THE APPLICATION OF SS'GO TO IMPROVE READING COMPREHENSION OF NARRATIVE TEXT FOR ELEVENTH GRADE STUDENTS AT SMA KESATRIAN 1 SEMARANG IN ACADEMIC YEAR 2023/2024

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ABSTRACT

A graphic organizer is a visual communication tool that uses visual symbols to express ideas and concepts and convey meaning. Story sequence (SS'GO) is about identifying parts such as the beginning, middle and end of a story and being able to retell the events of a given text in the order they occurred. This research was conducted as a quantitative study using a quasi-experimental research design. The population of the study was all the students in eleventh grade in SMA Kesatrian 1 Semarang. The participants in this research study were 212 students. the researcher only examine 2 classes, the students consisted of 34- 34 students. The data which collected from Reading Pre-test and Post-test and closeed questionnaire. The use of the SS"go method has been investigated to see if this method is useful for improving the reading comprehension ability of narrative texts in students the experimental class pre-test shows M 17.50 with Sum of Ranks 595.00. the control class has pre-test score (M25,84 and Sum of Ranks 878,50). the control class has a mean score in amonth of of 17,50 with the Sum of Ranks of 595,00, the mean score in experimental class with the amount of 51,50 with the Sum of Ranks of 1751,00. Sig (2-tailed) score is 0,000 besides on criteria, 5% significant score shows that the score is less than 5 % (0,000 0,05).

Keywords: Graphic organizers, SS'Go, Reading Comprehension

ABSTRAK

Graphic organizer adalah alat komunikasi visual yang menggunakan simbol-simbol visual untuk mengekspresikan ide dan konsep serta menyampaikan makna. Urutan cerita adalah tentang mengidentifikasi bagian-bagian seperti awal, tengah, dan akhir dari sebuah cerita dan mampu menceritakan kembali kejadian-kejadian dari teks yang diberikan sesuai dengan urutan kejadiannya. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan desain penelitian kuasi eksperimen. Populasi penelitian ini adalah seluruh siswa kelas XI di SMA Kesatrian 1 Semarang. Partisipan dalam penelitian ini berjumlah 212 siswa. Peneliti hanya meneliti 2 kelas, yang terdiri dari 34 siswa. Data yang dikumpulkan dari Reading Pre-test dan Post-test dan kuesioner tertutup. Penggunaan metode SS"go telah diselidiki untuk melihat apakah metode ini berguna untuk meningkatkan kemampuan membaca pemahaman teks naratif pada siswa. pre-test kelas eksperimen menunjukkan M 17,50 dengan Sum of Ranks 595,00. Kelas kontrol memiliki skor pre-test (M25,84 dan Sum of Ranks 878,50). kelas kontrol memiliki skor rata-rata dalam satu bulan sebesar 17,50 dengan Sum of Ranks 595,00, skor rata-rata di kelas eksperimen dengan jumlah 51,50 dengan Sum of

Ranks 1.751,00. Nilai Sig (2-tailed) sebesar 0,000 selain itu pada kriteria taraf signifikan 5% menunjukkan bahwa nilai tersebut lebih kecil dari 5% (0,000 0,05).

Kata kunci: Graphic organizers, SS'Go, Pemahaman Membaca

A. INTRODUCTION

Reading is one of the most important elements in learning English. Through reading, students can learn a great deal of information from different types of reading. So Many Kinds of Reading Theo (Kurniaman & Zufriady, 2019), is one of the language skills, learning ability plays an important role in the process of training and learning at any level. The ability to read becomes essential in the field of education. (Mohaidat, 2018) argues that effective English reading techniques help develop English reading metacognition and develop English reading comprehension. Reading is a complex activity that involves one's reactions and thoughts and is where the reader can absorb new knowledge or information. opens new horizons and opportunities and can enjoy a literary work. To help the reader understand the text, the reader must have enough knowledge, experience, attitude, and social environment to facilitate understanding when reading the text. (Eduser et al., 2020)

The organization of readings and graphics is tied to students' knowledge of textual research. Many types of unique groups of images can be created, including flowcharts, diagrams, idea maps, semantic maps, and a number of different diagram designs. Furthermore, the characteristics also vary by graphics organization. However, all types of graphic organizers come in a variety of geometric shapes (lines, flats), text, images, and more. All of this, comes in four simple format formats including Hieraki/Community Tree, Idea Map/Spider, Sequence/Fishbone Map. and circular maps (Miftah et al., 2016). A study by (Eduser et al., 2020) mentions the importance of using graphic organizers because it focuses on the power they exhibit in analyzing how to read and chart objects. ideas, especially conceptual and mental mapping.

According to (Dhilon, 2020), narrative is the description of an event or event, especially in novels, fairy tales, legends. storytelling skills. A story is an event that happened in the past. In general, the tense used

in stories is the past tense. we can see it Definition of the past tense is used to describe actions or events that happened in the past.

Graphic organizers have been classified into the 5 most important categories based on their structure:

"Websites of celebrities, graph matrices, trees, series and sketches. According to (Aprianto & Syarifaturrahman, 2020), graphic organization combined with active participation can facilitate talent coaching, boost learner motivation and allow them to interrupt Usual coaching routine is to read through the questions - the simplest answers from the text will learn. Graphical organization exercises are strongly advocated for understanding analysis and knowledge acquisition, which can inspire ESL beginners to think meaningfully, even effectively. In addition, GO recommends substantial coaching action or an educational model that focuses on the teacher rather than the student.

A graphic organizer is a visual communication tool that uses visual symbols to represent ideas, concepts, and convey meaning. It is a research aid that coordinates thoughts and ideas in a visible form, consisting of lines, arrows, and circles showing the connections between the most important thoughts. The Graphic Organizer is an effective graphic organizer that helps students understand or develop ideas in reading comprehension that are presented visually to show the organization of a concept and relationship. relationship between concepts (Nakiboglu, 2017). Exploring teachers' behavior and their perceptions of GO use in their classrooms opens the possibility for similar experimental studies on which types of GO are most beneficial and how to measure developmental impact. for students due to the use of GO.

B. METODHOLOGY

This study was conducted as a quantitative study using a quasi-experimental study design. Quantitative data were collected and analyzed. Quantitative data were collected to know the reading comprehension level of 11th graders SMA Kesatrian 1 Semarang. The researcher analyzed the data collected as part of a quantitative study using a quasi-empirical study design. This study will explore how

students taught using graphic organizers can improve their reading comprehension more than students taught using graphic organizers. did not use data analyzed using SPSS 25.

C. FINDINGS AND DISCUSSIONS

This study aims to determine the application of SS'Go to improve reading comprehension of narrative text for 11th grade students SMA Kesatrian 1 Semarang. Regarding the teaching and learning process in the experimental classroom, the researcher first asks students to read the narrative text. In the process of teaching and learning in the experimental classroom, the researcher first asks students to read some examples of narrative texts. The researcher then explains different reading methods to improve reading skills, including SS'Go. The researcher interprets the document as a PPT with narrative text as an example of the use of SS'Go. Students can then work on multiple narrative text questions and apply SS"GO to reading narrative text.

During data collection, 68 grade 11 students from SMA Kesatrian 1 Semarang participated as a model for this study. Data collected from the reading questions before, after the test and closed will be explained in detail by the researcher to answer the 4 research questions.

1. Reading Comprehension in Narrative Text of the Students Taught by Using SS'Go

The application of SS'Go to improve reading comprehension of narrative text in senior grade took place over two weeks and was supervised by an English teacher.

Table 1. Descriptive Statistic of Pre-Test and Post test in Experimental Class

Ranks

	N	Mean Rank	Sum of Ranks
Pre-test Experimental Class	34	17,50	595,00
Post-test Experimental Class	34	51,50	1751,00
Total	68		

The application of SS'Ggo can significantly improve students' ability to understand narrative text. Based on Table 1. the pre-test of the experimental class shows that M = 17.50 with Total Rating = 595.00. it shows that before students were taught to use SS'Go, their reading comprehension test scores were still low. Meanwhile, after teaching with SS'Go, their reading comprehension of the narrative text achieved a score (M=51.50 and Total Rank=1751.00). This shows that the score of the latter test is higher than the score of the former and implies that SS'Go can improve reading comprehension of narrative text for students.

2. Reading comprehension of Narrative text the students without using SS'Go

In this class, students learned to use a conventional medium, namely PPT (Power Point), which contains documentation of a narrative text explained by the teacher, and takes readings of questions such as often. This medium is considered a popular medium used in the reading comprehension section. Before implementation, students' ability to understand written English was tested with a pre-test.

Table 2.
Descriptive Statistic of Pre-Test and Post-test in Control Class

Ranks

	N	Mean Rank	Sum of Ranks
Pre-Test Control Class	34	25,84	878,50
Post-Test Control Class	34	43,16	1467,50
Total	68		

The control class had a low pre-test score (M=25.84 and Total Rank=878.50). The evidence shows that the pre-test scores of the control class are not significantly different from the pre-test scores of the experimental class. However, students who learned to use conventional media, namely PPT containing narrative text material explained by the teacher and taking readings, still had low post-test scores (M = 43.16 and total rating = 1467.50)

3. Differences of the reading comprehension of narrative text between the students' taught using SS'Go and those taught without using SS'Go.

To see the significant effect of SS'Go application in the experimental class and convensional media PPT (Power Point) in the control class, the researcher used the Mann-Whitney test.

Table 3.
Enhancement Description of Control Class and Experimental Class Descriptive Statistics

Ranks

	N	Mean Rank	Sum of Ranks
Post-Test Experiment Class	34	51,50	1751,00
Post-Test Control Class	34	17,50	595,00
Total	68		

According to the Mann-Whitney test, the control class had a mean score improvement in amonth of 17.50 with a total rank of 595.00, in addition to the mean score improvement in the experimental class of 51.50 with a total score of 595.00. total rank is 1751.00 . It shows that students who teach with SS'Go have higher average scores than students who teach without SS'Go/conventional media.

Table 4.
The Descriptive Statistic of Significant Difference between Control Class and Experimental Class

Test Statistics

	Hasil
Mann-Whitney U	,000
Wilcoxon W	595,000
Z	-7,128
Asymp. Sig. (2-tailed)	,000

a. Grouping Variable: Kelas

Based on statistical testing using Mann-Whitney on SPSS, shows that Asymp. The Sig (2-tailed) score is 0.000, and according to the criterion, a 5% significant score indicates a score less than 5% (0.0000 < 0.05). As such, Ho refused and Ha accepted, which could conclude that there is a significant difference in the ability to understand the narrative text between students taught with SS'Go and students taught without SS. 'Go.

4. **Giving questionnaires to students regarding efforts to improve reading comprehension of narrative text using SS'Go**

The results of the questionnaire data show that each student has different experiences and responses when applying SS'Go to improve reading comprehension of narrative text. Additionally, based on existing findings, some students have difficulty using the SS'Go app. But it doesn't become a big deal because it can be handled well and students can still work and understand although unlike other students understand much better with SS'Go application in narrative text. .

D. CONCLUSION

The researcher found that before students used SS'Go to read narrative text, they took a pre-test in the form of a reading test. From Table 4.2, the pre-empirical class test shows that M = 17.50 with total rank = 595.00. This shows that before students learn to use SS'Go, their reading comprehension test scores are still low. While after SS'Go treatment, the post-test results of students using SS'Go showed that the mean value in the experimental class increased to 51.50 with a total rank of 1751.00. This shows that students studying with SS'Go have a higher average score than students studying without SS'Go / Conventional Media.

Unlike the experimental class, reading comprehension of narrative text by SS'Go was not used in the control class. The control class had a low pre-test score (M=25.84 and Total Rank=878.50). The evidence shows that the pre-test scores of the control class are not significantly different from the pre-test scores of the experimental class.

There is a significant difference in comprehension of written narrative text between students taught with SS'Go and students taught without SS'Go. According to the Mann-Whitney test, the control class had a mean score improvement per month of 17.50 with a total rank of 595.00, in addition to the mean score improvement in the experimental class of 51.50 with a total score of 595.00. total rank is 1751.00 . It shows that students who teach with SS'Go have higher average scores than students who teach without SS'Go/conventional media. After the

Mann-Whitney test measurement, the significant difference between the pre-test and post-test of the control and experimental class was also tested by Mann-Witney. The Sig (two-sided) score is 0.000, and according to the criterion, a 5% significant score indicates a score less than 5% (0.0000 < 0.05). Thus, Ho refused and Ha accepted, so it can be concluded that there is a significant difference between the two classes. In this study, questionnaires were devised to complete and support data regarding students' use of SS'Go as a vehicle.

The researcher obtained results in the form of different experiences and responses when applying SS'Go to improve understanding of narrative text.

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