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## The Readability Of Translation Made By English Language Education Students

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### Abstract

The translation is a crucial part, and it is a necessary process of exchanging information. Readability is about how a text must be readable to read to comprehend the text and make their schemata from reading. This research is dedicated to find out the readability of translation made by English Language Education Students' Batch 2017 in Translating background research. The readability in translating background research is significant because it would affect the reader class's grade level and who is included in that grade level. Quantitative research was used in this research in analyzing the data. The data of the research were 25 translated text translated by ELESP students batch 2017. The researchers analyzed the translation using the Fry Readability Formula, which counts the number of words in one hundred sentences and the number of syllables in one hundred sentences. .The result pointed out that the 11th translation text was translated unsuitable by the students because measurement results that fall in area 11. The 3rd, 8th, 9th, 13th, 18th, 20th, 21st, and 25th translated text were translated unsuitable because measurement results that fall in area 12. The 1st, 2nd, 4th, 5th, 7th, 10th, 12th, 14th, 15th, 16th, 17th, and 19th translated text were translated suitable because measurement results that fall in area 13. The 6th, 22nd, 23rd, and 24th translated texts were translated suitable because measurement results that fall in area 14.

**Keywords:** Readability, Fry Readability Formula, Translation

### INTRODUCTION

Translation leads somebody to learn about the target language. If the target language is an international language in which it speaks by most of the humans in the world, translation help to understand the target language. The translation is a crucial part, and it is a necessary process of exchanging information. Somebody who reads in the target language will transmit the information into his native language to understand the text.

Readability is the suitability of a text or written reading for a particular reader in terms of its level of convenience and difficulty (Laksono, 2019). If a text has a readability level that reaches the reader's grade level, the reader quickly understands the text. Conversely, if the text's readability does not reach the reader's reading grade level, it will be more difficult for the reader to understand.

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The suitability of the readability level of a text also affects students' motivation and interest to read. There are some ways to measure the readability of a text. The Fry formula is a suitable measurement method used to determine the readability of a text regardless of the reader. It can choose the feasibility of a text for a certain level. It posits readability through two main factors: the length of the word and the word's difficulty level, shown by the number of syllables that make up the word in a text. The researcher chose the Fry chart to measure of text readability i

n this study because the Fry chart is used to measure the text's readability without involving the reader.

The researcher is interested in conducting research with the title "The Readability of Translation made by English Language Education Students' Batch 2017 of FKIP ULM Banjarmasin".

## **Review of Literature**

### ***The Nature of Translation***

Translation is the message of the meaning from the source language to the target language (Munday, 2016). Furthermore, translation is a process performed in language, changing a text in the source language. The translation is comprised, giving the meaning of the source language into the target language. The form of language is called source language, and which is changed is called the target language. Hatim and Munday (2005: 3) stated that translation is an aspect that has an immense effect on everyday life. The first of these two senses relate to translations as a process and product. The first sense concentrates on the role of the translator in taking the origin or source text and changing it into a text in a different language, the target text. The second sense centres on the accurate translation of the product produced by the translator. In summary, translation is an aspect of communication, transfer of meaning, and changing the language from source language to target language.

### ***The Nature of Readability***

Readability is a matter of whether a particular reading material is read or not by the reader (Laksono, 2019). It retrieved the readability of the text from the test results based on the readability formula. Two main factors affect readability, namely the length of the word and the word's difficulty level, which is indicated by the number of syllables that make up each word in the text. It can also be obtained from the readability test results for some readers in reading comprehension skills. The level of readability expresses in the way of a class rating. Therefore, after measuring a text's readability, people will be able to find out the text's suitability for a specific grade level.

### ***Readability in Translation***

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In translation, readability is an essential link between the text and the reader. High readability translation is easier to understand than the lower. On the contrary, the lower readability of the translation is difficult to read (Hartono, 2013). Readability is one of the requirements to do a good translation. Readability test is needed to know the grade level of a text. For the university level, if they translate a text in the form of research background, they have to adapt the translation results to the grade level of the reader class and who is included in that grade level. The minimum grade level 13 and 14 is readable translation because the grade level is for college students.

### ***The Nature of Background Research***

A research background describes and highlights briefs the critical points of research in academic writing. The points are about hope and fact of the topic, other related theories or research findings, first stick to relevant information and the reason for choosing the topic. The research background tells the reasons that encourage researchers to research a problem. The background is presented briefly, and the results of previous research as a basis for the problems to be studied (Zulkifli, Warmansyah, & Ansori, 2019).

### ***Fry Readability Formula***

The Fry Readability Formula is more popular and widely used because the formula is a relatively simple and most straightforward ways of obtaining a readability index. Fry's Readability Formula takes one hundred words in a text as a sample regardless of the length of the text, so as thick and long as the number of pages of a text, the readability measurement using this formula only uses one hundred words. This formula bases its readability formula on two main factors, number of sentences and the difficulty level of the word, which is indicated by the number of syllables that make up each word in the text.

## **RESEARCH DESIGN**

This research used a descriptive quantitative approach. Quantitative research was applied in this research because the data reduced to numerical scores (Fraenkel and Wallen, 2011). The numbers are obtained through written tests. The quantitative method is used to analyze how the students' translation readability was in translating the Indonesian text (background research) into English. The results in the form of numbers are described in writing.

### **Population and Sample**

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Based on the data, the population of this research is 50 Students of English Language Education Lambung Mangkurat University Batch 2017 who has been taking Translation course. The researcher took 25 samples due to reason because some students only part of the sample filled out the research form on the google form that had been distributed.

### **Instrumentation**

The researcher uses to collect the data. It is a crucial tool the researchers use to collect the data to support the study. In this research, a test was used by the researcher as the instrument with distributed test form on the google form to find out the readability of translation made by English Language Education Students of Lambung Mangkurat University Batch 2017 in translating background research from *Bahasa Indonesia* into English.

### **Criterion-Referenced of The Readability of Translation test**

The criteria were set as guidelines for providing statements and interpreting data that had been described (Laksono, 2019). These criteria are:

1. If the measurement results of the translated text fall in areas 13 or 14 then the translated text is declared to suitable for student's grade level.
2. If the measurement results of the translated text fall in areas other than 13 or 14 then the translated text is declared to unsuitable for the student's grade level.

### **Data Collection**

In this research, the students will give sheets through Google form; it was the text in the source language, and students were to write down the in the target language. The translation test was held once. The students have time to finish the translation test. Then, the researcher checked and investigated the translation result. Last, the researcher analyzed the readability of students' translation based on The Fry Readability Formula, drew the research conclusion, and recommended some suggestions for further study.

### **Data Analysis**

Here are the steps to calculate the readability of each sample text using the Fry Readability Formula (Laksono, 2019):

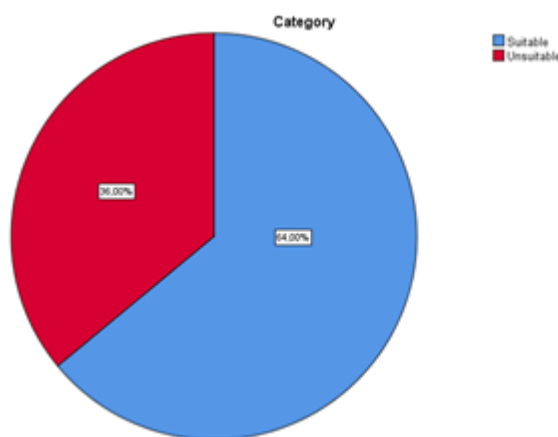
1. Select the text translation for which you want to measure the readability by taking 100 words.

2. Count the number of sentences from a hundred words to the nearest tithe. It means that if the 100th word (sample text) does not fall at the end of the sentence, the sentence calculation is not always complete, but there will be a remainder. The rest is, of course, several words which are part of a series of words that make up a sentence. Due to the necessity of taking text samples based on the number 100, the remaining words which are included in the hundredth count are calculated in the form of decimal (tithe).
3. Count the number of syllables from the sample text to the 100th word.
4. Plot the numbers onto the Fry Graph. The vertical column shows the number of sentences per hundred words, and the horizontal row shows the number of syllables per hundred words

No.	Translated Text	Number of Sentences	Number of Syllables	Fry Graph Grade Level
1	Translated Text 1	3.8	161	13
2	Translated Text 2	3.9	162	13
3	Translated Text 3	3.9	161	12
4	Translated Text 4	3.3	160	13
5	Translated Text 5	3.6	164	13
6	Translated Text 6	3.8	170	14
7	Translated Text 7	3.3	160	13
8	Translated Text 8	3.5	154	12
9	Translated Text 9	4.8	163	12
10	Translated Text 10	3.9	162	13
11	Translated Text 11	3.8	151	11
12	Translated Text 12	3.8	164	13
13	Translated Text 13	3.9	161	12
14	Translated Text 14	5.9	168	13
15	Translated Text 15	5.8	168	13
16	Translated Text 16	5.8	162	13
17	Translated Text 17	3.3	159	13

18	Translated Text 18	4.8	161	12
19	Translated Text 19	3.8	164	13
20	Translated Text 20	3.8	160	12
21	Translated Text 21	3.9	161	12
22	Translated Text 22	3.8	166	14
23	Translated Text 23	3.5	169	14
24	Translated Text 24	3.9	167	14
25	Translated Text 25	4.2	158	12
A verage Amount		99.8 3.9	4.056 162	13

**Graphic 1 Categorization Result of Students' Translation Readability**



Based on the graph above, it is known that 16 translated texts from students as many as 64% have a readability category that matches students at the university, and 9 translated texts from students as many as 36% have a readability category that does not match those of students at the university.

Based on the proposed criteria, the data has been described in the previous section can be concluded as follows:

**Translation text 1**

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It is suitable for student's grade level. It can be seen from the readability measurement results that fall in area 13, which means that the translated text can be read and understood for students in the university. Thus, It can be interpreted that the translated text is suitable for students in the university.

**Translation text 2**

It is suitable for student's grade level. It can be seen from the readability measurement results that fall in area 13, which means that the translated text can be read and understood for students in the university. Thus, It can be interpreted that the translated text is suitable for students in the university.

**Translation text 3**

It is unsuitable for student's grade level. It can be seen from the readability measurement results that fall in area 12, which means that the translated text can be read and understood for students of class XII SMA. Thus, It can be interpreted that the translated text is not suitable for students in the university.

**Translation text 4**

It is suitable for student's grade level. It can be seen from the readability measurement results that fall in area 13, which means that the translated text can be read and understood for students in the university. Thus, It can be interpreted that the translated text is suitable for students in the university.

**Translation text 5**

It is suitable for student's grade level. It can be seen from the readability measurement results that fall in area 13, which means that the translated text can be read and understood for students in the university. Thus, It can be interpreted that the translated text is suitable for students in the university.

**Translation text 6**

It is suitable for student's grade level. It can be seen from the readability measurement results that fall in area 14, which means that the translated text can be read and understood for students in the university. Thus, It can be interpreted that the translated text is suitable for students in the university.

**Translation text 7**

It is suitable for student's grade level. It can be seen from the readability measurement results that fall in area 13, which means that the translated text can be read and understood for students in the university. Thus, It can be interpreted that the translated text is suitable for students in the university.

**Translation text 8**

It is unsuitable for student's grade level. It can be seen from the readability measurement results that fall in area 12 which means that the translated text can be read and understood for students of class XII SMA. Thus, It can be interpreted that the translated text is not suitable for students in the university.

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**Translation text 9**

It is unsuitable for student's grade level. It can be seen from the readability measurement results that fall in area 12, which means that the translated text can be read and understood for students of class XII SMA. Thus, It can be interpreted that the translated text is not suitable for students in the university.

**Translation text 10**

It is suitable for student's grade level. It can be seen from the readability measurement results that fall in area 13, which means that the translated text can be read and understood for students in the university. Thus, It can be interpreted that the translated text is suitable for students in the university.

**Translation text 11**

It is unsuitable for student's grade level. It can be seen from the readability measurement results that fall in area 11, which means that the translated text can be read and understood for students of class XI SMA. Thus, It can be interpreted that the translated text is not suitable for students in the university.

**Translation text 12**

It is suitable for student's grade level. It can be seen from the readability measurement results that fall in area 13, which means that the translated text can be read and understood for students in the university. Thus, It can be interpreted that the translated text is suitable for students in the university.

**Translation text 13**

It is unsuitable for student's grade level. It can be seen from the readability measurement results that fall in area 12, which means that the translated text can be read and understood for students of class XII SMA. Thus, It can be interpreted that the translated text is not suitable for students in the university.

**Translation text 14**

It is suitable for student's grade level. It can be seen from the readability measurement results that fall in area 13, which means that the translated text can be read and understood for students in the university. Thus, It can be interpreted that the translated text is suitable for students in the university.

**Translation text 15**

It is suitable for student's grade level. It can be seen from the readability measurement results that fall in area 13, which means that the translated text can be read and understood for students in the university. Thus, It can be interpreted that the translated text is suitable for students in the university.

**Translation text 16**

It is suitable for student's grade level. It can be seen from the readability measurement results that fall in area 13, which means that the translated text can be read and understood for students in the university. Thus, It can be interpreted that the translated text is suitable for students in the university.



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**Translation text 17**

It is suitable for student's grade level. It can be seen from the readability measurement results that fall in area 13, which means that the translated text can be read and understood for students in the university. Thus, It can be interpreted that the translated text is suitable for students in the university.

**Translation text 18**

It is unsuitable for student's grade level. It can be seen from the readability measurement results that fall in area 12, which means that the translated text can be read and understood for students of class XII SMA. Thus, It can be interpreted that the translated text is not suitable for students in the university.

**Translation text 19**

It is suitable for student's grade level. It can be seen from the readability measurement results that fall in area 13, which means that the translated text can be read and understood for students in the university. Thus, It can be interpreted that the translated text is suitable for students in the university.

**Translation text 20**

It is unsuitable for student's grade level. It can be seen from the readability measurement results that fall in area 12, which means that the translated text can be read and understood for students of class XII SMA. Thus, It can be interpreted that the translated text is not suitable for students in the university.

**Translation text 21**

It is unsuitable for student's grade level. It can be seen from the readability measurement results that fall in area 12, which means that the translated text can be read and understood for students of class XII SMA. Thus, It can be interpreted that the translated text is not suitable for students in the university.

**Translation text 22**

It is suitable for student's grade level. It can be seen from the readability measurement results that fall in area 14, which means that the translated text can be read and understood for students in the university. Thus, It can be interpreted that the translated text is suitable for students in the university.

**Translation text 23**

It is suitable for student's grade level. It can be seen from the readability measurement results that fall in area 14, which means that the translated text can be read and understood for students in the university. Thus, It can be interpreted that the translated text is suitable for students in the university.

**Translation text 24**

It is suitable for student's grade level. It can be seen from the readability measurement results that fall in area 14, which means that the translated text can be read and understood for students in the university. Thus, It can be interpreted that the translated text is suitable for students in the university.

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### Translation text 25

It is unsuitable for student's grade level. It can be seen from the readability measurement results that fall in area 12, which means that the translated text can be read and understood for students of class XII SMA. Thus, It can be interpreted that the translated text is not suitable for students in the university.

However, even though the students' readability in translating background research averagely belonged to the suitable, they still produced the unsuitable readability of translation. The results of their measurements are abundant in area 12. Fortunately, four students made the readability of translation measurement that fall in area 14.

It is shown that the main factor for the students' readability in translation was the number of sentences and syllables. There are students whose average number of sentences is low, the number of syllables is high, so the readability of the text translation result is suitable for students at the university. However, students whose average number of sentences was high and produced a low number of syllables, so the readability of the text translation result is unsuitable by students at the university. It is supported by Readability in Translation, which is how easily written materials can be read and understood (Nababan, 2016).

## CONCLUSIONS AND SUGGESTION

### Conclusion

It can be concluded that from 25 translated text that the researcher get the readability measurement that falls in region 11 is one translated text, namely the 11th translation text. Region 11 is intended for class XI SMA, so the translated text's readability area is unsuitable for students at universities. Then, the readability measurement that falls in region 12 is eight translated texts, namely the 3rd, 8th, 9th, 13th, 18th, 20th, 21st, and 25th translated texts. Region 12 is intended for class XII SMA, so the translated text's readability area is unsuitable for students at universities. The readability measurements that fall in region 13 are twelve translated texts: the 1st, 2nd, 4th, 5th, 7th, 10th, 12th, 14th, 15th, 16th, 17th, and 19th translated texts. Region 13 is intended for students at universities. Last, the readability measurement that falls in region 14 is four translated texts: the 6th, 22nd, 23rd, and 24th translated texts. Region 14 is intended for students at universities.

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### Suggestion

Based on the conclusions above, the researcher recommends some suggestion in the following:

1. For the Students

The students of English Language Education Program are suggested to learn more about readability and do more practice in translation in order to adjust the text's translation with a suitable target reader.

2. For the lecturer of Translation Course

It is recommended for references in assessing the readability of translation. The result of this study is also expected to be evaluation material related to translation in order to adjust the text's translation with a suitable target reader.

3. For future researcher

The result of the study is used as consideration for the next researcher in conducting the study that correlates with this research. It is prescribed for the next researcher to conduct a comprehensive study because it is related to the result of the readability of translation that can not be done in this study due to the same difficulties.

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**THE IMPLEMENTATION OF GRAPHIC ORGANIZERS FOR TEACHING READING AT  
THE STATE JUNIOR HIGH SCHOOL IN THE MANTEWE SUB-DISTRICT  
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**Abstract**

Students can get a chance to improve their studies by reading from many books, journals, and articles in English. However, studying English is not easy for Indonesian junior high school. In Indonesia, students of junior high school first time in studying English formally. The teachers stated that students have difficulties in learning reading because they are slow in getting the information. Also, the teachers are difficult to keep the students focused on the lesson's goals. The problem makes the students lose their enthusiasm for the learning process and fail to achieve curriculum goals. It implies that the teachers need to have a good reading strategy. The teachers use a graphic organizer to solve those problems in reading subjects because they offer many solutions for students' reading comprehension. The research aimed to investigate the implementation of graphic organizers for teaching reading at the state junior high school in the Mantewe sub-district. Descriptive qualitative used as a method in this study. The researcher collected data from interviews, questionnaires, and documentation (lesson plan). The data were about the implementation of graphic organizers for teaching reading. The research findings showed that the teachers' implementation of graphic organizers (Spider Map, KWL Chart, Story Map, Series of Events Chain, and Concept Definition Map) was appropriate. All teachers used those graphic organizers with the appropriate use between the type of graphic organizers and type of the reading text. The teacher provides guidance, explanations, directions, and motivation in all reading stages. They help and facilitate students in all of the reading stages. Also, graphic organizers' implementation was beneficial to the students. They quickly in getting information, remember and understand the text. Finally, the teachers successfully achieved reading class goals. The teachers could explore other graphic organizers with teachers' creativity to make students more enthusiastic.

**Keywords:** Reading Comprehension, Teaching Reading, Graphic Organizers

**INTRODUCTION**

Mastery English as an international language has many advantages, especially in education. Students can get a chance to improve their studies by reading from many books, journals, and articles in English. Therefore, English as a foreign language is an important issue. The Indonesian government gives attention to the study of English. It is taught formally in junior, senior high schools, and university levels. One of the objectives of this policy is to enable the students to access knowledge through English. According to A. Chaedar Alwasilah (2013:1), the 1989 Law on Education (Chapter XI, Section 42, and Paragraph 2) also allows for the possibility of using English as a medium of instruction with the main goals of this policy is needed for developing knowledge of a particular subject or vocational skill.

However, studying English is not easy for Indonesian students because their first studying English formally. Based on the pre-research conducted, the researcher found some problems faced by teachers of state junior high school in the Mantewe sub-district. They have difficulties in

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teaching reading comprehension because students are slow in getting the information. Also, the teachers hard in keeping the students focus on the goals of the lesson. Those problems could lose their enthusiasm for the learning process. It implies that the teachers need to have a good reading strategy.

Five teachers are using a graphic organizer to solve those problems in reading subjects. According to Margareth Cleveland (2004:3), graphic organizers can: (1) organize, classify, and categorize information, (2) compare and contrast characters, events, or ideas, (3) understand cause and effect, (4) recognize and show story sequence and character development. Students can use them to recognize patterns in the reading. For example, they can identify the main idea and its supporting details. Rasouli and Heravi (2018) stated that graphic organizers' advantages are content would be easier to understand the reading text, reduced information processing demand, and students become more strategic learners while using graphic organizers. In pre-research, the teachers stated that they are using a story map and spider map.

From the elaboration above, the students have many challenges to acquire knowledge in the reading activity. On the other hand, graphic organizers offer many solutions for students' reading comprehension that stated by Margareth Cleveland (2004:3) and Rasouli and Heravi (2018). The researcher is interested in conducting research related to the implementation of graphic organizers for teaching reading at the state junior high school in the Mantewe sub-district. Hopefully the teacher could use graphic organizers well. This research also aims to give point of view about how the teachers use graphic organizers well in teaching reading to achieve appropriate students' reading comprehension as a significant study of this research.

## **Review of Literature**

### ***Reading***

Reading is about understanding written texts that include both perceptions and thought as a complex activity. Two processes need to be linked to this activity: word recognition and comprehension (Pang, 2003:6). Reading comprehension is the process in getting meaning or understanding from text. The purpose of reading comprehension is to gain an overall understanding based on the text, rather than getting the partial understanding of the words or sentences based on the text (Woolley, 2011: 15). In addition, according to Duke, Pearson, Strachan, & Billman (2011) stated recommendation of effective reading comprehension instruction such as: build disciplinary to students in reading the text and grow up their knowledge, provide information to a volume and range of texts, provide motivating texts and contexts for reading, teach with reading comprehension strategies, teach structures of the text, engage with the students in discussion, build vocabulary and language knowledge based on the text, integrate reading and writing, observe and assess the students in reading activity, and differentiate instruction.

Harmer (2007: 101-102) stated some principles on reading. First, the teacher helps students read as often and as possible. Second, students need to be directly involved with what they are reading. Third, encourage students to respond to the content of a text (and explore their feelings

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about it), not just concentrate on its construction. Fourth, a prediction is a major factor in reading. In pre-reading activities, students activate their prior knowledge about the topic that they will learn. Fifth, providing the task that appropriate with the students interest topic when using intensive reading texts.

### ***Teacher Role in Using Graphic Organizers***

The teacher role is the teacher activity in support students while using graphic organizers. Based on the teacher role, the students will easily in using graphic organizers. According to Alyousef (2006), three-phase procedures in pre-, whilst-, and post-reading. Also, Öztürk (2012) stated that the teacher could use graphic organizers in all reading process phases.

The teacher roles while teaching reading by using graphic organizers in the pre-reading stage to introduce and familiarize students with graphic organizers. Manoli & Papadopoulou (2012) argued that teachers should introduce learners to graphic organizers until they familiar with the kinds. The teacher should explain how to construct graphic organizers, explain when and why students should use graphic organizers. The teacher should explain to students about the definition and benefits of graphic organizers. Give examples to demonstrate the use of some graphic organizers. Hongkong Curriculum Development Institute (2001: 9) recommended that the teacher make students familiar with graphic organizers because the organizers are flexible tools.

The teacher roles while teaching reading using graphic organizers in the whilst-reading stage to make sure students read the reading text. The teacher helps students read as often and as possible. Students need to be directly involved with what they are reading. While students are engaged in the reading activity and read as often and as possible, they will get the text's information. The information needed will input into the graphic organizers.

The teacher roles in the post-reading stage, the teachers review students' work (Hongkong Curriculum Development Institute, 2001: 9). The teacher should check the graphic organizers that students had created. By review students' work, the teacher could identify students problems. For example, while students have difficulty in getting comprehension from the graphic organizers they had created. She could guide them in linking each information on the parts or boxes in graphic organizers. According to Sam D & Rajan (2013), graphic organizers have successfully helped the reading subject students connect prior knowledge with what they have learned and identify relationships between ideas from the text.

### ***The Use of Graphic Organizers***

The teacher could use this strategy in the pre-reading stage to activate students' prior knowledge. Usually, as a brainstorming exercise that generates ideas, stimulates learners' prior knowledge, links what students know with new information, and provides a reading purpose (Manoli & Papadopoulou, 2012). The teacher should activate students' prior knowledge as the primary goal in the pre-reading stage. The teacher could use graphic organizers in the pre-reading stage based on his/her consideration.

Graphic organizers come in many different forms, each one best suited to organizing a particular type of information with the lesson reading text type and goal (Hall & Strangman, 2002). In creating the graphic organizers, the students could use the wrong graphic organizers with the

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reading text type because graphic organizers have many types. The teacher could anticipate helping them in constructing the graphic organizers with the appropriate variety and goal. The students should develop and categorize the information on the reading text into graphic organizers well and suitable with the information needed. According to Margareth Cleveland (2004:3), graphic organizers used for organize, classify, and categorize information based on the reading text. On the other hand, the students may have difficulty, such as a lack of vocabulary. The teacher will guide them by giving the meaning of the word that students did not know yet and direct which information is needed. In the last stage of using graphic organizers in the reading activity, this process was crucial. In this stage, the students should understand the reading text by connecting each information in the graphic organizers that already created. According to Kim, Vaughn, Wanzek, & Wei (2004), graphic organizers' utility by examining reading as an information processing and storage process during which the teacher may use graphic organizers to display connections among concepts. Last, the teacher should help students in connecting each information.

The teacher should carry out activities that aim to see the level of student understanding of the lessons. They were maybe giving the oral or written test. Also, the teacher could use graphic organizers in the post-reading stage based on his/her consideration. Griffin & Tulbert (1995), as cited in Manoli & Papadopoulou (2012), state that for the post-reading stage, graphic organizers are used to assessing the degree of students' understanding (recall the information, retention, and summarization of main ideas).

### ***Graphic Organizers***

A Graphic Organizer is a graphical pedagogical tool that representation knowledge, concepts, thoughts, or ideas and the relationships between them from the text. It is an instructional tool that can help students to organize, structure the information and concepts to relate to the other concepts. Also, the spatial arrangement of this strategy allows the students to identify the missing information or absent connections in one's strategic thinking (Ellis, 2004 as cited in Zaini, Mokhtar, & Nawawi, 2010).

There are several types of graphic organizers that use different conventions to communicate information and are classified in various ways.

#### 1. KWL Chart

The KWL (Know, Want, and Learn) as learning strategy aimed to facilitate students' metacognitive thinking processes. It consisted of three columns K, W, and L. The first column was labelled "K" which stands for what students already know about the topic, drawing on their prior knowledge or before the students begin to read. The second or middle column was labelled "W" which stands for what students want to know about the topic. The third and final columns are labelled "L" which stands for what students learned after reading. To fill in the

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"K" column, the lecturer only brainstorms all the different relative knowledge ideas before the topic (Nair, Sridharan, & Said, 2020).

Figure 1.1 KWL Chart

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

Source: Nair, Sridharan, & Said, 2020.

2. Story Map

A story map is a graphic representation of all parts elements of a story and the relationship between them, stated by Davis and McPherson (1989). Story map mainly used in narrative texts is the story mapping. The story map's basic elements, such as characters, time, setting, plot (problem, actions, outcomes), and visually represent key information in narrative texts using a specific structure.

Figure 1.2 Story Map



ables a resolution for Mike's "Middle Muddle" conflict.

#### Research supporting story maps

Research supports the notion that structures for stories stored as idealized mental representations aid readers in comprehending stories they read (Fitzgerald, 1989). Gordon and Pearson (1983) have found that instruction in story structure including setting, problem, goal, attempts, internal response, and resolution helped improve the reading comprehension of fifth graders.

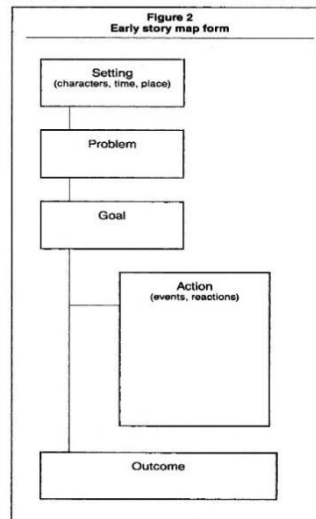
Hypothesizing that poor readers might need more concrete guidance than questions provide, researchers undertook case studies in which they taught five poor readers to fill in story structure components on story maps as they read (Idol & Croll, 1985; Idol-Maestas & Croll, 1985). The story maps used were those suggested by Beck and McKeown (1981). This story map form is illustrated in Figure 2. The comprehension benefits were sustained because the readers' comprehension was substantially improved even after they discontinued the use of story maps. A replication of the reader-directed procedures conducted in a classroom of 27 third and fourth graders resulted in similar findings for both poor and good readers (Idol, 1987; Idol-Maestas, 1985). The results can be attributed to the necessity to read actively to complete the task and the attendant comprehension self-monitoring by the readers (cf., Pearson, 1985).

Reutzel (1984) conducted an experiment with 66 fifth graders in which he compared questioning to teacher-directed story map instruction that addressed text content and structural characteristics of stories after the students read basal stories. Reutzel's story map was presented as a cluster diagram similar to the diagram in Figure 1 rather than as the story map form displayed in Figure 2. Reutzel's story map procedures resulted in immediate comprehension as measured by a modified cloze test.

Hence, research substantiates the effectiveness of instruction in story elements. Moreover, instruction using story map formats has been used successfully to promote comprehension.

#### Constructing a prereading story map

Story maps are helpful when used in con-



junction with basal reader stories. It isn't necessary to use story maps with every story; indeed, not all selections in basal readers are stories. Consequently, story map instruction need not occur daily or perhaps even weekly. Rather, story map instruction is one effective strategy in a teacher's repertoire. Since teachers can construct prereading story maps that

Source: Davis and McPherson, 1989.

### 3. Series of Events Chain

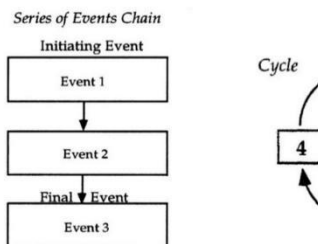
The students can use Series of Events Chain to organize information according to various steps or stages based on the reading text.

Figure 1.3 Series of Events Chain

stages.

A **Cycle Map** is useful for organizing a process from beginning or ending.

A **Human Interaction Outline** is used to describe a sequence of events and reaction (especially useful in science).



#### **Applications Across Curriculum**

Graphic organizers have been applied in various ways across the curriculum.

Source: Hall & Strangman, 2002.

#### 4. Cause and Effect Map

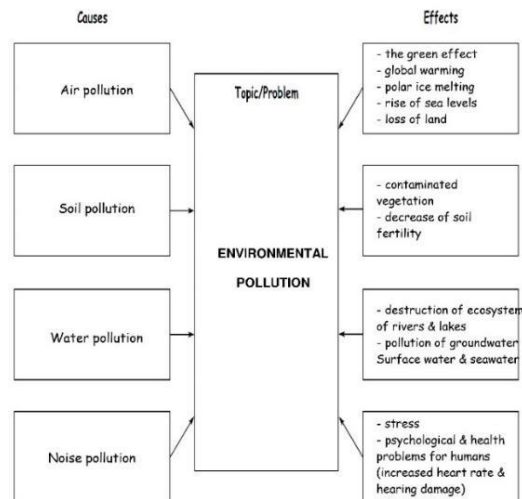
Cause and effect maps may help students realize that many causes contribute to the effects. It can display the connections between the causes and the effects. Students can do this task individually, in pairs, or in groups and then share the information in the diagram with the others (Duc, Hoang Tang, 2017).

Figure 1.4 Cause & Effect Map

Noise pollution is caused by loud and annoying sounds of motor vehicles, railway, aircraft and jet engines, factory machinery and musical instruments. It can cause stress psychological and health problems for humans such as increased heart rate and hearing damage.

Environmental pollution is becoming an increasingly serious problem or threat that needs to be taken care of as soon as possible, not only for the sake of the environment, but also for the people that live in it.

(Vietnam MOET, (2014). *Tiếng Anh 10: Student book 2*, p.41, Hanoi: Education Publishing House and Pearson.)



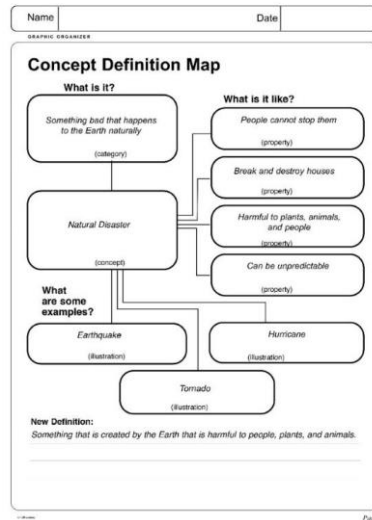
7

Source: Duc, Hoang Tang, 2017.

## 5. Concept Definition Map

Students need to understand the essential attributes, qualities, or characteristics of a word's meaning. The teacher assists students in describing what the concept is, make comparisons, tell what it is like, and cite examples of it.

Figure 1.5 Concept Definition Map



Source: Scholastic Inc, 2002.

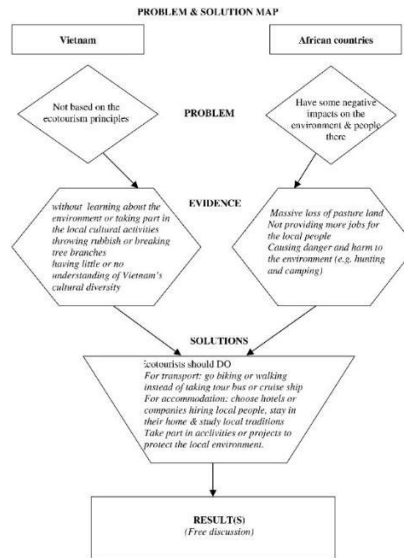
6. Spider Map

Spider Map can help students relating the details with the main ideas to the theme or the topic in the center of the spider map (Hall & Strangman, 2002).

7. Problem and Solution Map

Students may use critical thinking to match problems and solutions by posting and evaluating solutions. It is an important skill for students to apply in their lives. They need to write clearly and persuasively about proposed solutions by using clear and logical thinking while formulating solutions. After that, they organize and write about problems and proposed solutions. Students can do this task individually and then share the information in the diagram with their partner or their group members (Duc, Hoang Tang, 2017).

Figure 1.7 Problem & Solution Map



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Source: Duc, Hoang Tang, 2017.

### 8. Venn Diagram

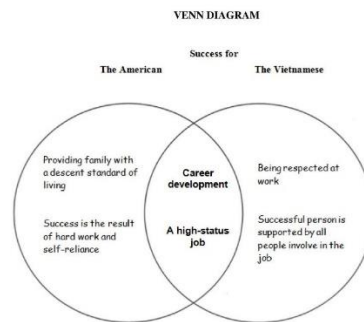
In the Venn diagram, students need to make two or more overlapping circles. They may use to compare and contrast two characters, settings, events, or other literary elements from the text. The Venn diagram is one of the conceptual organizers that highlights similarities and differences. It also helps students to easily think about how the information is organized. In group activity, the students can share and compare the information on their Venn diagrams each other (Duc, Hoang Tang, 2017).

Figure 1.8 Venn Diagram

**Application**  
**Success for the Americans**  
The American idea of success has not changed much over the several centuries of its existence. First, success has always meant providing their family with a decent standard of living. Second, as for career development, success means ending their career in a higher and more prosperous position when they began it. To an American, it is clear that success is the result of hard work and self-reliance.

**Success for the Vietnamese**  
For many people, the idea of success varies greatly. However, the Vietnamese share some common views about personal success. First, success always goes along with a high-status job with good income. Second, being respected at work also means success. To a Vietnamese, a successful person is someone with high status and is supported by all people involved in his job.

(Vietnam MOET, (2014). *Tiếng Anh 10: Student book 2*, p.24. Hanoi: Education Publishing House and Pearson.)



5

Source: Duc, Hoang Tang, 2017.

## 9. Network Tree

A network tree comprises two or three different sizes connected by many branches to show how facts and information branch off a topic. The teacher could also use a network tree to indicate the company's structure, a hierarchy, or branching procedures (Duc, Hoang Tang, 2017).

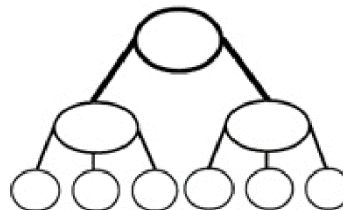


Figure 1.9 Network Tree

Source: Duc, Hoang Tang, 2017.

## METHOD

### Approach and Type of Research

Lodico, Spaulding, & Voegtle (2010:112) state that qualitative research is characterized by flexible, naturalistic data collection methods in examining a phenomenon for detailed and thick descriptions in the form of words, pictures, or both. Based on the definition mentioned above, this research is descriptive qualitative research. This study used qualitative research because the

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researcher investigated the phenomena that human participants did. In gathering the data, the researcher applied qualitative research to analyze graphic organizers' implementation by the teacher in teaching reading. This research intends to describe the implementation of graphic organizers for teaching reading at the state junior high school in the Mantewe sub-district.

### **Subject and Setting of the Research**

The subject is five female English teachers in Junior High School Mantewe Sub-District that used graphic organizers in teaching reading. The setting of the research in the Mantewe sub-district, Tanah Bumbu District of South Borneo. The researcher was interested in researching at the junior high school because their first studying English formally. It was important for the teachers to introduce a reading strategy. While the teachers begin to use the reading strategy, students get used to the reading strategy and reach the intermediate or advanced level faster. Then, the readers could overview how the teachers use reading strategy in a rural place (Mantewe Sub-District). Also, the subjects were familiar with graphic organizers as a reading strategy based on the pre-research conducted.

### **Instrument**

#### ***Interview***

The pandemic era was not possible to research by observation class; the students study from home. The headmaster did not permit it because of prioritizing health issues for teachers and students. An interview is used to gather the data on teachers' opinions, beliefs, and feelings about teaching reading experience using graphic organizers. The questions provide insight into participants' perspectives and collect in-depth information about the teaching process.

This study is using the general interview guide approach to collect primary data. This interview has flexibility, could follow-up and change questions. The researcher could explore a more personal approach in collecting in-depth information about the implementation of graphic organizers. Also, the questions were structured. According to Denzin & Lincoln (2008), as cited in Cacciattolo (2015), depth interviews support two-way communication for immediate follow-up and clarification of participants' perceptions. Also, the interviewee can ask questions to the interviewer and request an explanation when the issue in question is not understood.

#### ***Questionnaire***

A questionnaire as a qualitative research instrument used to collect information from respondents consisting of a series of questions and other prompts (Kabir, 2016). The questionnaire aimed to get the data that did not cover the interview had been conducted before. The interview only focuses on the implementation of graphic organizers by the teachers. The researcher would collect the data about which types they used, how many times, and the graphic organizers material source with the questionnaire. The questionnaire data would be supporting data in this research.

#### ***Documentation***

The researcher may collect qualitative documentations to support the interview and questionnaire results. The documentations such as public documentations or private documentations. Public documentations that researchers may collect, such as newspapers and official reports. In private documentations such as personal journals, diaries, letters, and e-mails

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(Creswell, 2009: 181). The researcher uses private documentations; it is the lesson plans teachers use in the past while teaching reading using graphic organizers. The lesson plans will synchronize with the result of the interview and questionnaire data.

### **Data Collection Procedure**

This research was collected data from the interview, questionnaire, and documentation. First, the interviewee would be asked for in-depth information about teaching reading using graphic organizers in reading comprehension in the interview stage. Also, the interviewer records the activity to easier while making the interview transcript. Second, the researcher collects information about teachers' reasons for using graphic organizers and which types of graphic organizers they used in the questionnaire stage. Last, the researcher confirms the data collected from the interview and questionnaire using documentation (the lesson plan) that teachers use in teaching reading using graphic organizers.

### **Data Analysis**

After the data was collected from the interview, questionnaire, and documentation, the researcher analyzed by using descriptive qualitative analysis. Miles and Huberman (1994: 10-12) advises three processes of activities in analyzing the data, data reduction, data display, and data drawing or verification.

### **Data Reduction**

Reducing data includes selecting, focusing, simplifying, abstracting, and transforming the interview, questionnaire, and documentation information. This refers to making interview transcripts. Then field notes in questionnaire and documentation. After that, the researcher reduced the data not relevant to the research and organised the data.

### **Data Display**

In the data display, the researcher organizing the data that had been reduced in the previous stage. The researcher compressed the information to get the conclusion drawing and action. The aim at data display is to understand what is happening and do something-either analyze further or take action based on that understanding.

### **Conclusion Drawing**

The conclusion was made based on the interpretations by data reduction and data display. The conclusion was drawn which related to the research question. The results of the research answered the problem questioned.

## **FINDINGS**

### **The Implementation of Graphic Organizers**

#### ***Type of Graphic Organizers that Teachers Used***

The teacher used Spider Map, KWL Chart, Story Map, Series of Events Chain, and Concept Definition Map. The teacher used graphic organizers to organize, classify, and categorize information using Spider Map. They could activate students prior knowledge in the pre-reading activity and recall the information in the post-reading activity by using KWL Chart. Then, they could recognize and show the sequence of the story and character development by using Story Map and Series of Events Chain. Last, they could make the students understand essential attributes,



qualities, or characteristics of a word's meaning by using Concept Definition Map. In addition, the teachers used graphic organizers three until five times. The detailed types of graphic organizers they used as follow:

Table 1. Type of Graphic Organizers that Teacher Used

No.	Type of Graphic Organizers
1.	KWL Chart
2.	Story Map
3.	Concept Definition Map
4.	Spider Map
5.	Series of Events Chain

### The Role of the Teacher in Using Graphic Organizers

#### *The Role of the Teacher in Pre-Reading Stage*

The teacher role in the pre-reading stage introduced, explained, and gave an example of graphic organizers' use, including a teacher who did not use graphic organizers. The detailed teacher role in pre-reading stage as follow:

Table 2. Teachers Roles in Pre-Reading Stage

No.	Teachers Roles	Teacher Activity
1.	Introduce students with graphic organizers.	Introduced, explained, and gave an example of graphic organizers' use.
2.	Make students familiar with graphic organizers.	Using graphic organizers repeatedly and as often as possible. Instruct students practice by her/him self.

#### *The Role of the Teacher in Whilst-Reading Stage*

The teacher role in the whilst-reading stage, all teachers make sure students read the reading text by instructing them to read alternately and randomly. They also walked around the class to observe and make sure one by one that they were reading the reading text directly. Sometimes students did not focus on the lesson, confused about pronouncing the text correctly, the shame of their pronunciation, and lacking vocabulary. The detailed teacher role in whilst-reading stage as follow:

Table 3. Teachers Roles in Whilst-Reading Stage

No.	Teachers Roles Make Sure Students Involved in Reading Activity
1.	Instructing students to read alternately and randomly.
2.	Instruct the students to read repeatedly over and over again.
3.	Give a simple reading topic, hold a readers' interest (gives different topics and offers some reading topics), give motivation, walk around the class to observe, and ask them to find out students' difficulties.

#### *The Role of the Teacher in Post-Reading Stage*

The teacher role to reviews what students have done in using graphic organizers in the post-reading stage. As a result, not all students can use it well. They will automatically guide, motivate, explain, and ask them what difficulties they experienced to apply graphic organizers independently. The detailed teacher role in post-reading stage as follow:

Table 4. Teachers Roles in Post-Reading Stage

No.	Teachers Roles	Teacher Activity
1.	Review what students have done using graphic organizers.	Walked around the class. Reviewing students' work in process and result
2.	Overcome the students who have not been able to use graphic organizers.	Provide guidance, explanations, directions, motivation, give individual assignments, and ask the students to help their friends.

### **The Use of Graphic Organizers**

#### ***The Use of Graphic Organizers in Pre-Reading Stage***

The use of graphic organizers in the pre-reading stage, the teacher used a smart card and picture. Using those media, the students could predict the reading topic will be learned and activate students' prior knowledge. The teachers that used graphic organizers gave clues, questions, and brainstorming activities to guess the topic they would be learning. They said that graphic organizers help students more easily get prior knowledge and be ready for the next stage. They were more purposeful, understood, and more easily remembering points of the specific information needed. The students could imagine what they would do in whilst-reading stage later.

#### ***The Use of Graphic Organizers in Whilst-Reading Stage***

The use of graphic organizers in whilst-reading stage, the teacher helped the students construct graphic organizers with their learning style and make sure that they were using graphic organizers with appropriate kinds of reading text given by asking the students' difficulties, providing the framework or example, and checking out one by one. The teachers give directions and guided students to develop and categorize information on the graphic organizers. Then, the teacher helped students to connect each piece of the information on the graphic organizers.

#### ***The Use of Graphic Organizers in Post-Reading Stage***

The use of graphic organizers in post-reading stage, the teacher carried out activities that aim to see the level of student understanding of the lessons that have been given by using graphic organizers. Then, the teacher gave oral question and test (in the essay or multiple choices) based on the graphic organizers already made.

### **Teachers Activity in the Lesson Plan**

In the pre-reading stage, the teachers used a smart card and picture to activate students' prior knowledge with KWL chart, story map, and spider map. All teachers introduced and gave an example of the use of graphic organizers. In the whilst-reading stage, all teachers make sure students read the reading text. Then, they instruct students to develop and categorize the information from the reading text into the concept definition map, story map, and spider map. In

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the post-reading stage, all teachers review the graphic organizers had created. They also carry out activities that aim to see the level of student understanding. All of those activities in all stages, same as she explained in the interview and questionnaire survey conducted before.

## CONCLUSIONS

In conclusion, this research shows that in teaching reading comprehension all teachers used graphic organizers suitable between the type of graphic organizers and type of the reading text. It means that the teachers familiar with the types of graphic organizers, the teachers used graphic organizers three until five times. Also, the teachers could improve his/her strategies in teaching reading with graphic organizers and combined with the teaching media such as picture and smart card.

All teachers also had an appropriate role while using graphic organizers in teaching reading comprehension. The teachers helped and facilitated students in all of the reading stages. With the teacher's role, the students could keep in line with the lesson goal.

This research shows that all teachers used graphic organizers to teach reading comprehension in all reading stages with appropriate use. In the use of graphic organizers in the pre-reading stage, the teachers gave questions, brainstorming activities, and clues (in the picture and smart card) to guess the topic they would be learning using graphic organizers. By those activities would help students easier get prior knowledge and be ready for the next stage. In the use of graphic organizers in the whilst-reading stage, the teacher helped the students construct graphic organizers. The teachers give directions and guided students to develop and categorize information on the graphic organizers. Then, the teacher helped students to connect each piece of the information on the graphic organizers. Based on the use of graphic organizers above, students would get the reading comprehension well. The use of graphic organizers in the post-reading stage, the teacher gave oral questions and tests (in the essay or multiple choices) based on the graphic organizers already made. Based on the use of graphic organizers in the pre-reading stage, the students can get information in reading texts more easily because they already organized the information, and the students will easier to remember and understand the text..

## SUGGESTIONS

It suggested that in teaching reading using graphic organizers, the teachers could make sure all students are involved with all reading activities in all reading stages. Sometimes, students did not focus on the lesson. That problem could impact the students' reading comprehension achievement while using graphic organizers. Also, the teachers could explore other graphic organizers with teachers' creativity to make students not bored. Graphic organizers offered many various types which could teachers develop with the aim of the lesson.

The other researcher needs to study this topic with a more specific graphic organizers topic because graphic organizers too general. The other researcher may research graphic organizers such as the KWL chart, story map, and the five ws map. However, the researcher is aware that it is hard

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to find references for the graphic organizers; other researchers may consider that..

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