



Enhancing Reading Instruction for Second Semester Students at Universitas Nahdlatul Ulama Sidoarjo Using Graphic Organizers

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Article Info	Abstract
Article History Received: 2023-09-17 Revised: 2023-10-23 Published: 2023-11-04 Keywords: <i>Graphic Organizer; Reading; Strategy.</i>	The aim of this research is to describe the process, advantages, and disadvantages of implementing Graphic Organizers (GO) in teaching reading. This study is of a descriptive qualitative nature and was conducted in the English Teaching Department of Universitas Nahdlatul Ulama Sidoarjo. Class PBI 2021 was selected as the sample using the purposive sampling technique. Data collection was carried out through observation and interview methods. Data analysis involved the steps of data classification, interpretation, and conclusion. The results of this research indicate that the application of GO consists of three steps: pre-reading, while reading, and post-reading. The advantages include making reading instruction more effective, fostering cooperative learning environments, enhancing students' confidence and motivation in reading classes, and promoting an active and engaging classroom atmosphere. However, some disadvantages were noted, such as the strategy's limited applicability to certain texts and the potential for increased noise levels in the classroom. It is recommended for lecturers to incorporate this strategy into their reading instruction.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2023-09-17 Direvisi: 2023-10-23 Dipublikasi: 2023-11-04 Kata kunci: <i>Alat Bantu Grafis; Membaca; Strategi.</i>	Tujuan dari penelitian ini adalah untuk menggambarkan proses, kelebihan, dan kekurangan penerapan Alat Bantu Grafis (GO) dalam pengajaran membaca. Penelitian ini bersifat deskriptif kualitatif dan dilakukan di Departemen Pengajaran Bahasa Inggris Universitas Nahdlatul Ulama Sidoarjo. Kelas PBI 2021 dipilih sebagai sampel dengan menggunakan teknik purposive sampling. Pengumpulan data dilakukan melalui metode observasi dan wawancara. Analisis data melibatkan langkah-langkah klasifikasi data, interpretasi, dan kesimpulan. Hasil penelitian ini menunjukkan bahwa penerapan GO terdiri dari tiga langkah: pra membaca, saat membaca, dan pasca membaca. Keuntungannya termasuk membuat pengajaran membaca lebih efektif, mendorong lingkungan pembelajaran kooperatif, meningkatkan kepercayaan diri dan motivasi mahasiswa dalam kelas membaca, serta mempromosikan suasana kelas yang aktif dan menarik. Namun, beberapa kelemahan dicatat, seperti keterbatasan penerapan strategi ini pada teks tertentu dan potensi peningkatan tingkat kebisingan di dalam kelas. Disarankan bagi dosen untuk menggabungkan strategi ini dalam pengajaran membaca mereka.

I. INTRODUCTION

Reading is one of the four essential skills that must be mastered by students in the English Education Program at the university level. Reading, when taught at the university level, becomes a crucial skill that students are required to excel in. It is through reading that they can comprehend the content of various subjects and gather valuable information. Therefore, the mastery of reading skills is of utmost importance for advanced-level students.

Based on preliminary research, the reading comprehension skills of 28 students have been found to be notably deficient, raising concerns as they fall short of expectations. This is evident in the following observations: When posed with questions, they struggle to provide responses.

They remain silent during lectures, displaying passivity and a lack of confidence in sharing their thoughts with peers, often preferring to work individually. They encounter challenges in identifying the main idea of each paragraph and distinguishing it from supporting details. They struggle with identifying unstated information in the text, connecting various clues, and deducing word meanings from the context. There were three main causes contributing to reading difficulties, stemming from the students, the teacher, and the classroom environment. Firstly, students exhibited a limited grasp of vocabulary and lacked the motivation to actively engage in reading sessions. They displayed a lack of curiosity and interest in the assigned reading materials, which were often perceived as

excessively lengthy and challenging. Moreover, punctuality was an issue for some, with frequent late arrivals and requests to leave the class. Additionally, students lacked structured group activities, which affected their overall participation.

Secondly, the teacher's inadequate monitoring of student activities led to a monotonous learning atmosphere. The teaching methods employed were insufficient in fostering active reader participation, often rendering student's passive. The predominant teaching approach relied heavily on extensive oral explanations, posing comprehension challenges for students. Class discussions were primarily led by the teacher, leaving little room for students to freely share their interpretations and ideas about the reading material. Furthermore, the pace of the teacher's explanations was considered too rapid.

Thirdly, the classroom environment was characterized by a lack of vibrancy, inspiration, and engagement. Rather than fostering an atmosphere of lively discussion, students remained predominantly silent during reading sessions. Their responses, when prompted, were often limited to phrases such as "keeping silent," "smiling," or "I do not understand." Consequently, active participation in the reading class was severely limited. To address these challenges, the researcher proposed the use of graphic organizers. According to Strangman et al. (2003 in Mede, 2010), a graphic organizer is a visual and graphical tool that illustrates the interrelationships between facts, terms, and ideas within a learning task. Commonly referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams, graphic organizers come in various forms such as Venn diagrams, fishbones, KWL charts, and story maps. Implementing graphic organizers can help students focus on text structure during reading, provide tools to analyze and visualize connections within a text, and aid in composing well-organized summaries.

II. METHOD

This research adopts a descriptive research approach, which involves the collection of data to delineate, specify, or describe naturally occurring phenomena without experimental manipulation. The data for this study were obtained from field notes of observations, comprising three primary sources: events, informants, and documents.

The researcher employed two instruments for data collection: observation and interviews. Observation was used to collect data by closely

observing the subjects of the research. Additionally, the researcher conducted interviews, formulating questions whose answers could help identify the research problem's outcomes. These results were utilized to gauge the students' comprehension ability in English reading skills. Subsequently, data reduction was implemented to obtain a clearer image for easier analysis. Data analysis was performed by describing and discussing the findings through systematic classification. The final step involved drawing conclusions regarding the reading teaching-learning process and the implementation of graphic organizer strategies by the teacher.

III. RESULT AND DISCUSSION

A. The procedures for teaching reading using a graphic organizer are as follows:

1. The teacher provides the graphic organizer worksheet.
2. Students are instructed to read the assigned story and determine the meanings of challenging words.
3. Students are prompted to highlight key points of the content crucial for their understanding.
4. Students are asked to complete the graphic organizer worksheet and discuss it within their groups.
5. Following the completion, the teacher and students engage in a discussion of the worksheet, where the teacher provides feedback and evaluates their responses.

B. The Advantages and Disadvantages of applying the Graphic Organizer strategy in the reading classroom for students:

The implementation of the Graphic Organizer strategy yields a positive impact on the success of teaching reading. It aids in improving the students' understanding of the text's structure and content. However, challenges might arise, such as potential dependence on the graphic organizer, limiting students' capacity for independent critical thinking. The strategy's effectiveness hinges on its integration with other teaching methodologies to ensure a comprehensive learning experience. "The text above explains the effectiveness of using graphic organizers in the process of teaching reading. All of the students were able to answer the text questions very well and they enjoyed following the lessons. They seemed more

confident in performing tasks by themselves and were more motivated and enthusiastic about learning. They were also more active and interested in the teaching and learning process. Additionally, there was an improvement in the students' vocabulary. They were excited to participate in this activity, thus leading to an enhancement and development of their reading abilities.

Graphic organizers enable teachers to demonstrate and explain relationships between content and subcontent and how they are related to other content areas. On the other hand, through the use of these organizers, students can make more abstract comparisons, evaluations, and conclusions. In short, graphic organizers allow students to play an active role in their learning. Meanwhile, the disadvantages are that the class becomes noisy and not all texts are suitable for this strategy. Some students were unable to fully complete the graphics and faced difficulties in completing the tasks. Most of them only filled in two to three details out of the four required. This was because they did not read the text carefully.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

In conclusion, the research results indicate that the use of graphic organizers in teaching reading can help students understand the text easily. The improvement observed during the teaching and learning process is that students' understanding of the text increases with each session. Based on the research findings, it can be concluded that graphic organizers are an appropriate strategy for teaching students' reading skills.

B. Suggestion

It is recommended for lecturers to incorporate this strategy into their reading instruction.

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