COMPUTER-BASED GRAPHIC ORGANIZER INTERVENTION IN TEACHING NARRATIVE: A CASE AT NINTH GRADES OF JUNIOR HIGH SCHOOL

THESIS

Submitted in Partial Fulfillment of the Requirements for Degree of Bachelor of Education in English Education



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ENGLISH EDUCATION DEPARTMENT FAKULTAS ILMU TARBIYAH DAN KEGURUAN UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG 2022



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ΜΟΤΤΟ

يَرْفَع اللهُ الَّذِيْنَ أُمَنُوْا مِنْكُمْ وَالَّذِيْنَ أَوْتُوا الْعِلْمَ دَرَجَتٍّ وَاللهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ

The meaning: "Allah will raise (degrees) those who believe among you and those who are given knowledge by several degrees. And Allah is All-Aware of what you do".

ABSTRACT

- Title : Computer-Based Graphic Organizer Intervention in Teaching Narrative Text: A Case at Ninth Grades of MTs Khozinatul Ulum Blora
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This research aims to know whether Computer-Based Graphic Organizer (CBGO) intervention have significant effect in teaching reading narrative text. The researcher finds the effects of CBGO in teaching reading narrative text. The study employed a quantitative method using *a quasi-experimental study* that focused on the interrupted time-series design. The research was conducted with the number of respondents 30 students of class IX B of MTs Khozinatul Ulum Blora in the academic year of 2021/2022. During the study, the researcher gave the pre-test, treatment, and post-test. The researcher gave the pre-test three times. Then the treatment was given. The post-test was given three times. The results are 1. There is a significant effect in teaching reading by using CBGO. Where the percentage of the pre-test was 82,33% and the percentage of the post-test was 101,66%. It means that the percentage of the post-test more highly than the pre-test. 2. The effects of the CBGO in teaching reading narrative text were dominant in the reading enjoyment. The effects in the reading enjoyment were the pleasure, enjoyment, and comfortable. Thus, the students felt pleasure, enjoyment, and comfortable when using CBG in teaching reading narrative text. With these strategies, the researcher hopes that students like reading differently or style and have more fun using a new style in reading.

Keywords: CBGO, Intervention, Teaching Reading, Narrative Text

DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to:

- 1. UIN Walisongo Semarang
- 2. Education and Teacher Training Faculty
- 3. English Education Department
- 4. MA Khozinatul Ulum Blora
- 5. SMP N 1 Ngawen Blora
- 6. SD N 1 Tengger Japah

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of Education in English Education of Education and Teacher Training Faculty at Walisongo Islamic State University, Semarang.

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CHAPTER 1

INTRODUCTION

This chapter discusses the background of the study, the research questions, the research objectives, the significance of the study, and the limitations of the study.

A. Background of The Research

Technology can be defined as the product or process minimizing the difficulties faced through science in human life¹. Technology as a facilitator helps people face difficulties in their daily life. People only use one click, they will obtain everything that they need by using technology. In educational aspects, technology has become a basic need in supporting the educational process which is effective and qualified². The utilization of technology in educational aspects is proven by many things such as the students can obtain knowledge, material, and information by using technology. Thus, technology is helpful, meaningful, and necessary in our daily life, especially in educational aspects.

Education is a process to build the character and behavior of students. According to (Thangeda, 2016) said that education is

¹ Ozdamli, F. (2017). Attitudes and opinions of special education candidate teachers regarding digital technology. World Journal on Educational Technology: Current Issues. 9(4), 191-200.

² Ramadhenthy Ahlan.2021. The Use Of E-Learning Media in English Language Teaching At 7th Grade Students In Mts Ma'arif Nu 1 Wangon. IAIN Purwokerto

a process of teaching, training, and learning especially in schools or colleges to improve knowledge and develop skills. Also, it can be defined as it is an interesting experience that teaches you something³. Based on Syamsu A Kamaruddin (2012) stated to Agus Fathoni and his friend (2017) that education focuses on "Character Education and Students Social Behavior "⁴. It means that the character of the student is formed by educational institutions and family environment. Education teaches how to become people who have a good attitude and how to speak politely. It will be creating a good character for students.

The learning process that interaction between the students and the teacher is known as teaching. Gage stated on Isola Rajagopalan (2019) that teaching is a form of interpersonal influence aimed at changing the behavior potential of another person⁵. Then Isola adds in his journals that teaching is intimate contact between a more mature personality and a less mature one designed to further the education of the latter⁶. Teaching will improve our knowledge, our skills, and our behavior to better. It

³ A. Thangeda. 2016. Education for Sustainability: Quality Education Is a Necessity in Modern Day. How Far do the Educational Institutions Facilitate Quality Education? P 10

⁴ Agus Fathoni.2017. Student's Establishment Of Character And Social Behavior Through Langit Biru Program At SMP Negeri 3 Tuban. Universitas Negeri Semarang

⁵ Isola Rajagopalan. "Concept of Teaching." Shanlax International Journal of Education, vol. 7, no. 2, 2019, 5-8

⁶ Isola Rajagopalan. "Concept of Teaching." Shanlax International Journal of Education, vol. 7, no. 2, 2019, 5-8

means that teaching is an activity to teach, deliver, or explain the materials to students.

In the modern era of industrial revolution 4.0, the use of technology in ESL classrooms has become popular today because of technology as a strategy in teaching for learning a second language. It will support the learning process among ESL learners and can be utilized in various forms to improve comprehension skills in their course contents⁷. Using technology in the teaching process is just a tool to facilitate the teaching process, not replace the teacher. In this concept, the teacher is a guide to help students in the learning process.

In the teaching process, technology defines as a tool of communication, media, and application. In this research, the researcher uses technology as a medium to facilitate teaching reading narrative text. The researcher uses technology because it will make students interesting and not bored. Thus, the teaching process will be effective and pleasant.

In this case, the researcher focus on teaching reading in narrative text. Reading is one of the vital skills that must be practiced by teachers and students. Teaching reading shows how to read a good and take comprehend meaning from text. It also

⁷ Roy, Abhipriya. 2019. *Technology In Teaching And Learning*. International Journal for Innovation Education and Research

introduces us to new things, so we enrich our thought, widen our vision, and enhance our knowledge.

Reading is a remarkable achievement when one considers the levels and components that must be mastered. Comprehending a text means understanding components in a text such as words, sentences, and noun references⁸. According to Rand (2016), reading is making meaning through interplay and collaboration with written language ⁹. The students apply reading in their life, starting from the education aspect, social culture aspect, and other aspects. These skills aim to understand and comprehend the text that we read.

Reading is the exercise of using a text to produce meaning¹⁰. The students will get the point from the text by reading. It means that we must understand components in the text, such as the words, noun references, and sentences. Reading makes the students explore, improve, and imagine what they read. The students can add insight, make them open-mind, and get information or new inspiration from the text. It concluded that reading is one of the skills that would be mastered.

⁸ Nuna Mustika Dewi, Warsono, and Abdurrahman Faridi, "Integrating Collaborative Strategic Reading with Learning Logs: an Alternative Method to Develop Reading Comprehension", *EEJ: English Education Journal*, (Vol.08(2), 2018), pg.170

⁹ Narjes Barnou Sabouri, "How Can Students Improve Their Reading Comprehension Skill", Journal of Studies in Education, (Vol.6(2), 2016), pg. 230

¹⁰ Andrew P. Johnson, *Teaching Reading and Writing*, (USA: Division of Rowman & Littlefield Publishers, 2008), pg.3

Allah SWT has command on the surah Al- Alaq (1-5) : اقرأ باسم ربّك الذي خلق (1) خلق الإنسان من علق (2) اقرأ وربّك الأكرم (3) الذي علّم بالقلم (4) علّم الإنسان مالم يعلم (5)

Recite in the name of your Lord Who created (1) Created man from a clinging substance. (2) Recite, and your Lord is the Most Generous. (3) Who taught by the pen (4) Taught man that which he knew not (5).

According to this verse, Allah SWT asks human beings to get a lot of knowledge. One of the strategies that Allah emphasizes to the human being is reading. It is because reading is the first way to master all subjects like speaking, writing, or listening. It means that reading must be practiced in daily routine as necessary, especially for students.

But nowadays some students have a problem with how to read. They were lack of meaning, which will make it difficult to comprehend the text. On the other hand, the text is not interested and makes the students bored. Thus, its problem must solve. The teacher must find out an alternative way to solve this problem and make the students interesting to read a text. The teacher must select interesting text to make the students feel enjoyable and pleasure in teaching reading. One of the texts that will make it enjoyable and interesting for the students to read is known as narrative text. It will invite students to imagine and communicate based on the story that they read. It's also a kind of literary text in English.

The narrative text is a text on focusing specific participants and tells an interesting story¹¹. The narrative text is a kind of literary text that contains the imaginary and factual text. According to Crystal states on Syafitri (2021) that a narrative text is seen as a recapitulation of an experience in which language is used to structure a sequence of (real or fictitious) events. ¹². Thus, narrative text is a story that is made for interesting or entertaining the readers.

The narrative text aims to entertain the reader with the story, give information or inspiration from its text dan many others. Whereas if the student reads the narrative text, they will be entertained, imagine, and get the moral value from the text. Same as what Anderson said on Abdul Aziz (2014) that narrative text can be to make the audience or the reader think about an issue, and give them a lesson from the story that they read or listen to.

¹¹ Syafitri, Z. I., Nugraeni, I. I., & Ngafif, A. (2021). Teaching Reading Narrative Text Using Story Face in Vocational High School . *Scripta : English Department Journal*, 8(1), 24-31

¹² Syafitri, Z. I., Nugraeni, I. I., & Ngafif, A. (2021). Teaching Reading Narrative Text Using Story Face in Vocational High School . *Scripta : English Department Journal*, 8(1), 24-31.

Irwan Sulistyo (2013) said that narrative text consists of orientation, complication, climax, resolution, and re-orientation. Each part of the generic structure in the narrative text is the key to understanding and comprehending the text. For example, orientation tells the reader about the introduction of the actor, the place, the time, and the problem or issues. Then the resolution tells the reader how to solve the problem that the actor faced in the story.

Through the above definition of narrative, the student will be interested to improve his reading skills. But are not all the students will be interesting to read especially the narrative text because it is including long text. Bayu Septi (2021) states that She asked junior high school students randomly what they thought of reading. From the problems, most students argue that they have difficulty understanding while they read a text. They get bored when reading a long text.¹³ Based on this problem, the teacher must be creative and make students interesting in teaching reading narrative text.

The teacher can adapt to this new lifestyle must find methods of incorporating and utilizing these new forms of technology in class, not only on a motivational level but also on an instructional level too¹⁴. One of the strategies that they can apply in their teaching

¹³ Bayu Sepi Pratiwi.2021. Using Graphic Organizer And Context Clues For Teaching Reading Of Descriptive Text. UIN Walisongo Semarang

¹⁴ James Francis. 2017. The effect of technology on student motivation and engagement in classroom- based learning. International cite from http://dune.une.edu/theses/121

is by utilizing technology. There are many tools in technology that can be used to apply in teaching such as media, games, applications, and others.

In this concept, the researcher uses media learning to help the learning process be successful. Media is one of the tools that are used in the teaching-learning process to help and make it easier for the student especially to understand and comprehend the text. According to Lam, (2010) on Widayanto 2020 teachers use technological media for language learning because it motivates students and offers a different mode of presentation¹⁵. The teacher uses technological media as an instructional tool to enhance students' language learning, instead of using computers for drills and practice.

The process of teaching by using media is known as the teaching media. Teaching media can be explained as media that contains some information or instructional messages and can be used in the teaching process¹⁶. It will bring or deliver messages or information that contain the objectives of teaching. The aim of using media in teaching is to make interesting and easier the materials that the teacher shares with students. Thus, the student will not be boring if they read narrative text.

¹⁵ Widayanto.2020. *The Role Of Teaching Media In Learning Language*. Widyaiswara Madya BDK.Surabaya

¹⁶ Widiyanto.2020. The Role Of Teaching Media In Learning Language. Widyaiswara Madya BDK.Surabaya

This research used a computer-based graphic organizer intervention as a medium to support this research. Intervention is one of the systematic strategy instructions to promote progress in an area where there is a need for it. Kaggwa states on Jacob and Gedion (2015) that intervention can be defined as the systematic and explicit instruction provided to accelerate growth in an area of identified need¹⁷. According to Regina A. Garcia and Lilac A. Al-Safadi (2014) interventions are designed to improve the academic performance of students which have specific and measurable objectives¹⁸. It means that intervention strategies help the students to obtain the goals of teaching.

The intervention strategies were used in education to identify all of the factors that may improve the student's performance academically. Interventions can be provided by both special and general teachers, and they are designed to improve performance relative to a specific, measurable goal¹⁹. Then P. Munn and G. Lloyd stated in Regina A. Garcia and Lilac A. Al-Safadi (2014) that intervention strategies may include school staff, parents, students,

¹⁷ Jacob Merew Katamei 1& Gedion A. Omwono. *Intervention Strategies toImprove Students' Academic Performance inPublic Secondary Schools in Arid and Semi-AridLands inKenya*. Redfame Publishing. Vol 3, NO 4

¹⁸ Regina A. Garcia and Lilac A. Al-Safadi.2014. *Intervention* Strategies for the Improvement of Students'Academic Performance in Data Structure Course. International Journal of Information and Education Technology, Vol. 4, No. 5,

¹⁹ Jacob Merew Katamei 1& Gedion A. Omwono. Intervention Strategies toImprove Students' Academic Performance inPublic Secondary Schools in Arid and Semi-AridLands inKenya. Redfame Publishing. Vol 3, NO 4

and other staff working on students' academics²⁰. An example of an intervention strategy is a Computer-Based Graphic organizer.

A computer-based graphic organizer is one digital form of a graphic organizer. A computer-based graphic organizer (CBGO) has been defined as a visual representation of knowledge. It is a way of structuring information, of arranging important information or topics from the text. The CBGO is used in teaching to support the students in remembering and connecting information in the reading.

In Andrea Boykin and friends (2019), CBGO is a media to support their research on the title *The impact of a computer-based graphic organizer with embedded self-regulated learning strategies on the argumentative writing of students in inclusive cross-curricula settings* that is written in 2019. They said that in CBGOs are Similar to paper-based graphic organizers, CBGOs are digital forms of diagrams that help students visually organize their ideas, especially in reading and writing²¹. Then Stull and Mayer (2007, p. 810) defined on the Tiphaine Colliot and Éric Jamet (2018) that Graphic organizers (e.g., concept maps, knowledge maps, outlines) as spatial arrangements of words, indicating relations between concepts, that

²⁰ Jacob Merew Katamei 1& Gedion A. Omwono. *Intervention Strategies toImprove Students' Academic Performance inPublic Secondary Schools in Arid and Semi-AridLands inKenya*. Redfame Publishing. Vol 3, NO 4

²¹ Boykin, Andrean dkk. 2019. The Impact Of A Computer-Based Graphic Organizer With Embedded Self Regulated Learning Strategies On The Argumentative Writing Of Students In Inclusive Cross-Curricula Settings. District of Columbia Public Schools, USA

are intended to represent the conceptual organization of the text²². CBGO is like a tool of communication between the reader and the text. CBGO shows what the text is about on a diagram to make it easier for the student to understand and comprehend the text.

Andrea Boykin (2019), used CBGO as a medium to improve students in writing skills. They used Sixty-nine (N=69) students who participated in a randomized control trial study in their research. Then the students were divided into two groups. The first group is an experimental class that gets the CBGO method with embedded self-regulated learning (SRL) strategies. Then the second group received traditional writing instruction on the quality of writing. It will be compared by using the result from all groups. The results of this article 1) There were no statistically significant differences in the quantity measures (e.g., number of words), and 2) the experimental group generalized the improvements in written arguments in the area of social studies to writing in science. But in this case, Andrean Boykin and friends have a statement that the research demonstrated that the CBGO with embedded SRL strategies is not only effective but also very versatile for learners with varying skills²³. As we know that English has four skills, it is

²² Colliot, Tiphane.2018. *Does self-generating a graphic organizer while reading improve students' learning*? Psychology of Cognition, Behavior and Communication Laboratory (LP3C), Rennes 2 University, Rennes, France

²³ Boykin, Andrean dkk. 2019. The Impact Of A Computer-Based Graphic Organizer With Embedded Self Regulated Learning Strategies On The Argumentative Writing Of Students In Inclusive Cross-Curricula Settings. District of Columbia Public Schools, USA

reading, writing, speaking, and listening. In Andrea Boykin's Journals, the CBGO can improve and have a significant effect on writing skills. Thus, in this case, the researcher will expand the Boykin journals to know and find the effect of teaching reading narrative text by CBGO.

The researcher focuses on teaching reading with fun and making the students not bored in teaching reading narrative text. The researcher implemented a way that teachers were not taught in teaching reading comprehension in the classroom. By using Computer-Based Graphic Organizers can be known which strategies are more effective for students in grade IX of MTs Khozinatul Ulum Blora. With these strategies, the researcher hopes that students like reading differently or style and have more fun using a new style in reading.

The researcher chooses MTs Khozinatul Ulum Blora as a place to conduct his research because MTs Khozinatul Ulum Blora has applied technology in the learning process. It is proven when the researcher practice PPL in the last semester. It is making the researcher interesting in making research in the MTs Khozinatul Ulum Blora. On the other hand, this school is near the research home. Thus, it is made easier for the researcher to apply his research in this school. Based on the above explanation, the researcher arranges the thesis under the title "*Computer-Based Graphic* Organizer Intervention in Teaching Narrative: A Case at Ninth Grades of Junior High School".

B. Research Questions

Based on the above background of the study, the problem of this study are:

- a. Does computer-based graphic organizer intervention have a significant effect in teaching reading narrative text?
- b. What are the effects of computer-based graphic organizer intervention in teaching reading narrative text?

C. Research Objectives

Based on the above research questions, this study has a purpose:

- a. This research aims to know whether the computer-based graphic organizers' intervention has a significant effect on teaching reading narrative text.
- b. This research aims to find the effects of computer-based graphic organizer intervention in teaching reading narrative text.

D. Pedagogical Significance

The results of this study are expected to give contributions to the teacher, the students, and the future researcher both theoretically and practically.

a. Theoretically, this research is expected to give theoretical significance to English learning, especially in reading skills. On the other side, it is expected that this research can serve as a

reference, framework, and guidance for future related research studies.

b. Practically, the result of this study is beneficial:

1. For the teachers,

The result of this research is expected to give the materials about the effects of computer-based graphic organizers in teaching reading narratives. On the other side, the teachers can use the results of this research as a hold to teach English, especially reading skills.

2. For the students

This research helps the students to improve their reading skills, especially in a narrative text by using a computer-based graphic organizer. Furthermore, they can use this method to look for the information from some text and it can apply in daily life which is related to the reading activity.

3. For the researcher

This research can be used as a source for other researchers who are interested in conducting the relevant research.

4. For the institution

In the process of being a researcher at Islamic University, Walisongo State Islamic University tries to be developed field research that will help the students in reading narratives by using a Computer-Based Graphic Organizer.

5. The writer

From this result, the writer hopefully can take and give the benefits of this research to many people.

E. Limitations of the research

- 1. The methods are computer-based graphic organizers learned by the ninth grade of students of MTs Khozinatul Ulum Blora.
- 2. The research was conducted in the second semester of the academic year 2021/2022 starting from April -to May 2022.
- 3. The material of the research is Narrative Text. The text is "The legends of Prambanan temple and the legends of Rawa Pening."
- 4. Computer-Based Graphic Organizers are responded to by students.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the previous research, the literature reviews, and the hypothesis.

A. Previous Research

1. An article entitled "The impact of a computer-based graphic organizer with embedded self-regulated learning strategies on the argumentative writing of students in inclusive cross-curricula settings" by Andrea Boykin, Anya S. Evmenova, Kelley Regan, Margo Mastropieri by District of Columbia Public Schools, USA, and George Mason University, College of Education and Human Development, 4400 University Dr. MS 1F2, Fairfax, VA, 22030, US. Article 1 aims to know the effectiveness of computer-based graphic organizers (CBGO) with embedded self-regulated learning (SRL) on writing argumentative. The researcher used 69 students as participants in this research. The results of this research There were statistically significant differences between the experimental group that used CBGO and the that received traditional writing instruction in the quality of writing at post-test and maintenance. There were no statistically significant differences in the quantity measures.

From previous research above, the researcher is inspired and motivated to conduct the study about using computer-based graphic organizers as a medium to improve reading skills by narrative text. 2. An article entitled "Does self-generating a graphic organizer while reading improve students' learning? By Tiphaine Colliot, Éric Jamet, and published by Psychology of Cognition, Behavior and Communication Laboratory (LP3C), Rennes 2 University, Rennes, France. This article aims to know the effectiveness of computer-based graphic organizers in teaching reading. It also verifies if computer-based graphic organizers will improve student learning in the reading activities.

The article that is accepted in 2018, used two variables in this research, it is the dependent variable and the independent variable. Computer-based graphic organizer (CBGO) as an independent variable then reading as a dependent variable. To collect the data, the researcher used 81 students as the sample of this research. Then the teacher divided the sample into four groups. The first group gets the documents without CBGO. The second and the third group get the document with CBGO, and the last group gets the document, and they ask to make a CBGO. The researcher compares the result from all groups. The results of this article 1) performed more poorly on the recall test than the readymade organizer groups, and 2) achieved lower transfer scores.

3. Computer-Based Graphic Organizers for Students with LD: A Systematic Review of Literature.

This article wrote by Stephen P. Ciullo and Colleen Reutebuch as a student of Texas State University The Meadows Center for Preventing

Educational Risk in 2018. This article presents a systematic review of the literature for studies that utilized computer-based graphic organizers for students with learning disabilities. This article uses a comprehensive search of 12 studies that were coded and analyzed. The authors investigated the effectiveness of the treatments on academic outcomes, and selected integral instructional and methodological features for evaluation to delineate practical implications and prioritize future research.

This article uses quantitative experimental, quasi-experimental, single-case, and single-group design studies were included. The research findings in this research are divided into two. They are to answer the research questions in this research. First, methodological characteristics were summarized to provide information regarding the prominent methodological features of this collection of studies. Second, a description of procedures and outcomes is provided. The results were organized according to the dependent variable targeted. Finally, instructional features were examined to inform practice and research. Each element was selected based on empirical or practical rationale. Findings revealed high effect sizes on social studies measures and encouraging results for written expression, while comprehension results were less promising. This review found no evidence suggesting that these treatments were efficacious without the use of explicit instruction and guided practice.

- 4. A Computer-Based Graphic Organizer With Embedded Self-Regulated Learning Strategies to Support Student Writing This article wrote by Melissa D. Hughes, Ph.D., Kelley S. Regan, Ph.D., and Anya Evmenova, Ph.D. Hammill Institute on Disabilities at 2019. Written expression is often difficult for students with and without learning disabilities. Research-based strategies to support this essential skill include self-regulated learning strategies, technology, and tools for planning and writing. This article describes a multifaceted technology-based writing intervention with embedded self-regulated learning strategies known as a computer-based graphic organizer or CBGO. The CBGO is described to assist teachers in their efforts to support upper elementary and middle school students to plan and write high-quality persuasive paragraphs. Recommendations for instructional use are discussed.
- 5. An article entitled "Using Graphic Organizer and Context Clues for Teaching Reading of Descriptive Text" by Bayu Septi Pratiwi as an English Student in Islamic University State of Walisongo Semarang. This study aims to explain the effectiveness of using a Graphic Organizer and Context Clues for teaching reading of the descriptive text. The study employed a quantitative method using a preexperimental study that focused on one group pretest-posttest research design. The researcher used 20 participants from junior high school. The results of this research are explained as follows: 1) the used "predict & check" and "words star" of Graphic Organizer

method is less effective in the class, the value of N-Gain percent showed 53.01%, 2) the use of analysis unfamiliar word by seeing at the words nearby of Context Clues method is more effective, the value of N-Gain percent showed 76.63%, 3) the effectiveness of two methods showed that Context Clues is more effective teaching to students, which means that Graphic Organizer is not effectively applied to students. The difference in significance value between the Graphic Organizer and Context Clues method is 23.62%

B. LITERATURE REVIEW

This chapter discusses the Review of Literature which are used in this study. They are the general concept of technology in education, Technology-enhanced teaching of reading narrative text, and intervention strategies in teaching reading narrative text by using CBGO.

1) Technology in Education

Technology is one of the tools or systems that help, facilitate, and are very useful in our daily life. Is proven that many researchers state that technology is used both in everyday life and in educational environments (Akdeniz, Bicer & Parmaksiz, 2015; Hursen & Fasli, 2017; Kanbul & Uzunboylu, 2017). James Francis adds in his journal that many in the field of pedagogy state that technology integration is helpful, meaningful, and necessary for a school to function successfully.²⁴

Technology has many benefits, especially in education. Haksız (2014) states that the use of technology in special education, adds to the efforts of teachers as supportive technologies for the individuals in need of special education. The teacher is helped by technology because it facilitates what the teacher and the students need. For example, the students and the teacher easier to communicate, and look for information and materials.

In education, the teacher uses technology as a medium to share materials. The teacher will be happy because he feels easier and helped by using technology. The use of technology as media in the classroom is very helpful and interesting for students. Furthermore, media technology can increase the students' interest in the learning process. One example of teaching media by using a computer-based graphic organizer. It will be explained below.

2) Technology-enhanced teaching reading

 a. General Concept of Teaching Reading by Using Technology In the modern era of industrial revolution 4.0, the using technology as a teaching strategy for learning a second

 $^{^{24}}$ James Francis. 2017. The effect of technology on student motivation and engagement in classroom- based learning. International cite from http://dune.une.edu/theses/121

language in ESL classrooms has become popular today. Using technology in the teaching process is just a tool to facilitate the teaching process, not replace the teacher. In this concept, the teacher is a guide to help students in the learning process.

Teaching is a process of transferring knowledge, and delivering the material, from teacher to students. According to Edmund Amidon defined by Isola (2019) teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities²⁵. Teaching facilitates and provides guidance and direction to the student.

Reading is a tool of communication from text to the reader. The reader will know what the text is about from the reading activity. According to Mickulecky & Jeffries said to Juang Kurniawan and Basuki (2017) that reading is very important since it can enhance students' general language skills in English; assist students to think in English, enlarge students' English vocabulary, improve their writing, and can be a good way to obtain about new ideas, facts, and experiences²⁶. Reading is one of the necessary required skills that every welleducated person needs to acquire to a considerable extent both

²⁵ Isola Rajagopalan. "Concept of Teaching." Shanlax International Journal of Education, vol. 7, no. 2, 2019, 5-8

²⁶ Juang Kurniawan and Basuki (2017). Improving the Students' Reading Skill through Translation Method.Jurnal of english education P 125

in their native language and their second or foreign language²⁷. Reading is a process of interaction between the reader and the material in which all the schematic knowledge has interacted with all the reader's social and contextual factors.

One of the strategies that they can apply in teaching reading by utilizing technology. There are many tools in technology that can be used to apply in teaching such as media, games, applications, and others. In this concept, the researcher uses media learning to help the learning process be successful. Media is one of the tools that are used in the teaching-learning process to help and make it easier for the student especially to understand and comprehend the text. In this case, the researcher uses media in teaching reading.

b. The steps in teaching reading

The step of reading consists of pre-reading, reading, responding, exploring, and applying²⁸

 Pre-reading, it is consists of building the background of knowledge, introducing new vocabulary, setting the purpose, making a prediction, and previewing the text.

 ²⁷ Annuri, Muhammad Navi and friends. 2019. The Use of Metacognitive Strategies in EFL Reading Comprehension. Advances in Social Science, Education and Humanities Research, volume 343
 ²⁸ M.Hughes, Janette. 2007. Teaching Language and literacy, Accessed from https:// faculty. ontariotechu.ca /hughes/Reading/ReadingProcess.html

- 2. Reading, it is consists of reading independently, reading from the beginning until the end, examining illustrations, charts, and diagrams, and comprehending the specific information.
- 3. Responding, it is consists of rereading the topic of the text, make a discussion, make a conversation with students.
- 4. Exploring consists of learning the new vocabulary, making an example of a sentence from new vocabulary, rewrite the topic of the text in his language.
- 5. Applying, is it consisted of reading-related book, make a comparison from the first and the second book, evaluate from the reading experience.
- c. The method of teaching reading

There are two reading classified:

1. Reading loudly

Panova in Devita (2019) said that reading a text aloud is important for maintaining and perfecting the pronouncing skills of the learner²⁹. It means that reading aloud is reading a text in loud voice. Reading aloud can improve students' knowledge, increase students' comprehension

²⁹ Devita Virdani.2019. The Influence of Using Sustained Silent Reading Strategy Towards Students' Reading Comprehension on Descriptive Text. Universitas Negeri Semarang

skills, and foster students' critical thinking³⁰. It is because when the students read aloud, the teacher will correct their pronunciation. Thus, it will improve the reading and speaking skills of the student.

According to Liangguang Huang stated that on Devita (2019) Reading aloud has advantages that can help to improve ability in reading comprehension ³¹. He also states that reading aloud has five advantages in teaching reading followed by :

- a. Practice pronunciation
- b. Improve oral English
- c. Get deeper understanding
- d. Strengthen the knowledge
- e. Improve the classroom atmosphere, etc.
 - 2. Reading silently

Reading silently is the activity of reading by our heart without voice. It is the same as the statement of Hopkins at Elif (2019) maintains silent reading makes it possible for the readers to read a text at their speed ³². It is one of

³⁰Bayu Sepi Pratiwi.2021. Bayu Sepi Pratiwi.2021. Using Graphic Organizer And Context Clues For Teaching Reading Of Descriptive Text. UIN Walisongo Semarang

³¹ Devita Virdani.2019. *The Influence of Using Sustained Silent Reading Strategy Towards Students' Reading Comprehension on Descriptive Text.* Universitas Negeri Semarang

³²Kemaloglu,Elif.2019. The effects of teacher's reading aloud versus students' silent reading on surface and deep level comprehension: A quasi-

the most effective strategies because when the student read silently, they also understand and comprehend the text directly.

There are many benefits if the students read silently, they are:

- a. When the students access the book, it will be easier to get the book that they want.
- b. If the students get the book that they want, it will make it interesting for students to read it book.
- c. When the students read by silently, they will focus because they read by their heart. Thus, they don't disturb the people who are beside them.
- d. Reading silently can be practiced everywhere and every time, it doesn't make students bored.

d. General Concept of Reading Comprehension

Understanding and comprehending the text is known as reading comprehension. It is a talkative step of readers interrelated the knowledge from a topic and the qualification information to strengthen the definition and the target or ambition of reading is comprehension (Anggraini, 2017).

experimental study from a tertiary context. Adana Science and Technology University

The purpose of reading comprehension is not only to get the information and knowledge from the written or printed text. Grellet stated on Ardhy Meylana (2019) explained that the purpose of reading is divided into two main reasons³³. The first is to get information and the second reason is to get pleasure. For this reason, the reader will obtain new information based on the text that they read. For the second reason the readers do not need any information, but they read to entertain themselves.

According to Serravallo (2015), comprehension is the response to what it means to read while reading is thinking and understanding, and the learners can catch or translate the meaning ³⁴. It means that understanding and getting the point is the purpose of reading. To get the point of the text, the reader must know the meaning of each word, then they connect each word to good meaning.

 e. The technique of Reading Comprehension According to, (Anggraini, 2017) states that there are ten techniques of reading comprehension:

³³ Ardhy Meylana.2019. *Students reading comprehension ability and problems in advanced reading comprehension class.* Universitas Negeri Semarang

³⁴ J. Serravallo (2015).The reading strategies book with 300 strategies, United state : Heinemann.

- Identify the purpose of reading, before students read a text, they must identify and know what the purpose of reading comprehension is.
- 2. Grapheme and Patterns in Bottom-up Decoding is a process of understanding text that begins with finding the specific parts of an object that we read, which is the basic point for the introduction of the object.
- 3. Silent reading techniques for fast comprehension are reading quietly. The way to do silent reading are:
 - a. Read a text by heart.
 - b. Teachers give specific time to their students to read.
 - c. Not accompanied by other work or other material.
 - d. The class must be in a calm and conducive atmosphere.
 - e. Skimming

Skimming is reading quickly to find a general idea of a text. How to do skimming is readers read in brief the chapter, subchapters and the first few paragraphs in each chapter then get the common idea of the text.

f. Scanning.

Scanning is finding certain information by reading quickly and accurately. How to do scanning is explained in the following steps:

- a. Readers must determine the specific information that they need.
- b. Maintain concentration and attention.
- c. Use a tool in the form of a finger or stationery that can be used to guide eye movements and maintain a faster and more consistent.
- g. Semantic mapping or clustering.

Semantic mapping is a strategy that is used by making a concept of a word whose meaning is related to other words in a text. How to do semantic mapping is as follows:

- a. The teachers must explain the specific goals of learning and guide the students on the topic.
- b. Ask the learners to make a group and ask them to discuss unfamiliar vocabulary.
- c. Asking them to map the information.
- h. Guessing

Guessing is a way in which students must guess the meaning of the text. Procedures to guess the text is as follows:

- a. Prepare the material.
- b. Ask the students to read a text.
- c. Don't allow them to have access to the dictionary and ask them to guess the message.

i. Vocabulary analysis

Analysis of the vocabulary understanding, what is the meaning, and how to pronounce it.

j. Literal and Implied Meanings.

Literal meanings are involving the ordinary word and implied the meaning in a text that students read. Then, the implied meaning is a

meaning that is understood to be true or to exist, although it is not started directly or in a legal agreement.

- 3) Intervention strategies in teaching reading narrative text by using CBGO
 - a. The general concept of intervention strategies

The intervention strategies are needed because they will improve the performance of struggling students in the data structure course. It can be defined as the systematic and explicit instruction provided to accelerate growth in an area of identified need (Kaggwa)³⁵. According to Regina Intervention strategies are based on the academic performance of students and the monitoring of students'

³⁵ Jacob Merew and Gedion A.Omwono. 2015. *Intervention strategies to improve students' academic performance in public secondary schools in Arid and semi- arid lands in Kenya*. International journal of science studies vol 3, no 4

progress is necessary³⁶. Based on the above definition, the intervention strategies are systematic or explicit instruction to provide the teacher with helping, supporting, and monitoring the improvement of students' learning on academic performances.

Intervention strategies may include school staff, parents, students, and other staff working on students' academics³⁷. They are related to students' academics because they are usually interacting with students. Thus, it will help to improve students learning. Another statement said that Interventions can be provided by both special and general teachers, and they are designed to improve performance relative to a specific, measurable goal.³⁸

b. The purpose of intervention strategies.

The purpose of intervention strategies in education is to identify all factors that may improve students' performance academically³⁹. Intervention is also a tool to

³⁶ Regina A. Garcia and Lilac A. Al-Safadi.2014. *Intervention Strategies for the Improvement of Students'Academic Performance in Data Structure Course.* International Journal of Information and Education Technology, Vol. 4, No. 5,

³⁷ Regina A. Garcia and Lilac A. Al-Safadi.2014. *Intervention Strategies for the Improvement of Students'Academic Performance in Data Structure Course*. International Journal of Information and Education Technology, Vol. 4, No. 5,

³⁸ Jacob Merew and Gedion A.Omwono. 2015. *Intervention strategies to improve students' academic performance in public secondary schools in Arid and semi- arid lands in Kenya*. International journal of science studies vol 3, no 4

³⁹ Regina A. Garcia and Lilac A. Al-Safadi.2014. *Intervention Strategies for the Improvement of Students'Academic Performance in Data Structure Course.* International Journal of Information and Education Technology, Vol. 4, No. 5,

measure the effectiveness of the method that apply by the teacher. But for any intervention to be effective, the programs designed should be based on clearly defined objectives, and the program should be monitored and evaluated (Kaggwa)⁴⁰. Cause the intervention strategies are the valid information about the current performance. The intervention can observe how the students learning outcomes.

In this case, the researcher uses CBGO as the intervention strategy in teaching reading narrative text. The researcher will know and find the effects of CBGO in teaching reading narrative text.

c. The General Concept of Computer-Based Graphic Organizer

A computer-based graphic organizer is derivable from the graphic organizer. It is an image or visual graphic display that contains some information, fact, ideas, or learning task. Graphic organizers are known as advance organizers, story maps, and the concept of the diagram. The differences between computer-based graphic organizers (CBGO) and graphic organizers (GO) lie in the user.

⁴⁰ Jacob Merew and Gedion A.Omwono. 2015. *Intervention strategies to improve students' academic performance in public secondary schools in Arid and semi- arid lands in Kenya*. International journal of science studies vol 3, no 4

CBGO is digital of a graphic organizer and GO is a paperbased of graphic organizer.

According to National Center on Accessing the General Curriculum (NCAGC), a graphic organizer can be defined as "a visual and graphic display that depicts the relationships between facts, terms, and/or ideas within a learning task⁴¹. The graphic organizer is a concept from the imagination of thought. They are made to make it easier to read the concept of a text.

Stull and Mayer (2007, p. 810) defined Colliot's (2018)⁴² graphic organizers (e.g., concept maps, knowledge maps, outlines) as spatial arrangements of words, indicating relations between concepts, that are intended to represent the conceptual organization of texts. A graphic organizer can be called an organizational signal, emphasizing key items of information containing text and images.

Based on the above definitions graphic organizer is a visual or diagram that is deriver some information or materials. The aim of using a graphic organizer make students easier to understand and comprehend the

⁴¹ Nf Rohmah. 2018. The Influence Of Project-Based Learning Toward Students' Procedure Text Writing Ability

⁴² Colliot(2018). Colliot, Tiphane.2018. *Does self-generating a graphic organizer while reading improve students' learning?* Psychology of Cognition, Behavior and Communication Laboratory (LP3C), Rennes 2 University, Rennes, France

information or materials. In this research, the researcher uses a graphic organizer computer-based as a medium to help students in comprehending the text because it is very interesting and easier to make. So the students will not bored.

Graphic organizers come in frequent varieties and are suited to information. Education Oasis (2016) releases 54 kinds of graphic organizers⁴³. They have six categories and branches. Meanwhile, Mcknight (2010) mentions that there are 100 applicable graphic organizers in teaching and learning activities. In brief, graphic organizers cover a broad collection of templating ideas.

d. The Function of Graphic Organizer

Graphic organizers might be useful for the teacher while conducting the learning process. They are practiced to: (1) illustrate and portray the relation of content, (2) create interactive instruction, (3) assist the visual learners to obtain comprehension efficiently, (4) encourage learners, (5) facilitate the prewriting activity, and (6) consider the students' prior knowledge. Hereafter, graphic organizers have numerous positive values to be intervened in the classroom activities from the teacher's standpoint.

⁴³ Nf Rohmah. 2018. The Influence of Project-Based Learning Toward Students' Procedure Text Writing Ability

In this case, the researcher applies CBGO in teaching narrative text.

e. General Concept of Teaching Narrative text

To make the students feel enjoyable and pleasure in learning reading, teachers must select interesting text to teach reading. One of the texts that are recommended by the researcher is narrative text. It is because the narrative text is retelling stories that occurred in the past by using chronological order and sequence of events to amuse or entertain the readers.⁴⁴

f. Definition of Narrative text

The narrative text is one genre that is taught in junior and senior high school. The narrative text is one of the texts in reading that contains about story, incident, or based on the time or the places. Narrative text will invite us to feel and imagine what the text is about. We also will get the moral value or education from the text. A narrative text according to Djatmika and Wulandari (2013, p.3) defines as a type of text which can amuse the reader or the listener and has a moral value inside the story. According to Bali states on Syafitri (2021), a narrative text is a story that is

⁴⁴ Muliani,Septha and friends(2019). *The Analysis of Difficulties In Writing Narrative Text*. LET: Linguistics, Literature and Language Teaching Journal Vol. 9 No. 2 2019

'told', conveyed to recipients, and this telling requires a medium; that is, it is converted into signs, a text that does not consist solely of narration in the specific sense⁴⁵. From the above definition, the researcher states that a narrative story is a story that is written about something interesting, it has a purpose to amuse, entertain or invite the readers to communicate by word. Using narrative text is also when you tell a friend about something interesting that happens to you at work or school when you tell someone a joke. Thus, it is called narrative text.

g. The Generic Structure of Narrative Text

Djatmika and Wulandari A narrative text has a structural organization that includes orientation, complication, and resolution.⁴⁶

- 1. Orientation: The readers are introduced to the main characters and possibly some minor characters. Some indications are generally given of where the action is located and when it is taking place.
- 2. Complication: The complication is pushed along by a series of events, during which we usually expect some

⁴⁵ Syafitri, Z. I., Nugraeni, I. I., & Ngafif, A. (2021). Teaching Reading Narrative Text Using Story Face in Vocational High School . *Scripta* : *English Department Journal*, 8(1), 24-31.

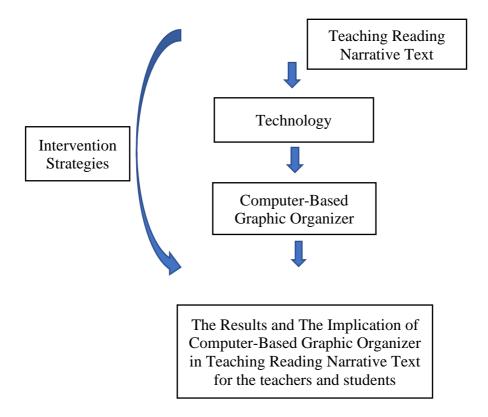
⁴⁶ Fenti Susilawati. 2017. Teaching Writing Of Narrative Text Through Digital Comic. *Department of English Education, Faculty of Language and Literature Education, Indonesia University of Education*

sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve all of the characters in the story.

- 3. The sequence of events/ climax: This is where the narrator tells how the character finishes the problem. It includes their feeling and what they will do. This event told the reader how the problem was finished. It is known as the ending of the story.
- h. The Language Features of Narrative Texts
 The narrative text has a language features as followed:
 - 1. The narrative text uses the actions verb, linking verb, and mental verb.
 - 2. The narrative text uses temporal conjunction and circumstances.
 - 3. The narrative text uses material, behavioral, and verbal processes.
 - 4. The narrative text focus on specific and usually individualized participants.
 - 5. The narrative text uses a specific noun and uses present, past, or future tense
 - Some dialogue may include, using present or future tense.

C. Conceptual Framework

The conceptual framework can show the schema as follow:



D. HYPOTHESES

Creswell stated on Sendhil Mourougan and Dr. K. Sethuraman (2017) that the hypothesis is a formal statement that presents the expected relationship between an independent and dependent variable⁴⁷. The hypothesis is like the assumption of the researcher that is possibly true or possibly wrong. It is provisional truth determined by the researcher that should be tested and proved. The hypothesis is the provisional answer to research problems, theoretically, that is considered possible or the highest level of truth.

Based on the research, the alternative hypothesis (Ha) is that "Computer-based graphic organizer Intervention has significant effects in teaching reading narrative text". Then the null hypothesis (Ho) is that "There are no significant effects in Computer-based graphic organizer Intervention in teaching reading narrative text".

⁴⁷ Sendil Mourougan and Dr. K. Sethuraman (2017). Hypothesis development and testing. Department of Business Administration, Annamalai university, India)

CHAPTER III RESEARCH METHOD

This chapter explains the research design, the research setting and time, techniques

1. Research Design

This research was conducted in MTs Khozinatul Ulum Blora to know the effects of teaching reading narrative text by using CBGO. To collect the data, the researcher used a **Quantitative research** design. Creswell and Williams stated on Oberiri Destiny Apuke (2017) that quantitative research "employ strategies of inquiry such as experiments and surveys and collect data on predetermined instruments that yield statistical data⁴⁸. Then Olasile (2020) explains that quantitative research is regarded as the organized inquiry about the phenomenon through a collection of numerical data and execution of statistical, mathematical, or computational techniques⁴⁹.

According to Sukamolson explains to Oberiri Destiny Apuke (2017) there are several types of quantitative research. For instance, it can be classified as 1) survey research, 2) correlational research, 3) experimental research and 4) causal-

⁴⁸ Apuke, Oberiri Destiny. 2017. *Quantitative Research Methods : A Synopsis Approach*. Taraba State University

⁴⁹ Adedoyin, Olasile Babatunde.2020. *Quantitative Research Method*.Near East University

comparative research^{50.} In this research, the researcher used *quasi-experimental research* with *the interrupted time-series experiment*. Quasi-experimental research designs examine whether there is a causal relationship between independent and dependent variables⁵¹. Quasi-experimental designs identify the results of the pre-test before the treatment was given and the post-test when the treatment was given The researcher has investigated the treatment of an intervention in the study group and then measures the outcomes of the treatment.

In this research, the researcher uses one group as the experimental group. The researcher gave the pre-test and posttest to the experimental group. The students got a document without CBGO in the pre-test. Then the students got the document with CBGO in the post-test. The statistical analysis of the research used the pre-test and post-test were used to determine the significant effects. The pre-test gave to the students in the first meeting. The pre-test was given three times.

⁵⁰ Apuke,Oberiri Destiny.2017. *Quantitative Research Methods : A Synopsis Approach*. Taraba State University

⁵¹ Rogers, John and Andrea Reverz.2019. *Experimental and Quasy Experimental Design*. In book: The Routledge Handbook of Research Methods in Applied Linguistics

It aims to measure the score of students before the treatment was given. After the pre-test was given, the researcher give treatment to the students. It was teaching reading narrative text by using CBGO. Then the researcher gave the post-test to students. It same as the pre-test, the post-test was given three times. It aims to know the score of students after the treatments were given. The significance of the test was analyzed by using the computer program Statistical Product and Service Solutions (SPSS).

The design of the quasi-experimental study by the time series could be described as follows:

$E O^1 O^2 O^3 X O^1 O^2 O^3$

- E = Experimental groups
- X = Treatment

O = Observation from the first meeting until the end to collect data

The result of the analysis was then interpreted to find out the influence of computer-based graphic organizer intervention in teaching reading narrative text.

2. Research Setting and Times

This research was conducted in IX B of MTs Khozinatul Ulum Blora. The subject of this research will take classes from Six classes. The classes are IX A- IX C are for male students, then IX D- IX F is for female class. Every class consists of 30-32 students. The age of students in the grade ninth is about 14-15 years old. The population of this research is 180 students of class IX MTs Khozinatul Ulum Blora in the academic year 2021/2022. This research was conducted April-May 2022.

3. The Source of Data and Setting

a. The Place

This research was conducted at MTs Khozinatul Ulum Blora. The researcher conducted this study for a month. The respondent of this research was student IX B as the experimental group.

b. The Age and Class of the Students

The students in the ninth grade, age of the students are about 13-14 years old. The researcher conducted the research in the ninth grade of MTs Khozinatul Ulum Blora in the second semester of the academic year 2021/2022.

c. Amount of the Students

This researcher has chosen the students in the ninth grade and the amount of them is 30 students consisting of IX B.

4. Population and Sample

1. Population

The count of individuals (students) is known as Population. According to Shukla (2020) Population refers to the set or group of all the units on which the findings of the research are to be applied ⁵². For this research, The researcher used students of ninth-grade MTS Khozinatul Ulum Blora as a population of this research. There is consist of six classes, IX A until IX F. So the population of this research is 180 students (90 Female students and 90 Male students).

2. Sample

A sample is a small proportion of a population selected for observation and treatment. According to Shukla (2020) sample is Any sub-set of a population, which represents all the types of elements of a population is called sample. Sample refers to the small amount of something that gives the information about the thing, it is taken from⁵³. The researcher applied the purposive sampling technique. The purposive sampling technique is one type of sampling in which the technique determination of the sample with certain considerations. The purposive sampling technique will use to take a representative sample so that not all students were only representatives. The researcher needs

⁵² Satishprakash Shukla. 2020. *Concept of Population and Sample*. Gujarat University

⁵³ Satishprakash Shukla. 2020. *Concept of Population and Sample*. Gujarat University

30 students as the sample. It samples as the experimental group.

5. Variables Of This Research

According to Henry, D., Hariadi, V., and Soelaiman, R. (2018) in Alwiyah and his friends (2018) the research variable is everything that is in the form of what has been determined by the researcher to be studied and understood to produce information about the topic under study, then conclude making it easier for management to make a decision.⁵⁴ The variable refers to the object of research that becomes the research focus. There is two variable in this research.

a) The Independent Variable (X)

The variable that gives effect to the dependent variable is known as the independent variable Based on this research, The independent variable in this research is Computer-based Graphic Organizer Intervention in teaching reading narrative text

b) The Dependent Variable (Y).

⁵⁴ Alwiyah Dkk.(2018). *Relation of Relationship Between Research Theory and Variable with Management Case Study*. International journal article managemen

The variable that is affected by the independent variable is known as the dependent variable. Then the dependent variable is the students learning in teaching reading narrative text.

6. Techniques Of Data Collection

In this research, the respondents gave a pre-test and post-test to the experimental group. This research aims to know the significant effect and what are the effect of computer-based graphic organizer intervention in teaching reading narrative text.

a. The instrument collecting data

To know the results of this research, the researcher used the pre-test and post-test as an instrument for collecting data. The pre-test was given for three times before the treatment was given. Then the post-test was given for three times after the treatments were given to respondents. The respondents in this research are students in junior high school in ninth grade. The test will give when the respondents read the document narrative text. The text is multiple choice.

The test is provided by the researcher. The respondents must answer the test by themselves without discussing or asking with their classmates. It will be easier to know the effects of this research. The step of this test are :

- 1. The respondents prepare themselves. (always apply health of protocol)
- 2. The teacher gives instructions about the test.
- 3. Specifying the time for the respondents to do the best
- 4. The respondents work the test
- 5. Collecting the test from the respondents when the time is over
- 6. The last making score the respondent's answer.

In this research, the researcher used two ways of collecting data, they are as follows:

a. Test

Linn, R. L states on Dickson, Dennis, and Jepthar (2020) that Beyond being considered as an instrument, tests can also be seen as standard procedures used to systematically measure a sample of behavior by posing a set of questions⁵⁵. Tests are designed to measure the quality, ability, skill, or knowledge of a sample against a given standard, which usually could be deemed acceptable or not⁵⁶. In this research, the researcher used a test as

 $^{^{55}}$ Dickson, Dennis and Jepthar (2020). *Test, measurement, and evaluation:* Understanding and use of the concepts in education. International Journal of Evaluation and Research in Education (IJERE) \cdot

 $^{^{56}}$ Dickson, Dennis and Jepthar (2020). *Test, measurement, and evaluation: Understanding and use of the concepts in education.* International Journal of Evaluation and Research in Education (IJERE) \cdot

an instrument to collect data. The researcher used pre-test and post-test to collect data. The test gave to the experimental group.

♦ Pre-Test

A pre-test is a test that is held before giving the treatment in the classroom. In this research, the researcher gave the pretest in the first meeting before the treatment was given. The treatment is applied CBGO in teaching reading narrative text. Then the researcher measures the score of students based on the pre-test. In this research, the respondents are given multiple choices. The total of questions is 15 questions. The score of students' achievement in reading can be calculated by using this formula:

Score
$$\frac{The number of right questions}{The number of questions} X 100 \%$$

Post-Test

The post-test was given to the experimental group after the treatments was given. It aims to know the significant effects of students in teaching reading narrative text by using a computer-based graphic. In this research, the respondents are given multiple choices. The total of questions is 15 questions.

The score of students' achievement in reading can be calculated by using this formula:

Score
$$\frac{The number of right questions}{The number of questions} X 100 \%$$

b. Questionnaire

The questionnaire was given to the student to collect the data. It is to know the effects of teaching reading narrative text by using a computer-based graphic organizer. The researcher gave the questionnaire to students after the post-test was given.

A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic⁵⁷. Questionnaires should always have a definite purpose that is related to the objectives of the research, and it needs to be clear from the outset how the findings will be used⁵⁸. This questionnaire uses the Likert scale. Likert scale in this study is strongly agreed (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). Harris explains in his journals presented the sample that used 1 - 5 points.

⁵⁷ Roopa, S. and Ms Rani. 2017. *Questionnaire Designing for a survey.* J Ind Orthod Soc 2012;46(4):273-277.

⁵⁸ Roopa, S. and Ms Rani. 2017. *Questionnaire Designing for a survey.* J Ind Orthod Soc 2012;46(4):273-277

The researcher used ASRA (Adults Survey of Reading Attitude) as a reference to make a good questionnaire. Arun Mahato (2016) stated that there are four dimensions of the questionnaire. It are reading activity, reading enjoyment, Reading anxiety and difficulty, and reading modality.⁵⁹ The researcher used three dimensions of ASRA it followed :

- **1.** Reading activity :
 - **a.** Penyajian computer Based Graphic Organizer sangat jelas sehingga mudah untuk dipahami.
 - **b.** Menurut saya materi yang dijelaskan mudah dipahami oleh siswa.
 - **c.** Saya mampu mengaitkan materi narrative text dengan kehidupan saya sehari hari
 - **d.** Computer Based Graphic organizer sangat cocok digunakan dalam pembelajaran reading narrative text.
 - e. Menurut saya materi yang dijelaskan dapat memberikan pengalaman baru bagi siswa.
 - **f.** Saya mampu membuat cerita narrative text berdasarkan pengalaman hidup saya sendiri.
 - **g.** Saya mampu menjawab semua pertanyaan mengenai narrative text dengan mudah.

⁵⁹ Mahato, Arun.2016. *Reading Attitude and Habit Among Nandalal Ghosh B.T. College Students: A Case Study :* IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 21, Issue 6, Ver. 3 (June. 2016) PP 42-49

- 2. Reading enjoyment :
 - **a.** Menurut saya Computer Based Graphic organizer sangat bagus dan menarik.
 - **b.** Saya merasa senang dan menikmati ketika pembelajaran narrative text terutama menggunakan computer based graphic organizer.
 - c. Saya menjadi termotivasi untuk mengaplikasikan computer based graphic organizer untuk memudahkan saya dalam memahami materi lainnya.
 - **d.** Saya menjadi bersemangat untuk belajar lebih dalam mengenai narrative text
 - e. Saya menjadi suka membaca maupun menulis cerita terutama berbahasa inggris
 - **f.** Computer Based Graphic Organizer membuat saya menjadi nyaman untuk belajar narrative text.
- 3. Reading Modality :
 - **a.** Computer Based Graphic Organizer sangat cocok digunakan untuk pembelajaran lainnya.
 - **b.** Computer based Graphic Organizer lebih menarik daripada pembelajaran konvensional .

After the data was collected, the data was analyzed using Microsoft Excel. It concluded the score of students, mean, medium, standard deviation, and others. Then the researcher analyzed the percentage of each statement by using the table of analysis questionnaire as followed :

No.	The percentage	The results
1	81,25 %- 100%	Very Good
2	62,50%- 81,24%	Good
3	43,75%- 62,49%	Bad
4	25%-43,74%	Very Bad ⁶⁰

The questionnaire gives to the participants through some procedures the prepare the result analyses, the holistic was clearly in steps below:

- 1. The researcher prepares the questionnaire.
- 2. The researcher will give the questionnaire to the respondents.
- 3. The researcher will collect the responses.
- 4. The researcher will analyze the data by using SPSS or Microsoft Excel.
- 5. The researcher will get the result of the questionnaire.
- 6. The researcher analyzes the result of the respondents.

⁶⁰ Riduan, Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula, (Bandung: Alfabeta, 2004), 71-95

7. The Techniques of Data Analysis

The technique of data analysis for this research is statistical data analysis. The analysis uses to determine the significant effects and what are the effects of using computer-based graphic organizer intervention in teaching reading narrative text in the ninth grade of MTs Khozinatul Ulum Blora in the academic year of 2021/2022.

In this research, the data analysis method will use quantitative. Quantitative is concerned with the amount or number.

a. Validity of test

Validity is concerned with whether the measuring instrument measures the behavior or quality that it is intended to measure and is a measure of how well the measuring instrument performs its function. It is some condition in which a test can supposed to be measured.

The validity of an item can be known by doing item analysis. It is counted using the product-moment correlation formula:

$$rxy = \frac{N \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(N\Sigma x^2 - (\Sigma x)^2) (N\Sigma y^2 - (\Sigma y)^2)}}$$

Where:

- rxy : the correlation of the scores of two helves of the test
- N : the number of students in a group
- Σx : the sum of the total X score in each group
- Σy : the sum of the total from each student in the group

- Σxy : the sum of essay scores from each student with a total score.
- $\Sigma x^2\,$: the sum of the square score in each component of the test.
- Σy^2 : the sum square of the total score from each student in the group.

Calculating the result of rxy is compared with the r-table of product-moment by a 5% degree of significance. If the r_{-count} is higher than the r_{-table} the item of question is valid.⁶¹ The validity test will be analyzed by using SPSS 25 version.

b. Reliability of test

Reliability is the ability to measure instruments to give similar results when applied at different times⁶². If the validity is related to the accuracy of the object does not deviate from reality, it means that the data is correct. To test the reliability of the learning achievement test in this case Cronbach's Alpha is used as follows:

$$r_{11} = \left|\frac{n}{n-1}\right| \left|1 - \frac{\Sigma \sigma_t^2}{\sigma_t^2}\right|$$

⁶¹ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara,2007), p.78

⁶² Sürücü, L. & Maslakçı, A., Validity And Reliability In Quantitative Research, BMIJ, (2020), 8(3): 2694-2726, doi: http://dx.doi.org/10.15295/bmij.v8i3.1540

r_{11}	: Instrument reliability	
n	: The number of items in the best	
$\sigma_{\frac{2}{t}}^{2}$: Total Variance	
$\Sigma \sigma_{\frac{2}{t}}^{2}$: Total variance of each item	

The reliability test will be analyzed by using SPSS 25 Version.

c. Level of difficulty :

The difficulty level is used to measure the level of question. To measure the difficulty level of the question item can be used the following formula:

$$A = \frac{\Sigma x}{S_m N}$$

p : the difficulty level of one item of the question

 Σx : a total of students answer a correct question

S_m : maximum score

N : a total of students

The following table is the criteria for determining questions in the easy, medium, or difficult categories.

Table of 3.1

Range	Categories
0.00 - 0.32	Difficult

0.33 – 0. 66	Medium
0.67 – 1.00	Easy

d. Discriminating power of items test

The discriminating power of items test aims to measure the extent to which a question item can distinguish smart students and students who are less clever based on certain criteria. To calculate the differentiating power of each item can use the following formula:

$$DB = \frac{XSA - XSB}{Score Maximum Item}$$

DB : Discriminating power of test items
XSA : Mean score of "upper group"
XSB : Mean score of " bottom group"
The category of discriminating power of test items :

Table of 3.2

Range	Categories
$0 \le DP \le 0,20$	Not Good

$0,21 \le \text{DP} \le 0,40$	Enough
$0,41 \le DP \le 0,70$	Good
$0,71 \le DP \le 1,00$	Very Good ⁶³

8. Basic Assumption Test

a. Normality Test

Normality test is used to know the normality of the data analyzed and whether both groups have a normal distribution. The data normality test was calculated using the SPSS version 25 application with the *Kolmogorov-Smirnov* test. Decision-making is seen in the significant value in the *Kolmogorov-Smirnov* test:

- 1. If the sig. value < 0.05 then Ho is rejected, which means that the experimental and data are not normally distributed.
- **2.** If the sig. value > 0.05 then Ho is accepted, which means that the experimental and data are normally distributed.

b. Homogeneity Test

The calculation of the homogeneity of variance is carried out at the beginning of the analysis of activity data. This aims to ascertain whether the assumption of homogeneity in each

⁶³ Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan, pg. 218

data group has been met or not. The procedure for testing the homogeneity of variance is to find the value of F.

The decision-making is as follows:

a). If the sig value > 0.05 means homogeneous,

b). If the value of sig < 0.05 means that it is not homogeneous The homogeneity of variance test was carried out using Levene's Test of Equality of Error Variance with the help of SPSS 25 software⁶⁴.

c. Hypothesis Test

The data analysis method used to test the hypothesis in this research is using the independent sample t-test technique, where this technique is used because it tests whether there is a difference in the dependent variable which is an interval or ratio caused by the independent variable is nominal or ordinal. This method is used to test the mean similarity average of independent populations. Independent means that one population is unaffected or unrelated to another population.

Calculation of the free sample t-test was carried out with the help of SPSS software 25. The output that is considered through the assistance of this program is in the form of the

⁶⁴ Gastwirth, Joseph. 2010. The impact of Levene's test of equality of variances on statistical theory and practice. Statistical science. Vol 24. No. 3, 343-360

value of the t-test and significance value. The decisionmaking method is based on a comparison of P with the significance value, the decision-making is as follows: a). If P < 0.05 then H0 is rejected and Ha is accepted. b). If P > 0.05 then H0 is accepted and Ha is rejected.

9. PROCEDURE AND TIMELINE

The procedures of the research follow several steps that were described as follows:

- 1. Preparation;
- 2. At this point, the researcher prepared all the material and quizzes for the research.
- 3. Implementation

The researcher explains the research procedure to students in the ninth grade of MTs Khozinatul Ulum Blora.

4. Collecting data:

The researcher gave the pre-test to students before the treatments. After all the treatments had been done, the researcher conducted a post-test to collect the data. The respondents enter to language laboratories of MTs Khozinatul Ulum Blora. To conduct a pre-test and post-test, the researcher gives the students materials and quizzes.

In the pre-test, the students give some quizzes. It is a multiple choice test. The pre-test was given for three times. After the pre-test was given, the researcher give the treatment to the students some document narrative text by using computer-based graphic organizer.

Then, the researcher give the post-test for three times. The questions of the post-test was same as the questions in the pretest. It aims to know the significant effects in teaching reading narrative text by using CBGO.

5. Give students a questionnaire after the treatment.

The students received a questionnaire at the end of the research. The questionnaire would show whether the students like the teaching method of using CBGO in teaching reading narrative text.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the description of the research finding, the result of the research, data analysis, and discussion.

A. Description of Research Finding

This research was conducted in the ninth grade of MTs Khozinatul Ulum Blora in the academic year 2022/2023. The research was conducted from 15 April to 15 Mei 2022. The research was done by using an experimental group.

To know the significant effects of this method, the researcher used a test containing 15 items of multiple-choice to all participants. The respondents are the students of the experimental group (30 students). Before the treatment was given, the researcher gave the pre-test to the respondents. Then the researcher gave the treatment. The treatment is applied a computer-based graphic organizer in teaching reading narrative text. Then the researcher gave the post-test to the respondents.

After the post-test was given to the respondents, they were given a questionnaire. The aim of giving a questionnaire is to know what are the effects of teaching reading by using CBGO. The questionnaire contains 15 questions in 30 minutes. Most of them finished the test in 30 minutes.

B. Result of The Research

- 1. Test
- a. The Validity of the test

Before the instrument is used in this study, the researcher used a validity test to know whether the question item is valid or invalid. The researcher used 30 respondents in IX-A for the validity test.

The validity of is measuring instrument used to obtain the data is valid. The researcher used SPSS 25 to analyze the results of the validity test. There were 20 multiple-choice tests with 30 respondents. The result is as follows:

Table of 4.1

No	Item	R table	R Hitung	Validity
1	Q1	0,500	0,361	Valid
2	Q2	0,232	0,361	Invalid
3	Q3	0,500	0,361	Valid
4	Q4	0,387	0,361	Valid
5	Q5	0,431	0,361	Valid
6	Q6	0,399	0,361	Valid
7	Q7	0,726	0,361	Valid
8	Q8	0,489	0,361	Valid
9	Q9	0,534	0,361	Valid
10	Q10	0,434	0,361	Valid

The validity test

11	Q11	0,448	0,361	Valid
12	Q12	0,274	0,361	Invalid
13	Q13	0,647	0,361	Valid
14	Q14	0,415	0,361	Valid
15	Q15	0,241	0,361	Invalid
16	Q16	0,336	0,361	Invalid
17	Q17	-0,226	0,361	Invalid
18	Q18	0,500	0,361	Valid
19	Q19	0,377	0,361	Valid
20	Q20	0,550	0,361	Valid
			Valid	15 Items
			Invalid	5 Items

There was 20 multiple choices test in which only five-tenth of the questions is valid. With those results, the five-tenths of the questions test was used by the researcher on the posttest.

b. The reliability of the instrument

After the validity of the test was done, the next analysis was to test the reliability of the test. A good test in instruments must be valid and reliable. Besides the index of validity, the researcher calculated the reliability of the user test Cronbach's Alpha by using SPSS. It followed:

Table of 4.2

The reliability of the test

Reliability Statistics		
Cronbach's		
Alpha	N of Items	
.851	20	

The results of 20 items questions of test with n = 30Respondents it was obtained that the reliability = 0,851 and $r_{table} = 0,361$. So, the criteria of the reliability analysis are as follow :

Table of 4.3

Interval	Criteria
0,00- 0,20	Very Low
0,20- 0,40	Low
0,40- 0,70	Medium
0,70- 0-90	High
0,90- 1,00	Very High

Based on the explanation above that the result was 0,851. It means that the criteria of the reliability of the 20 items question test are High.

c. Level of Difficulty

After the instruments are valid and reliable, the researcher analyzed the level of difficulty. A difficulty test was carried out to find out which question is classified as easy, medium, and difficult. The researcher used SPSS Version 25 to analyze the level of difficulty. Start from the *input the data* click *analyze* – click *descriptive statistics* – click *frequencies* – click *statistics* and choose to *mean* – click *continue* – click *ok*.

The results of the difficulty test are as follows:

Table of 4.4

The level of difficulty

No	Item	R table	Categories
1	Q1	0,93	Easy
2	Q2	0,40	Medium
3	Q3	0,93	Easy
4	Q4	0,66	Easy
5	Q5	0,90	Easy
6	Q6	0,76	Easy
7	Q7	0,80	Easy

8	Q8	0,80	Easy
9	Q9	0,73	Easy
10	Q10	0,70	Easy
11	Q11	0,76	Easy
12	Q12	0,43	Medium
13	Q13	0,76	Easy
14	Q14	0,73	Easy
15	Q15	0,43	Medium
16	Q16	0,46	Medium
17	Q17	0,32	Difficult
18	Q18	0,93	Easy
19	Q19	0,96	Easy
20	Q20	0,73	Easy

Based on the results of the difficulty test can be seen in the table above that there is 1 question with a *difficult* level, 4 questions with a *medium* level, and 15 questions with an *easy* level of difficulty. The researcher used the questions with an easy level of difficulty in the instruments of the test.

d. Discriminating power of items test

After the researcher analysis the validity, reliability, and level of difficulty, the researcher must analyze of discriminating power of the items test. The result of the discrimination of test items in SPSS then matched with the table of discriminating power ranges that is in table 3.2. Here is the result of the discriminating power of test items:

Table of 4.5

The discriminating power of item test

No	Item	R table	Categories
1	Q1	0,500	Good
2	Q2	0,232	Enough
3	Q3	0,500	Good
4	Q4	0,387	Enough
5	Q5	0,431	Good
6	Q6	0,399	Enough
7	Q7	0,726	Very Good
8	Q8	0,489	Good
9	Q9	0,534	Good
10	Q10	0,434	Good
11	Q11	0,448	Good
12	Q12	0,274	Enough
13	Q13	0,647	Good
14	Q14	0,415	Good
15	Q15	0,241	Enough
16	Q16	0,336	Enough
17	Q17	-0,226	Not Good
18	Q18	0,500	Good
19	Q19	0,377	Enough
20	Q20	0,550	Good

Based on the results, there is the items test which is very good, good, enough, and not good. Supranata (2009)

stated on Zainal Arifin (2017) that the minimum of R_{table} of items in discriminating power is more than 0, 30.

2. Questionnaire

a. The validity of the questionnaire

Before the instrument is used in this study, the researcher used a validity test to know whether the items of the questionnaire are valid or invalid. The researcher used 30 respondents in IX-A for the validity test.

The validity of is measuring instrument used to obtain the data is valid. The researcher used SPSS 25 to analyze the results of the validity test. There were 22 items on the questionnaire with 30 respondents. The result is as follows:

Table of 4.6

The validity	of the test
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No	Item	R table	R Hitung	Validity
1	Q1	0,474	0,361	Valid
2	Q2	0,423	0,361	Valid
3	Q3	0,556	0,361	Valid
4	Q4	0,332	0,361	Invalid
5	Q5	0,445	0,361	Valid
6	Q6	0,447	0,361	Valid
7	Q7	0,568	0,361	Valid

8	Q8	0,711	0,361	Valid
9	Q 9	0,182	0,361	Invalid
10	Q10	0,232	0,361	Invalid
11	Q11	0,403	0,361	Valid
12	Q12	0,442	0,361	Valid
13	Q13	0,441	0,361	Valid
14	Q14	0,254	0,361	Invalid
15	Q15	0,377	0,361	Valid
16	Q16	0,475	0,361	Valid
17	Q17	0,428	0,361	Valid
18	Q18	0,601	0,361	Valid
19	Q19	0,237	0,361	Invalid
20	Q20	0,492	0,361	Valid
21	Q21	0,388	0,361	Valid
22	Q22	0,689	0,361	Valid

There were 22 items on the questionnaire is only 17 questions is valid. With those results, the seventeen questions test was used by the researcher in the questionnaire. It is to know the intervention of a computer-based graphic organizer in teaching reading narrative text.

b. The reliability of the questionnaire

After the validity of the questionnaire was done, the next analysis was to test the reliability of the questionnaire. Besides the index of validity, the researcher calculated the reliability of the user test Cronbach's Alpha by using SPSS version 25. It followed:

Table of 4.7

The reliability test

Reliability Statistics

Cronbach's	
Alpha	N of Items
.794	22

	item-1 otal Statistics				
			Corrected	Cronbach's	
	Scale Mean if	Scale Variance	Item-Total	Alpha if Item	
	Item Deleted	if Item Deleted	Correlation	Deleted	
Q01	78.6667	57.885	.415	.785	
Q02	79.2333	55.702	.297	.791	
Q03	78.8667	56.257	.490	.780	
Q04	78.9000	58.438	.242	.792	
Q05	78.9000	56.024	.339	.787	
Q06	78.7333	57.168	.340	.787	
Q07	79.1667	54.144	.475	.778	
Q08	78.9667	52.447	.646	.767	
Q09	79.1667	60.213	.086	.800	
Q10	79.1333	59.844	.151	.795	
Q11	79.0667	56.892	.300	.789	

Item-Total Statistics

Q12	78.9000	57.128	.359	.786
Q13	79.1333	57.982	.376	.786
Q14	78.8667	58.947	.137	.800
Q15	79.3667	56.999	.264	.792
Q16	78.7000	57.321	.405	.784
Q17	79.2000	58.028	.360	.787
Q18	79.1667	54.833	.529	.776
Q19	78.9333	59.444	.135	.798
Q20	79.3000	56.148	.407	.783
Q21	78.7667	58.185	.313	.788
Q22	79.6667	51.333	.606	.768

3. Data Analysis

After the instruments were valid and reliable, the researcher gave the instruments to the respondents as the pre-test and post-test activity.

a. Test

1. Pre-test

The pre-test and post-test were given to collect the data starting from 10- 17 May 2022. The researcher gave the pre-test on 10-12 Mei 2022. Then the post-test was given on 15-17 May 2022.

The pre-test was given to the respondents before the treatment was given. The results from the pre-test it followed :

Table of 4.8

The pre-test of the experimental group

No.	Nama	M1	M2	M3
1	C1	73	73	80
2	C2	60	73	67
3	C3	60	67	60
4	C4	60	67	67
5	C5	67	73	73
6	C6	73	73	73
7	C7	60	60	60
8	C8	73	73	73
9	C9	60	60	60
10	C10	60	67	67
11	C11	60	67	73
12	C12	60	60	67
13	C13	60	67	67
14	C14	67	73	67
15	C15	53	47	47
16	C16	60	53	60
17	C17	53	53	53
18	C18	80	73	87

10	G10	60	60	C 0
19	C19			60
20	C20	67	60	67
21	C21	60	67	67
22	C22	60	53	60
23	C23	47	53	53
24	C24	60	67	67
25	C25	67	67	67
26	C26	67	73	67
27	C27	60	67	60
28	C28	60	60	53
29	C29	60	60	67
30	C30	60	60	60
N=30	Total	2.014	2.141	1.947
	Mean	67,133	71,367	64,89
	Max	80	87	87
	Min	53	60	47
	Median	67	73	67
	Mode	67	67	67
	Stand. Dev	5,96	6,01	8,19

The results of the pre-test of the experimental group in ninth grades of Mts Khozinatul Ulum Blora. The first meeting obtained a minimum value of 47; maximum value 87; mean 64,89; median 67; mode 67; and standard deviation 8,20. The second meeting obtained a minimum value of 53; maximum value 80; mean 67,13; median 67; mode 67; and

standard deviation 5,96. The third meeting obtained a minimum value of 60; maximum value 87; mean 71,36; median 73; mode 67; and standard deviation 6,01.

2. The Post-test

The researcher gave the post-test on 15-17 Mei 2022. The post-test was given after the treatment was given to the respondents.

The pre-test was given to the respondents before the treatment was given. The results from the pre-test it followed :

Table of 4.8

No.	Nama	M1	M2	M3
1	E1	73	80	93
2	E2	70	80	93
3	E3	70	87	93
4	E4	87	93	100
5	E5	70	80	93
6	E6	73	87	93
7	E7	67	70	80
8	E8	73	80	93
9	E9	80	87	100
11	E10	73	87	93
11	E11	73	80	93

The post-test of the experimental group

12	E12	73	90	93
13	E13	87	90	100
14	E14	73	87	93
15	E15	60	70	73
16	E16	73	90	93
17	E17	70	80	87
18	E18	67	73	80
19	E19	70	73	87
21	E20	80	93	100
21	E21	80	93	100
22	E22	60	70	67
23	E23	70	87	93
24	E24	80	90	100
25	E25	73	87	93
26	E26	80	93	100
27	E27	73	93	100
28	E28	80	87	100
29	E29	73	80	100
30	E30	80	93	100
	Total	2211	2530	2787
	Mean	73,70	84,33	92,89
	Max	87	93	100
N=	Min	60	70	67
30	Median	73	87	93
	Mode	73	87	93
	Stand. Dev	6,39	7,52	8,38

The results of the post-test of the experimental group in ninth grades of Mts Khozinatul Ulum Blora. The first meeting obtained a minimum value of 60; maximum value 87; mean 73,70; median 73; mode 73; and standard deviation 6,39. The second meeting obtained a minimum value of 70; maximum value 93; mean 84,33; median 87; mode 67; and standard deviation 7,52. The third meeting obtained a minimum value of 67; maximum value 100; mean 92,89; median 93; mode 93; and standard deviation 8,38.

b. Questionnaire

After the students were finished the pre-test and post-test, they were given a questionnaire. The questionnaire aims to find the effects of Computer-based graphic organizers in teaching reading narrative text. The questionnaire was made Which is the score of the questionnaire as the followed :

Table of 4.11

The questionnaire score of the experimental group

Nama	Nilai
E1	93
E2	93
E3	93
E4	96

E5	92
E6	93
E7	96
E8	93
E9	99
E10	94
E11	91
E12	96
E13	91
E14	92
E15	98
E16	93
E17	96
E18	94
E19	92
E20	95
E21	93
E22	93
E23	95
E24	96
E25	94
E26	94
E27	93
E28	87
E29	95
E30	95

	Eksperimen
Ν	30
Mean	93,88
Median	94
Mode	97
Min	87
Max	99
Standart. Dev	1,271

The analysis of the questionnaire scores

The results of the questionnaire scores in the experimental group in ninth grades of Mts Khozinatul Ulum Blora obtained a minimum value of 87; maximum value of 99; mean of 93,88; median of 94; mode 97; and standard deviation of 1,271.

3. Basic Assumstion Test

a. Normality Test

The purpose of the normality test is to find out whether the variable is normally distributed or not. Normality test using the formula Kolmogorov-Smirnov in the calculations using the SPSS 25 program. To find out if it is normal or not, if sig > 0.05 then it is normal, and if sig < 0.05 can be said to be abnormal. The calculation results are obtained as follows:

Table of 4.12

No.	Variable	Inst.	Sig.	Result
1.	Computer- Based	Test	0,077	Normal
Organ in teachi	Graphic Organizer in teaching narrative	Questionnaire	0,142	Normal

The normality test

The results of the normality test in the table above show the research data for variables teaching reading narrative text by using CBGO has a sig value > 0.05, Because the value of sig > 0.05, it can be concluded that the data is normally distributed. The full calculation can be seen in the appendix.

b. Homogeneity Test

The purpose of the homogeneity test is to strengthen or prove statistical equality in the initial conditions of the two groups of the subject. A homogeneity test was carried out to determine whether the variance between the groups being compared in the comparative test are identical or not. Test homogeneity was shown by *Levene's Test* method with compare the value of sig > 0.05.

Table of 4.13

The homogeneity test

Class	Inst.	Sig.	Result
Experimental class	Test	0,510	Homogeneous
class	Questionnaire	0,518	Homogeneneous

The results of the homogeneity test are known that the calculated significance is 0.510. The Levene value shown is > 0.05 then it can be concluded that the data in the study had the same variance which means homogeneous. Complete calculations can be seen in the appendix

c. Hypothesis Test

Hypothesis testing is used t-test with parametric statistics, formulas or the formula used is an independent sample ttest. The calculation process with using SPSS 25.0 software for windows. Analysis of independent sample test

on the post-test of students who use the CBGO method. It aims to find the significant effect of teaching reading narrative text. The study was declared significant if the p-value < 0.05. The summary of the t-test and the questionnaire are shown in the following table.

Table of 4.14

Class	Inst.	Mean	T-	Р
			Test	Test
Experimental group	Test	92.89	12.97	0.000
Experimental group	Questionnaire	93.88	75.45	0.000

The hypothesis test

From the table, it is known that the t-test in instruments test that the value is 12.97 with p = 0.000 with a significance level of 1%. Then the t-test in the instruments questionnaire that the value is 75.45 with p = 0.000. This means that the value of t is significant (p < 0.01).

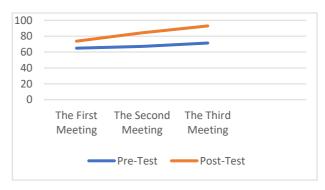
Based on the hypothesis test, the significant value was 0,00 < 0,05. Thus, the results of the hypothesis test were H0 rejected, and Ha accepted. It can be concluded there are significant effects in teaching reading narrative text by using a computer-based graphic organizer.

4. Discussions and Findings

a. The finding of the effect in teaching reading narrative text by using CBGO

Based on the results of the research that has been obtained, analysis is done to find the effects of CBGO in teaching reading narrative text. Computer-based graphic organizer treatment was given for 2x meetings with an hour duration. This study aims to find the effects of computer-based graphic organizers in teaching reading narrative text. The sequence of activities the is: (1) Give the pre-test to the respondents three times, (2) give the treatment to the respondent, it is a computer-based graphic organizer in teaching reading narrative text (3) give the post-test three times to the respondents to collect the data. Then the results will be analyzed.

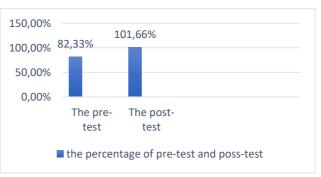
The image of 4.1



The chart of the results pre-test and post-test

Based on the chart, In the pre-test the mean of the first meeting is 64,89, the mean of the second meeting is 67,13, and the mean of the third meeting is 71,36. In the post-test where the treatment was given to the respondent, the first meeting is 73,70, the mean of the second meeting is 84,33, and the mean of the third meeting is 92,89. If we look at the mean of the last meeting in the pre-test, the mean was 71,36. Then the mean in the last meeting in the post-test was 92,89. Every meeting from the first pre-test until the last meetings in the post-test was increased. Start from the mean of the first pre-test was 64,89. Then the mean of the last post-test was 9,89. It means that there is a significant effect based on the results of the pre-test and post-test. After the treatment was given, the scores of the students were higher than before the treatment was given. It is concluded that computer-based graphic organizers have a significant effect in teaching reading narrative text. The percentage of the pre-test and posttest are as followed :

The image of 4.2



The percentage of the pre-test and post-test

Based on the table, the percentage of the score test in pre-test and post-test has a significant effect. The percentage of the pre-test was 82,33%. Then the percentage of the post-test was 101,66%. It means that there is a significant effect in the pretest and post-test which is the treatment was given to students after the pre-test was given.

According to the hypothesis (Ha) is that "Computer-based graphic organizer Intervention has significant effects in teaching reading narrative text". Then the null hypothesis (Ho) is that "There are no significant effects in Computer-based graphic organizer Intervention in teaching reading narrative text". The decision-making method is based on a comparison of the P-test with the significance value, the decision-making is as follows:

a). If P < 0.05 then H0 is rejected and Ha is accepted.

b). If P > 0.05 then H0 is accepted and Ha is rejected.

Here are the results of the hypothesis test in the instruments test :

Table of 4.16The results of the test hypothesis

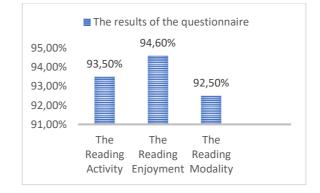
Class	Inst.	Mean	T-	Р
			Test	Test
Experimental Group	Test	92.89	12.977	0.000

Based on the table, the value of the P test is 0.000, it is < 0.05. Thus, the results of the hypothesis in this research are H0 is rejected and Ha is accepted. It means that "Computer-based graphic organizer Intervention has significant effects in teaching reading narrative text".

2. The effects of computer-based graphic organizer intervention in teaching reading narrative text

In the part a, the computer-based graphic organizer has significant effects on teaching reading narrative text. Then the effect of the CBGO method in teaching reading narrative text is based on the results of the questionnaire. The questionnaire was given to know the effects of CBGO in teaching reading narrative text. The sequence of activities is: (1) after the students finished the post-test, the researcher gave a questionnaire, and (2) the students fill the questionnaire. The results were as followed :

The image of 4.3



The results of the questionnaire

The results of the questionnaire on the effects of teaching reading narrative text by using CBGO showed a significant difference between the three categories as presented in image 4.3. It can be seen through the mean of the percentage in image 4.3. The percentage of reading enjoyment has the highest value, which is 94,6%. It showed that the effects of CBGO in teaching reading narrative text were felt by the students. The reading enjoyment depends on the eight statements based in *appendix 8*. The effects were the students felt happy, comfortable, and enjoy when using the CBGO in teaching narrative text. They are also motivated to learn English very deeply.

For the second dimension was the reading activity. The percentage of the reading activity was 93,5%. It showed that the effects of CBGO in teaching reading narrative text were felt by the students. The reading enjoyment depends on the sixth statement based on *appendix* 8. The effects were the students got a new experience, the students answered the questions, and they can write a narrative story based on their life.

For the third dimension was the reading modality. The percentage of the reading modality was 92,5%. It showed that the effects of CBGO in teaching reading narrative text were felt by the students. The reading enjoyment depends on the second statement based on *appendix 8*. The effects were the students felt the CBGO method was more effective than the other method, and they can apply this method to the other subject.

BAB V

CONCLUSION AND SUGGESTION

a. Conclusion

Based on the explanation of the research findings and discussion, the researcher find the significant effect of computerbased graphic organizer intervention in teaching reading narrative text. The research collected the data by using tests and questionnaires. In the test, the percentage of the pre-test was 82,33%. Then the percentage of the post-test was 101,66%. This showed that there were significant effects in teaching reading narrative text.

The researcher used a questionnaire to know the effects of Cl/BGO in teaching reading narrative text. The questionnaire was made based on the three dimensions or variables. They were the reading activity, reading enjoyment, and reading modality. The percentage of reading activity was 93,5 %. The percentage of reading enjoyment was 94,6%. Then the percentage of the reading modality was 92,5%. The percentage of reading enjoyment has the highest value, which is 94,6%. It showed that the effects of CBGO in teaching reading narrative text were felt by the students. The reading enjoyment depends on the eight statements based in appendix 8. The effects were the students felt happy, comfortable, and enjoy when using the CBGO in teaching reading narrative text. They are also motivated to learn English very deeply.

b. Suggestion

From these conclusions, there are several suggestions put forward by the researchers:

- The computer-based graphic organizer method can be used as a reference for teachers. Based on the results of the research, the Computer-based graphic organizer method is suitable to be applied by teachers when teaching material in class, this method can make it easier for students to learn to read narrative text.
- 2. In the modern era, teachers must be more creative in delivering subject matter. Using a fun, fun, and interesting method, makes it easier for students to accept the material that has been delivered by the teacher. For example, by applying the learning method using a computer-based Graphic Organizer.
- **3.** This research needs to be further developed because in this study the researchers only focused on two learning methods. The researcher hopes that other researchers will develop other learning methods when learning reading, especially in narrative texts Thus, I dedicate this thesis to the readers. The writer realizes that it is still far from being perfect. The author expects suggestions and criticisms to improve it. Hopefully, this research can be useful for the author and all readers. Amen...

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APPENDICES

Appendix 1

Lesson Planning

Lesson Planning of Experimental Group (computer-based)

School	MTs Khozinatul Ulum Blora
Subject	English
Main Material	Narrative Text
Class	VIII
Time Allocation	2 x 60 minutes (2 meetings)

A. Kompetensi Inti (KI):

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.7.	3.7.1 Mengidentifikasi dan menjelaskan
	Membandingkanfungsi	informasi terkait fungsi sosial yang
	sosial, struktur teks,	tekandung dalam teks narrative
	dan unsur kebahasaan	(legenda) lisan dan tulis pendek dan
	beberapa teks naratif	sederhana.
	lisan dan tulis dengan	3.7.2 Menyusun kalimat acak menjadi
	memberi dan meminta	teks narrative yang runtut sesuai dengan
	informasi terkait	urutan yang logis secara lisan dan tulis.
	legenda, pendek dan	3.7.3 Membandingkan fungsi sosial
	sederhana, sesuai	beberapa teks narrative; fairy tales lisan
	dengan konteks	dan tulis pendek dan sederhana.
	penggunaannya.	3.7.4 Membandingkan struktur teks dan
		unsur kebahasaan beberapa teks
		narrative; fairy tales lisan dan tulis
		pendek dan sederhana.

B. Kompetensi Dasar (KD), Indikator Pencapaian Kompetensi

C. The Purpose :

- 1. Students can identify the generic structure (orientation, complication, resolution, re-orientation) of the narrative text clearly
- 2. Students can identify the orientation of narrative text (pengenalan tokoh dan setting) correctly

- 3. Students can identify the complication of narrative text (komplikasi terhadap tokoh utama) correctly
- 4. Students can identify the resolution of narrative text (solusi dan akhir cerita) clearly

D. Skills :

- 1. Reading skills.
- 2. Writing skills.
- 3. Listening skills
- 4. Speaking Skills

The research focuses on reading skills.

E. Media

1. Computer-based

F. Materi

1. Definition of narrative text

A narrative text is a text that tells a story. The story can be imaginary or based on a real incident. A narrative always deals with some problems which lead to the climax and turn into a solution. The function of narrative text is to amuse, entertain, and deal with actual or various experiences in different ways; narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds resolution.

2. The example of narrative text

THE LEGENDS OF RAWA PENING

Once upon a time, there was a little poor boy who came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a lesung, a big wooden mortar for pounding rice. She reminded him; "Please remember, if there is a flood you must save yourself. Use this lesung; as a boat!"

The little boy was happy and thanked the old woman. He continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by the stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and a meal. As she told him, he used the lesung, as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

- 3. The generic structure of the narrative text
 - a. Orientation

The readers are introduced to the main characters and possibly some minor characters. Some indications are generally given of where the action is located and when it is taking place.

b. Complication

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves toward them from reaching their goal.

c. Resolution

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with a flashback. The audience is given the narrator's point of view.

- 4. The Language Features of Narrative Texts:
 - a. Focus on specific and usually individually Participants
 - b. Use of material (Action) processes
 - c. Use of relational and mental processes

- d. Use of temporal conjunction and temporal circumstances
- e. Use of past tense form
- 5. The kinds of narrative text
 - a. Fable
 - b. Legends
 - c. Romance
 - d. Fairytales
 - e. Etc

No.	Tahap proses	Kegiatan	Teknik/
	kegiatan	Pembelajaran	Strategi
	Pembelajaran		
1.	Pra Pembelajaran	1. Guru memberi	
		salam	771 1 1
		2. Guru mengecek	Klasikal
		presensi siswa	(5 menit)
		3. Guru menjelaskan	
		pembelajaran yang	
		akan dipelajari hari	
		ini.	

2.	Membangun	1. G	uru memb	erikan	
	Konteks Sosial	co	ontoh teks	yang	Bersama
	Teks	ak	kan dip	elajari	(10 menit)
		ya	aitu teks nar	rative.	
		2. Si	swa d	iminta	
		uı	ntuk meng	gamati	
		da	an memahan	ni teks	
		te	rsebut.		
		3. G	uru dan	siswa	
		be	erdiskusi		
		m	engenai	teks	
		te	rsebut.		
3.	Memberikan	1. Si	iswa d	iminta	
	Model dan	uı	ntuk me	ngkaji	Bersama
	Dekonstruksi	st	ruktur	teks	(10 Menit)
	Teks	te	rsebut, m	eliputi	
		ge	eneric stru	icture,	
		la	nguage fe	eature,	
		da	an	lain	
		se	bagainya.		
		2. Si	swa d	iminta	
		uı	ntuk		
		m	embanding	kan	
		te	ks na	rrative	

			dengan teks yang	
			lainnya.	
4.	Merencanakan	1.	Guru meminta	
	Teks Bersama		siswa untuk	Kelompok
			membuat kelompok	dan individu
			4-5 orang.	(10 Menit)
		2.	Guru membimbing	
			siswa untuk	
			membuat contoh	
			teks narrative	
			dengan	
			mempertimbangkan	
			kerangka teks	
			meliputi character,	
			struktur teks,	
			language fitur dan	
			lain sebagainya.	
		3.	Siswa diminta	
			untuk mengisi soal	
			soal yang diberikan	
			guru tentang teks	
			narrative secara	
			individu.	

5.	Membuat Teks	1.	Siswa diminta	Individu
	Secara Mandiri		untuk membuat	(10 menit)
			contoh teks	
			narrative sederhana	
			dengan tema bebas.	
		2.	Hasil dari	
			pembuatan teks	
			tersebut digunakan	
			sebagai penilaian.	
6.	Menautkan Teks	1		Individu
6.		1.	,	
	yang Terkait		untuk mengkaji dan	(10 menit)
			meneliti materi	
			yang telah	
			dipelajari dan	
			membandingkan	
			dengan konteks	
			lainnya.	
7.	Penutup	1.	Guru memberikan	Bersama
			feedback	(5 menit)
			pembelajaran	
		2.	Guru menjelaskan	
			pembelajaran	
			selanjutnya	
L				

3. Guru	menutup	
salam		

Assessment:

- 1. Knowledge: Group task (discuss and answer the questions about the Narrative text)
- 2. Skills : individual task (Hasil pembuatan teks narrative secara individu)
- 3. Attitude: discipline, active, responsibilities, careful, and creative

Rubrik Penilaian

A. Penilaian Sikap Melalui Observasi

Indikator : Peserta didik menunjukkan perilaku ilmiah,

disiplin, tanggung jawab, aktif, dan teliti dalam proses pembelajaran.

Cara Penulisan Penilaian Sikap

No.	Nama Siswa	Disiplin	Tanggung Jawab	Aktif	Teliti	Kreatif	Ket.
1							
2							
3							
4							

Kolom aspek perilaku diisi dengan angka yang sesuai dengan kriteria tersebut :

4=Sangat baik

3=Baik

2=Cukup

1=Kurang

Cara perhitungan skor penilaian sikap :

Jumlah skor yang diperoleh siswa X $5 = \dots$

Misalnya, siswa mendapat nilai 18 maka nilai yang didapatkan ialah

18 dikali 5 hasilnya yaitu 90.

B. Penilaian keterampilan (skills)

Indikator : Membuat teks narrative sederhana

Aspect	Deskripsi	Score
1. Content (Isi	- Topic dibahas secara	5
)	lengkap, jelas, dan runtut	
	sesuai dengan topik yang	
	dipilih	
	- Topik dibahas secara	4
	lengkap, jelas, dan namun	
	tidak runtut sesuai dengan	
	topik yang dipilih	

		T
	- Topik dibahas secara	3
	lengkap, namun masih belum	
	jelas dan runtut sesuai	
	dengan topik yang dipilih.	
	- Topik dibahas belum	2
	lengkap, jelas dan runtut	
	sesuai dengan topik yang	
	dipilih.	
2. Organization	- Identifikasi dalam	5
(Organisasi)	pembuatan kalimat jelas dan	
	dideskripsikan secara urut	
	- Identifikasi dalam	4
	pembuatan kalimat jelas	
	namun dalam pendeskripsian	
	masih belum urut	
	- Identifikasi dalam	3
	pembuatan kalimat masih	
	belum jelas dan	
	pendeskripsian masih belum	
	urut	
	- Identifikasi dalam	2
	pembuatan kalimat tidak	
	jelas dan pendeskripsian	
	tidak urut	
		1

3. Grammar	- Susunan kalimat di berbagai	5
(aturan	paragraph terstruktur benar	
	^	
penulisan)	sesuai dengan kaidah aturan	
	grammar	
	- Susunan kalimat di berbagai	4
	paragraph terstruktur benar	
	sesuai kaidah aturan	
	grammar namun terdapat 2-5	
	kesalahan	
	- Susunan kalimat di berbagai	3
	paragraph terstruktur benar	
	sesuai dengan kaidah aturan	
	grammar namun terdapat 5-	
	9 kesalahan	
	- Susunan kalimat di berbagai	2
	paragraph terstruktur benar	
	sesuai dengan kaidah aturan	
	grammar terdapat 10 ke atas	
4. Vocabulary (-Pemilihan kosakata sesuai	5
kosakata)	dengan konteks kalimat dan	
	mudah dipahami	
	- Terdapat pemilihan kosakata	4
	yang tidak sesuai dengan	

konteks kalimat dan namun masih bisa dipahami	
-Terdapat pemilihan kosakata yang tidak sesuai dengan konteks kalimat dan susah untuk dipahami	3
-Pemilihan kosakata tidak sesuai dengan konteks kalimat dan susah untuk dipahami	2

Perhitungan skor : (Aspek 1+ Aspek 2+ Aspek 3+ Aspek 4) x 5

C. Penilaian pengetahuan (knowledge)

Siswa diminta berdiskusi dalam kelompok, kemudian mereka harus menjawab pertanyaan yang di berikan guru.

Setiap jawaban yang bena	r diberi nilai 1, jika sal	ah diberikan nilai 0
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Aspek	Indikator
Aspek 1	Informasi Tertentu dan Informasi Tersirat
Aspek 2	Nilai Moral dan Gambaran Umum
Aspek 3	Persamaan atau lawan Kata dan Rujukan Kata
Aspek 4	Main Idea

Cara Penulisan Penilaian Keterampilan

No.	Nama Siswa	Aspek ke-1	Peroleh Aspek Ke-2	an Skor Aspek Ke-3	Aspek ke-4	Jumlah Skor Perolehan
1.						
2.						
3.						
4.						

Rumus penghitungan nilai siswa, sebagai berikut :

Jumlah skor yang diperoleh siswa x 5

Keterangan:

1. Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari aspek ke-1 sampa

Approved by:

The English Teacher

Fatih Thuli Siraja, S.Pd.

The Researcher

Alunad Mulktar Rudin

Kepala Madrasah

Instrument of Test

THE LEGENDS OF THE PRAMBANAN TEMPLE

Once upon a time, there was a beautiful Javanese princess whose name was Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka and an evil king.

One day, a handsome young man with supernatural power named Bandung Bondowoso defeated and killed Prabu Baka. On seeing Princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love with her and wanted to marry her.

Meanwhile, Princess Rara jonggrang felt sad due to her dead father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Rara Jonggrang. Bandung Bondowoso agreed with the condition. Helped by the spirit of the demons, Bandung Bondowoso started building the temples. Approaching midnight, the work would nearly be done. Rara Jonggrang knew and thought, "What shall I do? Bandung Bondowoso is smarter than I thought. I would lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought that it had already been dawn. Bandung Bondowoso got frustrated because he failed to complete one, the thousandth temple.

"The Princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have been cheated. Now, the thousandth temple is you!"

At once, the Princess turned into a statue. knowing this, Bandung Bondowoso regretted and he went away to the farmland. Since then, people called the temple, Prambanan Temple, and the Princess statue, Rara Jonggrang statue.

Nama:..... Kelas :

Chose the best answer below!

- 1. What is the type of this text?
- a. The legend
- b. The fairytales
- c. The fable
- d. The real story
- 2. What is the main idea of the first paragraph?
- a. Bandung Bondowoso fell in love with her and wanted to marry her.
- b. a handsome young man with supernatural power named Bandung Bondowoso
- c. Rara Jonggrang whose beauty
- d. Once, there was a beautiful Javanese princess whose name was Rara Jonggrang.
- 3. "Rara Jonggrang whose beauty was very famous". What is the antonym of "Beauty"?
- a. Handsome
- b. Lazy
- c. Ugly
- d. Nerd
- 4. "Bandung Bondowoso fell in love with her." The pronoun "Her" refers to...
- a. Bandung Bandowoso

- b. Rara Jonggrang
- c. The woman in the palace
- d. Prabu Baka
- 5. Who had defeated and killed Prabu Baka?
- a. Bandung Bandowoso
- b. Rara Jonggrang
- c. The woman in the palace
- d. Prabu Baka
- 6. What is the character of Bandung Bandowoso?
- a. Good
- b. Diligent
- c. Cruel
- d. Polite
- 7. Why Rara Jonggrang did not want to marry with Bandung Bandowoso?
- a. Because Bandung Bandowo is ugly
- b. Because Rara Jonggrang has a boyfriend
- c. Because Bandung Bandowo had killed her father
- d. Because Rara Jonggrang wants to marry his friends
- 8. What is the main idea of the third paragraph?
- a. Meanwhile, Princess Rara jonggrang felt sad due to her dead father
- b. One day, a handsome young man with supernatural power named Bandung Bondowoso
- c. Because he had killed her father
- d. Bondowoso fell in love with her and wanted to marry her.
- 9. What is the purpose of the narrative text?
- a. To make the reader cry

- b. To amuse or entertain the reader
- c. To explain something
- d. To make a promise to someone
- 10. What is the request of Rara Jonggrang to Bandung Bandowoso as a gift for their wedding?
- a. Bandung Bandowoso must make a new palace
- b. Bandung Bandowoso must make a new house
- c. Bandung Bandowoso must build a palace in just one day
- d. Bandung Bandowo must build a thousand temples for a night
- 11. Who helped Bandung Bandowoso to build a thousand temples?
- a. Roro Jonggrang
- b. Prabu Baka
- c. The women in the palace
- d. The demons
- 12. What the idea of Rara Jonggrang to make Bandung Bandowo failed?
- a. Rara Jonggrang ordered the women to make the noisy sounds of grinding rice
- b. Rara Jonggrang defeated and killed Bandung Bandowoso
- c. Rara Jonggrang go out from the palace
- d. Rara Jonggrang make bandung bandowoso oversleep
- 13. Who was deceived Bandung Bandowoso?
- a. Prabu Baka
- b. Rara Jonggrang
- c. The Demons
- d. The women in the palace
- 14. The moral value that we can learn from its text...

- a. If we have promised, we must coincide.
- b. We must help those who need it
- c. We must feel happiness every day
- d. If we have a friend, we have to harmonious with them
- 15. Where is the location of Prambanan Temple?
- a. Central of Java
- b. Sumatera
- c. Surabaya
- d. Jakarta

Instrument of Questionnaire

COMPUTER-BASED GRAPHIC ORGANIZER INTERVENTION IN TEACHING NARRATIVE TEXT: A CASE AT NINTH GRADES OF JUNIOR HIGH SCHOOL

Nama : Kelas : Eksperiment Group

Kriteria Responden!

- 1. Siswi MTs Khozinatul Ulum Blora
- 2. Telah mendapatkan mata pelajaran Bahasa Inggris Narrative Text

Petunjuk Pengisian Angket!

- 1. Angket ini disusun menggunakan *Skala Likert* untuk kepentingan penelitian skripsi dalam tujuan meraih gelar sarjana pendidikan.
- 2. Angket ini berisi pertanyaan yang memiliki beberapa alternatif jawaban.
- 3. Sebelum mengisi angket, diharapkan untuk memahami pernyataan dengan baik.
- 4. Berilah tanda check list (\checkmark) jawaban yang dianggap tepat pada kolom yang tersedia.
 - Jawaban sangat setuju, dilambangkan dengan SS
 - Jawaban setuju, dilambangkan dengan S
 - Jawaban ragu ragu, dilambangkan dengan RR
 - Jawaban tidak setuju, dilambangkan dengan TS
 - Jawaban sangat tidak setuju, dilambangkan STS

No.	Pernyataan	STS	TS	R	S	SS
А.	Reading Activity					

1	Computer Based Graphic organizer sangat cocok digunakan dalam pembelajaran reading narrative text			
2	Penyajian Computer Based Graphic Organizer sangat jelas sehingga mudah untuk dipahami.			
3	Materi yang dijelaskan dapat memberikan pengalaman baru bagi saya			
4	Menurut saya materi yang dijelaskan mudah dipahami oleh siapapun			
5	Saya dapat memahami materi narrative text dengan mudah menggunakan Computer Based Graphic organizer.			
6	Saya mampu mengaitkan materi narrative text dengan kehidupan saya sehari hari			
7	Saya mampu menjawab semua pertanyaan mengenai narrative text dengan mudah.			
8	Saya mampu membuat cerita berdasarkan narrative text pengalaman hidup saya sendiri			
9	Saya menjadi suka membaca maupun menulis cerita terutama berbahasa inggris			
В.	Reading Enjoyment			
10	Menurut saya Computer Based Graphic organizer sangat bagus dan menarik.			
11	Saya menjadi bersemangat mempelajari narrative text dengan menggunakan Computer Based Graphic Organizer			
12	Computer Based Graphic Organizer membuat saya menjadi nyaman untuk belajar narrative text.			

13	Saya merasa senang dan menikmati ketika pembelajaran narrative text terutama menggunakan computer based graphic organizer.			
14	Saya menjadi termotivasi untuk mengaplikasikan computer based graphic organizer untuk memudahkan saya dalam memahami materi			
15	Saya menjadi bersemangat untuk belajar lebih dalam mengenai narrative text			
C.	Reading modality			
16	Computer based Graphic Organizer lebih menarik daripada pembelajaran konvensional (paper).			
17	Computer Based Graphic Organizer sangat cocok digunakan untuk pembelajaran lainnya			

•

The Result of Test

Nama : Chlantla Megaviani Kelas : Eksperiment Group

Chose the best answer below!

1. What is the type of this text?

a. The legend

b. The fairytales

c. The fable

d. The real story

2. What is the main idea of the first paragraph?

a. Bandung Bondowoso fell in love with her and wanted to marry her.

b. a handsome young man with supernatural power named Bandung Bondowoso

c. Rara Jonggrang whose beauty

A. Once, there was a beautiful Javanese princess whose name was Rara Jonggrang.

3. "Rara Jonggrang whose beauty was very famous". What is the antonym of "Beauty"?

a. Handsome

b. Lazy

e. Ugly

d. Nerd

4. "Bandung Bondowoso fell in love with her." The pronoun "Her" refers to ...

a. Bandung Bandowoso

b. Rara Jonggrang

c. The woman in the palace

d. Prabu Baka

5. Who had defeated and killed Prabu Baka?

a. Bandung Bandowoso

b. Rara Jonggrang

c. The woman in the palace

d. Prabu Baka

6. What is the character of Bandung Bandowoso?

a. Good b. Diligent

c. Cruel d. Polite B=15

- 7. Why Rara Jonggrang did not want to marry with Bandung Bandowoso?
- a. Because Bandung Bandowo is ugly
- b. Because Rara Jonggrang has a boyfriend
- K. Because Bandung Bandowo had killed her father
- d. Because Rara Jonggrang wants to marry his friends
- 8. What is the main idea of the third paragraph?
- a. Meanwhile, Princess Rara jonggrang felt sad due to her dead father
- b. One day, a handsome young man with supernatural power named Bandung Bondowoso
- . Because he had killed her father
- d. Bondowoso fell in love with her and wanted to marry her.
- 9. What is the purpose of the narrative text?
- To make the reader cry
- b. To amuse or entertain the reader
- c. To explain something
- A. To make a promise to someone
- 10. What is the request of Rara Jonggrang to Bandung Bandowoso as a gift for their wedding?
- a. Bandung Bandowoso must make a new palace
- b. Bandung Bandowoso must make a new house
- c. Bandung Bandowoso must build a palace in just one day
- A. Bandung Bandowo must build a thousand of temple for a night
- 11. Who is helped Bandung Bandowoso to build a thousand temples?
- a. Roro Jonggrang
- b. Prabu Baka
- c. The women in the palace
- d. The demons
- 12. What the idea of Rara Jonggrang to make Bandung Bandowo failed?
- a. Rara Jonggrang ordered the women to make the noisy sounds of grinding rice
- b. Rara Jonggrang defeated and killed Bandung Bandowoso
- c. Rara Jonggrang go out from the palace
- d. Rara Jonggrang make bandung bandowoso oversleep
- 13. Who was deceived Bandung Bandowoso?
- a. Prabu Baka
- Rara Jonggrang
- c. The Demons
 - The women in the palace

The Results of Questionnaire

KUE	SION	NER PENELITI/	NSUDIDO								
60		S. (SDITI)	IN SKRIPSI								
NA	DMP	UTER-BASED	GRAPHIC ORC	GANIZER INTE	RVE	NTL	ON	IN	TELO		
				NTH GRADES	OF JL	NIC	DRI	HG	HSC	HING	
Ivama	a : 🗩	INTANO ALL I	labol a							TOOL	
Kelas		Eksperim	ent Group								
Krite	ria R	espondont									
1. Si	swi N	ATs Khozinatul I	llum Blom								
2. Te	elah n	nendapatkan mata	a pelajaran Baha	sa Inggris Narrat	ivo To						
Petuni	ink P	Pengielon A.	12								
1. An	igket	Ini disusun man									
tuji	uan n	ini disusun meng neraih gelar sarja	na pendidikan	.ikeri untuk kepe	ntinga	in pe	neli	tian	skrips	i dalam	
4. Ber	rilah t	mengisi angket, anda check list (diharapkan untu	k memahami per	nyata	awat an de	an.	n h	aik		
•	Jawa	ban sangat setui	1 diland 1	unanggap tepat p	oada k	olon	i yai	10 to	ersedi-	,	
•	Jawa	ban setuin dilan	show 1 .	dengan 55					enocum	4.	
	Jawa	ban sangat tidak	setuju, dilamban	gkan STS							
	No.										
	A.	Reading Activi	tv		STS	TS	R	S	SS		
		Computer Baser	Granhia		-						
1	1	digunakan dalan	n pembelajaran n	er sangat cocok							
H									14		
	2	Sangat jelas sahi	uter Based Grapl	nic Organizer		-		-			
Γ		sangat jelas sehin Materi yang dijel		k dipahami.					V		
		Jengalaman baru	bagi saya						V		
4	4 / N	Menurut sava ma	teri yang ditata t	an mudah		-	_	_	_		
\vdash	1	punann olen sia	papun						V		
5	Sa	aya dapat memal	hami materi narr	ative text		-	-	-			
				puter Based							
1									V		
6	der	ya mampu meng ngan kehidupan	gallkan materi na	rrative text							
7	_	e manaapan	saya senari hari						V		
_ '	me	ya mampu menja ngenai narrative	awab semua pert	anyaan		T					
8	- Sav	Va mampu manul	and the second						V		
-						ſ	T				
2003	Say			o saya sendiri	_				V		
9	-	ita terutama berl									

10	organizer sangat bagus dan menarik.				1
11	Saya menjadi bersemangat mempelajari narrative				1
12	Computer Based Graphic Organizer membuat saya menjadi nyaman untuk belajar narrative text.				L
13	Saya merasa senang dan menikmati ketika pembelajaran narrative text terutama menggunakan computer based graphic organizer.				~
14	Saya menjadi termotivasi untuk mengaplikasikan computer based graphic organizer untuk memudahkan saya dalam memahami materi				V
15	Saya menjadi bersemangat untuk belajar lebih dalam mengenai narrative text				V
С.	Reading modality	-	-		-
10	Computer based Graphic Organizer lebih menarik daripada pembelajaran konvensional (paper).			V	
17	Computer Based Graphic Organizer sangat cocok digunakan untuk pembelajaran lainnya		1	\square	V

The Validity of Test

No	R.											Q	uesti	ion								Т
110	к.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	1
1	V1	1	0	1	1	1	0	1	0	1	0	1	0	0	0	1	1	1	1	1	0	12
2	V2	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	17
3	V3	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	18
4	V4	1	0	1	0	1	1	1	1	1	1	1	0	1	1	0	0	0	1	1	1	14
5	V5	1	0	1	1	1	0	0	1	0	1	0	1	1	0	0	1	1	1	1	0	12
6	V6	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	16
7	V7	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	18
8	V8	1	1	1	1	1	0	0	0	0	0	1	1	0	1	0	0	1	1	1	0	11
9	V9	1	0	1	0	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	13
10	V10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	19
11	V11	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	0	15
12	V12	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	17
13	V13	0	1	0	0	0	1	0	1	1	0	0	0	0	0	0	0	1	1	1	0	7
14	V14	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	0	15
15	V15	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	0	1	1	1	15
16	V16	1	0	1	0	0	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	13
17	V17	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	17
18	V18	1	0	1	1	1	1	0	0	0	0	1	1	0	1	0	0	0	0	0	0	8
19	V19	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	16
20	V20	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	0	1	1	0	14
21	V21	1	0	1	0	1	1	1	0	0	1	1	1	0	0	1	0	0	1	1	1	12
22	V22	1	0	1	0	1	0	0	1	1	0	0	1	1	0	0	0	1	0	1	0	9

24	V24	0	0	0	1	1	1	1	0	0	1	0	1	0	0	1	0	0	1	1	1	10
25	V25	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	17
26	V26	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	16
27	V27	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	1	1	1	15
28	V28	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	14
29	V29	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	17
30	V30	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	17
		V	I	V	V	V	V	V	V	V	V	V	I	V	V	I	I	I	V	V	V	

NT.	р												Qu	esti	on									T
No	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Т
1	Q1	5	4	4	5	5	4	4	4	3	4	5	4	4	4	5	4	3	4	3	4	3	5	90
2	Q2	4	5	4	3	3	5	3	5	4	4	3	5	3	5	4	4	3	4	4	3	5	3	86
3	Q3	4	5	4	4	3	3	4	4	5	4	4	3	4	5	3	3	4	3	2	4	5	4	84
4	Q4	3	4	2	3	3	5	4	3	4	4	3	3	3	4	4	4	3	3	3	2	3	3	73
5	Q5	5	5	5	5	5	5	4	5	5	4	5	5	4	5	5	5	5	5	3	4	4	5	103
6	Q6	4	4	4	4	4	3	3	4	4	4	4	4	3	3	3	3	4	3	3	3	3	3	77
7	Q7	5	4	4	5	5	4	5	5	4	2	2	3	5	4	4	5	4	5	5	4	5	5	94
8	Q8	5	4	5	3	5	4	3	4	4	3	4	3	4	2	4	4	3	3	4	3	4	3	81
9	Q9	4	2	3	4	3	5	4	3	4	4	3	3	3	4	4	5	3	3	3	2	3	3	75
10	Q10	4	2	4	3	2	5	5	5	4	4	5	5	3	5	4	4	3	2	4	3	5	3	84
11	Q11	4	2	4	4	1	3	1	1	2	3	2	4	4	4	2	4	4	4	4	4	4	2	67
12	Q12	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3	3	4	3	4	3	83
13	Q13	4	2	5	3	4	4	4	5	3	4	4	5	5	5	4	4	4	5	4	5	5	4	92
14	Q14	3	4	3	3	4	5	2	3	4	4	3	3	3	4	4	4	3	5	5	4	3	3	79
15	Q15	4	2	3	3	4	2	3	3	4	3	3	3	4	5	2	3	4	3	3	3	5	2	71
16	Q16	4	4	4	4	4	4	3	3	3	3	4	4	3	4	3	4	4	4	5	3	4	2	80
17	Q17	4	5	4	4	4	4	4	4	4	4	4	4	4	5	5	5	4	4	4	3	4	3	90
18	Q18	4	2	4	5	5	5	5	4	3	4	5	5	3	3	3	3	3	3	3	4	4	2	82

The Validity of the questionnaire

19	Q19	4	5	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	87
20	Q20	5	3	4	4	4	3	3	4	4	3	3	4	4	4	2	4	3	3	4	3	4	2	77
21	Q21	4	3	4	3	4	4	4	4	4	4	4	4	4	3	2	5	5	4	5	5	4	1	84
22	Q22	4	2	4	5	4	4	4	3	3	2	2	4	4	4	4	4	3	3	4	4	4	2	77
23	Q23	4	4	4	4	4	5	5	5	4	4	3	4	4	5	3	5	4	5	5	4	5	5	95
24	Q24	4	5	3	4	4	4	4	4	4	4	4	4	3	4	2	4	4	4	5	3	4	2	83
25	Q25	4	4	4	4	4	4	4	4	4	4	4	4	4	5	2	5	4	4	4	3	4	3	86
26	Q26	4	2	4	5	5	5	5	4	3	4	5	5	3	3	2	3	3	3	3	4	4	3	82
27	Q27	4	3	4	5	5	4	3	5	2	4	5	3	3	2	4	4	4	3	4	4	4	3	82
28	Q28	5	4	5	3	5	4	3	4	4	3	4	3	4	2	4	4	3	3	4	3	4	3	81
29	Q29	5	4	5	4	3	4	3	3	2	5	4	5	4	3	3	5	4	4	5	5	4	5	89
30	Q30	3	4	3	3	3	3	2	3	4	4	3	3	3	4	4	4	3	3	3	2	3	3	70
		V	V	V	I	V	V	V	V	- I	I	V	V	V	I	V	V	V	V	I	V	V	V	

Appendix 6

		Reliability of the	he test	
		Scale	Corrected	Cronbach's
	Scale Mean if	Variance if	Item-Total	Alpha if Item
	Item Deleted	Item Deleted	Correlation	Deleted
Q01	15.2333	11.426	.582	.794
Q02	15.3333	12.437	034	.822
Q03	15.2333	11.426	.582	.794
Q04	15.5333	11.085	.356	.803
Q05	15.2667	11.651	.358	.802
Q06	15.3000	11.114	.544	.792
Q07	15.3667	10.654	.628	.785
Q08	15.4000	10.386	.691	.780
Q09	15.4333	11.289	.330	.804
Q10	15.5000	10.741	.483	.794
Q11	15.4000	11.076	.429	.797
Q12	15.2667	11.651	.358	.802
Q13	15.4000	10.386	.691	.780
Q14	15.4333	11.151	.378	.801
Q15	15.5333	12.326	023	.828
Q16	15.2000	11.821	.505	.800
Q17	15.2667	12.064	.156	.810
Q18	15.2333	11.909	.294	.805
Q19	15.2000	12.166	.227	.807
Q20	15.6333	10.930	.388	.801

	The	Reliability of Q	uestionnaire	
		Scale	Corrected	Cronbach's
	Scale Mean if	Variance if	Item-Total	Alpha if Item
	Item Deleted	Item Deleted	Correlation	Deleted
Q01	78.6667	57.885	.415	.785
Q02	79.2333	55.702	.297	.791
Q03	78.8667	56.257	.490	.780
Q04	78.9000	58.438	.242	.792
Q05	78.9000	56.024	.339	.787
Q06	78.7333	57.168	.340	.787
Q07	79.1667	54.144	.475	.778
Q08	78.9667	52.447	.646	.767
Q09	79.1667	60.213	.086	.800
Q10	79.1333	59.844	.151	.795
Q11	79.0667	56.892	.300	.789
Q12	78.9000	57.128	.359	.786
Q13	79.1333	57.982	.376	.786
Q14	78.8667	58.947	.137	.800
Q15	79.3667	56.999	.264	.792
Q16	78.7000	57.321	.405	.784
Q17	79.2000	58.028	.360	.787
Q18	79.1667	54.833	.529	.776
Q19	78.9333	59.444	.135	.798
Q20	79.3000	56.148	.407	.783
Q21	78.7667	58.185	.313	.788
Q22	79.6667	51.333	.606	.768

The percentage of the questionnaire

No.	Pernyataan	Nilai	Percent	Description
А.	Reading Activity		92,50%	
1	Computer Based Graphic organizer sangat cocok digunakan dalam pembelajaran reading narrative text	143	95%	Very Good
2	Computer Based Graphic Organizer sangat jelas sehingga mudah untuk dipahami.	143	95%	Very Good
3	Menurut saya materi yang dijelaskan dapat memberikan pengalaman baru bagi siswa	147	98%	Very Good
4	Menurut saya materi yang dijelaskan mudah dipahami oleh siapapun	134	89%	Very Good
5	Saya dapat memahami materi narrative text dengan mudah menggunakan Computer Based Graphic organizer.	146	97%	Very Good
6	Saya mampu mengaitkan materi narrative text dengan kehidupan saya sehari hari	128	85%	Very Good
7	Saya mampu menjawab semua pertanyaan mengenai narrative text dengan mudah.	144	96%	Very Good

8	Saya mampu membuat cerita berdasarkan pengalaman hidup saya sendiri	135	90%	Very Good
9	Saya menjadi suka membaca maupun menulis cerita terutama berbahasa inggris	145	97%	Very Good
В.	Reading Enjoyment		93,60%	
10	Menurut saya Computer Based Graphic organizer sangat bagus dan menarik.	143	95%	Very Good
11	Saya menjadi bersemangat mempelajari narrative text dengan menggunakan Computer Based Graphic Organizer	142	95%	Very Good
12	Computer Based Graphic Organizer membuat saya menjadi nyaman untuk belajar narrative text.	144	96%	Very Good
13	Saya merasa senang dan menikmati ketika pembelajaran narrative text terutama menggunakan computer based graphic organizer.	146	97%	Very Good
14	Saya menjadi termotivasi untuk mengaplikasikan computer based graphic organizer untuk memudahkan saya dalam memahami materi	135	90%	Very Good
15	Saya menjadi bersemangat untuk belajar lebih dalam mengenai narrative text	142	95%	Very Good

C.	Reading modality		92,50%	
16	Computer based Graphic Organizer lebih menarik daripada pembelajaran konvensional (paper).	133	89%	Very Good
17	Computer Based Graphic Organizer sangat cocok digunakan untuk pembelajaran lainnya	144	96%	Very Good

The level of difficulty

Statistics									
		Q01	Q02	Q03	Q04	Q05	Q06	Q07	
Ν	Valid	30	30	30	30	30	30	30	
	Missi	0	0	0	0	0	0	0	
	ng								
Mean		.933	.4000	.9333	.6667	.9000	.766	.8000	
		3					7		

Statistics								
		Q08	Q09	Q10	Q11	Q12	Q13	Q14
Ν	Valid	30	30	30	30	30	30	30
	Missi	0	0	0	0	0	0	0
	ng							
Mean		.8000	.7333	.7000	.7667	.4333	.7667	.733
								3

	Statistics								
Q15 Q16 Q17 Q18 Q19 Q20									
N Valid		30	30	30	30	30	30		
	Missing	0	0	0	0	0	0		
N	Aean	.4333	.4667	.4333	.9333	.9667	.7333		

The discrimination of power items test

		Q17	Q18	Q19	Q20	TOTAL
QO	Pearson Correlation	036	071	050	.018	.500**
1	Sig. (2-tailed)	.850	.708	.795	.925	.005
	N	30	30	30	30	30
QO	Pearson Correlation	027	.218	.152	055	.232
2	Sig. (2-tailed)	.885	.247	.424	.775	.218
	N	30	30	30	30	30
Q0	Pearson Correlation	036	071	050	.018	.500**
3	Sig. (2-tailed)	.850	.708	.795	.925	.005
	N	30	30	30	30	30
Q0	Pearson Correlation	238	.094	131	.331	.387*
4	Sig. (2-tailed)	.206	.619	.489	.074	.035
	Ν	30	30	30	30	30
Q0	Pearson Correlation	-	089	062	.356	.431*
5		.381*				
	Sig. (2-tailed)	.038	.640	.745	.053	.017
	Ν	30	30	30	30	30
Q0	Pearson Correlation	313	.169	102	.432*	.399*
6	Sig. (2-tailed)	.092	.373	.590	.017	.029
	Ν	30	30	30	30	30
Q0	Pearson Correlation	-	.535**	.371*	.535 [*]	.726**
7		.404*			*	
	Sig. (2-tailed)	.027	.002	.043	.002	.000
	Ν	30	30	30	30	30
	Pearson Correlation	.101	.200	.371*	.033	.489**

Q0	Sig. (2-tailed)	.596	.288	.043	.861	.006
8	Ν	30	30	30	30	30
Q0	Pearson Correlation	.071	.141	.308	.342	.534**
9	Sig. (2-tailed)	.709	.457	.098	.064	.002
	Ν	30	30	30	30	30
Q1	Pearson Correlation	308	.408 [*]	.284	.408*	.434*
0	Sig. (2-tailed)	.097	.025	.129	.025	.017
	Ν	30	30	30	30	30
Q1	Pearson Correlation	154	.169	102	.116	.448 [*]
1	Sig. (2-tailed)	.417	.373	.590	.542	.013
	Ν	30	30	30	30	30
Q1	Pearson Correlation	313	147	102	.116	.274
2	Sig. (2-tailed)	.092	.437	.590	.542	.142
	N	30	30	30	30	30
Q1	Pearson Correlation	.005	.169	.337	.116	.647**
3	Sig. (2-tailed)	.978	.373	.069	.542	.000
	N	30	30	30	30	30
Q1	Pearson Correlation	233	.141	112	.191	.415*
4	Sig. (2-tailed)	.215	.457	.556	.311	.022
	Ν	30	30	30	30	30
Q1	Pearson Correlation	222	.234	.162	.279	.241
5	Sig. (2-tailed)	.239	.214	.391	.136	.199
	Ν	30	30	30	30	30
Q1	Pearson Correlation	009	.250	.174	063	.336
6	Sig. (2-tailed)	.962	.183	.359	.743	.070
	Ν	30	30	30	30	30
Q1 7	Pearson Correlation	1	036	.162	- .396*	226

	Sig. (2-tailed)		.850	.391	.031	.230
	N	30	30	30	30	30
Q1	Pearson Correlation	036	1	.695**	.286	.500**
8	Sig. (2-tailed)	.850		.000	.126	.005
	N	30	30	30	30	30
Q1	Pearson Correlation	.162	.695**	1	.199	.377*
9	Sig. (2-tailed)	.391	.000		.293	.040
	N	30	30	30	30	30
Q2	Pearson Correlation	-	.286	.199	1	.550**
0		.396*				
	Sig. (2-tailed)	.031	.126	.293		.002
	Ν	30	30	30	30	30
то	Pearson Correlation	226	.500**	.377*	.550 [*]	1
ТА					*	
L	Sig. (2-tailed)	.230	.005	.040	.002	
	Ν	30	30	30	30	30

Normality Test

	Tests of Normality								
		Kolmo	Kolmogorov-Smirnov ^a						
		Statisti							
	model pembelajaran	с	df	Sig.	С				
Hasil Belajar									
Siswa	Model Pembelajaran	.151	30	.077	.917				
	CBGO								

Normality test of the questionnaire

Tests of Normality						
		Kolmogorov-Smirnov ^a Shapiro-Wilk			o-Wilk	
	Model	Statisti			Statisti	
	pembelajaran	С	df	Sig.	с	df
Hasil						
kuesioner	Model	.139	30	.142	.938	30
	Pembelajaran					
	CBGO					

Homogeneity Test

Test of Homogeneity of Variance					
		Levene			
		Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	.440	1	58	.510
Siswa	Based on Median	.356	1	58	.553
	Based on Median	.356	1	57.75	.553
	and with adjusted			0	
	df				
	Based on	.539	1	58	.466
	trimmed mean				

Homogeneity Test of Questionnaire

Test of Homogeneity of Variance					
		Levene			
		Statistic	df1	df2	Sig.
Hasil	Based on Mean	.422	1	58	.518
kuesioner	Based on Median	1.245	1	58	.269
	Based on Median	1.245	1	43.144	.271
	and with adjusted				
	df				
	Based on trimmed	1.016	1	58	.318
	mean				

Hypothesis Test

Independent Samples Test					
		t-test for Equality of Means			
		Sig. (2-	Mean	Std. Error	
		tailed) Difference Difference			
Hasil	Equal variances	.000	-27.80000	2.14217	
Belajar	assumed				
Siswa	Equal variances	.000	-27.80000	2.14217	
	not assumed				

Hypothesis Test of Questionnaire

Independent Samples Test				
		t-test for Equality of Means		
		Mean Std. Error		
		Sig. (2- Differenc Differenc		
		tailed) e e		
Hasil	Equal variances	.000	-23.43333	3.10583
kuesioner	assumed			
	Equal variances	.000	-23.43333	3.10583
	not assumed			

Documentation of Validity and reliability Test, Pre-test and Post Test, and Questionnaire test

Validity and reliability test



The first pre-test



The second pre-test



The third pre-test



The Researcher gave the treatment



The first post-test



The Second Post-test



The third post-test



Appendix 14

The letter of statement

YAYASAN KHOZINATUL 'ULUM AL AMIEN BLORA



MADRASAH TSANAWIYAH KHOZINATUL 'ULUM TERAKREDITASI " A " Alamat : Ji Mr Iskandar No XII / 2 Blora Telp (0296) 5101763 Email : mts.khozin@amail.com, Website:www.mtskhozinblora.wordpress.com

SURAT KETERANGAN

Nomor : 191/MTs. KHU/SK /1/2022

Yang bertanda	a tangan	di bawah ini :
Nama	:	H. Nur Rokhim, S.Pd.I
NIP	:	
Alamat	:	Ds Bakal Andongrejo, Kec Blora Kota, Kab Blora
Jabatan	1	Kepala Madrasah Tsanawiyah Khozinatul 'Ulum Blora

menerangkan bahwa :

55

Nama	: Ahmad Muktar Rudin
NIM	: 1803046099
Alamat	: Desa Tengger Kecamatan Japah Kabupaten Blora
Judul Skripsi	: Computer-based Graphic Organizer Intervention in Teaching Narrative : A Case at Ninth Grades of MTs Khozinatul 'Ulum Blora

Yang tersebut diatas Telah melakukan penelitian di MTs. Khozinatul 'Ulum Blora, guna menyelesaikan tugas pembuatan skripsi.

Demikian surat keterangan kami buat dengan sesungguhnya untuk digunakan seperlunya



CURRICULUM VITAE

Name	: Ahmad Muktar Rudin			
Student Number	: 1803046099			
Address	: Tengger, RT 02/ RW 03 Japah Blora			
Born	: Blora 06 Juni 2000			
Major	: English Education Department			
Religion	: Islam			
Email	: <u>Ahmadmuktarrudin@gmail.com</u>			
Number	: 088215129124			
Background of study :				

1. SD N Tengger

- 2. SMP N 1 Ngawen Blora
- 3. MA Khozinatul Ulum Blora
- 4. UIN Walisongo Semarang

Semarang, 19 Juni 2020

Ahmad Muktar Rudin 1803046099