

The Effectiveness of Graphic Organizer Technique on Student's Reading Comprehension of Argumentative Text

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Abstract. This research meant to find out how effective is graphic organizer technique to develop students' reading comprehension in argumentative text and in what way students can perceive of using graphic organizer technique for contributing learning process. The research was designed by experimental study with 50 students as the samples at second semester students of Stikes Al Fatah Bengkulu. The reading test and questionnaire were using as the instruments of this research. The findings of the research revealed that (1) using of graphic organizers was an effective method to increase students' comprehensible in reading questions like finding main idea, finding the specific information, making inference, understanding vocabulary and determine references, (2) the students perceived positively responses concerning to use the graphic organizer in learning process.

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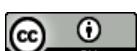
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INTRODUCTION

Reading in foreign language learning is an activity that dominates in any learning activities. Beside, speaking, listening, and writing skills. By reading, the students can find out new vocabulary, information, and learn many things. In the reading activities, students need to mobilize their ability to comprehend the text along with knowing the meaning of every word and sentences. In the present era, development of information can spread more quickly. Therefore, the students are required to have good reading skills they can filter information appropriately. Poor reading comprehension can hinder the learning process, as nearly all subjects require this skill. Through effective reading, students can expand their vocabulary, understand texts effectively and apply the knowledge that they have gotten in daily life. To be a good reader, therefore the students should reach the goal of reading itself. As matching as Nunan (2003) stated that the goal of reading is comprehension.

Comprehension is understanding what is being said or read. Comprehension must appear in reading process because students can master in written text if they able to comprehend to the text. When it derive for reading, it can be an active process that must be established if students have enthusiasm to be a competent reader. Moreover, reading comprehension is intentional thinking during which meaning as constructed through interactions between text and reader (Durkin:1993). It means that the development of an effective reading skill can reach more achieved when the students can grow into



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competent literally, inferentially and comprehensive reading critically.

Reading comprehension is one of proficiencies in acquiring language competency that should be learnt by the students. In reading comprehension will teach the students able to read, understand, and interpret written texts. When the students read, they do not just look at the words, but they try to understand the meaning, find the main idea, and connect it with their knowledge. More practicing reading comprehension helps students become better readers, improve vocabulary and think critically. In reading comprehension needs ability of students to understand information in written form presented. Mendonce in Saswandi (2018) stated that the reading comprehension is the level of understanding of text. This understanding comes from readers' interaction with the text and how they use their knowledge outside the text.

Constructed on the pre observation for second semester students of Stikes Al Fatah students, the researcher found many of students still have challenging in understanding a text in argumentative type. An argumentative text is a type of writing that offers a specific standpoint or opinion on a topic that was supported by evidence, logical reasoning, data, facts, and example to persuade the readers to receive the writer's position. It could be seen, there were many of students who wrong in answering the questions based on the text discussed. This was also supported by scoring of students still got low score. Based on the this condition, so the researcher must look for solution of teaching reading. The appropriate strategy in teaching reading was very helpful for students to comprehend the text. A reading approachment is as an important component that was expected to give progressive outcomes in comprehension and improving critical discerning for the readers. Reading approachment is a cognitive action that students revenue when they are reading to support them in constructing and maintain meaning then and is often classified as those behavior proposed to give students' supporting earlier, at some stage in and following they read. If an incompetent readers want to be a skilled readers and improve their reading competency so they are offered an instruction on the order of an effective strategies and trained to monitor also checking their comprehension while reading. Constructed on the difficulties above, the writer chose to conduct the study about the effectiveness of graphic organizer technique in reading comprehension.

The graphic organizer technique was chosen by the researcher in teaching reading for argumentative text. It is because graphic organizer is one of the technique that is used to generate idea in reading. It can be used to help students get their thoughts in order to help in retain information for the text before the students begin to draft their comprehension in reading into written. Morin (2010) argues that graphic organizers are series of visual charts and tools used to represent and organize a student's knowledge or ideas. Furthermore, graphic organizer is also often was used as part of the writing process to help students map out ideas and allow the students to organize information into logical patterns.

METHODS

This research was designed by using an experiment research. Experimental research was involved the effect of systematic manipulation of one variable into another variable. The principle of the experimental research was to explore the probability relation between cause and effect by manipulating one independent variable to influence the others variable. Meanwhile, Nunan (1992) said that research using experiment has both pre- and post tests, experimental and control groups, and random assignment of subjects. Then, in this research there were two variables, both of the variables called independent and dependent. Reading comprehension is dependent variable while Graphic Organizer is dependent variable. For the technique of collecting data, the researcher conducted two groups, first group was experimental group and second was control group. Both of these



groups were gotten a treatment action in teaching and learning process but using different technique. The experimental group used graphic organizer technique and control group used a conventional teaching technique. The procedures that used in this research were pre test then doing treatment and post test for the last section. Moreover, the researcher used SPSS 16 to analyze the data for finding the inferential statistic, as follow validity and reliability test, normality test, homogeneity test and hypotesting test. Then, this research had pre test and post test where both of population gets different treatment. Moreover, to collect the data, the researcher carried on student's of second semester of Stikes Al Fatah Bengkulu that consisted of 50 students were divided on two classes, there were 25 students (class A) as an experimental class and 25 students (class B) as control class. And also, the researcher had chosen an argumentative text in this research because it was an appropriate text for students' university to build and explore critical thinking in reading argumentative text.

RESULTS AND DISCUSSION

The data of this research was collected from 50 students (consisted of 25 students in experimental class and 25 students in control class) of second semester of Stikes Al Fatah Bengkulu who getting reading comprehension on argumentative text. The data were taken from pre - test and post - test result of students' reading comprehension. The Pre test result and Post test result was showed by the tables below. From the tables we can compare the result between experimental class and control class.

Table 1. Pre test result

Group	N	Min	Max	Mean	SD
Control	25	20	80	49,60	14,34
Experiment	25	20	83	47,08	16,66
Df	48				
Mean difference	2,520				
t - count	0,573				
t - table	1,677				
Sig. (2- tailed)	0,569				

Based on Table 1. Pre test result showed that the value of t-count = 0,573 for the measure of freedom (df) is 48 then the value of t-table at α 0,05 is 1,677. Since the value of t-count = 0,573 is smaller than t-table value so that hypothesis H_0 was accepted which means not significant different. However, the mean difference between experiment and control class was only 2,520. Thus there was no significant difference of student's reading mean score before using Graphic Organizer. Then, for the post test result would be showed on Table 2.

Table 2 Post test result

Group	N	Min	Max	Mean	SD
Control	25	26	80	48,40	14,05
Experiment	25	33	93	60,12	15,46
Df	48				
Mean difference	11,72				
t - count	2,804				
t - table	1,677				
Sig. (2- tailed)	0,001				

Based on Table 2. Post test result presented that the value of t-count 2,804. For the degree of freedom (df) is 48 then the value of t-table at α 0,05 is 1,677. Since the t-count value is



2,804 more than t-table value so that H_0 was rejected which means that hypothesis H_1 that stated there was a significant difference between experiment and control group after using Graphic Organizer was accepted. To be decided, Graphic Organizer was effective in understanding argumentative text and valuable was used in teaching reading comprehension since there was a distinction significantly of students meanscore after doing the treatment by using Graphic Organizer.

Paired sample t-test was used to compare two population means in the case of two samples that are correlated. The paired sample t-test of this research was to know the correlation of students' mean score after treatment. It was showed that on table 3.

Table 3 The paired sample t-test

		Mean	N	Std.Deviation	Std. Eror Mean
Pair 1	Pre Test	47.0800	25	16.66563	3.33313
	Post Test	60.1200	25	15.46588	3.09318

The paired sample t-test analysis on the table above showed that the mean score on the post test ($M = 60.12$) was significantly greater than the mean score on the pre test ($M = 47.08$). Hence, it can be seen from the paired sample t-test results between pre test and post test scores, the distinction of mean approximately indicated significant improvement. Constructed on the findings, the researcher received the alternative hypothesis that there was a significant difference between the pre test and post test reading scores. This indicates that Using of Graphic Organizer technique had definitely supported to significantly improve the student's performing in their reading comprehension.

From this research, it was inferred that using Graphic Organizers was an effective technique to provide students' understanding to find out the information in a text which has interconnected each others. It was also effective because it can help the students in outlining how the concepts and ideas in a story. The result of the post test showed that the experimental group students have improved in all the five types of reading aspects compared to controlled group students. Therefore, using Graphic Organizers is effective in reading questions like (1) identifying the main idea, (2) finding the specific information, (3) making reference, (4) understanding vocabulary and (5) determining references. In addition, this result was supported by Morin (2010) which argues that Graphic Organizer is a series of visual charts and tools used to represent and organize students' knowledge or ideas. The achievements of students' academic scores were proven from the significant mean score improvement between pre and post test. It can be concluded by using Graphic Organizer gave valuable for assisting the students in reading actively.

Moreover, to get the data the researcher also managed the questionnaire to recognize students' perception concerning on Using of Graphic Organizer to expand the students' reading comprehension in argumentative text. The questionnaire consisted of 8 questions which related into Using of Graphic Organizer. Since the treatment using Graphic Organizer was only done at experiment class, the questionnaire was only given into 25 students of experiment class. The result of questionnaire analysis was as follow on table 4.



Table 4. The questionnaire analysis result

No	Questions	Mean	Category
1	Do you think Graphic Organizer can help you to comprehend the text in general ?	4.12	Positive
2	Do you think Graphic Organizer can help you to identify main idea of the text	4.20	Positive
3	Do you think Graphic Organizer can help you to identify specific information of the text ?	4.12	Positive
4	Do you think Graphic Organizer can support you to determine inference of the text ?	4.00	Positive
5	Do you think Graphic Organizer can support you to find the word meaning and synonym ?	4.00	Positive
6	Do you think Graphic Organizer can support you to determine a reference of the text ?	4.20	Positive
7	Do you think Graphic Organizer can motivate you to be active students ?	4.41	Very Positive
8	Do you interest to learn English more by using Graphic Organizer ?	4.41	Very Positive

Based on the table 4. It can be concluded that students have positively about the use of Graphic Organizer in teaching reading on argumentative text. It can be seen from there were 2 questions got very positive responses with mean score 4.41 and also 6 questions got positive responses, They were 2 responses with mean score 4.20, 2 responses with mean score 4.12 and also 2 responses with 4.00 mean score. It can be determined that the students showed their enthusiast and motivated toward the use of Graphic Organizer in improving their reading comprehension on argumentative text. Moreover, it supported by Gusweni (2011) who found that the Graphic Organizer has given a successfully to increase the students' understanding for reading competence by enhancing students' enthusiasm and training students to be active reader.

CONCLUSION

Established on the outcome of research, it can be settled that Graphic Organizers was effective to help students in improving students' reading aspects like (1) identifying the main idea, (2) finding the specific information, (3) making inference, (4) understanding vocabulary and (5) determining references. Moreover, using Graphic Organizer is valuable to manage the students' reading ability for understanding the text deeply and much better. Futhermore, the students gave perceived positively toward the use of Graphic Organizer on students' reading comprehension in increasing students' reading skill and would support students perform better in reading comprehension.

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