IMPROVING STUDENTS' READING COMPREHENSION OF HORTATORY EXPOSITION TEXTS BY USING GRAPHIC ORGANIZER AT GRADE XI A-2 OF MADRASAH ALIYAH DARUL HIKMAH PEKANBARU

THESIS

BY

NOVRI YANTI. B
NIM 19421

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ABSTRAK

Novri Yanti B, 2013. Improving Students' Reading Comprehension of Hortatory Exposition Texts by Using Graphic Organizer at Grade XI A-2 of Madrasah Aliyah Darul Hikmah Pekanbaru. Thesis. English Education Program. Language Education Program. Graduate Program. State University of Padang

Peneliti menemukan bahwa siswa kelas XI A-2 Madrasah Aliyah Darul Hikmah Pekanbaru masih kesulitan dalam memahami teks *hortatory exposition*. Mereka sulit mengerti isi dan struktur teks. Mereka tidak tahu cara membaca dan memiliki kosakata yang terbatas. Disamping itu strategi yang digunakan guru dalam mengajar membuat siswa bosan dan tidak tertarik membaca. Untuk meningkatkan kemampuan pemahaman siswa dalam membaca teks *hortatory exposition*, peneliti melakukan penelitian tindakan kelas dengan menerapkan Graphic Organizer.

Tujuan penelitian ini adalah untuk mengetahui sejauh mana Graphic Organizer bisa meningkatkan kemampuan pemahaman membaca teks *hortatory exposition* dan untuk mengetahui faktor apa yang mempengaruhi kemampuan pemahaman dalam membaca teks *hortatory exposition* siswa kelas XI A-2 Madrasah Aliyah Darul Hikmah Pekanbaru tersebut. Penelitian tindakan kelas ini terdiri dari 2 siklus. Dimana pada masing-masing siklus terdiri dari empat kali pertemuan; tiga pertemuan untuk pembelajaran membaca teks *hortatory exposition* dan satu pertemuan lagi untuk tes pemahaman membaca. Dalam pengumpulan data, peneliti menggunakan tes pemahaman membaca, lembar pengamatan, catatan lapangan, dan interview.

Temuan penelitian ini yaitu penggunaan Graphic Organizer dapat meningkatkan nilai pemahaman membaca teks *hortatory exposition* dan faktor yang mempengaruhi peningkatan kemampuan siswa tersebut adalah keaktifan siswa, variasi tenik dan bahan ajar yang tepat dalam menggunakan Graphic Organizer. Peningkatan ini dibuktikan dengan meningkatnya nilai rata-rata siswa dari siklus 1 dan ke 2. Nilai rata-rata siswa pada siklus pertama adalah 66 dan pada siklus ke dua adalah 77.

Kesimpulannya, penggunaan Graphic Organizer memberikan dampak positif terhadap kemampuan pemahaman membaca teks *hortatory exposition* siswa kelas XI A-2 Madrasah Aliyah Pekanbaru. Penerapan Graphic Organizer dapat meningkatkan kemampuan pemahaman membaca teks *hortatory exposition*. Peningkatan tersebut tidak hanya pada nilai siswa tetapi juga pada ketertarikan siswa dalam membaca. Hasil penelitian ini dapat dijadikan salah satu sumber untuk meningkatkan kemampuan membaca siswa. Selain itu, guru-guru lain dapat menerapkan strategi ini dalam pengajaran membaca. Mereka juga bisa menggunakan jenis-jenis Graphic Organizer yang lainnya dalam pengajaran yang lain tidak hanya membaca.

ABSTRACT

Novri Yanti B, 2013. Improving Students' Reading Comprehension of Hortatory Exposition Texts by Using Graphic Organizer at Grade XI A-2 of Madrasah Aliyah Darul Hikmah Pekanbaru. Thesis. English Education Section. Language Education Program. Graduate Program. State University of Padang.

The researcher found that students at grade XI A-2 of Madrasah Aliyah Darul Hikmah Pekanbaru had problems in comprehending hortatory exposition texts. The students were difficult to understand contents and generic structure of the texts. They did not know how to read and had limited vocabulary. Besides, teacher's strategy in teaching reading made the students felt bored and not interested in reading. To solve those problems and improve the students' reading comprehension, the researcher conducted a classroom action research through the use of Graphic Organizer.

The purposes of this research were to identify to what extent Graphic Organizer can improve students' reading comprehension of hortatory exposition texts and the factors that influence the changes of students' reading comprehension of hortatory exposition texts at grade XI A-2 of Madrasah Aliyah Darul Hikmah Pekanbaru. This classroom action research consisted of two cycles and four meetings of each cycle; three meetings for teaching reading comprehension of hortatory exposition texts by using Graphic Organizer and another meeting for reading comprehension of hortatory exposition texts test. In collecting the data, the researcher used reading comprehension of hortatory exposition tests, observation checklists, field notes and interview.

The findings in this research were the use of Graphic Organizer improved students' reading comprehension of hortatory exposition texts score and the factors that influenced the increasing of the students' score were students' activeness, the variety techniques, and appropriate reading material in applying Graphic Organizer. The improvement was confirmed by the increasing of students' average score from cycle 1 to cycle II. The average score of students in cycle 1 was 66 and in cycle II was 77.

In conclusion, the use of Graphic Organizer had positive impact in improving students' reading comprehension of hortatory exposition texts at grade XI A-2 of Madrasah Aliyah Darul Hikmah Pekanbaru. The implementation of graphic organizer can better improve students' reading comprehension of hortatory exposition texts. It improved students' score and students' interest in reading. The result of this research can be taken as one of sources for improving students' reading comprehension skill. Other teachers can use this strategy in teaching reading. They can also use other types of Graphic Organizer in teaching other language skills not only reading.

PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN

No.	Nama	Tanda Tangan
1.	**Prof. Drs. H. Zainil, M.A., Ph. D.** (Ketua)	_____
2.	**Dra.Yenni Rozimela, M.Ed., Ph. D.** (Sekretaris)	_____
3.	**Prof. Dr. M. Zaim, M. Hum.** (Anggota)	_____
4.	**Dr. Desmawati Radjab, M. Pd.** (Anggota)	_____
5.	**Prof. Drs. H. Jalius Jama, M. Ed., Ph.D.** (Anggota)	_____

Mahasiswa

Nama Mahasiswa : NOVRI YANTI. B
N I M : 19421
Tanggal Ujian : 14 Januari 2013

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Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, tesis dengan judul "Improving Students' Reading Comprehension of Hortatory Exposition Texts by Using Graphic Organizer at Grade XI A-2 of MA Darul Hikmah Pekanbaru" adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di Perguruan Tinggi lainnya.

2. Karya tulis ini murni gagasan, penilaian, dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain kecuali arahan Tim Pembimbing (Prof. Drs. H. Zainil M.A., Ph.D, Dra. Yenni Rozimela, M. Ed.,Ph.D) dan Penguji (Prof. Dr. M. Zaim, M.Hum, Dr. Desmawati Radjab, M.Pd, dan Prof. Drs. H. Jalius Jama, M.Ed., Ph.D).

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Padang, 14 Januari 2013
Saya yang menyatakan

Novri Yanti. B
NIM. 19421

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The Researcher

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Reading involves a complex process of decoding written symbols in order to construct meaning or comprehension. It is used as a means of communication, sharing information and ideas. Furthermore, in learning English, reading is one of the four basic skills that should be possessed by students. The students should understand the written information effectively and efficiently. They also need to master and comprehend not only the structure of the sentences in the text but also the meaning explicitly and implicitly. It is an interactive process in which a reader engages in an exchange of ideas with an author. Due to the importance of reading, student at senior high school is taught to have a good reading comprehension through texts.

According to School Based Curriculum (SBC), second year students of senior high school should be familiar with and comprehend some types of text for instance narrative, spoof, analytical exposition, and hortatory exposition text. Reading those English texts is not an easy job for students, especially hortatory exposition text. When the students at MA Darul Hikmah were given a reading test about the hortatory exposition text, they got low score and could not answer questions well. Only 2 students of 24 students got 78, 3 students got 75 and the other students got lower score than the minimum standard of achievement (KKM) that was 70. Then it concluded that the average score of the students were 57. It seems that they have problems in comprehending hortatory exposition text.

Based on the test, it was found that the majority of the students got difficulties in finding information related to the thesis and arguments in the text. They could not get the point, details and implicit meaning (inference) of the text as the result they could not

understand the text. It happened because they could not comprehend the text and distinguish some significant information from the text. After interviewing the students, it was found that they had some problems in reading especially in comprehension. These problems came not only from themselves but also from the teacher. Their limited vocabulary was one of reasons that made them difficult to comprehend the text. They kept looking up their dictionary while reading the text. When the students read the text, they used too much of their processing capacity to read individual word which interfered their comprehension.

Connecting ideas was another difficulty that the students faced in comprehending the text. Many students tended to read the text by looking up the meaning of word per word without connecting one idea to another idea written in the text. As the result, they did not get the point and conclusion of the text. When the students had a reading test, they could not answer the question related to the text.

Understanding structure of the text was another problem faced by the students. Hortatory exposition text is one of genre that is written in different structure from the other texts. This condition made the students confused and influenced their comprehension. Comprehension and structure of the text are related each other. Text structure represents the way of the writer tells his/her ideas. So when the students were not familiar with the structure; it made them difficult to understand the ideas.

Students were not interested in reading English text. They felt bored when they were asked to read. They only kept on their mind that reading English text was difficult and boring activity. This happened because they did not know how to read. When I asked my students about their reading habit at home, whether they read at home or not, and many of them said that they were lazy to read at home because reading was not

interesting and they did not understand the text, especially reading hortatory exposition text.

Ineffective teaching strategy used in teaching reading comprehension of hortatory exposition text also made students bored and difficult to get the point of the text. Traditional way of teaching reading like asking students to read aloud, finding difficult words, looking up the meaning of the words in a dictionary, and answering questions related to the text, did not help students comprehend the text. They needed a new way of teaching that helped them enjoy and understand the text. A good teacher should not only ask students to read but also teach how to read. It means the teacher should introduce an effective reading strategy that can be used by the students inside and outside classroom or independently and help them comprehend what they read.

After analyzing the phenomena, a new strategy should be implemented in teaching reading hortatory exposition text. In this research, the researcher used graphic organizer in teaching hortatory exposition text to help the students comprehend the text. A graphic organizer is a reading comprehension strategy which helps students think critically and comprehend effectively. It is a visual aid that helps the students remember, recall and organize the information from the text. The researcher considered that graphic organizer is an effective strategy to be applied in teaching reading because it illustrates concepts and relationships between concepts in a text. And it is also suitable with the construction of the text which makes the students easier to comprehend the text.

Through this strategy, the students were taught how to organize and analyze the information and ideas in the text. They were taught how to find the main idea, supporting information, structure of the text and then they wrote in the graphic. It helped them memorize the ideas and understand the organization of the text that was really useful to comprehend the text.

Based on the phenomena above and the strong desire of finding the solution of these problems, the writer had motivation to conduct a research under title *"Improving Students' Reading Comprehension of Hortatory Exposition Text by Using Graphic Organizer at Grade XI A-2 of Madrasah Aliyah Darul Hikmah Pekanbaru"*

B. Identification of the Problem

As stated before, reading is one of language skills that are important for students in order to possess the language. The purpose of reading is to understand or comprehend the text. Hortatory exposition text was one of reading materials that was taught to the second year students of Madrasah Aliyah Darul Hikmah Pekanbaru. Since reading hortatory exposition text was not easy for students, they got some problems in comprehending the text.

Limited vocabulary was one of the problems that made them difficult to comprehend the text. They tended to read the text by keep looking up the difficult words or phrases in dictionary without connecting one idea to another ideas written in the text. When they finished reading, they did not get the point of the text. The next problem was understanding structure of hortatory exposition text. Students were not familiar with the generic structure of the text that made them difficult to understand the text. Boring teaching activity was another problem that influenced students' comprehension of the text. Ineffective teaching strategy which only asked students to read the text and answer the questions so that they felt bored and were not interested in reading.

Considering those problems, the researcher used graphic organizer in teaching reading comprehension of hortatory exposition text. Graphic organizer helps the students organize the ideas and identifies the structure of the text. It shows the connection of the ideas to comprehend the text.

C. Focus of the Problem

Based on the identification above, it can be stated that the focus of the problem in this research as the following:

1. Teacher's strategy in teaching reading comprehension of hortatory exposition text at grade XI A-2 of Madrasah Aliyah Darul Hikmah Pekanbaru was ineffective.
2. Graphic organizer was used to improve students' reading comprehension of hortatory exposition text.

D. Research Question

1. To what extent can graphic organizer improve students' reading comprehension of hortatory exposition text at grade XI A-2 of MA Darul Hikmah Pekanbaru?
2. What are the factors that influence the changes of students' reading comprehension of hortatory exposition text by using graphic organizer at grade XI A-2 of MA Darul Hikmah Pekanbaru?

E. Purpose of the Research

The purposes of the research are:

1. To explain whether graphic organizer can improve students' reading comprehension of hortatory exposition text at grade XI A-2 of MA Darul Hikmah Pekanbaru.
2. To explain the factors that influence the changes of reading comprehension of hortatory exposition text by using graphic organizer at grade XI A-2 of MA Darul Hikmah Pekanbaru.

F. Significance of the Research

The result of this research is expected to give valuable contribution for the students and the teacher.

1. The result of this research may help the students to overcome their problems in comprehend reading texts especially hortatory exposition text.
2. The result of this research may provide the information for teachers about teaching reading in this case using graphic organizer.
3. The result of this research may give contribution to the other readers about the strategy to improve students' ability in comprehending hortatory exposition text.
4. To apply knowledge and develop the researcher's ways of thinking in the research field.

G. Definition of Key Term

In order to avoid misunderstanding the term used in this research, it is necessary to define the following terms:

1. Reading comprehension is the activity of understanding and gaining information from the written material. In this research, it is related to comprehending hortatory exposition text.
2. Hortatory exposition is a text which is intended to persuade readers or the listeners that something should or should not happen or be done.
3. Graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Here, graphic organizer is used as a strategy in teaching reading comprehension in order to improve students' ability in comprehending hortatory exposition text.

CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the finding in chapter IV, it can be concluded:

1. The use of graphic organizer improves the students' reading comprehension of hortatory exposition text at grade XI A-2 of MA Darul Hikmah Pekanbaru and passes the minimum standard of achievement (KKM).
2. The factors that influence the changes of students' reading comprehension of hortatory exposition text are students' activeness in using graphic organizer, the variety technique in using graphic organizer, and appropriate reading material.

B. Implication

The use of graphic organizer can be used for developing teaching reading comprehension in order to get better result and effectiveness. The research findings can be taken as one of sources for improving students' reading skill and teaching strategy.

C. Suggestion

Finally, for the sake of facilitating English teachers in teaching reading comprehension of hortatory exposition text, particularly by using graphic organizer, the researcher suggests as in the following:

1. As it indicates that using graphic organizer can improve students' reading comprehension of hortatory exposition texts, so it is suggested to other teachers who have the same problems with the researcher to apply this strategy in reading class.
2. Since graphic organizer is a useful teaching and learning strategy, it is suggested that other teachers could try this strategy in teaching other language skills not only reading.

3. Graphic organizer has some types that have different functions. It is suggested to other teachers who are interested in using graphic organizer to use other types of graphic organizer.

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