IMPROVING STUDENTS' READING COMPREHENSION SKILL THROUGH GRAPHIC ORGANIZER TO SEVENTH GRADE STUDENTS OF SMPN 8 PALOPO

A THESIS

Submitted to the English Study Program of Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Palopo for S.Pd Degree in English Education

Composed By,

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ABSTRACT

MIRNA, 2018 "*Improving Students' Reading Comprehension Skill Through Graphic Organizer to Seventh Grade of SMP Negeri 8 Palopo".* A thesis of English Education Department, Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Consultants : (1) Wisran S.S., M.Pd (2) Dewi Furwana, S.Pd. I., M.Pd

Key Word : Reading Skill, Graphic Organizer

This research focused on improving students' Reading Comprehension Skill Through Graphic Organizer to Seventh Grade students of SMP Negeri 8 Palopo. The problem statement of the research was "Is the graphic organizer effective in teaching reading comprehension at the seventh grade students of SMPN 8 Palopo". The objective of the research was find out effectiveness of through graphic organizer in teaching reading comprehension.

This research used a quasi experimental research, which released on quantitative data based on computation and measurement, operational variables and statistics. This research used help of SPSS 20 and Ms Excel. The data were taken from the objective essay test. The total population was 225 students of the seventh grade of SMP Negeri 8 Palopo . This research applied a cluster sampling technique to get samples. The total sample was 25 students from the same class, 7V and 7VI.

The result of students scores of pretest and posttest of each classes , the mean score and standard deviation was analyzed in this case. In experimental class, the mean score of post test was higher than the mean score of posttest (91.16>14.92), and the difference was statistically significant improvement because of the t-test of posttest where probability value was lower than alpha (0.00<0.05). While in control class , the mean score of posttest was also higher than the mean score of pretest (16.00>0.00), but the difference was not statistically significant because a probability value was higher than alpha 0.194>0.05. it also strengthened by comparing the mean score of posttest of both classes and then by calculating t-test of posttest. The mean score of students posttest in experimental class was 91.16. While the mean score of students posttest in control class was 16.00. the t-test of the posttest shown that there was a significant difference where probability value was lower than alpha (0.00<0.05). Thus, using graphic organizer was effective to improve reading comprehension

CHAPTER I

INTRODUCTION

A. Background

Reading is one of the language skills, but is not simply looking at the reader, not just see and identify the words in front of him/her, but also comprehend the ideas, gain new words, study how the words are used, how to implement the grammatical rules, and gaining the knowledge or information in reading comprehension, the message to imposed in the written from is the most important element that the students must recognize, because the primary purposes of reading is to know the thoughts expressed in the printed material.

In teaching reading, teacher should introduce other material as an alternative situation to students in classroom reading process. These materials can be in the form of media that can create a comfortable atmosphere to interest and stimulate the students' motivation during the classroom learning process.

Reading is a set of skills that involves making sense and deriving meaning from the printed words. In order to read, the text must be decoded

and also comprehended. When someone decodes the text, the indivdual words were deciphered.[1] So that student easily understand learing reading.

Based on the observation in SMP Negeri 8 Palopo with interview their teacher, researcher found that students have studied about reading, but most of them do not understand well the material when they study about reading. Some students just read all the text without knowing the detail of the text because lack of vocabulary, lack of understanding in recognizing question mark so most of them can not answer the question, and when in the learning process in the classroom students more passive than active influence they have not had a basic understanding of reading. One of effort that the research interested in teaching reading by using graphic organizer is recommended.

According to Liliana Ciascai graphic organizers as representation, pictures, or models used for processing textual information. Graphic organizers facilitate the students in understanding knowledge when there is a large amount of work with a given limited time. She adds that there are various functions of graphic organizers. In reading activity, graphic organizers assist learners to:

1) clarify and organize information into categories (main idea, supporting details, topic sentence, facts, opinion, etc),

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[1] David, Nunan. *Task-based language teaching,* (Cambridge Language Teaching Library University Press, New York; 2004)

2) organize information in a paragraph for better understanding,

3) construct meaning of difficult words and sentence dividing into lexias,

4) understand the context by associating with prior knowledge,

5) identify conceptual and perceptual errors that may occur in the comprehension of reading a passage[2].

Graphic organizers are tools that facilitate the readers to organize the large information into structural categories by arranging the important aspects. In addition, graphic organizers are not simply done individually but they can be done in groups. suggests that graphic organizers are the visual tools allowing students to structure information and to arrange key concepts which can be performed as a whole class, small groups, or individual activities. Fundamentally, both of individually and collaboratively graphic organizers can be implemented in teaching reading comprehension.

Based on the explanation above, using of Graphic Organizers make the students able to organize and visualize the text better and help them to comprehend the text. Because they could organize the text well, they got more motivation to read. It was supported by the use of various media such as slide show to show the Graphic Organizers table. It can be improvement of their reading comprehension and also more confident to face a new text since they

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[2] Liliana, Ciascai *Using graphic organizers in intercultural education acta didactica neponcensia.*http://www.learntechlib.org/p/158954/ Accessed at October 8th 2017

could solve their lacked vocabulary problems. Those the students could be more focus and did not get bored easily if they do reading comprehension.

Based on the explanation above, the researcher interest to conduct a research on the title " Improving Student's Reading Comprehension Through Graphic Organizers to Seventh Grade Students' of SMP Negeri 8 Palopo ".

B. Problem Statement

Based on the title above, the researcher formulates problem as follows :

"Is the graphic organizer effective in teaching reading comprehension at the seventh grade students of SMPN 8 Palopo".

C. Objective of the Research

The objective of the research was to find out whether or not graphic organizer was effective in teaching reading comprehension.

D. Significance of the Research

This result of this research would be expected to be useful information for all readers to improve their reading skill through graphic organizer especially the teachers at the seventh grade students of SMPN 8 Palopo in order to increase the students' motivation to learn English.

E. Scope of the Research

The scope of the research was limited to improve the students' reading comprehension skill through graphic organizer. This research focused on the improving of the students reading comprehension through graphic organizers. There are some types of graphic organizer, but in this research the researcher

used one types by 5 W's diagram for reading comprehension especially narrative text. The researcher used one types from graphic organizers because, it is suitable for needed and that use simple rule for collect data.

By discipline, this research was under apply linguistic. By an activity, the researcher will employ graphic organizers in teaching reading comprehension.

By content, this research emphasized on reading comprehension which focused the analysis on the application of graphic organizer in effectiveness reading especially to get information from narrative text and answer the questions.

The researcher conducted this research to the seventh grade students of SMP Negeri 8 Palopo. There were two classes as sample that are divided into two groups, experimental and control group.

F. Definition of Term

Based on the title of this research, this research would give some definition by the expert as allows :

1. Reading Comprehension

Reading Comprehension is a process in which the readers try to construct new meaning using their background knowledge so that they can understand what the content of the text.[3]

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[3]David, Nunan. " *Practical English Language Teaching,* (New York : The Mc Graw-Hil Companies ; Inc, 2003)

2. Graphic Organizer

    graphic organizers can be developed to help the readers record main ideas and surprising information as well as their connections, responses, and interpretations. Moreover, the students can easily record the ideas when the texts are served through graphic organizers.[4]

3. Narrative Text

    Narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution[5].

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[4] Moreillon, "*Collaborative Strategies for Teaching Reading Comprehension*. Chicago : American Library Association (2007).

[5] Meanwhile, Iwuck. " *Narrative Text Book for Junior High School.* (University of Southhampton : 2007)

CHAPTER II

REVIEW OF RELATED

A. Previous of Related Findings

There have been some researchs dealing with variation of reading comprehension some of them are :

1. Muhammad Fadly in his thesis under the title the effectiveness of graphic organizer in learning vocabulary at the eight grade students of MTsN Tangerang II Pamulang. found that graphic organizer was effective in learning vocabulary at the eight grade students of MTsN Tangerang II Pamulang.[6]

2. Yunus Purwowibowo in his thesis under the title using jigsaw technique to improve the reading comprehension of class VII C students of SMPN 2 Depo*k* in academic year 2013/2014 . He concluded using jigsaw technique can be an effectiveness strategy to improve reading comprehension skill.[7] it can make students understand in learning reading comprehension.

3. Choirin Tria Kartika in her thesis under the title improving the students' reading comprehension through herringbone technique at the second grade SMPN 1 Bergas, Cental Java. She concluded that herringbone technique could

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[6] Muhammad Fadly, "*The Effectiveness of Graphic Organizer in Learning Vocabulary at the Eight Grade Students of MTsN Tangerang II Pamulang*, (UIN Syarif Hidayatullah Jakarta : 2016).pdf

[7] Yunus Purwowibowo, "*using jigsaw technique to improve the reading comprehension of class VII C students of SMPN 2 Depok in academic year 2013/2014*, (Universitas Jakarta : 2015).pdf

improve the students' reading comprehension.[8] So make students to practice reading directly through graphic organizer

According to the research, There were some similarities and differences between their research and in this research. But, all research used interested strategy in their research. The similarities of their research were the same as using an interesting strategy in teaching reading comprehension and the other skill like vocabulary. And the difference from their research were the research method and data analysis. In this research applied quasi experimental then their applied conventional way . That research can help the students in comprehending the reading text and other skill. In this research, the research used graphic organizer for teaching reading.

B. **Some Partinent Ideas**

1. **Definition of reading**

Reading is an exercise dominated by the eyes and the brain. The eyes recieve the message and the brain then has to work out the significance of this message.[9]

In oxford learner's pocket Dictionary explain that reading is act of reading something and way in which something is understood.[10]

[8] Choirin Tria Kartika, *"improving the students' reading comprehension through herringbone technique at the second grade SMPN 1 Bergas, Cental Java*, (IAIN Salatiga : 2015).pdf

[9]Jeremi Harmer, *longman handbooks for language teachers the practice of english language teaching* (new edition, malaysia: longman, 2000), p.190

Reading is the same habitual process for most people. They start at the beginning with the first word andplug along to the end.[11]

Reading is a process thinking and get some information about something from the book and know new information, when we read. Reading is one of language skills that very important to know because we got information from the book that is success from good reader.

2. Purpose of Reading

a. Reading to confirm expectations

In the following example of a reading exercise in the students are involved in reading in order to confirm their expectations about the information they think the text will contain. Because This technique place great emphasis on the lead-in stage where the student is encouraged to become interested to become interested in the subject matter in the text, and gives them an interesting and motivating purpose for reading

b. Reading to extract specific information

We will look at three examples in which students are asked to read a text to extract specific information, a skill we said was important. A vital feature of this type 1 skill is that students should see the question or tasks they are going to answer or

[10] Martin H. Manser, *Oxford learner's pocket dictionary* (oxford University press. New York. 2005), p.357

[11] Rick ostrov's, *power reading (third edition, education press: www.education press.com*, 2003)P.24pdf

perform before reading the text. If they do this it will be possible for them to read in the required way, they do not have to worry about parts of the text they have difficult with but only those that they need to extract the required information.

(a) extracting specific information

Very often we read something or listen to it because we want to extract specific bits of information – to find out a fact or two. We may quickly look through a film review just to find the name of the star. We may listen to the news, only concentrating when the particular item that interests us comes up. In both cases we may largely disregard the other information in the review or the news bulletin. We will be aware of this information and may even at some level take it in, but we do so at speed as we focus in on the specific information we are searching for. This skill when applied to reading is often called scanning and we will concentrate on the skill of extracting specific information. Before loking at examples of reading material we will make some general comments about reading in the classroom.

Reading is an exercise dominated by the eyes and the barain. The eyes receive messages and the brain then has to work out the significance of the messages. Unlike a listening text, a reading text moves at the speed of the reader (except where the reader is trying to read an advertisement that flashes past a train window). In other words it is up to the reader to decide how fast he or she wants to (or can) read a text, whereas listeners often have to do their best with a text whose

speed is chosen by the speaker. The fact that reading texts are stationary is clearly a huge advantage.

It is often difficult to convince students of English as a foreign language that texts in English can be understood even though there are vocabulary items and structures the students has never seen before. But this is the case, not only for non-native speakers, but also for some speakers of English as a first language. Skill such as extracting specific information.

c. Reading for communicative tasks

In this section we will look at three examples in which the reading of a text is designed to foster a communicative interaction of some kind.

a. Find the story: jumbled text

A popular reading technique is the reassembling of a text that has become disordered. In solving the puzzle students will be working in a rather different way: the process of reading – the process of solving the puzzle – becomes an end in itself. This is examples from an intermediate course book concerns Jill Robinson, a journalist, whose father bitterly opposed her going to university. The students have already read part of the story. Now they have to put the following bits together to make the end of it.

d. Reading for general understanding

We will look at three examples of this kind of reading, where students are skimming to get the general pictures'

(b) Getting the general picture

We often read or listen to things because we want to 'get the general pictures'. We want to have an idea of the main points of the text – an overview – without being being too concerned with the details. When applied to reading this skill is often called skimming and it entails the reader's ability to pick out main points rapidly, discarding what is not essential or relevant to the general picture. listeners often need the same skill too – listening for the main message and disregarding the repetition, false starts and irrelevances that are often features of spoken language.

a. Famous people: matching

In this example from an American English textbook for false beginners students are simply asked to identify the main features of a four-part text. The teacher could start by asking students the names of film stars/directors that they know about. What do they know about them?

Reading for general comprehension is a skill that involves absorbing only the main points of text. The reader is not looking for specific points, but rather for whatever is necessary to get an overall understanding of the text.

e. Reading for detailed comprehension (information)

So far the skills we have asked the students to perform have been of the type 1 kind. We can now look at type 2 skill which concern work that the students do after they have read in one of the ways so far mentioned.

b. Across Canada: open-ended questions

In this students were asked to complete a chart about the incredible cancer victims Terry Fox and Steve Fonyo. When that has been done the teacher can ask them to look at the text again to answer these question:

1. Where did Steve fonyo begin and end his run. ?
2. Where did Terry Fox begin and end his run.?

f. Reading for detailed comprehension (function and discourse)

We have said that it is important for students to understand the way in which texts are structured and to recognize the function that are being performed. The example will show how this can be done and how students can be made aware of the discourse

structure that goes into writing – and which they must be able to decode if they wish to understand the text fully.

b. Coelacanths: context Questions

In this example students are asked to recognize the function of cohesive devices in a text. The idea is to train them to recognize the way in which such devices refer to information elsewhere in the text.

In this we discussed some of the differences between speaking and writing and in particular we saw the need for coherent organisation and logical thought. We saw how this was in some ways more difficult in writing than in speaking, particularly since readers are often not in a position to clarify points they do not understand with the writer in the same way that participants in a conversation can stop the speaker and ask for repetition and re-explanation. In this section we will look at a number of exercises designed to help students to organise their writing clearly and coherently. This involves not only the ordering of sentences, but also the use of cohesive devices (i.e. language that is used to join sentences together).[12]

3. Kinds of Reading

According to Rifnal, he classifies reading into three kinds, namely : reading aloud, silent reading, and speed reading.

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[12]Ibid., hlm 191-208.

1. Reading Aloud

    Reading aloud is very important device that cannot be over looked in achieving the goal because it is great aid in the developing our habits to practice, in reading aloud. The students will get experience as many times as possible.

2. Silent Reading

    Silent reading tends to reinforce the reader to find out the meaning of the words. This kind of reading leads reader to a better comprehension. Silent reading is a skill to criticize what a writes to discuss something write means to draw inferences and conclusion as well to express a new idea in the basis of what is read.

3. Speed Reading

    This kind of reading is use to improve speed and comprehension in reading. This skill is very important for students. This skill of speed reading must run side comprehension. The rate of speed reading a story or narration will be different from the reading scientific materials.[13]

4. **Type of Reading**

    According to Djuhari determined the types of reading for the purpose of reading ;

    1. Skimming : Dreamy text to quickly get the gist of the text.

    2. Scanning : Roll on the text quickly to find an handful of specific information.

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[13] Rifnal, *The Students Perception in Reading Comprehension Through Mood Understand Recall Digest Expend and Review (murd er) Strategy at SMP I Baebunta.* (Unpublished Thesis UniversItas Cokroaminoto Palopo : 2015)

3. Extensive Reading : Read the text are short enough, usually for fun. This is finesse, usually involves a global understanding.

4. Intensive Reading : Read the text are short enough, to find specific information. It's more an activity involving understanding of detailed information.[14]

5. The Theory of Graphic Organizer

1. Definition of a Graphic Organizer

According Merkley & Jeffries Graphic organizer encompassed not only pre-reading activities but they were also used whilst-reading and in post-reading capacities[15].

A graphic organizer is a visual display that demonstrates relationships between facts, concepts or ideas. A graphic organizer guides the learner's thinking as they fill in and build upon a visual map or diagram. They are also informally used as a term to describe all visual learning strategies such concepts mapping, webbing, and more[16].

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[14] Djuharie, *Intensive Reading Bottom-=-Up Reading*   (Cambridge, The MIT Press : 2015)

[15] Merkley, D., & Jefferies, D. "*Guidelines for Implementing a Graphic Organizer: Reading Teacher*. (2000)p. 54 pdf

[16] C.R, Adler. "*Seven Strategies To Teach Students Text Comprehension*. Journal Volume I, Nomor I. English Language Teaching (ELT). (2015)P. 3 pdf

Graphic organizers as visual devices that depict information in a variety of ways. Most commonly, they employ lines, circles, and boxes, to form images which depict four common ways information is typically organized: hierarchic, cause/effect, compare/contars, and cyclic or sequence. These image serve as visual cues designed to facilitate communication by showing hoe essential information about a topic is organized[17]. It means about that graphic organizer

Graphic organizers can help students focus on text structure as they read, provide students with tools they can use to examine and show relationships in a text, and help students write well-organized summaries of a text.

2. Types of Graphic Organizers

Graphic organizers are visual tools that organize the relationship among facts, terms, and ideas. According to Hanson graphic organizer come in many different forms which are the combination among words, phrases, sentences and numbers, diagrams, webs, shapes, graphics, or pictures. Suggests that graphic organizers come in many different formats, such as fishbone, spider map,compare & contrast, Sequence charts[18] .

a. Fishbone can help students to connect events by cause and effect, summarize cause and effect patterns in scientific, historic or literary events and facilitates students'

[17] Ellis and Howard. *Graphic organizers and learning disabilities,* (2005) p.1-5

[18] A, Hanson. " *Visual writing*. Learning express, LLC. (New York : 2002)p.23 pdf

analysis of cause and effect pattern of thinking. Fishbone use specifically for descriptive text.

Fishbone Diagram

Causes   Effect

Cause
Cause   Cause

Cause   Effect

Cause
Cause   Cause
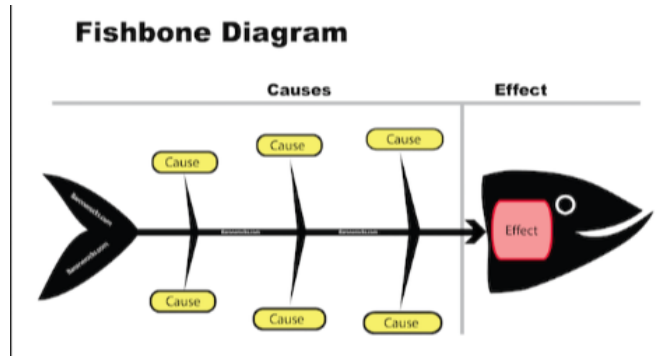
b. spider map can help students connect details and main ideas to the theme and various characters in a story. Spider map use specifically for narrative text.

Spider Map

Detail

Main Idea

Topic
Concept
Theme
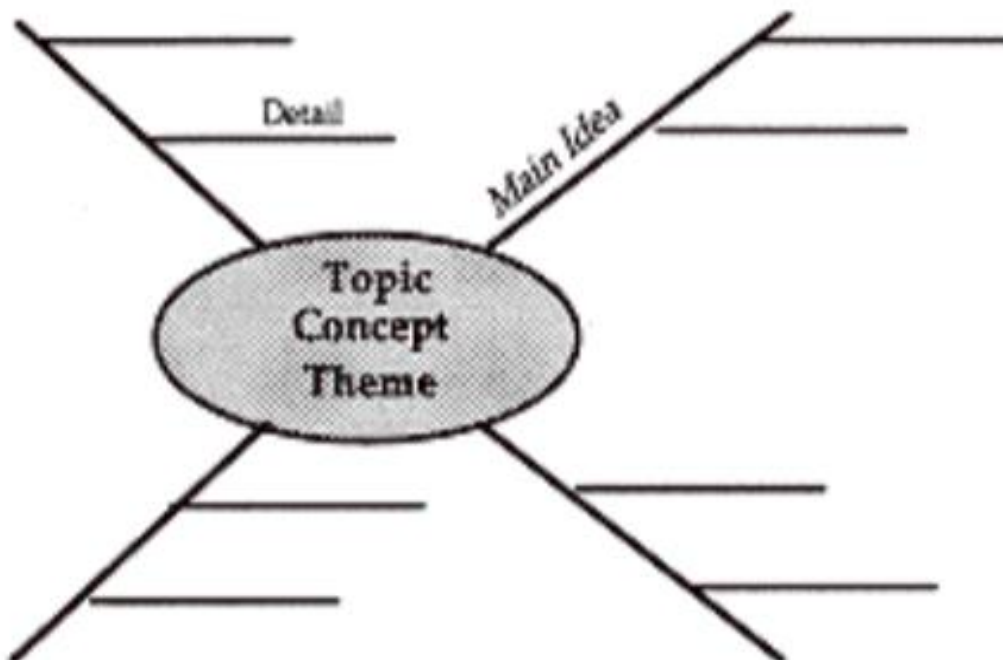
c. 5 W's diagram: if the task involves analyzing the five W's (Who, When, Where, What, and Why) of a story or event. Example: Fill out a 5 W's Chart to help evaluate and understand the major points of a newspaper story.
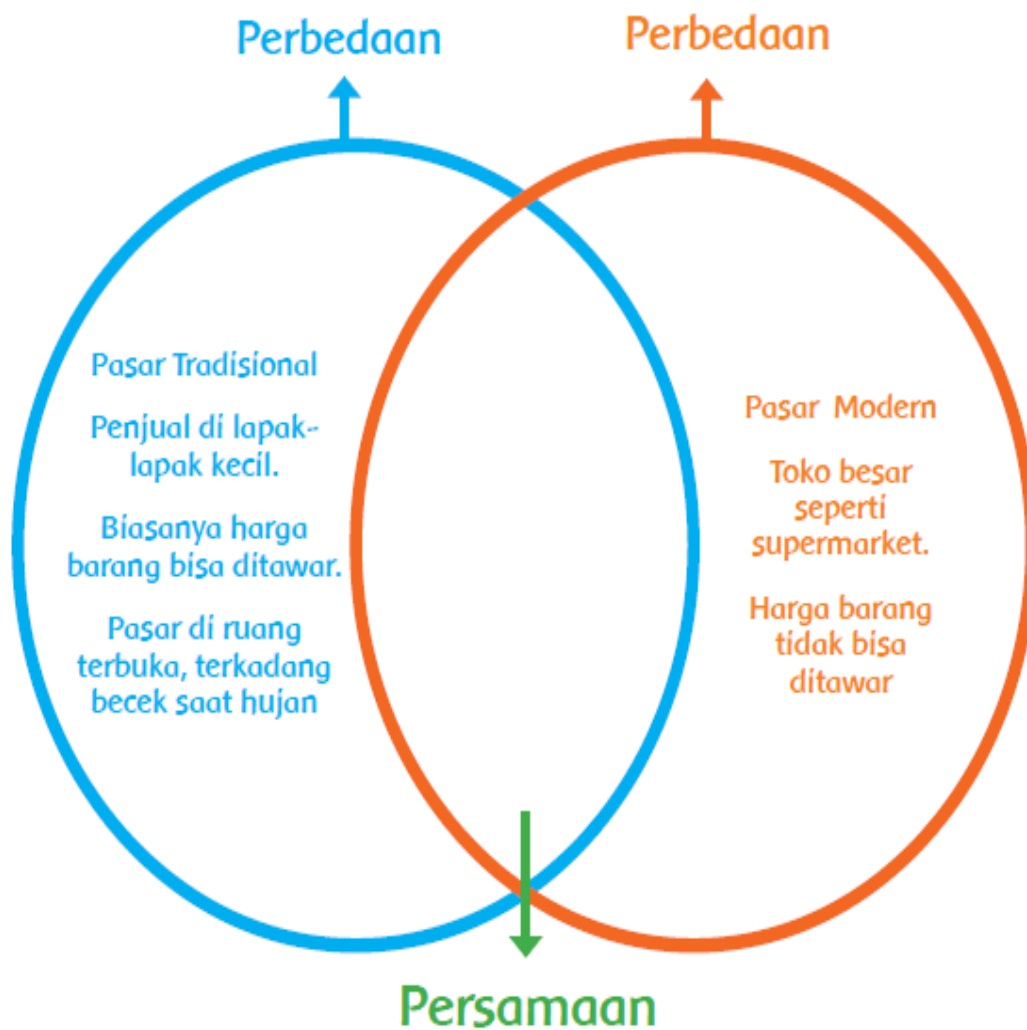
Who   When

Where   What
    Why

d. Venn Diagram If the task involves examining the similarities and differences between two or three items, use a Venn diagram. Example: Examining the similarities and differences between fish and whales, or comparing a book and the accompanying movie use specifically for descriptive text

Perbedaan   Perbedaan

Pasar Tradisional

Penjual di lapak-lapak kecil.

Biasanya harga barang bisa ditawar.

Pasar di ruang terbuka, terkadang becek saat hujan

Pasar Modern

Toko besar seperti supermarket.

Harga barang tidak bisa ditawar

Persamaan

e. ZSequence charts are used to illustrate a series of events. They flow in one direction and are connected by arrows and numbers of boxes or other shapes to ensure clear understanding of the relationships sequence of events. Sequence charts come in many various types. Sequence charts use specifically for procedure text.
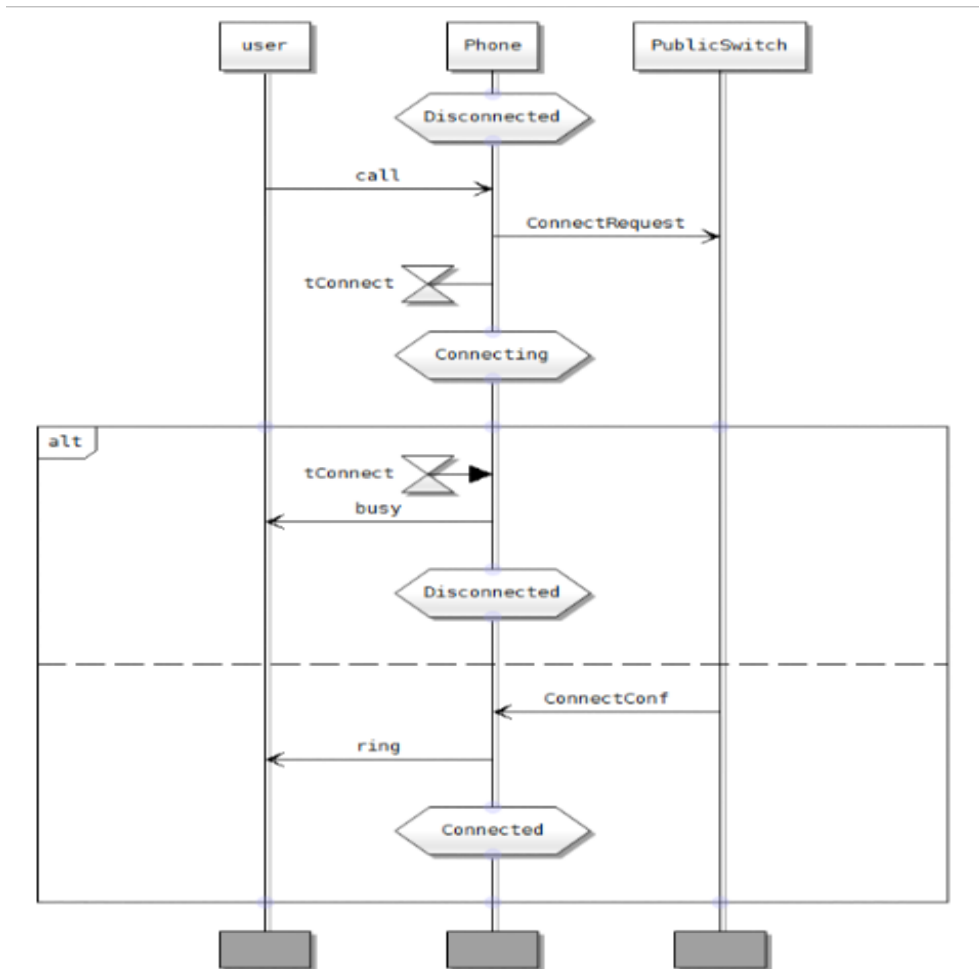
3. Making and Using Graphic Organizers

Teachers have to practice and learn how to identify discourse structures in texts. According to Jiang and Grabe, they give some practical suggestions that will make the effort both more manageable and more successful. Teachers should not expect the overall discourse structure to just spring out at them. That rarely happens. During the process of creating Graphic Organizers, teachers will need to

(a). read a text a few times to figure out its main structures.

(b) work on the relationships between ideas and details.

(c) integrate the relationships into units that can be represented by a G.O. Often, it is good for teachers to have a lot of blank paper in front of them to sketch out G.O parts for the text until the parts begin to fit together. After the interrelationships among information in the text are sorted out, teachers will need to experiment with effective ways to represent the information visually. Finally, teachers need to decide on a specific visual setup that they consider clear, simple, effective, and aesthetically acceptable.[19]

Based on the explanation above, the researcher conclude that graphic organizer can be effectiveness to improve students reading comprehension skill because graphic organizer facilitate students in understanding knowledge and make the students able to organize and visualize the text better.

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[19] Jiang, X., & Grabe, W. *"Graphic Organizers in Reading Instruction, Research Findings and Issues. (*Reading in a Foreign Language:2007)p.20-21 pdf

C. Theoritical Framework

Students of SMPN 8 Palopo

Giving Explanation About of Narrative Text

Giving the Topic Through Graphic Organizer

Learning Process

Analysis On The Application Of Graphic Organizer in Effectiveness Reading Comprehension Skill At The Seventh Grade Of SMPN 8 Palopo
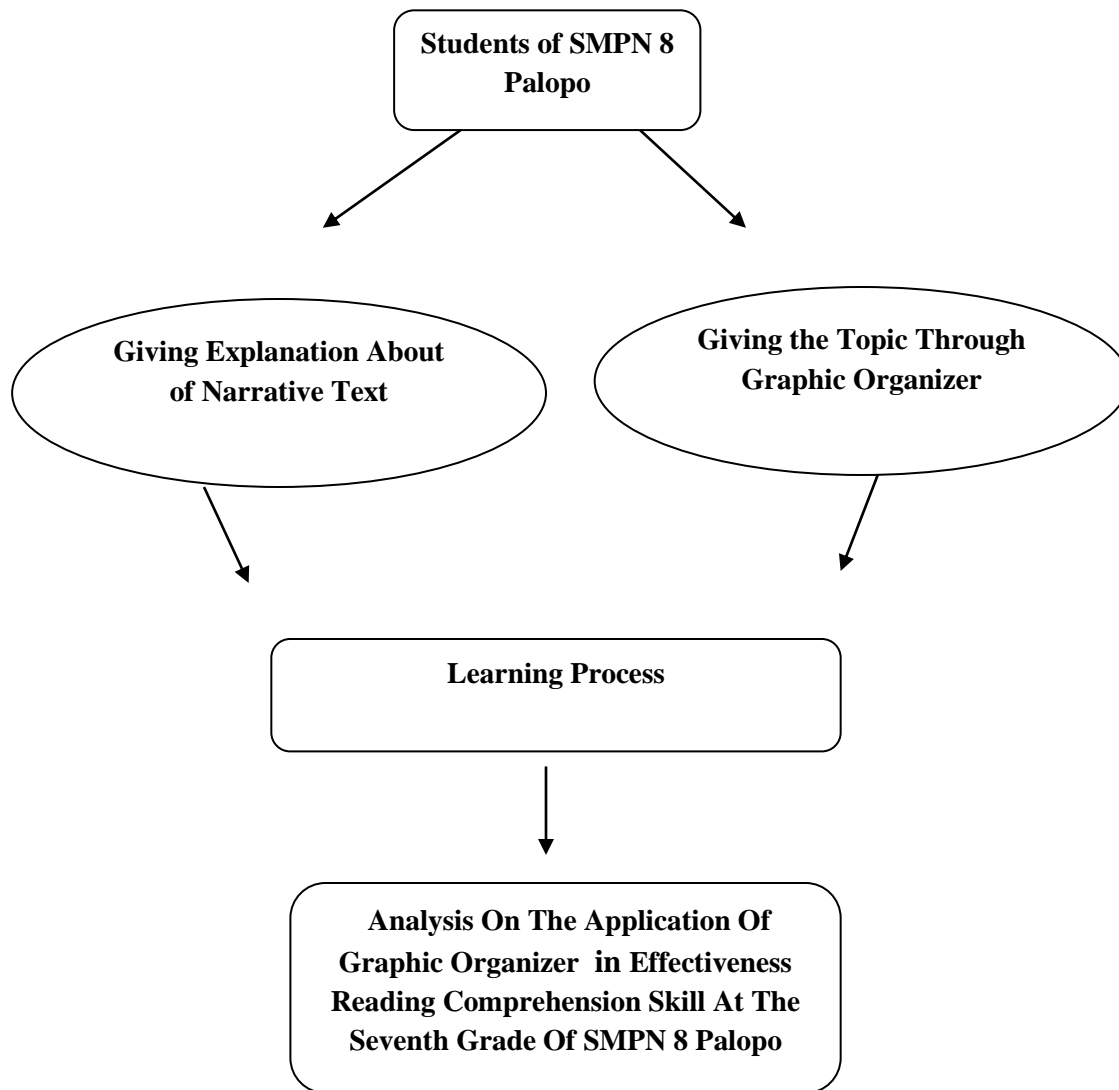
Figure 1. conceptual framework

D. Hypotheses

A hypothesis is a temporary answer or conclusion of the research. The theoretical of this research improving students' reading comprehension skill through graphic organizer to seventh grade of SMPN 8 Palopo in the Academic Year.

H_0 : Graphic organizer was no effective to improve in teaching reading comprehension to seventh grade students of SMPN 8 Palopo

H_1 : Graphic organizer was effective to improve in teaching reading comprehension to seventh grade students of SMPN 8 Palopo

E. Hypotheses Acceptability

Criteria of hypotheses acceptability by using the following formula :

If $t_o \geq t_t$ = Rejected null hypotheses

If $t_o \leq t_t$ = Acceptability null hypotheses[20]

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[20] Ana Sudiojo, "*Pengantar Statistik Pendidikan*, (Jakarta : PT. Raja Grafindo Persada, 2010), p. 85

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research applid a quasi experimental research method. It involved two group of students with pre-test and post-test design. Quasi experimental is define as experiments that have treatments, impact measurements, experiments units but do not use random assignments to create comparisons in order to infer treatment – induce changes [21]. Quasi experimental aims to reveal causal relationship by involving the control group in addition to the experimental group, but the selection of groups is not by random technique. Based on the explanation above, the researcher concluded that experimental research is manipulates one or more variables, and control any change in other variables. The experimental group treat by using graphic organizer, and the control group treated using the same technique by the teacher. The design of this research can be seen as follows :

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[21] Prof .Dr. Sugiyono, "*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D,* " Cet. I; (Bandung : Alfabeta. 2014), h. 114

Sample	Pre-Test	Treatment	Post-Test
Experimental Group (EG)	O_I	X_I	O_2
Control Group (CG)	O_I	X_2	O_2

Figure 2. Research design

O_I : Pre - Test

O_2 : Post - Test

X_1 : The treatments of experimental group through graphic organizer on

    students' reading comprehension in narrative text

X_2 : The treatments of control group through graphic organizer on students'

    reading comprehension in narrative text[22]

B. Research Variables

In this research, the researcher determined two categories of variables, namely :

a. Dependent variable is students' reading comprehension improvement.

b. Independent variable is the implementation of graphic organizer.

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[22]John W. Creswell, *" Research Design Qualitative & Quantitative Approaches*, (Landon New Delhi : Sage Publication International Educational and Professional Publisher Thousand Oaks, 1994) Hal.132

C. Population & Sample

1. Population

   The population of this research was the seventh grade students' of SMPN 8 Palopo. There were nine classes which is less 25 students in each class. Thus, total of population were 225 students from nine classes.

2. Sample

   This research used cluster sampling because the population was absolutely big in number. In this case, the researcher took two classes of the seventh grade students' of SMPN 8 Palopo as the sample. Both of classes were divided into two groups, they were Experimental Group and Control Group that consist of 25 students for each group. Experimental group took class is 75 as the sample and control group took class is 76 as the sample.

D. Instrument of the Research

Instrument of the research was reading test. The test is formulated in essay test. In the test, the students were expected to give correct answer based on the reading test. The questions was literal comprehension question which needed students' ability to find information directly state in the text.

E. Procedure of Data Collection

The procedure of collecting data in this research, the researcher took the procedure of colleting as follow :

1. Pre-test

   a. The researcher gave a pre-test to the students. The test was on narrative text, consist of five question.

   b. The students answer the questions based on the reading narrative text about "**Snow White**"

   c. It conducted to know the students ability in reading comprehension before the researcher give them treatment.

2. Treatment

   ➢ Experimental Group

   The researcher conducted treatment that is done during six meetings. These steps are following:

   a. The first meeting, the researcher explained about characteristic of narrative text and steps of how to analyzes or how to answer the questions a narrative text through graphic organizer (5 W's diagram). The researcher use teaching aid to students, it mean that the researcher showing the picture from the 5 W's diagram. After that the researcher guides the students how to work from problem and solution chart. 5 W's diagram consists of who, why, when, what, and where. After that the researcher explain the function from any part of 5 W's diagram. The first the function of **who**. The function of **who,** to find out the character are in the story. The second the function of **why**, to find out reason or motivation for an events. The third the function of **when,** to find out the time of an event in the

story. The fourth the function of **what**, to find out problems or things that happen to an event in the story, The fifth the function of **where,** to find out place or location of an even in the story. After the researcher explain any part from 5 W's diagram to students. The researcher divided the students into five groups, each group consist of five member. After that the researcher shared the picture 5 W's diagram and narrative material with topic "**Timun Mas**" to each group. After that the researcher gave the instruction for each groups to analyzed narrative text through 5 W's diagram. After them analyzed the text, they answered the questions by 5 W's diagram. Next steps, each group presented their answer and other groups response the answers. Then, teacher respons the students by checking the answers of each group. Finally, the teacher evaluated the students answers by giving explanation and confirmation.

b. The second, the third, the fifth and the sixth meeting, the researcher stimulated the students to do the graphic organizer in different reading text.

➤ Control Group

In control class, the researcher also as the teacher who conducted treatment to the students. The aims of this treatment is to see whether progress and the students' achievement of this class different or not from the experimental class. There were also six meeting in this class but teacher do not use picture as teaching aid. Here, the researcher using the same technique

used by English teacher at school. And the material in control class same with experimental class.

2. Post-test

a. This test is given to "**The Legend of Bayuwangi**" achievement improve more or just the same as before.

D. Technique of Data Analysis

The data which had been collected through pre-test and following steps :

1. Scoring the students

$$\text{Score} : = \frac{\text{Students Correct Answer}}{\text{Total Number}} \text{ x } 100$$

2. Classifying students score by using percentage

$$P = \frac{F}{N} \text{ x } 100\%$$

Where : P = Percentage

F = Frequency

N = Number of Sample.[23]

To understand the level of students scores the following classification were used :

- The score 96-100 classified as excellent.

- The sore 86-95 classified as very good.

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[23] L.R Gay and dkk, Education Research, (tenth edition, USA : 1981), P.225

- The score 76-85 classified as good.

- The score 66-75 classified as average.

- The score 55-65 classified as fair.

- The score 36-55 classified as poor.

- The score 0-35 classified as very poor.[24]

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[24] Arikunto Suharsimi, "*Prosedure Penelitian,* (Cet.XII, Jakarta, PT. Rineka Cipta, 2002), p. 137.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections. The first section deals with the finding of the research and the second section deals with discussion. The findings of the research deals with the result of the data analysis from the field and the discussion section deals with argument and further explanation of the findings.

A. FINDINGS

The findings of the research were shown to describe the result of the data that analyzed statically and tabulating data. It comprised of the students score in pre-test and post-test, classification percentage of students score in pretest and posttest for experimental class and control class.

1. The Analysis of Students Score of Experimental Class And Control Class

In this part, the researcher reports the result of each group by comparing pretest and posttest and the result of both groups by comparing the pretest and posttest of groups.

a. Students score of experimental class

1. Pre-test and Post-test

In this classification, the researcher presented the percentage of the students pretest and posttest of the experimental class. It shows that the students score in experimental class before giving treatment through graphic organizer after giving treatment.

Table 4.1. The Rate Percentage of Students Pretest and Posttest experimental class

Classification	Score	Pre test		Post test	
		Frequency	Percentage	Frequency	Percentage
Excellent	96-100	-	-	15	60%
Very good	86-95	5	20%	10	40%
Good	76-85			-	-
Fairly good	66-75	4	12%	-	-
Fairly	56-65	1	4%	-	-
Poor	36-55	15	60%	-	-
Very poor	0-35	-	-	-	-
TOTAL		25	100%	25	100%

Based on the table classification above and students' mean score, the researcher found that the students reading comprehension in reading narrative test were poor. It is prove by the table above, in experimental class there are 25 students ability researched in the experimental class, and 25 students from control class. In experimental class it is find that none of the get excellent. There are 5 (20%) students classified as very good, 4 (12%) students classified fairly good, 1 (4%) students

classified as fairly, 15 (60%). After giving treatment, where 25 students whose their ability is researched, it was found that none of them get very poor. There were 15 (60%) students classified as excellent, 10 (40%) students classified as very good

2. The means score and standard deviation of students pretest and posttest

The result of the students pretest and posttest of the experimental class was indicated by the mean score and standard deviation. The analysis of the mean score was meant to know if there was different between the students score in pretest and posttest of experimental class.

Table 4.2. The mean score and standard deviation of students pretest and posttest

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	25	.00	17.00	12.2400	7.02543
POSTTEST	25	83.00	100.00	93.2000	8.50000
Valid N (listwise)	25				

Table 4.2 shows that there was significant difference between the mean score of pretest and posttest in experimental class. The mean score of posttest was higher than the mean score of pretest (93,2000>12.2400). it means that there was an

improvement after giving treatment through graphic organizer. The standard deviation of pretest was lower than standard deviation of posttest (7.02543<8.50000). it means that the scores range of pretest and posttest was closer than score range of pretest to the mean score.

3. **The calculation of t-test pretest and posttest for experimental class**

The data shown in the table 4.3 below indicated the students score of experimental class before conducting the treatment (pretest) ad after giving treatment (posttest).

Table 4.3. The Paired Samples Test of Pretest and Posttest for experimental class

Paired Samples Test

	Paired Differences							
		Std. Deviati on	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean			Lower	Upper	t	df	
Pai r 1 PRETEST - POSTTEST	-80.96 000	9.25329	1.85066	-84.7795 7	-77.1404 3	-43.7 47	24	.000

Table 4.3 indicated that the statistical hypotheses was based on statistic test of pretest and posttest in probability value (significant 2-tailed), probability value was lower than alpha (0,00<0,05). It means that there was a statistically significant difference between between students score in pretest and posttest of experimental class after giving treatment through graphic organizer.

b. **Students score of control class**

1. **Pretest and Posttest**

The following table was the data obtain from control class before and after giving treatment using non graphic organizer.

Table 4.4. The Rate Percentage of Students Pretest and Posttest control class

Classification	Score	Pre test		Post test	
		Frequency	Percentage	Frequency	Percentage
Excellent	96-100	-		3	12%
Very good	86-95	-		7	28%
Good	76-85	-		8	32%
Fairly good	66-75	-		-	
Fairly	56-65	8	32%	4	16%
Poor	36-55	11	44%	3	12%

Very poor	0-35	6	24%	-	
TOTAL		25	100%	25	100%

Based on the table classification above and students' mean score, the researcher found that the students reading comprehension in reading narrative test were poor. It is prove by the table above, there is no students get excellent, there are 8 (32%) students classified as fairly, 11 (44%) students classified as poor, and 6 (24%) students classified as very poor. After giving treatment using non graphic organizer, score pretest and posttest same. The researcher found that none of the get excellent, there were 4 (16%) students classified as very good.

2. **The means score and standard deviation of students pretest and posttest**

The result of the students pretest and posttest of control class were indicated by the mean score and standard deviation. The analysis of the mean score were meant to know if there was a significant difference between the students score I pretest and posttest. The standard deviation was needed t o how closer the scores to the mean score.

Table 4.5. the range percentage of students pretest and pottest

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	25	.00	33.00	15.0000	10.54751
POSTTEST	25	16.00	33.00	17.4400	4.69113
Valid N (listwise)	25				

Based on the table above, showed that the mean score of posttest was higher than the mean score of pretest (17.4400>15.0000) and the standard deviation in posttest was lower than of pretest (4.69113<10.54751). it means that there was improvement of the students score.

3. **The calculation of t-test pretest and posttest for control class class**

The data shown in the table 4.6 below indicated the students score of control class before conducting the treatment (pretest) ad after giving treatment (posttest).

Table 4.6. The Paired Samples Test of Pretest and Posttest for control class

Paired Samples Test

| | Paired Differences | | | | | | | Sig. (2-tailed) |
| | | | | 95% Confidence Interval of the Difference | | | | |
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 PRETEST - POSTTEST	-2.44000	9.12907	1.82581	-6.20830	1.32830	-1.336	24	.194

Based on the table above, indicated that probability value was higher than alpha (0,194>0,05). It means that there was no statistically significant improvement of students score after giving treatment.

c. Students score of experimental and control class

1. Pretest

The researcher found that the pretest results of the students in frequency and percentage experimental control class as shown below :

Table 4.7. The rate percentage of pretest

Classification	Score	Experimental class		Control class	
		Frequency	Percentage	Frequency	Percentage
Excellent	96-100	-	-	-	
Very good	86-95	5	20%	-	
Good	76-85			-	
Fairly good	66-75	4	12%	-	
Fairly	56-65	1	4%	8	32%
Poor	36-55	15	60%	11	44%
Very poor	0-35	-	-	6	24%
TOTAL		25	100%	25	100%

Based on the table classification above and students' mean score, the researcher found that the students reading comprehension in reading narrative

test were poor. It is prove by the table above, in experimental class there are 25 students ability researched in the experimental class, and 25 students from control class. In experimental class it is find that none of the get excellent. There are 5 (20%) students classified as very good, 4 (12%) students classified fairly good, 1 (4%) students classified as fairly, 15 (60%). In control class there is no students get excellent, there are 8 (32%) students classified as fairly, 11 (44%) students classified as poor, and 6 (24%) students classified as very poor

2. **Posttest**

Table 4.8. shown below describes that the frequency and percentage of the students posttest score taught graphic organizer was different from those who taught using non graphic organizer

Table 4.8. The percentage of students posttest

Classification	Score	Experimental class		Control class	
		Frequency	Percentage	Frequency	Percentage
Excellent	96-100	15	60%	3	12%
Very good	86-95	10	40%	7	28%
Good	76-85	-	-	8	32%
Fairly good	66-75	-	-	-	
Fairly	56-65	-	-	4	16%
Poor	36-55	-	-	3	12%

Very poor	0-35	-	-	-	
TOTAL		25	100%	25	100%

Based on the table classification above and the mean score of the students, the researcher found that the students reading comprehension through graphic organizer in reading narrative test is excellent. It was proved by the table above in experimental class where 25 students whose their ability is researched, it was found that none of them get very poor. There were 15 (60%) students classified as excellent, 10 (40%) students classified as very good, And in control class it was found that none of the get excellent, there were 4 (16%) students classified as very good.

3. **The means score and standard deviation of students pretest**

Before giving treatment conducted both the experimental and control class were given a pretest to know the students achievement in reading comprehension. The purpose of the test was to find out whether both experimental and control class were in the same level or nor. The standard deviation was meant to know how close the scores to the mean score.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EXPERIMENTAL	25	.00	33.00	14.9200	9.39823
CONTROL	25	.00	16.00	14.7200	4.43020
Valid N (listwise)	25				

Based on the table above, shows that the mean score of students pretest of the experimental class was 14.9200 and control class was 14.7200. based on the table above, the researcher concluded that the students mean score of the experimental class was statistically the same with control class.

4. **The calculation of t-test pretest**

Based on the data below, indicated the achievement of experimental and control class before giving the treatment.

Table 4.10. The paired test of pretest

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviatio n	Std. Error Mean	Lower	Upper	t	df	
Pair 1	EXPERIMENT AL - CONTROL	.2000 0	10.5277 4	2.10555	-4.14564	4.54564	.095	24	.925

Based on the statistical test of pretest in probability value (significant 2-tailed), probability value is higher than alpha (0,925>0,05). It means that there was no a statistically significant difference between the average scores of the students pretest in both experimental and control class. In the other word, the students score of both classes before conducting the treatments was almost the same.

5. **The mean score and standard deviation f students post test**

In this section, the researcher presented the difference of the students score after treatment of experimental and control class. The result of the posttest was shown in the table below :

Table 4.11. The mean score and standard deviation of students posttest

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EXPERIMENTAL	25	83.00	100.00	91.1600	8.66833
CONTROL	25	16.00	16.00	16.0000	.00000
Valid N (listwise)	25				

Based on the table above, shows that the mean scores of both experimental and control class were difference after treatment. The mean score of experimental class was higher than control class (91.16>16.00). the standard deviation for the experimental class was 8.66 and control class 0.00

It shows that after giving treatment, the result of experimental class on the mean score was higher than control class. It proved that graphic organizer effective to improve students reading comprehension.

6. **The paired sample of t-test posttest**

The data were shown in the table below indicated the achievement of experimental and control class after the treatment

Table 4.12. The paired samples test posttest

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	EXPERIMENTAL - CONTROL	75.16000	8.66833	1.73367	71.58189	78.73811	43.353	24	.000

Based on the table above, indicated that the statistical hypotheses was based on statistics test in a probability value (significant 2-tailed), the probability value was lower than alpha (0.00<0.05). It means that H_1 was accepted and Ho was rejected. It was concluded that after giving treatment to the both classes, through the graphic organizer of experimental class and non graphic organizer of control class, the students score of both classes was statistically different. It indicates that the graphic organizer was more effective to improve reading comprehension.

7. Students score achievement

The tabulation data for students score achievement can be seen as follow :

Table 4.13. Students Reading Comprehension Achievement

	pretest		posttest	
	Experimental	Control	Experimental	Control
Respondents	25	25	25	25
Mean	14.92	14.72	91.16	16.00
SD	9.39	4.43	8.66	0.00

Based on the data above, shows that the total number of respondents in each groups which experimental class were 25 students and control class were 25students. The mean score and standard deviation showed difference in pretest and posttest to both classes.

From the data above, the mean score pretest of experimental and control class was statistically almost same before giving treatment. After giving the treatment, the posttest score of both classes, experimental and control class shown a difference mean score.

B. DISCUSSION

This section is about the explanation of the data analysis. It aims to describe the effectiveness of students' reading comprehension through graphic organizer at the seventh grade students of SMPN 8 Palopo.

The result of students scores of pretest and posttest of each classes , the mean score and standard deviation was analyzed in this case. In experimental class, the mean score of post test was higher than the mean score of posttest (91.16>14.92), and the difference was statistically significant improvement because of the t-test of posttest where probability value was lower than alpha (0.00<0.05). While in control class , the mean score of posttest was also higher than the mean score of pretest (16.00>0.00), but the difference was not statistically significant because a probability value was higher than alpha 0.194>0.05. it also strengthened by comparing the mean score of posttest of both classes and then by calculating t-test of posttest. The mean score of students posttest in experimental class was 91.16. While the mean score of students posttest in control class was 16.00. the t-test of the posttest shown that there was a significant difference where probability value was lower than alpha (0.00<0.05). Thus, using graphic organizer was effective to improve reading comprehension.

In language, there are some opinions of experts on graphic organizer some of them are :

1 According to Liliana Ciascai graphic organizers as representation, pictures, or models used for processing textual information. Graphic organizers facilitate the students in understanding knowledge when there is a large amount of work with a given limited time. She adds that there are various functions of graphic organizers. In reading activity, graphic organizer assist learners to:

a. Clarify and organize information into categories (main idea, supporting details, topic sentence, facts, opinion, etc),

b. Organize information in a paragraph for better understanding,

c. Construct meaning of difficult words and sentence dividing into lexias,

d. Understand the context by associating with prior knowledge,

e. Identify conceptual and perceptual errors that may occur in the comprehension of reading a passage[25].

2. According Merkley & Jeffries Graphic organizer encompassed not only pre-reading activities but they were also used whilst-reading and in post-reading capacities[26].

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[25] Liliana, Ciascai. *"Using graphic organizers in intercultural education acta didactica neponcensia.*http://www.learntechlib.org/p/158954/ Accessed at October 8th 2017

[26] Merkley, D., & Jefferies, D. "*Guidelines for Implementing a Graphic Organizer: Reading Teacher*. (2000)p. 54 pdf

3. According Xiangying Jiang and William Grabe, graphic organizer help teach reading comprehension in two primary ways: First, they raise awareness of how the information in texts is organized. Second, graphic organizer oblige students to make explicit decisions about how different pieces of information in a text relate to each other as main ideas, supporting ideas, and informational details[27].

4. Graphic organizer as visual device that depict information in a variety of ways. These image serve as visual cues designed to facilitate communication by showing hoe essential information about topic[28].

Thus, using graphic organizer in learn reading comprehension was effective because students or readers no longer have to draw graphic or brainstorm in got information because graphic organizer already have variations in image it means that graphic organizer has some types that have different function according to text needed.

From the some statements above, The researcher conclude that graphic organizers possible to improve reading comprehension.

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[27] Jiang, X., & Grabe, W. "*Reading in a Foreign Language*, Journal Volume 19, No I, Graphic Organizers in Reading Instruction. (Research Findings and Issues : :2007)p.20-21 pdf

[28] Ellis and Howard." *Graphic organizers and learning disabilities,* (2005) p.1-5

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents some conclusion and suggestions based on the result and discussion from the data analysis.

A. Conclusion

Based on the findings, data analysis, and discussion in the previous chapter, the researcher. the researcher puts forward conclusion as follows:

1. The researcher concluded that graphic organizer was effective to improve reading comprehension especially reading narrative text at the seventh grade student of SMPN 8 Palopo.

2. After implemented the treatments through graphic organizer in experimental class and control class which were not taught through graphic organizer. The data in experimental class showed that there were significant improvement before and after giving treatments. And in control class showed that there were not significant improvement before and after giving treatments.

3. Based on the data analysis, the researcher concluded that the use of graphic organizer in teaching reading comprehension can give better improvement to students reading comprehension especially reading narrative text at the seventh grade students of SMPN 8 Palopo.

B. SUGGESTION

Based on the conclusion above, the success in learning English does not depend on the lesson plan only, but more important is how the teachers present the lesson and use various methods to manage the class more lively and enjoyable. This graphic organizer as technique also helps the teachers to manage the class well and gives much opportunity for the students to be active in learning process. Regarding to learning in reading narrative text through organizer, the researcher gives some suggestions as follow:

1. For English teacher, teacher should be more creative, attractive, encourage, confident during teaching process, and motivate students to attract in learn reading comprehension. Moreover, the teacher should be manage the material better in the class to make students focus and interest on the material in reading comprehension.

2. For the students

   a. The students should be obligated to bring dictionary in every English class.

   b. The students need to have a big spirit and study harder.

   c. The students should read more.

3. Graphic organizer has some types that have different function beside on the text that is being learned. It is suggestions to other researchers who are interested in using graphic organizers to use other types and other skills of graphic organizer. Because, the materials need to be used with appropriate

activities. It is necessary to follow-up this study to get more actions to improve students' reading comprehension.

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APPENDIX 1 : lesson plan

RECANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMPN 8 PALOPO

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : 7 / I

Alokasi Waku   : 4X40 Menit

Jenis Teks   : Narrative teks

Aspek   : Reading Skill

A. Standar Komptensi

Memahami makna fungsional pendek dan monolog berbentuk reports, narrative dan analytical exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

1.1. Memahami makna fungsional pendek dan monolog berbentuk narrative dalam konteks kehidupan sehari-hari.

C. Indikator Pencapaian Kompetensi

1. Mengidentifiaksi main idea dalam text berbentuk narrative
2. Siswa dapat menuliskan main idea dalam text berbentuk narrative

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi main idea dalam teks narrative

2. Siswa dapat menuliskan main idea dalam teks narrative

E. Materi Pembelajaran : Reading Narrative Text

G. Metode / Tehnik Pembelajaran

Graphic organizers

H. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Awal (10)

- Greeting (memberi salam dan berdoa)
- Mengabsen siswa
- Memberi motivasi pada siswa
- Penjelasan topic yang akan di bahas

2. Kegiatan Inti (60)

- Guru menstimulus siswa tentang materi The Legend of Banyuwangi
- Siswa diminta untuk menyebutkan main idea dalam bahasa inggris yang berkaitan dengan The Legend of Banyuwangi yang ada dalam text
- Guru memberikan penjelasan tentang metode pembelajaran reading dengan menggunakan Graphic Organizer (Problem and Solution Chart)

Tahapan dalam menggunakan G.O dalam pembelajaran Reading :

1. Menentukan topic sesuai text narrative
2. Topic yang telah ditentukan di masukkan ke dalam bentuk G.O

   Lengkapi topic yang kurang sesuai dengan tema pembelajaran

- Guru memberikan contoh gambar G.O

Who   When
Where What
Why

1. Siswa diminta memasukkan topic dalam narrative text
2. Siswa diminta untuk menganalisis ulang topic dalam narrative text

3. **Kegiatan Akhir (10)**

- Guru membuat kesimpulan kemudian berpindah ke text lain

I. Sumber /Bahan/ Alat :

1. Sumber

- Buku teks yang relevan (English in focus)
- Teks narrative yang berupa essay
- Kamus

J. Penilaian

- Pedoman penilaian

1. Jumlah skor maksimal per siswa 17
2. Bobot tiap pertanyaan essay2
3. Perhitungan nilai akhir adalah sebagai berikut :
4. Nilai akhir = $\dfrac{\text{jumalah soal yang benar x 100}}{\text{Jumalah pertanyaan}}$

K. Cara Penilaian

a. Kinerja (Praktek)

- Menjawab pertanyaan berdasarkan teks

b. Proses Assessment

- Waktu belajar dimulai, mereka dibagi menjadi beberapa kelompok. Kemudian mereka mengerjakan atau menjawab pertanyaan yang mengenai soal narrative teks(short story) yang telah disediakan.

APPENDIX 2 : Text of lesson plan

PRE-TEST

Read And Answer The Questions.

SNOW WHITE

Once upon a time in a far away place, there lived a beautiful princess. She was very pretty, with blue ayes and log black hair. Her skin was smooth and white. So she was called Snow White. Snow White has a stepmother who was always jealous with her beauty while her father has passed away. Her stepmother was cruel. She had a magic mirror that could say who was the most beautiful women in the country. The magic mirror answered that Snow White was the most beautiful woman. Her stepmother was very angry, then asked her servant to get rid of Snow White from this kingdom. The servant was asked to kill Snow White in the woods but the servant didn't do it. He just took Snow White into the wood and left her alone but stepmother didn't know that Snow White was still alive.

In the forest, Snow White was alone and scared. She did not know where she should go. Suddenly she saw a quaint little cottage. She wondered who lived there and then she decided to get into the house.

In the house, she saw 7 small beds and a kitchen. Snow White cleaned up the house such as washing clothes, cleaned the bed and others. After working so hard, she went to the bed and slept there. In afternoon, the seven dwarfs who lived in the cottage went home. They were surprised to see there was a young woman there. One of them waked her up and asked who she was. Snow White told them her sad story. The seven dwarfs fell pity on Snow White and they asked her to stay with them in the house.

While in the place, then stepmother asked the magic mirror one again who the most beautiful woman in the kingdom was. The magic mirror answered that Snow White was still alive and live in a small house with the seven dwarfs. She was still the most beautiful woman in the world. The stepmother was angry and she planed something bad for Snow White.

Then stepmother disguised herself as an old woman who sold poisoned apple and wentto the dwarfs house. Before the seven dwarfs went to work, they warned

Snow White not to open the door to strangers. When her stepmother arrived to the house, she began offering Snow White's apple. Snow White refused to open the door but her stepmother forced her. Snow White felt sorry to her and opened the door. She took the apple from her stepmother and ate it. After eating the poisoned apple, she fainted and felt to the ground with the poisoned apple on her side.

In the evening, when the seven dwarfs come home, there were surprised to see Snow White which was dying but she did not dead. Then the seven dwarf decided to make a beautiful bed made of crystal to make Snow White still alive.

Day by day, the seven dwarfs were waiting for a miracle to come so that Snow White could get back from her faint. Then one day, there was a traveler who was actually a prince of another kingdom that was so far. He saw a beautiful woman laid on a bed of crystals. The prince also asked what happened to the girl to the dwarfs. Then the dwarfs told him what had happened to Snow White.

Hearing the story, the prince was so sad. He was coming closer to Snow White. He felt sorry and kissed her. Suddenly Snow White came to the curse was broken by the prince's kiss. The dwarfs were so happy. Then the prince asked Snow White to come to his place and marry her. Finally they lived happily ever after.

QUESTIONS

1. Who are the main character in the story?
2. What happen to Snow White after eating the poisoned apple from her stepmother?
3. Why her stepmother want kill her?
4. Where the servant took Snow White and left her alone?
5. When the even occur in the story?
6. How to the curse Snow White broken?

Treatment 1

Read And Answer The Questions

TIMUN MAS

Long time ago, lived an old women named Mbok Sirni. She lived by herself because her husband had long passed away and she had no children. Every day, she prayed so God would give her a child. One night, when she was praying, a giant passed her house and heard her pray. "I can give you a child on one condition," the giant said to Mbok Sirni, "You must give the child back to me when it is six years old." Mbok Sirni was so happy; she did not think about the risk of losing the child later and agreed to take the giant's offer. The giant then gave her a bunch of cucumber seeds. "Plant it around your house." The giant then left without saying anything else. In the morning, Mbok Sirni planted the seeds. The seeds grew within mere days, and blossomed <u>plentifully. Not</u> longer after that, a big golden cucumber grew from plants. Carefully, Mbok Sirni plucked the golden cucumber and carried it home. With caution and care, she sliced the cucumber. She was very surprised to see a beautiful baby girl inside the cucumber. She then named the baby Timun Emas.

Years passed by and Timun Emas has grew to become a lovely and beautiful little girl. She was also smart and kind. Mbok Sirni loved her very much. But she kept thinking about the time the giant would take Timun Emas away from her. One night, Mbok Sirni had a dream. In order to save Timun Emas from the giant, she had to meet the holy man who lived in Mount Gundul. The next morning, Mbok Sirni took leave of Timun Emas to go to Mount Gundul. The holy man then gave her four little bags, each one containing cucumber seeds, needles, salt, and shrimp paste. "Timun Emas can use these to protect herself," said the holy man to Mbok Sirni.

A few days later, the giant came to see Mbok Sirni about her promise. "Mbok Sirni! Where is Timun Emas?" shouted the giant. "My daughter, take these bag with you. It can save you from the giant. Now, run through the back door," said Mbok Sirni. But the giant saw Timun Emas running to the woods. The giant was angry. Starved and enraged, he rushed toward Timun Emas. Mbok Sirni tried to stop him, but the giant was unstoppable.

The giant was getting closer and closer, so Timun Emas opened the first bag she got from Mbok Sirni. Inside the bag were cucumber seeds. She threw the seeds, and instantly they grew into large cucumber field. But the giant ate them all, giving him more strength. As the giant was getting close, Timun Emas took the second bag with needles inside and spilled the content behind her. The needles turned into bamboo trees, sharp and thorny. The giant's body was scratched and bled. "Aaargh, I'll get you, Timun Emas!" shouted the giant as he tried to get himself out from the bamboo field. He made it and still chasing Timun Emas.

Timun Emas then reached the third bag and spilled the salt inside. The ground which the salt touched turned into a deep sea. The giant almost drown and had to swim to cross the sea. After some time, he managed to get out from the water. Timun Emas saw the giant coming, so she reached for the last bag. She took the shrimp paste and threw it. The shrimp paste became a big swamp of boiling mud. The giant was trapped in the middle of the swamp. The mud slowly but surely drowned him. Helpless, he roared out, "Help! Heeeeelp…!" Then the giant drown and died. Timun Mas then immediately went home. Since then, Timun Emas and Mbok Sirni live happily ever after.

QUESTIONS

1. Who is give Mbok Sirni a bunch of cucumber seeds ?
2. Who are the main character of the story ?
3. What the holy man give Timun Mas to save herself from the giant ?
4. When the giant come to see Mbok Sirni about her promise ?
5. Where Mbok Sirni tell the Timun Mas to go to for help from the giant threat?
6. How to escape Timun Mas from the giant ?

Treatment 2

Read And Answer The Questions

CINDERELLA

Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They treated Cinderella very badly. One day, they were invited for a grand ball in the king's palace. But Cinderella's stepmother would not let her go. Cinderella was made to sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the ball, leaving Cinderella alone at home.

Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said, "Don't cry, Cinderella! I will send you to the ball!" But Cinderella was sad. She said, "I don't have a gown to wear for the ball!" The fairy godmother waved her magic wand and changed Cinderella's old clothes into a beautiful new gown! The fairy godmother then touched Cinderella's feet with the magic wand. And lo! She had beautiful glass slippers! "How will I go to the grand ball?" asked Cinderella. The fairy godmother found six mice playing near a pumpkin, in the kitchen. She touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into a golden coach. Cinderella was overjoyed and set off for the ball in the coach drawn by the six black horses. Before leaving. the fairy godmother said, "Cinderella, this magic will only last until midnight! You must reach home by then!"

When Cinderella entered the palace, everybody was struck by her beauty. Nobody, not even Cinderella's stepmother or stepsisters, knew who she really was in her pretty clothes and shoes. The handsome prince also saw her and fell in love with Cinderella. He went to her and asked, "Do you want to dance?" And Cinderella said, "Yes!" The prince danced with her all night and nobody recognized the beautiful dancer. Cinderella was so happy dancing

with the prince that she almost forgot what the fairy godmother had said. At the last moment, Cinderella remembered her fairy godmother's words and she rushed to go home. "Oh! I must go!" she cried and ran out of the palace. One of her glass slippers came off but Cinderella did not turn back for it. She reached home just as the clock struck twelve. Her coach turned back into a pumpkin, the horses into mice and her fine ball gown into rags. Her stepmother and stepsisters reached home shortly after that. They were talking about the beautiful lady who had been dancing with the prince.

The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella's foot as she ran home. The prince said, "I will find her. The lady whose foot fits this slipper will be the one I marry!" The next day, the prince and his servants took the glass slipper and went to all the houses in the kingdom. They wanted to find the lady whose feet would fit in the slipper. All the women in the kingdom tried the slipper but it would not fit any of them. Cinderella's stepsisters also tried on the little glass slipper. They tried to squeeze their feet and push hard into the slipper, but the servant was afraid the slipper would break. Cinderella's stepmother would not let her try the slipper on, but the prince saw her and said, "Let her also try on the slipper!" The slipper fit her perfectly. The prince recognized her from the ball. He married Cinderella and together they lived happily ever after

QUESTIONS

1. Who are the main character in the story?
2. What the fairy godmother said to Cinderella before heading off to grand ball?
3. Why Cinderella suddenly run out the palace leaving the prince?
4. When the glass shoe Cinderella came off one?
5. Where Cinderella meet with prince?
6. How Cinderella go to the grand ball ?

Treatment 3

Read And Answer The Questions

THE ANT AND THE DOVE

One hot day, an ant was seeking for some water. After walking around for a moment, she come to a spring. She had to climb up a blade of grass, While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there as a hunter nearby who was throwing out his net towards the dove, hoping to tarp it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

QUESTIONS

1. What the title of the story ?
2. Who are the main character of the story ?
3. Who helped the ant ?
4. Why the ant bite the heels of hunters ?
5. When the ant slips and falls into the water ?
6. How do the dove help the ant ?

Treatment 4

Read And Answer The Questions

TOBA LAKE

Long ago , in a village in the northern part of Sumatra island there lived a young orphan farmer. He lived from farming and fishing . One day he was fishing a very beautiful fish . The color is golden yellow. When he holds, the fish turned into a beautiful princess. He doomed to be a fish for violating a ban. He will turn into a kind of creature who first touched it . Because the human touched, then she turns into a princess.

The young man fascinated by the beauty of the princess and ask her to marry. The application is accepted on condition that the young man would not tell the origin of the princess who comes from <u>fish. He</u> agreed the terms. After a year, the couple blessed with a boy. He has a bad habit that is never satiated . He ate all the food .

One day the child was eating all the food from their parents. The young man was very annoyed said: "The basis, this child, breeds fish ! " That statement by it self had unlocked the secrets of their promise has been violated. Hearing the words of the father, the child complained to her mother, asking what the meaning of his father's words. Knowing the husband had broken a <u>promise.The</u> princess and son disappeared mysteriously . The land of their former footing bursts a springs. Then the water that flows from the spring growing bigger and bigger. And become a vast <u>lake.Now</u>, The lake is called Lake Toba

QUESTIONS

1. Who are the main character of the story ?
2. What happen after he touched the beautiful fish ?
3. When does the story occur ?
4. Where did the story happen ?
5. Why is he so angry with his daughter ?
6. How the end of the story above ?

Treatment 5

Read And Answer The Questions

TRUE FRIEND

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

Questions

1. Who the main character in a story?
2. What happens when they are see a large bear getting closer toward them?
3. Where did the story happen?
4. Why the bear leave the place without touch the one who was lying on the ground?
5. What moral message can we receive from the above story?
6. How did she save herself while she did not know how to climb up the tree?

POST TEST

Read And Answer The Questions

THE LEGEND OF BANYUWANGI

Once upon a time, in eastern part of Java Island, there was a kingdom ruled by a king. The king's name was Prabu Menak Prakoso. One day, Prabu Menak and his soldiers invaded the kingdom of Klungkung in Bali. The king of Klungkung was killed, yet his daughter, Made Surati, and his son, Agung Bagus Mantra, were able to escape and hide in the jungle.

Prabu Menak Prakoso had a son named Raden Banterang. He was such a handsome young man. One day, Raden Banterang went to the jungle for hunting. It was in the jungle that Raden Banterang met Made Surati. She was then taken to Blambangan to be his wife. Raden Banterang and Made Surati enjoyed a happy life in the Palace.

When Raden Banterang was hunting one day, Made Surati was surprised by the arrival of a dirty beggar asking for her pity. The princess was surprised to find that the beggar was her older brother, Agung Bagus Mantra. She promptly squatted and embraced her brother's legs. However, her great respect of her brother was not well accepted. Instead, Agung Bagus Mantra asked his sister to kill Raden Banterang. But such a request was rejected. He was very angry with her and came up with a sly idea to slander her.

Slowly but surely, Agung succeeded in convincing Raden Banterang that his wife had been involved in a scandal with another man. Asking for compassion, Made Surati tried to tell the truth and denied her husband's accusation. Hearing his wife explanation, the king became angrier and angrier. As a proof of her sacred love, she asked her husband to kill her. As her last request, she asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it meant that she had ever been sinful. But if it smelled fragrant, it meant that she was innocent.

Raden Banterang who was unable to control his emotions soon stabbed his ker ś (dagger) into his wife's chest. She died instantly. The dead body of Made Surati was quickly thrown into the dirty river. Raden Banterang was shocked to see the river suddenly become clean and as clear as glass with a fragrant smell. Raden Banteraflll

screamed crazily and regretted his deed. He walked unstead ly and fell into the river screaming, "Banyu… Wangì… Banyuwangi!" This means "fragrant water".

1. What's the title of story above?
2. What happen to Made Surati after he kill her and throw her body into the dirty river?
3. Who has slandered Made Surati ?
4. Who is the name kings wife ?
5. Why Raden Banterang minister kill his wife ?
6. What's your opinion about the story above ?

APPENDIX 3 : Picture of Research

EXPERIMENTAL CLASS

The researcher divide the students into some groups and gave the narrative text and picture 5 W's diagram

The researcher explained about graphic organizer and showed the picture 5 W's diagram

The students implemented graphic organizer (5 W's diagram) in their groups

The researcher gave reading narrative text and question to each students

The students answer the questions of reading narrative text

CONTROL CLASS

The researcher explained about scanning technique

The researcher gave the reading narrative text and questions to each students

The students answer the questions of reading narrative text