SKRIPSI

THE APPLICATION OF GRAPHIC ORGANIZER TO INCREASE READING COMPHERENSION OF THE FISRT GRADE STUDENTS OF SMK NEGERI 3 PAREPARE

By

ANDI RAHMANIA
Reg. Num. 14.1300.157

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfillmentof the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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Skripsi

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English Education Program

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TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

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May the Almighty Allah swt be always with us

Parepare, December 2019

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Stated that this skripsi is her own writing, if it can be proved that it was copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

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ABSTRACT

Andi rahmania. *The Application of Graphic Organizer to Increase Reading Compherension of the First Grade Students of SMK 3 Parepare* (Supervised by Hj. Nurhamdah and Hj. Nanning).

The purpose of this study was to find out whether or not the significance difference of the reading of students through the Graphic Organizer to First Year Students' of SMKN 3 Parepare. Furthermore, the importance of this research is expected to be useful information for English teachers especially in reading teaching. In addition, it can be used as a teaching media to increase the ability to reading compherension of students.

This study was designed using pre-experimental. The population was students SMKN 3 Parepare 2018/2019 academic year and took class X (Broadcasting) as a sample consisting of 21 students. Then, data was collected using reading tests, which were applied in pretest and post-test in the class. During the process, the researcher applied sixth meetings for this class.

After analyzing the data, the researchers found that; 1. There was a significant effect using the Sudents Graphic Organizer on reading compherension of the First grade Students in SMKN 3 Parepare , where the t-test (6,50) was greater than t-table (1,725) with df = n - 1 = 20, with α = 5%. This means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It can be concluded that there is a significant difference from students' reading compherension ability through Graphic Organizer learning model before and after treatment. 2. The way Graphic Organizer can increase reading learning model before the first grade students of SMK Negeri 3 Parepare it can be said that their achievements improve based on the result of students assignment in writing summary by the digram, through diaram the students can do classification, arraging, and do explanation. Those are allow the students comprehend reading easly.

Keywords : Graphic Organizer media, Students Reading

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CHAPTER I

INTRODUCTION

1.1. Background

English is one of internasional language. This language is used all over the world. As a result, Indonesian government has decided that English is foreign language in Indonesia. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school, and university in Indonesia. In senior high school, the students are expected to be able to communicate in English both spoken and written form. Based on the preliminary data, reading is one of the important skills in a language that is faced by students of schools in many levels including in senior high school.

In learning language, there are four skills should be mastered, such as listening, speaking, reading, and writing. The skill that is really required by society since in childhood to learn is reading,this is the most important skill that is required by every singel individuals by considering the use of reading itself to inform the written object to someone[1].

Reading is one of the activities to get the information from the text Reading is defined as an activity between the readers and the text. When readers look at the text and be able to interpret the meaning of that written symbol, therefore it is a true reading activity[2]. In other words, reading is an activity that does not only pick up the text but requires the reader to interpret what happens in the text. In addition, reading

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[1]Pamela J Farris,, *Teaching Reading: a blanced approach for today's classroom, (new york: Mcgraw-hill 2004), o. 8.*

[2]Jo A. Aebersold, and mary L. Field, *from reader to reading teacher, (new york: Cambridge university Press, 1997),p.5.*

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is an acitivity which involves the interaction between the reader, the text, and the interaction of both the reader and the text which has the goal of obtaining the massage in the text. In short, a good reader should build an interaction with text by understanding the issues state in the text.

Reading is an important skill since it can improve the student's ability in gaining knowledge of the world. It is one of the activity to comprehend the student's knowledge of other language skill. Students will reach all of these aims if they understand and comprehend the text that they read. In additon, compheresion occurs when new information interects with the old one that has already been stored in their memory.

Based on the observation the research found the problem in SMK 3 Parepare specially in reading comprehension. The students faced some difficult words when they read a text. So that, they got difficult in understanding some English texts. It was not the only problem the researcher found in SMK 3 Parepare. The problem is about the teaching learning technique. The teacher gave the students that bundle of copied text and also the taks which contained some questions. This condition made the students feel bored because there was no activities expect reading and answering the question. As matter of a fact, the students though that English was difficult and boring subject.

From the description above. The researcher is concerned about appropriate medium in learning vocabulary process. Although there are many media, strategy,and technique in teaching reading, a graphic organizer is suitable to get students reading comprehension in the classroom. “Graphic organizer are important and effective pedagogical tools for organizing content and ideas and facilitating learners”

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comprehension of newly acquired information[3]. Gardner's theory in McKnight also posits that students are better able to learn and internalize information when more than one learning modality is employed in an instructional strategy. Graphic organizer basically presents materials by two learning modality: visual and spatial modalities, so it helps students to internalize what they are learning, stated by Mcknight. It provides students with the strong visual picture. It can be the medium in mastering reading for the students because the graphic organizer gives a view of connection and relationships between facts, information,and terms which needed by students.

Based on the explanation above, the researcher want to implemen reading by using Graphic Organizer in improving the reading comprehension of the tenth year students of SMK 3 Parepare.

1.2. Research Problem

Based on the previous backgorund the resercher formulated the problem of the research:

1. Is the use of graphic organizer able to increase the reading compherension of the first grade student of SMK 3 Parepare?
2. How does graphic organizer increase reading comprehension of SMK 3 Parepare?

1.3. Objectives of the research

Relating to the problem statement, the researcher decided the objective of the research is to examine:

[3]Kathrine S.Mcknight, *the teacher's big book or graphic organizer (san fransisco: Jossey-Bass, 2010) p.1*

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1. To find out the use of graphic organizer is able to increase the reading comprehension of the first grade student of SMK 3 Parepare
2. To find out Graphic Organizer to increase the reading comprehension of the first grade student of SMK 3 Parepare

1.4. The significance of the research

Hopelly the result of the study can give some significance for the students, teacher and other researchers. they are:

1. For Teachers this study is expected to piece of useful information for an english teacher at SMK 3 Parepare in teaching reading.
2. For students by learning reading using a graphic organizer, the students can get new intersting. It can motivate them to know further about the new text so they never bored during the teaching learning process.
3. for other researchers it will help any further study to get recomendation for conducting about the application of graphic organizer in learning reading compherension and give motivating to the next researcher to create idea another resercher about the good media to improve reading comprehension.

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CHAPTER II

REVIEW AND RELATED LITERATURE

This part describes about the description of The Previous Related Finding, Some Pertinent Ideas, Conceptual Framework, and Variabel and Operational Definition..

2.1. Previous Research Finding

There are some researchers who have conducted researcher technique or methods in teaching reading. They are :

Muhammad Fadly in his research entitled the effectiveness of graphic organizer in learning vocabulary founding that In teaching learning activities in vocabulary subject it is very important to choose suitable media to improve students' skill. Based on the data, it can be concluded that it is effective to use Graphic Organizers (GOs) in learning vocabulary process and it had proved towards the eighth grade students of *MTsN* Tangerang II Pamulang. From the four meetings that had been conducted in both of experimental and controlled class in which experimental class was given using a graphic organizer and the controlled class was only given a list of vocabulary. The result showed that the average of gained score of the experimental class was 11.36. Meanwhile, the average of gained score of the controlled class was 5.12. It means that the average gained a score of the experimental class was higher than average gained score of controllclass.[1]

[1]Muhammad fadly, *"The effectiveness of graphic organizer in learning vocabulary" at the eingth grade students of MTSN Tangerang II Pamulang* (unplished skripsi state islamic university jakarta, 2016

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Dewi Yunanti in her research entitled Improving grade tenth students' reading compheresion through graphic organizer at SMA N 11 Yogyakarta in the academic year of 2013/2014 found that the students were difficulties in comprehending texts and did not familiar with the reading strategies. However, after the actions were implemented, the students felt motivated and paid attention to the researcher. They wanted to join the teaching and learning process. The texts and activities were successful to enhance their motivation and trained the students to develop reading strategies. In other words, the students' behavior has changed after the researcher implemented the actions. As a result, they showed improvement in their reading comprehension. Their average score increased from 7.21 to 8.04.[2]

Based on the previous research findings above, the research concludes that the purpose of Graphic Organizer is to help students by simplifying information by stimulating thinking skills and Graphic Organizer may improve students reading Skills. Therefore the researcher need to find out whether Graphic organizer media improve students' reading skill. The differences of this studies with the study that conclude by the researcher is in the treatment of the research. The researcher conduceted a narrative text as a treatment in increase students' reading comprehension trough Graphic Organizer.

[2]Dewi yunanti, *Improving grade ten students reading compheresion throung graphic organizer at SMA N 11 Yogyakarta in the academic year of 2013/2014 (unplished a thesis: universitas negeri Yogyakarta,2014)*

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2.2 Some pertinent Ideas

2.2.1. The concept of reading

2.2.1.1. Definition of reading

Reading is one of the important skill in learning English. Reading is an extraodinary achievement when one considers the number of levels and components that must be mastered[3]. According to Albert J reading is a complex process in which the recognition and compherension of written symbols are influenced by readers' perceptual skills, decoding skills, experiences, language backgrounds, mind sets, and reasoning abilities as they anticipate meaning on the basic of what has been read[4].

Meanwhile, according to Varzegar, reading is a process of recognition of words and structures while associating meaning with them and understanding the contextual, conceptual, spritual, schematic and pragmatic meanings which lead to a more global and holistic comprehension[5].

In line with Nunan, Davies and Pearse state that reading is an activity to confirm the specific topic and each change of topic that bases the readers' previous ideas in mind about the topic and readers' knowledge of the language of the texts written. It means that in reading, the readers find the messages by making the connection between the topic in the text and their ideas in mind.[6]

From the definition above, reading can be defined as a process or activity in which the readers try to construct or create new meaning by connecting the text with

---

[3]Danielle S. McNamara, reading compherension stategies (New York), p.3.

[4]Albert J. Haris and Edward R. Sipay, *how increase reading ability (New York & London: Longman 1980),* p.10.

[5]Vargezar, *Reading Compherension.* Bulletin Of Faculty Foreign Language. (Accessed on March 19 2016),p.52.

[6]Davies, et al (2000). *Sucess in english Teaching Oxford.* Oxfird University Press

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their background knowledge. In this process, the background knowledge is essential in getting the writer message.

2.2.1.2. Reading Compherension

According to Klingner and Giesler, Reading compherension is the process of cunstructing meaning from a text and involves the complex coordination of several processes, including decoding, word reading, and fluency along with the integration of background knowledge and previous experiance. It means that reading compherension is not just a singel process. The readers construct the meaning by combining their background knowledge and vocabulary mastery through the several processes so that they get the massage from the writer.[7]

Reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining the meaning of vocabulary in context, monitoring one's iwn comprehension, and reflecting.[8]

Another Opinion Reading comprehension is the ability to read the text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.[9]

---

[7]Klingner, J. K., & Geisler, D. (2008) *Distingishing Language Acquisition fromLearning Disabilities*. Thousand Oask, Ca: Crown

[8]Nurman Antoni, *Exploring EFL Teachers' Strategies in teaching Reading Comprehension* (journal of Indonesia University Of education),p.3.

[9]Wikipedia, the free encyclopedia/http://en.wikipedia.org/wiki/Description (Accessed 17 March 2016)

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Related to some definition above, researcher conclude that Reading compherension is the reader attempts to understand everything what they read, know the meaning of the content contained in the text / readings, to understand the problem or topic, why, who, how, when, and where an evemt occurs in the text so as to improve the ability of the students' understanding the readings are studied in depth, critical and thorough.

2.2.1.3 Goals Reading

Asking a learner to "read" a text requires that teachers specify a reading goal. One minimal goal is to ask the learner to find particular grammatical constructions or to identify words that relate to particular features or topics of the reading. But such goals are always only partial. For example, a text also reveals a lot about the readers for which it is written and a lot about subject matter that foreign language learners may or may not know or anticipate.[10]

There are multiple principle goals of reading, which are determined by the end the reader has dicide the activity to obtain.

1. The general goal of reading is the acquisition of meaning from the ordered arrangement of symbols. For example, in an alphabet writing system, each word is a collection of symbols that express a term or some meaning, which taken in conjunction with other words ordered to each other in a predetermined syntax, conveys some general meaning that the author intends the reader to acquire.

[10]Swaffar, Konteks *Pembelajaran dan Konsep Kecakapan Berbahasa* (http://komaks/2011/12/konteks-pembelajaran-konsep-kecakapan-berbahasa.html), Acessed 2010.

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2. The second goal of reading is the "reading to obtain understanding". The reader wishes to receive illumination of some discipline or set of facts from the author. The reader usually approaches a given work with a dissimilitude of understanding compared to that of the author. The reader wishes to increase understanding by coming to terms with the author of a given book, and subsequently reach an equal level of understanding.
3. The final goal of reading is "reading to obtain information". The reader attempts to gain knowledge of facts or knowledge about the author.

Related to some definition above, researcher conclude that the goal of reading is to help students' develope the knowledge, skills, and experiences they must have if they are to become compotent and enthusiastic readers.

2.2.1.4. Difficulties of Reading

According to Nation,comprehension is the ultimate goal of reading. Everyone agrees that reading comprehension is not a simple matter of recognizing individual words, or even of understanding each individual word as our eyes pass over it[11].

All models of comprehension recognize the need for readers to build up a mental representation of text, a process that requires integration across a range of sources of information, from lexical features through to knowledge concerning events in the world. Individual differences in text comprehension have been observed in both developmental and college-aged populations. Reading accuracy is within the normal range for their age, but their comprehension of what is read is substantially below average. Studies of such children identify cognitive systems that may be particularly

[11]K. Nation, *Reading Comprehension Problems* (Retrieved from http://www.pitt.edu/~perfetti/PDF/Nation.pdf.) accessed 2004.

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crucial for the development of reading comprehension, and that is relatively independent of the processes underlying the development of word recognition skills in reading.

Comprehension relies on mastery of decoding; children who struggle to decode find it difficult to understand and remember what has been read. Because their efforts to grasp individual words are so exhausting, they have no resources left for understanding.[12]

Signs of reading comprehension difficulty:

1. confusion about the meaning of words and sentences
2. inability to connect ideas in a passage
3. the omission of, or glossing over detail
4. difficulty distinguishing significant information from minor details
5. lack of concentration during reading

2.2.2. The concept of Graphic Organizer

2.2.2.1. The Definition of the Graphic organizer

Graphic Organizers (GOs) is a medium in teaching learning process. It provides the schematic design in understanding a concept. It can help learners to find the connection between the previous knowledge of the learners and the new idea that will be learnt. Some teachers use GOs to test pupils whether they have comprehended the materials or not.

[12]Paula J. Clarke, Margaret J. Snowling, Emma Truelove, and Charles Hulme, *Overcoming Reading-Comprehension Difficulties in Children: Training Program Can Help. Science Daily*.(Retrievedfromhttp://www.sciencedaily.com/releases/2010/08/100802125846.htm) accessed 2010

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According to Ciascai defines 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 within a given limited time. She adds that there are various functions of graphic organizers. In the reading activity, graphic organizers assist learnersto:

1. clarify and organize information into categories (main idea, supporting details, topic sentence, facts, opinion,etc),
2. organize information in a paragraph for betterunderstanding,
3. construct the 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.[13]

Graphic Organizers are successful medium in organizing information and providing learners to get novel idea comprehensively.[14]It makes teaching learning activity more interesting and easier to be understood by learners. Moreover, Broomley, Devitis,and Modlo, in Egan's journal, defined that Graphic Organizer is a visual presentation of knowledge, a way of structuring information and of arranging essential aspects of an idea or topic into a pattern using labels.[15]The idea can be seen more apparent, distinct and articulate for the learners because GOs give charts, tables, maps, flowchart, and other structure in its presentation. Teachers can design GOs by

[13]Ciascai, L. (2009). Using Graphic Organizers In Intercultural Education Acta Didactica Nepocensia 2(1). 9-18

[14]Katherine S. McKnight, *The Teacher's BIG BOOK of Graphic Organizers,* (San Fransisco: Jossey-Bass, 2010), p. 1

[15]Margaret Egan, Reflection on Effective use of Graphic organizer, *journal of adolescent & adult letiracy*, 42, 1999. p.641

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themselves based on the information which will be thaught. It also can be used as a notebook. It has a visual presentation which helps students comprehend what they have read. A Graphic Organizers Notebook is a collection of teacher-developed blank webs and organizer for the student to complete after reading chunks of content material taught in a unit.[16]

Based on definitions of some experts above, it can be concluded that Graphic Organizer is an effective pedagogical medium for students and teachers in understanding a topic learn. It has strong power in teaching learning activity because of its visual and verbal views.

2.2.2.2. Types of Graphic Organizer

Graphic organizers are visual tools that organize the relationship among facts, terms, and ideas. They come in many different forms which are the combination of words, phrases, sentences and numbers, diagrams, webs, shapes, graphics, or pictures. Baxendell, as cited in Hanson, suggests that graphic organizers come in many different formats, such as cause-and-effect diagrams, compare-and-contrast diagrams, sequence charts, and main-ideas-and- detail charts. The definition of each format is shown as follows[17].

[16]Andrea L. Fisher. Implementation Graphic Organizer Notebooks: The Art and Science of Teaching Content, *The Reading Teacher,* 55, 2001. p. 116

[17]Anne Hanson. (2002). Visual Writing. New York: Learning Express. LLC.

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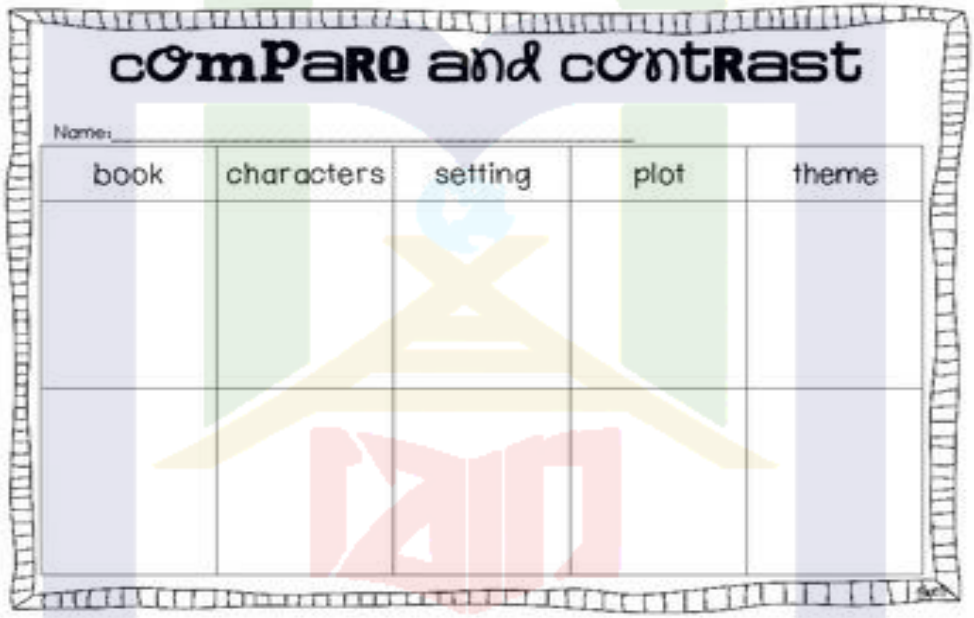
1. Compare-and-contrast diagrams.

Compare-and-contrast diagrams help students visualize the similarities and differences across the main idea. This format is used to present the main idea with its supporting details along one stand in the diagram which is then contrasted with the opposing main idea. Besides, the ideas can be compared and contrasted by point across the main ideas. Johnson affirms that compare-and- contrast diagrams can be used to compare and contrast any two things, characters, events, stories, etc. This



format comes in many varieties, for example, compare- and-contrast matrix, comparative-and-contrastive map, venn diagram,etc[18]

[18]Andrew P. Johnson. (2008), *Teaching Reading and Writing*. Maryland: Rowman & Littlefield Education

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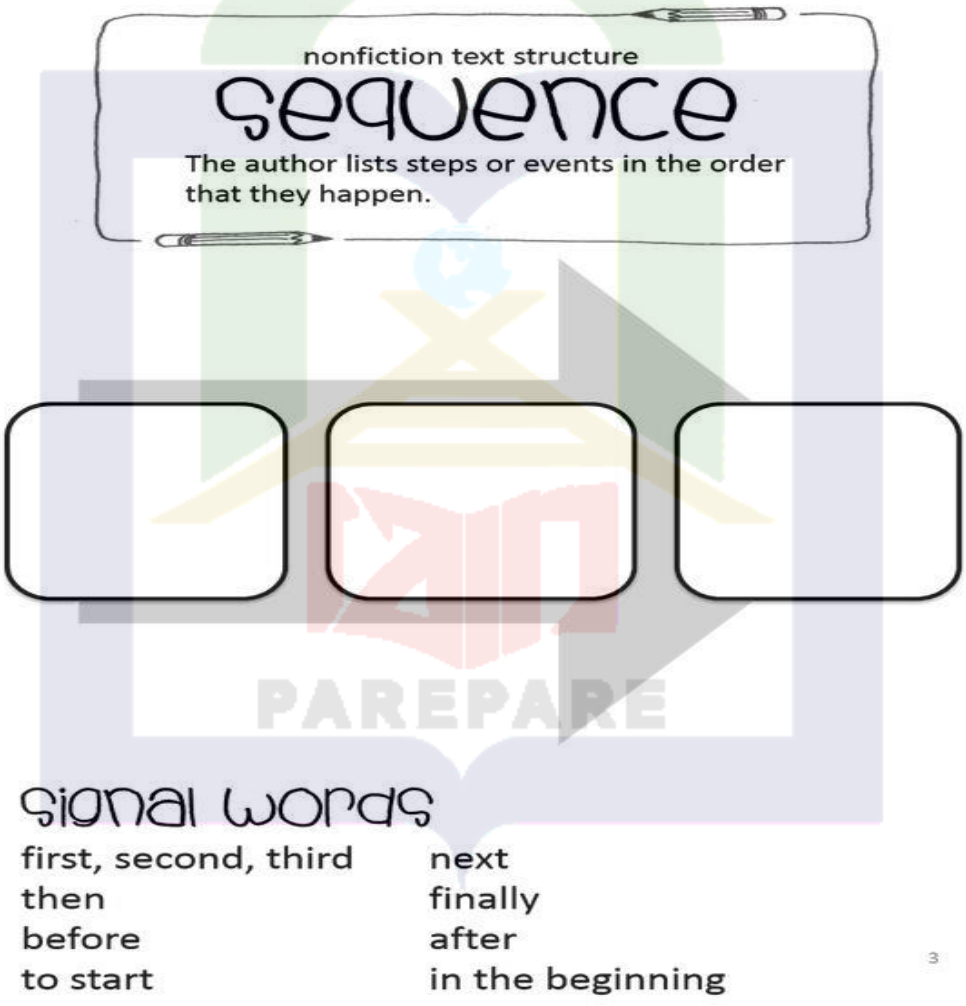
2. Sequence Charts

Sequence 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 a clear understanding of the relationships sequence of events. Sequence charts come in many various types, i.e., a series of events chain, flowchart, timeline, 5 *W*'s diagram, etc.



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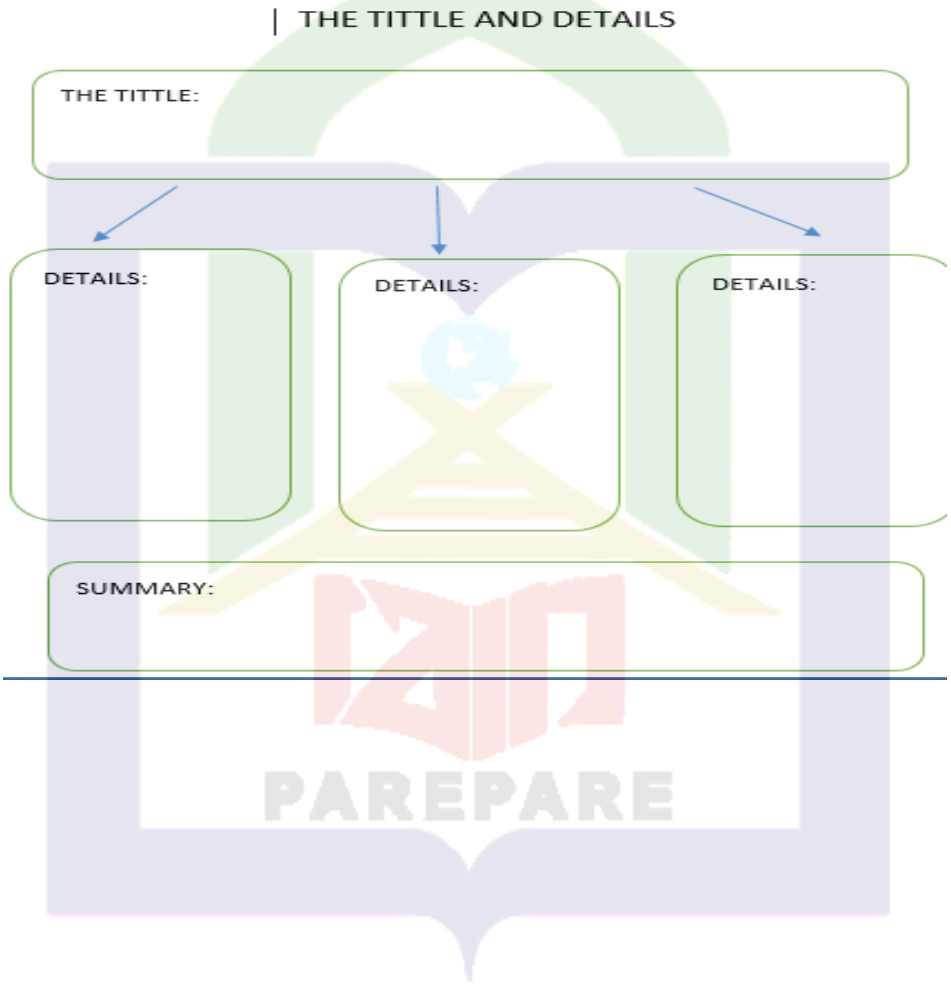
3. The Tittle and Details Charts

The Tittle and Details charts help students visualize the main idea and details in a text and helps students identify patterns of information[19]. And the last students make a Summary.



[19]Jeniffer Jacobson (2007). *Graphic Organizer for the Overhead Reading and wiriting.* New York: Scholastic Inc.

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Prosedur of the types

1. compare and contrast is to look for similarities and differences in things that are in the story that will be taught, then make a case like the picture above
2. A sequence chart shows a series of steps or events in the order in which they take place by using signal word.
3. First find The Tittle of the story then write down the details of the story and make summary.

2.2.2.3 The Benefits of Graphic Organizer

Graphic organizer has significant use in teaching learning process. It represents the connection between the concept and sub-concept. It also highlights the correlation with another concept area. In short, it allows the student an active role in their learning. However, both students and teachers reach specific benefits from graphic organizer.

For students, they can understand the concept of part to whole, start from the upper level to the lower level and vice versa. Then, GOs can record relationship. They effectively memorize the connection between each part. It uses relative spatial location to communicate hierarchical and coordinate concept relation[20]

For teachers, GOs can firstly show and explain the relationship between and among content. Secondly, it takes the lessons interactive. The teacher can make the class interactive by using a graphic organizer because it is suitable forlearning class arrangement, individual, paired or grouped.[21] By working cooperatively, students

[20]Daniel H. Robinson, et.al., Optimal Presentation of Graphic Organizers and Text: A Case for Large Bites?, *Educational Technology Research and Development*, 51, 2003. p.26

[21]Margaret Egan, Reflections on Effective Use of Graphic Organizers, *Journal of Adolescent & Adult Literacy*, 42, 1999. p.643

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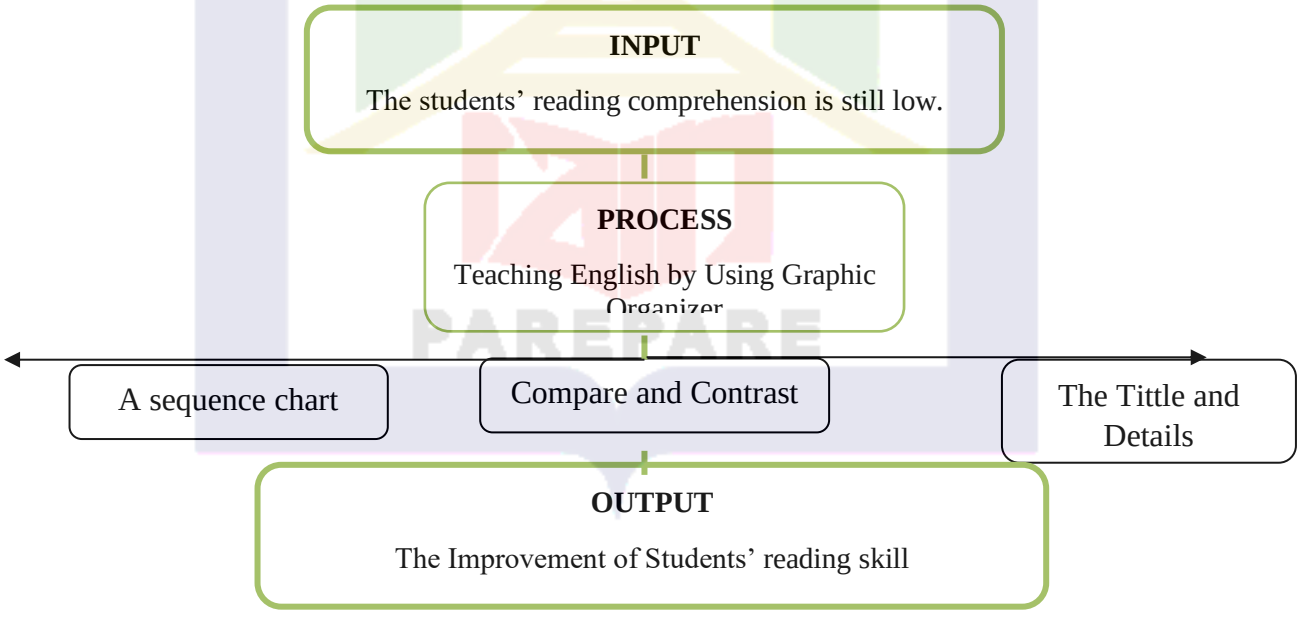
learn to respect one another. Next, it helps teachers in motivating students. Then, it assists the student in prewriting techniques. GOs makes visually explicit the organizational patterns of text so it can enlist to facilitate pre-reading, post-reading, prewriting, revising, discussing and reasoning. It helps teachers in assessing what students know.[22]

Related to some definition above, researcher conclude that the benefit of Graphic Organizer is to improve students' ability in English especially for reading. So, Graphic Organizer is very useful for students.

2.3 Conceptual Framework

The main focus of this research is improving reading comprehension by Graphic Organizer at the Tenth SMKN 3 Parepare.

The conceptual framework of this research is presented by this following:



[22]Karen Bromley, et.al., *Graphic Organizer: Visual Strategies for Active Learning*. (USA: Scholastic, 1995),p.6.

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There are three elements namely:

1. Input: it refers to the material that applied by the researcher in the classroom, that is English reading material.
2. Process: it refers to the teaching English by using Graphic Organizer.
3. Output: it refers to the result of the reading comprehension of the students after following the treatment.

2.4 Hypothesis

The researcher formulates the hypothesis as follow:

H_0: Using a Graphic Organizer is not able to improve the students' reading comprehension of the tenth year of SMK 3 Parepare.

H_1: Using a Graphic Organizer is able to improve the students' reading comprehension of the tenth year of SMK 3 Parepare.

2.5 Operational Definition of Variable

2.5.1. Variable

There are two variables involved in this research namely independent variable and dependent variable.

1. The independent variable is the Graphic Organizer
2. The dependent variable is the students' reading comprehension of the tenth year SMK 3 Parepare

2.5.2. Operational Definition

1. Graphic organizers are visual thinking tools that make pictures of thoughts. The pictures demonstrate relationships between facts, concepts, or ideas, and guide thinking and design the map or diagram.

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2. Students' reading comprehension is the ability to read the text, process it, and understand its meaning of word from passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer (discourse-semantics).

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CHAPTER III
RESEARCH METHOD

This part describes about the description of the research design, location of the research, population, sampel, instrument of research, and procedure of collecting data.

3.1 Research Design

In this research, the researcher was collected process and analyze the data to get conclusion of the research determined the pre- experimental method which applied one grup pre-test and post-test design. The design was formulated as follow[1]

E = O1 X O2

Where :

E = Experimental

X = Treatment

O_1 = Pre-test

O_2 = Post-test

3.2 Location and Duration of the Research

The location of the research was taken place in SMKN 3 PAREPARE Jl. Karange Burane, South Sulawesi focusing on the first year on the academic year 2018 and it will take duration is one month

[1]Sugiono Hal. III *Metode penilitian pendidikan pendekatan kuantitatif, kualitatif, dan R&D*

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3.3 Population and Sample

3.3.1 Population

The population of this research is the eleventh social grade students' of SMKN 3 Parepare in academic year 2019/2020. The population is 307 student

No	Class	Male	Female	Total
1	X Perhotelan	7	19	26
2	X Boga	1	14	15
3	X Busana 1	1	32	33
4	X Busana 2	-	34	34
5	X Kecantikan		26	26
6	X Multimedia 1	7	27	34
7	X Multimedia 2	10	25	35
8	X PTV	7	7	15
9	X TKJ 1	12	20	32
10	X TKJ 2	8	26	34
11	X UPW	5	21	21
12	X Broadcasting 1	9	12	21
13	X broadcasting 2	6	20	26

Table 3.3.1. Total students of SMK 3 Parepare

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3.3.2. Sample

The writer used purposive sampling by taking one class in this school generally for X Broadcating 1. There several reasons to pick up this class at the sample, the varied of students ability might be the first reason. Beside, the result of early observation and an interview with the English teacher find out that this class in the most proper class in the most proper class to represent the all of population because of the varied of the students' ability in English. So, the total sample is 21 students.

Table 3.3.2 Sample of the students XI Social 1 of SMK 3 Parepare.

Class	Students		Total
	Male	Female	
X Broadcasting 1	9	12	21
Total			21

3.4 Instrumen of the research

In this research, the researcher applies two kinds of instrument namely test and observation.

3.4.1. Test

The test is distributed to measure the students' reading comprehension in narrative text. The tests will give to students of experimental classes. The test is divide into two tests. The pre-test was given before treatment, and post-test was given after doing the treatment. The type of the test is multiple choices and essay which consist of 10 numbers.

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3.4.2. Observation

Observation is one way to collect primary data. Observation is a purposeful, systematic and selective way watching and listening to an interaction or phenomenon as it takes place.[2] Observation aims to know and find out the improve of reading comprehension students in learning english by using Graphic Organizer.

3.5 Procedureof Collecting Data

In this case, the researcher used data of students, through pre-test and post-test. The procedure of collecting data as follows:

3.5.1 Pre-Test

Before doing treatment, on the first meeting, the researcher gave a pre-test to the students to find out the students' reading comprehension especially before teaching reading with using Graphic Organizer.The pre-test consist of reading text.

3.5.2 Treatment

In treatment the researcher doing some activities as follow:

First meeting

The researcher aask students their knowledge about the material and then give one topic about "A True Friend" and explain about the Graphic Organizer after that ask the students to make diagram "compare and contrast" next the researcher extend the porpose of the learning and make a positive (mood) to the students then the teacher give the motivation by telling about one of narrative text. And then divide the students into 5 group one group consist 4 students. And then the researcher evaluates the learning activities of students as a whole and the last close the teaching process.

[2]Ranjit Kumar, Research Methodology a Step by step guide for beginners, third edition.(New Delhiz: SAGE Publications India Pvt Ltd, 2011).p.134

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Second meeting

The researcher aask students their knowledge about the material and then give one topic about “Sura and Baya” and explain about the Graphic Organizer after that ask the students to make diagram “compare and contrast” next the researcher extend the porpose of the learning and make a positive (mood) to the students then the teacher give the motivation by telling about one of narrative text. And then divide the students into 5 group one group consist 4 students. And then the researcher evaluates the learning activities of students as a whole and the last close the teaching process.

Third meeting

The researcher aask students their knowledge about the material and then give one topic about “The Wolf and the lamb” and explain about the Graphic Organizer after that ask the students to make diagram “The tittle and details” next the researcher extend the porpose of the learning and make a positive (mood) to the students then the teacher give the motivation by telling about one of narrative text. And then divide the students into 5 group one group consist 4 students. And then the researcher evaluates the learning activities of students as a whole and the last close the teaching process.

Fourth meeting

The researcher aask students their knowledge about the material and then give one topic about “The Smart Monkey and dull crocodile” and explain about the Graphic Organizer after that ask the students to make diagram “The tittle and details” next the researcher extend the porpose of the learning and make a positive (mood) to

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the students then the teacher give the motivation by telling about one of narrative text. And then divide the students into 5 group one group consist 4 students. And then the researcher evaluates the learning activities of students as a whole and the last close the teaching process.

Fifth meeting

The researcher aask students their knowledge about the material and then give one topic about “The rabbit revenge” and explain about the Graphic Organizer after that ask the students to make diagram “Sequence Chart” next the researcher extend the porpose of the learning and make a positive (mood) to the students then the teacher give the motivation by telling about one of narrative text. And then divide the students into 5 group one group consist 4 students. And then the researcher evaluates the learning activities of students as a whole and the last close the teaching process.

3.5.2. Post-Test

After doing treatment, the researcher gave the post-test to measure the students’ improvement the reading comprehension based on materials that have been learned. The test was same of the pre-test.

3.5.3 Observation

In this stage, the researcher made a note of all activities during learning and teaching process which were about the researcher’s treatment to the students

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3.7 Technique of Data Analysis

1. To analyze the data that have colected from the result of pre-test and post-test, some formulas used in this research as folow :

$$Score = \frac{Students' correct\ answer}{Total\ number\ of\ items} \times 100$$

2. the classification of the students' reading comprehension as follows[3]:

Table.1 Classification of the students' reading comprehension

No	Classification	Score
1	Excellent	86-100
2	Good	76-85
3	Fair	56-75
4	Poor	41-55
5	Very Poor	<40

3. Computing the frequency and the rate percentage of the students' score.

$$P = \frac{Fq}{N} \times 100\%$$

Where: P : Percentage

Fq : Frequency of the students' score

N : The total number of the students'[4]

[3]Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan Edisi Revisi).* Jakarta: PT. Bumi Aksara. 2005. P.245.

[4]Gay, L.R. *Educational Research*,New Work: Charles Merril Publishing. Co,A. Bell and Howel Company.1987.p.448

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4. Finding out the mean score of pre-test and post-test by using the following formula[5]:

$$X = \frac{\sum E}{N}$$

Which:

X :Mean score

$\sum E$: Total f row score

N : Number of students

5. Calculating the main score of difference between pre-test and post-test by using the following formula:

$$D = \frac{\sum D}{N}$$

Which:

D : The mean score of difference

$\sum D$: The total scores of difference between pre-test and post-test (X^1-X^2)

N : Total sample

6. Finding out the difference by calculating the T-test value by using the following formula:

Notation:

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

[5]Gay, L.R. *Educational Research*,New Work: Charles Merril Publishing. Co,A. Bell and Howel Company.1987.p.298

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T : Test of significance

D : The mean score of difference (X^1-X^2)

∑D : The sum of the total score

$\sum D^2$: The square of the sum score of difference

N : The total sample[6]

7. Criteria of testing hypotesis

The statistical hypotesis in this research as follow:

H_0 : $\mu_1 = \mu 2$

H_a : $\mu_1 \neq \mu 2$

To the hypotesis, the research use one-tailed test, with 0,05 level of significance.

1. If t-table < t-test, H_a is accepted and H_0 is rejected. It means that the applying Graphic Organizer able to improve students' reading compherension.
2. If t-test < t-table, H_0 is accepted and H_a is rejected. It means that the applying Graphic Organizer Unable to improve reading compherension.[7]

[6]Gay, L.R. *Educational Research*,New Work: Charles Merril Publishing. Co,A. Bell and Howel Company.1987.p.331

[7]Burhan bungin, Metode Penilitian Kuantitatif, (jakarta: Kencana Pradana Media, 2005), p.79.

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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses about the finding and discussion. The findings describe about the result of the data collected from the test. And discussion explains and interprets the findings. The result of the research will be described in the following description:

4.1. Findings

In finding out the effect of Graphic Organizer to the students reading comprehension, the researcher applied all procedures that had been showed in previous chapter. In addition the researcher had given pre-test and post-test to the students both in experimental group and control group. The result of each term is different. Moreover, it is continued by analyzing their score in pre-test and post-test.

4.1.1. The Data Analysis of Students' Test

The finding of the result deals with the classification of the students' score on the pre-test and post-test in the class

1. Pre-test

   From the table below showed that before giving the treatment by using Graphic Organizer there were 6 students was in less category (28,57%), and 4 students was in bad category (19,05%.). Based on the result above, it could be concluded that the students' reading comprehesion were still low, these was proved from all of the students got less and bad values.

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Table 4.1: The percentage scores of reading comprehension in pre-test

Clasification	Score	Predicate	pre test	
			f	%
very good	80-100	A		
Good	66-79	B	3	14,29
Enough	56-65	C	8	38,10
Less	40-55	D	6	28,57
Bad	<30-39	E	4	19,05
Total			21	100,00

2. Post-test

The following table described about the frequency and rate percentage class of post-test.

From the table below showed that after giving the treatment by using Graphic Organizer, there were 11 students was in very good category (52,38%), and 5 students were in good category (23,81%). Based on the result of post-test the table above, it could be concluded the students' reading comprehension were high, these was proved from 11 students got very good and 5 students got good category.

This could be the evedence that the media which the researcher applied in learning process has worked succefully on the students in the class. It is based on data percentated in the table 4.1 and 4.2 shows that there are significant diffrence between the students score in pre-test, where stuents score in post-test was higher than students score in pre-test.

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Table 4.2: The percentage scores of reading comprehension in post test.

Clasification	Score	predicate	post test	
			f	%
very good	80-100	A	11	52,38
Good	66-79	B	5	23,81
Enough	56-65	C	5	23,81
Less	40-55	D		
Bad	<30-39	E		
Total			21	100,00

4.1.2. The Mean Score and Standard Deviation

The result of the students' pre-test and post-test, after calculating the mean score and standard deviation are presented in the following table:

The mean score and Standard Deviation Of Pre-test

From the table below shows that the main score obtain by the students before giving the treatment was 52,38 while the standar deviation was 14,11 after giving the tratment the mean score obtain by studennts in post-test was higher than pre-test. It indicates that after giving treatment for six times through Graphic Organizer media, the students reading compheresion is increasing. Futhermore, the main score in post tets was 74.76 and standar deviation was 15,78

Table 4.3**.** The Mean Score and Standard Deviation of Pre-test and Post-test

Sample	mean score	standar deviation
pre test	52,38	14,11
post test	74,76	15,78

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The T-test analysis

Table 4.4 The worksheet of calculated of the score pre-test and post-test of reading comprehension.

pre-test	post-test	D	D^2
50	100	50	2500
60	90	30	900
70	70	0	0
70	70	0	0
70	80	10	100
50	80	30	900
60	80	20	400
60	80	20	400
30	60	30	900
60	70	10	100
20	60	40	1600
50	60	10	100
30	70	40	1600
50	60	10	100
60	80	20	400
60	80	20	400
30	80	50	2500
60	70	10	100
50	90	40	1600
60	60	0	0
50	80	30	900
1100	1570	470	15500

$$D = \frac{\sum D}{N}$$

$$= \frac{470}{21}$$

$$= 22{,}38$$

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

$$= \frac{22{,}38}{\sqrt{\frac{15500 - (470)^2}{21}}}$$
$$\frac{}{21(21-1)}$$

$$= \frac{22{,}38}{\sqrt{\frac{15500 - 220{,}900}{21}}}$$
$$\frac{}{21(21-1)}$$

$$= \frac{22{,}38}{\sqrt{\frac{1500 - 10519{,}04}{420}}}$$

$$= \frac{22{,}38}{\sqrt{\frac{4980{,}96}{420}}}$$

$$= \frac{22{,}38}{3{,}44}$$

$t = 6{,}50$

The table above that after calculated of the score pre-test and post-test of reading comprehension, t- test was 6,50

In order to know whether the means score of the pre-test and the means score of the post-test is significantly different, the research used T-test. The result of T- test is t = 6,50. To find out the degree of freedom (df) the research use following formula:

df = N – 1

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df = 21 – 1

df =20

For the level of significance (p = 0,05) and df = 20 then the value of the table = 1,725 Thus the value of T-test greater than the variable (6,50> 1,725) it meant that there is significance difference in reading comprehension after doing treatment by Graphic Organizer in students' reading comprehension at the first grade students of SMK 3 Parepare

.1.2 Hypothesis Testing

To find out the degree of freedom (df) the researcher used the following formula:

Df = N-1

= 21-1

= 20

Df with significance (0,05) = 6,50

For the level significant (p) 5% and df = 20, and the value of the table is 1,725, while the value of the t-test is 6,50. It means that the t-test value is higher than t-table (6,50 > 1,725). Thus, it can be concluded that the students' reading comprehension through Graphic Organizer are significantly better after getting the treatment. So, based on the result above (H_a) or alternative hypothesis is accepted and (H_o) or null hypothesis is rejected.

Table 4.6 the test of significance

Variable	**T-test**	**T-table value**
Post-test E– Post-test C	6,50	1,725

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The data above showed that the value of the t-test was higher than the t-table value. It indicated that there was a significant difference between the result students' post-test.

4.1.3. The way Graphic Organizer increase reading comprehension students

Graphic Organizers (GOs) is a medium in teaching learning process. It provides the schematic design in understanding a concept. It can help learners to find the connection between the previous knowledge of the learners and the new idea that will be learnt. Some teachers use GOs to test pupils whether they have comprehended the materials or not.

Teaching reading comprehension through Graphic Organizer can help the students to develope their reading comprehension. The researcher teaches and introduces what is gaphic organizer. When using this media the students can remember the content of the text that has been incoraged.

The researcher gave treatment for 6 times. In first meeting was on may 27th 2019, the researcher gave material about narrative text with the title "A true friend" by using Compare and contrast. The second meeting was on may 28th 2019, the title was "Sura and baya" by using compare and contrast. The third meeting was on June 17th 2019, the title was "The wolf and the lamb" by using the title and details. The fourth meeting was on June 18th 2019, the title was "The story of smart monkey and dull crocodile" by using the title and details. The fifth meeting was on June 19th 2019, with the title "Mouse deer and crocodile" by using cause and effect. And the sixth meeting was on June 20th 2019 with the title "The rabbit revenge by using sequnce chart.

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In the first meeting the rearcher explain about graphic organizer to the students by using compare and contrast the rearcher directs the students to read the text. After they read the text the researcher gsve paper and asked them to fill the diagram on the paper. The diagram consist of character, setting, plot, and theme. After the students fill the diagram the researcher discuss the result of the diagram.

By using the title and details the rearcher directs the students to read the text. After they read the text the researcher gsve paper and asked them to fill the diagram on the paper. The diagram consist of the title of the text and detsil of the text and make summary of the text. After the students fill the diagram the researcher discuss the result of the diagram.

By using cause and effect the rearcher directs the students to read the text. After they read the text the researcher gsve paper and asked them to fill the diagram on the paper. The diagram consist of cause and effect of the text. After the students fill the diagram the researcher discuss the result of the diagram.

By using sequence chart the rearcher directs the students to read the text. After they read the text the researcher gsve paper and asked them to fill the diagram on the paper by using time signal. The diagram consist of detail of the text. After the students fill the diagram the researcher discuss the result of the diagram.

After the rearcher gave the treatment for 6 times the researcher found that there is a significance improvement on reading comprehension students. It figures out that the students' score in answering question about the text was improve after

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6 meetings. Through diagram the students can found the Cause and effect, do classification, arranging, and do explanation. Those are allow the students comprehend reading easly.

4.1.4. Observation

The result of students' activities during teaching and learning process through Graphic Organizer can be seen in the table below:

From the table above shows at the first meeting there are 21 students present in learning process. 18 students pay attention during teaching and learning process, 4 students give question about the material, 9 answer the question which given by teacher, 21 students do the given assignment, 3 students play during teaching and learning process and there are no students out from class without permission. In second meeting there are 21 students present in learning process. 15 students pay attention during teaching and learning process, 3 students give question about the material, 7 answer the question which given by teacher, 18 students do the given assignment, 6 students play during teaching and learning process and there are no students out from class without permission. In third meeting there are 18 students present in learning process. 15 students pay attention during teaching and learning process, 3 students give question about the material, 11 answer the question which given by teacher, 18 students do the given assignment. 3 students play during teaching and learning process and there are no students out from class without permission. In forth meeting there are 17 students present in learning process. 14 students pay attention during teaching and learning process, 2 students give question about the material, 6 answer the question which

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given by teacher, 15 students do the given assignment, 3 students play during teaching and learning process and there are 2 students out from class without permission. In fifth meeting there are 20 students present in learning process. 17 students pay attention during teaching and learning process, 5 students give question about the material, 10 answer the question which given by teacher, 17 students do the given assignment. 3 students play during teaching and learning process and there are 1 student out from class without permission. In sixth meeting there are 20 students present in learning process. 18 students pay attention during teaching and learning process, 8 students give question about the material, 15 answer the question which given by teacher, 20 students do the given assignment. 2 students play during teaching and learning process and there are no students out from class without permission.

For the explanation above it can be seen that Presenting in learning process, Giving attention during teaching and learning process, Giving question about the lesson material, Answering the question which given by teacher, and Doing the given assignment increased meanwhile Playing during teaching and learning process and going out from class without permission decreased it can be conclude that Graphic Organizer can increased students reading comprehension of the first grade studennts of SMK 3 Parepare.

Table 4.7 the obseravtion sheet

no	Students Activities	Meeting						Average Percentage
		1	2	3	4	5	6	
1	Presenting in Learning Process	21	21	18	17	20	20	92,86
2	Giving attention during teaching and learning	18	15	15	14	17	18	76,98

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	process							
3	Giving Question about the lesson material	4	3	3	2	5	8	19,84
4	Answering the question which given by teacher	9	7	11	6	10	15	46,03
5	Doing the given Assignment	21	18	18	15	17	20	86,51
6	Playing during teaching and learning process	3	6	3	3	3	2	15,87
7	going out from class without permission	-	-	-	2	1	-	7,14

4.2. Discussion

Reading is a complex process that requires the active participation of the reader for the construction of literacy knowledge. That is why, it is important to teach students good reading strategies in order to help them in the development of the literacy knowledge. Furthermore, because reading goes beyond decoding. The proficient readers must be able to recognize the purpose of reading is to make sense of what is written. According to the researcher observation in SMK 3 PAREPARE, the researcher found that the students' reading comprehension is still low. So, to face this problem, the teacher must use a strategy that can help students read well and students understand what they read. Then the researcher choose one of media that applied was Graphic Organizer

For this media, students read the text after they have read, they make a diagram based on the example that given by the researcher, such as compare and contrast. in compare and contrast students fill the title of the text, charachters, setting,plot and thema on the daigram. For the title and details students fill the title of the text and then found the detail of the text and make a summary on the

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diagram. For the cause and effect students found the cause and effect of the text on the diagram. And for sequance chart students found the signal words of the text than make a summary based on the signal wods.

The researcher gave treatment for 6 meetings, In first meeting the researcher gave material about narrative text with the title “true friend“. The second meeting was “The Wolf and The Lamb” and the third meeting was “The smart monkey and dull crocodile”.The fourth meeting was “Mouse deer and crocodile” the fifth meeting was “sura and baya”. And for the last meeting was “The rabbit revenge”. researcher taught the students steps in Graphic Organizer media..

After giving treatment for six meetings there was an increase of the students score from pre test to post test. It was showed by the mean score in pre-test was 52,28 and post test was 74,76. The score of post-test was higher than score of pre-test because the media use in the class was more effective and interest..

The researcher found that there was significance difference in the quality of the students reading comprehension before and after research. After teaching through Graphicc Organizer media. It showed that the t-test(6,50) value in post-test was higher than t-table value (1,725). This indicates that the null hypothesis (Ho) is rejected and alternative hypothesis (H1) is accepted because t-test value is greater than t-table value. It means that first grade students of SMK 3 Parepare could increase their reading comprehension by using Graphic Organizer media.

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This research was supported by Ciascai stated that graphic organizers as representation, pictures, or models used for processing textual information. It facilitate the students in understanding knowledge when there is a large amount of work within a given limited time. She adds that there are various functions of Grpahic Organizers. In the reading activity, Graaphhic Organizers assist learners to Clarify and organizer information into categories (main idea, supporting detail, topic sentences, facts, opinion,etc), Organizer information in a paragraph for better understanding, construct the meaning of difficult words and sentece dividing into lexias, understand the context by associating with prior knowledge, and indetify conceptual and perceptual errors that may occur in the comprehension of reading a passage.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusion

Based on the findings and discussion of the study, the researcher concludes that:

1. For the first research problem, there is a different achievement score of reading comprehension of the students before and after using Graphic Organizer media. of the first grade students of SMK 3 Parepare. It is prove by rejecting of null hypothesis (H0) and accepting of alternative hypothesis (H1), after the application of t-test formula of post-test where t-test value (6,50) is higher than t-table value (1,725). It totally shows that teaching the reading comprehension through Graphic Organizer media is better than teaching through without Graphic Oganizer media especially in first grade students of SMK 3 Parepare.
2. For the second research problem, the way Graphic organizer can increase reading compherension of the first grade students of SMK 3 Parepare it can be said that their is difference between the achievements of the students after being taugh trough graphic organizer, their achievements improve based on the result of students assigment in writing summary by the diagram. Through diagram the students can found the Cause and effect, do classification, arranging, and do explanation. Those are allow the students comprehend reading easly.

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5.2. Suggestion

In respect to the conclusion for the improvement of students' English achievement in learning reading ability, the researcher give some suggestion as followed:

1. For the English teacher:

1. They should apply the Graphic Organizer media in order to make students easy to increase their reading ability.
2. They should make the English class more effective, efficient, convenient, and motivating for students which make students get high interesting to learn especially reading ability.

2. For the students

With this media, the researcher hopes the students can encourage and study hard to get success in study.

3. For the next researcher

It is one of some various strategies of teaching English as motivator for students, so the researcher should find out more technique to make students interested in their study.

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: SMK 3 Parepare
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/ I (Ganjil)
Pertemuan	: I (Pertama)
Jenis Teks	: *Narrative Text*
Tema	: A True Friend
Aspek/ Skill	: Membaca
Standar Kompetensi	: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.
Kompetensi dasar	: 10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative.*
Indikator	: Melakukan monolog pendek sederhana dalam bentuk *narrative*.

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A. Tujuan Pembelajaran

1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar.
2. Peserta didik dapat mengidentifikasi dan memhami isi dalam teks bacaan
3. Peserta didik dapat membaca dan memahami teks bacaan berbahasa inggris

B. Materi Ajar (Materi pokok)

Teks berjudul “A true Friend”

C. Strategi pembelajaran

Pendekatan : Communicative Approach

Media : Graphic Oganizer

D. Langkah-langkah Kegiatan

No	Kegiatan belajar	Waktu
1	**Kegiatan awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait	10 menit

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2	**Kegiatan inti** Eksplorasi ➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➢ Peneliti menanyakan pengetahuan awal peserta didik terkait materi bacaan dan menjelaskan Graphic Organizer ➢ Peneliti menjelaskan pengertian dan langkah-langkah Graphic Organizer khusunya compare and contrast terhadap bacaan dengan baik dan benar dengan cara mengisi graphic tersebut dengan judul cerita, karakter, latar, alur, dan tema bacaan. Elaborasi ➢ Peneliti membagi siswa kedalam empat kelompok. ➢ Peneliti membagikan teks bacaan yang berjudul “A true Friend”. ➢ Peneliti menjelaskan bagaimana menulis cerita	65 menit

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	memakai Graphhic Organizer khususnya compare and contrast kepada peserta didik ➢ Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan. ➢ Peneliti menyuruh peserta didik untuk membuat graphic lalu dan mengisi judul cerita, karakter, latar, alur, dan tema cerita ke dalam graphic ➢ Peneliti mengevaluasi tentang hasil pekerjaan dan menyampaikannya kepada peserta didik.	
3	**Kegiatan akhir** ➢ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh. ➢ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ➢ Peneliti menutup pembelajaran dengan mengucap salam	15 menit

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E. Sumber belajar/ Bahan/ Alat

Sumber : Buku teks yang relevan dan internet.

Alat : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris

THE MATERIAL OF THE TREATMENT

A true friend

Once upon a time, there were two close friends namelly Josh And Paul 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. Josh climbed a nearby tree at once. But unfortunately Paul 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, Josh came down and asked his friend that was on the ground, “Paul, what did the bear whisper into your ears?” Paul replied, “Just now the bear advised me not to believe a false friend”.

Source : englishcoo.com

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: SMK 3 Parepare
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/ I (Ganjil)
Pertemuan	: III (Ketiga)
Jenis Teks	: *Narrative Text*
Tema	: The Wolf and The Lamb
Aspek/ Skill	: Membaca
Standar Kompetensi	: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.
Kompetensi dasar	: 10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative.*
Indikator	: Melakukan monolog pendek sederhana dalam bentuk *narrative*.

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A. Tujuan Pembelajaran

1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar.
2. Peserta didik dapat mengidentifikasi dan memhami isi dalam teks bacaan
3. Peserta didik dapat membaca dan memahami teks bacaan berbahasa inggris

B. Materi Ajar (Materi pokok)

Teks berjudul “The Wolf and The Lamb”

C. Strategi pembelajaran

Pendekatan : Communicative Approach

Media : Graphic Oganizer

D. Langkah-langkah Kegiatan

No	Kegiatan belajar	waktu
1	**Kegiatan awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait	10 menit

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

2.	**Kegiatan inti** Eksplorasi ➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➢ Peneliti menanyakan pengetahuan awal peserta didik terkait materi bacaan dan menjelaskan Graphic Organizer ➢ Peneliti menjelaskan pengertian dan langkah-langkah Graphic Organizer khususnya The Tittle and Details terhadap bacaan dengan baik dan benar dengan cara mengisi graphic tersebut dengan judul cerita, menemukan detail cerita dan membuat rangkuman. Elaborasi ➢ Peneliti membagi siswa kedalam empat kelompok. ➢ Peneliti membagikan teks bacaan yang berjudul "A Wolf and the Lamb". ➢ Peneliti menjelaskan bagaimana menulis cerita	65 menit

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	memakai Graphic Organizer khususnya compare and contrast kepada peserta didik ➢ Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan. ➢ Peneliti menyuruh peserta didik untuk membuat graphic lalu mengisi judul cerita, detail cerita dan membuat rangkuman ke dalam graphic ➢ Peneliti mengevaluasi tentang hasil pekerjaan dan menyampaikannya kepada peserta didik.	
3	**Kegiatan akhir** ➢ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh. ➢ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ➢ Peneliti menutup pembelajaran dengan mengucap salam	15 menit

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E. Sumber belajar/ Bahan/ Alat

Sumber : Buku teks yang relevan dan internet.

Alat : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris

THE MATERIAL OF THE TREATMENT

"The Wolf and The Lamb"

A lamb was grazing with a flock of sheep one day. She soon found some sweet grass at the edge of the field. Farther and farther she went, away from the others.

She was enjoying herself so much that she did not notice a wolf coming nearer to her. However, when it pounced on her, she was quick to start pleading, "Please, please don't eat me yet. My stomach is full of grass. If you wait a while, I will taste much better." The wolf thought that was a good idea, so he sat down and waited.

After a while, the lamb said, "If you allow me to dance, the grass in my stomach will be digested faster." Again the wolf agreed. While the lamb was dancing, she had a new idea. She said, "Please take the bell from around my neck. If you ring it as hard as you can, I will be able to dance even faster.

The wolf took the bell and rang it as hard as he could. The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb. The barking dogs frightened the wolf away and saved the lamb's life.

Source: http://narrative-text.blogspot.com

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: SMK 3 Parepare
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/ I (Ganjil)
Pertemuan	: VI (Ke empat)
Jenis Teks	: *Narrative Text*
Tema	: The Story of Smart Monkey and Dull Crocodile
Aspek/ Skill	: Membaca
Standar Kompetensi	: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.
Kompetensi dasar	: 10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative.*
Indikator	: Melakukan monolog pendek sederhana dalam bentuk *narrative.*

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A. Tujuan Pembelajaran

1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar.
2. Peserta didik dapat mengidentifikasi dan memhami isi dalam teks bacaan
3. Peserta didik dapat membaca dan memahami teks bacaan berbahasa inggris

B. Materi Ajar (Materi pokok)

Teks berjudul "The Story of Smart Monkey and Dull Crocodile"

C. Strategi pembelajaran

Pendekatan : Communicative Approach

Media : Graphic Oganizer

D. Langkah-langkah Kegiatan

No	Kegiatan belajar	waktu
1	**Kegiatan awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait	10 menit

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2.	**Kegiatan inti** Eksplorasi ➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➢ Peneliti menanyakan pengetahuan awal peserta didik terkait materi bacaan dan menjelaskan Graphic Organizer ➢ Peneliti menjelaskan pengertian dan langkah-langkah Graphic Organizer khususnya The Tittle and Details terhadap bacaan dengan baik dan benar dengan cara mengisi graphic tersebut dengan judul cerita, detail cerita dan membuat rangkuman. Elaborasi ➢ Peneliti membagi siswa kedalam empat kelompok. ➢ Peneliti membagikan teks bacaan yang berjudul “The story of The Smart Monkey and Dull Crocodile ”.	65 menit

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3	➢ Peneliti menjelaskan bagaimana menulis cerita memakai Graphic Organizer khususnya The Tittle and Details kepada peserta didik ➢ Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan. ➢ Peneliti menyuruh peserta didik untuk membuat graphic lalu dan mengisi judul cerita, detail cerita dan membuat rangkuman ke dalam graphic ➢ Peneliti mengevaluasi tentang hasil pekerjaan dan menyampaikannya kepada peserta didik. . **Kegiatan akhir** ➢ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh. ➢ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ➢ Peneliti menutup pembelajaran dengan mengucap salam	15 menit

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E. Sumber belajar/ Bahan/ Alat

Sumber : Buku teks yang relevan dan internet.

Alat : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris

THE MATERIAL OF THE TREATMENT

"The Story of Smart Monkey and Dull Crocodile"

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back.Then he climbed up to the top of a tree.

"Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

Source: http://narrative-text.blogspot.com/

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: SMK 3 Parepare
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/ I (Ganjil)
Pertemuan	: V (Ke lima)
Jenis Teks	: *Narrative Text*
Tema	: Mouse deer and Crocodile
Aspek/ Skill	: Membaca
Standar Kompetensi	: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.
Kompetensi dasar	: 10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative.*
Indikator	: Melakukan monolog pendek sederhana dalam bentuk *narrativ*

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A. Tujuan Pembelajaran

1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar.
2. Peserta didik dapat mengidentifikasi dan memhami isi dalam teks bacaan
3. Peserta didik dapat membaca dan memahami teks bacaan berbahasa inggris

B. Materi Ajar (Materi pokok)

Teks berjudul “Mouse deer and Crocodile”

C. Strategi pembelajaran

Pendekatan : Communicative Approach

Media : Graphic Oganizer

D. Langkah-langkah Kegiatan

No	Kegiatan belajar	waktu
1	**Kegiatan awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait	10 menit

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2.	**Kegiatan inti** Eksplorasi ➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➢ Peneliti menanyakan pengetahuan awal peserta didik terkait materi bacaan dan menjelaskan Graphic Organizer ➢ Peneliti menjelaskan pengertian dan langkah-langkah Graphic Organizer khusunya Cause and Effect terhadap bacaan dengan baik dan benar dengan cara mengisi graphic tersebut dengan Menemukan Sebab dan akibat cerita tersebut. Elaborasi ➢ Peneliti membagi siswa kedalam empat kelompok. ➢ Peneliti membagikan teks bacaan yang berjudul “Mouse deer and Crocodile”. ➢ Peneliti menjelaskan bagaimana menulis	65 menit

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3.	cerita memakai Graphic Organizer khususnya Couse and Effect kepada peserta didik ➢ Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan. ➢ Peneliti menyuruh peserta didik untuk membuat graphic lalu dan menemukan sebab dan akibat dari sebuah cerita ke dalam graphic ➢ Peneliti mengevaluasi tentang hasil pekerjaan dan menyampaikannya kepada peserta didik. **Kegiatan akhir** ➢ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh. ➢ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ➢ Peneliti menutup pembelajaran dengan mengucap salam	15 menit

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E. Sumber belajar/ Bahan/ Alat

Sumber : Buku teks yang relevan dan internet.

Alat : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris

THE MATERIAL OF THE TREATMENT

"Mouse deer and Crocodile"

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp…! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha… ha…ha… Stupid crocodile! Cant you tell the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you."

"Really…? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: SMK 3 Parepare
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/ I (Ganjil)
Pertemuan	: II (Ke dua)
Jenis Teks	: *Narrative Text*
Tema	: Sura and Baya
Aspek/ Skill	: Membaca
Standar Kompetensi	: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.
Kompetensi dasar	: 10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative.*
Indikator	: Melakukan monolog pendek sederhana dalam bentuk *narrative*

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A. Tujuan Pembelajaran

1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar.
2. Peserta didik dapat mengidentifikasi dan memhami isi dalam teks bacaan
3. Peserta didik dapat membaca dan memahami teks bacaan berbahasa inggris

B. Materi Ajar (Materi pokok)

Teks berjudul “Sura and Baya”

C. Strategi pembelajaran

Pendekatan : Communicative Approach

Media : Graphic Oganizer

D. Langkah-langkah Kegiatan

No	Kegiatan belajar	Waktu
1	**Kegiatan awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait	10 menit

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2	**Kegiatan inti** Eksplorasi ➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➢ Peneliti menanyakan pengetahuan awal peserta didik terkait materi bacaan dan menjelaskan Graphic Organizer ➢ Peneliti menjelaskan pengertian dan langkah-langkah Graphic Organizer khususnya Compare and Contrast terhadap bacaan dengan baik dan benar dengan cara mengisi graphic tersebut dengan menemukan sebab dan akibat cerita Elaborasi ➢ Peneliti membagi siswa kedalam empat kelompok. ➢ Peneliti membagikan teks bacaan yang berjudul “Sura and Baya ”. ➢ Peneliti menjelaskan bagaimana menulis cerita	65 menit

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	memakai Graphhic Organizer khususnya Compare and Contrast kepada peserta didik ➢ Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan. ➢ Peneliti menyuruh peserta didik untuk membuat graphic lalu menemukan sebab dan akibat dari sebuah cerita ke dalam graphic ➢ Peneliti mengevaluasi tentang hasil pekerjaan dan menyampaikannya kepada peserta didik.	
3	**Kegiatan akhir** ➢ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh. ➢ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ➢ Peneliti menutup pembelajaran dengan mengucap salam	15 menit

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E. Sumber belajar/ Bahan/ Alat

Sumber : Buku teks yang relevan dan internet.

Alat : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris

THE MATERIAL OF THE TREATMENT

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat."Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: SMK 3 Parepare
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/ I (Ganjil)
Pertemuan	: VI (Ke enam)
Jenis Teks	: *Narrative Text*
Tema	: The Rabbit Revenge
Aspek/ Skill	: Membaca
Standar Kompetensi	: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.
Kompetensi dasar	: 10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative.*
Indikator	: Melakukan monolog pendek sederhana dalam bentuk *narrative*.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

A. Tujuan Pembelajaran

1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar.
2. Peserta didik dapat mengidentifikasi dan memhami isi dalam teks bacaan
3. Peserta didik dapat membaca dan memahami teks bacaan berbahasa inggris

B. Materi Ajar (Materi pokok)

Teks berjudul “The Rabbit Revenge”

C. Strategi pembelajaran

Pendekatan : Communicative Approach

Media : Graphic Oganizer

D. Langkah-langkah Kegiatan

No	Kegiatan belajar	Waktu
1	**Kegiatan awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait	10 menit

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

2	**Kegiatan inti** Eksplorasi ➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➢ Peneliti menanyakan pengetahuan awal peserta didik terkait materi bacaan dan menjelaskan Graphic Organizer ➢ Peneliti menjelaskan pengertian dan langkah-langkah Graphic Organizer khusunya Sequence Chart terhadap bacaan dengan baik dan benar dengan menemukan signal word dalam cerita. Elaborasi ➢ Peneliti membagi siswa kedalam empat kelompok. ➢ Peneliti membagikan teks bacaan yang berjudul "The Rabbit Revenge". ➢ Peneliti menjelaskan bagaimana menulis cerita memakai Graphic Organizer khususnya Sequence Chart kepada peserta didik	65 menit

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3	➢ Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan. ➢ Peneliti menyuruh peserta didik untuk membuat graphic lalu menemukan signal word dalam cerita ➢ Peneliti mengevaluasi tentang hasil pekerjaan dan menyampaikannya kepada peserta didik. **Kegiatan akhir** ➢ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh. ➢ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ➢ Peneliti menutup pembelajaran dengan mengucap salam	15 menit

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E. Sumber belajar/ Bahan/ Alat

Sumber : Buku teks yang relevan dan internet.

Alat : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris

THE MATERIAL OF THE TREATMENT

The Rabbit Revenge

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And thought they were such close neighbors, the lion look down upon the rabbit, and use to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back.

One day she went to the lion and said," Good day, respected elder brother. Image it, I met an animal over there who looked exactly like you, and he said to me, 'Is there anyone in the world who dares stand up to me? If there is, let me come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!" "Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can't even light on anymore!" added the rabbit.

"Oho," the lion said. "Didn't you mention me to him?"

"Yes, indeed, "the rabbit replied. "But it would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!"

The lion flew into a rage and roared, "Where is he? Where is he?"

Soon the rabbit took the lion a hill and, not going to near herself, pointed to a well from a distance, and said,"He is down there, in the well."

The lion hastened to the well and glared angrily into it. Yes there was his rival who even glared back at him angrily. The lion roared, and his enemy roared back. The lion become so furious that his hair stood on end. So did his enemy on the well. The lion show his teeth and lashed out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

Source http://andriantanjungenglish.blogspot.com

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Parepare, Oktober 2018

Guru Bahasa Inggris

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Peneliti

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