THE USE OF GRAPHIC THINKING ORGANIZER TO TEACH READING OF A REPORT TEXT IN SMAN 1 TANAH GROGOT

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Abstrak

Membaca adalah salah satu keterampilan bahasa yang penting. Melalui membaca, seseorang dapat meningkatkan pengalaman, mengembangkan konsep baru, dan memecahkan masalah-masalahnya. Membaca keterampilan yang diperlukan untuk memastikan perkembangan pertumbuhan pribadi dan untuk mengadopsi perubahan di dunia, namun pentingnya membaca belum disadari oleh sebagian besar warga negara Indonesia. Kebiasaan guru membaca bahan ajar yang hanya berfokus pada pengucapan dan kosa kata yang tidak membantu siswa untuk memahami teks dengan baik. . Guru harus membimbing siswa dalam proses membaca dalam rangka untuk membuat mereka lebih mudah untuk memahami teks. Salah satu cara untuk membimbing siswa dalam proses membaca juga memotivasi mereka dalam belajar bahasa Inggris adalah dengan menggunakan *Graphic Thinking Organizer* dalam mengajar membaca, terutama mengajar laporan membaca. *Graphic Thinking Organizer* adalah tampilan visual yang digunakan untuk mengatur informasi yang diperoleh dari teks yang dapat membantu siswa untuk belajar dan memahami informasi dengan mudah. Penelitian ini merupakan penelitian deskriptif kualitatif. Subyek penelitian ini adalah siswa kelas XI SMAN 1 Tanah Grogot. Instrumen yang digunakan untuk mendapatkan data yang catatan lapangan, transkrip audio atau video, wawancara garis panduan dan hasil tugas membaca siswa.Ada tiga poin yang bisa dilihat dalam hasil penelitian ini. Pertama, pelaksanaan *Graphic Thinking Organizer* sebagai strategi untuk mengajar membaca laporan teks berjalan dengan baik. Kedua, siswa hasil tugas membaca menunjukkan bahwa siswa kemampuan membaca cukup baik. Ketiga, siswa menunjukkan respon positif terhadap pelaksanaan *Graphic Thinking Organizer*. Kesimpulannya, *Graphic Thinking Organizer* dapat digunakan untuk mengajarkan membaca laporan teks untuk siswa kelas sebelas. Hal ini berguna untuk membantu siswa dalam membaca laporan teks.

Keywords: *Graphic Thinking Organizer, Membaca, Teks Report, Respon siswa*

Abstract

Reading is one of the important language skills. Through reading, one can enhance his experience, develop new concept, and solve his problems. Reading skill is needed to ensure the development of personal growth and to adopt the change in the world, yet the importance of reading has not been realized by most of Indonesian citizen. The teacher's habit of teaching reading which only focuses on the pronunciation and the vocabulary does not help students to comprehend the text well. . The teacher should guide the students in the process of reading in order to make them easier to comprehend the text. One of the ways to guide the students in the process of reading also motivate them in learning English is by using graphic thinking organizer in teaching reading, especially teaching reading report. Graphic Thinking Organizer is a visual display used to arrange information gained from a text which can help the students to learn and understands the information effortlessly. This research is a descriptive qualitative research. The subjects of this research are the eleventh graders of SMAN 1 Tanah Grogot. The instruments used to gain the data are field note, audio or video transcript, interview guide lines and students' reading task result.There are three points that can be seen in the result of this research. First, the implementation of graphic thinking organizer as a strategy to teach reading report text run well. Second, the students' reading task result showed that the students' reading ability was good enough. Third, the students showed a positive response toward the implementation of graphic thinking organizer. In conclusion, graphic thinking organizer can be used to teach reading report text for the eleventh graders. It is useful to help the students in reading report text.

Keywords: *Graphic Thinking Organizer, reading, report text, students' response*

INTRODUCTION

English is an international language which plays an important role in this global era. People who want to go abroad should learn English to communicate with people around them. Since English has an important role in the world, English becomes one subject to be examined in national exam and also English becomes one criteria in work environment in Indonesia. Since then English being taught from kindergarten until the university level. According to Departemen Pendidikan Nasional in Mila (2015) "The purpose of teaching English as a foreign language in Indonesia is to make learners communicate well whether in spoken or written form." . There are four skills that have to be taught by teacher; they are listening, speaking, reading and writing.

Reading is one of the important language skills. Harvey (2012) says that reading may be one of the single most important skills that a person can possibly acquire. It means that through reading, one can enhance his experience, develop new concept, and solve his problems. Reading skill is needed to ensure the development of personal growth and to adopt the change in the world, yet the importance of reading has not been realized by most of Indonesian citizen. A large number of our population is classified as poor readers and the majority of the people are content to read materials of poor quality (Mustafa, 2012).

In Indonesia, the purpose of reading has not reached the real purposes of reading itself. The teacher only focuses on the pronunciation when students are reading the text. Actually, the purposes of reading are to understand the content of the text, stimulate the students' mind set, and expand their own vocabulary. This stated relationship between word knowledge and reading comprehension dates back to (Tannebaum,2006; Torgesen&Wagner,2006). The teacher did not pay attention to the reading comprehension that causes the process of learning reading runs unsuccessfully. Reading comprehension is not a single step or easily acquired skill (Harvey, 2012). It is a very complex process that teachers find difficulties to teach. Comprehension is a process that involves thinking and teaching past experiences and knowledge (Prado &Plourde, 2011). As individuals get better at these skills and are able to read words, they have to move into learning the actual meanings of the words they are reading. Zare and Othman (2013), states based on their research that students need to know

how to learn from reading in order to be able to get into the present literate society and to have a successful communication.

Based on the syllabus, report texts are the ones that may be taught through reading activities. Reading texts are taught to the eleventh grade of senior high school students in the first semester. Mostly, they got difficulties to catch the point in teaching and learning process. They need to learn about something that is familiar with them. Also, students have to be able to comprehend the content of the text. Furthermore, the students still need to learn more about vocabularies dealing with that. So that, the students can get easily understand their reading report text they have to read.

In solving the problems above, an alternative strategy in reading namely Graphic thinking organizer will be offered. Graphic thinking organizer existing to help students enhance their reading comprehension. Nevertheless, when it comes to those problems stated above, Graphic Thinking Organizer is considered to be the best strategy to be employed. Graphic Thinking Organizer is a visual display used to arrange information gained from a text which can help the students to learn and understands the information effortlessly (Meyen, Vergason, and Whelan, 1996). Graphic Thinking Organizer provides students with several patterns on how information should be arranged clearly. Cassidy and Hosler (as cited in Bowman et al., 1998) exclaimed that graphic organizer aids students to comprehend the main idea that can direct to good reading comprehension. They added that this visual organization helps students memorize the information as well.

Some previous studies which are related to this study show that actually whenever the learners are reading English text as foreign language, they also use graphic thinking organizer to overcome their comprehension difficulties. Previous study by Syaifudin (2011), Noviansari (2012) and Nasir (2014) showed that graphic thinking organizer help a lot the learners when they have some difficulties in reading, students' felt easy in learning reading.

Based on the background of the study, the researcher formulated the research questions as follows:

1. How does the teacher implement graphic thinking organizer to teach reading in report text to the eleventh graders in SMAN 1 TANAH GROGOT ?

2. How is the students' reading ability in report text when Graphic Thinking Organizer was applied to the eleventh graders in SMAN 1 TANAH GROGOT ?

3. How are the students' responses toward the implementation of Graphic Thinking Organizer to teach reading report text at SMAN 1 TANAH GROGOT ?

RESEARCH METHODOLOGY

The researcher chose to use descriptive qualitative approach to design research. It meant in this research was not only aimed to describe the implementation of "graphic thinking organizer" in teaching of reading report text but also to know students' response.

According to Ary (2010), descriptive research is proposed to describe certain phenomenon naturally; there are no manipulated treatments to the subject of the research. Therefore, in conducting this research, the researcher described and recorded any activity that had happened in the classroom. The researcher recorded every sole activities happened in the classroom. The researcher tried to make sure that everything in the classroom happened as natural as possible.

The subject of the research were the English teacher and the eleventh grade students of SMAN 1 Tanah Grogot. The researcher specified the subjects from class XI IPA 2 consisting of 25 students. The class was chosen because of the teaching learning environment in the class is good to be observed.

In this research, the data were collected through field notes, audio and video tape recording, reading task, and interview guidelines. In collecting data, the researcher used observation and interview techniques. The researcher conducted observations in 3 meetings of teaching and learning process in one class of eleventh grade in SMAN 1 Tanah Grogot. In the last observation, the researcher conducted interview to five students. The researcher chose five represents students' reading ability. The researcher conducted interview to know how the students' responses toward the implementation of graphic thinking organizer.

Ary (2010) suggested to analyze the data with three stages. The first stage is familiarizing and organizing. To help the researcher analyze the data easily, in this case is the data taken from observations, video recording, reading task, and interviews; the researcher should thoroughly understand the data (Ary, 2010).Thus, the researcher looked into or re-listened to the recording then the researcher made the transcript from the sound or video tape recording transcript. The Researcher read the notes and the sound or video recording transcript more than once. After that, the researcher composed the data by revising the notes and making orders in view of the instruments which were utilized.

The second stage is coding and reducing. The aim of coding is developing concepts from the data which are obtained (Ary, 2010). The first step is classifying the data into more specific groups of issue then reorganizing them based on the importance of the issue. In this step, the researcher classified the data from notes and the data from audio or video tape recording transcript into very important, important, and less important. While the data from students' reading task result were marked by the researcher as excellent to very good, good to average, fair to poor, and very poor learners in writing. The next step is eliminating the data that were less important. In this step, the researcher reduced some data which are not related with the purpose of this research.

The last stage is interpreting and representing. Ary (2010) stated that interpreting is describing and explaining the things happen in the field which is observed. In this stage the researcher narrated and explained what the research obtained from coding and reducing stages. Then, the researcher represented it. Ary (2010) stated that descriptive research present the data using words, tables, and pictures. Thus, the researcher represented the data by giving explanation and description about. The implementation of graphic thinking organizer to teach reading report text in SMAN 1 Tanah Grogot which has been done by the teacher. The researcher also gave the result students' reading task as a proof. These are very helpful for readers to figure out the result of the observation.

RESULT AND DISCUSSION
The Implementation of Graphic Thinking Organizer to Teach Reading of A Report Text

Based on the result of this research, there are three problems to be discussed. First, related to the observation result of the implementation of graphic thinking organizer to teach reading of a report text. Second, related to the students' reading task to know about the students' reading ability. The last, related to the interview result about the students' responses toward the implementation of graphic thinking organizer.

The way of how the teacher introduced GTO strategy above showed that he had not followed the steps of implementing GTO strategy as explained by Jones (2004). There are 3 steps in the classroom activities in implementing the strategies; they are reminds the students about the background of knowledge for the topic students read, The second step is Whilst-Reading While you read graphic organizers help students to keep your reading brain alert and awake and focused on what you are reading. And the last step is reminding the readers of what they read after reading on Post-Reading.

However, in the first meeting the teacher implemented one of three stages in graphic thinking organizer. In the first stage, the teacher shows picture about the graphic thinking organizer and then explain the benefits and then explain to the students how to fill the graphic thinking organizer. This is stage has not in line with Jones (2004), In this stage the teacher have to reminds the students about the background of knowledge for the the topic students read such as the teacher giving a picture to stimulate students' mind, discusses the picture with students. The Second stage the teacher showed the text about whale and ask the students to fill their graphic thinking organizer. This Stage also has not in line with Jones (2004) whether before fill the graphic organizer, the teacher have to explain the generic structure of the text first and explain how to use the graphic thinking organizer ,that already explain by the teacher on the first step. After that the teacher also have to explain some grammatical features related to text and then continue in filling the students graphic thinking organizer. The last step, the teacher reviewing students what they are reading and check every students graphic thinking organizer this step in line with Jones (2004).

Students' Reading Ability after the Implementation of Graphic Thinking Organizer in Teaching Reading Report Text.

In describing the students' reading ability, the researcher analyzed the result of students' task firstly. In scoring the students task, the researcher used guidelines indicators which was adapted from Brown (2004). There were five indicators which were used to analyze the students'. From the results of students' task in the first until third meeting, the researcher found that most of students could reach all the indicators well. For the first indicator, they could decide the general classification of report text, although some of them answered it was not clearly. Thus, it emerged the ambiguity meaning of their answer as like student C and B.

Then the second indicator, the students could get the certain or detail information from the text. They could found the certain information such as the animal activity and the appearances of Animal which were contained in report text. Next, the third indicator, the students had various answer for deciding the main idea of the paragraphs in report. Nevertheless, their answers were same with the main idea of the paragraphs and generally complete.

In deciding the meaning of word or phrase in report text, they still answered in Indonesian, not in target language. It was because they used bilingual dictionary. However, it was good because they had an effort to look for the meaning of the word or phrase in the text. The last indicators, the students also had various answers to decide the opinion or ideas based on the information which was they got in the text. It was because they had different background knowledge and experience.

From the discussion above, it could be conclude that Graphic Thinking Organizer was successfully implemented in teaching reading of report text. The students comprehended more about the text and task, thus they could reach all of the indicators although there were one or two minor errors in a grammatically.

Students' Responses toward the Implementation of Graphic Thinking Organizer in Teaching Reading Report Text.

After the implementation of graphic thinking organizer and the teacher had analysed the students' reading task, the researcher conducted interview with the students related to the implementation of graphic thinking organizer. The questions of the interview consist of three aspects. The first is the learners' opinion about the material and activity during the implementation of graphic thinking organizer. The second is about the students' difficulty. The last is about the learners' suggestions about the activity.

As could be seen in the interview result, the learners have different opinion toward the material and activity during the implementation of graphic thinking organizer, have difficulty toward report text, and have different suggestions toward the activity, but mostly they have positive opinion toward the material and activity during the implementation of graphic thinking organizer, have difficulties of finding main ideas, and have a suggestion toward the teacher's way to explain the strategy In general, the learners responded positively toward the implementation graphic thinking organizer even though they have different difficulties. It means that the learners enjoyed and like the activity during the implementation of graphic thinking organizer. The learners also thought that graphic thinking organizer is an appropriate strategy in teaching and learning reading report text.

CONCLUSION AND SUGGESTION

Conclusion

Based on the analysis in Chapter Four, it can be concluded that graphic thinking organizer can be applied well for teaching reading report text. This strategy can help the students' comprehend the content of the text. They can reminds the students of what they already know about a topic and help them think about what the students want or need to know about the topic they will be reading Moreover, the learners were enthusiastic in learning reading report.

The students can comprehend well reading report during the implementation of graphic thinking organizer. It can be seen from the students' reading task result. The students' reading task result showed that the implementation of graphic thinking organizer can help the students' reading comprehension

From the interview result, it can be seen that the students' responses toward the implementation of graphic thinking organizer were good. Most of them gave positive opinion toward the implementation of graphic thinking organizer. They also stated that graphic thinking organizer can help them to find main content of the text

From that explanation above, the researcher concludes that graphic thinking organizer is a suitable strategy to teach reading report text, especially for the eleventh graders of SMAN 1 TANAH GROGOT.

Suggestion

For the teacher, The teacher should pay attention to every step in graphic thinking organizer in classroom activity because the teacher may miss the important steps such as reminds the students what they read after reading. Additionally, the teacher should be more active and creative in finding and selecting interesting topic in teaching reading which should be entertaining for the students and able to encourage them in learning English. Furthermore, the teacher should motivate the students to avoid the students' lack of interest in learning English. Moreover, it is also suggested that developing the activity can be helpful for the students.

For the future researcher, the next researchers who are going to conduct a research with the same strategy, they can try whether this strategy can be used for other skills or other kinds of texts. Also they can try to find a new modification of the graphic thinking organizer in order to motivate the learners more.

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