PENGGUNAAN METODE GRAPHIC ORGANIZER UNTUK MENGAJARKAN TEKS NARASI DI SMA NU LOANO PURWOREJO

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ABSTRAK

Kegiatan pengabdian masyarakat ini disusun untuk mengajarkan teks naratif menggunakan metode graphic organizer untuk siswa sekolah menengah atas. Tujuan dari pengabdian masyarakat ini adalah untuk mendeskripsikan bagaimana menggunakan graphic organizer sebagai metode pembelajaran teks narasi, dan untuk mendeskripsikan beberapa manfaat penggunaan graphic organizer sebagai metode pembelajaran teks narasi untuk siswa SMA NU Loano. Ada tiga tahapan dalam menggunakan metode ini. Yaitu pra mengajar, saat mengajar dan pasca mengajar. Pada pra pengajaran, guru menunjukkan gambar untuk merangsang pikiran siswa, guru mendiskusikan gambar yang diberikan dengan siswa, dan guru memberikan teks narasi kepada siswa dan meminta mereka untuk membaca dengan keras. Selama mengajar, guru menjelaskan struktur generik teks narasi, guru menulis bentuk grafik organiser di papan tulis, guru mengisi setiap struktur generik teks narasi dalam organisasi grafis, dan guru menjelaskan fitur leksiko gramatikal teks narasi berdasarkan masing-masing peristiwa. Pada akhir mengajar, guru memberikan pertanyaan kepada siswa berdasarkan teks yang diberikan. Kesimpulan dari kegiatan pengabdian masyarakat ini yaitu proses belajar mengajar lebih jelas dan lebih komunikatif. Serta siswa dapat memahami fitur leksiko gramatikal dari teks narasi seperti simple past tense, action verbs, adverb of time and place dan lain-lainnya dengan mudah. Sehingga, memberikan motivasi kepada siswa dan mereka dapat menikmati proses pembelajaran.

Kata kunci : Metode, Graphic Organizer, Teks narasi

ABSTRACT

Brushing This community service activity is structured to teach narrative texts using the graphic organizer method for high school students. The purpose of this community service is to describe how to use a graphic organizer as a method of learning narrative text, and to describe some of the benefits of using a graphic organizer as a method of learning narrative text for students in SMA NU Loano, There are three stages in using this method. Such as: pre-teaching, during teaching and post-teaching. In pre-teaching, the teacher shows pictures to stimulate students' minds, the teacher discusses the pictures given with students, and the teacher gives narrative texts to students and asks them to read aloud. During teaching, the teacher explains the generic structure of narrative text, the teacher writes graphical organizers on the blackboard, the teacher fills in each generic structure of narrative text in a graphical organization, and the teacher explains the lexical grammatical features of narrative text based on each event. At the end of teaching, the teacher gives questions to students based on the text given. The conclusion from this community service activity is that the teaching and learning process is clearer and more communicative. As well as students can understand the lexical grammatical features of narrative texts such as simple past tense, action verbs, adverbs of time and place and others easily. Thus, providing motivation to students and they can enjoy the learning process.

Keywords : Method, Graphic Organizer, Narrative text

A. Introduction

English is one of the international languages which is used in most countries all over the world. Mastering English is considered to be a need in the modern society and in the globalization era. For Indonesian people, English is a foreign language. It is taught and learned from elementary school until university. English has accordingly been chosen as the first foreign language to be taught in our school, rather than other languages. Since English is the first foreign language taught in all levels of education, it becomes a necessity to know the main goal why English becomes so important. It is a formal official language for communication. From the explanation, we know that English is very important in educational world.

There are four language skills that should be understood by students. They are listening, speaking, reading, and writing. All skills are taught by the English teacher separately based on the basic competency and standard competency of each skill in lesson plan. For senior high school students, reading is one of the four language skills that they must learn because it is as the backbone of other language skills. By learning reading Senior High School students can improve the other skills, such as listening, speaking, and writing.

As a backbone of other language skills, reading has important roles to encourage in understanding the other English skills. Therefore, the English teacher should have a good receipt in teaching that can make students understand reading skill easily. The fact which comes then is that reading is considered as a difficult skill by many students. In reading skill, students not only understand the text explicitly but also understand the text implicitly. Understanding the text explicitly is not easy, let alone implicitly. We know that a text is a semantic unit. A text is not just a string of sentences. In other words it is not simply a large grammatical unit, something of the same kinds as sentence but differing from it in size a sort of super sentence. A text may be spoken and written, prose or verse, dialogue or monologue, single proverb to a whole play, a momentary cry for help to all-day discussion on committee.

It is clear that the relationship between a text and reading skill is very close because a text includes a part of reading skill. It means that if students are able to understand the text, they are also able to understand reading skill. Therefore, according to the writer's opinion, if students want to understand reading skill, they should be taught how to understand the text easily. Narrative text is one of the texts that should be mastered by senior high school students. Narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. The social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative has been taught to all people in the world. Narrative could be in form, of story such as fairy stories, mystery, science fiction, roan, horror, etc. It happens when we were in the childhood. Parents or even grandparent prefer to tell stories to children in various ways to make them happy. Telling story has become a lesson since we are still very young.

As a partner in the implementation of Community Service is Senior High School NU Loano Purworejo based on the analysis of situation which can identify several problems faced by partners, They are: (1) Lack of the students' knowledge at Senior High School NU Loano Purworejo about the reading skill (2) The lack of knowledge of students at Senior High School NU Loano Purworejo about how to understand about the narrative text (3) Lack of knowledge of students at Senior High School NU Loano Purworejo about the graphic organizer method to understand narrative text more easily.

Based on the problem above, the author has he targets and achievements to be achieved through this Community Service activity are as follows: (1) Increase students' knowledge at Senior High School NU Loano Purworejo about the reading skill (2) Increasing the knowledge of Senior High School NU Loano Purworejo about how to understand about the narrative text (3) Increasing students' knowledge at Senior High School NU Loano Purworejo about the graphic organizer method to understand narrative text more easily.

As stated before, teaching method is very important, so the English teacher should find out the appropriate method to improve students' reading ability in understanding the text and the most important is how to apply that method. The teaching method is needed in teaching-learning process because it is its procedures. What the teacher should do is finding out the method and applying it in teaching-learning process. Graphic organizer is one of the methods that can be used by the teacher to teach narrative text. Graphic organizers display information, structure, and key conceptual relationships using visual and spatial arrangements or maps. Graphic organizers often involve lines, arrows, text boxes or bubbles, pictures, and other visual depictions to represent ideas, facts, and concepts. Graphic organizers provide a framework for students to connect existing knowledge to new information.

Graphic organizer was chosen as the method to teach narrative text because it is very useful and it improves students' ability in understanding reading text especially narrative text. Graphic organizer method is appropriate method to teach narrative text so that it decides the successful result of teaching and learning process.

B. Methods

Based on the problems that is faced by partners as revealed in the previous chapter, several alternative solutions that can be offered are as follows: (1) Conduct students' knowledge at Senior High School NU Loano Purworejo about the reading skill (2) Provide counseling to students to increase the knowledge of Senior High School NU Loano Purworejo about how to understand about the narrative text (3) Conduct to increase students' knowledge at Senior High School NU Loano Purworejo about the graphic organizer method to understand narrative text more easily (Nurhadi, 2004).

A. The Procedures of Teaching

1. Pre Teaching

   a. The teacher shows the picture to stimulate students' mind.

   b. The teacher discusses the picture given with students.

   c. The teacher gives students a narrative text and asks them to read loudly.

2. Whilst Teaching

   a. The teacher explains generic structures of narrative text.

   b. The teacher writes the form of graphic organizer in white board.

   c. The teacher fills each generic structure of narrative text in graphic organizer.

   d. The teacher explains lexical grammatical features of narrative text based on each event.

3. Post Teaching

   a. The teacher gives students questions base on the text given.

C. Result And Discussion

A. Teaching and Learning

Harmer (2004: 57) describes that teaching means to give (someone knowledge) or to instruct or train (someone). It is undertaking certain ethical task or activities the intension of which is to induce learning. Therefore, English language teaching means that the teacher gives some knowledge about English so that they can use English well anywhere. Based on the School Based Curriculum (KTSP), English is one of the primary subjects at school. The objectives of teaching English to junior high school students as a primary subject of the study are:

1. Developing the communication skill in English both spoken and written language. The ability to communicate includes listening, speaking, reading, and writing.

2. Giving information that English is one of the most important foreign languages that become means of communication in education.

3. Developing the understanding of language and culture. Therefore the children will have knowledge about culture.

According to Richards, et al (1990: 162), learning has the same meaning with acquisition. He gives a definition that acquisition is the process by which a person learns a language which is sometimes called acquisition instead of learning, because some linguists believe that the development of a first language in a child is a specific process.

Conscious learning is a capacity requested by students, therefore; it is usually goal-oriented and requires a motivation. Learning has also been mathematically modeled using a differential equation related to an arbitrarily defined knowledge indicator with respect to time, and dependent on a number of interacting factors (constants and variables), such as initial knowledge, motivation, intelligence, knowledge anchorage or resistance, etc.

Thus, learning does not occur if there is no change in the amount of knowledge even for a long time, and learning is negative if the amount of knowledge is decreasing in time. Inspection of the solution to the differential equation also shows the sigmoid and logarithmic decay learning curves, as well as the knowledge of carrying capacity for a given learner.

B. Teaching Method

Teaching method, according to Richards and Schmidts (2002:330) is a way of teaching a language which is based on systematic principles and procedures, i.e. which is an application of views on how a language is best taught and learned and a particular theory of language and of language learning.

Teaching is that profession where the success of the teachers depends on the ability of the students but there have been such teachers who have made even the worst of students the best of learners. So it is evident the understanding of a subject taught by a teacher depends on the methods of teaching adopted by that teacher. Methods make the material easier to comprehend and assimilate. A teacher would only pay attention towards her methods only when she is completely dedicated towards her profession and if her profession is her passion.

Teaching methods can best be defined as the types of principles and methods used for instruction. There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. Class participation, demonstration, recitation, and memorization are some of the teaching methods being used. When a teacher is deciding on their method, they

need to be flexible and willing to adjust their style according to their students.
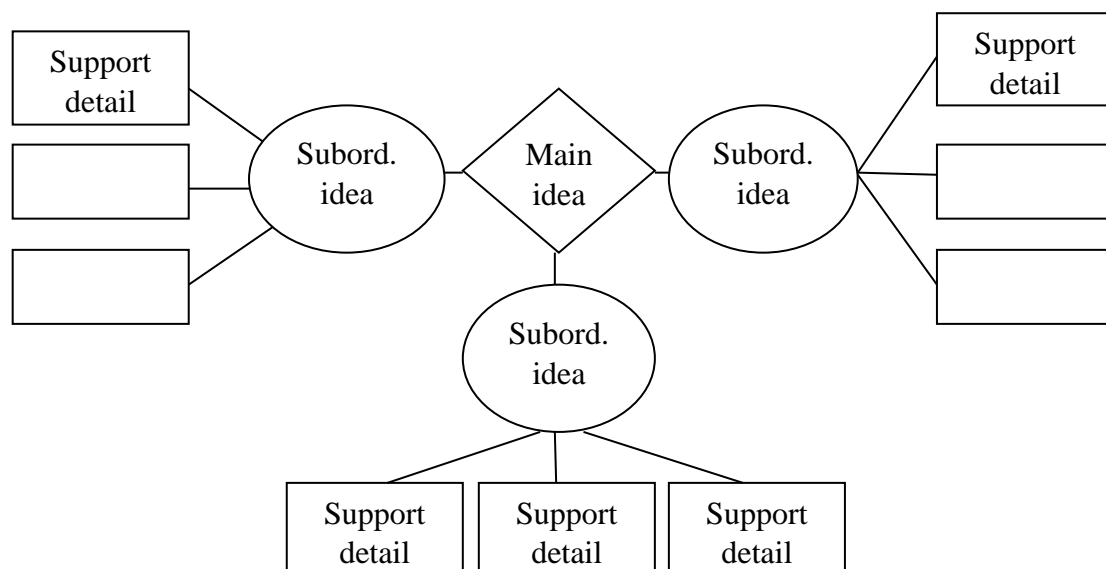
C. Graphic Organizer

A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams.
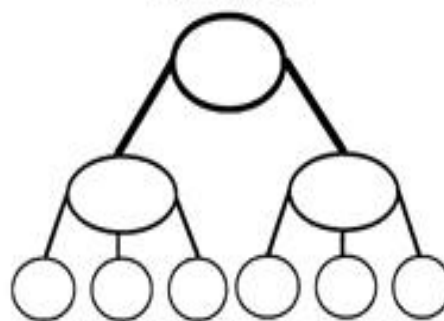
Graphic organizers actually have the power and potential to enhance the learning ability of students in all age groups. Because the use of visual learning tools is becoming widespread, the introduction of graphic organizers from an early age has been pushed as a means of facilitating familiarity with these extremely effective tools as early as possible.

Graphic organizers come in many different forms, each one best suited to organizing a particular type of information (www.worksheetlibrary.com). The following examples are merely a sampling of the different types and uses of graphic organizers.
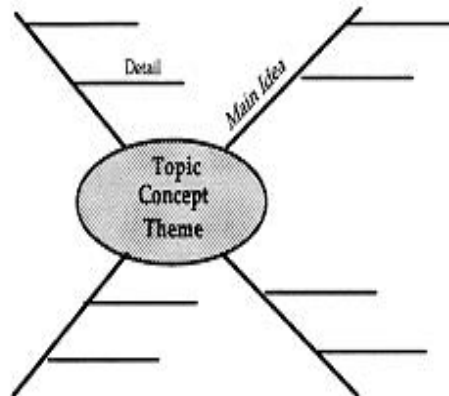
Descriptive or Thematic Map

Network Tree

Spider Map

Detail

Main Idea

Topic Concept Theme

Problem and Solution Map

Influence

Influence

Cause

Effect

Solution

Problem-Solution Outline

Who

Problem

What

Why

Solution

Attempted Solutions	Results
1.	1.
2.	2.

End Result

Sequential Episodic Map

Main Idea

Cause	→	Effect Cause	→	Effect

Influence   Influence   Influence
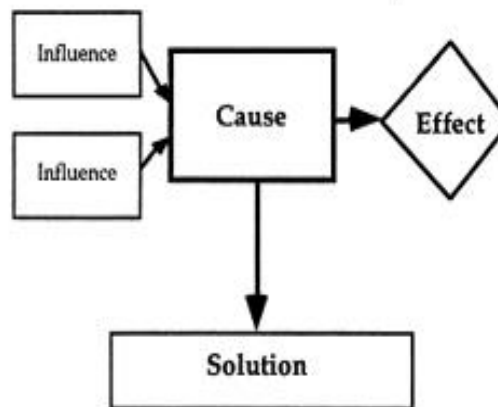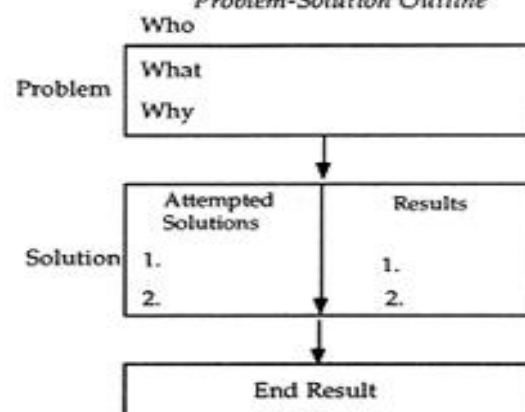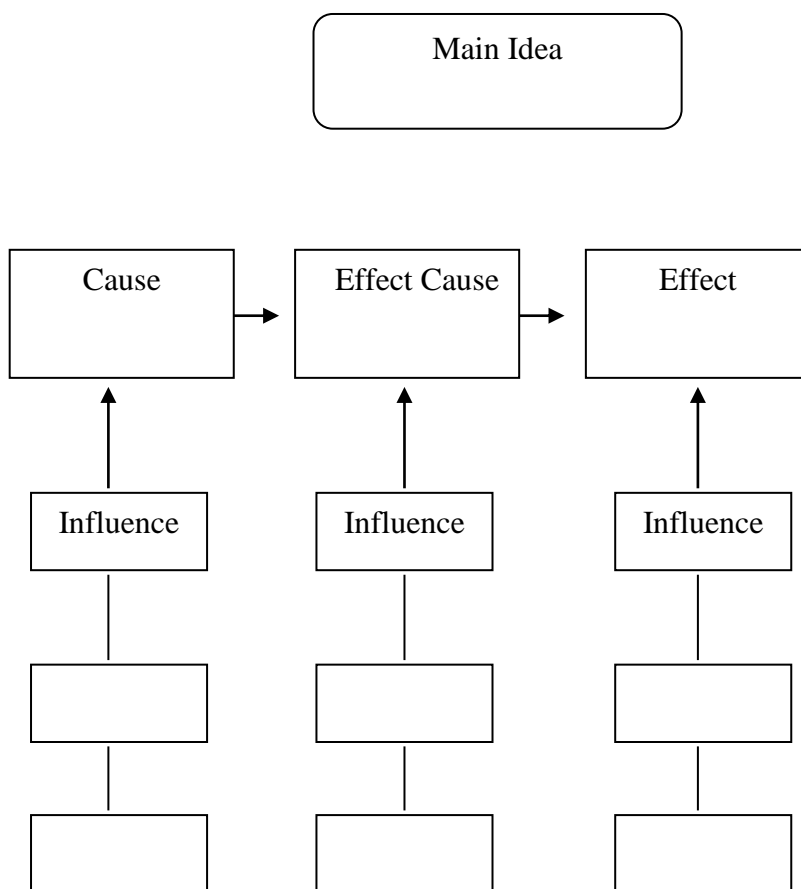
Fishbone Map
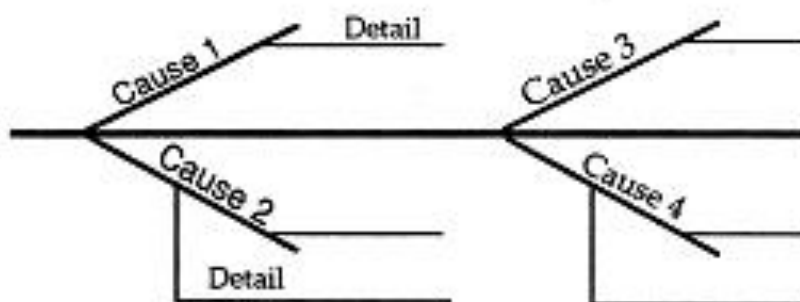
Compare-Contrast Matrix

Attribute 1		
Attribute 2		
Attribute 3		

Continuum Scale

Low ————————————————— High

Series of Events Chain

Initiating Event

Event 1

↓

Event 2

↓

Final Event

Event 3

Cycle

1 → 2 → 3 → 4 → 1

Human Interaction Outline

D. Text

According to Hornby (1995: 437), text is a written or printed work regarded in terms of content rather than form and the main body of a book or other piece of writing, as distinct from appendices, illustrations, etc. Based on the definitions above, it is clear from the definition that a text does not depend on form.

According to Mark and Cathy (1997:1), there are two main types of texts - literary and factual. Within these are various text types having a common way of using language.
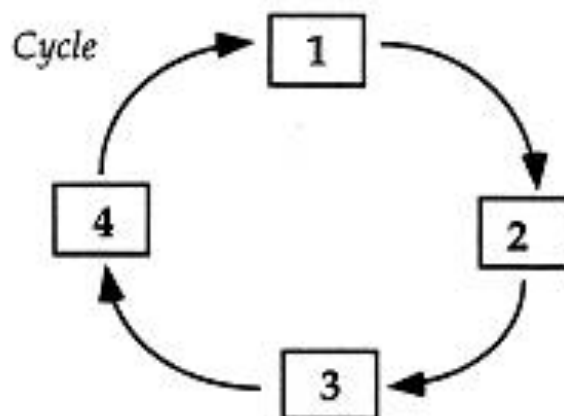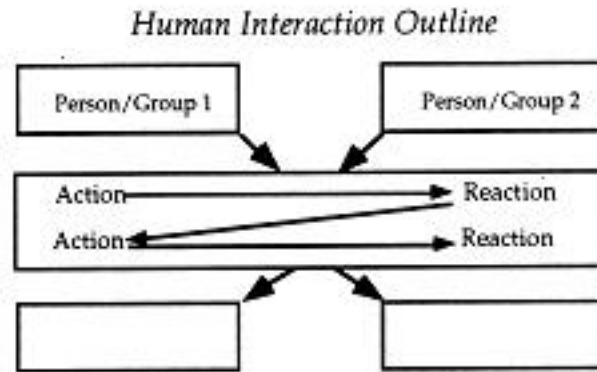
1. Literary Text consist of:

    a. Narrative text that tells a story about something or someone.

    b. Poetic text types express feelings and impressions of life in number of lines.

    c. Dramatic text types use acting to communicate ideas and experiences.

2. Factual Text consist of:

    a. Recount is a piece of text that retells past events, usually in the order in which they happened.

    b. Explanation is speaking or writing about how or why things happen.

    c. Discussion text speaks or writes about a topic and include both sides of the case, we are creating discussion.

    d. Information Report is a factual text type that presents information about subject.

    e. Exposition is a factual text that aims to persuade by arguing one side of the issue.

    f. Procedure is a text that gives instructions on how to do something.

E. Narrative Text

According to Anderson (1997: 8), narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener. Meyers (2005: 52) states that narrative is one of the most powerful ways of communicating with others.

Anderson (1997: 8) states that the steps for constructing a narrative are:

1. Orientation/ exposition

    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/ rising action

The complication is pushed along by a serious 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.

3. Sequence of event/ Climax

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 flashback. The audience is given the narrator's point of view.

4. Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain toes of narrative which leaves us wondering 'How did it end"?)

5. Reorientation

It is an optional closure of event.

There are many different types of narrative texts:

a. A humorous narrative is one of that aims to make audience laugh as a part of telling story.

b. The romance narrative typically tells of two lovers who overcome difficulties to end up together.

c. Historical fiction

d. This type of narrative has the text presented like diary entries.

e. Fantasy narrative

f. Science fiction narratives involve science and technology.

F. Discussion

A. Teaching Narrative Text Using Graphic Organizer Method

A graphical organizer can be very helpful in making abstract concepts more concrete. The teachers fill in the graphical organizer together with the students, rather than present one already developed. As much as possible, students should create and manipulate the graphics. Revisit the graphical organizer during the unit so that the students can add their new knowledge and see how much they are learning. Active engagement is critical to the effectiveness of these tools.

There are many graphic organizers that can be used by the teacher to teach in the classroom, such as descriptive or thematic map, network tree, spider map, problem and solution map, problem-solution outline, sequential episodic map, fishbone map, comparative and contrastive map, compare-contrast matrix, continuum scale, series of event chain, cycle, and human interaction outline. However, the writer will choose one graphic organizer that is appropriate to be used to teach narrative text because not all graphic organizers are appropriate to be used to teach narrative text. The writer thinks that series of event is the appropriate graphic that can be used to teach narrative text because it consists of some series of events that is appropriate to the series of events in narrative text, such as orientation, complication, resolution, etc.

B. The Procedures of Teaching
1. Pre Teaching

    a. The teacher shows the picture to stimulate students' mind.

    b. The teacher discusses the picture given with students.

    c. The teacher gives students a narrative text and asks them to read loudly.

2. Whilst Teaching

    a. The teacher explains generic structures of narrative text.

    b. The teacher writes the form of graphic organizer in white board.

    c. The teacher fills each generic structure of narrative text in graphic organizer.

    d. The teacher explains lexical grammatical features of narrative text based on each event.

3. Post Teaching

    a. The teacher gives students questions base on the text given.

    b. Fill generic structure of narrative text in graphic organizer.

The Snow Bride

Many years ago, when great forests still covered the hills of Japan, a samurai named Hikaru lost his way in a sudden winter storm. Snow pellets sharp as spears pierced his cloak and drove him blindly into the deep woods. Cold stalked him, and he had no weapon to battle this invisible enemy. Finally his horse burst into a clearing. The wind rattled the tree limbs, but no snow fell here. A wooden house squatted beside a huge camphor tree. The snow was a smooth white carpet. This quiet place seemed peaceful enough, but he sensed someone watching, waiting in silence. A door opened. A white-haired woman studied him. Holding out her arms, she murmured, "Welcome, my lord. Enter and feel no fear."
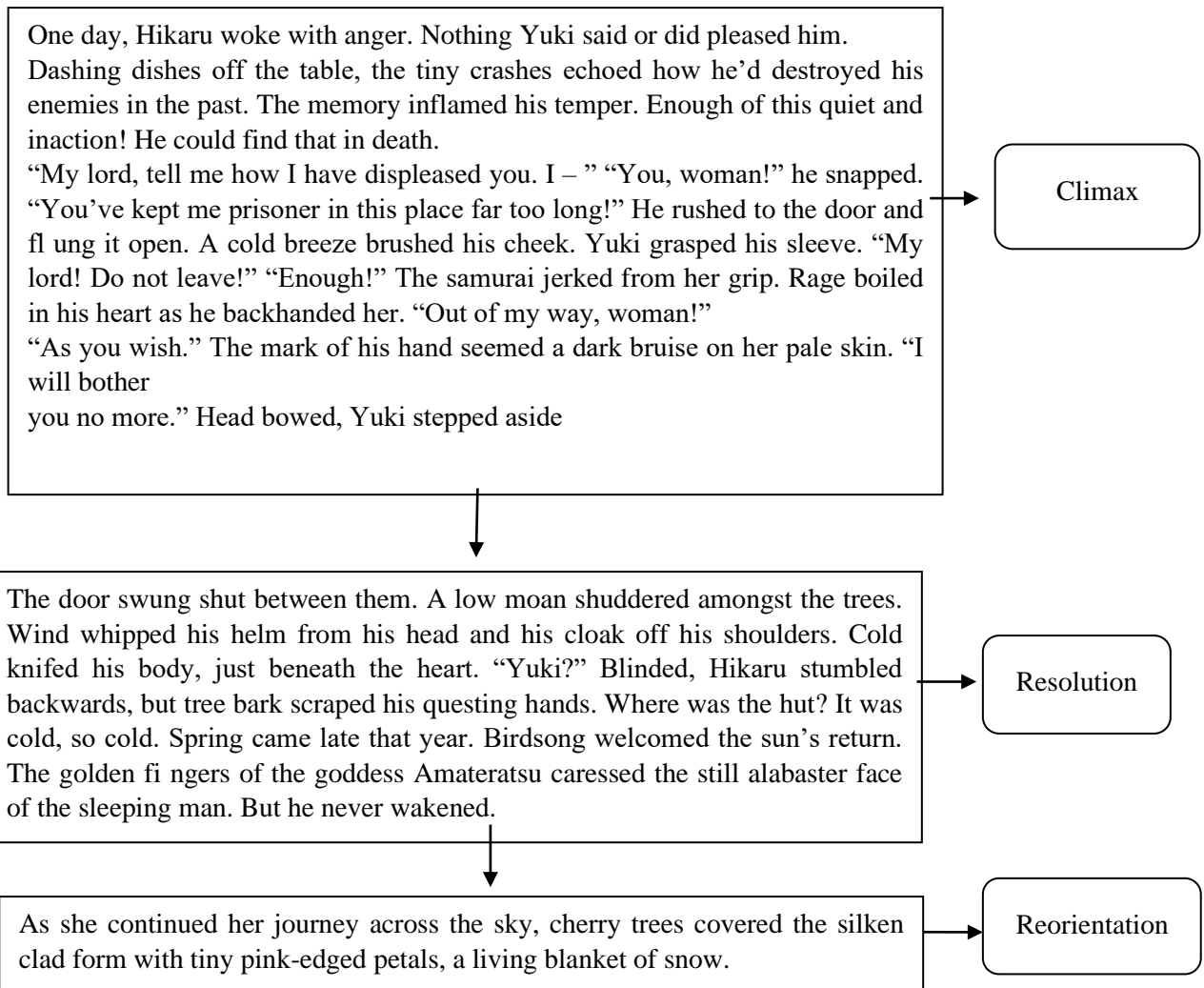
→ Orientation

Hikaru smiled. He had killed fear long ago. But his horse ran away from the tiny hut. The samurai pulled the reins and drove it forward until the horse reluctantly moved forward. He found a lean-to built on the side of the hut, sheltered on one side by the hut and on the other by the tree. When his mount discovered some hay, its hunger drove out all fear. He left the animal peacefully grazing and went to fi nd his hostess.

The hut was simply furnished; though firelight created a golden sparkle off the dishes and cups she set before him. Where this woman had found such luxuries, he wondered as she silently served him.

After he had eaten, he fixed his eyes on her. "Who are you?" She kept her gaze modestly lowered. "I am called Yuki, my lord. This place is my home." Yuki glided around the room in a silken whisper. Gradually he became aware of how quiet the woods had become. "Are you not lonely here?" Her lips quirked in a shadow of a smile. "You are here, my lord. As long as you are pleased with me, how could I be lonely?" Time passed, but it was always winter. Hikaru forgot everything but the lovely woman who anticipated his wants. As soon as he thought, "I want – " Yuki was there, offering food and drink to fill his belly or song to soothe his soul. Yet men are never content. For a warrior, even an earthly paradise can become a wicked prison.

→ Complication

One day, Hikaru woke with anger. Nothing Yuki said or did pleased him. Dashing dishes off the table, the tiny crashes echoed how he'd destroyed his enemies in the past. The memory inflamed his temper. Enough of this quiet and inaction! He could find that in death.

"My lord, tell me how I have displeased you. I – " "You, woman!" he snapped. "You've kept me prisoner in this place far too long!" He rushed to the door and fl ung it open. A cold breeze brushed his cheek. Yuki grasped his sleeve. "My lord! Do not leave!" "Enough!" The samurai jerked from her grip. Rage boiled in his heart as he backhanded her. "Out of my way, woman!"

"As you wish." The mark of his hand seemed a dark bruise on her pale skin. "I will bother
you no more." Head bowed, Yuki stepped aside

→ Climax

The door swung shut between them. A low moan shuddered amongst the trees. Wind whipped his helm from his head and his cloak off his shoulders. Cold knifed his body, just beneath the heart. "Yuki?" Blinded, Hikaru stumbled backwards, but tree bark scraped his questing hands. Where was the hut? It was cold, so cold. Spring came late that year. Birdsong welcomed the sun's return. The golden fi ngers of the goddess Amateratsu caressed the still alabaster face of the sleeping man. But he never wakened.

→ Resolution

As she continued her journey across the sky, cherry trees covered the silken clad form with tiny pink-edged petals, a living blanket of snow.

→ Reorientation

G. Conclusion

Based on the discussion above, the writer will give the conclusions that:

1. In using graphic organizer method, there are three phases. They are pre reading whilst reading, and post reading. Pre reading consist of the teacher shows the picture to stimulate students' mind, the teacher discuss the picture given with students, and the teacher gives students a narrative text and asks them to read loudly. Whilst reading consists of the teacher explains generic structures of narrative text, the teacher writes the form of graphic organizer in white board, the teacher fills each generic structure of narrative text in graphic organizer, and the teacher explains language features of narrative text based on each event. The last phase is post teaching. In this phase, the teacher gives students questions base on the text given.

2. Moreover, there are some benefits of teaching narrative text using graphic organizer method. They are as follows:

   a. The teacher can give motivation to the students and they can enjoy the learning process.

   b. The students can understand language features of the narrative text such as simple past tense, action verbs, adverb of time and place etc easily and generic structures of narrative text

   c. It makes the teaching and learning process clearer and more communicative.

H. Sugestion

Based on the results obtained in this activity, some suggestions that can be submitted are as follows:

1. For students to always improve their reading skills, collect data, and analyze English and keep changing every second.
2. For schools, ongoing and continuous counseling on increasing awareness of the use of Speaking in facing challenges in the future world of work needs to be improved and implemented routinely considering the accessibility of schools to promising job opportunities for graduates who are still limited.

I. The Gratefulness

This Community Service Report is prepared in the framework of realizing the tri dharma of higher education. The preparation of this Community Service Report was certainly not free from various obstacles, but thanks to the help, guidance, encouragement and direction from various parties, the author was finally able to complete this Community Service Report. Therefore the author would like to thank profusely to everyone who has supported the author so that this community service can be completed.

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