the mean of post-test score (70). To make it clear, the writer described the process of teaching that had been done as follow:

a. First meeting

The first meeting was conducted on November 22, 2017. The writer came to the class accompanied by the English teacher. The writer started with introducing herself and mentioning her purposes to do research in their class. Then, the writer handed out the pre-test to the students. They had time sixty minutes to complete the pre-test which is consisted of twenty questions, started from nine past twenty until ten past twenty.

The texts used in pre-test were taken from national examination (UN) questions for Junior High School Level. The questions for the pre-test were made by the writer herself. There were two texts and twenty questions which were consisted of 4 questions for main idea, 2 questions for reference, 4 questions for vocabulary and 10 questions for detail information. The purpose of the pre-test was to find out students' ability in reading comprehension before giving the treatments.

b. Second meeting

The second meeting was conducted on November 23, 2017. At the first meeting of treatment, the writer began by describing about recount text. She explained about the structure of the recount text which consists of: orientation, event, and reorientation and language features that is used in recount text such as; personal reference, transition signal, using action verb and using past tense.

After giving explanation about recount text, the writer gave a handout for each student that contains an example of recount text entitled 'My Adolescence' and asked them to read it. After that, the writer addressed several questions about the text like; what text tells about, who was involved, what happened, where the events took place, and when it happened. The students looked enthusiasm in answering the questions.

Furthermore, the writer hanged a big graphic organizer on the white board. It really captured students' attention. The writer explained about graphic organizers and told the function of graphic organizers. Next, the writer explained how to put the text into graphic organizer.

c. Third meeting

The third meeting was conducted on November 29, 2017. At this meeting, the writer first began by reviewing the previous lesson. Then, she gave a handout which contains two recount texts and a graphic organizer paper. The writer asked students to predict what the text was about. While the students were thinking about the content of the text and giving opinion, the writer began to draw graphic

organizer on whiteboard and wrote students' response. After that, the writer explained again about text structures as well as language features of the text.

When everyone understood, students were asked to solve the second text in pairs. They asked to put the points of the second text into a graphic organizer. The writer gave time around twenty minutes for students. After the graphic organizers completed, the writer asked students to compare their work and discuss with other groups. After discussing, the writer gave question sheet for them to answer in pairs. The question sheet was not scored. The writer just wanted to see how well each student can use the graphic organizers and saw their understanding in reading text.

d. Fourth meeting

The fourth meeting was conducted on November 30, 2017. Firstly, the writer reviewed the last lesson material. Then, the writer gave out again a worksheet which contained two texts, an answer sheet with the graphic organizer inside, and several questions. The students were asked to work in pairs. While they were working, the writer assisted those who had difficulties in finishing the task. When everybody had been completed their worksheet, the writer along with students discussed and checked their work together. This work was considered as their exercise and the score was given to their English teacher as daily assessment.

e. Fifth meeting

The last meeting was conducted on December 1, 2017. At this time, the writer did not give treatments anymore but gave post-test to the students. They

had time sixty minutes to complete the post-test, started from nine past twenty until ten past twenty.

There were two texts and twenty questions used in post-test. The texts were taken from English textbook for second grade of Junior High School (English on Sky 2) and a website (<https://belajar.kemdikbud.go.id/BankSoal/Home/ViewSoal/>). On the other hand, the questions were made by the writer herself. The parts of question were similar with pre-test, it consisted of 4 questions for main idea, 2 questions for reference, 4 questions for vocabulary and 10 questions for detail information. The writer also provided graphic organizer in answer sheet of the post-test. Those graphic organizers were not scored. The writer wanted to see how well each student can use the graphic organizers and saw their reading comprehension achievement.

4.2.2 The increase of students' reading comprehension

Table 4.6 The increase of students' pre-test and post-test score

Test	Total Score	Mean	T-Count	T-Table
Pre-test	1292	52	5.33	1.711
Post-test	1755	70		

Based on table above, it concluded that pre-test and post-test score had the significant increase. The mean score of pre-test was 52, while the mean score of post-test was 70. If we compared the two means of the tests, it was clearly seen that the mean of post-test was higher than pre-test. There was a slight increase of score up to 18 points. It clarified and proved that the treatments by using graphic organizer as learning media could increase students' reading achievement.

Furthermore, it can be summarized that t_{count} was higher than the t_{table} ($t_{\text{count}} = 5.33 > t_{\text{table}} = 1.711$). So, the alternative hypothesis (H_a) which was

clarified accepted that there is the significant increase of the students' reading comprehension after they are taught by using graphic organizers. Hence, the null hypothesis (H_0) that there is no the significant increase of the students' reading comprehension after they are taught by using graphic organizers was rejected.

However, it was important to discuss what aspects of reading had been achieved or increased. The research results were classified into each reading aspects, which are main idea, reference, vocabulary, and detail information. The differences of the mean score of each criterion between pre-test and post-test are displayed in the chart below: (For further explanation related to students' score for each reading aspects of pre-test and post-test, see appendix)

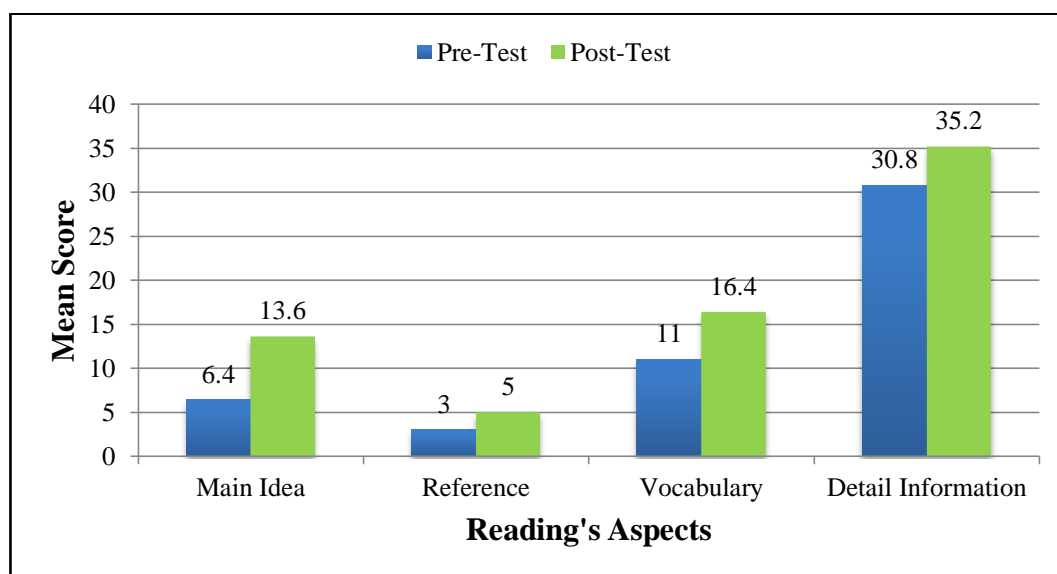


Figure 4.1 The mean of each speaking aspects in pre-test and post-test

From the figure above, it can be seen the comparison mean score between pretest and posttest in all aspects. There was a significant increase of students' comprehension.

For the aspects of main idea, the mean score rose substantially. As the writer analyzed student's answer sheet in pretest, she found that many students

provided answer which were not related to the questions. However, after the writer taught them by using graphic organizers, most students are able to response to the questions.

Then, students' ability in determining reference slightly increased. Most students wrote incorrect respond in the pretest. They were still unable to determine the reference of a pronoun in a passage. Only several students became more knowledgeable in determining the reference after they are taught by using graphic organizer.

Furthermore, students' ability of vocabulary considerably increased. It can be seen in the chart. It meant that graphic organizer also had a positive effect on the students' vocabulary.

Finally, students' ability in finding detailed information had a significant increase. After the treatments given, students' achievement increased much better even though their pre-test score had already been quite good. Most students could easily answer the questions that dealt with specific information.

4.2.3 The difficulties in applying graphic organizers media in teaching reading

In order to get the data of teacher's difficulties in applying graphic organizers as media in teaching reading, the teacher was interviewed by given some questions and guided by interview guideline. The type of interview was semi-structured interview where the interviewer can add other questions.

Graphic organizer is a visual organizer such as a map, chart, or diagram that shows relationship. Students can use many types of graphic organizers to arrange their ideas before they start writing. They can do brainstorming by

using graphic organizer. Whatever pops into their mind, they put it in graphic organizer. By using graphic organizer, it helps students to point out each aspects of reading comprehension. Besides, the content of the story is easier to understand and learn. It also helps students to separate what is important from not essential information.

The problem that the teacher faced mostly was lack of vocabulary and lack of structure. For the lack of vocabulary, when the students read the text they spend time in looking dictionary. For the lack of structure, some of them still did not know about pronoun, reference, WH questions, and the differentiation between infinitive verb, past verb, and past participle. Here is the teacher's statement about difficulties when applying graphic organizer in the interview:

Excerpt 1:

The difficult thing is they are still lack of vocabulary//when they read the text they don't know the meaning of the text//they cannot differentiate between verb 1 and verb 2//about reference also, some of them know it, some forget about it, and some really don't know about it//So I have to explain it all from the first//I explain about past tense//I explain again about reference//about pronouns// I also explain about WH question//it a little bit take time//I have another problem// all of the text I have given is recount text about personal experience. So the writer use "I" in the story//Nah, when they put the story into the graphic organizer, they still use "I", not the writer or he or she//but it's not a big problem//after I explained about the error//they fix it// They also not familiar with long text//So, they are protest when I give many text.

To overcome the difficulties of vocabularies, the teacher had taught them about guessing the meaning of vocabulary without looking at dictionary by inferring it with the text before and after the word. For the structure, the teacher had explained again from the basic about past tense, pronouns, reference, and WH questions. It took times and reduced times for exercising graphic organizer. The

teacher stated about the way she overcame the challenges in the interview as follows:

Excerpt 2:

I explained again what they don't know as I said before//even it takes time and reduce the time to exercise the graphic organizer.

However, graphic organizer has no relationship with vocabulary and structure because it just helps students to separate what is important to know from not essential information in note taking. It is beneficial not only for reading text in English but also Bahasa Indonesia. They can use graphic organizer for other subjects or use it in pre-reading which helps stimulate prior knowledge before reading. So that, students will read with a purpose. It is shown by the teacher's argument in the interview below:

Excerpt 3:

Actually it did not for graphic organizer//but more to basic knowledge about grammar//So it's worth to continue//because it not also help them in English subject//but also help them in other subjects.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

This study dealt with the use of graphic organizer as media in teaching reading. It aimed to; (1) figure out whether or not the use of graphic organizers in teaching reading can increase students' reading comprehension and (2) discover the difficulties in applying graphic organizers media in teaching reading. It was particularly focused on main idea, reference, vocabulary, and detail information. The sample of the study was 25 students in class VIII E at MTsS Darul Ihsan Aceh Besar. The data were collected by using tests (pre-test and post-test) and interview. According to the result in the previous chapter, some conclusions can be inferred of this research:

1. The result of the study showed that the students' score were increased. There was a significant difference on the mean score between pre-test and post-test. The mean score of students' achievement in pre-test was about 52 whereas in post-test was 70. It can be seen that post-test score was higher than pre-test score. It was also proved by statistical analysis, where t_{count} was higher than t_{table} . It means that the writer's hypothesis or alternative hypothesis (H_a) "There is the significant increase of the students' reading comprehension after they are taught by using graphic organizers" was accepted. It meant that the use of graphic organizers as media in teaching reading can increase

students reading ability and it was also an effective media to support teaching and learning process.

2. All of reading aspects like finding main idea, reference, vocabulary and detail information that have been assessed were improved from pre-test score to post-test score. It happened due to the use of graphic organizer in teaching reading in that class gave positive impact for the students.
3. The difficulties found by the teacher were: the students were lack of vocabularies and poor basic knowledge of structures which took times for re-explanation and reduced time for exercising graphic organizers.

5.2 Suggestions

After concluding this study, the writer would like to give some suggestions for those who are interested in this study as follow:

1. For the students

In increasing reading ability, the students are suggested to practice their reading as often as they can and make reading activity as their habit. Reading activities would enhance their vocabulary and comprehension. It will help them easy in understanding a text and increasing their knowledge as well. They are also suggested to use graphic organizers when they are reading long texts to enhance their reading comprehension.

2. For the English teachers

The English teacher should consider the students' needs and interest before designing the reading materials to reduce the students' boredom and monotonous. The teacher also should make student familiar with many texts.

Besides, the teacher is suggested to use various graphic organizers with different text genres.

3. For other writers

The writer hopes that these information are useful for the further progress in education development especially in teaching reading. This study can also be a reference for those who want to conduct the same study in the future. Furthermore, the writer suggests other researchers to investigate the effectiveness of using graphic organizers in teaching other skills like listening, writing, or speaking. The implementation of graphic organizers in teaching English may also have significant impact for improving other skills.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : UN.08/FTK/PP.00.9/12083/2016
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 24 November 2016

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Menunjuk Saudara:
 1. Khairiyah Syahabuddin, M.Hsc. Est., M.TESOL, Ph.D Sebagai Pembimbing Pertama
 2. Syarifah Dahliana, M.Ag., M.Ed., Ph.D Sebagai Pembimbing Kedua
 Untuk membimbing Skripsi :
 Nama : Novia Riski
 NIM : 231121316
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Using Graphic Organizers as Media to Increase Students' Reading Comprehension
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 5 Desember 2016

An. Rektor
 Dekan,



[Signature]
 Dr. Mujiurrahman, M. Ag
 NIP. 197109082001121001



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-10877/Un.08/TU-FTK/ TL.00/12/2017

02 Desember 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Novia Riski
N I M	: 231 121 316
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: XIII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl.Tgk. Glee Iniem No.10 Tungkop Darussalam Aceh Besar

Untuk mengumpulkan data pada:

MTs Darul Ihsan Aceh Besar

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Using Graphic Organizers as Media to Increase Students' Reading Comprehension

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.


 AA. Dakan,
 Kepala Bagian Tata Usaha,

 M. Saleh Farziah Ali

Kode 1515



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BESAR

Jalan Bupati Bachtiar Panglima Polem, SH, Telpon 0651-92174, Fax 0651-92497

KOTA JANTHO – 23911

email : kabacehbesar@kemenag.go.id

Kota Jantho, 20 November 2017

Nomor : B-795 /KK. 01.04/PP.00.02/11/2017
 Lampiran : -
 Perihal : Mohon Bantuan dan Izin Mengumpulkan Data
 Penyusunan Skripsi

Kepada Yth.

Kepala MTs S Darul Ihsan Aceh Besar

di –
 Tempat

Assalamu'alaikum wr. wb.

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh, Nomor : B-10977/Un.08/TU-FTK/TL.00/11/2017 tanggal 17 November 2017, Perihal sebagaimana tersebut dipokok surat, maka dengan ini memberi izin kepada mahasiswa/i yang tersebut namanya dibawah ini :

Nama : **Novia Riski**
 Nim : **231 121 316**
 Pogram Studi : **Pendidikan Bahasa Inggris**

Untuk melakukan pengumpulan data dalam rangka penyusunan Skripsi untuk meyelesaikan studinya pada Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh, di MTs S Darul Ihsan Aceh Besar, adapun judul Skripsi:

" USING GRAPHIC ORGANIZERS AS MEDIA TO INCREASE STUDENTS' READING COMPREHENSION ".

Atas bantuan dan kerja samanya kami ucapkan terima kasih.



Ka Sub Bag Tata Usaha

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh

2. Mahasiswa ybs



KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH SWASTA DARUL IHSAN
 معهد دار الإحسان للتربية الإسلامية



DAYAH DARUL IHSAN TGK. H. HASAN KRUENG KALEE

NPSN: 10100263; NSM: 3121100606047; Jl. Tgk. Glee Iniem, Desa Siem, Kec. Darussalam, Kab. Aceh Besar Kode Pos: 23373

SURAT KETERANGAN PENELITIAN

Nomor: Mts. 01.045/PP.00.5/ 125/2017

Yang bertanda tangan di bawah ini, Kepala MTs Darul Ihsan Gampong Siem, Kecamatan Darussalam, Kabupaten Aceh Besar, dengan ini menerangkan bahwa:

Nama : Novia Riski
 NIM : 231 121 316
 Prodi : Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas adalah mahasiswa UIN Ar-Raniry Darussalam Banda Aceh yang telah selesai melaksanakan Penelitian dan Pengumpulan Data Skripsi di Madrasah Tsanawiyah Swasta Darul Ihsan dengan judul:

Using Graphic Organizers As Media To Increase Students' Reading Comprehension.

Demikianlah surat keterangan ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.



Siem, 29 November 2017

Kepala

Edhannorah, S.Pd.I., M.Pd.
 Nip. 19800404 200710 2 005

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : MTsS Darul Ihsan

Kelas/Semester : VIII/I

Mata Pelajaran : Bahasa Inggris

Keterampilan : Membaca (*Recount Text*)

Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang mewujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi diwaktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

- 4.11 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi diwaktu lampau (*personal recount*).

C. INDIKATOR

- 1.1.1. Mengagumi suara, dialek, dan gestur temannya sebagai kesempurnaan makhluk ciptaan tuhan.
- 2.1.1 Menunjukkan sikap sopan, dalam bertutur kata baik terhadap guru maupun teman.
- 2.2.1 Menunjukkan sikap percaya diri saat melakukan percakapan bahasa Inggris di depan kelas.
- 2.3.1 Menunjukkan sikap tanggung jawab dalam mengerjakan tugas bahasa Inggris.
- 3.11.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks *recount*.
- 4.11.1 Mengidentifikasi informasi rinci dari teks *recount*
- 4.11.2 Mengidentifikasi *reference* dari teks *recount*
- 4.11.3 Mengidentifikasi *main idea* dari teks *recount*.

D. TUJUAN PEMBELAJARAN

1. Siswa memahami tujuan komunikasi dari teks *recount*.
2. Siswa memahami makna kata dan struktur teks dari teks *recount*.
3. Siswa mampu mengidentifikasi informasi rinci dari teks *recount*.
4. Siswa mampu menentukan *reference* yang terdapat dalam teks.
5. Siswa mampu menentukan *main idea* yang terdapat dalam teks
6. Siswa mampu mengetahui cara menyajikan teks *recount* dalam *graphic organizer*.

E. MATERI PEMBELAJARAN

Fungsi sosial:

Recount text:

- A text which retells events or experiences in the past.
- Its purpose is either to inform or to entertain the readers.
- A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that “rounds off” the sequence of events.

Struktur teks

- **Title:** (optional)
- **Orientation:** Introducing the participants, place and time.
- **Events:** Describing series of event that happened in the past.
- **Reorientation:** It is optional. Stating personal comment of the writer to the story.

Unsur kebahasaan:

- *Introducing personal reference:* I, we, my group, my father, etc
- *Using chronological connection:* then, first, before, after, on Monday, in the morning, etc
- *Using action verb:* look, go, change, etc
- *Using simple past tense:* went, saw, showed

F. METODE PEMBELAJARAN

Pendekatan : *Cooperative learning*

Strategi : *Graphic organizers*

G. SUMBER, MEDIA DAN ALAT BANTU PEMBELAJARAN

Sumber : *English on The Sky 2 for Junior High School*

Media : Papan tulis, spidol, handout graphic organizers and recount text

H. LANGKAH-LANGKAH PEMBELAJARAN**Pertemuan 1**

KEGIATAN DAN WAKTU	KEGIATAN PEMBELAJARAN
Pendahuluan (10 Menit)	<ul style="list-style-type: none"> - Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran (menyapa peserta didik, berdoa, mengabsen). - Guru memotivasi siswa dengan cara menghubungkan materi pelajaran dengan kehidupan sehari-hari. Contoh: <ul style="list-style-type: none"> ✓ Pernahkah kalian menceritakan pengalaman kalian? ✓ Pernahkah kalian mendengarkan cerita liburan salah satu teman kalian? - Guru memperkenalkan materi pelajaran dan menyampaikan tujuan pembelajaran yang akan dicapai.
Kegiatan inti (60 Menit)	<p>Observing (Mengamati)</p> <ul style="list-style-type: none"> - Guru melakukan tanya jawab dengan siswa tentang pengalaman kegiatan yang dialami secara kronologis. - Siswa menjawab pertanyaan guru dengan menceritakan pengalaman masing-masing. - Guru menjelaskan pengertian teks recount, unsur bahasa yang dipakai, dan struktur teks.

	<ul style="list-style-type: none"> - Siswa memperhatikan penjelasan guru dengan seksama.
	<p>Questioning (Menanya)</p> <ul style="list-style-type: none"> - Guru membagikan handout kepada siswa yang berisi contoh teks recount. - Guru membacakan satu contoh teks recount tentang pengalaman pribadi. - Siswa menyimak bacaan guru dengan baik. - Guru membimbing siswa untuk mengartikan kosa kata dalam teks. - Siswa menanyakan kosa kata yang sulit kepada guru.
	<p>Exploring (bereksplorasi/bereksperimen)</p> <ul style="list-style-type: none"> - Guru menanyakan beberapa pertanyaan mengenai cerita, seperti: topik cerita, tokoh yang ada di cerita, kapan kejadian itu terjadi, reaksi tokoh, unsur kebahasaan pada teks recount, dll. - Siswa secara bergiliran menjawab pertanyaan guru. - Guru menjelaskan beberapa <i>personal reference</i> yang terdapat dalam teks.
	<p>Associating (Menganalisis)</p> <ul style="list-style-type: none"> - Guru memperlihatkan sebuah graphic organizer besar yang ditulis di karton dan ditempelkan di papan tulis untuk mempelajari alur cerita yang telah dibacakan guru. - Guru menjelaskan isi dari graphic organizer. - Siswa memperhatikan penjelasan dari guru.
	<p>Communicating (Mengkomunikasikan)</p> <ul style="list-style-type: none"> - Guru memberikan kesempatan kepada siswa untuk bertanya.
Penutup (10 menit)	<ul style="list-style-type: none"> - Siswa menyimpulkan pelajaran yang telah dipelajari dengan bimbingan guru. - Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

Pertemuan 2

KEGIATAN DAN WAKTU	KEGIATAN PEMBELAJARAN
Pendahuluan (10 Menit)	<ul style="list-style-type: none"> - Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran (menyapa peserta didik, berdoa, mengabsen). - Guru mengulang materi pelajaran pada pertemuan sebelumnya dengan cara tanya jawab. - Guru memperkenalkan materi pelajaran dan menyampaikan tujuan pembelajaran yang akan dicapai.
Kegiatan inti	Observing (Mengamati)

(60 Menit)	<ul style="list-style-type: none"> - Guru memperlihatkan dan menjelaskan kembali sebuah <i>graphic organizer</i> besar yang ditulis di karton dan ditempelkan di papan tulis untuk mempelajari alur cerita yang telah dibacakan guru kemarin. - Siswa memperhatikan penjelasan guru dengan seksama. <p>Questioning (Menanya)</p> <ul style="list-style-type: none"> - Guru membagikan <i>handout</i> kepada siswa yang berisi 2 contoh teks <i>recount</i>. - Guru meminta siswa membaca kedua teks dan mencari arti kosa kata yang tidak diketahui. - Siswa membaca teks dan mencari arti kosa kata. - Guru menanyakan beberapa pertanyaan mengenai cerita, seperti: topik cerita, tokoh yang ada di cerita, kapan kejadian itu terjadi, reaksi tokoh, unsur kebahasaan pada teks <i>recount</i>, dll. - Siswa secara bergiliran menjawab pertanyaan guru. <p>Exploring (bereksplorasi/bereksperimen)</p> <ul style="list-style-type: none"> - Guru bersama siswa menentukan language feature and generic structure dari kedua contoh <i>recount</i> teks tersebut. - Guru menjelaskan kepada siswa bagaimana cara menuangkan teks 1 ke dalam bentuk <i>graphic organizers</i>. - Siswa menyimak penjelasan guru dengan baik. <p>Associating (Menganalisis)</p> <ul style="list-style-type: none"> - Guru meminta siswa secara berpasangan untuk membuat teks organizer dari contoh teks 2. - Siswa secara berpasangan membuat <i>graphic organizer</i> dari teks 2 dengan bimbingan guru. - Guru membimbing siswa membuat <i>graphic organizer</i>. <p>Communicating (Mengkomunikasikan)</p> <ul style="list-style-type: none"> - Setelah siswa selesai membuat <i>graphic organizer</i>, guru memberikan lembar soal untuk dijawab siswa - Siswa secara berpasangan menjawab soal yang diberikan guru.
Penutup (10 menit)	<ul style="list-style-type: none"> - Siswa menyimpulkan pelajaran yang telah dipelajari dengan bimbingan guru. - Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

Pertemuan 3

KEGIATAN DAN WAKTU	KEGIATAN PEMBELAJARAN
Pendahuluan (10 Menit)	<ul style="list-style-type: none"> - Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran (menyapa peserta didik, berdoa, mengabsen). - Guru mengulang materi pelajaran pada pertemuan sebelumnya dengan cara tanya jawab. - Guru memperkenalkan materi pelajaran dan menyampaikan tujuan pembelajaran yang akan dicapai.
Kegiatan inti (60 Menit)	<p><i>Observing (Mengamati)</i></p> <ul style="list-style-type: none"> - Guru memperlihatkan dan menjelaskan kembali sebuah <i>graphic organizer</i> besar yang ditulis di karton dan ditempelkan di papan tulis untuk mempelajari alur cerita yang telah dibacakan guru kemarin. - Siswa memperhatikan penjelasan guru dengan seksama. <hr/> <p><i>Questioning (Menanya)</i></p> <ul style="list-style-type: none"> - Guru membagikan <i>handout</i> kepada siswa yang berisi 2 contoh teks <i>recount</i>. - Guru meminta siswa secara berpasangan membaca kedua teks dan mencari arti kosa kata yang tidak diketahui. - Siswa membaca teks dan mencari arti kosa kata. <hr/> <p><i>Exploring (bereksplorasi/bereksperimen)</i></p> <ul style="list-style-type: none"> - Guru meminta siswa secara berpasangan untuk menuangkan teks 3 dan teks 4 ke dalam bentuk <i>graphic organizer</i>. - Siswa membuat <i>graphic organizer</i> dari teks 3 dan 4 dengan bimbingan guru. <hr/> <p><i>Associating (Menganalisis)</i></p> <ul style="list-style-type: none"> - Guru meminta beberapa siswa untuk mempresentasikan hasil kerja mereka. - Siswa mempresentasikan hasil kerjanya kepada siswa lain. <hr/> <p><i>Communicating (Mengkomunikasikan)</i></p> <ul style="list-style-type: none"> - Guru memberi soal kepada siswa dan meminta siswa menjawab soal sebagai evaluasi - Siswa mengerjakan soal yang diberikan guru dan kemudian dikumpulkan
Penutup (10 menit)	<ul style="list-style-type: none"> - Siswa menyimpulkan pelajaran yang telah dipelajari dengan bimbingan guru. - Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

I. EVALUASI (PENILAIAN)

Teknik : Lisan dan Tulisan

Bentuk : Individu dan Kelompok

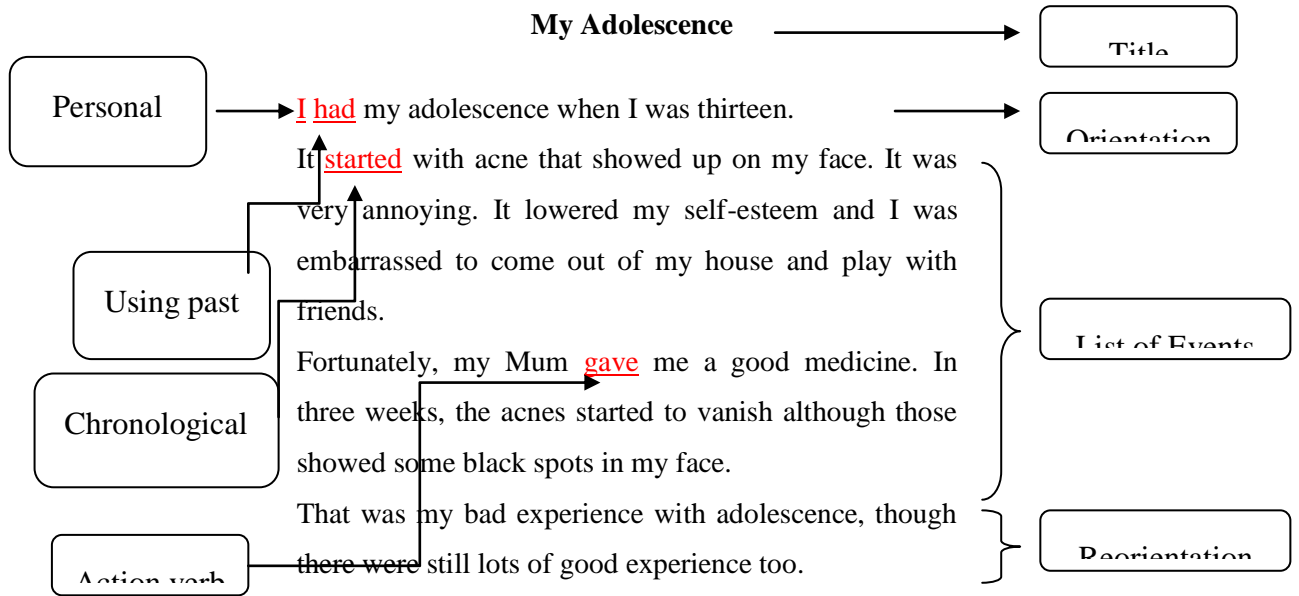
Penilaian : Pengetahuan (kelancaran, intonasi dan pengucapan) dan sikap

Instrumen : (Teks dan soal terlampir)

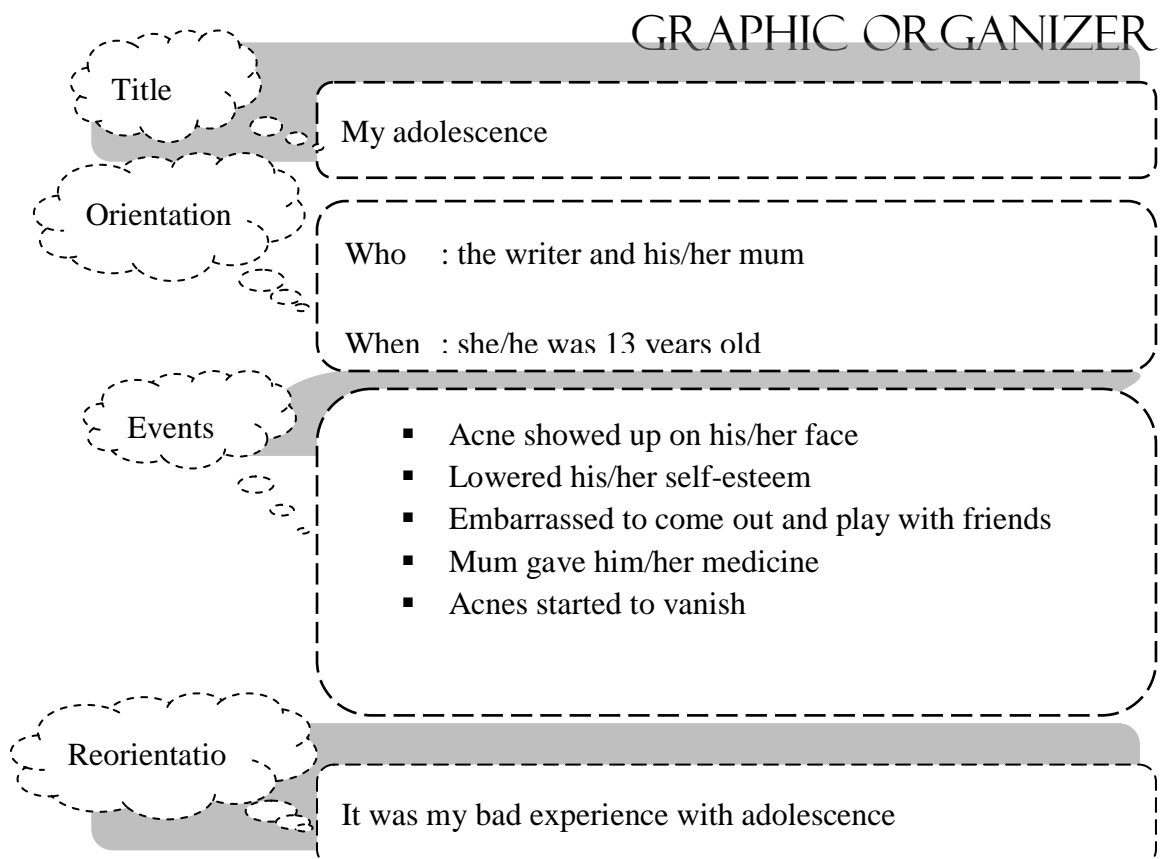
Lampiran
Handout Pertemuan 1

Language features

Generic Structure



Graphic organizers presentation:



Pertemuan 2**TEXT 1****My Horrible Experience**

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali.

Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

TEXT 2**A Beautiful Day at Jogja**

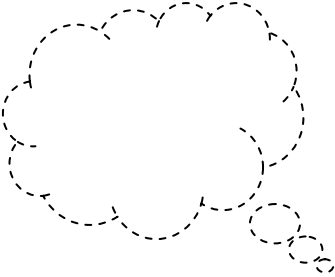
Last week, my friends and I went to Jogja. We visited many places.

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs.

Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja again.

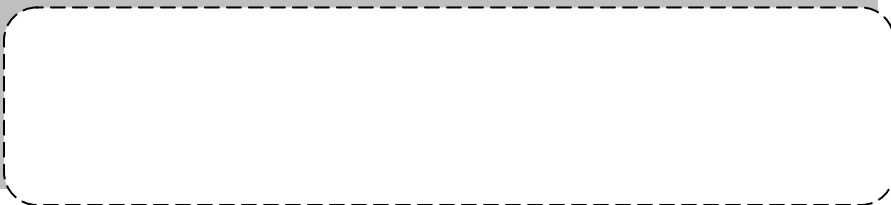
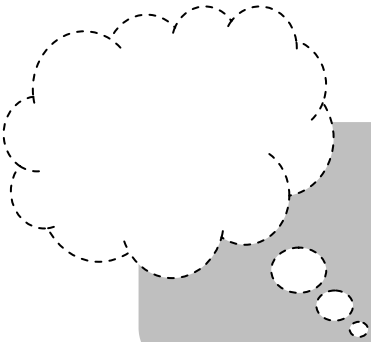
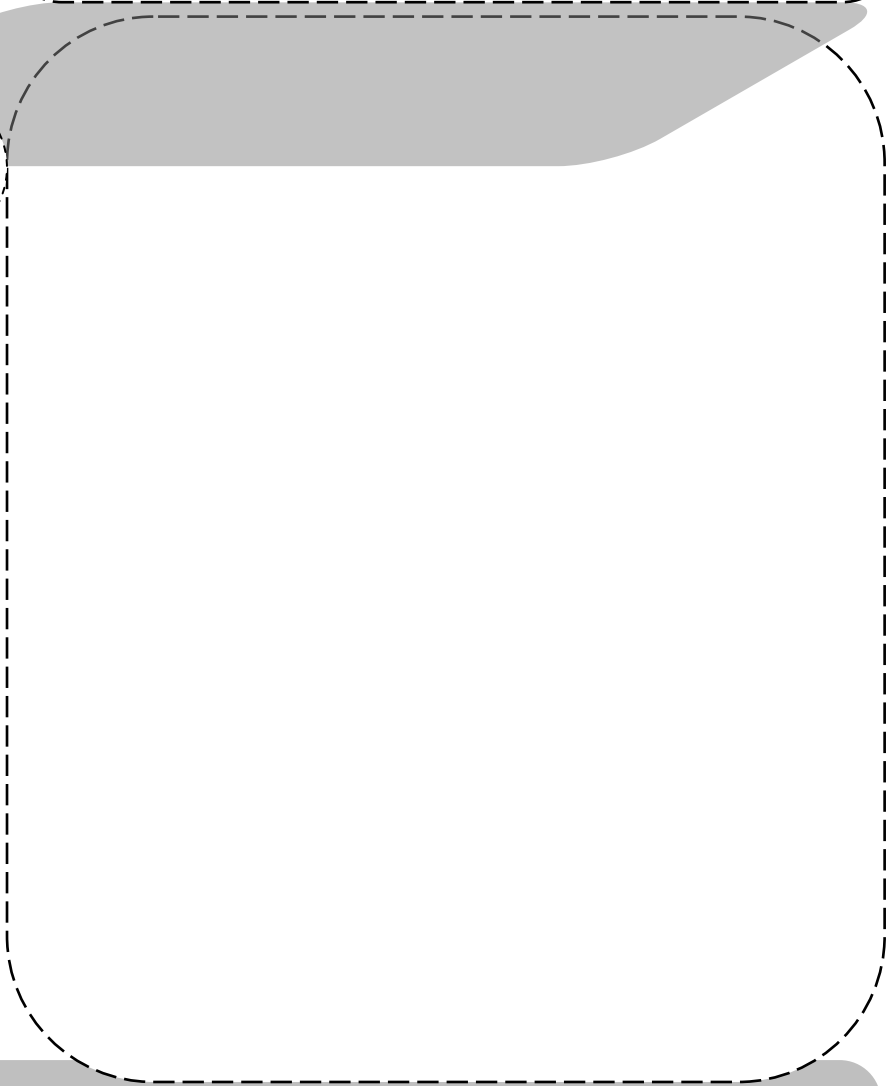
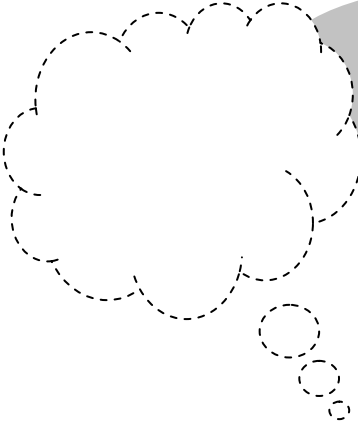
GRAPHIC ORGANIZER



Who :

When :

Where :



Text 1

1. What does the text tell us about?
2. (Ph. 4, line 1) “When I reached my town, I was so surprised that there was almost nothing left”.
The underlined word refers to.....
3. (Ph. 1, line 2) When the earthquake happened....”. What does the underlined word mean?
4. (Ph. 2, line 5) “when I saw some telephone and electricity poles falling down....”. What does the underlined word mean?
5. Based on the text, where was the writer?
6. When did the event happen?
7. Why did the writer feel surprise?
8. How was the writer feeling after knowing that nobody was seriously injured?

Text 2

1. What does the text tell us about?
2. (Ph. 1, line 1) Last week, my friends and I went to Jogja. We visited many places”. The underlined word refers to.....
3. (Ph. 2, line 2) “The sun shone brightly and the scenery was very beautiful there”. What does the underlined word mean?
4. (Ph. 2, line 4) “there were many sellers who sold”. What does the underlined word mean?
5. What were the places that the writer visited?
6. Based on the text, when did the writer and her friends go?
7. Where did the writer and her friends go?
8. How was the writer feeling?

Pertemuan 3

TEXT 3

At Airport

I have got an unforgettable experience last Lebaran Day. My family and I went to my mother's hometown to celebrate "Idul Fitri". We went by aeroplane. At the airport, my family and I had to walk through the metal detector. When I got the turn to walk through it, suddenly the alarm beeped. The woman who worked as the airport security said, "Come here, you need to get your belt off". I took my belt off, but the alarm still beeped. The security asked me to take my wallet from my pocket. I did what she ordered. Still alarm beeped.

After that the security asked me to turn back and she checked my body. She touched my left pocket. Then she told me, "There was something in it. It might be the things that made the alarm beeped". I took out something from the left pocket. The woman laughed and said, "That has made the alarm beep". It was a silver pen. I felt embarrassed because everybody stared at me with curiosity.

TEXT 4

Gardening with My Father

Last Sunday, I was gardening with my father. It was half past six in the morning. The air was really fresh. My dad called me from the yard. He said something about 'banana'. I walked to where he stood looking at one of my banana tress. I saw som of them are already yellow. What a great view!

Next, we were busy to harvest the bananas it was my first time to do this. We just moved to this new house for about six months. Here, we have some yard besides the house with banana and guava trees.

After that I watered the vertical garden and pulled off the wild grass. I also collected the old leaves and realized that the yard looked nicer and cleaner after that.

Finally, I picked 2 ripe guavas. Hmm, they smelt nice. I took a shower and had breakfast with my parents right after that. It was a fine Sunday morning. I felt a stronger bond by doing the gardening with my father.

QUESTIONS

Text 3

1. What does the text tell us about?
2. (Ph. 1, line 3) “.... I had to walk through the metal detector. When I got the turn to walk through it”. The underlined word refers to.....
3. (Ph. 1, line 4) “.... suddenly the alarm beeped”. What does the underlined word mean?
4. (Ph. 2, line 5) “....because everybody stared at me with curiosity.”. What does the underlined word mean?
5. What was inside the writer’s left pocket?
6. Based on the text, where was the writer?
7. When did the event happen?
8. Why did the airport security tell the writer to take off his belt?
9. How was the writer feeling after knowing that the pen is inside his pocket?

Text 4

1. What does the text tell us about?
2. (Ph. 1, line 3) “I walked to where he stood looking at one of my banana trees. I saw some of them are already yellow”. The underlined word refers to.....
3. (Ph. 2, line 1) “....busy to harvest the bananas”. What does the underlined word mean?
4. (Ph. 3, line 1) “....garden and pulled off the wild grass”. What does the underlined word mean?
5. When did the writer do gardening?
6. With whom did the writer harvest the fruits?
7. How many months did the writer and his family move to their new house?
8. What did the writer do after taking shower?
9. How was the writer feeling after gardening with his father?

Name:

PRETEST

TEXT 1

I have got an unforgettable experience last Lebaran Day. My family and I went to my mother's hometown to celebrate "Idul Fitri". We went by aeroplane. At the airport, my family and I had to walk through the metal detector. When I got the turn to walk through it, suddenly the alarm beeped. The woman who worked as the airport security said, "Come here, you need to get your belt off". I took my belt off, but the alarm still beeped. The security asked me to take my wallet from my pocket. I did what she ordered. Still alarm beeped.

After that the security asked me to turn back and she checked my body. She touched my left pocket. Then she told me, "There was something in it. it might be the things that made the alarm beeped". I took out something from the left pocket. The woman laughed and said, "That has made the alarm beep". It was a silver pen. I felt embarrassed because everybody stared at me with curiosity.

(Source: Soal UN Bahasa Inggris SMP 2014/2015 Paket 1)

Questions

9. What does the text tell us about? (main idea)
10. The best title for the text above is? (main idea)
11. (Ph. 1, line 3) "... I had to walk through the metal detector. When I got the turn to walk through it". The underlined word refers to..... (reference)
12. (Ph. 1, line 4) "... suddenly the alarm beeped". What does the underlined word mean? (vocabulary)
13. (Ph. 2, line 5) "...because everybody stared at me with curiosity.". What does the underlined word mean? (vocabulary)
14. What was inside the writer's left pocket? (detail information)
15. Based on the text, where was the writer? (detail information)
16. When did the event happen? (detail information)
17. Why did the airport security tell the writer to take off his belt? (detail information)
18. How was the writer feeling after knowing that the pen is inside his pocket? (detail information)

TEXT 2

Last Sunday, I was gardening with my father. It was half past six in the morning. The air was really fresh. My dad called me from the yard. He said something about ‘banana’. I walked to where he stood looking at one of my banana trees. I saw some of them are already yellow. What a great view!

Next, we were busy to harvest the bananas it was my first time to do this. We just moved to this new house for about six months. Here, we have some yard besides the house with banana and guava trees.

After that I watered the vertical garden and pulled off the wild grass. I also collected the old leaves and realized that the yard looked nicer and cleaner after that.

Finally, I picked 2 ripe guavas. Hmm, they smelt nice. I took a shower and had breakfast with my parents right after that. It was a fine Sunday morning. I felt a stronger bond by doing the gardening with my father.

(Source: Soal UN Bahasa Inggris SMP 2014/2015 Paket 2)

Questions

1. What does the text tell us about? (main idea)
2. The best title for the text above is? (main idea)
3. (Ph. 1, line 3) “I walked to where he stood looking at one of my banana trees. I saw some of them are already yellow”. The underlined word refers to..... (reference)
4. (Ph. 2, line 1) “...busy to harvest the bananas”. What does the underlined word mean? (vocabulary)
5. (Ph. 3, line 1) “...garden and pulled off the wild grass”. What does the underlined word mean? (vocabulary)
6. When did the writer do gardening? (detail information)
7. With whom did the writer harvest the fruits? (detail information)
8. How many months did the writer and his family move to their new house? (detail information)
9. What did the writer do after taking shower? (detail information)
10. How was the writer feeling after gardening with his father? (detail information)

POST-TEST

TEXT 1

It was my Grandpa's birthday last Sunday.

On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favorite color.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it.

On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room.

Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt. Finally, finally our surprise birthday party was success.

(Source: English Focus, p. 66)

Questions

19. What does the text tell us about? (main idea)
20. The best title for the text above is? (main idea)
21. (Ph. 3, line 2) "We made a birthday cake. It was a big and beautiful". The underlined word refers to..... (reference)
22. (Ph. 3, line 3) "We put some chocolate on it and a big candle on top of it". What does the underlined word mean? (vocabulary)
23. (Ph. 2, line 5) "Then, we sang "Happy Birthday" and my Grandpa blew out the candle". What does the underlined word mean? (vocabulary)
24. When was Grandpa's birthday party? (detail information)
25. Why did the writer and his sister go shopping? (detail information)
26. Based on the text, where was the writer on Saturday morning? (detail information)
27. What did the writer do in the kitchen? (detail information)
28. How was Grandpa's feeling with the birthday party? (detail information)

TEXT 2

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low.

I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

(Source: <https://belajar.kemdikbud.go.id/BankSoal/Home/ViewSoal/>)

Questions

11. What does the text tell us about? (main idea)
12. The best title for the text above is? (main idea)
13. (Ph. 3, line 1) “The bus was not there. It had gone!”. The underlined word refers to..... (reference)
14. (Ph. 2, line 1) “the bus stopped at a small restaurant for a rest”. What does the underlined word mean? (vocabulary)
15. (Ph. 3, line 2) “She said that the bus departed about five minutes ago”. What does the underlined word mean? (vocabulary)
16. When did the writer have vacation? (detail information)
17. With whom did the writer have vacation? (detail information)
18. Based on the text, where was the writer have vacation? (detail information)
19. What happened with the writer’s cell-phone? (detail information)
20. How was the writer feeling after when everybody on the bus looked at him? (detail information)

Name:

Class:

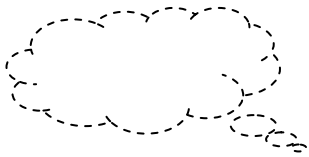
ANSWER SHEET POST-TEST

TEXT 1

GRAPHIC ORGANIZER



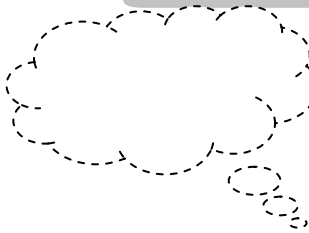
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Who :

When :

Where :



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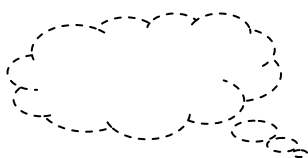


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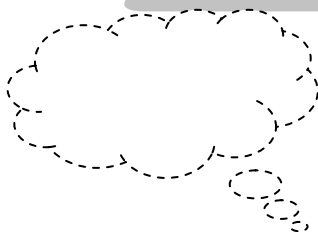
Answer:

TEXT 2

GRAPHIC ORGANIZER



Who :
When :
Where :



Answer:

PRE-TEST'S ANSWER KEY**TEXT 1**

1. The text tells us about the writer's unforgettable experience at the airport.
2. Unforgettable experience
3. The metal detector
4. Berbunyi
5. Penasaran
6. A silver pen
7. At the airport
8. On last lebaran day
9. Because the alarm beeped
10. He felt embarrassed

TEXT 2

1. The text tells us about gardening with his/her father
2. Gardening
3. Bananas
4. Panen
5. Rumput liar
6. On last Sunday, at half past six in the morning
7. His/her father
8. About six months
9. He/she had breakfast with his/her parents
10. He/she felt a stronger bond

POST-TEST'S ANSWER KEY**TEXT 1**

1. The text tells us about grandpa's birthday party on last Sunday
2. Grandpa's birthday party
3. A birthday cake
4. Lilin
5. Meniup
6. On last Sunday
7. For buying grandpa's birthday present
8. In the kitchen
9. Making a birthday cake
10. He was very happy

TEXT 2

1. The text tells us about the writer's bad experience who was left behind by the bus
2. Miss the bus/Bad experience
3. The bus
4. Istirahat
5. Berangkat
6. Last holiday
7. With his/her friend
8. Surabaya
9. His/her cellphone battery was running low
10. He/she felt so ashamed

Name: Indah Keumala Sari

Class: VIII E

PRETEST

40

TEXT 1

I have got an unforgettable experience last Lebaran Day. My family and I went to my mother's hometown to celebrate "Idul Fitri". We went by aeroplane. At the airport, my family and I had to walk through the metal detector. When I got the turn to walk through it, suddenly the alarm beeped. The woman who worked as the airport security said, "Come here, you need to get your belt off." I took my belt off, but the alarm still beeped. The security asked me to take my wallet from my pocket. I did what she ordered. Still alarm beeped.

After that the security asked me to turn back and she checked my body. She touched my left pocket. Then she told me, "There was something in it. It might be the things that made the alarm beep." I took out something from the left pocket. The woman laughed and said, "That has made the alarm beep." It was a silver pen. I felt embarrassed because everybody stared at me with curiosity.

(Adapted from Soal UN Bahasa Inggris SMP 2014/2015 Paket 1)

Questions The text tells us about an unforgettable experience at the airport

1. What does the text tell us about? Celebrate Idul Fitri / Eid Mubarak
2. The best title for the text above is? Leave / holiday. an unforgettable experience
3. (Ph. 1, line 3) " I had to walk through the metal detector. When I got the turn to walk through it." The underlined word refers to the metal detector / mother
4. (Ph. 1, line 4) " suddenly the alarm beeped." What does the underlined word mean? berbunyi / berdering
5. (Ph. 2, line 5) " because everybody stared at me with curiosity." What does the underlined word mean? ~~keinginan~~ keinginan / ingin tau
6. What was inside the writer's left pocket? alarm beep / pen a silver pen
7. Based on the text, where was the writer? in the airport
8. When did the event happen? silver pen on last Lebaran Day
9. Why did the airport security tell the writer to take off his belt? because there is something in my pocket
↳ because the alarm beeped
10. How was the writer feeling after knowing that the pen is inside his pocket? he is so sad
The writer felt embarrassed

TEXT 2

Last Sunday, I was gardening with my father. It was half past six in the morning. The air was really fresh. My dad called me from the yard. He said something about 'banana'. I walked to where he stood looking at one of my banana trees. I saw some of them are already yellow. What a great view!

Next, we were busy to harvest the bananas. It was my first time to do this. We just moved to this new house for about six months. Here, we have some yard besides the house with banana and guava trees.

After that I watered the vertical garden and pulled off the wild grass. I also collected the old leaves and realized that the yard looked nicer and cleaner after that.

Finally, I picked 2 ripe guavas. Hmm, they smelt nice. I took a shower and had breakfast with my parents right after that. It was a fine Sunday morning. I felt a stronger bond by doing the gardening with my father.

(Adapted from Soal UN Bahasa Inggris SMP 2014/2015 Paket 2)

Questions

- ✗ 1. What does the text tell us about? *banana Gardening and harvesting with my father his/her*
- ✗ 2. The best title for the text above is? *banana trees Gardening*
3. (Ph. 1, line 3) "I walked to where he stood looking at one of my banana trees. I saw some of them are already yellow." The underlined word refers to. *Father Banana*
- ✗ 4. (Ph. 2, line 1) "...busy to harvest the bananas" What does the underlined word mean? *hasil panen*
- ✓ 5. (Ph. 3, line 1) "...garden and pulled off the wild grass" What does the underlined word mean? *kumput isar*
- 20 ✗ 6. When did the writer do gardening? *with father on last Sunday morning*
- ✓ 7. With whom did the writer harvest the fruits? *Father*
- ✗ 8. How many months did the writer and his family move to their new house? *about six months*
- ✓ 9. What did the writer do after taking shower? *having breakfast*
- ✓ 10. How was the writer feeling after gardening with his father? *I so happy*

Name: Nur Azizi
Class: VIII^E (2E)

PRETEST

75

TEXT 1

I have got an unforgettable experience last Lebaran Day My family and I went to my mother's hometown to celebrate "Idul Fitri" We went by aeroplane. At the airport, my family and I had to walk through the metal detector When I got the turn to walk through it, suddenly the alarm beeped. The woman who worked as the airport security said, "Come here, you need to get your belt off" I took my belt off, but the alarm still beeped. The security asked me to take my wallet from my pocket. I did what she ordered. Still alarm beeped.

After that the security asked me to turn back and she checked my body She touched my left pocket. Then she told me, "There was something in it. it might be the things that made the alarm beeped" I took out something from the left pocket. The woman laughed and said, "That has made the alarm beep" It was a silver pen. I felt embarrassed because everybody stared at me with curiosity

(Adapted from Soal UN Bahasa Inggris SMP 2014/2015 Paket 1)

Questions The text tells us about an unforgettable experience at the airport

- 1. What does the text tell us about? ~~the~~ holiday or celebrate
 - 2. The best title for the text above is? holiday / celebrate in the mother's hometown
 - 3. (Ph. 1, line 3) "... I had to walk through the metal detector When I got the turn to walk through it" The underlined word refers to. metal detector
 - 4. (Ph. 1, line 4) "... suddenly the alarm beeped" What does the underlined word mean? berbunyi, bunyi, berdering
 - 5. (Ph. 2, line 5) "... because everybody stared at me with curiosity." What does the underlined word mean? curiosity = keingintahuan
 - 6. What was inside the writer's left pocket? → Belt, wallet (a silver pen)
 - 7. Based on the text, where was the writer? in the airport, airport security, metal detector
 - 8. When did the event happen? Last Lebaran day
 - 9. Why did the airport security tell the writer to take off his belt? karena security minta suruh melepas
 - 10. How was the writer feeling after knowing that the pen is inside his pocket? bagaimana perasaan si penulis setelah kejadian mengetahui ada sesuatu dlm kantongnya
- 30
- ↳ she felt embarrassed because everybody at me with curiosity
- ↳ because when she to walk through the metal detector, suddenly the alarm beeped

TEXT 2

Last Sunday, I was gardening with my father. It was half past six in the morning. The air was really fresh. My dad called me from the yard. He said something about 'banana'. I walked to where he stood looking at one of my banana trees. I saw some of them are already yellow. What a great view!

Next, we were busy to harvest the bananas. It was my first time to do this. We just moved to this new house for about six months. Here, we have some yard besides the house with banana and guava trees.

After that I watered the vertical garden and pulled off the wild grass. I also collected the old leaves and realized that the yard looked nicer and cleaner after that.

Finally, I picked 2 ripe guavas. Hmm, they smelt nice. I took a shower and had breakfast with my parents right after that. It was a fine Sunday morning. I felt a stronger bond by doing the gardening with my father.

(Adapted from Soal UN Bahasa Inggris SMP 2014/2015 Paket 2)

Questions

- ✓ 1. What does the text tell us about? *about gardening*
- ✓ 2. The best title for the text above is? *gardening with ~~my~~ father*
- ✗ 3. (Ph. 1, line 3) "I walked to where he stood looking at one of my banana trees. I saw some of them are already yellow" The underlined word refers to *banana trees*
- 45 ✓ 4. (Ph. 2, line 1) ". busy to harvest the bananas" What does the underlined word mean? *panen*
- ✓ 5. (Ph. 3, line 1) ". garden and pulled off the wild grass" What does the underlined word mean? *bunga ~~tanah~~ → rumput liar*
- ✓ 6. When did the writer do gardening? *last sunday morning*
- ✓ 7. With whom did the writer harvest the fruits? *father*
- ✓ 8. How many months did the writer and his family move to their new house? *six months*
- ✓ 9. What did the writer do after taking shower? *had breakfast with my ~~in~~ parents*
- ✓ 10. How was the writer feeling after gardening with his father?
she is felt a stronger bond by doing the gardening with my father

Name: TIARA NABILA

Class: 2 E

PRETEST

TEXT 1

I have got an unforgettable experience last Lebaran Day. My family and I went to my mother's hometown to celebrate "Idul Fitri". We went by aeroplane. At the airport, my family and I had to walk through the metal detector. When I got the turn to walk through it, suddenly the alarm beeped. The woman who worked as the airport security said, "Come here, you need to get your belt off." I took my belt off, but the alarm still beeped. The security asked me to take my wallet from my pocket. I did what she ordered. Still alarm beeped.

After that the security asked me to turn back and she checked my body. She touched my left pocket. Then she told me, "There was something in it. It might be the things that made the alarm beep." I took out something from the left pocket. The woman laughed and said, "That has made the alarm beep." It was a silver pen. I felt embarrassed because everybody stared at me with curiosity.

(Adapted from Soal UN Bahasa Inggris SMP 2014/2015 Paket 1)

Questions

1. What does the text tell us about? *experience last lebaran day*
2. The best title for the text above is? *lebaran day with family* *an unforgettable experience*
3. (Ph. 1, line 3) "... I had to walk through the metal detector. When I got the turn to walk through it." The underlined word refers to? *got*
4. (Ph. 1, line 4) "... suddenly the alarm beeped." What does the underlined word mean? *Berbunyi / Berdering*
5. (Ph. 2, line 5) "... because everybody stared at me with curiosity." What does the underlined word mean? *keinginan / tahuhan*
6. What was inside the writer's left pocket? *wallet* *a silver pen*
7. Based on the text, where was the writer? *mother hometown* *at the airport*
8. When did the event happen? *lebaran day*
9. Why did the airport security tell the writer to take off his belt? *because he want to checked*
10. How was the writer feeling after knowing that the pen is inside his pocket? *embarrassed*

TEXT 2

Last Sunday, I was gardening with my father. It was half past six in the morning. The air was really fresh. My dad called me from the yard. He said something about 'banana'. I walked to where he stood looking at one of my banana trees. I saw some of them are already yellow. What a great view!

Next, we were busy to harvest the bananas. It was my first time to do this. We just moved to this new house for about six months. Here, we have some yard besides the house with banana and guava trees.

After that I watered the vertical garden and pulled off the wild grass. I also collected the old leaves and realized that the yard looked nicer and cleaner after that.

Finally, I picked 2 ripe guavas. Hmm, they smelt nice. I took a shower and had breakfast with my parents right after that. It was a fine Sunday morning. I felt a stronger bond by doing the gardening with my father.

(Adapted from Soal UN Bahasa Inggris SMP 2014/2015 Paket 2)

Questions

1. What does the text tell us about? *harvest the bananas and gardening with his/her father*
2. The best title for the text above is? *Garden banana trees Gardening*
3. (Ph. 1, line 3) "I walked to where he stood looking at one of my banana trees. I saw some of them are already yellow" The underlined word refers to. *They are Banana*
4. (Ph. 2, line 1) " busy to harvest the bananas" What does the underlined word mean? *Panen*
5. (Ph. 3, line 1) " garden and pulled off the wild grass" What does the underlined word mean? *Rumput liar*
6. When did the writer do gardening? *in the morning*
7. With whom did the writer harvest the fruits? *with family with his/her father*
8. How many months did the writer and his family move to their new house? *six months*
9. What did the writer do after taking shower? *had breakfast with parents*
10. How was the writer feeling after gardening with his father? *I felt a stronger bond by doing the gardening*

Name: Indah Kusuma Sari
Class: 2E

ANSWER SHEET POST-TEST

85

TEXT 1

GRAPHIC ORGANIZER

Title Happy Birthday

Orientation
 Who Grandpa's, my, sister, I
 When last ~~sun~~ Sunday, Friday
 Where living room
 What Birthday.

List of events
 1. We found a nice batik shirt, ~~we~~
 2. we bought it and wrapped it in a blue paper
 3. my brother and I were in the kitchen
 4. It was a big and beautiful
 5. we sat together in our living room
 6. He cut the cake and gave it to everybody in that room

Reorientation
 He opened his present and he was very happy with the shirt finally. Finally our surprise birthday party was success

Answer:

1. Birthday
2. happy birthday
3. cake
4. in
5. Menik
6. Sunday

45

7. batik shirt, we bought it and wrapped it in a blue paper. Blue is my grandpa's favorite color.
8. in the kitchen
9. we made a birthday cake, it was a big and beautiful, I wrote happy birthday on it. we put some chocolate on it and a big candle on top of it
10. very happy.

TEXT 2

GRAPHIC ORGANIZER

Title My Vacation

orientation
 Who I, friends, ~~me~~, ~~my~~, waitress
 When last holiday
 Where Surabaya, Lamongan
 What Vacation

list of events:
 1 My friend drank some cold lemonade
 2 The I went to the toilet
 3 It took only a few minutes
 4 when I came out again
 5 I asked a waitress about the bus
 6 she said that the bus departed about five minutes ago
 7 I tried to call my friend on my cell-phone
 8 but the battery was running low

Reorientation
 I was so ashamed when every body on the bus looked at me. I could feel my face turn red

Answer:

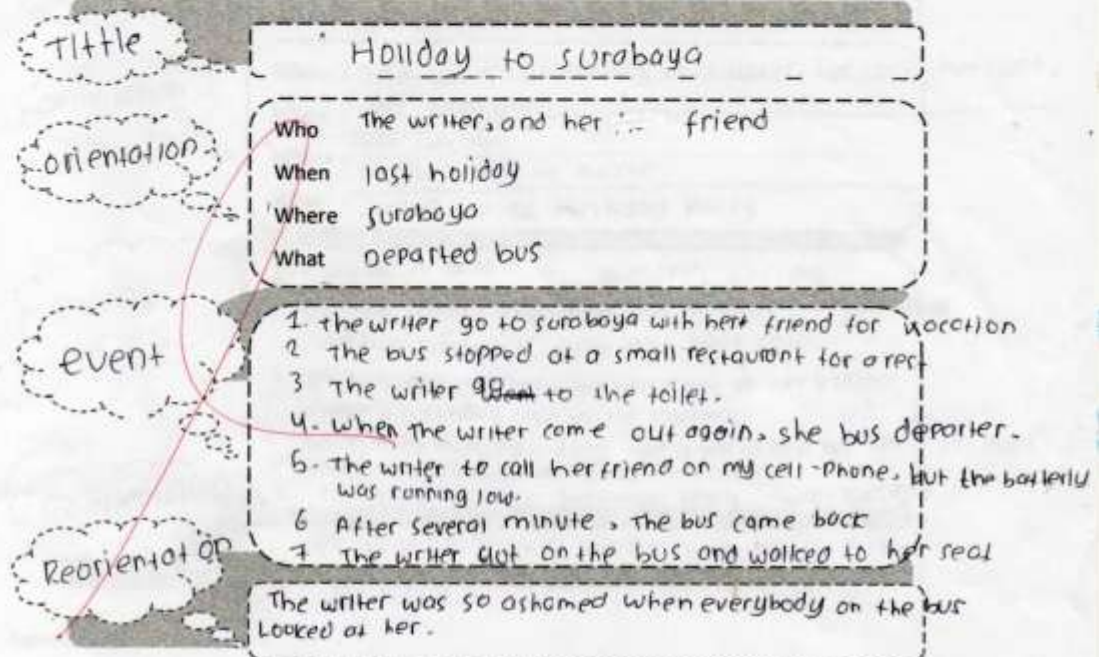
1. X vacation The text tells about the writer's bad experience
2. ✓ My vacation
3. ✓ I The bus
4. ✓ istirahat
5. ✓ berangkat
6. ✓ last holiday
7. ✓ with friends
8. ✓ Surabaya
9. ✓ but the battery was running low
10. ✓ I could feel my face turn red, Very happy
- 40

Name: Nur A212i

Class: VIII^F**ANSWER SHEET POST-TEST**

TEXT 2

GRAPHIC ORGANIZER



Answer:

1. Holiday or vacation. The text tells about the writer who is missed ^{the bus}
2. Title is Holiday to Surabaya
3. It = Bus
4. rest = istirahat / beristirahat
5. Departed = meninggalkan, telah meninggalkan, ketinggalan
6. last holiday
7. Her friend, 45
8. Surabaya
9. the battery was running low
10. she was so ashamed when everybody on the bus looked at her and she could feel her face turn red

TEXT 1

GRAPHIC ORGANIZER

title	My Grandpa's Birthday
orientation	Who: The writer, Grandpa's, her sister, her uncle, her aunt, her brother. When: last Sunday Where: in the house or home What: giving surprise birthday party
event	1 - the writer was ... grandpa's birthday 2 ... on Friday - the writer and his sister ... shopping and buy present is batik shirt blue color. 3 on Saturday morning, the writer and her brother make a birthday cake in the kitchen 4 on Sunday evening - they had a party and her uncle and aunt came to her house and bring some cake 5 ... They surprise birthday party was success
Reorientation	Her Grandpa's very happy because they giving present and surprise birthday party

Answer:

- 1 Birthday - of ~~to~~
- 2 my grandpa's birthday
- 3 It to = cake
- 4 candle = lilin
- 5 blew out = meniup
- 6 last Sunday
- 7 Because Grandpa's birthday, and then went to buy a nice batik shirt for his present
- 8 in the kitchen
- 9 they went made a birthday cake to his grandpa's birthday
- 10 he was very happy

Name: Tiara Nabila

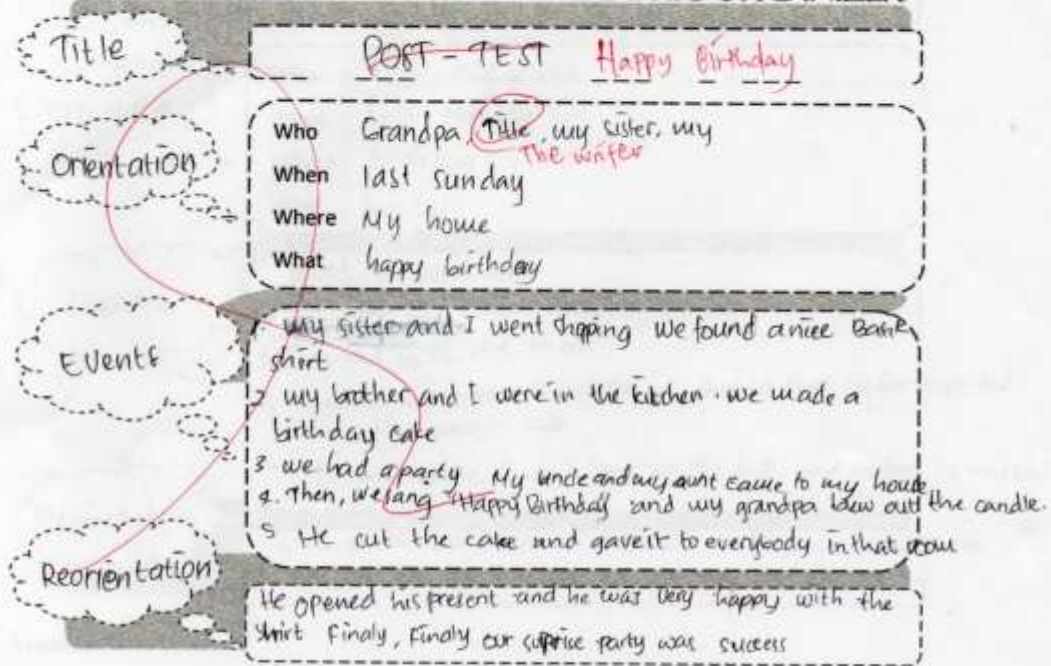
Class: VIII C

ANSWER SHEET POST-TEST

50

TEXT 1

GRAPHIC ORGANIZER



Answer:

1. post-test Happy Birthday The text tells about grandpa's birthday party on last Sunday
2. Happy Birthday ✓
3. ~~the~~ we a birthday cake
4. tilin
5. menup
6. on Sunday evening
7. we found a nice batik shirt To buy a present for grandpa
8. we had a party in the kitchen
9. made a ~~cake~~ Birthday cake
10. he was very happy

30

TEXT 2

GRAPHIC ORGANIZER

Title	My Holiday
Who	The writer Title, my friend
When	Last Holiday
Where	Surabaya, Lamongan
What	holiday
Events	<ol style="list-style-type: none"> 1. went to Surabaya 2. The bus stopped at a small restaurant for a rest 3. The bus was not there 4. I asked a waitress about the bus she said that the bus departed about five minutes ago. 5. The bus came back! I got on the bus and walked to my seat
Reorientation	<p>was so ashamed when everybody on the bus looked at me. I could feel my face turn red</p>

Answer:

- ~~X~~ Holiday The text tells about the writer who is missed the bus
- ~~2~~ My Holiday
- ~~X~~ The Bus. 20
- ~~X~~ untuk sarapan istirahat
- ~~5~~ pergi / berangkat
- ~~X~~ night Last holiday
- ~~7~~ friend
- ~~X~~ the bus stopped at a small restaurant for a rest Surabaya
- ~~X~~ her friend The cell-phone's battery was running low.
- ~~10~~ I was so ashamed

The Distribution Table of Students' Score in Pre-Test

No	Students' Initial	Aspects of Reading				Total Score
		Main Idea	Reference	Vocabulary	Detail Information	
1	FN	0	0	15	30	45
2	FY	10	0	5	22.5	37.5
3	FA	5	5	10	35	55
4	HN	10	5	15	35	65
5	IKS	0	5	15	20	40
6	IPS	20	5	15	50	90
7	IU	0	0	15	15	30
8	JRF	10	5	10	45	70
9	KPF	15	5	15	50	85
10	MR	0	0	0	15	15
11	MS	5	5	15	45	70
12	MI	10	0	10	15	35
13	NI	5	5	10	40	60
14	NA	10	5	20	40	75
15	RA	0	5	15	45	65
16	RF	0	0	5	40	45
17	RM	10	10	15	45	80
18	RJ	10	0	10	10	30
19	RN	0	0	15	15	30
20	SKA	0	5	5	25	35
21	SHJ	10	10	10	45	75
22	TN	5	0	20	35	60
23	UQ	5	0	10	17.5	32.5
24	WEFH	10	0	0	25	35
25	ZS	10	0	0	10	20
Total		160	75	275	770	1280
Average		6.4	3	11	30.8	52
Percentage		12.5%	5.9%	21.5%	60.2%	100%

The Distribution Table of Students' Score in Post-Test

No	Students' Initial	Aspects of Reading				Total Score
		Main Idea	Reference	Vocabulary	Detail Information	
1	FN	10	5	15	20	50
2	FY	20	10	20	45	95
3	FA	15	10	20	35	80
4	HN	20	10	20	45	95
5	IKS	15	5	20	45	85
6	IPS	10	10	20	45	85
7	IU	15	0	20	40	75
8	JRF	10	10	20	35	75
9	KPF	20	10	20	45	95
10	MR	10	0	10	20	40
11	MS	15	10	20	45	90
12	MI	15	0	20	35	70
13	NI	10	0	20	45	75
14	NA	15	10	20	50	95
15	RA	10	10	20	40	80
16	RF	10	5	15	40	70
17	RM	15	10	20	40	85
18	RJ	15	0	20	40	75
19	RN	10	0	10	10	30
20	SKA	10	0	10	25	45
21	SHJ	20	10	20	40	90
22	TN	10	0	15	25	50
23	UQ	15	0	15	35	65
24	WEFH	20	0	0	20	40
25	ZS	5	0	0	15	20
Total		340	125	410	880	1755
Average		13.6	5	16.4	35.2	70.2
Percentage		19.4%	7.1%	23.4%	50.1%	100%

T -Table

Table entry for p and C is the critical value t^* with probability p lying to its right and probability C lying between $-t^*$ and t^* .

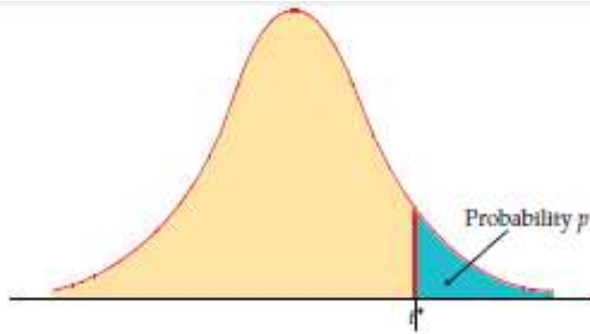


TABLE D												
t distribution critical values												
df	Upper-tail probability p											
	.25	.20	.15	.10	.05	.025	.02	.01	.005	.0025	.001	.0005
1	1.000	1.376	1.963	3.078	6.314	12.71	15.89	31.82	63.66	127.3	318.3	636.6
2	0.816	1.061	1.386	1.886	2.920	4.303	4.849	6.965	9.925	14.09	22.33	31.60
3	0.765	0.978	1.250	1.638	2.353	3.182	3.482	4.541	5.841	7.453	10.21	12.92
4	0.741	0.941	1.190	1.533	2.132	2.776	2.999	3.747	4.604	5.598	7.173	8.610
5	0.727	0.920	1.156	1.476	2.015	2.571	2.757	3.365	4.032	4.773	5.893	6.869
6	0.718	0.906	1.134	1.440	1.943	2.447	2.612	3.143	3.707	4.317	5.208	5.959
7	0.711	0.896	1.119	1.415	1.895	2.365	2.517	2.998	3.499	4.029	4.785	5.408
8	0.706	0.889	1.108	1.397	1.860	2.306	2.449	2.896	3.355	3.833	4.501	5.041
9	0.703	0.883	1.100	1.383	1.833	2.262	2.398	2.821	3.250	3.690	4.297	4.781
10	0.700	0.879	1.093	1.372	1.812	2.228	2.359	2.764	3.169	3.581	4.144	4.587
11	0.697	0.876	1.088	1.363	1.796	2.201	2.328	2.718	3.106	3.497	4.025	4.437
12	0.695	0.873	1.083	1.356	1.782	2.179	2.303	2.681	3.055	3.428	3.930	4.318
13	0.694	0.870	1.079	1.350	1.771	2.160	2.282	2.650	3.012	3.372	3.852	4.221
14	0.692	0.868	1.076	1.345	1.761	2.145	2.264	2.624	2.977	3.326	3.787	4.140
15	0.691	0.866	1.074	1.341	1.753	2.131	2.249	2.602	2.947	3.286	3.733	4.073
16	0.690	0.865	1.071	1.337	1.746	2.120	2.235	2.583	2.921	3.252	3.686	4.015
17	0.689	0.863	1.069	1.333	1.740	2.110	2.224	2.567	2.898	3.222	3.646	3.965
18	0.688	0.862	1.067	1.330	1.734	2.101	2.214	2.552	2.878	3.197	3.611	3.922
19	0.688	0.861	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174	3.579	3.883
20	0.687	0.860	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153	3.552	3.850
21	0.686	0.859	1.063	1.323	1.721	2.080	2.189	2.518	2.831	3.135	3.527	3.819
22	0.686	0.858	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119	3.505	3.792
23	0.685	0.858	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104	3.485	3.768
24	0.685	0.857	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091	3.467	3.745
25	0.684	0.856	1.058	1.316	1.708	2.060	2.167	2.485	2.787	3.078	3.450	3.725
26	0.684	0.856	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067	3.435	3.707
27	0.684	0.855	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057	3.421	3.690
28	0.683	0.855	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047	3.408	3.674
29	0.683	0.854	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038	3.396	3.659
30	0.683	0.854	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030	3.385	3.646
40	0.681	0.851	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971	3.307	3.551
50	0.679	0.849	1.047	1.299	1.676	2.009	2.109	2.403	2.678	2.937	3.261	3.496
60	0.679	0.848	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915	3.232	3.460
80	0.678	0.846	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887	3.195	3.416
100	0.677	0.845	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871	3.174	3.390
1000	0.675	0.842	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813	3.098	3.300
z^*	0.674	0.841	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807	3.091	3.291
	50%	60%	70%	80%	90%	95%	96%	98%	99%	99.5%	99.8%	99.9%
	Confidence level C											

Source: <https://www.stat.tamu.edu/~lzhou/stat302/T-Table.pdf>

AUTOBIOGRAPHY

1. Name : Novia Riski
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3. Sex : Female
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 - c. Father's Occupation : Civil Servant (Pension)
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 - a. Elementary School : MIN Teladan Banda Aceh (1998 – 2004)
 - b. Junior High School : MTsN Model Banda Aceh (2004 – 2007)
 - c. Senior High School : SMA Laboratorium Unsyiah (2007 – 2010)
 - d. University : Teacher Training and Education Faculty of Syiah
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Banda Aceh, February 2018

The writer

Novia Riski