

Development of Understanding Reading Teaching Materials Using Graphic Organizer Plot Diagram for Class VI Basic School

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Abstract: *This research is motivated by a phenomenon in the field of the use of Indonesian language teaching materials in grade VI elementary school which is less able to attract students' reading interest and is not in accordance with the reading process (pre-reading, reading, and post-reading). This study aims to describe the process of developing reading comprehension materials and producing teaching reading comprehension materials using Graphic Organizer Plot Diagrams for teachers and students of elementary school class VI which are valid, practical, and effective. This development research uses a 4-D model with the stages of define, design, develop, and disseminate. Validity test data is obtained through teacher and student response assessment sheets. Effectiveness seen from student activities, assessment of the process and results of reading comprehension of students. Based on the results of the validity, practicality, and effectiveness tests obtained teaching materials that are valid, practical, and effective, and able to improve students' reading comprehension skills. Teaching materials for reading comprehension using Graphic Organizer The plot diagram developed in this study can be used in reading comprehension learning in class VI of elementary school.*

Keywords: Graphic Organizer Plot Diagram, reading comprehension, teaching materials

1. Introduction

Membaca is a process carried out by the reader to get the message to be conveyed by the author through the medium of words or written media. According to Dalman (2013: 5) "Reading is an activity or cognitive process that seeks to find various information in the form of understanding contained in reading". Whereas According to Tarigan (2013: 7) "Reading is a process that is carried out and used by the reader to obtain a message, which the writer wishes to convey through the medium of words / written language" By reading, a person not only obtains information contained in the reading but also increase the person's knowledge. The importance of this reading, so it is used as one of the skills that must be mastered by students, especially in elementary school.

One type of reading skill that must be mastered by students in elementary school is reading comprehension. Reading comprehension is a reading activity to obtain or understand information both written and implied. According to Suyoto (2013: 1) "Reading understanding or comprehensive is the ability to read to understand the main ideas, important details, and all understanding. This understanding is closely related to the ability to remember the material they read "

Reading comprehension is very important for students. Many studies were conducted on reading comprehension in Taiwan (Pan & Yi Wu 2013), Indonesia (Novita & Zuhairi 2016), (Tautina & Mayarnimar 2018), (Taufina, yanti F, & Putra 2018), Turkey (Gures 2016), Singapore (Gonzales 2016), Iran (Gorjan 2016), Malaysia (Javed 2015), Zare (2013), Maniam (2015), China (Jiang 2015), India (Gupta 2014), Turkey (Varisoglu (2016), and Durukan (2010). In general the results of this study show how big the role of reading is understanding the success of students The more students read, the more they understand what they are reading, the more knowledge they gain. Activities in

learning will be more meaningful if the teacher knows his role in managing the class. According to Hadiyanto (2003: 15) Express ten teacher roles, namely as: 1) lecturer, 2) resource person, 3) facilitator, 4) Counselor, 5) Group leader, 6) tutor, 7) Manager, 8) Head of laboratory, 9) program designers, 10) manipulators, to change the learning situation for the better. One such battle is to design reading comprehension learning.

The reading stage consists of three activities, namely pre-reading activities, reading activities, and post-reading activities (Rahim, 2007: 99). The three stages of the reading process need to be done sequentially so that the reading comprehension process can run well and the expected competencies after students read the comprehension can be achieved optimally. In addition, teachers are also expected to be able to make understanding reading material that is weighty, innovative, and in accordance with the curriculum. Because, ingredients eaching has a very important role in achieving competencies that must be mastered by students. In teaching materials there are various writings that are read by students. So that if the teaching material is made interesting and uses the right strategy, it will certainly attract students to read and help students maximize students' understanding of the reading material they read.

Based on observations and interviews conducted with class VI teachers at SDN 13 Tungkal Selatan there were several problems encountered in learning about reading comprehension, including: (1) Teaching materials used by the teacher did not contain the stages of reading comprehension, namely pre-reading, reading and post-reading stages (2) Teaching materials used by the teacher are not in accordance with the needs and characteristics of students (3) the appearance of colors and images on the teaching materials used are less interesting and varied, (4) the texts learned will attract students' attention, (5) reading texts assigned to students not referring to the student

environment, (6) The approach used in teaching materials is less using strategies.

Various problems of reading comprehension presented above are one of the problems of teaching materials. If the problem of the teaching material is not immediately addressed, it will have a negative impact on the success of the next student. One solution that the authors offer to overcome these problems is by developing teaching materials. Development of teaching materials carried out includes stages of reading comprehension and reading comprehension techniques that can help students understand the contents of the reading, obtain information on the contents of the text, describe the contents of the text, answer questions and draw conclusions from read texts. The development of this teaching material will be optimal if it is compiled using various learning strategies. The goal is to make it easier for students to understand the contents of reading. One strategy that can be used in developing teaching reading comprehension materials is to use Graphic Organizer Plot diagram. Plot Diagram is a Graphic Organizer that displays directed elements in helping students understand the content of the text, because in the implementation steps there are elements of the Plot Diagram, namely: recognizing the contents of the text, the beginning of the contents of the text, the contents of the text, the solution to the text content, and the end of the text. That way, the overall understanding of students will be formed on the contents of the reading (Bromley, 1999: 66). According to According to Chien (2012: 50), Graphic Organizer are visual displays of teachers to use information in a manner that makes information easier to understand and learn.

This means that Graphic Organizer is a media used by teachers that can be seen, teachers use this media to teach and provide information to be more easily accepted by students. a graphic organizer is a graphic or spatial representation of a text concept. It aims to help students in organizing information into a structured and connecting a concept with other concepts (Zaini, Mokhtar, & Nawawi 2010: 11). There are several studies in various countries regarding this graphic organizer, such as in Texas (Mercuri 2010), Spain (Montanero & Lucero 2012), Nigeria (Adarmati 2015), Iran (Zardak 2015), Malaysia (Nawawi 2010), Japan (Miyake 2015), India (Rajan 2013), Lublin University (Olszak 2014), Hawaii (Miranda 2011). In general, the results of the study show that the graphic organizer helps students learn the relationship between the parts or elements of the object being observed, and also as a guide in understanding the contents of the text.

Based on the above explanation, the researcher intends to develop teaching materials reading valid, practical and effective understanding through research entitled Development of Reading Comprehension Learning Materials Using Graphic Organizer Plot Diagram for Class VI Elementary School. The purpose of this study is to produce reading comprehension materials using Graphic Organizer Plot Diagrams for elementary school class VI students who are valid, practical and effective

2. Research Methods

This research is research and development. Sukmadinata (2010) reveals that development research is a process or steps to develop a new product or perfect an existing product, and can be justified. The development model in the study used a 4-D development model (four D models). The stages of the 4-D model include: define, design, develop, and disseminate (Thiagarajan, in Sugiyono, 2015) At the stage (define) carried out curriculum analysis, needs analysis, and analysis of students. The results of this analysis are used as a reference in designing a teaching material (design). Furthermore, at the design stage (design), what is done is designing teaching materials using Graphic Organizer Plot Diagram in elementary school class VI. After the teaching materials have been designed, the development of the teaching materials will be developed in class VI of SDN 13 Tungkal Selatan. The development stage includes validity, practicality, and effectiveness. Furthermore, the disseminate stage is carried out to see the effectiveness of the teaching materials developed. spread was carried out in class VI SDN 05 Tungkal Utara. This is done to see the effectiveness of teaching materials at other schools, with different environmental conditions and students.

3. Results of Research and Discussion

The results of the study on the development of teaching reading comprehension materials using Graphic Organizer Plot Diagram in elementary school class VI viewed from the level of validity, practicality, and effectiveness.

1) Validity

Validation is carried out on teaching material reading comprehension using Graphic Organizer Plot. This diagram emphasizes content and constructs. Validation of teaching materials is viewed from several aspects, which consist of aspects of content, presentation, language, and graphics. Validation in this study was carried out by 5 expert validators and 3 practitioner validators. All validators examine aspects of content, language, presentation, and graphics. Validation is said to be complete, if the validator states that it is valid for the teaching material, so that it is ready for trial. The validation results from expert validators show that teaching material reads understanding using Graphic Organizer Plot Diagrams obtain a percentage of 84.37%, this means the development of teaching materials carried out is in accordance with the feasibility of content, language, presentation, and graphics, so it can be said to be very valid. Meanwhile, practitioners' validators received 98.53% with a very valid category. Overall the teaching material reads understanding using Graphic Organizer Plot Diagram is valid according to practitioners.

The validity of teaching material reading comprehension using Graphic Organizer Plot Diagram in class VI Elementary School developed in this study is valid in terms of content and construct. This is in accordance with the results of validation from expert validators and validators of education practitioners. This result gives the description that the teaching material developed has been valid and can be used in the learning process.

2) Practicality

After the validation process with experts and education practitioners is completed, a trial is carried out to see the practicality of teaching reading comprehension materials. The trial was conducted in 3 meetings, which were observed by 2 observers. Practicalities observed were the level of implementation of the lesson plan, teacher response questionnaire, and student response questionnaire on the practicality of the learning device. The results of observations during the trial showed that learning was carried out in accordance with the planning that had been made with the percentage obtained 93.66% in a very practical category. While the results of the questionnaire from the teacher's response obtained a percentage of 98.6% with a very practical category, and the results of student questionnaire responses obtained a percentage of 91.29% in a very practical category. This shows that the teaching material for reading comprehension using Graphic Organizer Plot Diagram which is developed is very practical to be used in the learning process of reading comprehension in elementary school class VI.

3) Effectiveness

Teaching materials are said to be effective if they have an effect or a good influence on the achievement of learning objectives. The effectiveness of teaching materials is seen from student activities during the learning process and assessment of the learning process of reading comprehension and the results of students' reading comprehension skills. Based on the results of data analysis on student activities when the learning process gets 96.4% percentage with very high category, while the assessment of reading comprehension learning process students get 89.9% category with very high categories, then the results of understanding reading skills students get 100% percentage with very high category. The results of observations of student activities, assessment of processes, and assessment of the results of reading students' understanding provide a very good picture, meaning that the use of teaching materials in understanding reading learning has been effectively implemented. The results of this study can be seen in the following tables and diagrams:

No.	Aspect	Percentage	Categori	
1.	Validity	Fill in	94,16 %	Very valid
		language	90 %	Very valid
		persentation	90,62	Very valid
		graphics	89,58 %	Very valid
2.	practicality	Implementation RPP	93,66%	Very practical
		Teacher response	98,6 %	Very practical
		Student response	91,29%	Very practical
3.	Effectiveness	Studen actitivity	96,4%	Very high
		Reading comprehension process	89,9%	Very high
		The results of reading comprehension of students	100 %	Very high

4. Conclusion

Based on the development and trials that have been carried out on teaching materials reading comprehension using

Graphic Organizer Plot Diagram in Grade VI Elementary School that the development of reading comprehension materials using Graphic Organizer Plot Diagram from the aspect of validity, shows that this teaching material has very valid criteria, both from both in terms of content and in terms of constructs. This is in accordance with the results of validation from expert validators and validators of education practitioners This result illustrates that the teaching material for reading comprehension developed has been valid and can be used in the learning process.

Practical results show that teaching materials are very practical, both in terms of wear and implementation. These results are seen from the implementation of the lesson plan, the results of the teacher's response questionnaire, and the results of the student response questionnaire. The results of student effectiveness show that the development of teaching reading materials using Graphic Organizer Plot Diagram in class VI SD has been declared effective to improve students' reading comprehension skills.

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