

The Use Of Flow Diagram As A Media To Teach Reading Recount Text To The Eighth Graders Of SMP Negeri 2 Jombang

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Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana penggunaan media dalam pengajaran membaca teks recount yang digunakan oleh siswa kelas delapan SMP Negeri 2 Jombang dan bagaimana pemahaman membaca siswa setelah penggunaan flow diagram serta bagaimana respon siswa terhadap penggunaan flow diagram. Dalam hal ini, flow diagram digunakan sebagai media dalam pengajaran teks recount. Hal ini diambil berdasarkan teori dari Abbot, et.al (198:98). Dia mengatakan bahwa flow diagram merupakan suatu diagram yang membentuk urutan-urutan kejadian melalui sebuah rute.

Dalam penelitian ini, data-data dikumpulkan melalui observasi, hasil kerja siswa dan kuesioner. Penelitian ini merupakan penelitian kualitatif sehingga hasilnya akan dideskripsikan melalui kata-kata. Peneliti mengambil semua siswa dalam kelas VIII G SMP Negeri 2 Jombang. Peneliti fokus pada fenomena yang terjadi di dalam penggunaan media flow diagram di dalam pengajaran membaca. Hal ini dikarenakan penelitian kualitatif harus menganalisis fenomena yang terjadi secara mendalam.

Hasil pertama dari penelitian ini menunjukkan bahwa penggunaan flow diagram di dalam pengajaran teks recount dapat dikatakan sukses. Flow diagram digunakan didalam enam tahap pengajaran, yaitu mengamati, menanya, mengeksplere, mengasosiasi dan mengkomunikasikan. Dengan menggunakan flow diagram, siswa dapat lebih mudah untuk menemukan urutan-urutan kejadian dalam teks recount dan memahami teks dengan baik. Hasil kedua menunjukkan bahwa pemahaman membaca siswa menunjukkan hasil yang memuaskan setelah menggunakan media ini dalam pembelajaran teks recount. Siswa dapat melengkapi flow diagram dengan urutan-urutan kejadian yang sesuai dengan teks bahkan mereka juga mampu menciptakan flow diagram dengan bentuk yang bermacam-macam sesuai dengan kreatifitas mereka. Hasil ketiga menunjukkan bahwa siswa tertarik dengan penggunaan flow diagram dalam pembelajaran teks recount, karena flow diagram dapat mengurangi kebosanan mereka dalam pengajaran membaca di kelas. Kesimpulannya, penggunaan media flow diagram dapat membantu pemahaman membaca siswa dalam menemukan urutan-urutan kejadian dalam teks recount.

Kata Kunci: *Reading, flow diagram, recount text.*

Abstract

This study was conducted to know how is the use of flow diagram to teach reading recount text to the eighth graders, how the students' reading comprehension toward the use of flow diagram is and also how the students' responses toward the use of flow diagram are. In this case, flow diagram is used to teach recount text. This case is took based on the theory from Abbot, et.al (198:98). He states that flow diagram is a chart form that construct the sequences of moves by plotting the route on a street plan.

Moreover, in this research, the data were collected through observation, students' reading task and questionner. This study was conducted qualitatively so that the result would be described in the form of words. The researcher only focused on the phenomenon that was happened in the class during teaching learning process. Since this research used descriptive qualitative research and the use of this strategy should be analyzed in depth analysis.

The first result of the study revealed that the use of flow diagram to teach reading recount text was successsfully. Flow diagram was used in the six stages of teaching process, those are observing, questioning, exploring, associating, and communicating. Through flow diagram the students could be easy to find the sequences of recount text and also comprehend the text well. Moreover, the second result revealed that the

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students' reading comprehension was getting well after using the flow diagram. They could be able to complete the flow diagram with the appropriate sequences based on the text. Moreover, they also created a flow diagram with the various shapes related to their creativity. While the third result showed that the students were interested with the use of flow diagram in reading recount text, since it helped to reduce their bored in reading class. In conclusion, the use of flow diagram could help the students' reading comprehension in case to find the sequence of events in recount text.

Key Words: *Reading, flow diagram, recount text*

INTRODUCTION

Reading is "a complex process of problem solving". Schoenbach et al. (1999:38). The process to get the senses of the text not only get from the sentences and the word in a text but also from the ideas, and the knowledge of the readers when they read the text. It means that reading is not just about how to read but also how to comprehend the text. Comprehension is a process obtaining gist by compiled the text. This process includes the students' word knowledge, thought, and interpretation or analysis (Pang et. al (2003:14)). Students especially in English for Foreign Language find more difficulties in comprehending the text because they have low mastery of vocabulary. The result is their reading result is still unsatisfactory. The students can not get the points of the text. In the end, they will feel difficult to answer the questions about the text. On the other hand, the techniques and the media that were used in teaching reading were very monotonous. In fact, most of the teachers did not use the media, they just gave the students a written text and ask the students to answer the questions after they read the text. In fact, students easy to get bored when they are in reading class.

To solve that problem, teachers can use an interesting media in teaching reading. There are many media that can be used in language learning process. Those are; text games and simulation, visual media, audio media, and audio-visual media. Several of the visual media famous among the students are pictures, realia, drawings, charts or diagrams, poster, cartoon, blackboard or white board, audio media, OHP, and LCD projector (Mulyana, Kim in *Instructional Media* (2009:6)). One of the media that can be used in teaching reading is chart or diagram. According to Training and Technical Assistance Center in *Graphic Organizers: Guiding Principles and Effective Practices*, (2014:3) there are some types of graphic organizer that are: concept map, flow diagram, venn diagram, cause and effect diagram, main idea and detail chart and story map.

Based on the syllabus of 2013 curriculum (2013) in junior high school, the researcher found that the students are expected to be good readers in reading

recount text. The students will learn how to comprehend recount text well in written and oral form. In the teachers' lesson plan, the students should be able to find the implied and stated information and also they should be able to identify the values of the text. There are some stages in reading process, in the book *Teaching Reading in the Early Grades*, (2008:8) by Department of Education (DoE) states that there are three stages in the reading process, which include: Pre activity, Whilst activity and Post activity.

Due to the fact above, there is one of the diagram which can help students to overcome their difficulties in reading recount text. That is flow diagram. According to Abbot, et.al (1981:98) flow diagram is a chart form that construct the sequences of moves by plotting the route on a street plan. There are six stages of teaching process, based on Kementerian Pendidikan Dan Kebudayaan Direktorat Jenderal Pendidikan Dasar Direktorat Pembinaan Sekolah Menengah Pertama, (2013). Those stages are; observing, questioning, exploring, associating, and communicating. The use of flow diagram was used in the whilst reading activity by combining the process with the stages of teaching process.

The writer believes that flow diagram will be appropriate to help the students find the sequence of events as stated in Blooms' Taxonomy. In short, by using flow diagram, the students will be able to find the sequence of events and comprehend the text well. This media also leads students to be independent and creative learners in the learning process. Furthermore, it will also determine what flow diagram which the students use in order to help them in reading recount text. From this present study, it is hoped that flow diagram will help the students to find the sequence of events and comprehend the text well.

According to the previous study from Dwi Noviansari (2012) shows that there is a relationship between the use of graphic organizer and students' reading comprehension. The previous study was entitled "*The use of graphic organizer method to teach narrative text in senior high school*" and the result was that the students who used graphic organizer in learning process acquired more satisfying result than the students who did

not. Moreover, there is another previous study from Sisra Yanda (2012) entitled "*Teaching reading comprehension by combining predict, locate, add, note (p.l.a.n) and snowball fight strategy at senior high school*" showing that the use of combining strategies and graphic organizer in teaching process could help the students to reading and comprehending the text well.

Based on those previous studies, the researcher wants to conduct further research. In this present study, the researcher would like to investigate the flow diagram as a media that is used by junior high school students to reduce their difficulties and to help students learn new media in reading class. Moreover, the researcher also wants to describe how the students' reading comprehension through their result of the task after using flow diagram in reading recount text. Those two previous studies prove that using flow diagram in reading class can help students to learn effectively and creatively. Thus, the researcher hopes that by using this media in learning reading recount text will make students read and comprehend the recount text easily in their comprehension to enhance their reading ability.

Finally, according to the background of study above, it can be simplified to discuss between three questions that emerge as a significant concern toward the novel.

1. How is the use of flow diagram as a media to teach reading recount text to the eighth grader?
2. How is the students' reading comprehension toward the use of flow diagram as a media to teach reading recount text to the eighth grader?
3. How are the students' responses toward the use of flow diagram as a media to teach reading recount text to the eighth grader?

RESEARCH METHOD

This study used descriptive qualitative as the research design. Descriptive research is a research design to obtain information of the phenomenon and to describe what exists in a current study objectively. Qualitative research deals with data that are in the form of words or pictures rather than numbers and statistics. Hasan in Kurniawati's thesis (2015) states that qualitative research analyzed the data in the form of phenomenon description, not numeral of cause and effect relationship. So, in this research there will not numerical results or formulas. This research was used to describe the use of flow diagram to teach reading recount text to the eighth grader. The researcher used non participant observation since the researcher was not involved in the learning process. The researcher did not make any interaction or participation

during teaching and learning activity in class. The researcher only observed all activity that occurred during the lesson concerning how the teacher conducted flow diagram in teaching reading recount text. The data were gathered from observation checklist, students' reading task, and questionnaire in the form of words.

In this study, the researcher focused on the activities that happened during the use of flow diagram. The researcher chose eighth grader of SMP Negeri 2 Jombang as the setting of this study. It was chosen because in curriculum 2013, recount text should be taught in the eighth graders of junior high school students. Besides that, this school was applied flow diagram as a media in the learning process before. So, in this school has some teachers who are expert in using flow diagram. Related to that, the researcher took all students from VIII G of SMP Negeri 2 Jombang as subjects of this study. Moreover, the researcher analyzed the students' reading ability based on the result of the students' reading task. The result will be explained descriptively.

The researcher conducted observation two times in the classroom. The focus of the study was in the learning process, especially in students' reading class. Then the researcher described the process happened using words according to the objectives in the study. The data was reported the students' learning activity from beginning until the end of the class in observation checklist. Other instruments used were students' reading task and questionnaire.

In this research, the data was collected by gaining the data from the observation checklist, students' reading task, and questionnaire since those instruments were used to described how the students' used flow diagram to teach recount text in reading class. In doing so, the researcher took two observations of reading class which was done once a week. The researcher observed the conditions that really occur. The researcher became a non-participant observer that paid attention to the students' learning process, gathered data from the teaching learning process, and took a note on observation checklist without participating in the lesson. The researcher paid attention to the all reading activities from the beginning until the end of the class, so that, the researcher was able to know the detail information of the teachers' and students' activity during the use of flow diagram. Those observations were conducted by filling the observation checklist to gain the data for each meeting. To answer the second research question, the data was collected by using students' reading task. From the students' reading task result, the researcher could be able to know whether the students had a better reading comprehension or not after using flow diagram. Then, for the last research question, the researcher distributed a

questionnaire to the students after the end of the observation. The questionnaire is used to know how are the students' responses toward the use of flow diagram.

The data collection will be selected and analyzed by descriptively. The result of the data from observation checklist and students' reading task will be analyzed descriptively. Meanwhile, the result of the data from the questionnaire will be percentage first and then analyzed descriptively.

RESULT OF THE STUDY

The researcher would analyze the result descriptively based on the theories that had been elaborated in chapter two. The researcher also discussed the result based on the instrument used in this study. In this discussion, the researcher gave an overview of the use of flow diagram to teach reading recount text, students' reading comprehension and students' responses toward the use of flow diagram which had already analyzed. The researcher used observation checklist, students' reading task and questionnaire to analyze the use of flow diagram result. The analysis included the teachers' and students' activity, the result of students' reading task and the students' responses. Those components were analyzed into descriptively.

The Use of Flow Diagram

Based on the result of the two observations on February 28th and 30th, 2015, it could be seen that the flow diagram was successfully used to teach reading recount text. According to the book *Teaching Reading in the Early Grades*, (2008:8) by Department of Education (DoE) states that there are three stages in the reading process, which include: Pre activity, Whilst activity and Post activity. In the pre activity, first of all the teacher divided the class in group of four. Then, the teacher gave explanation the students about the definition, generic structures and language features of recount text about the rules and the procedures of used flow diagram, he also explain what is flow diagram about.

In the whilst activity, he explained about the rules and the procedures of flow diagram. He guided the students to find the sequence of events in the text and guided the students to complete the flow diagram. Then, he gave some questions related to the text and asked the students to answer orally. After the students answered his question, he asked them to present their work in front of the class. In the last, the teacher also asked the students to create a flow diagram using their own creativity. From the observation result, all students in this study paid attention and listened carefully to the teachers' explanations or instructions by being silent while the

teachers' was speaking. And being active when they work in group. They asked their teacher a lot when they were not understand about something. It made the situation was being crowded and lively. The students' were more active than usual. They were very interested in the media.

In post activity, the teacher gave a simple conclusion about recount text and flow diagram. The students gave comment to the other friends work.

Additionally, the teacher's role was not dominant. He involved the students in the whole activities. He took role as an organizer, an observer, a feedback organizer, and a prompter as said by Harmer (1998:213). Those roles were transformed related to the activities. He was organized at the beginning of the class. He explained a clear procedure of the media. He also explained clear instruction of what they should do and should not do. He always reminded the students about the time to finish their task on time. As a feedback organizer, the teacher did not dominant to answer all of the students' questions when there was a student asked about something, he gave chance to other students to answer. Giving appraisal when the students could answer correctly was a good way to give feedback. He gave compliment to the students such as "good" or giving thumbs up.

The Students' Reading Task

In describing the students' reading comprehension in reading class, the researcher described it through the students' reading task. The researcher used the result of the students' reading task. The students' task in case the result of completed the flow diagram was analyzed descriptively. The researcher described how the students' completed the flow diagram with the relevance sequence of events in the text. And analyzed the students' errors while the use of flow diagram. The researcher also analyzed the creativity of the students in order to create a new flow diagram. It was not only about the creativity but also how are the students took the sequence of events from a different text properly and clearly in the flow diagram. So, the result of students' reading comprehension could be seen in the result of the students' worksheet.

Based on the students' reading task result in the first observation, it could be seen that the students had already completed the flow diagram well in a group. One of them could completed the flow diagram with the appropriate sequence of events of the text. The other groups, had completed the flow diagram well, but there was an error in their work. They filled one of the shape of flow diagram with the detail of the sequence of events.

Actually, in flow diagram template the students did not need to write the details but it just the main sequence of events in the text. Meanwhile, in the individual task, there were five students who had made creative flow diagram. Most of them create a different flow diagram with the one that the teacher gave before. They also started to be able to complete the flow diagram with the appropriate sequences. They also wrote the sequences clearly using an arrow to gave an important sign of relationship. Some of them, also colored the arrows to made it more beatiful and interesting.

The Result of Students' Responses of Flow Diagram by using Questionnaire

In this research, the researcher used a questionnaire consisted of eleven questions. The form of the questionnaire is checklist form using four indicators, those are: SS (Sangat setuju) or Very Agree, S (Setuju) or Agree, R (Ragu) or Not Really, TS (Tidak setuju) or Do not Agree. The questionnaire is used in Indonesia to make easy the students to understand the questions.

The result of the questionnaire, it could be concluded that flow diagram was interested and helped the students to find out the sequences of recount text, they agreed that they did not find the difficulties when they used flow diagram, it means that they understand the material and more understand the material when they used flow diagram. Next, they stated that they were not sleepy during the use of flow diagram, hence they said that they were easy to remember the materials when using flow diagram and they also felt happy. They also did not find the difficulties when they used it. It also reduces the students' bored when they were in reading recount text because they felt happy and interested. They felt enthusiastic when they used flow diagram. As the result, they were not felt sleepy when they were in the teaching learning process. From the explanation above, it could be concluded that flow diagram could reduce the students' bored when they were in reading class and also it helped them to understand the main concepts of the text easily.

CONCLUSION

Based on the result of the study conducted by the resarcher in two meetings, it could be concluded that:

Flow Diagram could be used as a media to teach reading recount text to the eighth grader. It could be analyzed through the process of the use of flow diagram in the five stages of teaching process. First of all, in the observing stage the students listen the teachers' explanation about the rule and the procedure of flow diagram, second in the questioning stage the students ask

the teacher about the rule and the procedure of flow diagram that has been explained before, then in the exploring stage the students complete the flow diagram in group or individually, the next stage is associating, in this stage the students compare their answer and answer the teachers' question related to the text orally, in the last stage, communicating, the students present their work in front of the class and give opinions about their friends' presentation.

The use of flow diagram help the students to find the sequence of events in the text. Additionally, it also stimulated the students' creativity to create a new flow diagram template.

The use of flow diagram in teaching reading recount text can make the students interest in reading recount text. The students' responses were analyzed from the result of the questionnaire. Most of the students said that flow diagram was interested and helped them to comprehend recount text. Most of them also stated that they did not get the difficulties when they used flow diagram. The use of flow diagram made the students happy when they learnt using flow diagram.

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