Improving Students' Reading Comprehension of Hortatory Exposition Text by Using Graphic Organizers at Grade XI Social Science of SMA Kalam Kudus Pekanbaru

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Abstract: Based on a preliminary study, the researcher found that the students at grade XI Social Science of SMA Kalam Kudus Pekanbaru had problems in comprehending hortatory exposition texts. They were difficult to understand contents and to identify generic structure of the texts. Besides, the teacher had used some strategies in teaching reading comprehension, but they were still not effective. In this case, the researcher decided to solve these problems in reading by conducting a classroom action research by applying Graphic Organizer. The purposes of this research were to find out whether Graphic Organizer can improve students' reading comprehension of hortatory exposition texts and the factors that influence the changes of students reading comprehension of hortatory exposition texts. This classroom action research was done in two cycles with four meetings in each cycle; three meetings for teaching reading comprehension of hortatory exposition texts by applying Graphic Organizer and one meeting for the test. The research was conducted from August 02, 2017 until August 25, 2017. In collecting the data, researcher used reading comprehension tests, observation sheets, field notes, and interview. Then, the data were analyzed in quantitative and qualitative. The research findings showed that there was an improvement of students' score in reading comprehension of hortatory exposition texts tests after applying Graphic Organizer. The average score of students in cycle 1 was 65 and cycle 2 was 70. Then, the factors that influence the improvement of students' reading comprehension of hortatory exposition texts were students' activeness, teaching material, and teachers' role. In conclusion, the implementation of Graphic Organizer could improve students' reading comprehension of hortatory exposition texts at grade XI Social Science of SMA Kalam Kudus Pekanbaru.

Key Words: Reading Comprehension, Hortatory Exposition Texts, Graphic Organizers

1. INTRODUCTION

Reading is a part of language that is crucial learning indispensable for students. Through reading, students can enlarge their knowledge. Actually, reading is an active process in which the reader engages in an exchange of ideas with the author via the text. It means that the students are expected not only to understand the overall the text, but also expected to able to develop their comprehension in grasping the message provided by the writer in the reading text.

King and Stanley in Warman (2011:8) state that there are five components contained in reading text. They are finding Main Idea, finding factual information, finding the meaning of vocabulary in context, identifying References, and making Inference.

Although reading is important for students, many students still have problems in reading comprehension. Based on the researcher's observation and experience at grade XI Social Science of **SMA** Kalam Kudus Pekanbaru, there were some problems found in teaching reading especially in hortatory exposition text. Most of the students in class XI Social Science failed to comprehended hortatory exposition texts. It was known based on the result of students' reading comprehension of hortatory exposition test given by teacher. Only students of students got, students got, and the other students got the lower score than the standard criteria minimum of achievement that is 70 and the average of students' reading score comprehension was. It can be concluded that they could not comprehend the text distinguish some significant information from the text.

Realizing the phenomena above, appropriate reading strategy in teaching reading should be implemented in the classroom because teaching strategy can give great effect on the students' success in reading text. The strategy that is used by the teacher should be appropriate to the students' comprehension level. The strategy that implemented is graphic organizer. The researcher considered that graphic organizer is an appropriate strategy to be applied in teaching reading because it actively teaches students the skill of comprehension. Herdi, Yasin, and Syarif (2014) found that graphic organizer could improve students' writing skill. Graphic guided the students organizer developing their ideas in writing such as brainstorming, structuring, restructuring during writing process. This strategy relies on the teacher actively modelling the comprehension from his/her students. It can develop critical reading skills,

encourage active reading, active the students' prior knowledge and monitor students' reading comprehension as they are reading. It is a strategy that may make reading easier for the readers.

Lee (2007) found that, graphic organizers were a viable choice in scaffolding revision for students' in the pre writing stage because it enabled them to see better what they are revising. Graphic organizers differentiated main ideas from sub-ideas clearly and provided an overview how the ideas in the organizers related to one another which facilitated categorization and diagnosis of writing problems in the revision process.

From the previous studies above, it can be inferred that graphic organizer is really effective in teaching and learning process. It can help students in learning not only reading comprehension but also other language skills. Furthermore, graphic organizer can be used as a teaching strategy in order to assist them in teaching and learning process. Although several studies have shown the effectiveness of graphic organizer, more information to enhance the effectiveness of graphic organizer needs to be developed. Thus, in this research, the researcher focuses improving students' on reading comprehension of analytical exposition text by using graphic organizer.

2. METHOD

This research was a classroom action research (CAR). It was used to help the teacher to improve the quality of teaching and learning process. In this

case, the researcher intended to improve the students' reading comprehension of hortatory exposition text by using graphic organizer at grade XI Social Science of SMA Kalam Kudus Pekanbaru. The Participants of this research were the students of grade XI Social Science of SMA Kalam Kudus Pekanbaru. This class consisted of 20 students in 2016-2017 academic years. In this research, the researcher collected the data through several instruments namely reading test, observation, field note, and interview. The procedures of the research were follow the model of classroom action research procedure developed by Kemmis and McTaggart (1988: 14) which consisted of four steps namely plan, action, observation, and reflection.

3. FINDINGS AND DISCUSSION

a. Findings

This research was conduct to the second year students of SMA Kalam Pekanbaru in 2016/2017 Kudus academic year. The purposes of this research were to find out whether Graphic Organizer can improve students' reading comprehension of hortatory exposition text and to find out the factors that influence the change of students' reading comprehension of hortatory exposition text at grade XI Social Science of SMA Kalam Kudus Pekanbaru.

This research was conducted in two cycles. Each cycle consisted of four meetings; three meetings for doing the teaching and learning reading comprehension of hortatory exposition text and one meeting for conducting the reading comprehension test. The three meetings were done in four stages; plan, action, observation and reflection. It was done in a cycling process.

In planning the process, the researcher prepared all of the things needed during the process of teaching and learning reading comprehension of hortatory exposition text by using graphic organizer. The researcher prepared the lesson plan, teaching materials that used in teaching and activities. and reading learning comprehension test. He also prepared instrumentation for gathering the data such as observation checklists, field notes, and interview guidelines.

The collaborator also filled the observation checklists and field notes to collect the data of teacher and students activities during the teaching and learning process. After teaching and learning process, the teacher interviewed some students in order to get more information about their reading comprehension of hortatory exposition text and their opinion learning reading comprehension of hortatory exposition text by using graphic organizer.

In gathering the data, the researcher used reading comprehension tests of hortatory exposition text, observation checklists, field notes and interview. The data from observation sheets, field notes, and interview gave further information about teacher, students, and teaching process which gave more explanation about the result of the reading comprehension tests of hortatory exposition text.

The researcher had analyzed of the research finding based on the test of reading comprehension of hortatory exposition text by using graphic organizer which have been obtained by students and based observation, field notes, and interview during conducting the researcher for eight weeks. Its purpose is to recognize the answer of the research question graphic whether the applying of organizer can improve students' reading comprehension of hortatory exposition text at grade XI Social Science of SMA Kalam Kudus Pekanbaru recognize the factors that influence the change of students' reading comprehension of hortatory exposition text at grade XI Social Science of SMA Kalam Kudus Pekanbaru.

1). The extent to which graphic organizer can improve second year students' reading comprehension of hortatory exposition text at grade XI IPS (Social Science) of SMA Kalam Kudus Pekanbaru.

The researcher found two points after analyzing the quantitative data related to the use of graphic organizer in teaching reading comprehension of analytical exposition text:

a) The use of graphic organizer in teaching reading comprehension of hortatory exposition text improved students' score of reading comprehension. It referred to the students' score of the cycle 1 and 2 which was better than before using graphic organizer. b) There was also an improvement in reading comprehension indicators. Based on students' progress in every meeting, it could be seen that the number and percentage of sudents' who correctly identified the indicators increased after using graphic organizer.

2). The factors that influence the changes of students' reading comprehension of hortatory exposition text by using graphic organizer.

Having conducted the research, it was found that there are five factors that were analyzed. Those factors influenced the changes of students' reading comprehension of hortatory exposition text. They are material, media, classroom activity, classroom management, and teacher's approach.

a) Material

One of the five factors was reading material. From the result of interview, it was identified that reading material influenced the of students' changes reading comprehension of hortatory exposition text. The students were interesting in the reading material because the researcher explored the reading material which relevant with the topic from any resources such as from internet, the other students' textbook, newspaper, and described them into graphic organizer. Besides, the material that had been selected was closing with the students' daily activity. It was proved by the interview result which almost of all students who were interview was

interested in material that was served in the text.

b) Media

The other one factor that influenced students' reading comprehension of hortatory exposition text was media. It can not denied that the use of media was very important activating the students' attention before starting the lesson. Besides, the important of technology influenced the education program. One of them is internet assisted language learning, and one of this internet assisted language learning is graphic organizer which can make easy the teacher in conducting the teaching learning process. Based on the observation, field notes, and interview; it was proved that most of grade the students XI were enthusiasm following the lesson reading comprehension of hortatory exposition text by using graphic organizer.

c) Classroom Activity

Another one factor that influenced students' reading comprehension of exposition text hortatory was classroom activity. Actually, the classroom activity depend on how the teacher feel comfortable delivery the lesson and how the students feel enjoy in learning. Thus, in this research, the researcher designed the classroom activity that make them easy to understand the lesson by supporting media graphic of organizer by conducting the group discussion. Based on the result of the observation. field notes. interview, it was found that most of the students felt enjoy following the activity in the class. The researcher tried to make them not only in learning but also in playing.

d) Classroom Management

The next factor that influenced students' reading comprehension of hortatory exposition text was classroom management. Based on the observation, field notes, and interview that have been conducted during the research, it was found that the ability of the researcher to control the class was very crucial. Moreover, they should be classified into group which sometimes they did not match the number of their group. Besides, the researcher needed to explain more detail, loud voice, and many times direction to make understand the rule of the activity so that the process of the activity could run as the planning.

e) Teacher's Approach

last factor that influenced students' reading comprehension of hortatory exposition text teacher's approach. Dealing with observation. field notes, and interview the teacher's approach was good enough because the teacher could adapt with the students. The researcher always checked and make sure the students have understood the instruction, felt them enjoyed in learning.

2. Discussion

After conducting this classroom action research by using graphic organizer in teaching reading comprehension of hortatory exposition text, it was found that the use of graphic improved the students' organizer reading comprehension of hortatory exposition text at grade XI IPS (Social Science) of **SMA** Kalam Kudus Pekanbaru. It is supported by Cutiongco (2006) who investigated the students' reaction toward the use of graphic organizers in understanding exposition text. The sample of her research was fifty nine fourth year section 2 students of Marikina High School in Conception I Marikina City (located in Metro-Manila). She found that the most fourth year students in the sample considered graphic organizers as useful aids to better comprehension of exposition text.

The use of graphic organizer showed improvement in students' comprehension. It could be seen from the students' score and the result of the observation checklist, field notes and interview, graphic organizer helped them comprehend the text. It was supported by Chiang (2005) 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 for promoting EFL reading comprehension and improving attitude toward EFL reading.

Based on the result of the students' reading comprehension on hortatory exposition texts score, graphic organizer gave a good improvement in comparing to the score of pre-test, cycle 1, and cycle 2. Students' score were 56, 68, and 73. It could be concluded that the use of graphic organizer had a

positive effect on students' reading comprehension of analytical exposition texts. The increasing score of reading comprehension is related to the effective use of graphic organizer.

Based on the field note and interview, the researcher found that the students were interested in using graphic organizer in reading hortatory exposition text. It helped them understand the text and was new for them. It made them comprehend the text through the visualization of the ideas and the structure of the text. When the students keep practicing and active using graphic organizer in reading, it will help them to be familiar with graphic organizer and comprehend the text. It is in line with the research finding, Jiang and Grabe (2007) state that the length of treatment period and the educational level of participants are factors also important the effectiveness of graphic organizers.

The students could comprehend the text well if they actively participated in every step of graphic organizer procedure. They were being active in finding the key information from the text and filling out graphic organizer. Then. the students involved discussion in which they answered and asked questions about the organizer and the text. The variety techniques in applying graphic organizer had important part in creating effective teaching and learning process. Different techniques in applying graphic organizer made the students familiar with graphic organizer and created the effective way of teaching. Based on research finding and discussion, it could

be concluded that the use of graphic organizer in teaching reading comprehension of hortatory 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.

4. CONCLUSION

Based on the findings and discussion above, it can be concluded:

- a. The use of graphic organizer improves the students' reading comprehension of hortatory exposition text at grade XI IPS of SMA Kalam Kudus Pekanbaru and passed the minimum standard of achievement (KKM).
- b. The factors that influence the changes of students' reading comprehension of hortatory exposition text are topic, detail, vocabulary, reference and inference.

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