

Exploring the Emerging Domain of Research on Media for Teaching Learning Process: A Case on Improving Reading Comprehension Skills

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Abstract

This study examined the effectiveness of Graphic Organizers as a strategy for teaching reading comprehension. This study aimed to determine whether there was a significant improvement in the analytical reading comprehension scores of eleventh-grade students at SMA Negeri 1 Pematangsiantar before and after implementing the Graphic Organizers strategy. Additionally, this study sought to establish whether there was a notable difference in analytical reading comprehension scores between students taught using Graphic Organizers and those who did not. This research employed a quasi-experimental design with a sample of 60 students. The sample was divided into two groups of 30 students each: class XI IPA 3 served as the control group, whereas class XI IPA 4 was the experimental group. Data collection involved administering a reading comprehension test twice to both groups: once as a pre-test and once as a post-test. The results showed that the experimental group's post-test mean score was 78, 16, while the control group's post-test mean score was 68, 83. The researcher found that the T-test values exceeded the T-table value ($2,48 > 1,672$) at a 5% significance level. These findings indicated a significant effect of using Graphic Organizers in teaching reading comprehension. This study concludes that employing Graphic Organizers to teach analytical exposition text reading has a substantial impact on students' reading comprehension scores.

Keywords: analytical exposition, graphic organizers, reading comprehension, teaching strategy

1. Introduction

Communication and interaction among humans often rely on language as a vital tool. Through linguistic expressions, individuals can convey their emotions and ideas to various subjects. Language is defined as a way of interacting with other people through the use of sounds, symbols, and words to express meaning, concepts, or thoughts (Lumbantobing et al., 2020; Van Thao et al., 2021; Butar-Butar et al., 2025). Thus, language is a tool for communication by interacting, expressing oneself, expressing ideas/opinions and emotions, adapting others in society (Juanda et al., 2025). Communication is an activity we perform at all times. Communication plays an important role in human life, namely to understand and obtain information from others effectively and the people involved understand the meaning of the delivery of communication to overcome misunderstandings and miscommunication (Ansari et al., 2023; Corry et al., 2025). According to Megginson (1997) as cited in Sharma (2017), "Communication is the process of transmitting meanings, ideas, and understanding of a person or group to another person or group." Thus, it can be concluded that communication is the process of exchanging ideas, opinions, ideas, and information through speech, words, or certain other media (Herman, Purba and Saputra, 2024; Widodo et al., 2024).

To communicate well, we need to learn a foreign language namely, English. Hence, it is an international language. Therefore, students must understand and master English as a science of communication, information, education, and technology (Judijanto et al., 2024; Cahyani et al., 2025). Among the four language skills (listening, speaking, reading, and writing), reading holds significant importance and should be acquired and perfected by all individuals (Herman et al., 2020; Lan & Khuong, 2024; Sinaga et al., 2025). This serves as a method for extracting information from written materials. Through reading, students can express ideas and information that are more specific than the words in the text that they read. According to Richards (2010), reading involves comprehending the significance of the written content. This process encompasses several stages, including the act of reading, comprehension, information acquisition, and knowledge gain. Sinamo et al (2023) argues that "Reading is interacting with language that has been coded into print. The product of interacting with the printed language should be comprehension". Comprehension is the primary objective of reading, which can be viewed as the process of extracting information from the written content. The act of reading involves gathering and understanding ideas presented in the text.

Reading comprehension demands active participation from readers. Dorn and Carla (2005) described comprehension as a constructive and personalized process that utilizes readers' ideas and thoughts. They emphasized that comprehension is crucial to the reading process and is essential for making sense of a text. This implies that without comprehension, students merely read words without grasping the meaning of the text or the author's intent. Herman et al (2025) defined reading comprehension as a complex interplay of automatic and strategic cognitive processes that allow readers to form a mental representation of the text. The primary objective of reading comprehension is to comprehend a text and discern the meaning of each word or sentence.

One genre learned by second-grade students in reading comprehension according to the current curriculum (Kurikulum 2013) is an analytical exposition text. Elita (2017) defines analytical exposition as a form of text that aims to convince readers or listeners of a particular viewpoint, presenting arguments and supporting evidence. Its purpose is to persuade the audience of the topic's significance and to examine it through well-developed arguments. During the researcher's teaching internship (PPL) at SMA Negeri 1 Pematangsiantar, several challenges were observed among eleventh-grade students, particularly in comprehending analytical exposition texts. These difficulties included limited vocabulary, poor reading fluency, inability to enjoy reading due to comprehension issues, and lack of interest affecting motivation. Consequently, the students struggled to articulate or understand the content of the text. This observation aligns with Ridianto et al (2021), who note that insufficient English language proficiency contributes to students' difficulties in comprehending written texts.

Related to the above problem, researchers found data students at SMA Negeri 1 Pematangsiantar had a problem with reading English due to a lack of interest and motivation, leading to minimal vocabulary and low scores in reading comprehension. According to the 2013 curriculum, the standard of minimum criteria (KKM) for grade eleven in English at SMA Negeri 1 Pematangsiantar was 75.

According to the aforementioned table, 35,3% of the students achieved scores surpassing the minimum standard criteria (KKM), while 64,7% fall below this threshold. Consequently, a significant portion of eleventh-grade students' scores failed to meet the KKM criteria. This underperformance can be attributed to several factors: the teacher's monotonous instructional approach, which induces drowsiness among students; lack of adequate lesson preparation; and the absence of effective learning strategies aimed at improving student performance. These issues contribute to the high percentage of students who are unable to meet the minimum completion criteria (KKM).

Based on the data above, the researcher concluded that students in SMA Negeri 1 Pematangsiantar, especially class eleven, still had problems in reading comprehension. Low student scores indicate a need for effective teaching strategies to improve reading comprehension skills. McLaughlin and DeVogd (2004) suggested that teachers implement strategies to improve their reading comprehension (Resmi et al., 2023). These strategies not only help in learning activities but also make teachers proficient in teaching to improve students' reading abilities.

The researchers can use this strategy to help students in reading comprehension. The use of a graphic organizer is a strategy that can be used. "Graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information." According to McKnight (2012), graphic organizers use both visual and spatial modes to help students comprehend their information. It offers the students a clear visual image. Graphic organizers can help students' master vocabulary by providing a visual representation of the connections between facts, information, and concepts.

Table 1. Students' Scores in English Subject

No.	Initial Names of Students	Score
1.	AT	73
2.	AP	70
3.	AM	80
4.	AFN	72
5.	CVS	78
6.	CS	69
7.	CDS	72
8.	DP	70
9.	DWS	74
10.	HS	78
11.	JAS	75
12.	JHP	70
13.	LS	72
14.	MOS	73
15.	NS	75
16.	NRP	72
17.	OS	70
18.	PS	78
19.	RSS	69
20.	RS	68
21.	SA	80
22.	SWS	79
23.	SCS	78
24.	SDS	73
25.	TES	73
26.	YYS	69
27.	YSM	76
28.	SP	72
29.	RTS	73
30.	WT	72
		2.203

According to Kajder (2005), a Graphic Organizer (GO) can help students understand and analyze text content based on appropriate steps. Strategy graphic organizers can help students identify the main idea and support the details of a text, making it easier for students to understand it (Juniarti et al., 2017). Therefore, students will be interested in studying English, especially reading comprehension in analytical exposition texts.

There were previous relevant studies related to the same strategy have been conducted. The first such study was conducted by Nasokha (2019). Using Graphic Organizers to improve reading skills, it was found that students at SM PN 3 Terbanggi Besar in Central Lampung showed improvements in their reading abilities. Using Graphic Organizers proved to be an effective strategy, providing an alternative way to teach reading that is easy for students to implement and engage. This technique actively engages students in the learning process, making it easier for them to comprehend the material and improve their reading skills. The students' average scores increased significantly from pre-test to post-test. In conclusion, Graphic Organizers can be valuable tools for enhancing reading skills and achieving successful educational outcomes.

The second come from Darmawan (2017) entitled "Optimizing Graphic Organizers to Improve Students' Reading Comprehension (A Classroom Action Research at the Elevent Year Students of SMA Negeri 6 Surakarta in

2009/2010). The study suggests that using graphic organizers can enhance students' reading comprehension and improve classroom dynamics. The students' attitudes toward reading also showed significant positive changes. Teaching reading with graphic organizers is an effective way to boost comprehension, requiring steps such as modeling, guided practice, and independent application. This research serves as a valuable resource for educators looking to elevate their teaching methods, with graphic organizers proving to be beneficial not only in reading but also in writing classes. To maximize its benefits, teachers should familiarize themselves with graphic organizers.

The third research came from Sudarmawan et al (2014) entitled "The Effect of Graphic Organizers and Text Types on the Students Reading Competency AT SMAN 8 Denpasar". Graphic organizers on students' reading competency for each type of text English teacher at SMAN 8 Denpasar are encouraged to apply this strategy in teaching reading for any types of texts, and the students should also practice strategy in attempting to comprehend reading text in any types since this strategy comes in many shapes and designs that administer texts the characteristics of the structure. Thus, the effectiveness of graphic organizers could benefit both teachers and students when they deal with reading courses. The result of this study are expected to serve as further guidance for conducting research on similar topics, probably involving other cognitive strategies and types of texts.

Based on the background and problems mentioned above, graphic organizers have a positive effect on students' reading comprehension. The difference between this research and previous research is that the researcher examined class XI students at SMA Negeri 1 Pematangsiantar, the population and the sample, and analytical exposition text used in this research.

2. Method

2.1 Research Design

This study employed a quantitative approach utilizing a quasi-experimental design. Quantitative research, as defined by Ary (2010:22), involves objective measurements to collect numerical data to answer questions or test predetermined hypotheses. Creswell (2008) described quasi-experiments as situations where researchers assign participants to groups non-randomly, as they cannot artificially create groups for the experiment (Girsang et al., 2025). This study involved two groups: an experimental group and a control group. Experimental research aims to determine causal relationships between two or more variables. While the experimental group received special treatment, the control group did not, allowing researchers to explore multiple explanations of the effect of treatment. To gather data, the researcher administered pre-tests and post-tests to both groups to assess the students' scores. This study sought to examine the impact of graphic organizers on reading comprehension among grade XI students in SMA Negeri 1 Pematangsiantar.

Table 2. Research Design

Group	Pre-test	Treatment	Post-test
Experimental	A1	X	B1
Control	B1	Y	B2

Where:

A1 : Pre-test for experimental class

A2 : Post-test experimental class

B1 : Pre-test control class

B2 : Post-test control class

X : Treatment of Experimental class by using Graphic Organizers

Y : Treatment of control class without using Graphic Organizer

2.2 Research Location

The research was conducted in the XI grade students of SMA Negeri 1 Pematangsiantar, located at Jln. Parsoburan no.24 Pematangsiantar. This research was conducted in the academic year 2023/2024.

2.3 Population and Sample

According to Hulu et al (2023), a population is a group of individuals with the same characteristics. The population of this research was all XI grade students at SMA Negeri 1 Pematangsiantar in the academic year 2024/2025. There were seven classes with a total number of students are 225 students in the 2024/2025 academic year.

Table 3. Population of the Research

No.	Class	Students
1.	XI IPA 1	36
2.	XI IPA 2	32
3.	XI IPA 3	30
4.	XI IPA 4	30
5.	XI IPA 5	32
6.	XI IPA 6	33
7.	XI IPA 7	32
	Total	225

According to Creswell (2018), sample was selected from a population that is representative of that population, and sample can make generalization of the population. This study used purposive sampling to take the sample because the two classes were similar members of students, and the objective and characteristics was relevant to this research, cognitive characteristics (same abilities and values), and non-cognitive (same learning motivation). The researchers chose classes XI IPA 3 and XI IPA 4 as the samples for this research. For the 60 students, there were 30 students in XI IPA 4 as an experimental class using graphic organizers, and 30 students in class XI IPA 3 as a control group class that did not use a graphic organizer.

Table 4. Sample of the Research

Group	Class	Students
Experimental	XI IPA 4	30
Control	XI IPA 3	30
	Total	60

2.4 Research Instrument

1) Test

The researchers used the test as an instrument in this study. In conducting the experiment, the research concerned the graphic organizer strategy to comprehend students' understanding in an analytical exposition text to XI grade at SMA Negeri 1 Pematangsiantar. The researchers used multiple choices for the pre-test and post-test, which consisted of 40 items, 20 for pre-test and 20 for post-test. The aim was to obtain information about the students' reading comprehension abilities. The test focused on the main ideas, knowledge, and information in the text.

2) Scoring the test

Scoring is giving a score or value to determine a student's level of ability.

$$\text{Students' Score} = \frac{\text{Accepted Score}}{\text{Maximal Score}} \times 100$$

(Arikunto, 2010:236)

Table 5. Criteria of the Score

No.	Range	Criteria
1.	80-100	Very Good
2.	70-79	Good
3.	60-69	Fair
4.	0-59	Fail

2.5 Technique of Data Collection

The research gathered information through an examination consisting of multiple-choice questions. This assessment can be utilized to evaluate students' reading comprehension abilities by administering both a pre-test and a post-test. Essentially, the test serves as a method to gauge the extent of the students' understanding of the material. In this study, the primary tool for data collection was the reading comprehension assessment. The researchers used these steps to collect data:

1) Pre-test

This study employed a multiple-choice assessment comprising of 20 questions. This evaluation method involves presenting four options for each item from which students must select the correct response. Upon completing the exam, the participants submitted their answers to the instructor.

2) Treatment

Both the experimental and control groups received instructions using identical materials. However, in the experimental group, the instructor employed graphic organizers to teach reading skills. In contrast, the control group relied solely on traditional teaching methods during the learning process.

3) Post-test

At the end of the treatment, the researchers administered a post-test during the final session. The instructor distributed a set of 20 multiple-choice questions. This post-test serves two purposes: to determine the average scores of both the experimental and control groups following the completion of the treatment, and to evaluate the impact of the graphic organizer strategy on students' reading comprehension abilities, specifically in relation to analytical exposition texts.

2.6 Technique of Data Collection

In order to get the complete result, the researchers analyzed the data through some step as follows:

1. Scoring test

$$Score = \frac{\text{students' correct answer}}{\text{total number of item}} \times 100$$

(Sudjiono, 2014)

2. Finding out the mean score, the researcher was used the formula below:

- Mean experimental class formula:

$$Ma = \frac{\sum xa}{Na}$$

- Mean control class formula:

$$Mb = \frac{\sum xb}{Nb}$$

(Ary et al., 2014)

Note:

Ma : Mean experimental class

Mb : Mean control class

$\sum xa$: Total score experimental class

$\sum xb$: Total score control class

Na : Total students' experimental class

Nb : Total students control class

3. Determining standard deviation of each group

- Standard deviation experimental class formula:

$$da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na} \right)$$

- Standard deviation control class formula:

$$db^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Nb} \right)$$

(Ary et al., 2014)

Note:

da^2 : Standard deviation in the experimental class

db^2 : Standard deviation in the control class

$\sum d^2$: Sum score of gained scores

Na : Total number of sample in experimental class

Nb : Total number of sample in control class

4. Analyzing the data result by using t-test formula

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2} \right] \left[\frac{1}{Na} + \frac{1}{Nb} \right]}}$$

(Ary et al., 2014)

Note:

T : Test of significance

Ma : Mean score of experimental class

Mb : Mean score of control class

da^2 : Standard deviation of experimental class

db^2 : Standard deviation of control class

Na : Total sample of experimental class

Nb : Total sample of control class

3. Results

The researchers' analysis of the data revealed that utilizing graphic organizers had a substantial impact on students' comprehension of analytical exposition texts.

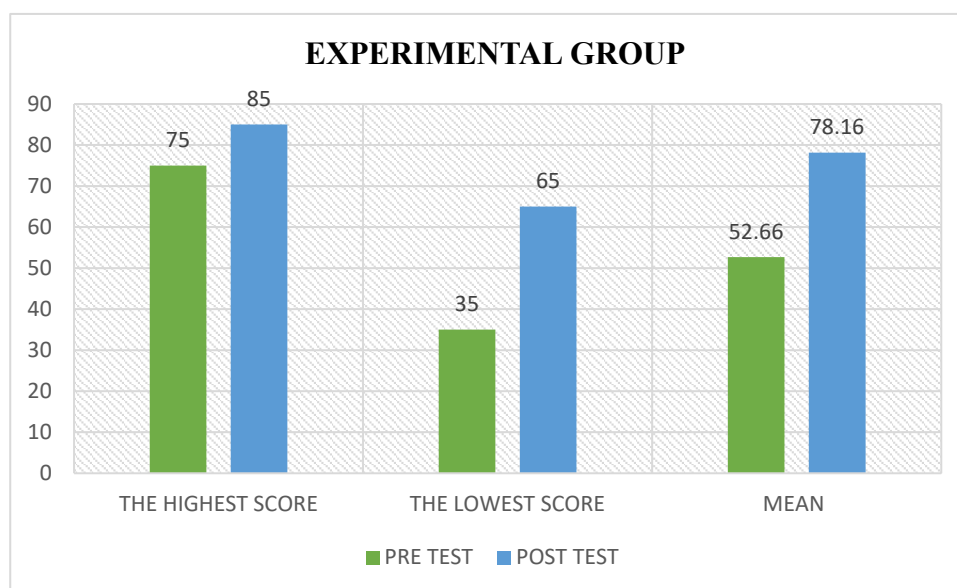


Figure 1. Diagram Score Experimental Group

Figure 1 above showed the result of reading comprehension test before the treatment (pre-test) and after the application of the graphic organizers strategy (post-test) in the experimental group. There was a significant increase in the students' average score from 52,66 in pre-test to 78,16 in the post-test. This indicates that the graphic organizers can improve students' reading comprehension skills. In addition, the lowest score increased in the experimental group was from 35 to 65. The highest score increased from 75 to 85. This increase shows that not only the average number of students but also the overall students' reading comprehension has increased.

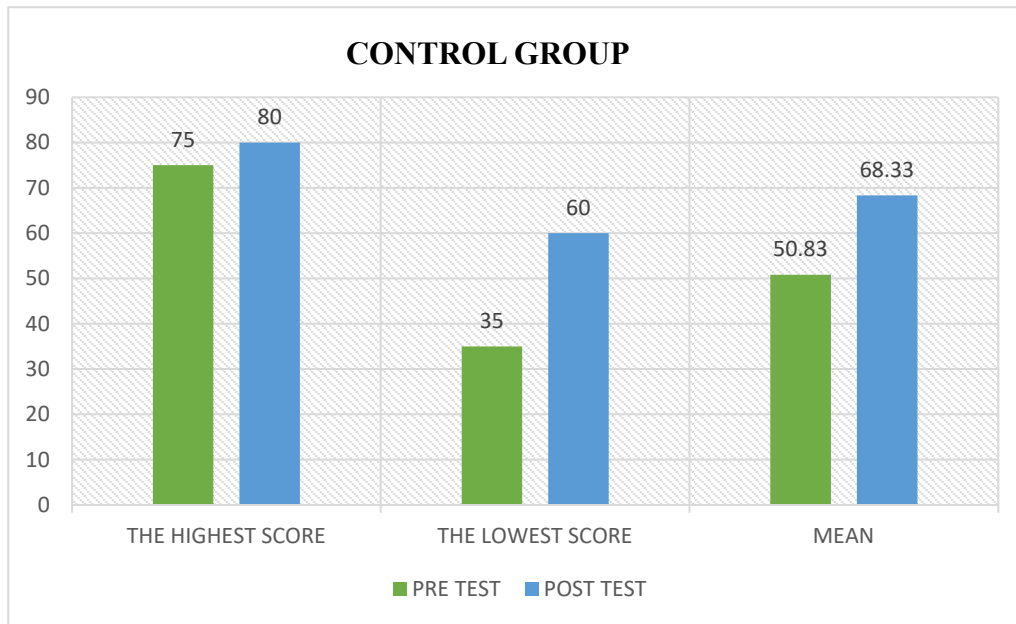


Figure 2. Diagram Score Control Group

Figure 2 above showed the results of the reading comprehension test before the treatment (pre-test) and after the application of treatment without graphic organizers strategy (post-test) in the control class. There was a difference in the average value from 50,83 to 68,33 in the post-test, although the score was not good enough. This shows, that the strategy applied is not enough to improve students' reading comprehension skill. The score range also increased, with the highest score increasing from 75 to 80 and the lowest score increasing from 35 to 60.

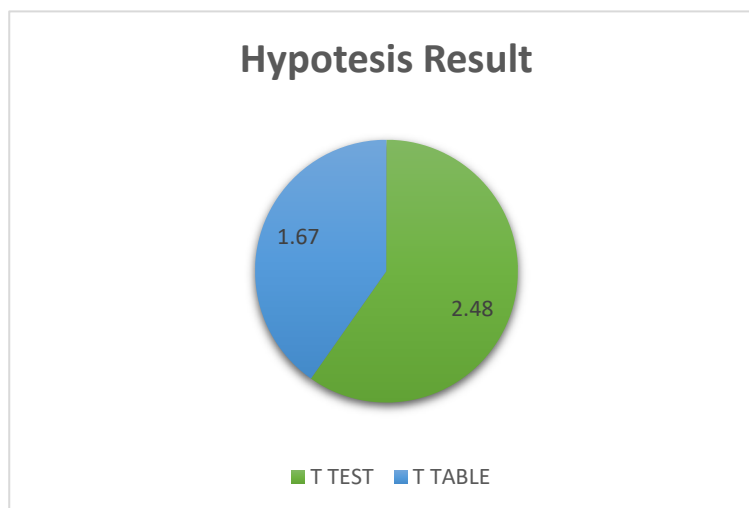


Figure 3. Diagram of Hypo-Research Result

Figure 3 above showed the result of hypo-research testing using the t-test obtained by varying each standard deviation in each class namely, the experimental and control groups. Then, the t- test value (2,48) was obtained which means that it is greater than the t-table value with a significance of 0,05 with df 58, namely (1.672); thus it can be concluded that there is a statistically significant difference between the experimental and control classes. This means that graphic organizers strategy has a real effect on students' reading comprehension skills.

4. Discussion

The results of this research are based on the research problem, finding a solution to the research problem, especially to determine whether graphic organizers have a significant effect on students' ability to read analytical exposition text comprehension and see the effect of using and not using graphic organizers reading strategies on students' ability to read analytical exposition text comprehension at SMA Negeri 1 Pematangsiantar. The researcher identified the problem at the literal level. This stage required readers to interpret beyond the author's explicit information. During the study, various issues emerged, notably the students' difficulty in comprehending the text's meaning. Throughout the intervention, the investigator assisted the students in overcoming this challenge by facilitating memorization of specific reading comprehension skills to enhance text understanding.

This study utilized hypo-research testing to determine whether graphic organizers were effective in teaching analytical exposition texts to students. This study employed quantitative methods and a quasi-experimental design. The calculation results yielded 2.48, which exceeded the t-table value (1.672). Consequently, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

The results of this research are similar to those of previous studies conducted by Nasokha (2019); Darmawan (2017), and Dewi et al (2016), who concluded that graphic organizers strategies significantly affect students' ability in reading comprehension on analytical exposition text. This proves that graphic organizers significantly affect students' ability at SMA Negeri 1 Pematangsiantar in reading comprehension on analytical exposition text.

This study drew comparisons with prior research conducted by Nasokha, focusing on the analysis of student performance data from pre-test to post-test. The findings revealed an improvement in the average scores, starting at 58.54 in the pre-test, increasing to 67.09, and ultimately reaching 76.12 in the post-test. The research was deemed successful as it met the predetermined success criterion, which required 80% of the students to achieve a score above 75. These results indicate that the implementation of graphic organizers in reading instruction effectively enhances students' reading abilities.

The differences between Nasokha's research with this research are the result of the data taken from 30 students' experimental class and 30 students of control class, in Hasibuan's research, the data were taken from 31 students because this research was a classroom action research. This study found that the experimental group's pre-test mean was 52.66, while their post-test mean increased to 78.16. By contrast, the pre-test mean of the control group's pre-test mean was 50.83, with a post-test mean of 68.83. The analysis revealed that the T-observed value exceeded the T-table value ($2.48 > 1.672$) at a 5% significance level, with degrees of freedom (df) calculated as $N_e + N_c - 2 = 30 + 30 - 2 = 58$. These results indicate that the null hypothesis (H_0) is rejected, whereas the alternative hypothesis (H_a) is accepted.

The similarity of this research with previous research is the use of graphic organizers to students' ability in reading comprehension, and the researcher used pre-test and post-test to know students' ability. According to the data, graphic organizers can help students understanding about the meaning of text in analytical exposition text. Students can easily understand about the meaning of text.

5. Conclusion

The results of this study demonstrated that employing graphic organizers as a strategy effectively enhances students' reading comprehension of analytical exposition texts. The researcher identified an issue in which students struggled to grasp the meaning of the text, resulting in low scores. By implementing graphic organizers, the students gained a better understanding of the text and increased their confidence in reading. Data analysis revealed that the graphic organizers strategy had a more significant impact on students' reading comprehension of analytical exposition texts than the lecture teaching method for grade XI students at SMA Negeri 1 Pematangsiantar. The research utilized a quantitative approach with a quasi-experimental design to assess the effects on the experimental and control groups. The data showed higher scores in the experimental class than in the control class, and the hypothesis testing indicated that the t-test value (2.48) exceeded the t-table value (1.672). Consequently, the Alternative Hypothesis (H_a) was accepted,

whereas the Null Hypothesis (Ho) was rejected. Based on these findings and corroborated by previous studies, the researchers concluded that graphic organizers are highly effective in improving grade XI students' reading comprehension of analytical exposition texts in SMA Negeri 1 Pematangsiantar.

In light of the study's findings, it is recommended that English teachers, particularly at the senior high school level, incorporate graphic organizers as a regular instructional strategy to support students in developing a deeper comprehension of analytical exposition texts. Teacher training programs and professional development workshops should also include modules on how to design and implement graphic organizers effectively across different text genres. Additionally, school administrators are encouraged to support the integration of media and visual aids into the reading curriculum to foster active engagement and critical thinking among learners.

For future research, it would be valuable to explore the long-term effects of using graphic organizers on students' reading proficiency and their ability to analyze complex texts. Researchers can also examine how different types of graphic organizers (e.g., mind maps, Venn diagrams, and story maps) impact various genres beyond analytical exposition texts. Moreover, a mixed-method approach involving qualitative data such as student reflections or teacher observations could provide deeper insights into the cognitive processes involved in comprehension. Finally, comparative studies across different grade levels, schools, and cultural contexts could enrich the understanding of the media's role in enhancing the teaching-learning process.

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