



**THE EFFECTIVENESS OF GRAPHIC ORGANIZERS AND GIST
STRATEGIES IN TEACHING READING COMPREHENSION TO
STUDENTS WITH DIFFERENT READING HABITS**

**THE CASE OF THE TWELFTH GRADERS OF MA SHOLAHUDDIN DEMAK
IN THE ACADEMIC YEAR 2016/2017**

a Thesis

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by

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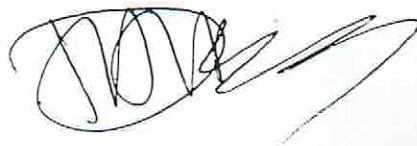
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MOTTO AND DEDICATION

*Reading is hard, but with the right reading strategy, the knowledge is ours.
(Myself)*

To my parents and my dearest wife

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I would also like to express my deepest and sincere gratitudes to the board of directors of post graduate

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ABSTRACT

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Reading comprehension is perceived to be difficult for many students in high schools due to some elements which needs to be mastered such as vocabularies, text structures, grammar and others. Furthermore, the teaching strategy used in reading class is usually conventional and tend to be boring. Thus, innovative and attractive strategies are needed to enable students to achieve their best reading performance. Graphic Organizers strategy and GIST strategy were assumed to be the appropriate strategies applied to improve the students' reading comprehension.

This study is an experimental research with a factorial design which was aimed to investigate (1) the effectiveness of GOs strategy to enhance reading comprehension of students with good reading habits (2) the effectiveness of GOs strategy to enhance reading comprehension of students with poor reading habits (3) the effectiveness of GIST strategy to enhance reading comprehension of students with good reading habits (4) the effectiveness of GIST strategy to enhance reading comprehension of students with poor reading habits (5) the significant difference between the use of GOs and GIST strategies to enhance reading comprehension of students with good and poor reading habits (6) the significant difference between the students with good and poor reading habits taught by using GOs and GIST strategy to enhance students' reading comprehension (7) the interaction among GOs and GIST strategies, reading comprehension and reading habits.

The population of the study were the twelfth grader students of MA SholahuddinDemak in the academic year of 2016/2017. The samples were taken from two classes, the first and the second experimental groups. GOs was used in the first experimental group while GIST strategy was used in the second experimental group. To answer research questions number one up to four, T-Test was used. While two ways ANOVA with F-test at the 5% (0.05) level of significance was used to answer the fifth up to the seventh question.

The result of this study showed that (1) GOs strategy is effective to enhance reading comprehension of students with good reading habits (2) GOs strategy is effective to enhance reading comprehension of students with poor reading habits (3) GIST strategy is effective to enhance reading comprehension of students with good reading habits (4) GIST strategy is effective to enhance reading comprehension of students with poor reading habits (5) there is no significant difference between the use of GOs and GIST strategies to enhance reading comprehension of students with good and poor reading habits (6) there is no significant difference between the students with good and poor reading habits in reading comprehension taught by using GOs and GIST strategies (7) there is no interaction among GOs, and GIST strategies, reading comprehension and reading habits.

Keywords: Graphic Organizers, GIST, reading comprehension, good and poor reading habits.

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ESL	English as a Second Language
GOs	Graphic Organizers
GIST	Generating Interactions between Schemata and Text

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CHAPTER I

INTRODUCTION

This part presents the Background of the Study, the Reasons for Choosing the Topic, the Research Questions, the Objectives of the Study, the Significances of the Study, the Scope of the Study, the Definition of the Key Terms, and the Outline of the Thesis.

1.1 Background of the Study

One of the biggest challenges in teaching English as foreign language (EFL) is how to teach reading skill. Reading comprehension can be very essential when it can lead the students to discuss and question about what a particular text means and to explore the text for greater understanding.

A text in linguistics refers to any passage, spoken or written, of whatever length, that does form a unified whole (Halliday and Hasan, 1976). The text whether written or oral is a multidimensional structure which has some parts that we can learn and identify. Texts consist of syntax, lexicon, grammar, morphology, phonology, semantics and other information. The text is usually introduced in the form of reading class.

Teaching reading can be fun and exciting, but many times can be frustrating as well, especially when it is taught for EFL senior high school students who do not have good reading habits in learning English. Teaching reading is a complex process involving decoding skills, fluency and reading comprehension. Grabe and Stoller (2002: 4) state that in academic settings, reading is perceived to be the central means

for learning new information and accessing alternative explanations and interpretations. Furthermore, reading becomes the base for the synthesis and critical evaluation. Reading is regarded as an interaction between the reader and the text (Alderson & Urquhart, 1984). Reading is also purposeful and requires active involvement on behalf of the readers, as readers have specific goals to achieve, when reading a text (Koda, 2005). In short, the purpose of teaching reading is the reading comprehension. There are at least four levels of reading comprehension developed by the National Assessment of Educational Progress (NAEP) (Hibbard & Wagner, 2003: 6).

The first level is called Initial Understanding (IU) where the student is asked to retell factual information from the fiction or nonfiction text. The next level is called Developing an Interpretation (DI). To develop interpretation, the student is asked to process information from one story or a part of a nonfiction text using a higher-order level of thinking. The third level is Making Connections (MC) where the student is asked to process information from the text and connect that information to his own experience (text-to-self), the everyday world (text-to-world) and / or information from other texts (text-to-text) using a higher-order level of thinking. The last one is Critical Stance (CS) which requires the student, in terms of fiction, to critique the work of the author and/or illustrator regarding how well they did their job to create an effective story. For example, the student might be asked to evaluate how well the author used descriptive language to tell the story and to support his opinion with examples from the text. For nonfiction, the student is asked to judge the quality of an information source. Sometimes the student might be asked

to determine if the information in the book is on the desired topic, is accurate, is written by qualified author, and is unbiased.

However, there are a number of students who have difficulties in text comprehension and successful task completion, especially when they encounter difficult and long passages. During the writer's observation in MA Sholahuddin, many students have difficulties in reading, especially in reading comprehension and task completion. Most of the students bring dictionary. However, they will use the dictionary if the teacher instructs them to do so. If not, they will not use the dictionary. The teacher is generally good in explaining the materials. The way she speaks is clear and loud enough but she is too concerned on the textbook. Furthermore, she usually teaches by using conventional way in terms of staying in class and doing the exercises on the textbook after she explains the materials. She rarely uses various teaching strategies and media. There is also an LCD projector in the class, but she seldom uses it. As the result, the students feel bored and think that English reading class is too boring for them. All of those situations make the students have low interest in learning English, at the very most in reading class.

As a matter of fact, there are still some difficulties students have when dealing with reading passages. For example, they are not able to determine precisely about the main idea of a text, to find supporting details, to find words having the same meanings, and sometimes making inferences.

Students need innovation in reading class by using an interesting, practical and applicable techniques or strategies to comprehend reading text easily. Among the strategies to teach reading in English classroom, GIST and Graphic Organizer

(GO)are believed and have been proven that they can help students gain better understanding in reading comprehension.

GIST is a teaching strategy used to teach expository and narrative texts. It provides students with a way to summarize information by discarding unimportant information and focusing on the key words or ideas of the passage. It helps students seize better overall understanding of the reading material which has just been given to them.

GO (graphic organizer) is a teaching strategy which uses images to serve the connection and the simplicity of difficult information to its reader. The images in GO are usually in the form of boxes, circles, rectangular and so on set up in such a way to present the connection from one word to another, one sentence to the next and from a paragraph to another which are interrelated. GO is usually accompanied by arrows to connect one information to another and to construct the logical flow of the information. To see GO in its application in a text is like seeing a map which has images and the information written there. Thus, it can assist students to comprehend a particular reading passage more easily.

In addition, there have been many researches which have investigated the effects of GIST and GO to enhance learner's reading comprehension in EFL context. However, there has not been any research which has investigated the comparison between the two strategies to determine which one is better to enhance student's reading skill.

In line with the background of this study, the writer is interested in investigating how well the students can comprehend reading passages by using GIST and Graphic Organizers. The scope of the study touches the issues of how the

students can find the main idea of a text, to find supporting details, to find words that are synonymous, and to make inferences and the text structure. The use of GIST and Graphic Organizers strategies is to solve the problems of the twelfth-graders of MA Sholahuddin Demak in their reading comprehension.

1.2 Reasons for Choosing the Topic

This study is conducted based on the following underlying reasons. First, twelfth graders at MA Sholahuddin face problems when dealing with reading comprehension. The English reading text is considered to have so much information that makes the students hard to understand. Besides, the students are not familiar with the kinds of English texts in their daily life. The problems of the text that students have are usually related to finding the main idea of a text, finding supporting details, finding words that have the same meanings, and making inferences as well as the text structure. As the result, the students' participation in the classroom is getting less which makes them look unmotivated and uninterested.

Second, the reading classroom is usually boring for the students. The teaching strategy used is mostly conventional which emphasizes more on translating the words from the text and doing the exercises in the forms of multiple choice and essay afterwards. The teacher only asks the students to read the passage, translate it and then answer the questions which follow the text.

Third, both graphic organizers (GOs) and GIST(Generating Interaction between Schemata and Text) are assumed to enable students to enhance their reading comprehension in reading classroom.

1.3 Research Questions

Based on the background of the study and the reasons for choosing the topic above, then it is important to formulate research questions. The research questions for this study are as follows:

1. How effective is graphic organizer strategy to teach reading comprehension to students with good reading habit of grade 12 of MA Sholahuddin Demak?
2. How effective is graphic organizer strategy to teach reading comprehension to students with poor reading habit of grade 12 of MA Sholahuddin Demak?
3. How effective is GIST strategy to teach reading comprehension to students with good reading habit of grade 12 of MA Sholahuddin Demak?
4. How effective is GIST strategy to teach reading comprehension to students with poor reading habit of grade 12 of MA Sholahuddin Demak?
5. How significant is the difference between the use of graphic organizers and GIST strategies to teach reading comprehension to students with good and poor reading habit of grade 12 of MA Sholahuddin Demak?
6. How significant is the difference between the students with good and poor reading habits in reading comprehension taught by using graphic organizers and GIST strategies?
7. How significant is the interaction among reading comprehension, strategies, and reading habits in reading comprehension among students of MA Sholahuddin Demak?

1.4 Objectives of the Study

The objectives of the study are formulated as follows:

1. To measure the effectiveness of graphic organizer strategy to teach reading comprehension to students with good reading habit of grade 12 of MA Sholahuddin Demak.
2. To measure the effectiveness of graphic organizer strategy to teach reading comprehension to students with poor reading habit of grade 12 of MA Sholahuddin Demak.
3. To measure the effectiveness of GIST strategy to teach reading comprehension to students with good reading habit of grade 12 of MA Sholahuddin Demak.
4. To measure the effectiveness of GIST strategy to teach reading comprehension to students with poor reading habit of grade 12 of MA Sholahuddin Demak.
5. To measure the significant difference between the use of graphic organizers and GIST strategies to teach reading comprehension to students with good and poor reading habits of grade 12 of MA Sholahuddin Demak.
6. To measure the significant difference between the students with good and poor reading habits taught by using graphic organizers and GIST strategies.
7. To measure the interaction among reading comprehension, strategies, and reading habits in reading comprehension among grade 12 of MA Sholahuddin Demak.

1.5 Significance of the Study

There are three major significances which can be taken from this study. They include theoretical, practical, and pedagogical significances. Theoretically the finding of this research could be sources and information on the use of Graphic Organizers and GIST strategies to improve reading comprehension of students with good reading habits and poor reading habits. Practically for English teachers, the result of this study could be one of considerations to use Graphic Organizers and GIST in teaching reading comprehension. Furthermore, the practical significance for students of this study could give them a valuable learning experience to reading comprehension by using Graphic Organizers and GIST strategies. Hopefully, they would be more interested in English. For other researchers, the result of this study could be a reference to conduct other researches in the future.

At last, pedagogically this study could help English teachers to have alternative teaching strategies in teaching reading comprehension.

1.6 Scope of the Study

This study attempts to observe the reading comprehension of the twelfth graders of MA Sholahuddin who have good and poor reading habits in reading English texts. The researcher chose grade 12th as the subject of the study. The researcher observes the effectiveness of graphic organizers and GIST which are applied to teach reading comprehension for teaching reading class in the second semester for academic year 2016 - 2017.

1.7 Definitions of Key Terms

Definitions of terminologies are very essential to understand the meaning of the topic. The terminologies of the study are defined as follows:

1. Reading

Reading is perceived as an interaction between the reader and the text (Alderson & Urquhart, 1984). It is a purposeful activity which requires active involvement on behalf of the readers, as readers have specific goals to achieve, when reading a text (Koda, 2005). Grabe and Stoller (2002: 4) added that reading in terms of academic setting is perceived to be the central means for learning new information and accessing alternative explanations and interpretations.

2. GOs Strategy

GOs stand for Graphic Organizers. It is a teaching strategy which employs images and arrows how a sentence is constructed and connected to others which later create cohesion of the text. Students become readers who see graphic organizers like a map which contains any important information from a particular text. Bromley, et.al. (1995:4) explains that graphic organizers are visual representations of knowledge which provides structure for information, a way of structuring information, of arranging information aspects of a concept or topic into pattern using labels.

3. GIST Strategy

GIST stands for Generating Interactions between Schemata and Text. It provides an opportunity for students to identify important vocabulary and synthesize important pieces of information into summary statement to show

the gist of the reading (Bouchard, 2005: 40). It facilitates understanding how the parts of a particular text fit together to construct the whole text. This strategy is also beneficial to show students how to distinguish between important and less important pieces of information and how to group similar ideas together. The process of summarization can greatly assist students in comprehending the text.

4. Reading Habit

Habit is behavior that has been repeatedly done until it has become more or less automatic, enacted without purposeful thinking, largely without any sense of awareness (Nilsen et al, 2012: 2). Wood and Neal (2007: 843) consider habit an integrated association between stimulus and response and that association sets up with goals during learning and performance. In other words habit means the process of behavior that goes unconscious and become automatic and we can shape the habit through the learning and performances.

1.8 Organization of the Thesis

In this study, outline of the thesis is made to facilitate the reader in understanding this thesis. This thesis is divided into five major parts. They are as follows:

Chapter I: This chapter presented the Background of the Study, the Reasons for Choosing the Topic, the Research Questions, the Objectives of the Study, the Significances of the Study, the Scope of the Study, the Definition of Key Terms, and the Organization of the Thesis.

Chapter II: This Chapter presented the Previous Studies, the Theoretical Review, and the Theoretical Framework.

Chapter III: This chapter presented the Research Methodology, the Research Design, the Population and Sample, the Object of the Study, the Research Variables, the Hypotheses, the Types of Data, the Research Instruments, the Methods of Data Collection, the Procedures of the Study, the Techniques of Analyzing Data, and Triangulation.

Chapter IV: Third chapter presented the Findings, Discussion, and Triangulation.

Chapter V : This chapter presented Conclusions and Suggestions for the Study.