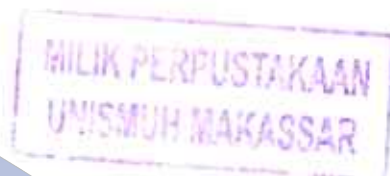


STUDENT'S PERCEPTION ON THE USE OF GRAPHIC ORGANIZER
(GO) IN LEARNING READING COMPREHENSION



**UNIVERSITAS MUHAMMADIYAH
MAKASSAR**
A THESIS
*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment of the Requirement
for the Degree of Education in English Department*

RISKAWATI RAHIM
10535599814



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2022



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Riskawati Rahim** NIM 10535599814, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor, 239 Tahun 1443 H/ 2022 M, tanggal 21 Rajab 1443 H/ 22 Februari 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Senin 28 Februari 2022**.

Makassar, 27 Rajab 1443 H
28 Februari 2022 M

Panitia Ujian:

Pengawas Umum : Prof. Dr. H. Ancho Asse, M.Ag

Ketua : Erwin Akib, S.Pd., M.Pd., Ph.D.

Sekretaris : Dr. Bahardin, M.Pd.

Dosen Penguji 1. Dr. Nanung Anugrawati, S.Pd., M.Pd.

2. Firman, S.Pd., M.Pd.

3. Dr. Andi Asri Jumiati, S.Pd., M.Pd.

4. Awalia Azis, S.Pd., M.Pd.

Disahkan Oleh:

Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860934





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : Students' Perception on the Use of Graphic Organizer
(GO) in Learning Reading Comprehension.

Name : Riskawati Rahim

Reg. Number : 10535599814

Programmer : English Education Department Strata I (S1)

Faculty : Teacher Training and Education

Makassar, 28 Februari 2022

Approved By,

Consultant I

Consultant II

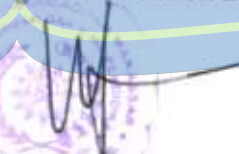

Dr. Nunung Anugrawati, S.pd., M.Pd.
NIDN. 0925088502


Dr. Andi Asri Jumenty, S.Pd., M.Pd.
NIDN. 0920038104

Dean of FKIP
Makassar Muhammadiyah University

Head of
English Education Department


Erwin Akib, M.Pd., Ph.D.
NBM. 860 934


Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



COUNSELLING SHEET

Name : Riskawati Rahim
NIM : 10535 5998 14
Department : Pendidikan Bahasa Inggris
Title : Student's Perception on The Use of Graphic Organizer (GO) in Learning Reading Comprehension

Consultant I : Dr. Nunung Anugerawati, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
30/12/2021	IV	- Introduction	[Signature]
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		- Abstract	[Signature]
		- Bibliography	[Signature]
02/02/2022		[Signature]	[Signature]

Makassar, Januari 2022

Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 860 934



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Name : Riskawati Rahim
NIM : 10535 5998 14
Department : Pendidikan Bahasa Inggris
Title : Student's Perception on The Use of Graphic Organizer
(GO) in Learning Reading Comprehension

Consultant I : Dr. Andi Asri Jumiati, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
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8/2/22	2		

Makassar, Januari 2022

Approved by:
Head of English Education Department

Dr. Ummi Khairati Syam, S.Pd., M.Pd
NBM. 860 934



SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Riskawati Rahim

Nim : 105 35 5998 14

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : Student's Perception on the Use of Graphic Organizer in Reading Comprehension.

Dengan ini menyatakan bahwa Skripsi yang saya ajukan di depan tim penguji adalah asli hasil karya saya sendiri dan bukan hasil ciptaan orang lain atau dibuatkan oleh siapa pun.

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Makassar, Februari 2020

Yang membuat Pernyataan,

Riskawati Rahim



SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Riskawati Rahim
Nim : 105 35 5998 14
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

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Yang membuat Pernyataan,


Riskawati Rahim

MOTTOS & DEDICATION

"Everyone has a chance. Few people take advantage of opportunities to achieve their priorities"



ABSTRACT

Riskawati Rahim, 2022. Student's perception on the use of graphic organizer in reading comprehension. Thesis of English Education Department and Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. Advisor by Nunung Anugrawati and Andi Asri Jumiaty.

This study aims to find out students' perceptions of the use of graphic organizer language in reading comprehension of the students of SMP Negeri 4 Watansoppeng. The method used in this research is descriptive with a qualitative approach. The research was conducted at SMP Negeri 4 Watansoppeng with 21 students as participants. Researchers used a questionnaire as a tool to measure students' perceptions. The questionnaire contains 10 statement items answered by 21 students. Interviews were conducted as supporting keywords to answer the problem formulation. The results of this study indicate that the average of the overall answers is 3.39 with a very good category. Strongly agree to use a graphic organizer for reading comprehension or learning English in the form of reading texts. By using a graphic organizer, students find it helpful in understanding English reading. Positive student perceptions of graphic organizers.

Keywords: Perception, Graphic Organizer, Reading Comprehension.

ABSTRAK

Riskawati Rahim, 2022. Persepsi siswa terhadap graphic organizer dalam pemahaman membaca. Skripsi. Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Pembimbing Nunung Anugrawati dan Andi Asri Jumiati.

Penelitian ini bertujuan untuk menemukan persepsi siswa pada penggunaan bahasa graphic organizer dalam pemahaman membaca pada siswa Smp Negeri 4 Watansoppeng. Metode yang digunakan pada penelitian ini adalah dekriptif dengan pendekatan kualitatif. Penelitian dilaksanakan di Smp Negeri 4 Watansoppeng dengan 21 siswa sebagai partisipan. Peneliti menggunakan kuesioner sebagai alat untuk mengukur persepsi siswa. Kuesioner berisi 10 item pernyataan yang dijawab oleh 21 siswa. Wawancara dilakukan sebagai pendukung yang disimpulkan untuk menjawab rumusan masalah. Hasil dari penelitian ini menunjukkan bahwa rata-rata dari keseluruhan jawaban adalah 3,39 dengan kategori sangat baik. Sehingga siswa sangat setuju menggunakan graphic organizer pada pemahaman membaca atau pembelajaran Bahasa Inggris berupa teks bacaan. Dengan menggunakan graphic organizer siswa merasa terbantu dalam memahami bacaan Bahasa Inggris. Persepsi siswa positif terhadap graphic organizer.

Kata kunci: Persepsi, Graphic Organizer, Reading Comprehension.

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(In the name of Allah, Most Gracious, Most Merciful)

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In the course of studying at Unismuh, the author experienced many phases of life. Starting from the death of a mother who I love very much. But I believe there is always a way if you keep trying and praying.

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Makassar, February 2022

The researcher

Riskawati Rahim

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CHAPTER I

INTRODUCTION

A. Background

Reading is important in learning foreign language, reading activities automatically increase vocabulary that we can use in our daily lives, increase self confidence in social interactions and can improve the quality of the brain in remembering. Reading is indispensable for learning new languages including English learning. There are four skills that must be mastered in order to be able to understand the context and be able to understand the meaning of an expression or writing.

One of the most powerful skills to start researching is reading. Therefore, the many benefits of reading students are required to be able to master these skills. Reading is the main capital in reading comprehension, book guides and various English tests issued by several private and government agencies.

The problem is that there are still some areas that are considered to have low literacy. The level of reading in Indonesian is said to be low. If students are also required to read some international literature in English, it will cause new problems, namely difficulties in understanding the essence of the reading. Especially in South Sulawesi, only 25.23 access sources of literacy with the use of electronic devices, which means it is low. (Puslijakdikbud, 2019)

The lack of interest in reading from students in Indonesia towards reading materials in their own language can be conclude that students will find it more difficult to English is foreign language even though this language is an

international language which is very important in millennial era.

Moreover, English is own challenges for students as we all know that English is different writing, pronunciation and meaning. Even though students experience difficulties, they are required to be able to at least get information from a reading that is presented. There are many tests that use English as a measure of ability to take education, to get scholarships, workabroad, work qualifications in the country that require basic English understanding and many other agents. This certainly departs from reading skills which are the main factor in getting new information from across the world.

Through empirical experience, some classroom teachers in learning English, especially reading skills, always suggest that students look for the meaning of words from the dictionary which takes a lot of time with limited lessons. Interpreting words based on the context of the sentences before and after them. After interpreting the word for each reading, it is necessary to arrange or rearrange skills. Only then can the reading be understood and have a good meaning. The impact is too long and results in boredom for students so many processes are carried out that the outcome is more directed towards translating as a whole.

Several years based on the results of observations during the internship 1 and 2 teachers experienced difficulties because the lesson time provided for learning each week was not optimal in guiding students in learning. Another difficulty is the inadequate network in the village so that it is difficult to access or intrusive the students in doing learning independently, which is mostly presented on their respective cellphones. Apart from that, another difficulty is

the students who experience laziness in learning English because they also experience difficulties in converting their Buginese language from their mother tongue to the second language of Indonesian.

This area is a 3T area that requires a learning innovation according to their needs which is basically easy to understand and can be applied to Students, whose impression is not too difficult for them to understand. According to Mrs. Kasmawati, as the person in charge of English subjects, the Graphic Organizer applied in students learning. The hope is that can easily understand every English lesson.

Mrs. Kasmawati, as an English teacher, Students previously experienced delays in mastering English, starting from writing, pronunciation and even interpreting it very difficult for them. The most basic thing is reading their tongues very stiff even though their enthusiasm for learning is high.

This problem makes teacher in the field of education begins to apply learning strategy that aim to make it easier for students to understand learning. Teacher try to apply teaching strategy in catching up with students at SMP Negeri 4 Watansoppeng. One of the strategies applied is a Graphic Organizer to optimize students' visuals.

Graphic organizers (GO) have applied in a variety of disciplines. Vazques (2018). Claims that GO are widely applied in various fields of science such as social science, chemistry and education. Its uses are different, such as testing reading comprehension, solving math problems, testing background knowledge, illustrating systems and planning tasks.

Based on these problems and some of the perceptions that GO are very

helpful for students in reading, researchers want to conduct research on how students' perceptions when learning by applying the graphic organizer.

B. Problem Statement

How do Student's perceive the use of graphic organizer in reading comprehension?

C. Objective of the Study

Based on the problem statement above, the researcher intends to find out: Student's perceive on the use of graphic organizer in reading comprehension.

D. Significance of the Study

The result of this research is expected to be able to provide benefit to researchers, every teacher who wants to use this strategy. Knowing students' perceptions of the graphic organizer provides a basic description of students' interest in this strategy in reading comprehension.

E. Scope of Study

This scope of study focuses on the students' perception on the use graphic organizer in reading comprehension. However, this research is limited to students at SMP Negeri 4 Watansoppeng learning reading comprehension with the graphic organizer.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

1. Albufalasa (2019). In his research entitled *The Impact of Implementing Graphic Organizer on Improving EFL Students' Reading Comprehension of Narrative Texts and Motivation*. The results show that the application of a graphic organizer has a positive impact on reading comprehension of EFL students in narrative texts such as short stories. Greatly increase students' motivation and attitude towards learning English. The result of this study helps EFL learners become better readers of literacy motivational texts.
2. Sadat (2009). In his research entitled *Improving the student's reading comprehension through Know, Learn, Want, How, (KWLH), technique at SMP Brangas Kabupaten Majene*. He found the process of teaching and learning English using KWLH is effective in reading comprehension. Students find specific information that helps students answer questions, thinking skills from the text by using graphic organizer. This value is evidenced by the t-test value (6.843) which is higher than the t-table value (2.042).
3. Latif (2012). The title *Optimizing graphic organizers to improve students' reading comprehension (A classroom action research at the eleventh-year students of SMA Negeri 6 Surakarta in 2009/2010 academic year)*. Research shows the use of graphic organizers can improve students' reading comprehension. As students are able to find explicit information in a text, are able to understand the text, students are able to find the main idea in a

paragraph, students are able to conclude the meaning of the text.

Can be concluded that students' reading comprehension could be improved by the implementation of graphic organizers. Therefore, it is recommended that (1) teacher should give the explicit model during implementing graphic organizers in teaching reading; and (2) teachers need to improve their acquisition of knowledge about graphic organizers through collaboration with other teachers on the results, of various researchers regarding the graphic organizer strategies apply in the classroom, which states that all samples have increased successfully.

Researchers want to know how students' perceptions of this graphic organizer that is applied by the teacher. Different from previous research with this research that researchers here focus on perceptions and responses of students to the graphic organizer applied by the teacher, graphic organizer specifically applied to the ability to understand a reading.

B. Some Patients Idea

1. The Concept of Perception

a. Definition of perception

Cahyani, (2014) Epistemologically perception comes from Latin perception from *percipere* which can be interpreted as accepting or taking like experiences recorded in long term memory. Perception also involves a higher cognitive function in interpreting stimuli received from outside interpretation also depends on the amount of information collected by individuals from their environment.

Then added by Cahyani, (2014) that the perceptual process is influenced

by three factors, namely stimulus, system structure, brain sensory and previous knowledge. It can be concluded that perceptions also be influenced by previous experience.

According to Preetu, (2017) perception that study a person's perception by understanding every process a person goes through and understanding the sensory information that receive to produce a conscious experience of object and object relationships. Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment.

Perception allows us to take the sensory information in and make it into something meaningful. Perception is process to input message or information to human brain by the human perception that continuously make relation with environment. This relation is done by the five senses those are senses of sight, sense of feeling, sense of smell, and sense of touch (Cahyani, 2014)

Perception is a process that is preceded by a sensing process, the process of receiving a stimulus by the individual through the sense organs. Oktariyani, (2019) Base on reference above the researcher conclude that student's perception is a sensing process that occurs at any time observed through the senses which produces an assumption or argument for what has been experienced and felt. If it is concluded that in the context of perceptual research, it is the purpose of learning that has been carried out,

it is the result or evaluation that will become a reference for teachers in the future in teaching. Students view how they perceive the result that the teacher provides during the learning period.

b. Perceptual Process



Figure 2.1 Perceptual Process

2. The Concept of Graphic Organizer

a. Definition of Graphic Organizer

There are various definitions of graphic organizer, one of which according to Bromley cite in Latif, (2012) defines a graphic organizer as a visual representation of knowledge, is an arrangement of information arrangement, arranging important information aspects of a concept or topic into a pattern using labels. In addition, Sousa in Latif, (2012) that graphic organizers are a valuable tool for organizing and representing knowledge more clearly and for describing relationships between concepts.

Graphic organizer is a visual communication tool that uses visual symbols to express ideas and concepts and convey meaning. It is a learning medium that coordinates ideas and concepts into visual form which is made of lines, arrows, and circles that show the relationship between main ideas. This study elaborated the use of graphic organizer teaching material in reading the main topic of a story lesson. (Kurniawan, 2018)

Sam D, (2013) Graphic Organizer that is an effective strategy for reading comprehension. Graphical Appearance as one type of instructional strategy that is effective in improving reading instructions. Graphic Organizer can also be used effectively during useful reading to check understanding of ongoing situations. Likewise, it can be used as an activity to assess the extent of understanding after students have finished reading the text. It can also be used to review vocabulary.

S. Mcknight, (2010) Addition a Graphic Organizer (GO) that important and effective pedagogical tools for organizing content and ideas and facilitating learner's comprehension of newly acquired information. GOs facilitate the integration of long memory and new learners in particular, graphic organizer facilitate students to have increase knowledge with optimize long term memory.

Albufalasa, (2019) GOs that comprehension of texts involves cognitive processing of information to access a text. GOs help learners to find and organizer relations, depict structural patterns pertinent in stories and key vocabulary in a text and summarize main ideas.

Based on the explanation above, the researcher can conclude that GO are target critical and creative thinking elements help develop learners in their ability to comprehend and understand the meaning of a text. The focus of the students in content and they can classify the content into small understandable units. GO help learners to identify text.

b. Function of Graphic Organizer

According to Sam D, (2013) that there are various functions of graphic organizers that aims to understand reading and be able to help students to: Clarify and organize information into categories (main idea, supporting details in stories, topics sentences, facts, opinions, etc.) Provide information in paragraphs for a better understanding building the meaning of difficult words and sentences Understand the context of the reading Identify conceptual and perception errors that may occur during reading.

In addition to the above understanding, according to Zaini et al (2010)

the function of Graphic Organizer in the learning process is, Clarifying knowledge and reasoning. The function of Graphic Organizer is that explain the relations between concepts. There are Graphic Organizer that organize information into categories, facilitating in this way the definition of different concepts. Also, the visual organization of knowledge represents an efficient support for the process of thinking.

c. Strengthen the learning process.

Choosing a graphic organizer is a complex process that requires making decisions about the appropriate graphic organizer for certain types of knowledge and cognitive processes. This decision involves selecting and the necessary knowledge of evaluation, approach, results, intermediaries and outcomes. This type of work with knowledge contributes to increased understanding of learning and critical thinking in education. Integration the new knowledge in the prior knowledge system. This association of the new knowledge with the previous knowledge leads to a superior learning process.

d. Identified the conceptual errors (and misconceptions)

Completing the graphic organizer shows the opportunity for teachers and students to go through a conceptual and perceptual error. Therefore, both the teacher and students can proceed with a revision or evaluation as needed.

3. The Concept of Reading Comprehension

a. Definition of Reading Comprehension

According to Alodwan (2012), reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text. It represents how well readers understand literal comprehension which concentrates on an explicit meaning and inferential comprehension which concentrate on implicit meaning in the reading text.

Ness, (2011) stated that reading comprehension is a process that involves memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to properly decode.

According to Li, (2010) Reading can occur on two different levels: Reading may mean looking at a written text in order to understand its contents. This is the first type of reading. It is usually done silently. The understanding that results is called reading comprehension. The second type of reading refers to speaking or reciting a written text aloud oral reading. This can be done without an understanding of the contents.

According to Nurman, (2010) reading comprehension is activity for understand and obtain information from a text with the treatment process. There are three components contain in the process namely reader, text and activity. The three components are mutually related to each other in reading comprehension. They are; pre, while and post. reading activities so there is a level understanding in reading, namely (literal, inferential and

critical) is determine from the interaction between them component.

Each definition of reading comprehension, it can besummarized that reading comprehension is the process of receivinginformation between the reader and writer to get the meaning of the text, when the readers understand the information that is asserted in the text by relating with readers' knowledge.

b. Types of Reading Comprehension

Kpolovie et.al, (2014) mention three types of reading comprehension based on how readers activate their background knowledge to construct the meaning. They are;

a). Textual Explicit

In this type, readers are facilitated by some information that is clearly asserted in the text. Therefore, readers do not need to break their background knowledge deeply.

b). Textual Implicit

In this reading type, readers need to make use of their background knowledge to find out the information of the text, because information that is obtained in the text is not enough to help them in comprehending the text.

c). Scripturally implicit

Readers read using this reading type, they have to open their background knowledge deeply to understand about the text. There is no information within the text bath derived explicitly and implicitly. In this kind of situation, readers should have a large knowledge that can help

them to comprehend the text.

c. Reading Comprehension Levels

Reading comprehension levels have the following divisions namely literal, interpretive and critical comprehension.

a). Literal comprehension

Literal comprehension is the most obvious. Comprehension at this level involves surface meanings. At this level, teachers can ask students to find information and ideas that are explicitly stated in the text. In addition, it is also appropriate to test vocabulary. There are some bases of literal comprehension: they are recognizing stated main ideas, stated details, stated causes and effects, and sequences. Here is the explanation:

1) Recognizing stated main ideas

Willawan, (2012: 46) the main idea is the main point or the central thought of the reading selection. It is usually a complete sentence that includes the gist of every idea from the paragraph. Aulis (1978) in Willawan (2012:46) states that the main idea statement is related to the majority of sentences in the paragraph; it may occur at any point in a paragraph; it may be explicit or implied. The main idea of a paragraph is the central thought around which a whole paragraph is organized. It is often, but not always, expressed in a topic sentence.

2) Recognizing stated details

The specific, explicitly stated parts of a paragraph or passage that contain the basic information are the details upon which main ideas,

causes and effect relationships, inferences and so on are built. Recognizing details is also important in completing exercises under the topics 'sequence' and following "directions".

3) Recognizing stated cause and effect

Recognizing and understanding the cause-and-effect relationship in a written passage is an important skill. It is considered a literal skill when the relationship is explicitly stated.

4) Recognizing sequence

Sequence-the order in which events in a paragraph or passage occur-is signaled by time-order words such as *now, before, while, when, yet, after*, and so on.

5) Following directions

The ability to read and follow directions is a prerequisite for virtually all successful schoolwork. This skill is considered a part of literal reading comprehension. It involves understanding details and sequence; therefore, some of the exercises under those headings are appropriate to use in teaching children to follow written directions.

b). Interpretive Comprehension

Interpretive comprehension includes thinking processes such as drawing conclusions, making generalizations and predicting outcomes.

At this level, teachers can ask more challenging questions such as asking students to do the following:

1) Re-arrange the ideas or topics discussed in the text.

- 2) Explain the author's purpose of writing the text.
- 3) Summarize the main idea when this is not explicitly stated in the text.
- 4) Select conclusions which can be deduced from the text they have read.

Inferences can be categorized as implications, conclusions, generalization and predictions.

1) Implication

Implication is any inference expectancy that maybe logically implied or understood, but not directly stated from the author's arguments in a text or utterance.

2) Conclusion

Conclusion draws together factual evidence into a statement about the nature of phenomenon.

3) Generalization

The behavior of a large population based on the observable behavior of a similar but smaller sample group.

C. Conceptual Framework

Based on the theory of research, the theistically Framework indscribe following:

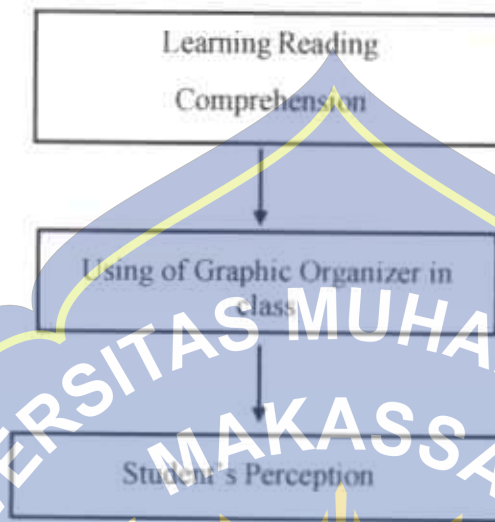


Figure 2.2 Conceptual Framework

Conceptual frame work is the basis of this research, conceptually provides an overview of the situation of student's teacher interaction. Conduct learning interactions through an online process and teacher visits from home to several students' homes. Teachers and students carry out the reading comprehension learning process, one of which is using the graphic organizer. Researchers focus on the responses of students, how their perceptions of the GO applied in learning.

CHAPTER III

METHODOLOGY

A. Research Design

The design of this study was a descriptive study with a qualitative approach. It described the research results that the researcher obtained based on the tools that been used. This study aimed to describe the perceptions of students of SMP Negeri 4 Watansoppeng on the use of Graphic Organizers in Reading Comprehension lessons.

B. Research Participants

Participants in this study was students of SMP Negeri 4 Watansoppeng, especially grade VIII B. There were 21 students, with 10 male dan 11 female students. The participants were chosen because they learned English using GO technique.

C. Research Instrument

1. Questionnaire

Questionnaire are main tools in achieving the results of the research. A total of 10 statement items consisting of 5 unfavorable statements and 5 favorable statements.

2. Interviews

Interview are supporting data in researching the form of additional questions for all students who are participants. The use of structured questionnaires and interviews has been able to measure the research objectives to be achieved.

D. Procedure of Collecting Data

There are several stages that the researcher must do to process the research data, namely in the form of first collecting teacher data which is carried out in the early stages of observation in the form of names of students being taught, learning device plans and some teacher assessments of students during learning.

The next stage, the researcher held a meeting with the students in class. Provide information on how to fill out questionnaire and explain to students about the purpose of the questionnaire. Furthermore, the researcher gave a questionnaire to be answered, each participant had the same opportunity to answer the questionnaire for 45 minutes.

The next stage is to conduct interviews with each participant, the researcher provides an explanation to the students about the purpose of the interview, the researcher records the point object of each participant's answer.

E. Technique of Data Analysis

Data analysis techniques performed with analyzed by Likert Scale procedures indicating whether one strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) with each statement. Researcher used a 4-scale eliminating undecided choices (U), in order to avoid choices that made students confused and make choices easier. Each response associated with point value an individual. Value determined by summing the point value of each statement.

1. Questionnaire

To analyses the research data, the researcher applied Likert scale. Likert scale used to measure some different things such as, attitude, opinion, and

perception from someone or group toward the social phenomena in a researching. The social phenomena specifically determined by the researcher (Sugiyono, 2014).

Answer items are given a value of 4, 3, 2, 1 according to the unfavorable or favorable of the item. The following is a table of values for the 4-scale statement.

Unfavorable
1= Strongly Agree (SA)
2= Agree (A)
3= Disagree (D)
4= Strongly Disagree (SD)

Table 3.1 Unfavorable Statement

Favorable
4= Strongly Agree (SA)
3= Agree (A)
2= Disagree (D)
1= Strongly Disagree (SD)

Table 3.2 Favorable Statement

The analysis technique used according to Sugiyono, (2014) was to analyze statement item by finding the average of each score obtained. Furthermore, the analysis is carried out, the interval data can be analyzed as well as calculating the average answer based on the scoring of the respondents' answers.

The value of each answer from the participant or respondent is then used in one table. All statement items consist of 10 statements and then the average answer is searched using excel.

Therefore, the student response score intervals to the questionnaire are as follows;

Interval Score	Category
1 – 1.75	Low
1.76 – 2.5	Middle
2.6 – 3.25	Good
3.26 – 4	Very Good

Table 3.3 Interval score and category

2. Interview

The results of the interviews were analyzed by concluding all respondents' answers as supporting data in accordance with the completed questionnaire.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

The data on Student perceptions on the use of Graphic organizers in reading comprehension with questionnaires distributed to 21 students. The results were then analyzed using a Likert scale. In the results of the interviews, the researchers used the results as supporting data for conformity with the completed questionnaire. Below are the results of each statement category consisting of ten items followed by an explanation.

Statement Item	Respondent's Answer	Total Respondent's (N)	Percentage (%)
Dalam pembelajaran Bahasa Inggris, Guru tidak menjelaskan dengan baik dan jelas.	SA	0	0%
	A	0	0%
	D	9	42.85%
	SD	12	57.15%
	Total	21	100%

Table 4.1 Respondents answer statement number 1

The table 4.1 indicate that among 21 Students, there are 12 Students or 57.15% choose Strongly Disagree (SD), 9 Students or 42.85 % chose Disagree (D), none Students choose Strongly Agree (SA) and Agree (A). All students disagree about in learning English; the teacher does not explain well and clearly. Thus, by looking at the percentage of the data above, we can conclude that all students consider Learning English, the teacher explains well and clearly.

Statement Item	Respondent's Answer	Total Respondent's (N)	Percentage (%)
Peserta didik tidak mengerti dan memahami topik yang sedang dipelajari dalam pembelajaran	SA	0	0%
	A	3	14.29%
	D	9	42.85%
	SD	9	42.85%
	Total	21	100%

Table 4.2 Respondents answer statement number 2

Table 4.2 indicate among 21 Students, there are 9 or 42.85% of students choose Strongly Disagree (SD), 9 or 42.85% of students choose to disagree (D), 3 or 14.29% of students chose to agree (A) and none students chose strongly agree (SA). A few students are strongly disagree and disagree about students do not understand the topic being studied in learning, some students agree if students do not understand the topic being studied in learning. Thus, we can be concluded by looking the data percentages above that most of Students do understand the topic being studied in learning.

Statement Item	Respondent's Answer	Total Respondent's (N)	Percentage (%)
Menggunakan GO pada reading comprehension siswa tidak dapat memahami ide pokok cerita yang disajikan	SA	0	0%
	A	0	0%
	D	14	66.67%
	SD	7	33.33%
	Total	21	100%

Table 4.3 Respondents answer statement number 3

Table 4.3 indicate among 21 Students, there are 7 or 33.33% of students choose Strongly Disagree (SD), 14 or 42.85% of students choose to disagree (D), and none students chose agree (A) and strongly agree (SA), about using GO on reading comprehension, students cannot understand the main idea of the story

presented. All students are strongly disagree and disagree about the statement. Thus, can be concluded by looking the data percentages above that all students by using GO on reading comprehension they can understand the main idea of the story that has been presented.

Statement Item	Respondent's Answer	Total Respondent's (N)	Percentage (%)
Menggunakan GO pada reading comprehension, peserta didik tidak dapat menjawab pertanyaan soal cerita.	SA	0	0%
	A	1	4.76%
	D	10	47.62%
	SD	10	47.62%
	Total	21	100%

Table 4.4 Respondents answer statement number 4

Table 4.4 indicate among 21 Students, there are 10 or 47.62% of students choose Strongly Disagree (SD), 10 or 47.62% of students choose to disagree (D), 1 or 4.76% students chose agree (A) and none students choose strongly agree (SA). A few students are strongly disagree dan disagree, only one students agree if using GO on reading comprehension, students cannot answer the questions about the story. Thus, can be concluded by looking the data percentages above that most students by using GO on reading comprehension, students can answer the questions about the story.

Statement Item	Respondent's Answer	Total Respondent's (N)	Percentage (%)
Menggunakan GO pada reading comprehension, peserta didik tidak mampu menceritakan ulang.	SA	0	0%
	A	0	0%
	D	14	66.67%
	SD	7	33.33%
	Total	21	100%

Table 4.5 Respondents answer statement number 5

Table 4.5 indicate among 21 Students, there are 7 or 33.33% of students choose Strongly Disagree (SD), 14 or 66.67% of students choose to disagree (D), none students chose agree (A) and strongly agree (SA), about using GO on reading comprehension, students are not able to retell. Thus, can be concluded by looking the data percentages above all students, on use of GO on reading comprehension, students can retell.

Statement Item	Respondent's Answer	Total Respondent's (N)	Percentage (%)
Menggunakan GO pada reading comprehension dapat menarik pesan yang terkandung dalam cerita.	SD	1	4.76%
	D	0	0%
	A	16	76.19%
	SA	4	19.05%
	Total	21	100%

Table. 4.6 Respondents answer statement number 6

Table 4.6 indicate among 21 Students, there are 4 or 19.05% of students choose Strongly agree (SA), 16 or 76.19% of students choose to agree (A), none students chose disagree (D), 1 or 4.76% students choose to strongly disagree (SD), about using GO on reading comprehension gets the value contained in the story. A few students strongly agree and agree about using GO on reading the students can get the message value on the story, only one student strongly disagree if using GO can't get the message value on the story. Thus, we can be concluded by looking the data percentages above the most students, using GO on reading the students can get the message value on the story.

Statement Item	Respondent's Answer	Total Respondent's (N)	Percentage (%)
Menggunakan GO pada reading comprehension mempermudah siswa memahami pelajaran dengan cepat	SD	1	4.76%
	D	1	4.76%
	A	12	57.14%
	SA	7	33.33%
	Total	21	100%

Table 4.7 Respondents answer statement number 7

Table 4.7 indicate among 21 Students, there are 7 or 33.33% of students choose Strongly agree (SA), 12 or 57.14% of students choose to agree (A), 1 or 4.76% students chose disagree (D) and 1 or 4.76% choose to strongly disagree (SD). A few students strongly agree and agree the teacher using GO on reading comprehension, easy of students understanding the lesson quickly. Only two students strongly disagree and disagree. Thus, by looking the data percentages above we can conclude that most of the students agree the teacher using GO on reading comprehension, easy of students understanding the lesson quickly.

Statement Item	Respondent's Answer	Total Respondent's (N)	Percentage (%)
Guru menggunakan GO pada reading merupakan pembelajaran yang menyenangkan	SD	0	0%
	D	0	0%
	A	7	33.33%
	SA	14	66.67%
	Total	21	100%

Table. 4.8 Respondents answer statement number 8

Table 4.8 indicate among 21 Students, there are 14 or 66.67% of students choose Strongly agree (SA), 7 or 33.33% of students choose to agree (A), none

students choose disagree (D) and strongly disagree (SD). A few students strongly agree and agree the teacher using GO in reading are fun learning. Thus, by looking the data percentages above we can conclude that all student agrees the teacher using GO on reading, are fun learning.

Item	Respondent's Answer	Total Respondent's (N)	Percentage (%)
Penggunaan GO pada reading comprehension membantu siswa yang mengalami kesulitan belajar Bahasa Inggris	SD	0	0%
	D	0	0%
	A	15	71.43%
	SA	6	28.57%
	Total	21	100%

Table 4.9 Respondent's answer statement number 9

Table 4.9 indicate among 21 Students, there are 6 or 28.75% of students choose strongly agree (SA), 15 or 71.43% of students choose to agree (A), none students chose disagree (D), and choose strongly disagree (SD). A few students strongly agree and agree about using of GO in reading comprehension helps students who have difficulty learning English. All student strongly agrees and agree if using of GO in reading comprehension helps students who have difficulty learning English. Thus, we can be concluded by looking the data percentages above all students GO helps students who have learning difficulties.

Item	Responden's Answer	Total Responden's (N)	Total Score (X)
Penggunaan GO pada reading comprehension, merupakan strategi yang disukai.	SD	0	0%
	D	0	0%
	A	7	33.33%
	SA	14	66.67%
	Total	21	100%

Table. 4.10 Respondent's answer statement number 10

Table 4.10 indicate among 21 Students, there are 14 or 66.67% of students choose strongly agree (SA), 7 or 33.33% of students choose to agree (A), none students chose disagree (D) and choose to strongly disagree (SD). A few students strongly agree and agree about use of GO in reading comprehension, is the preferred strategy. Thus, we can be concluded by looking the data percentages above : All student strongly agrees and agree if using GO in reading comprehension, is the preferred strategy.

No.	Statements	Average	Category
1	Dalam pembelajaran Bahasa Inggris, Guru tidak menjelaskan dengan baik dan jelas.	3.57	Very Good
2	Peserta didik tidak mengerti dan memahami topik yang sedang dipelajari dalam pembelajaran	3.29	Very Good
3	Menggunakan GO pada reading comprehension siswa tidak dapat memahami ide pokok cerita yang disajikan	3.33	Very Good
4	Menggunakan GO pada reading comprehension, peserta didik tidak dapat menjawab pertanyaan soal cerita	3.43	Very Good
5	Menggunakan GO pada reading comprehension, peserta didik tidak mampu menceritakan ulang.	3.33	Very Good
6	Menggunakan GO pada reading comprehension dapat menarik pesan yang terkandung dalam cerita	3.19	Good
7	Menggunakan GO pada reading comprehension mempermudah siswa memahami pelajaran dengan cepat	3.19	Good
8	Guru menggunakan GO pada reading merupakan pembelajaran yang menyenangkan	3.67	Very Good
9	Penggunaan GO pada reading comprehension membantu siswa yang mengalami kesulitan belajar Bahasa Inggris	3.29	Very Good
10	Penggunaan GO pada reading comprehension, merupakan metode yang disukai	3.67	Very Good
	Cumulative	3.39	

Table 4.11 The category of the student's perception

From the data above, it showed that the average of each statement was categorized as agree and strongly agree. The Cumulative total average divided by number of statements is 3.39 it means that the student's perception on use of graphic organizer in learning reading comprehension the class was categorized very good based on the interval score.

Interval Score	Category
1 – 1.75	Low
1.76 – 2.5	Middle
2.6 – 3.25	Good
3.26 – 4	Very Good

Table 4.12 Interval Score

Continuously can be described as follows:



Figure. 4.1 Continuum image

Based on data obtained from 21 students, the average is 3.39 located in very good.

The researcher has given a task interview as supporting data to 21 students of VIII B to find out the students' perception on use of graphic organizer in reading comprehension in the class at SMP Negeri 4 Watansoppeng. Based on data interview the researcher can conclude that students had positive perception that students like graphic organizers because it has helped them share important information from a text in English. Although it is not easy to understand all the meanings in English, they generally answered that they felt helped by the graphic organizer.

B. DISCUSSION

As has been presented on findings, result in the questionnaire and interview showed that students had positive perception on the use of graphic organizer in learning reading comprehension. It can be seen from the average of the data.

The Effects of Graphic Organizers on Reading Comprehension Achievement of EFL Learners (Ozturk, 2012) it said that a positive. The result it said that a positive the instruction of GOs had a positive effect on the reading comprehension achievement of English language learners. The use of GO for foreign language readers to improve their reading comprehension. Research findings also show that long-term guidance and period instruction help students to increase text comprehension and reading comprehension achievement.

Optimizing Graphic Organizers to Improve Students' (Latif, 2012) the present study has mainly identified graphic organizers can improve students' reading comprehension, to describe the classroom situation when graphic organizers are employed in the instructional process of reading comprehension. The result of the research shows that using graphic organizers can improve students' reading comprehension and classroom situation.

The improvement on students' reading comprehension included, students are able to find explicit information in a text, able to comprehend the text, able to find the main idea in a paragraph, able to infer the meaning of the text. The improvement of the classroom situation, students come on time in the class, students are more motivated to join the class, students pay more attention in the instructional process, and students' participation in responding to the questions are high.

The objective of the study in this research was to uncover the students' perception on the use of graphic organizers in reading comprehension in class VIII B at SMP Negeri 4 Watansoppeng. Then the data result of the students' perception was described by the researcher based on the research type that is descriptive qualitative research. This research was to uncover the "How do students perceive use of graphic organizer in reading comprehension." the researcher describes the data result of students' response to GO in reading comprehension in the class by descriptive research.

According to Sam D (2013) students found it helpful to have GO implementation improved in all five types of reading questions compared to the control group student. Therefore, the use of a graphic organizer is effective in reading. The use of graphic organizers is effective in read and help in answering questions. Identify the main idea, supporting details, vocabulary, fact and opinion and conclusion. Other in terms of pedagogical use of GO indirectly the motivation of students to make their own charts or visuals and increase creativity.

This research question is meant to collect the students' perceptions of the use of GO in reading comprehension in English. In the questionnaire that had been distributed, the respondents were asked to respond to 10 items related to using GO in Reading in learning English. The students' have a positive perception of using GO. The researcher assumed that using GO in the class can improve reading comprehension and make it easier for them to identify a reading.

In this part the researcher would discuss the answer to the problem statements there are: How do students perceive the use of graphic organizers in

reading comprehension at SMP Negeri 4 Watansoppeng.

Based on the data analysis collected through questionnaires and interviews, it was found that the majority of the students agreed to use GO in reading comprehension.



CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the research, the researcher concluded that students had positive perceptions used Graphic organizers in reading comprehension. It could be seen from based on data obtained from 21 students, the average is 3.39 located in very good. This research also proved that using Graphic Organizers in reading comprehension at SMP Negeri 4 Watansoppeng from the perspective of students helps them to learn English and understand tasks in English.

B. SUGGESTION

Based on the result of the data analysis and conclusion, the researcher suggested as follows:

Teachers should use graphic organizers in the learning process because it can help students better understand English learning in readings that are difficult for them to understand. Teachers should use Graphic organizers in class VII from the beginning that they can understand advanced learning faster. Using graphic organizers in learning reading comprehension in the classroom, students and teachers can understand students' difficulties together.

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APPENDICES

KUISIONER PENELITIAN

Adik- adik yang saya hormati,

Saya Mahasiswa penelitian Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar.

Kuisisioner ini merupakan instrument penelitian yang digunakan untuk mengetahui persepsi siswa tentang penggunaan Metode GO terhadap skill reading. Saya meminta kesediaan Adik-adik untuk mengisi kuisisioner berikut ini.

IDENTITAS

Nama :

Kelas :

PETUNJUK

Berikut ini terdapat sejumlah pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihan jawabannya.

SD : Sangat Disagree (Sangat tidak setuju)

D : Disagree (Tidak setuju)

U : Underinend (Netral)

A : Agree (Setuju)

SA : Strong Agree (Sangat Setuju)

Anda diminta memberikan tanda centang (....) pada jawaban yang menurut anda paling menggambarkan persepsi anda terhadap penggunaan graphic organizer pada reading comprehension. Silahkan anda menjawab pertanyaan tersebut dengan jujur dan apa adanya. Kami mengucapkan terima kasih atas partisipasi dan kesediaan anda untuk mengisi kuisisioner ini.

No.	Statement	SA	A	U	D	SD
1.	Dalam pembelajaran Bahasa Inggris, Guru tidak menjelaskan dengan baik dan jelas.					
2.	Peserta didik tidak mengerti dan memahami topik yang sedang dipelajari dalam pembelajaran					
3.	Menggunakan GO pada reading comprehension siswa tidak dapat memahami ide pokok cerita yang disajikan					
4.	Menggunakan GO pada reading comprehension, peserta didik tidak dapat menjawab pertanyaan soal cerita					
5.	Menggunakan GO pada reading comprehension, peserta didik tidak mampu menceritakan ulang.					
6.	Menggunakan GO pada reading comprehension dapat menarik pesan yang terkandung dalam cerita					
7.	Menggunakan GO pada reading comprehension mempermudah siswa memahami pelajaran dengan cepat.					
8.	Guru menggunakan GO pada reading merupakan pembelajaran yang menyenangkan					
9.	Penggunaan GO pada reading comprehension membantu siswa yang mengalami kesulitan belajar Bahasa Inggris					
10.	Penggunaan GO pada reading, merupakan metode yang disukai.					

STUDENTS' ANSWER QUESTIONER

KUISIONER PENELITIAN

Adik- adik yang sayahormati,

Saya Mahasiswa penelitian Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar

Kuisisioner ini merupakan instrument penelitian yang digunakan untuk mengetahui persepsi siswa tentang penggunaan Metode GO terhadap skill reading. Saya meminta kesediaan Adik-adik untuk mengisi kuisisioner berikut ini.

IDENTITAS

Nama: Muhammad Aji

Kelas: VIII 9

PETUNJUK

Berikut ini terdapat sejumlah pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihan jawabannya:

SD: Sangat Disagree (Sangat Tidak Setuju)

D: Disagree (Tidak Setuju)

A: Agree (Setuju)

SA: Strong Agree (Sangat Setuju)

Anda diminta memberikan tanda centang (✓) pada jawaban yang menurut anda paling menggambarkan persepsi anda terhadap penggunaan graphic organizer pada reading comprehension. Silakan anda menjawab pertanyaan tersebut dengan jujur dan apa adanya. Kami mengucapkan terimakasih atas partisipasi dan kesediaan anda untuk mengisi kuisisioner ini.

No	Statement	SA	A	D	SD
1	Dalam pembelajaran Bahasa Inggris, Guru tidak menjelaskan dengan baik dan jelas	✓	✗	✗	✓
2	Peserta didik tidak mengerti dan memahami topik yang sedang dipelajari dalam pembelajaran	✓	✗	✗	✓
3	Menggunakan GO pada reading comprehension siswa tidak dapat memahami ide pokok cerita yang disajikan	✓	✗	✗	✓
4	Menggunakan GO pada reading comprehension, peserta didik tidak dapat menjawab pertanyaan soal cerita	✓	✗	✗	✓
5	Menggunakan GO pada reading comprehension, peserta didik tidak mampu menceritakan ulang	✗	✗	✗	✓
6	Menggunakan GO pada reading comprehension dapat menarik pesan yang terkandung dalam cerita	✓	✗	✗	✗
7	Menggunakan GO pada reading comprehension mempermudah siswa memahami pelajaran dengan cepat	✓	✗	✗	✗
8	Guru menggunakan GO pada reading merupakan pembelajaran yang menyenangkan	✓	✗	✗	✗
9	Penggunaan GO pada reading comprehension membantu siswa yang mengalami kesulitan belajar Bahasa Inggris	✓	✗	✗	✗
10	Penggunaan GO pada reading, merupakan metode yang disukai	✓	✗	✗	✗



KUISIONER PENELITIAN

Adik-adik yang sayahormati,

Saya Mahasiswa penelitian Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar

Kuisisioner ini merupakan instrument penelitian yang digunakan untuk mengetahui persepsi siswa tentang penggunaan Metode GO terhadap skill reading. Saya meminta kesediaan

Adik-adik untuk mengisi kuisisioner berikut ini

IDENTITAS

Nama Ramli

Kelas VIII-8

PETUNJUK

Berikut ini terdapat sejumlah pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihan jawabannya:

SD : Sangat Disagree (Sangat tidak setuju)

D : Disagree (Tidak setuju)

A : Agree (Setuju)

SA : Strong Agree (Sangat Setuju)

Anda diminta memberikan tanda centang (X) pada jawaban yang menurut anda paling menggambarkan persepsi anda terhadap penggunaan graphic organizer pada reading comprehension. Silakan anda menjawab pertanyaan tersebut dengan jujur dan apa adanya. Kami mengucapkan terimakasih atas partisipasi dan kesediaan anda untuk mengisi kuisisioner ini.

No	Statement	SA	A	D	SD
1	Dalam pembelajaran Bahasa Inggris, Guru tidak menjelaskan dengan baik dan jelas.			✓	
2	Peserta didik tidak mengerti dan memahami topik yang sedang dipelajari dalam pembelajaran			✓	
3	Menggunakan GO pada reading comprehension siswa tidak dapat memahami ide pokok cerita yang disajikan			✓	
4	Menggunakan GO pada reading comprehension, peserta didik tidak dapat menjawab pertanyaan soal cerita			✓	
5	Menggunakan GO pada reading comprehension, peserta didik tidak mampu menceritakan ulang			✓	
6	Menggunakan GO pada reading comprehension dapat menarik pesan yang terkandung dalam cerita				✓
7	Menggunakan GO pada reading comprehension mempermudah siswa memahami pelajaran dengan cepat.				✓
8	Guru menggunakan GO pada reading merupakan pembelajaran yang menyenangkan.				✓
9	Penggunaan GO pada reading comprehension membantu siswa yang mengalami kesulitan belajar Bahasa Inggris				✓
10	Penggunaan GO pada reading merupakan metode yang disukai				✓



KUISIONER PENELITIAN

Adik-adik yang sayahormati,

Saya Mahasiswa penelitian Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar.

Kuisisioner ini merupakan instrument penelitian yang digunakan untuk mengetahui persepsi siswa tentang penggunaan Metode GO terhadap skill reading. Saya meminta kesediaan Adik-adik untuk mengisi kuisisioner berikut ini.

IDENTITAS

Nama: Bunga Putri

Kelas: VII B

PETUNJUK

Berikut ini terdapat sejumlah pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihan jawabannya:

SD: Sangat Disagree (Sangat tidaksetuju)

D : Disagree (Tidak setuju)

A : Agree (Setuju)

SA: Strong Agree (Sangat Setuju)

Anda diminta memberikan tandacentang (✓) pada jawaban yang menurut anda paling menggambarkan persepsi anda terhadap penggunaan graphic organizer pada reading comprehension. Silakan anda menjawab pertanyaan tersebut dengan jujur dan andanya. Kami mengucapkan terimakasih atas partisipasi dan kesediaan anda untuk mengisi kuisisioner ini.

No	Statement	SA	A	D	SD
1	Dalam pembelajaran Bahasa Inggris, Guru tidak menjelaskan dengan baik dan jelas.				✓
2	Peserta didik tidak mengerti dan memahami topik yang sedang dipelajari dalam pembelajaran		✓		
3	Menggunakan GO pada reading comprehension siswa tidak dapat memahami ide pokok cerita yang disajikan			✓	
4	Menggunakan GO pada reading comprehension, peserta didik tidak dapat menjawab pertanyaan soal cerita			✓	
5	Menggunakan GO pada reading comprehension, peserta didik tidak mampu menceritakan ulang.			✓	
6	Menggunakan GO pada reading comprehension dapat menarik pesan yang terkandung dalam cerita				✓
7	Menggunakan GO pada reading comprehension mempermudah siswa memahami pelajaran dengan cepat				✓
8	Guru menggunakan GO pada reading merupakan pembelajaran yang menyenangkan		✓		
9	Penggunaan GO pada reading comprehension membantu siswa yang mengalami kesulitan belajar Bahasa Inggris				✓
10	Penggunaan GO pada reading, merupakan metode yang disukai				✓

KUISIONER PENELITIAN

Adik-adik yang sayahormati,

Saya Mahasiswa penelitian Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar.

Kuisisioner ini merupakan instrument penelitian yang digunakan untuk mengetahui persepsi siswa tentang penggunaan Metode GO terhadap skill reading. Saya meminta kesediaan

Adik-adik untuk mengisi kuisisioner berikut ini.

IDENTITAS

Nama: **ARIFU AULLAH**

Kelas: **VIII/B**

PETUNJUK

Berikut ini terdapat sejumlah pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersebut. Berikut pilihan jawabannya.

SD: Sangat Disagree (Sangat tidaksetuju)

D: Disagree (Tidak setuju)

A: Agree (Setuju)

SA: Strong Agree (Sangat Setuju)

★ Anda diminta memberikan tanda centang (✓) pada jawaban yang menurut anda paling menggambarkan persepsi anda terhadap penggunaan graphic organizer pada reading comprehension. Silakan anda menjawab pertanyaan tersebut dengan jujur dan apa adanya. Kami mengucapkan terimakasih atas partisipasi dan kesediaan anda untuk mengisi kuisisioner ini.

No	Statement	SA	A	D	SD
1	Dalam pembelajaran Bahasa Inggris, Guru tidak menjelaskan dengan baik dan jelas				✓
2	Peserta didik tidak mengerti dan memahami topik yang sedang dipelajari dalam pembelajaran				✓
3	Menggunakan GO pada reading comprehension siswa tidak dapat memahami ide pokok cerita yang disajikan			✓	
4	Menggunakan GO pada reading comprehension, peserta didik tidak dapat menjawab pertanyaan soal cerita			✓	
5	Menggunakan GO pada reading comprehension, peserta didik tidak mampu menceritakan ulang			✓	
6	Menggunakan GO pada reading comprehension dapat menarik pesan yang terkandung dalam cerita			✓	
7	Menggunakan GO pada reading comprehension mempermudah siswa memahami pelajaran dengan cepat			✓	
8	Guru menggunakan GO pada reading merupakan pembelajaran yang menyenangkan			✓	
9	Penggunaan GO pada reading comprehension membantu siswa yang mengalami kesulitan belajar Bahasa Inggris			✓	
10	Penggunaan GO pada reading, merupakan metode yang disukai			✓	



KUISIONER PENELITIAN

Adik-adik yang sayahormati,

Saya Mahasiswa penelitian Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar.

Kuisisioner ini merupakan instrument penelitian yang digunakan untuk mengetahui persepsi siswa tentang penggunaan Metode GO terhadap skill reading. Saya meminta kesediaan Adik-adik untuk mengisi kuisisioner berikut ini.

IDENTITAS

Nama FUR HERL AKMAL

Kelas B B

PETUNJUK

Berikut ini terdapat sejumlah pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihan jawabannya.

SD: Sangat Disagree (Sangat Tidak Setuju)

D: Disagree (Tidak Setuju)

A: Agree (Setuju)

SA: Strong Agree (Sangat Setuju)

Anda diminta memberikan tanda (☐) pada jawaban yang menurut anda paling menggambarkan persepsi anda terhadap penyusunan graphic organizer pada reading comprehension. Silakan anda menjawab pertanyaan tersebut dengan jujur dan apa adanya. Kami mengucapkan terimakasih atas partisipasi dan kesediaan anda untuk mengisi kuisisioner ini.

No.	Statement	SA	A	D	SD
1	Dalam pembelajaran Bahasa Inggris, Guru tidak menjelaskan dengan baik dan jelas.				✓
2	Peserta didik tidak mengerti dan memahami topik yang sedang dipelajari dalam pembelajaran.		✓		
3	Menggunakan GO pada reading comprehension siswa tidak dapat memahami ide pokok cerita yang disajikan.				✓
4	Menggunakan GO pada reading comprehension, peserta didik tidak dapat menjawab pertanyaan soal cerita.		✓		
5	Menggunakan GO pada reading comprehension, peserta didik tidak mampu menceritakan ulang.				✓
6	Menggunakan GO pada reading comprehension dapat menarik pesan yang terkandung dalam cerita.		✓		
7	Menggunakan GO pada reading comprehension membantu siswa memahami pelajaran dengan cepat.		✓		
8	Siswa menggunakan GO pada reading memberikan pembelajaran yang menyenangkan.		✓		
9	Penggunaan GO pada reading comprehension membantu siswa yang mengalami kesulitan belajar Bahasa Inggris.		✓		
10	Penggunaan GO pada reading, merupakan metode yang di sukai.		✓		



INTERVIEW TASK

Instrumen Wawancara dengan Siswa

- Bertujuan menggali informasi lebih dalam mengenai proses siswa dalam belajar Bahasa Inggris khususnya pada reading comprehension.
- Pertanyaan yang ditanyakan berkaitan dengan aspek yang terjadi selama proses belajar mengajar.

1. Apakah anda mengalami kesulitan dalam membaca teks bacaan Bahasa Inggris?
2. Apakah Anda dapat memahami setiap Materi pelajaran dan Guru?
3. Apakah Anda lebih mudah memahami bacaan dengan GO yang diterapkan oleh Guru?
4. Apa yang membuat Anda menyukai atau tidak menyukai GO khususnya dalam pembelajaran membaca?
5. Apakah anda tahu secara detail mengenai GO?

INTERVIEW SCRIPT

Researcher: *Assalamualaikum Warahmatullahi Wabarakatuh*, Perkenalkan saya Riskawati Rahim Mahasiswa Universitas Muhammadiyah Makassar, bermaksud melakukan wawancara bersama Adik-adik kelas VIII B pada mata pelajaran Bahasa Inggris khususnya pada Reading Comprehension. Sudah siap hari ini?

Student's : Iye Kak

Researcher: Saya panggil satu-satu yah sesuai dengan absennya

Student's : Iye Kak

Student 01

Researcher : Apakah Anda mengalami kesulitan dalam membaca teks bacaan Bahasa Inggris?

Student : Terkadang Kak

Researcher : Apakah Anda dapat memahami setiap Materi pelajaran dari Guru?

Students : Tidak

Researcher : Apakah Anda lebih mudah memahami bacaan dengan GO yang diterapkan oleh Guru?

Student : Kurang

Researcher : Apa yang membuat Anda menyukai atau tidak menyukai GO khususnya dalam pembelajaran membaca?

Student : Mudah dipahami.

Researcher : Apakah anda tahu secara detail mengenai GO?

Student : Tidak Kak.

Student 02

Reasearher : Apakah anda mengalami kesulitan dalam membaca teks bacaan Bahasa Inggris?

Student : Iya Kak, tidak lancar

Researcher : Apakah Anda dapat memahami setiap Materi pelajaran dari Guru?

Students : Tidak

Researcher : Apakah Anda lebih mudah memahami bacaan dengan GO yang diterapkan oleh Guru?

Student : Mengerti

Researcher : Apa yang membuat Anda menyukai atau tidak menyukai GO khususnya dalam pembelajaran membaca?

Student : Suka karena terbagi-terbagi.

Researcher : Apakah anda tahu secara detail mengenai GO?

Student : Tidak.

Student 03

Reasearher : Apakah anda mengalami kesulitan dalam membaca teks bacaan Bahasa Inggris?

Student : Sedikit

Researcher : Apakah Anda dapat memahami setiap Materi pelajaran dari Guru?

Students : Bisa

Researcher : Apakah Anda lebih mudah memahami bacaan dengan GO yang diterapkan oleh Guru?

Student : Iya

Researcher : Apa yang membuat Anda menyukai atau tidak menyukai GO khususnya dalam pembelajaran membaca?

Student : Karena simple dan mudah dimengerti

Researcher : Apakah anda tahu secara detail mengenai GO?

Student : Kurang

Student 04

Reasearher : Apakah anda mengalami kesulitan dalam membaca teks bacaan Bahasa Inggris?

Student : Sedikit

Researcher : Apakah Anda dapat memahami setiap Materi pelajaran dari Guru?

Students : Lumayan

Researcher : Apakah Anda lebih mudah memahami bacaan dengan GO yang diterapkan oleh Guru?

Student : Iya

Researcher : Apa yang membuat Anda menyukai atau tidak menyukai GO khususnya dalam pembelajaran membaca?

Student : Karena lebih jelas dan mudah dimengerti

Researcher : Apakah anda tahu secara detail mengenai GO?

Student : Kurang

Student 05

Reasearher : Apakah anda mengalami kesulitan dalam membaca teks bacaan Bahasa Inggris?

Student : Iya

Researcher : Apakah Anda dapat memahami setiap Materi pelajaran dari Guru?

Students : Tidak

Researcher : Apakah Anda lebih mudah memahami bacaan dengan GO yang diterapkan oleh Guru?

Student : Bisa

Researcher : Apa yang membuat Anda menyukai atau tidak menyukai GO khususnya dalam pembelajaran membaca?

Student : mudah dimengerti

Researcher : Apakah anda tahu secara detail mengenai GO?

Student : Tidak



3 2 4 3 1
 4 3 4 4 3
 4 2 3 3 3
 3 4 3 4 3
 4 3 3 3 3

PERPUSTAKAAN DAN PENERBITAN

SERTIFIKAT BEBAS PLAGIASI



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat Kantor: Jl. Sultan Alauddin No. 259 Makassar 90222 Tlp. (0411) 866972, 881593, Fax (0411) 865358



SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Riskawati Rahim
NIM : 10535505811
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai

No	Bab	Nilai	Ambang Batas
1	Bab 1	0 %	10 %
2	Bab 2	21 %	25 %
3	Bab 3	0 %	10 %
4	Bab 4	0 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang dilakukan oleh UPT- Perpustakaan dan Penerbitan
Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 9 Februari 2024

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan

Nursinah, S.Hum, M.I.P
NBM 964 591

LETTERS



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Rahmat Allohdi No. 279 Telp. 083772 Fax. 0837745748 Makassar 90221 E-mail: lp@umuhmuhmakassar.com



Nomor : 27/05/C.4-VIII/XII/43/2021
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian
Kepada Yth.
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT (P2I HKPMI) Prov. Sul-Sel
di –
Makassar

26 Jumadil awal 1443 H
30 December 2021 M

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 8101/FKIP-A.4-II/XII-1443/2021 tanggal 30 Desember 2021, menerangkan bahwa mahasiswa tersebut di bawah ini

Nama : **RISKAWATI RAHIM**
No. Stambuk : **10535 599814**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan skripsi dengan judul

"Student's Perception On The use Of Graphic Organizer (GO) In Learning Reading Comprehension"

Yang akan dilaksanakan dari tanggal 5 Januari 2022 s/d 5 Maret 2022

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan *Insha'allahu khaeron katziraa*.

Ketua LP3M,

Dr. H. Abubakar Idhan, M.P.
NBM 101 7716



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor 24965/8.01/PTSP/2021
Lampiran
Perihal Izin Penelitian

Kepada Yth.
Bupati Goppeng

2-
Tempat

Berdasarkan surat Ketua LP3M UNISMU Makassar Nomor 27/05/C.4-VII/00143/2021 tanggal 30 Desember 2021 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama RISKAWATI RAHIM
Nomor Pokok 10535599013
Program Studi Pendidikan Bahasa Inggris
Pekerjaan/Lembaga Mahasiswa (S1)
Alamat J. Sultan Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan skripsi, dengan judul:

"STUDENT'S PERCEPTION ON THE USE OF GRAPHIC ORGANIZER (GO) IN LEARNING READING COMPREHENSION"

Yang akan dilaksanakan dari : Tgl. 05 Januari s.d 05 Maret 2022

Sehubungan dengan hal tersebut diatas, pada akhirnya kami menyetujui kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Dokumen ini ditandatangani secara elektronik dan Surat ini dapat dibuktikan kebenarannya dengan menggunakan barcode.

Demikian surat izin penelitian ini diberikan agar dipergunakan sebagaimana mestinya.

Diberikan di Makassar
Pada tanggal 31 Desember 2021

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN
Sebagai Administrator Pelayanan Perizinan Terpadu

Ir. H. DENNY IRWAN SAARDI, M.Si
Pangkat Pembina Utama Madya
Nip. 19620624 199303 1 003

Terselamatkan Yth.
1. Kepala LP3M UNISMU Makassar di Makassar
2. Peneliti

WAP/PTSP/11/12/2021



Jl. Bougainville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website: <http://rimap.sulselprov.go.id> Email: rimap@sulselprov.go.id
Makassar 90231





SRN CO0004284

PEMERINTAH KABUPATEN SOPPENG
DINAS PENANAMAN MODAL, PELAYANAN TERPADU SATU PINTU,
TENAGA KERJA DAN TRANSMIGRASI

Jl. Galesung No. 2 Tl. 9481 21641 Watansoppeng 90872

IZIN PENELITIAN

Nomor : 2/IP/DPMTNT/1/2022

DASAR 1. Surat Permohonan RISKAWATI RAHIM Tanggal 04-01-2022
2. Rekomendasi dari BAPPELITBANGDA
Nomor 8/IP/REK-T/TEKNIK/DAP/1/2022 Tanggal 06-01-2022

MENGIZINKAN

KERAKA RISKAWATI RAHIM
NAMA RISKAWATI RAHIM
UNIVERSITAS UNIVERSITAS MUHAMMADIYAH MAKASSAR
JURUSAN PENDIDIKAN BAHASA INGGRIS
ALAMAT JOLLE, DESA UMPUNGENG, KEC. LALABATA
UNTUK melaksanakan Penelitian

JUDUL PENELITIAN : STUDENT'S PERCEPTION ON THE USE OF GRAPHIC ORGANIZER
(GO) IN LEARNING READING COMPREHENSION

LOKASI PENELITIAN : SMP NEGERI 4 LALABATA

JENIS PENELITIAN : KUALITATIF DESKRIPTIF

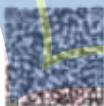
LAMA PENELITIAN : 05 Januari 2022 s.d. 05 Maret 2022

Izin Penelitian berlaku selama penelitian berlangsung dan dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang-undangan

Ditetapkan di : Watansoppeng
Pada Tanggal : 06 Januari 2022
An. BUPATI SOPPENG
KEPALA DINAS



ANDI DHAMIRAN, S.Sos, M.M
Pangkat : PEMBINA UTAMA MUDA
NIP : 19700518 199003 1 007



Biaya : Rp. 0,00

1. SKU ITE No. 11 Tahun 2020 Pasal 5 Ayat 1

2. Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah

3. Dokumen ini telah terdaftar sebagai dokumen elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan oleh **BKDE BPPF**

4. Penerimaan dan/atau pengalihan kepemilikan dapat dilakukan melalui **Rekening Penerimaan dan/atau Pengeluaran** yang diterbitkan oleh **BPPF**





Universitas Muhammadiyah Jember
Jember
Jember
Jember

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Rikawati Rahim
NIM : 1053559814
Judul Penelitian : Student's Perception on the use of Graphic Organizer (GO) in Learning Reading Comprehension
Tanggal Ujian Proposal : 04 Desember 2021
Tempat Ujian Penelitian : Smp Negeri 4 Jember

No	Hari/Tanggal	Kegiatan Penelitian	Nama Guru/terkait	Pasal Guru/terkait
1	Selasa, 04 Januari 2022	Memeriksa dan memeriksa skripsi & melakukan wawancara pd guru	Kasimbi, S.pd	2
2	Rabu, 05 Januari 2022	Berlibur dan istirahat & melakukan kegiatan penelitian ke rumah	Kasimbi, S.pd	2
3	Kamis, 06 Januari 2022	Berlibur dan istirahat & melakukan kegiatan penelitian ke rumah	Kasimbi, S.pd	2
4	Jumat, 07 Januari 2022	Berlibur dan istirahat & melakukan kegiatan penelitian ke rumah	Kasimbi, S.pd	2
5	Sabtu, 08 Januari 2022	Melakukan wawancara dengan guru & melakukan kegiatan penelitian ke rumah	Kasimbi, S.pd	2
6	Senin, 10 Januari 2022	Melakukan wawancara dengan guru & melakukan kegiatan penelitian ke rumah	Kasimbi, S.pd	2
7	Selasa, 11 Januari 2022	Melakukan wawancara dengan guru & melakukan kegiatan penelitian ke rumah	Kasimbi, S.pd	2
8		Reading Comprehension & Penalaran Bahasa Inggris & kelas		
9				
10				

Kelas, 12 Januari 2022

Ketua Program Studi
FKIP Universitas Jember

Pengawas Kepala Sekolah Pendidikan

Dr. Irena Kharwati Rahim, S.Pd, M.Pd
NIM 977021101

Kaharudin, S.Pd, M.Pd
NIP 197104141990021004



PEMERINTAH KABUPATEN SOPPENG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SPF SMP NEGERI 4 WATANSOPPENG

Alamat: Jl. H. Husain No 2 Jalle Desa Ungmurgeng Kec. Talibatu Kab. Soppeng

SURAT KETERANGAN

Nomor: 421.3/022/SPN.4/LBT/I/2022

Yang bertanda tangan di bawah ini:

Nama	KAHARUDDIN, S. Pd. M. Pd.
NIP	19710424 199802 1 003
Pangkat/Golongan	Pembina Tk. I/IV.b
Jabatan	Kepala Sekolah
Unit kerja	UPTD SPF SMP Negeri 4 Watansoppeng

Menerangkan bahwa:

Nama	Riska Wati Rahim
NIM	10535590814
Fakultas	Kepuruan dan Ilmu Pendidikan
Prodi	Pendidikan Bahasa Inggris

Nama Mahasiswa tersebut di atas telah melakukan observasi penelitian untuk tugas akhir di SMP Negeri 4 Watansoppeng, pada tanggal 05 Januari 2022 sampai selesai, Tentang *"Student's Perception on The Use of Graphic Organizer (GO) in Learning Reading Comprehension"*.

Demikian Surat Keterangan ini diperbuat dengan sebenarnya dan dapat dipergunakan sepenuhnya.

Jalle, 12 Januari 2022

Kepala Sekolah

KAHARUDDIN, S. Pd. M. Pd.

NIP. 19710424 199802 1 003

LETTER OF ACCEPTANCE



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Alamat: Jl. A. Yani No. 279, Makassar
Telp: (0412) 273.282 (Sekretariat)
Email: p4-mkg@umh.ac.id
Web: <http://p4-mkg.umh.ac.id>

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE

0441/BG-EKIP/LOA/B/II/1443/2022

Dear RISKAWATI RAHM

It is our pleasure to inform you that, after reviewing your paper:
**STUDENT'S PERCEPTION ON THE USE OF GRAPHIC ORGANIZER (GO)
IN LEARNING READING COMPREHENSION**

The manuscript ID: 667

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
The author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LOA has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

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We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@unismuhmakassar.ac.id

Makassar, 19 February 2022 M
18 Rajab 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM 977 807



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DOCUMENTATIONS



UNIVERSITAS MUHAMMADIYAH
MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN



CURRICULUM VITAE



The Researcher, Riskawati Rahim was born on July 21st 1995 in Makassar. She is the first child of two siblings from a lovely couple of her parents Rahim and Almarhumah Sadiati. His mother died when she graduated from high school. She was married and also a mother who has a child.

She began her study at SDN 15 Jolle and graduated in 2008. Then she joined at SMP Negeri 4 Watansoppeng and graduated in 2011. Afterwards, she continued her study at SMK Negeri 2 Watansoppeng and graduated in 2014. After finishing her study, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Makassar Muhammadiyah University. In the university

