

Reading Comprehension Skill Using Graphic Organizer for Elementary School Students

Otang Kurniaman^{1*}, Zufriady¹, Eva Astuti Mulyani¹, Nugraheti Simulyasih SB²

¹Primary School Teacher Education Study Program, Universitas Riau, Indonesia

²Primary School Teacher Education Study Program, Universitas Negeri Semarang, Indonesia

*otang.kurniaman@lecturer.unri.ac.id

Abstract

Reading comprehension is a substantial skill in elementary school. If children have the skill to read, facing other lesson would be easy. This study employs a quantitative descriptive method that aims at explaining numbers in words. The result showed that the average of students' reading skill after being exposed to graphic organizer-based reading comprehension teaching materials in determining the basic thoughts was of 63.75, and students' skill in explaining information was 71.04. At this stage, their skill was considered good enough, so that an improvement to design teaching materials and trainings should be facilitated for the teachers.

Keywords: *Reading Comprehension, Graphic Organizer*

1. INTRODUCTION

Reading and writing are among the most important skills for children in elementary school. These skills are developed after the children begin formal education. Reading plays an essential role in understanding a text given by the teacher, not only limited to the text in Indonesian language but also for other subjects in general. According to Kurniaman (2016), the skill to read and write at the elementary school level is part of language skills. Language is a means to acquire knowledge and as part of culture, and also a means of communication. Language barrier is the boundary to the world.

Reading lesson in elementary school is crucial to support the future learning process, since inability to read

will lead to learning difficulties. Therefore, the learning of reading and writing skills in elementary schools must be accordance in order to facilitate the students. Moreover, reading comprehension is a skill that must be understood by elementary school students as a measure of reading mastery. Hence, the teachers are expected to be able to provide appropriate learning for classroom activity (Kurniaman, 2018).

The use of teaching materials in elementary schools has not been done by teachers due to the high cost, inability to layout the teaching material and lack of mastery in developing appropriate learning model. Thus, developing teaching materials was considered challenging by the teachers. This study was the implementation of

learning reading comprehension by using graphics organizer-based teaching materials. Graphic organizer is a visual communication tool that uses visual symbols to express ideas and concepts and to convey meaning. In its development, the symbols of texts from folklore were made visual to improve children's understanding.

The advantages of developing graphic organizer media-based teaching materials are that the students could organize information in a good way, summarize information easily, focus on the relationship between information, express their opinions easily, and make an overview of the main topics (Hartman, 2002).

2. METHOD

This research employs descriptive quantitative method, which aims at explaining and summarizing various conditions, situations, or variables that arise in the community that becomes the object of the research based on what happened (Bungin, 2006). This method was employed to describe the reading comprehension skill by using numbers and giving explanation to fourth grade students of elementary school using graphic organizer material.

The research was conducted at Sekolah Dasar Negeri 38 Pekanbaru, involving 24 students with varying abilities. The data were collected using test techniques contained in the tasks that must be done by students, which required students to find out the main topic of the story. The data on reading comprehension skill were analyzed in order to investigate students' weakness

in reading the main topic of the story, in order to get a clear picture of the students' skill.

Furthermore, the data was analyzed by determining the category of reading skill with the help of the formula
$$\text{Value} = \frac{\text{Score achieved}}{\text{Maximum score}} \times 100.$$

After the values were obtained, the values were referring to the category below.

Table 1. Reading Comprehension Category

No	Qualitative Form	Quantitative Form
1.	Very good	>84
2.	Good	80-84
3.	Good enough	75-79
4.	Not good	<75

3. RESULT AND DISCUSSION

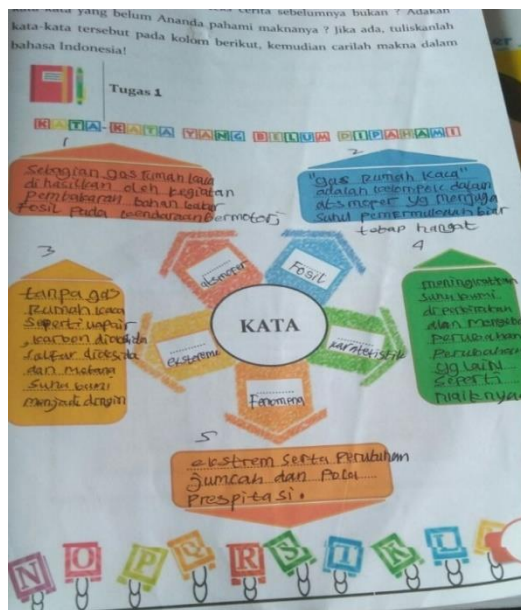
Graphic organizer is a visual communication tool that uses visual symbols to express ideas and concepts and convey meaning. It is a learning medium that coordinates ideas and concepts into visual form, which is made of lines, arrows, and circles that show the relationship between main ideas. This study elaborated the use of graphic organizer teaching material in reading the main topic of a story lesson.

According to students, reading is a tedious skill due to the fact that it requires concentration and the emerging understanding in metacognitive that appears naturally in the student schemata by reading. To increase reading comprehension, students must know the meaning of a story or text that appears so as to add memory in the students' schemata. As

seen in Task 1 on this teaching materials, students were given the task to figure out the meaning of words that are assumed unknown to them.

Reading skill is classified as active-receptive skill. Its activities can be developed independently, apart from listening and speaking skills (Mulyati, 2015). Therefore, children's skill in reading will vary, depending on self-development and the cognitive skill in translating symbols into the sound of language.

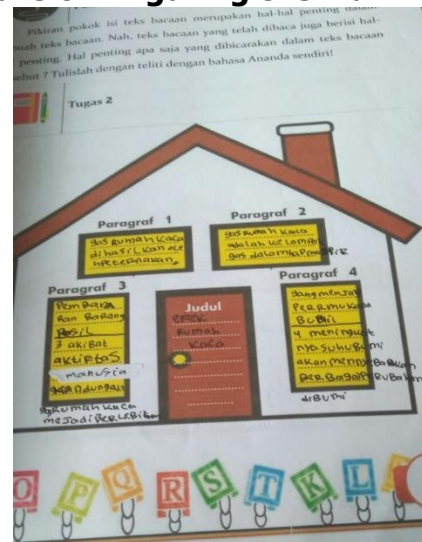
Figure 01. The Meaning of Words



The teaching material in Task 1 used graphic organizer in the form of an arrow in the middle to show words that were not known, in which their meanings should be found in the Indonesian dictionary. The meaning column were home-shaped and their content focused on the "Greenhouse Effect" theme, so that the learning would still focus on the concept discussed. This reading activities was intended to increase their vocabulary.

Furthermore, in the next task (Task 2), students began to analyze the main topic of the story, as seen in Figure 02 below.

Figure 02. Figuring the Main Topic



Task 2 was done after reading a story first. Then, students searched for the main topic of each paragraph. The main topic was the core discussion in each paragraph by understanding the main sentence in the paragraph. The graphic organizer was house-shaped and showed the discussed theme.

The analysis of students' reading comprehension skill in Task 2 is presented in Table 02. Their weakness in reading comprehension lied on in finding the main topic and supporting sentences, hence they found it difficult to search the main topic.

Table 2. Students' Skill in Finding the Main Topic

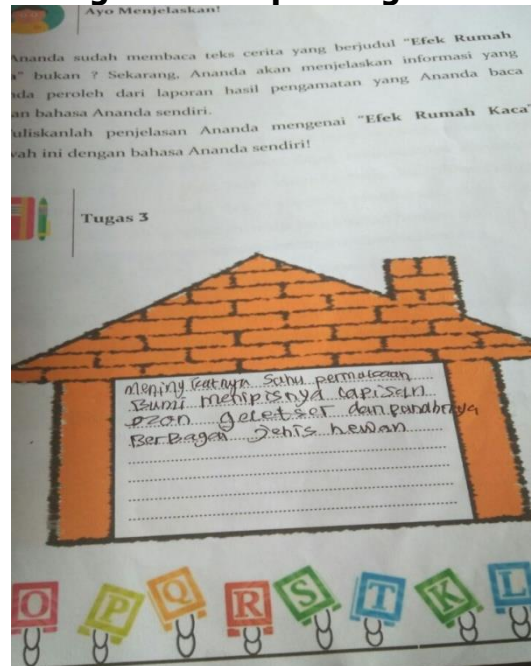
No	Qualitative Form	Students' Skill
1.	Very good	5 (20.83%)
2.	Good	4 (16.67%)
3.	Good enough	3 (12.5%)
4.	Not good	12 (50%)
Average		63.75

Table 02 presents an overview of students' skill in determining the main topic. There were five students categorized in the 'very good' category (20.83%), four students categorized in 'good' category (16.67%), three students were categorized in 'good enough' category (12.5%), and 12 students were categorized in 'not good' category (50%). The results obtained showed that the students' reading skill was poor since the percentage obtained was 50% with an average of 63.75.

According to Rahim (2009), in reading comprehension, one must be able to analyze, synthesize and evaluate the content of reading. By possessing this habit, students will be more creative and critical of things they are reading. The theory shows that reading skill includes strategic and interactive aspects of process in order to know and get the idea intended by the author. In addition, trainings are needed in order to increase reading speed.

Task 3 required students to explain information obtained from the text. This activity focuses on the information in the text instead of copying words from the text.

Figure 03. Explaining Text



The highest level of reading comprehension task was assigning students to explain the story they have read. The result showed that the students only repeated the existing words in the text, and did not answer as expected by the instruction in Task 3. In Figure 03, students did well in explaining previously read text on 'Greenhouse Effect'. Their reading comprehension skill in explaining information is presented in the following in Table 03.

Table 03. Students' Skill in Explaining Information

No	Qualitative Form	Students' Skill
1.	Very good	1 (4.2%)
2.	Good	7 (29.2%)
3.	Good enough	8 (33.3%)
4.	Not good	8 (33.3%)
Average		71.04

Students' skill in explaining previously read information is presented in Table 03. The result showed that students' skill were categorized into 'very good' category (4.2%), 'good' (29.2%), 'good enough' (33.3%), and 'not good' (33.3%). The average obtained in this skill was 71.04. Their weakness in explaining information was due to the fact that students mostly rewrote the words from the text and their handwriting was difficult to read, so the information conveyed was hampered. Sentence has a vital role in language studies. It is considered vital since teachers could convey a complete and clear intention through sentences (Kurniaman, et al., 2017).

4. CONCLUSION AND RECOMENDATION

Seen from several aspects, the use of graphic organizer-based teaching material has not been found effective., The results showed that the average of students' skill in finding the main topic from the text 63.75%. Meanwhile, the average of students' skill in explaining information was 71.04. The problem in students' skill was not merely in the materials, but it can also be teachers' skill to use graphic organizer-based teaching material in classroom learning activities. It showed that and students had problems on words in graphic organizer. Hence, the display in the teaching material has to be improved.

This study recommends teachers to get used to making teaching materials for classroom learning activity as a milestone for the topic to be delivered. It has to be reconsidered and

the grade 4 students should practice writing more to make their writing legible. Therefore, the teachers are expected to provide more reinforcement and guidance in the process of reading comprehension, since reading activity is considered tedious and requires a great concentration.

REFERENCES

- Bungin, Burhan. 2006. *Metodologi Penelitian Kuantitatif*. Jakarta: Kencana.
- Hartman, H.T., D.E. Kester, F.T. Davies and R.L. Geneve. 2002. *Plant Propagation Principles and Practiese, 6th ed.* New Delhi: Prentice Hall of Insia Private Limited.
- Kurniaman, Otang dan Eddy Noviana. 2016. Metode Membaca SAS (Struktural Analitik Sintetik) dalam Meningkatkan Keterampilan Membaca Permulaan di Kelas I SDN 79 Pekanbaru. *Jurnal Primary* Vol: 5 No: 2. 149-157. Pekanbaru: Labotarium Pendidikan Guru Sekolah dasar Jurusan Ilmu Pendidikan Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau.
- Kurniaman, Otang. dkk. 2017. *Buku Ajar Kebahasaan untuk Mahasiswa Pendidikan Guru Sekolah Dasar*. Pekanbaru: UR Press.
- Kurniaman, O., Yuliani, T. & Mansur. (2018). Investigating Think Talk Write (TTW) Learning Model to Enhance Primary Students' Writing Skill. *Journal of Teaching and Learning in Elementary Education, 1(1)*, 52-59.

Mulyati, Yeti dan Isah Cahyani. 2015.
Keterampilan Berbahasa Indonesia
SD. Jakarta: Universitas Terbuka.

Rahim, Farida. 2009. *Pengajaran*
Membaca di Sekolah dasar.
Jakarta: Bumi.