

COMPARATIVE STUDY OF READING ACHIEVEMENT OF NARRATIVE BETWEEN STUDENTS TAUGHT THROUGH GRAPHIC ORGANIZER AND TRANSLATION

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Abstract: The objectives of the research are to find out whether there is significant difference in the improvement of students reading comprehension achievement of English narrative text between students taught through graphic organizer and taught through literal translation and to find out which one is more effective technique. The research was conducted at SMAN 1 Natar especially the first grade. To gain the objective of the research, the researcher conducted quantitative design with pre-test posttest experimental group design.

The test result showed that the mean of posttest in the experimental group one was 79.8 and the mean of the posttest in the experimental class two was 72, probability level (p) was 0.000. The experimental class two gained the lower average score in posttest than experimental class one. The mean difference was 7.87. It was lower than 0.05. It means that H_1 was accepted and H_0 was rejected since $0.00 < 0.05$. It proves that the treatments given by the researcher had better effect of the students' achievement. Based on the data, the researcher concludes that the application of graphic organizer improves students' reading comprehension achievement of narrative text.

Keywords: comparative, graphic organizer, literal translation, reading achievement.

STUDI PERBANDINGAN MEMBEACA PEMAHAMAN NARATIF PADA SISWA YANG DIAJARA MELALUI *GRAPHIC ORGANIZER* DAN *TRANSLATION*

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Abstract: Tujuan penelitian ini adalah untuk menemukan apakah ada perbedaan signifikan di dalam peningkatan pembelajaran membaca pada teks naratif yang diajar melalui *graphic organizer* dan mereka yang diajar melalui *literal translation* dan untuk menentukan teknik mana yang lebih efektif. Penelitian dilaksanakan di SMAN 1 Natar khususnya kelas satu. Untuk memperoleh sasaran dalam penelitian, peneliti menggunakan kuantitatif dengan eksperimen pre-test posttest.

Hasil penelitian menunjukkan bahwa rata-rata posttest pada kelas eksperimen I adalah 79.8 dan rata-rata yang posttest pada kelas eksperimen II adalah 72. Kelas eksperimen II memperoleh nilai rata-rata posttest lebih rendah dibandingkan dengan kelas eksperimen I. Rata-rata perbedaan adalah 7.87, dimana tingkatan probabilitas (p) adalah 0.000 dan lebih rendah dari 0.05. Ini berarti H_1 itu diterima dan H_0 ditolak karena $0.00 < 0.05$. Hal ini membuktikan bahwa perlakuan yang diberi oleh peneliti member hasil yang lebih baik terhadap pencapaian siswa. Berdasarkan pada data dapat disimpulkan bahwa penerapan *graphic organizer* meningkatkan prestasi pembacaan siswa tentang teks naratif.

Kata Kunci: Perbandingan, *graphic organizer*, *literal translation*, prestasi membaca.

INTRODUCTION

Transferring new modern science, technology, and information can be done through reading process. Almost at all of Senior High School, applying teaching reading has less the effectiveness so the students feel boring in reading process. The reading skill becomes very important in the education field, and reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. Smith (1982) says that reading certainly implies comprehension, and reading is something that makes sense to the reader. The reader tries to understand and get the meaning and information in the written texts form of symbols, letters, graphs, etc. Thus, they grasp the writers' messages from the texts.

Meanwhile Nuttal (1985) defines reading as the meaningful interpretation of printed or written symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the readers' language skills, cognitive skills, and the knowledge of the world. In this process, the reader tries to recreate the meaning intended by the writer.

According to Doyle (2004), comprehension is a skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the readers' ability in finding and determining main idea and topic sentence from the text.

Heilman, Blair, and Rupley (1981:242) said that reading comprehension was a process of making sense of written ideas through meaningful interpretation and interaction with

language. Comprehension is the result of reading. Moreover, they categorize reading comprehension into three levels of comprehension; literal comprehension, interpretative comprehension, and critical comprehension.

According to School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (KTSP) for the first grade of Senior High School, the students are expected to be able to construct meaning from text. Basically it is the same as comprehending the stated and unstated information from a text.

In addition, on the Passing Grades Standard (*Standard Kompetensi Kelulusan/SKL*) of Senior High School for reading skill is stated that the students should be able to identify the main idea, explicit and implicit specific information, reference, the word meaning, phrase, and sentence of short simple text. It can be said that after graduating from Senior High School, students are expected to be good in reading, able to comprehend the simple text and to construct better understanding toward the content of the text before they continue their study to the higher level.

To solve the problem, teachers are required to provide effective and applicable technique for their students. They must invent potential problems that arise during the reading classroom instruction and put some efforts to find or create the effective techniques that are important to improving students' reading comprehension achievement. Alyousef (2005:143) says that in reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and last-reading stages. In teaching reading, appropriate and possible strategy should be applied based on the purpose of reading in order to get the comprehension. They use reading strategy to make their reading efficient and effective.

Graphic organizer would be possible to be applied by the Senior High School students in their reading.

According to Meyen, Vergason and Whelan (1996) graphic organizer is “visual displays teachers use to organize information in a manner that makes information easier to understand and learn” (p.132). They will be interested to the text or learning material that consist of picture or other non-verbal information such as diagram, tables, graphs, graphic, etc. Based on this reason, the researcher is interested to apply graphic organizer in teaching reading comprehension. Classroom activities that encourage interaction with texts, like graphic organizer, may improve students' reading comprehension. Graphic organizer is basically visual ways to represent information. Graphic organizer helps the readers to visualize the main concept of what they are reading, thus, graphic organizer ease the readers comprehend the text.

Graphic Organizer improves reading comprehension by emphasizing text structures such as story maps and improves different aspects of comprehension, such as literal and relational comprehension, recall, and vocabulary learning. Graphic organizer pairs with strategy instruction can be more effective than traditional basal instruction and can be used effectively as advance organizers prior to reading (Simmons et al., 1988).

Graphic organizer is a general term for schematic diagrams that help students identify key concepts and make relationships among them (Muth&Alvermann, 1999). It provides students with visual clues that they can relate to the written or spoken words to which they are exposed.

Translation is one of technique that can be used for teaching reading. Richards (1976:1) says that translation is general term referring to the transfer of thought and ideas from one

language (source of language) to other language (target language) whether the language in written or spoken forms. It means that translation is the process of giving the closest meaning or natural equivalent of the words, phrases, and sentences of one language into another language whether in written or spoken forms.

This research focuses on the improvement of students' reading comprehension achievement by comparing graphic organizer and literal translation. The participants of this research are the first year of SMAN 1 Natar. In this research, the researcher would focus on narrative text because the students' comprehension in reading narrative is still low. They still have difficulty in finding the main idea and specific information of narrative text. According to Potter (2008:13), narrative is the representative of an event or a series of events. In addition, prince stated, "narrative is essentially mode of verbal presentation and involves the linguistic recounting or telling of events". The purpose of narrative stories may have other purposes such as for explaining a phenomenon (myth and legend). Meanwhile, according Duke et al (2010) reading narrative is making students to share and make meaning of experience, as with fairy tales, realistic fiction, and many true stories.

According to Max and Julia Thompson (2004:10), there are five main categories of graphic organizer. They are Venn diagram, story board, story map, tree map, and cause effect. The focused type of graphic organizer researcher used is story map. This type is recommended to help students in reading comprehension achievement of narrative text by emphasizing text structures. The reading comprehension here is involving achievement of identifying the main idea, specification information, vocabulary, inference, and reference. The text uses as the material in this research is narrative text covered in the *Kurikulum Tingkat Satuan Pendidikan* (KTSP) for the first grade of SMA students.

METHOD

In this research, the researcher intends to find out the significant increase of students' reading comprehension achievement by comparing graphic organizer and literal translation in reading. To gain the objectives of the research, the researcher conducted quantitative design with *pretestposttest experimental group design*. The researcher selected two classes, one as the experimental group one and another as the experimental group two. According to Hatch and Farhady (1982:22) the design of the research is described as follows:

G1 : T1 X₁ T2

G2 : T1 X₂ T2

Notes:

G1 : experimental group one

G2 : experimental group two

T1 : pre-test

T2 : post-test

X₁ : treatment for Experimental Group one (Graphic Organizer Technique)

X₂ : treatment for Experimental Group Two (Literal Translation Technique)

RESULT AND DISCUSSION

This study has shown that the use of graphic organizer could improve students' reading comprehension of narrative text. The graphic organizer made the students aware of the relationship of the ideas and made the students comprehend the message in the text. This

statement was supported by Ellis's study (2004:2) that by showing how information is structured can be powerful way to facilitate understanding.

The explanations of Graphic Organizer made students active in the class. They always asked every step they need to do. Similar experiences were also encountered by Yunita (2007) when she applied Graphic Organizer. It seems that students would be active if they should apply a strategy they have never faced before in a reading comprehension lesson. Graphic Organizer improved students' ability to find detailed information of the text. Meanwhile, Brookbank had done previous research in 1999, he investigated graphic organizer can help students in comprehending the text and mastering vocabulary.

The increase of students' reading comprehension achievement is proven by the data that the experimental class one, there was increased 528 point for the total point after being given the treatments. The highest score, 80 in pretest increased into 92 in the posttest, and the lowest score in pretest improved from 48 into 60 in the posttest. Moreover, the mean of the pretest that was 63.375 increased to be 79.875 in the posttest. Besides, the students' reading comprehension score also increased in the experimental class two even though it was not as significant as in the experimental class one. In table 2 describes that the experimental class two, there was increased 260 point for the total point after being given the treatments. The highest score, 80 in pretest increased into 84 in the posttest, and the lowest score in pretest improved from 48 into 56 in the posttest. Moreover, the mean of the pretest that was 63.875 increased to be 72 in the posttest.

Table 1. The comparison of Students' Reading Comprehension Score in Both Classes

Posttest Scores	Class	Mean	Mean Difference	Significant value	T
	Experimental Class One	79.875	7.875	0.000	4.190
	Experimental Class Two	72			

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Ttest									Lower	Upper
	Equal variances assumed	,471	,495	4,190	62	,000	7,87500	1,87930	4,11834	11,63166
	Equal variances not assumed			4,190	61,895	,000	7,87500	1,87930	4,11821	11,63179

By observing the Table 1 above, there are three aspects that are compared. The first is the mean of both classes; 79.875 for experimental class one and 72 for experimental class two. The experimental class two gained the lower average score in posttest than experimental class one. The mean difference was 7.87. The second is the significant value of students, that was 0,000 ($p=0,000$). Based on the table above, it can be found that the students' significant score was lower than 0.05 ($0,000 < 0.05$). The last was $t\text{-ratio} > t\text{-table}$ ($4.190 > 2.000$) and therefore, H_0 was rejected. In other words, H_1 is accepted that there was a significant difference of students' reading comprehension achievement between those who were taught through graphic organizer and those taught through literal translation. Lastly, the increase of both classes was gained significantly different.

Since the students who were taught through graphic organizer gave higher result than those who were taught through literal translation, it was considered graphic organizer was better than literal translation. Besides, it was also because graphic organizer was designed to teach students to be active and to determine the main idea, supporting details, the reference of the noun, the new vocabulary and the generic structure of the text without they have to fully

understand the meaning of sentence in the text. Although literal translation was also applied in class, but the result was not as effective as the graphic organizer. It was the students which were taught through literal translation were not well structured. But, it is the strength of the literal translation when they translate the sentence in the text, they can really understand the meaning then see main idea and details in the text, but it also is a problem because teaching learning process run passively so that those who are good are getting better, who are bad are getting worse. After all, graphic organizer was more appropriate and possible to use to increase student's reading comprehension achievement of English narrative text significantly and applying graphic organizer can help students in reading comprehension of narrative text.

CONCLUSIONS AND SUGGESTIONS

In line with the results of the data analysis and discussion, the following conclusions are drawn:

- a. There was a significant difference of students' reading comprehension achievement between those who were taught through graphic organizer and those who were taught through literal translation at the first grade of SMAN 1 Natar. The mean or average score of posttest in experimental class one is higher than experimental class two ($79.87 > 72$). The mean difference is 7.87, meaning that the experimental class one gained 7.87 score, higher than experimental class two in posttest. Besides that, the significant value of the posttest in both classes was 0,000 that was lower than 0.05 ($0,000 < 0.05$). T-value is higher than T-table ($4.190 > 2.000$).
- b. Graphic organizer is more effective technique than literal translation. The mean difference after implementing graphic organizer is higher than the one after implementing

literal translation (16.5 >8.12). It indicated that the increase in experimental class one was higher than in experimental class two. The significance value (2-tailed) in experimental class was $p = 0.00 < 0.05$ that meant there was a significant difference. It was also found that the students followed the reading class enthusiastically in experimental class. They enjoyed working in group and the media attracted and helped them much. Discussion happened during the class since the teacher monitored them.

According to the conclusion above, the researcher suggests that the teacher should apply graphic organizer in teaching because the technique has advantages:

1. The teacher can use graphic organizer as an alternative way in teaching reading since it can be used to improve the students' reading comprehension achievement.
2. The teacher should pay more attention to students' difficulty dealing with determining main idea of a text and comprehending unfamiliar vocabulary. This can be done while the reading process. The teacher can ask the students to get used to determining main ideas and supporting details. The teacher also should give more examples in doing this correctly.
3. The further researchers should apply graphic organizer to improve the students' reading comprehension achievement. They should apply other kinds of texts, i.e., descriptive, exposition, spoof, report text, etc.

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