

**THE USE OF ADVANCE ORGANIZER STRATEGY ASSISTED BY  
CONCEPT MAPPING AS TEACHING MEDIA TO IMPROVE  
STUDENTS' CRITICAL IN READING COMPREHENSION**

**SKRIPSI**

*Submitted In partial fulfillment of the requirements  
for degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By :**

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MEDAN  
2018**



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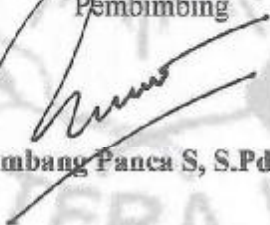
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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01-10-2018	Chapter I	
05-10-2018	Chapter II	
09-10-2018	Chapter III	
11-10-2018	Final	

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**SURAT PERNYATAAN**

**Bismillahirrahmanirrahim**

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Melalui surat permohonan tertanggal Oktober 2018 telah mengajukan permohonan menempuh ujian skripsi. Untuk ujian skripsi yang akan saya tempuh, menyatakan dengan sesungguhnya, bahwa saya:

1. Dalam keadaan sehat jasmani maupun rohani
2. Siap secara optimal dan berada dalam kondisi baik untuk memberikan jawaban atas pertanyaan penguji,
3. Bersedia menerima keputusan Panitia Ujian Skripsi dengan ikhlas tanpa mengadakan gugatan apapun;
4. Menyadari bahwa keputusan Panitia Ujian ini bersifat mutlak dan tidak dapat diganggu gugat.

Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu. Semoga Allah SWT meridhoi saya. Amin.

**SAYA YANG MENYATAKAN,**



**DEWI TRI SURIANINGSIH**

## ABSTRACT

**Surianingsih, Dewi Tri. 1402050173 “The Use Of Advance Organizer Strategy Assisted By Concept Mapping As Teaching Media To Improve Students’ Critical In Reading Comprehension”. Skripsi English Education Program. Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara, Medan, 2018.**

This study deals with The Use of Advance Organizer Strategy Assisted By Concept Mapping as Teaching Media to Improve Students’ Critical In Reading Comprehension. This study was grade VIII 2 State Junior High school 2 Percut Sei Tuan consisted of 34 students. The data of this study were obtained by using test, observation sheet, interview sheet and diary notes. Based on the analysis, it was found that the students, achievement improved from the Pre- test, the basic knowledge of students’ achievement, the first cycle and the second cycle test using Advance Organizer Strategy it is a teaching strategy that available to teacher in processing, understanding and remembering the newly presented material. In pre-test, the mean of the students’ score was 51.82 without treatment, in the first cycle test was 69.14 and the mean of the students’ score of the second cycle was 82.17 the teaching material had taught systematically so the students were more active and enthusiast in following the lesson. It can be concluded that teaching reading comprehension through advance organizer strategy can improve students’ critical in reading comprehension.

Keywords : *concept map, reading comprehension, advance organizer*

## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most Almighty, the most Gracious and the most Merciful. Praised to be Allah, firstly, the researcher would like to express thanks to Allah the most Almighty for giving her ideas and inspiration in finishing and completing the study. Secondly, bless and peace be upon the prophet Muhammad SAW as the figure of good civilization, intellectual, braveness and loving knowledge, He has brought us from the dark era to the bright era.

This research is on of the requirement for the degree of Sarjana Pendidikan (S.Pd) at Training and Education Faculty, University of Muhammdiyah North Sumatera. This study entitled *The Use Of Advance Organizer Strategy Assisted By Concept Mapping As Teaching Media To Improve Students' Critical In Reading Comprehension*. It was not easy for the researcher in finishing this study. There were many difficulties and problems faced by her, physically and mentally. Without helping the following people, it might be impossible for her to finish it. Therefore, she would like to thank especially to her dearest and lovely great parents, **Mr.Murli** and **Mrs.Sulasmini** million grateful words would never be enough to endless love, care, attention,

pray, encouragement and heart. The researcher also would like to express her gratitude and appreciation to

1. Dr. Agussani, M.AP as the Rector of University of Muhammadiyah Sumatera Utara.
2. Dr. Elfrianto Nasution, S.Pd., M.Pd as the Dean of FKIP UMSU, who has given her recommendation to carry out this study.
3. Mandra Saragih, S.Pd., M.Hum as the Head of English Education Program and Pirman Ginting S.Pd., M.Hum as the Secretary of English Education Program of FKIP UMSU who have help her in administrative during process of completing this study.
4. Dr. Bambang Panca S, S.Pd, M.Hum., her supervisor who has given a lot of valuable, suggestion, critics, guidance in writing this research.
5. Khairil, S.Pd., M.Hum. her beloved lecturer who really cares with her, gave a lot of contribution,suggestion, advice, guidance, motivation and support in writing this research.
6. All Lecturers, especially those of English Education Department for their knowledge, guidance, advices, suggestion and encouragements during her academic years at UMSU.
7. Dahlan Lumbantobing SE,MM as Headmaster of SMP N 2 Percut Sei Tuan. The English teacher, others teacher and students who have given good cooperation and help during the research.
8. For her two brothers and two sisters are Dedi Agus Septiawan,ST, Deni Septiono Jaelani, Devi Muliana Sari, S.Pd and Wita Sabrina,Amd.Par and my



nephew is Harun Agung Septiawan who always give supports, and motivation in finishing her study at FKIP UMSU.

9. Her beloved best friend Sipit who is really helpful, a good listener for every problems she faced, who really understand in every situation, who gave support, motivation, suggestion and encourage her to finish this research.
10. Her close friends Cut Kemala Sari,S.Pd ,Yenni Amalia Nasution,S.Pd and Munawirrul Akbar,S.Pd who has given a lot of information, reference, motivation, critics and support her in completing this research.
11. Her beloved best friends Syahri Asnaida Rangkuti,S.Pd, Try Putri Susanti,S.Pd Wenni Anggraini,S.Pd, Lady Teja Antemas,S.Pd, Eriva Putri Fadhilah, for their support, motivation, suggestions and pray in writing the study
12. All of her beloved friends C Morning Class English Department of FKIP UMSU 2014 academic year.

Finally, she hopes that this study can be useful for the readers, especially the students of English Deparment who want study and do similar research. May Allah bless us, Aamiin.

Medan, Oktober 2018

The Researcher

Dewi Tri Surianingsih

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## CHAPTER I

### INTRODUCTION

#### A. The Background of The Study

Language is very important for human life. Language is used to convey our ideas, feeling and thoughts to listener or to other people. English is one of languages in this world. Johnson (2001:1) identifies that according to one estimate, there are about a billion people in the world today learning English as foreign language. It continues to spread, not only as the global language but also as the language of science, technology and advanced research. It shows that English is so important now a day especially for students. They are expected to study English more. English as a foreign language consists of four skills that should be achieved by the students who learn English namely reading , writing, listening, and speaking.

In foreign language learning, reading is one of important skills to be taught to the students because through reading they will get information, knowledge and science. Grabe and Stoller (2002:9) elaborate that reading is a way to draw information from the printed page and interpret this information appropriately. It can be elaborated that through reading, the students can add their knowledge of new information from text book, journals, newspaper, and magazine.

Further, In the 2013 curriculum also mentions about the culture of literacy. Note that interest in reading Indonesia is still low. A survey conducted by Central

Connecticut State University in New Britain in collaboration with several Indonesian social research researchers ranked 60th out of 61 countries of interest reading. UNESCO's statistical data in 2012 and reading interest indexes in Indonesian only reached 0.001. That is, out of 1,000 residents, only one citizen is interested to read. According to UNESCO's education development index, Indonesia is at number 69 out of 127 countries. In Junior High School level states that there are four skills that should be achieved in learning process namely listening, speaking, reading and writing. Reading is one of four skills that must be mastered. It is stated the students are intended to comprehend the meaning of the functional and short essay text in descriptive, narrative and recount text that related to surrounding environment.

In fact, research on reading ability in Indonesia has revealed that students' ability, especially in reading comprehension, is far from satisfactory. This case shows that Indonesian students in junior high school have low reading ability. Students also face many difficulties. The understand the meaning of functional and short text essays. Most students read as a passive activity. Students can read the text but find it difficult to understand the text. This condition makes students bored and uninteresting to understand the text of reading, consequently, the process of reading teaching does not reach satisfactory targets.

Based on my experience in teaching process as an English teacher at SMP Negeri 2 Percut Sei Tuan. Students grade VIII are concerned deeply about their ability to read and test their memories in understanding that passage with the problems they faced they end up unable to understand the text. Thus, this study

uses a concept map media in helping students to reduce their difficulty in understanding the reading by Advance Organizer Strategy method. Teach reading comprehension by asking students to remember in their memory of the text so they can replicate it in the concept map media.

For this purpose, learning reading by using Advance Organizer Strategy can be an alternative in teaching learning process. Advance Organizer Strategy is a concept developed and systematically studied by David Ausubel in 1960.

The Advance Organizer is the teaching strategy available to teachers to aid students in the processing, understanding and remembering of newly presented materials. It is designed to strengthen students' cognitive structures as stated by Ausubel in Joyce, Weil and Calhoun (2009:281). The Advance Organizer Strategy has some advantages for students. The advantages of Advance Organizer are the students can explain, integrate, and inter related with the material in the learning task with the previously learned material and in teaching reading, it is related to the daily situation, so it will be usefully for students to recognize the material into familiar structure.

Based on the background above, the researcher interested in conducting a research entitled to The use of advance organizer strategy assisted by concept mapping as teaching media to improve student's critical in reading comprehension then in turn the result of the study can contribute important things to improve quality of Indonesian education in the future.



**B. The Identification of the Problem**

The problem of this study are as follows:

1. Students have difficulty in reading comprehension.
2. Students have difficulty in recalling the text because of low student's memory.

**C. The Scope and Limitation**

The research focused on the ability to reading and limitations of this study is the vocabulary.

**D. The Formulation of Problem**

The research problem is formulated as follows;

1. Is there any significant effect of applying Advance Organizer Strategy method in reading comprehension?

**E. The Objectives of the Study**

The purpose of this study are expected as follows:

1. To improve the ability to read English in grade VIII junior high school.
2. To develop and apply the student's reading comprehension skills.

## **F. The Significances of Study**

The result of this study are expected to be useful theoretically and practically.

### **1. Theoretically**

This research can be used to increase knowledge and references, especially in teaching reading skills to improve student achievement in reading.

### **2. Practically**

#### **1. Teachers of English**

The findings of this study can be used help english teacher to improve student achievement in improving reading skills.

#### **2. The students , that want to study reading by enjoyable way.**

#### **3. Other researchers**

The finding of this study can be used to help researchers to perform and additional resources to improve student achievement in reading.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

##### 1. The Definition of Critical Reading

Critical reading is a kind of reading that is done wisely, gracefully, deeply, evaluative, and analytically, and not just looking for faults (Albert [et al] 1961b: 1). Critical reading is the main capital for students to achieve success in their studies. most students have experienced the practice in intensive reading, although they may not be aware and know it at the time. Mortimer Adler, in his book "How to Read a Book" says: "if we remember and contemplate men and women in general, and separate from their profession or position, then there is only one situation where they almost always try to raise their own trying to read better than they used to do, when they're dating and reading a love letter, they read it carefully, they read every word in three ways: they read between the lines and in the margins they read the whole in terms of the parts, and each part is viewed in whole terms, they are very sensitive to the context and the ambiguity of the innuendo and understanding, to the insinuation and implications, they understand and feel the color of words, phrases, and the weights of sentences, even those may notice really punctuation, then they read ( Altick ; 1960: xv i-xviii). In English used various terms that are "critical reading" such as interpretative reading or creative reading (Anderson, 1972:210).

In general, critical reading (or interpretative reading, or creative reading) demands from readers that they: (a) Understand the author's intent, (b) Understand the basic organization of writing, (c) Can judge the presentation of writer / author, (d) Can apply critical principles to daily reading, (e) Increase reading interest, reading ability and critical thinking, (f) Know the principles of selection of reading material.

## **2. Reading Comprehension**

Reading Comprehension is an activity done by the reader to be able to know or understand a text then the reader can conclude and retell from the text that readers read. Peter (2008) states that reading involves two main processes identifying words and comprehending connected text. Reading comprehension is measured by three types of recall scores: recall scores for common ideas, main ideas, and non-main ideas of a text. Reading comprehension usually refers to the amount of understanding readers have when they read the text. That is, it represents how well readers understand the implicit and explicit meaning of the contents of the text they read. The more effortlessly students can recognize words, the more attention they can devote to comprehension. The more time students spend in reading, the better their reading rate. Becoming a good reader requires practice in reading and constant exposure to text. To become competent readers, students need to learn effective strategies for identifying all words in print and for comprehending text. Literacy instruction must therefore include explicit teaching and practice in these essential strategies to enable all students to read fluently, confidently and with understanding.

Reading skill is consisted of two forms, they are mechanical skill and comprehension skill. Mechanical skill is aimed at introducing the forms of letter, word, phrase, sentence etc and it is the lowest skill in reading, while comprehension skill is aimed at comprehending the message or information that exists in the text and it is the most important thing in reading comprehension.

Reading comprehension is understanding a text that is read, or the process of constructing meaning from the text. Comprehension is a construction process because it involves all of the elements of the reading process working together as a text which is read to create a representation of the text in the readers' mind. Comprehension describes an achievement like winning a race. It is not the process but it implies the process or activity that is more than just reading in the marrow sense of reorganizing the words and the following the sense.

According to Snow in Moore (2005:3) defined that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and insufficiency of the text as the determinant of reading comprehension. Furthermore, Moore (2005:4) stated comprehension entail elements:

1. The reader who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities. Those include capacities ( e.g. attention, memory, critical, analytic, ability, inference visualization abilities and motivation).



2. The text that is to be comprehend

The features of the text have a large effect on comprehension. During reading, the reader construct different representations of the text that are important for comprehensions. For example: the surface code ( The exact wording of the text ) the text base ( idea units representation the meaning ) and representations on the mental models embedded in the text.

3. The activity in which comprehension is a part

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purpose, some operations to process the text at hand and consequences or performing the ability.

Hedgcock (2009) stated that “reading comprehension is a complex construct that involves the interaction of number of psycholinguistic processes”. It meant that in reading the students need interaction between the reader and writer to comprehend about part and concept of reading sources. The reader should comprehend the meaning what the writer meant. They also should read the line between the lines and beyond the lines. In other words, it is an active language ability which result of communication between reader and the writer, thereby the readers will be able to understand what the authors□ stated on their written. The concepts of reading comprehension is a deliberate process of looking at and understanding written language. Reading is the process of recognition, interpretation, and perception of written or printed material.

Comprehending a written text means extracting the required information from the text as effectively as possible; therefore, to comprehend written materials, readers must use various skills. For example, readers must be able to draw conclusion, identify main ideas, and recognize details from the texts. These skills can be identified important in the comprehension of written material.

According to Alexander (1988:160) Reading comprehension involves taking meaning to a text in order to obtain meaning from that text. An individual may be said to comprehend a text fully when the reader can : (1) Recognize the words and sentences of the text and know what these words and sentences mean, (2) Associate meaning, both denotative from personal experiences with be printed text (obtain inferential meaning), (3) Recognize how all this meanings and or his perception of them fit together contextually, (4) Make value judgments about, and based on, the reading experience.

The ability to decode or translate printed symbols to understood language is prerequisite for comprehension. The concepts of reading comprehension provide above indicate that reading comprehension is a deliberate process of looking at and understand written language. Reading is the process of recognition, interpretation, and perception of written or printed material.

Based on the above explanation reading comprehension is the quality of reading that influences readers' understanding on the reading text.

### **3. Level of Comprehension**

Burns,et,al (1984) says that there are four levels of comprehension; they are Literal, Interpretative, Critical, and Creative level. In this research, the levels of comprehension which is taught are literal and interpretative.

#### **3.1 Literal Comprehension**

Literal comprehension is the most obvious. Comprehension at this level involves surface meaning. At this level, teacher can ask students to find information and ideas that are explicitly stated in the text. Reading for literal comprehension, which involves acquiring information that is directly stated in a selection, is important in and of it and also a prerequisite for higher level understanding.

Recognizing stated main ideas details, causes, and effect, and sequences is the basis of literal comprehension, and through understanding for vocabulary, sentences meaning and paragraph meaning is important. Exercises for developing literal comprehension include those described earlier under units of comprehension as well as below.

#### **3.2 Interpretative Comprehension**

Interpretative reading involves reading between the lines and making inferences. It is process of driving ideas that are implied rather than directly stated. At this level, readers go beyond what is said and read for deeper meaning. They must be able to read critically what they have read. Readers need to be able to see the implied meanings of these ideas.

Interpretative of referential comprehension includes inferring main ideas of passage in which the main ideas are not directly stated, referents of pronouns, referents of adverb, omitted words, detecting the authors' purpose in writing and drawing.

#### **4. Assessment of Reading Comprehension**

Bloom ( 1956) states that there are three domains in academic context namely: cognitive domain (intellectual capability, example: knowledge or think), affective domain ( feelings, emotions and behavior, example: attitude or feel ), and psychomotor domain ( manual and physical skills example: skills or do ). One of that is related to reading is the cognitive domains, this is the intellectual capability.

Bloom argues that there are six categories in cognitive domains namely: knowledge (recall or recognize information), comprehension (understand meaning, re-state data in one's own words, interpret, extrapolate, translate), application (use or apply knowledge, put theory into practice, use knowledge in response to real circumstances), analysis (interpret elements, organizational principles, structure, construction, internal relationships, quality, reliability of individual components), synthesis (develop new unique structures, systems, models, approaches, ideas, creative thinking, operations), evaluation (assess effectiveness of whole concepts, in relation to values, outputs, efficacy, viability, critical thinking, strategic comparison and review, judgment relating to external criteria).

This study focuses to literal and interpretative comprehension level so the categories that were measured in reading are knowledge, comprehension, and application. Furthermore, to measure these categories the students were given 5 part concept maps and 10 questions essay test and they have to find the main ideas, restate some information, and find details that are stated directly in the text. The time, which is to them to finish the test, is 30 minutes.

## **5. Concept Mapping**

A concept map is a diagram or graphical tool that visually represents relationships between concepts and ideas. Most concept maps depict ideas as boxes or circles (also called nodes), which are structured hierarchically and connected with lines or arrows (also called arcs). These lines are labeled with linking words and phrases to help explain the connections between concepts.

Concept Mapping, developed in the 1970's by Joseph D. Novak and his research team at Cornell University, is a knowledge elicitation methodology as well as a technique for organizing and visually representing expert knowledge. Many individuals and teams are able to paint a picture of complex ideas through the use of Concept maps (Cmaps). Cmaps are two dimensional diagrams. that facilitate the visualization of domain concepts and the linkages and/or relationships among them.

According to Corebima (2007: 8) in learning with concept maps, students can build relationships between basic concepts of matter, individually or in groups. By means of gaining such knowledge, students will always be encouraged

to find the relationship between concepts, even at every level, from the most general to the most specific. With concept maps, students build their understanding conceptually, so that they can achieve higher cognitive learning outcomes in meaningful learning.

Concept maps are an optimal learning tool for students and educators, whether the contributors are enrolled in school, teaching or tutoring a subject, or developing new skills on their own. The process of connecting ideas in a tangible space can solidify your topical knowledge, as well as clarify which areas need a little work.

**5.1 Making a concept map can be helpful when:** (a) Presenting concise overviews of a field, (b) Absorbing information while studying for an exam, (c) Assessing a student's grasp of a particular topic, (d) Consolidating knowledge during the learning process, (e) Demonstrating an acceptable level of understanding on a subject, (f) Defining knowledge that exists in your head but hasn't been formally documented.

## **5.2 Concept Mapping for Education**

Concept mapping can be a powerful tool in the world of education, helping students to perform at higher cognitive levels and helping teachers to explain complicated subjects and assess student understanding.

**1. Students can use concept mapping to:**

- a. Organize and structure new material
- b. Increase learning by relating new and old knowledge
- c. Map out relationships between things such as vocabulary words, characters in a story, events in history, etc.
- d. Plan/outline writing projects
- e. Design their own representations of knowledge
- f. Brainstorm new ideas
- g. Take notes
- h. Create study guides
- i. Design complex structures

**2. Teachers can use concept mapping to:**

- a. Plan curriculum
- b. Assess understanding or diagnose misunderstanding of students
- c. Explain complex ideas
- d. Assist struggling readers

As educators incorporate concept maps into their teaching methodology, they can provide aids to help facilitate the process for students: (a) Give a focus question to get the wheels turning, (b) Create a parking lot (list of key concepts) to help students determine what to include in their map, (c) Provide expert skeleton maps so students have a structure to follow. These are small concept maps started by an expert on the topic which students can then expand upon.

Concept maps are especially useful as evaluation tools. For example, instructors can have students create a concept map at the beginning of the semester to assess existing knowledge. Students can then repeat this activity throughout the semester so both students and teachers can evaluate what is being learned. It helps to assess cognitive ability, as deciding what cross-links are most important to include requires high cognitive performance. This activity can also be used to identify and remedy misconceptions students might have.

Research indicates that students working in small groups and cooperating while learning results in positive cognitive and affective outcomes. Concept mapping allows for this productive small group work among students and teachers in any subject matter.

## **6. The Advance Organizer Strategy**

Based on Oxford Advanced Learners Dictionary. Strategy is a plan designed for a particular purpose. It is a plan that involves a series of designed activities to reach educational goal. It is necessary because the students who are taught with a strategy are more highly motivated than those who are not and can be lead to more effective learning. There are many teaching strategies that can be applied by teachers in the classroom. One of them is Advance Organizer Strategy.

The Advance Organizer is the teaching strategy available to teachers to aid their students in the processing, understanding and remembering of newly presented materials. This strategy is popularized by David Ausubel in 1960. It is



designed to strengthen student's cognitive structures as stated by Ausubel in Joyce, et.al. (2009:281). Advance Organizer Strategy is introductory material that is presented ahead of the learning task itself. Its purpose is to explain, integrate, interrelated with the material in the learning task with previously learned material. It also attempts to help the students discriminate the new material from previously learned material as stated by Ausebel in Joyce, et.al (2009:286)

Furthermore, it is clearly stated that advance organizer explain the conceptual basic as a kind of "description" of new material. It is supported by the opinion of Mayer (2003) who mentioned that advance organizer is information that is presented prior to learning and that can be used by the learner to organize and interpret new incoming information.

According to Ausubel (1968) in Geler (1999) Advance Organizer Strategy has some functions in the following ways:

1. It is conceptual sketch of early learning process that will occur.
2. It is a connector between students' prior knowledge with the new material that will be learned.
3. It is a facilitator that helps students learning process.

Form the explanation above, the teacher has to organize the students' knowledge previously before presenting the new relationship material so that it can improve the understanding of the students. It supported by opinion of Mayer

(2003) who mentioned that the ability of advance organizers to be useful in improving levels of understanding and recall.

According to Joyce, et.al (2009: 289), there are three phases of activity in the advance organizer strategy.

### **6.1 Phase one is presentation of advance organizer**

#### **a. Clarify aims of lesson**

Before teaching English reading text, the teacher begins by clarifying the aims of the lesson that can attract of the students' attention. The teacher can do this in a number of ways, such as ; giving the topic as the title, making a frame basic, stating a generalization, making a statement, summarizing the main points, defining the objectives, asking the students about related topics, or using a combination of these strategies.

#### **b. Present organizer**

They are a number of attempts done by the teacher in presenting the material. Such as : identifying defining attributes, give examples, provide multi context and repeat..

### **6.2 Phase two is present of learning task of learning material**

There are several tasks to be accomplished in phase two. In additional to the presentation of the new learning material, some of these tasks are general teaching skills that enhance reception learning such as the first, giving the learning material, there are some ways to present materials they are reading, discussion,

explaining or experiment, the second is maintain attention, the third is making organizer explicit. There are several procedures for making organization explicit. Among them are employing the rule-example-rule strategy, using explaining links (“because”; “in order”; “if....Then”). Making the organization explicit by means of an outline or diagram, using verbal markers of importance (“now note this” , “this is especially critical”) and repetition. And the last is make a logical order of learning material explicit to students. In the teaching process, the teacher has to summarize the major areas of the material given.

### **6.3 Phase Three : Strengthening Cognitive Organization**

This is the last phase of advance organizer. The teacher’s task can be describe such as the first is using principles of integrated reconciliation, there are several ways to facilitate integrated reconciliation of the new material with material in the existing cognitive structure such as remind students of the whole cognitive organization, ask for a summary of the major attributes of the new learning material, repeat precise definition, ask the student to make the differences between the material aspects, ask the student to describe how the learning material supports the concept or proposition that is being used as an organizer, promote active reception learning. The second is active reception can be promoted such as asking students to describe how the new material relates to a single aspect of their existing knowledge, asking students for additional examples of the concept or prepositions in the learning material, asking students to verbalize the essence of the material, translating it into their own terminology and personal frame of

reference, asking students to examine the material from alternative points of view, relating the material to contradictory material, experience or knowledge is fostered by asking students to recognize assumptions or inferences that may have been made in the learning material to judge and challenge these assumptions and inference, and to reconcile contradiction among them. The last is clarifying. The teacher can clarify by giving additional new information, rephrasing previously given information, or applying the ideas to new problem or example.

#### **6.4 The Advantages of Advance Organizer Strategy**

There are some advantages of Advance Organizer Strategy if this strategy is taught by systematically such as students can explain integrate and interrelated with the material in the learning task with the previously learned material, students can discriminate the new material from previously learned material, in teaching reading, it is related to the daily situation.

#### **6.5 The Disadvantages of Advance Organizer Strategy**

Although many find Advance Organizer to be a useful tool for teaching students new concepts when they do not have previous knowledge of a concept, there are those who feel that advance organizer has disadvantages, especially to students who have a good understanding of concepts and do come with previously knowledge. Advance Organizer does not benefit these good students. Advance Organizer may benefit slower learners and those that do not have a wide knowledge of topics available to them.

## **6.6 The Role of Teacher in Advance Organizer**

The teacher plays an active and direct role in Advance Organizer. The teacher has several functions to perform in the Advance Organizer in addition to presenting the learning material as stated by Joyce, et.al (2009:292). The teacher must device under what concept, preposition or issue to catalogue the new learning material and must over the course instruction continually recognize knowledge in relation to more inclusive concepts.

As a model of Advance Organizer, the teacher has to design the hierarchy of knowledge in a subject area and also makes decisions about definitions and meanings. Then, the teacher must point out discrepancies, conflict and similarities between existing knowledge and new knowledge as stated by Joyce, et.al (2002:291). It deals with Joyce and Weil, Skinner (2002) states that the teacher obviously has an important duty to give a chance that follows appreciating and strengthening to learns to make them enjoy and comprehend the material given.

## **6.7 The Role of Student in Advance Organizer**

Students in Advance Organizer are the listener and performers. They listen attentively and respond it by giving answer and comment on what the teacher teach. Teacher should ask the students to involve and participate in learning process to get their attention and interest with the subject matter because it is difficult for the children to pay the attention to a presentation when they are not actively involved. When students are involved and participating, they become more interested in the subject.

In learning a language students require a more concrete functional approach they need to be able to relate the language to an actual experience.

## **B. Relevan of the Study**

The researcher take any information from website, journal and previous skripsi from students . The information from website and previous skripsi is given advantages for the researcher to finish this proposal. The researcher taking the journal. The information about the effect about method in learning process is referenced from the previous journal. As the comparison of this research, here are some researches of The Advance Organizer Strategy in Reading Skill. The researcher is Nanda Ermayanti,Meisuri.Improving Students' Achievement in Reading Comprehension Through Advance Organizer Strategy. She found that the students increased their involvement in activities because of the Advance Organizing Strategy. Through the use of this strategy they can interact and build the meaning of the text at once as they develop the reading task. Secondly, it is important to highlight that the role of the teacher as a guide is very important in piercing because he can help and grow students to use reading strategies such as predicting, visualizing, and prior knowledge to understand reading texts. Being a teacher role only as a guide, students then are the main protagonists of the reading process. Third, another positive effect of the hard-thinking strategy, is that students constantly mention that they have improvements in some specific aspects of English such as: pronunciation, vocabulary, and listening skills.

### **C. Conceptual Framework**

Reading comprehension is an active thinking process which needs an understanding on what has been read. Reading comprehension enables students think critically and creatively. Reading comprehension involves students' prior knowledge, experience and vocabulary. It can really help students easily in getting information. Reading is one of the language skills that should be achieved by the students. In order to help the students easy to comprehend the texts or let the students achieve better understanding in reading a text, it is necessary to find an effective strategy in teaching reading comprehension. A teacher should choose an appropriate strategy to be applied in the reading class.

Advance Organizer is the right strategy to be applied to the students in reading class. It can improve student's critical in reading comprehension because it can help the students in the processing, understanding, and remembering of newly presented material. This strategy has three phases ; they are present organizer, present of learning task of learning material, and strengthening cognitive organization. In present organizer phase, the teacher will give prior knowledge to students about the topic and then the topic will be related to students' experience. In present of learning task of learning material phase, teacher will ask the students to read or discuss the text and make the text explicitly. In strengthening cognitive organization phase, the students will be asked to strengthen their cognitive with make a summary from the text, remind the whole cognitive organization , repeat the defining meaning and etc. In this strategy, the students will be active as listener and performers to link between

prior knowledge that given in beginning and their previous knowledge. This strategy will be strengthening their cognitive too so that they can remember the material in long time.

So, in its application, Advance Organizer strategy will help the students in processing, understanding and remembering the new presented material and this strategy will create a comfortable reading learning condition. Students will be enjoying the activities because they can remember the information of the text in long term memory and while comprehending the text they will be help by teacher. Therefore, it can be assumed that the application of advance organizer strategy will improve students' achievement in reading comprehension. Students will find that reading is more interesting and be motivated to get good achievement in reading comprehension.

#### **D. Hypothesis**

The hypothesis are fomulated in the following :

Ha : there is significant the use of advance organizer strategy assisted by concept mapping as teaching media to improve students' critical in reading comprehension.

Ho : there is no significant the use of advance organizer strategy assisted by concept mapping as teaching media to improve students' critical in reading comprehension.



## CHAPTER III

### METHOD OF RESEARCH

#### A. Location and Time

This research was conducted at SMP Negeri 2 Percut Sei Tuan. Jl. Gambir Pasar VIII Tembung The research was conducted during the academic year 2018. The reason for the researcher choosing this school because the students have some problems in critical reading comprehension. So, the researcher want to improve it.

#### B. Populations and Sample

Ary et.al (2010) A population is defined as all members of any well-defined class of people, events, and objects or the larger group about which the generalization is made is called a population . The population of this research is the second year of SMP Negeri 2 Percut Sei Tuan. There are 10 parallel classes of the second year, with the total 340 students that were divided into eight classes namely VIII 1 – VIII 10.

Ary et.al (2010) A sample in research study is the group on which information is obtained and a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population . This smaller group or subset is the sample. The sample of the research is VIII-2 of SMP Negeri 2 Percut Sei Tuan that consist 34 students. The research I took in accordance with the sample is Purposive Sampling. Arikunto (2006) the Purposive Sampling is the technique of taking samples by not based on random,

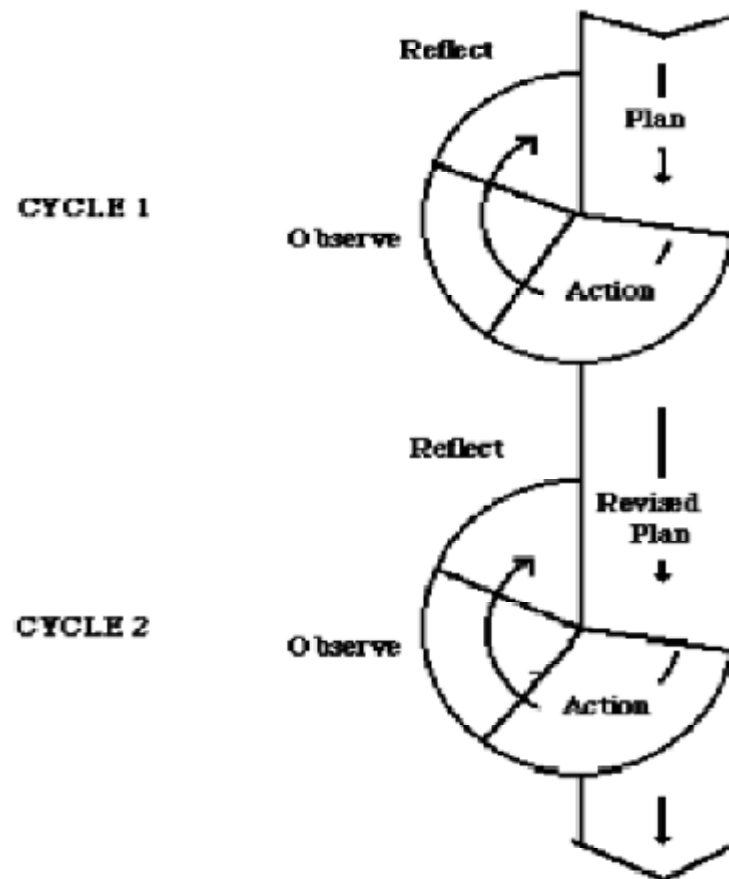
regional or strata, but based on the existence of considerations that focus on a particular goal.

### **C. Research Design**

The study based on the principle of classroom action research. Watts (1985) contented that action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. Action research involved the collection and analysis of data related to aspect of professional practice. It is a loop process, in the sense that the process could be repeated (reforming the problem, collection fresh data, rethinking the analysis, etc) until find the satisfied solution.

The characteristic of classroom action is a dynamic process which is doing in a four stage cycles, namely: Planning, Action, Observation and Reflection. If the result failed, it should be continued to next cycle by renew the previous steps to find the problem solving. The new cycle should improve of teaching decisions. If the new planning improves student's skill, the cycle should continue on and on to next cycles until result determined is achieved.

The four steps are planning, action, observation, and reflection can be seen in the following diagram.



1. **Pre-test**, to know the score of students' reading skill before treatments.
2. **Treatments**, the effort to improve students' motivation in learning reading.

Before the procedures of data collection were begun, the researcher would administer the Pre- test to identify the basic knowledge of improve student's critical in reading comprehension. The procedure of data collection was conducted by administrating two cycles. Each cycle consists of three meetings. Every

meeting included four steps. They were: planning, action, observation, and reflection. Macilsaac (1995) in Stepehen Kemmis (1998).

#### **a. Cycle 1**

In this cycle, the students' reading comprehension was measured and their problems in reading comprehension were analyzed. The students' attitudes toward reading were seen clearly.

##### **1. Planning**

Planning is the arrangement for doing something. In planning, it is considered everything that is related to the action that was be done and it is also prepared everything that was needed in teaching and learning process. There were many activities that done in planning, they are :

- a. Preparing lesson plan for three meeting
- b. Making orientation test a s the instrument to know students' critical in reading comprehension before getting the treatments
- c. Preparing and designing texts that were used during the cycles
- d. Preparing and making Media that were needed when doing the scenario of teaching learning
- e. Preparing the interview sheet and observation sheet that were used to know students' reaction and class condition as a whole, and also to see the development that existed since

- f. Interviewing English Teacher in order to know the students' attitude about learning English especially in reading subject, the level of the students' ability and the students' background
- g. Introducing this kind of research of English teacher and this Advance Organizer strategy that was used in this research
- h. Determining the collaborator who helped the researcher to do the research, to analyze the weakness in learning process and to reflect the result of teaching learning process
- i. Planning and designing the application model of teaching and learning scenario of reading Advance Organizer strategy.

## **2. Action**

Action is the process of doing. It is the implementation of planning so in this phase, everything that had been plan were done (including orientation test) for the first cycle, The activities were described below:

### **The First Meeting:**

- a. Observing the classroom situation.
- b. Interviewing the students' opinion about English Learning.
- c. Thirty minutes before the end of meeting the teacher gave text and question that consisted 5 parts concept map and 10 questions essay for the orientation test to the students

### **The Second Meeting**

- a. The teacher recalled students' memory of the text in the previous meeting and discussed briefly about the text in the orientation test.

- b. The teacher explained the definition of reading and critical reading.
- c. Teacher explained about advance organizer strategy.
- d. Teacher gave the copies of the text to the students as example but they couldn't read the text until the teacher gives the instruction.

### **Phase 1 : Present Organizer**

- a. Teacher clarified the aims of lesson.
- b. Teacher presented prior knowledge to the students that related to the content of the topic.
- c. Teacher identified defining attributes and give example or illustrations where appropriate.
- d. Teacher prompted awareness of learner's relevant knowledge and experience that related to the text given.

### **Phase 2 : Present of Learning Task or Material**

- a. Teacher asked some students to repeat the precise definition of the text given in the beginning.
- b. Teacher explained the learning material.
- c. Teacher asked the students to link material to organizer.

### **Phase 3 : Strengthen The Cognitive**

- a. Teacher asked the students repeat the precise definition of the text given.
- b. Teacher asked students to make the summary of the major attributes of the new learning material.

- c. Teacher gives some question according to the text given.

### **The Third Meeting**

- a. Teacher motivated students.
- b. The teacher recalled students' memory of the text in the previous meeting and discusses briefly.

### **Phase 1 : Present Organizer**

- a. Clarifying the aims of lesson.
- b. Teacher presented prior knowledge to the students about the content of the topic.
- c. Identifying defining attributes and gave example or illustration where appropriate.
- d. Prompting awareness of learner's relevant knowledge and experience that related to the text given.

### **Phase 2 : Present of Learning Task or Material**

- a. Asking some students to read the text given as the test.
- b. Explaining the learning material.
- c. Linking material to organizer.

### **Phase 3 : Strengthen the Cognitive**

- a. Repeating the precise definition of the text given.
- b. Teacher asked the students to make summary of the major attributes of the new learning materials.
- c. Teacher gave 10 questions to the students as test in the cycle 1

### **3. Observation**

Observation was done during the classroom action research was going on by collaborator which used observation sheet and the teacher used diary notes. The observation done were the observation to the teacher, students', attitude, and the situation during the learning process. These observations were made in order to know whether the planned teaching and learning design had been implemented as a whole or not. The data provided in both observation sheet and diary notes were used for the reflection step.

### **4. Reflection**

Reflection is the feedback process from the action that has been done. It is very necessary to help the research to make decision for what to do or revise. From the result of observation, the problems were analyzed. In the cycle, the researcher was reflected and improved the data.

### **b. Cycle 2**

Based on the reflection from the first cycle, this researcher did the second cycle. The aspects in the first cycle which shows to weakness had been improved.



The researcher revised the plan appropriate to the students' need, the action, observed the process, and reflected its result.

### **1. Planning**

Based on the reflection that had done in the first, the researcher revised his planning as follows:

- a. Preparing lesson plan for three meetings.
- b. Preparing and design of text that were used during the cycle.
- c. Preparing and making media that were needed when doing the scenario of teaching learning.
- d. Redesigning a procedure of teaching Advance Organizer strategy
- e. Controlling the discussion among the students when they were asked to use the new information that related to the topic.
- f. Giving the students much more chance to ask the researcher about the defining of the words in the text.
- g. Preparing cycle test II

### **2. Action**

#### **The First Meeting**

- a. Reviewing students' achievement in cycle 1 and giving some comments and motivate students to be better in the cycle 2.
- b. Asking the students' comment about the Advance Organizer Strategy and the learning process during the research.

- c. Explaining the importance of reading comprehension and the function of advance organizer strategy more clearly.
- d. Teacher gave the copies of the text to the students as example but they couldn't read the text until the teacher gives the instruction.

**Phase 1 : Present Organizer**

- a. Teacher motivated the students with giving reward.
- b. Giving the title as the topic and make the frame work.
- c. The teacher gave the prior knowledge to the students about content of the topic according the media provided.
- d. Identifying defining attributes and gave example or illustrations where appropriate.
- e. Prompting awareness of learner's relevant knowledge and experience that related to the text given.

**Phase 2 : Present of Learning Task or Material**

- a. Asking some students to read the text given as example.
- b. Explaining the learning material.
- c. Linking material organizer.

**Phase 3 : Strengthen the Cognitive**

- a. Asking the students for additional examples of the concept or propositions in the learning material.
- b. Asking the summary of the major attributes of the new learning materials.
- c. Giving the students some questions.

**The Second Meeting**

- a. Teacher motivated the students.
- b. The teacher recalled students' memory of the text in the previous meeting and discussed briefly.

**Phase 1 : Present Organizer**

- a. Clarifying the aims of lesson.
- b. Teacher presented advance organizer with concepts map to the students about the content of the topic with an outline.
- c. Identifying defining attributes and gave example or illustration where appropriate.
- d. Prompting awareness of learner's relevant knowledge and experience that related to the text given.

**Phase 2 : Present of Learning task or material**

- a. Asking some students to read the text given as the text.
- b. Explaining the learning material.
- c. Linking material to organizer

**Phase 3 : Strengthen the Cognitive**

- a. Repeating the precise definition of the text given.
- b. Asking the summary of the major attributes of the new learning materials.
- c. Giving the students 10 questions as test in the cycle II

### **The Third Meeting**

- a. The teacher recalled students' memory of the text in the previous meeting and discusses briefly.
- b. The teacher explained the right answer of the test question.
- c. The teacher made the conclusion of the all material.

### **3. Observation**

Observation was done during the classroom action research was going on by the collaborator which used observation sheet and the teacher by using diary notes. The observation done was the observation to the teacher, students', attitude, and the situation during the learning process. These observations were made in order to know whether the planned teaching and learning design had been implemented as a whole or not. The data provided in both observation sheet and diary notes were used for the reflection step.

### **4. Reflection**

From the result of observation, problems were analyzed. In this cycle, the researcher reflected and improved the data.

- 3. Post-test**, to know the score of students' critical reading comprehension after giving the treatments.

#### **D. The Instrument of the Research**

In collecting data, students were read the text and the teacher was criticize student reading. Refill the concept map sheet according to the text that has been read and remembered by students and essay tests for qualitatif data. Students were work on a concept map sheet that related to the text they were write and the students were given 10 questions of essay tests. Time, that is they complete the test for about 45 minutes. In addition, observation sheets, diaries and interview sheets were used to collect data as quantitative data. Observation sheets was used to identify all conditions that occur during the teaching and learning process, the diary notes was used to save the observers' own observations during the study and was written every day, while the interview sheets was used to find out the feelings, problems and other conditions of the students

#### **E. The Technique for Collecting the Data**

The data collection was important in conducting a research study. To collect the data in this study pre-test and post-test

##### **1. Pre-test**

Pre-tests was conducted to find out the sample's previous knowledge or the student's initial ability in a class whether the sample was relatively homogeneous in critical reading with concept mapping and filling out the exercise sheet. after that, answer sheets are collected and scored.

## 2. Treatment

In this study students was taught how to criticize a reading so that its pronunciation in accordance with the pronunciation and describe the text reading through the concept map. The treatment was given for 3 meetings

- a. Preparing lesson plan for three meeting.
- b. Making orientation test as the instrument to know students' critical in reading comprehension before getting the treatments.
- c. Preparing and designing texts that were used during the cycles.
- d. Preparing and making Media that were needed when doing the scenario of teaching learning.
- e. Preparing the interview sheet and observation sheet that were used to know students' reaction and class condition as a whole, and also to see the development that existed since.
- f. Interviewing English Teacher in order to know the students' attitude about learning English especially in reading subject, the level of the students' ability and the students' background.
- g. Introducing this kind of research of English teacher and this Advance Organizer strategy that was used in this research.
- h. Determining the collaborator who helped the researcher to do the research, to analyze the weakness in learning process and to reflect the result of teaching learning process. Planning and designing the application model of teaching and learning scenario of reading Advance Organizer strategy.

### **3. Post-test**

Once students are treated, the researcher was give them the same test and the test goal is to measure how much effects the use of advance organizer strategy assissted by concept mapping critical in reading comprehension of the students.

### **F. The Techniques for Analyzing Data**

The study applied qualitative and quantitative data. The qualitative data were found by describing the situation during the teaching and learning process. The quantitative data were analyzed from the observation sheet, interview sheet and diary notes. The qualitative data were found by analyzing the tests result of the students. The qualitative data were analyzed by computing the score of reading test.

To know the development of the students' score for each cycle, the mean of the students were computed and to categorize the students above standard (KKM), the percentage of students who get up to 70 is calculated.

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. The Data**

This research applied qualitative and quantitative data. The qualitative data were taken from interview sheet, observation sheet and diary notes, while quantitative data were taken from the mean of the students' score in reading test. In collecting the data, Firstly the researcher interviewed the students about their difficulties in reading comprehension. The second, the diary notes were written down to know the students' condition when teaching learning process was running. The diary notes were useful for recording all the students' activities, students' difficulties and students' progression during conducting the research. The third, the researcher worked together with collaborator checked the observation sheet and gave the additional notes when observing the teaching and learning process. It was saved to become references in doing reflection in cycle 1 and cycle 2. The last, the researcher analyzed the students' score of reading test every cycle to know the students' improvement.



## B. Data Analysis

The data were collected from quantitative and qualitative data. The quantitative data were analyzed from interview, observation and diary notes, while the quantitative data were taken from the reading test during conducted research in six meetings. The reading test after each cycle. The pre-test was given in the first meeting without any treatment to students, while the tests after each cycle gave any treatments to the students. The result of the test was shown in the table below:

**Table 4.1**

### **Competence Test Score of The students from Pre-Test until Treatment 2**

<b>No.</b>	<b>Students' Initial Name</b>	<b>Pre – test</b>	<b>Cycle I test</b>	<b>Cycle II test</b>
1.	AL	36	76	82
2.	AP	40	80	84
3.	AAK	36	73	79
4.	AWA	63	82	85
5.	AAS	73	89	91
6.	AS	56	81	89
7.	AA	71	78	86
8.	DRN	50	52	84
9.	DP	46	67	74
10.	DPA	40	68	77
11.	FR	56	68	80
12.	FY	56	65	84

13.	IN	56	54	76
14.	LS	53	68	80
15.	LP	43	83	85
16.	MH	50	69	79
17.	ME	56	54	82
18.	MS	36	71	82
19.	MA	43	71	84
20.	MHL	43	78	76
21.	MSR	63	52	79
22.	MHI	33	65	85
23.	ML	40	69	82
24.	NDS	71	77	88
25.	NH	40	60	76
26.	SK	58	72	87
27.	SR	56	60	75
28.	SMI	46	55	78
29.	SAM	72	75	78
30.	SAA	40	67	94
31.	TAP	60	71	90
32.	WH	50	64	80
33.	YJ	56	60	77

34.	ANF	74	77	86
<b>TOTAL</b>		<b><math>\Sigma x = 1762</math></b>	<b><math>\Sigma x = 2351</math></b>	<b><math>\Sigma x = 2794</math></b>
<b>MEAN</b>		<b><math>X = 51,82</math></b>	<b><math>X = 69,14</math></b>	<b><math>X = 82,17</math></b>

The above data shows that there is an improvement of the students' score in reading comprehension, which was taught by using Advance Organizer Strategy.

The improvement of the students' mean kept growing from the Pre-Test test until the second cycle test. So to find out the mean in every meeting, the analysis of the data in this research applied the following formula:

$$\bar{X} = \frac{\Sigma x}{N} \times 100 \%$$

Where :

$\bar{X}$  = The mean of the students

$\Sigma x$  = The total score

N = The number of the students.

Then in categorizing the number of students got above standard (70), the researcher used the following formula :

$$P = \frac{R}{T} \times 100 \%$$

Where :

P = The percentage of students who got above 70

R = The number of the students who got point up to 70

T = The total number of students who did the test

In the Pre-Test, the number of students was 34 and the total score of the students was 1762 so the mean was :

$$\bar{X} = \frac{1762}{34} \times 100 \% = 51.82 \%$$

The number of the students who got the point 70 was nothing and the percentage was

$$P_0 = \frac{0}{34} \times 100 \% = 0 \%$$

In the Pre-Test, there was not any treatment given to students because it was a test to know the students achievement in reading comprehension. There were no students got above standard (70). While doing the pre-test, there were few students cheated because they found difficult to answer the questions. It seemed most of the students found it difficult to answer the questions although they just kept silent. Because of lack the vocabularies, so they tried to open dictionary to find the difficulty and unfamiliar words of the text given. Many of them cheated their friends' work and it made the class condition noisily. Some of them just guessed the answer because they found difficult to comprehend the text.

So the mean or students' score was just 51.82 with highest and lowest score were 74 and 33.

The first treatment ( Cycle 1 test ), the number of students was 34 and the total score of the students was 2351, so the mean was :

$$\bar{X} = \frac{2351}{34} \times 100 \% = 69.14 \%$$

The number of the students who got the point 70 was 16 students and the percentage was

$$P1 = \frac{16}{34} \times 100 \% = 47.05 \%$$

In cycle I test, the mean of the students' total score was below standard (KKM). The English teacher made 70 as standard (KKM) in English lesson especially in reading comprehension. There were some reasons why the English teacher made 70 as standard in reading comprehension such as the students had low motivation in reading comprehension. Most of them lack of vocabulary and grammar so they just received the material from the teacher without taking a course to improve their capability in English. The mean of the students' total score was still below standard. The mean in the cycle I test was just 69.14 and the percentage of the students' achievement got above standard was at 47.05 % There were some cases why the students' mean were below standard (70). In cycle I, the teaching material wasn't explained clearly and systematic so the students found difficulties to comprehend the material given, the students were not active in the class but passive, the students felt boring, most of them were lazy in following the

lesson and they weren't have motivation in studying English especially reading comprehension. These whole cases were found on observation, interview sheet and diary notes too.

The collaborator worked together with the researcher in filling out observation sheet, there are some cases that were analyzed in observation sheet why are the mean students' total score below standard (KKM). The first, the teacher came to class late because misunderstanding the schedule time so as resulting, the students played in class and make noisy. Most of the students felt enjoyable if the researcher came late because they weren't like study English and in the teaching learning process, most of the students didn't listen to teacher's explanation attentively. The second is the researcher wasn't teach the teaching material based on the lesson plan. Although the researcher had made Lesson plan by herself, but she forgot to follow it systematically so the material wasn't taught clearly. There are some phases of advance organizer that weren't followed systematically such as like making logical order of learning material explicit and clarifying ideas because researcher forgot to applied them. These unsystematic phases made the students were difficult to process, understand and remember the newly material so the students didn't active and anthusiastic in following the lesson but most of them been passive students. Most of the students weren't brave to give their opinion about the teaching material given because they just knew a little of the material given. In this cycle, the students make noisy because the researcher couldn't manage the class well. The third is the teacher wasn't

conclude the material, it made the students no more understand about the material given.

The researcher's notes on diary notes that was written daily during the research done, there are some cases analyzed why are the mean of the students' score below KKM. The first, the students felt tiring and boring because it is the last lesson. Because of tiring and boring, they weren't like studying but they wanted what they wanted to do. The second, they felt difficult to understand about the prior knowledge given by the researcher because some of them weren't have prior knowledge before so they just received it passively. The third, they were not self confidence, because they hadn't understood about the material taught so they didn't confidence in answering the test. Most of the students cheated to their friends' work and tried to open their dictionary to find the meaning of difficulty words.

Based on teacher' interviewing to students, there were some cases found why the students' mean were still below standard (KKM). The first is the students weren't motivated in following lesson because they thought that learning English is very difficult. The second is the students felt the test difficult because there were many difficult words. The third, the classroom air was hot so most of them weren't focuss in following the lesson.

The whole cases above made the mean of the students' total score were still below standard (70). Because the mean of the students was still below standard, the enthusiastic and activation of the student were still low and the

students' feeling, condition and motivation were not the best so the researcher used cycle II to improve the students' mean so the students' mean improve above KKM.

In the cycle II, the number of the students was 34 and the total score of the students was 2794, so the mean was:

$$\bar{X} = \frac{2794}{34} \times 100 \% = 82.17 \%$$

The number of students who got the point above standard was 34 and the percentage was

$$P2 = \frac{34}{34} \times 100 \% = 100 \%$$

In the cycle II, the students' mean had improved above standard the whole students' score had above standard (70) too. In this cycle, the lack of the researcher in cycle I had reflected and as resulting the score and the mean of the students improved above standard (KKM). There were some efforts done to improve the students score and mean. The first, teaching material was taught well. The phases of Advance Organizer Strategy were followed more systematically. In phases one, presentation of advance organizer, the students were more active to respond the prior knowledge given by the teacher. The students listened to the teacher explanation seriously. They looked comfort and enjoy in following the lesson. In phases two, presentation of learning task of learning material, the students were easier to understand the material task because they understand the prior knowledge given by the teacher in beginning. They had more information



about the topics so they knew content of the text given easier. In phases three, strengthening cognitive organization., the students felt easy to make summary of content of the text it looked from they tell the brief content of the text orally.

The second, the students were motivated by giving extrinsic motivation such as reward. The teaching learning process was made more comfortable so the students felt relaxing in following the lesson such as giving a quiz and making jokes. As the resulting, students were active in teaching and learning process. In doing test, they did it individually but there are five students cheated their friends' answering, the students didn't make noisy because they focused to their test and they tried to give the best to their test. There were some students asked some questions because they confused to the texts' questions. They collected their answering on time and they submitted their answering regularly. In this cycle, the students' score improved so the mean of the students' score was 82.17 and the whole students got above standard (KKM). The students' improvement was showed from observation sheet, interview sheet and diary notes too.

The collaborator worked together with researcher stated that the whole conditions that were happen during the teaching and learning process had been better than the cycle I. The researcher had come on time in each meeting. The teacher taught the material based on lesson plan so the material was taught systematically. This observation sheet showed that the students were more active in teaching learning process, they listen to teacher's explanation attentively and the students braved in giving their opinions. It happened because the material was taught more systematic so the students felt easier to process, understand and

remember the newly material. The students looked enthusiastic to follow the lesson because they were motivated with a reward, he organized the class better than the last cycle so the students felt comfort and enjoy in following lesson.

Based on to the researcher' notes in diary notes that were written by researcher herself during the research and it was written daily. The students also showed the improvement in their condition. The students felt enjoyable and comfortable in following the lesson. The students were more active because they felt easy to understand, process and remembering the material by using advance organizer strategy so they enthusiast in giving their opinion. In doing a test, they looked more confidence in answering the question given. Most of them did the test individually because they felt easy to comprehend the text.

According to teacher' interviewing to students, most of the students felt helpful when the researcher applied advace organizer strategy. They felt easy in understanding the text and they were interested to study reading comprehension applying advance organizer strategy. They felt enjoyable and comfortable to study English especially reading comprehension.

The whole efforts above made the students mean improved and the whole students got above standard (70). The students' condition and feeling were better than the cycle I. They interested to study reading comprehension by using advance organizer strategy. Because the whole students got above KKM so the cycle was stopped in this cycle.

From the analysis above, the researcher found improvement in the students mean, condition and feelings. The mean of the students' score improved from cycle I (69.14) to cycle II (82.17) so the improvement is 13.03 % . The students got above standard (70) in cycle I are 47.05 % and cycle II is 100 % so the improvement is 52.95 % . The students' condition and feeling were more active, enthusiast, interest, easier comprehend the material and brave in giving their opinion. The students' condition and feelings were showed from observation sheet, interview sheet and diary notes.

It can be concluded that the whole students had improved from the orientation test to cycle II test in reading comprehension score. The students' achievement was categorized to outstanding (A), very good (B), satisfactory (C), very weak (D), and unsatisfactory (F). According to Linn and Gronlund in Burden (2000) the letter grade in criterion-referenced system may be defined as the degree to which the objectives have been attained as illustrated below :

A : Outstanding (100-90). The students has mastered the course's major and minor instructional objective.

B : Very good (91-80). The students has masterd all of the course's major instructional objective and most of the minor objective.

C : Satisfactory (81-70). The students has mastered all of the major instructional objectives but just a few of the minor objective.

D : Unsatisfactory (below 70). The students has not masterd any of the course'major instructional objectives and lacks essential needed for the next highest level of instruction. Remedial work is needed.

**Table. 4.2**

**Percentage of the students' Achievement Level**

<b>Grade</b>	<b>Pre -Test</b>	<b>Cycle I Test</b>	<b>Cycle II Test</b>
<b>A</b> <b>( 90 - 100)</b>	0 %	0 %	8.82 % ( 3 students )
<b>B</b> <b>( 80 - 89)</b>	0 %	14.70 % ( 5 students )	55.88 % ( 19 students )
<b>C</b> <b>( 70- 79)</b>	14.70 % ( 5 students)	32.35 % ( 11 students)	35.29 % ( 12 students )
<b>D</b> <b>( Below 70)</b>	82.29 % ( 29 students )	52.94 % ( 18 students )	

Based on the table above, it was found that the percentage of the students' achievement level in grade A improved from cycle I to cycle II. The three of these students like English very much so they always active in the class in each cycle. All of them ever took English course so they had good capability in English especially in reading comprehension. There were some effort that done by the researcher so the students got good improvement in grade A. The first is the teaching material was taught clearly and systematically. The three of these students listen to the teacher' explanation attentively so they understand the

researcher' explanation well. Because they had basic competence in English so they felt easy to understand, process and remembering the newly material. The second is giving the extrinsic motivation, because they wanted to get a reward so they always focus and spirit to do their task. The third is making the class situation was more comfortable and enjoyable by making a jokes and quiz so they felt relax in following the lesson.

The collaborator worked together with the researcher in filling out observation sheet, the condition of teaching learning process had been better. The students listen to the teacher's explanation attentively and they were active in teaching learning process. Most of the students are brave to give their opinion. According to researcher' notes, most of the students felt enjoyable in following the lesson because the researcher' explanation is easy to understand. The whole cases were supported by researcher' interviewing, the five of these students felt easier in understanding, processing and remembering the newly material so in doing the test they felt easy to do it.

In grade B, the percentage of the students' achievement improved from cycle I to cycle II, it was happened because of some cases. The first is the researcher motivated the students by giving a reward because basically, most of the students prefer like extrinsic motivation such as reward to intrinsic motivation. The students were motivated more enthusiastic in following the lesson in the class. The second is the researcher taught the teaching learning material clearly. The researcher explained the material with simple explanation so the students are easy to understand the task material. The third is the researcher geve the best

attention to the students had low capability in English. It was done researcher because she wanted to make the students interested in English.

The analyzing of the observation sheet, diary notes and interview sheet done by researcher and collaborator were found same conditions with the cases above. Collaborator worked together with researcher analyzed that the researcher had taught the material systematically and clearly so most of students weren't confuse about the material given but they felt easy to comprehend the text. The students are brave to ask the question if they didn't understand well. In researcher' notes wrote during the teaching process, the students listen to researcher' explanation seriously and they were more active because they were motivated to get a reward. In teacher' interviewing to students, the cases were found that they were interested to study English if they were taught by applying advance organizer strategy and they felt helpful in processing, understanding and remembering the newly material.

In grade C, the percentage of the students' achievement was constant from cycle I to cycle II. There are some reasons why are the percentage of the students' achievement constant from cycle I to cycle II. The first, the twelve of these students were lack motivated to improve their course. They thought that English is so difficulty so they didn't have effort to improve their score. The second, they had low capability in comprehending the material. The teaching material had taught with simple explanation but they were still difficult to comprehend the text. It was happened because they had medium intelligent to understand the material

quickly. The third, most of them were not self confidence. In doing the test, they didn't self confidence to their answering so they cheated their friends' work.

The third cases above were found out in resercher' notes in diary notes. The researcher' notes were written that there were some students cheated to their friends' work because they were not confidence to their self answering. Actually they were more active in the class but they didn't have high intelligent so they difficult to comprehend, processing and remembering the material. The teacher' interviewing to the students in the last meeting was found that felt helpful in comprehending the text.

### **C. The research Findings**

Based on the analysis, it was found that Advance Organizer Strategy was able to improve the students' achievement in reading comprehension. The students' achievement improvement was significant as showed in test was 51.82, for cycle I was 69.14 and cycle II was 82.17. the obtaining higher score was based on the activities designed to make the teaching process more excited, active and anthusiastic to follow the teaching process by using advance organizer strategy.

### **D. Discussion**

According tp Joyce,et,al Advance Organizer strategy available to the teacher to aid her students in the processing, understanding and remembering of newly presented materials. It is designed to strengthen student's cognitive structures so the students remind the material in long time as stated by David Ausubel in Joyce,et,al (2009:281). The research findings above showed that the

students score improved from the pre-test to cycle II test using advance organizer strategy and the students condition was better from cycle I to cycle II in following reading comprehension lesson. It means that the prior knowledge had activated with these students' cognitive structure and the new knowledge take place and to be meaningful to the students (Kalmes,2005).

In cycle I test, the teacher hadn't followed the phases of advance organizer systematically. The teacher forgot to follow the phases such as making logical order of learning material explicit and clarify ideas so the students felt difficult to understand the new material. In this cycle, the students felt not enjoyable in following lesson, it happened because the advance organizer phases hadn't been followed well. As the result, the students' score was not achieving above standard. According to Baxendell in Danniell (2005) stated that for the best result when using advance organizer, they must be consistent, coherent, and creative if the organizer is not easily understood, the effectiveness will be lost. In this cycle, the students lack motivated to learning reading comprehension because they thought that learning English was very difficult and they looked lazy to restart loving reading comprehension lesson. Because of this case, the students were not focus and felt boring in following reading comprehension lesson. Bryner, J (2007) states that students felt boring because they want more interactive classes and prefer activities that involve interaction with teachers and peers. In addition, if the learners are not motivated, they will be willing to learn so they weren't like to keep their score and active in the class (Williams,2006).



In cycle II, the phases of Advance Organizer applied in class well so that the students could active and build schema prior to the actual learning of new material by students with disabilities. The lacks in cycle I had been reflected better. The teacher motivated the students by giving extrinsic motivation such as reward and the students were made more comfortable and enjoyable in following the reading comprehension lesson. Its purpose is to capture the students' attention if they felt bored such as using games and jokes. According to Lepper in Burden and David (1999) stated that the extrinsic motivation can improvement the students active in the class and activities that and students find entertaining and fun used to capture their attention in subject matter. The lack in this phase was that the students less confidence, it looked from their answer sheet.

In conclusion, advance organizer strategy is an excellent way to active and build schema prior to the actual learning of new material by students with disabilities. If the prior knowledge was linked to material well, the student felt easy in processing, understanding and remembering the new material and it stenghtened the students cognitive (Joyce,et,al,2009:291). Advance organizer may be affected the interesting and activating of the students in following the lesson. As the result, the students' score improved each cycle and students' condition had been than before doing the research.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After analyzing the whole data, it was found out that the students' reading test score improved from the orientation test to the cycle 2 test, based on the result of the study, the conclusion are drawn as follows:

1. There is an improvement of the students' reading comprehension if it is taught by using advance organizer strategy. It is showed by the mean of the students' test : the mean of Pre-Test was 51.82, there were not any treatment given to students because it was a test to know the students achievement in reading comprehension. There were no students got above standard (70). While doing the orientation test, there were few students who were sighing because they found it difficult to answer the questions. It seemed most of the students found it difficult to answer the questions although they just kept silent. Because of lack the vocabularies many of them cheated their friends' work and it made the class condition noisy. Some of them just guessed the answer because they found it difficult to comprehend the text. The mean of Cycle I test was 69.14. the students felt bored so they made noisy in the class. In doing the test cycle I test, some of the students tried to open the dictionary because they didn't know some words from the text. There were around ten students that cheated their friends' answering because they didn't look

confidence with their answer. These cases caused the students' mean in reading comprehension just 69.14 with highest and lowest score 89 and 52. The mean of cycle II test was 82.17. The students were active in teaching and learning process. In doing the test, they did it individually but there are five students cheated their friends answering.

2. The students' felt more enjoyable and interested in learning reading comprehension by using advance organizer strategy. It is showed by their enthusiasms and attentive when they followed the lesson actively and listened to the teacher's explanation.

## **B. Suggestions**

The result of the study showed that applying advance organizer strategy improved the students reading comprehension. Related to the conclusion above, some suggestions are pointed out as follows :

- a. To English teacher, they are suggested to use advance organizer strategy in teaching reading comprehension because this strategy helps them to make the students easily in understanding a reading text and can strengthen the students' cognitive.
- b. To the students, they are suggested to follow this strategy because they are trained to more active and link the teacher' knowledge with the material given by teacher. They are trained to be brave students in giving their experience or knowledge according the material given.

- c. To readers, they are suggested to use this strategy because it can improve reading comprehension and it can strengthen your cognitive so you can remember the content of reading text.

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