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The Use of Advance Organizer in Teaching Reading Narrative Text at Eight Grade SMP PGRI Wringinanom

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Abstract The advance organizer model is designed to strengthen students' cognitive structures and their knowledge of certain subjects and how to manage, clarify, pay attention and maintain. This study was aimed to describe implementation of advance organizer technique in teaching reading English narrative text at SMP PGRI Wringinanom and the students' response of the implementation of Advance Organizer technique in teaching reading English narrative text at SMP PGRI Wringinanom. This study applied descriptive qualitative method. The subjects of this research are a teacher and students of A VIII class of junior high school PGRI Wringinanom, Gresik in the academic year 2020/2021. The instruments of this study were the researcher, the observation field note, and questionnaire. The data collection procedures in this study were observation and questionnaire. The steps of data analysis were observation and questionnaire. The results of this study showed that the advance organizer technique was successfully implemented. This method had both advantages and disadvantages. Based on students' responses, the advance organizer is an interesting method that can be applied in teaching English especially Narrative text.

Keyword: *Narrative text, Implementation, Advance Organizer*

Abstrak Model advance organizer dirancang untuk memperkuat struktur kognitif siswa dan pengetahuan mereka tentang mata pelajaran tertentu dan bagaimana mengelola, memperjelas, memperhatikan dan memelihara. Penelitian ini bertujuan untuk mendeskripsikan penerapan teknik advance organizer dalam pembelajaran membaca teks naratif bahasa Inggris di SMP PGRI Wringinanom dan respon siswa terhadap penerapan teknik Advance Organizer dalam pembelajaran membaca teks naratif bahasa Inggris di SMP PGRI Wringinanom. Penelitian ini menggunakan metode deskriptif kualitatif. Subyek penelitian ini adalah seorang guru dan siswa kelas VIII SMP PGRI Wringinanom Gresik tahun ajaran 2020/2021. Instrumen penelitian ini adalah peneliti, catatan lapangan observasi, dan angket. Prosedur pengumpulan data dalam penelitian ini adalah observasi dan angket. Langkah-langkah analisis data adalah observasi dan angket. Hasil penelitian ini menunjukkan bahwa teknik advance organizer berhasil diterapkan. Metode ini memiliki kelebihan dan kekurangan. Berdasarkan tanggapan siswa, advance organizer adalah metode menarik yang dapat diterapkan dalam pengajaran bahasa Inggris khususnya teks Narasi.

Kata kunci: *Teks naratif, Implementasi, Advance Organizer*

INTRODUCTION

Learning is a process, an activity and not an outcome/objective. Learning is not just remembering, but learning is broader than that, namely discussing, learning outcomes are not from mastering the results of behavioral change exercises, learning activities can be internalized (managed) by people who are learning and can be accessed by others. Learning activities that involve such complexity are diverse learning. A student (student) must live up to what is learned in connection with the learning effort, which is carried out by learner (teacher). Learning is the action or series of actions done by people to obtain knowledge (Hornby,2015). It means that learning is an essential thing done by human in order to acquire understanding of subject through experiences and studies.

Students often experience errors in using it. So that in composing the simplest sentences also still have difficulty. Especially in making sentences in the form of descriptive text that must be correct in arranging and differentiating nouns, noun phrase, adjectives and verbs. So someone will be able to understand the sentences that are compiled. Students also have not been able to distinguish between subject and object. However, both subject and object are main conditions in making the shortest sentence. So many students misplaced the subject and object. So that it affects students in making direct sentences or indirect sentences in making descriptive text sentences.

Students have not been able to distinguish nominal sentences (predicate does not use verb) and verbal sentences (predicate use verb). So, in an English sentence, if the sentence already uses to be there is no verb and vice versa if in the sentence already using Verb then there is no to be in it. Students often use both so that the grammar rules in English are wrong. Whereas if we write do not use someone's grammar it is not necessarily understand what we write, it is different if we use someone's grammar it will be easier to understand our sentence.

Students have not been able to understand possessive adjective which is determiner (special adjective) used to declare ownership (possession) of nouns. Possessive adjective consists of my, your, his, her, its, our and theirs. In composing descriptive sentences is very prone to misplacing possessive adjective because students often assume it has no effect in the meaning of a sentence. Students have not been able to distinguish and use tense which is a category of grammar that emphasizes the use of verbs associated with the time of use. It means difference in time and duration of an action or event written in sentence form. Tense is divided into four in the form of time and four in the form of events in the use of English. The tense that has been shared by students must be mastered so that it is easy to arrange sentences in making descriptive sentences that need high reasoning. The research questions of this study are: (1) How is the implementation of Advance Organizer technique in teaching reading English narrative text at SMP PGRI Wringinanom? and (2) How is the students' response of the implementation of Advance Organizer technique in teaching reading English narrative text at SMP PGRI Wringinanom?

LITERATURE REVIEW

Teaching English

In general, the word teaching can be stated as the process of knowledge transferring from one to another systematically. Teaching refers to showing of helping someone in order to learn how to do something, providing with knowledge, causing to know or understand (Brown in Soko, 2017:15). It means that teaching is an important process in improving the human's skills. One thing

that should be taught by conducting teaching is language. In English, the English language teaching has been running for a very long time, started at the end of middle ages up to present day.

Teaching Method

To teach is the main responsibility of teacher. In teaching, a teacher should understand an important thing namely teaching method and teaching technique. A research explains that teaching techniques are several particular tactics or strategies used to achieve the objectives of teaching (Anthony, Callahan and Clark in Irene, 2003:13). Tactics or strategies in teaching are a general approach and plan used to carry out the lesson plans in the particular situations and conditions. In achieving purpose of learning, there are some techniques which can be used by the teachers. There are seven types of teaching technique; they are lecture technique, discussion, demonstration, role-playing, games independent study, and lesson technique (Davis in Irene, 2003) .

The Advance organizer

The advance organizer is a learning model developed based on David Ausubel's thinking about learning materials and cognitive structure. Advance organizer learning model is a way of learning to find out new knowledge associated with existing knowledge in learning, and is designed to strengthen student's cognitive structures regarding their knowledge about certain learning and how to properly cultivate, clarify and maintain knowledge (RantiAlfiani, 2019: 2). The Advance Organizer learning model procedure is divided into three stage/steps as follows:

- a. Stage-1/Steps : Explain the Advance Organizer learning guide/presentation.
 1. Explain the learning objectives.
 2. Presenting the Advance Organizer learning guide.
 3. Cultivate awareness of students' relevant knowledge and experience.
- b. Stage-2/Steps: Explain learning materials and assignment.
 1. Explain the learning material
 2. Generating student attention
 3. Organize tasks explicitly
 4. Develop a logical arrangement of learning materials
- c. Stage-3/Steps: cognitive organization strengthening.
 1. Using the principle in an integrated manner.
 2. Increase the activeness of learning activities.
 3. Developing a critical approach to clarify the learning material.

Strength of the Advance Organizer

The strength of the Advance Organizer learning model in teaching:

1. Students can interact by solving problems to find the concepts developed.
2. Can generate academic material acquisition and students social skills.
3. Can encourage students to find out the answers to the questions given (students are increasingly active).
4. Can train students to improve student skills through group discussions.
5. Improve students thinking skill both individually and in group.
6. Increase the competence of students in the classroom.

Weakness of the Advance Organizer

Weakness of the Advance Organizer learning model approach in the teaching process: It takes intensive control from the teacher, so that if there are too many students, the learning process is less effective.

Reading

Language, as a tool of communication, is an important part in human life. Because it is important, language has so many kinds in this world regarding the place and cultures. One kind of language is English. English is very popular language based on its uses. As a language, reading is divided into 4 skills. They are writing, listening, speaking, and reading. Reading, ability to read, is an exercise dominated by the eyes and the brain, eyes used to receive messages and the brain used to work out significance of the message (Fatuni'mah, 2015:8). It means that reading is a cognitive ability between the graphic and skills of reader. Reading is also the communicative process between writer and reader.

Narrative Text

Reading text is an interesting activity in gaining information from the writer. In English, there are some kinds of texts. One kind of text is a narrative text. Narrative text, a type of reading text, is a text telling the series of activity and events that happened in the past, and it shows the problems, resolutions and moral lessons of the story (Purba, 2018:29). The purpose of narrative text is to entertain the readers about the text.

Method

Research Design

In this part, the researcher explains the design of this research that is the approach of this research. This study is conducted by applying the qualitative method because the goal of this study is to answer the research question by making descriptions. Qualitative method is a kind of research method whose data are word data (Winarno, 2013).

Research Subjects

Researcher mentions the subjects of this research. The subject of this research are a teacher and students of A VIII class of junior high school PGRI Wringinanom, Gresik in the academic year 2020/2021. This class consists of 21 students. At SMP PGRI Wringinanom the number of student in grade 8 is only one class with a total of 21 student. They are 10 girls and 11boys. This class is chosen because it is in accordance with the curriculum and syllabus. Researcher mention the subjects of this reseach. The subject of this reseach is the Teacher of VIII A class of junior high school PGRI Wringinanom, Gresik in the academic year 2019/2020. There is an English teacher at SMP PGRI Wringinanom who is being researched who theaches English subject matter. The teacher as a model teacher.

Instrument

Research instrument is a tool that is used by the research in the process when the data of research are collected (Winarno, 2013). In conducting this study, the researcher used some instruments. The first instrument of this study is the researcher himself. The researcher is the main instrument as this study is qualitative study. The researcher has the crucial roles in collecting and analyzing the data. The second instrument of this study is observation field note. It will be used as the instrument in order to record the data got from observation. The data recorded in the observation field note will be the facts occurred in the implementation of Advance Organizer. The third instrument is questionnaire. It will be used by the researcher to know the respond of students when the Advance Organizer will be applied. Research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense that it is more accurate, complete, and systematic so that it is easier to process.

In this study, the method used in measuring data uses the Likert Scale method which is used to measure achievement, individual ability, observing behavior, developing individual behavior profiles and as a tool for interviews. Accordingly, the number the instrument to be used for this research will be in accordance with the number of variables studied. To Measure it, To Measure it, The Multiple Choice method is used, the Likert type, which uses a scale that moves from 1 to 5 for each alternative answer that has its own value or score. The step used is to give wight to the answers given by respondents to the questionnaire on a scale of one to five, The Likert Scale to be used according to Sugiyono is as follows (Sugiyono, 1999 :87):

Table 1. Likert Scale Value

No	Answer	Value
1	Strongly agree	5
2	Agree	4
3	Undecided	3
4	Disagree	2
5	Strongly disagree	1

Source of Data and Data

In this part, the researcher explains the data of this study and the source of data. The data of this study are the facts recorded in the observation field note and the students' responds when the Advance Organizer is conducted. The source of data in this study is the teaching activities.

Data Collection Procedures

Data collection procedures are steps done by the researcher in order to gain the data. The data collection procedures in this study are observation and questionnaire. The researcher conducts observation meaning the research method is to measure individual actions and processes in an observed event. The researcher distributes questionnaires meaning the questionnaire is data collection technique through a form containing questions that are submitted in writing on students to get answers or responses and information needed by researchers (Mardalis :2008:66).

Data Analysis

In conducting a study, there is an important thing called data analysis. Data analysis is activity of examining the data (Winarno, 2013). Firstly, the researcher will record all facts about the teaching activities in the observation field note. It means that the researcher will observe the implementation of Advance organizer. Secondly, the second data analysis step is to find the students' respond through the questionnaire. The data from the questionnaire were analyzed by means of tally system to find the frequency of the students' responses. The result of the analysis was in the form of percentage. All the data stated above were classified in accordance with the research problems and analyzed on the basis of the relevant theory..

RESULTS AND DISCUSSION

This part describes the results of the study. Those results were the answers of two research questions. It means that this part described the findings related to the implementation of Advance organizer technique and the students' response of the implementation of Advance organizer technique. Those finding were described in the form of narration. The findings of this study were described in the following sub chapters:

The Implementation of Advance Organizer Technique The First Meeting or Field note 1

Opening Activities

The teacher opened the teaching process by greeting "Assalamualaikum Wr.Wb. and good morning for those who are non-muslim". The students answered with "Walaikumussalam Wr.Wb. and good morning to the teacher for those who had religions other than Islam".The teacher conveyed the apperception by asking questions about the material that has been taught at the previous meeting. Then, Mrs.Tatik Handayani,S.Pd. gave apperception to students by asking yesterday's lesson about the basic material about what words, sentences and paragraphs are components in a story.

Main Activities

The teacher explained the procedures of advance organizer method in order to give brief information. He gave directions by saying "Today's lesson, Mrs.Tatik Handayani,S.Pd, discusses narrative texts using the advance organizer learning method". In the use of the advance organizer, there are some steps which is divided into three steps and in the advance organizer learning small groups are formed, as well as based learning to improve students cognitive abilities. The advance organizer learning method is a learning method for developing cognitive attitudes that was discovered by David Ausubel.

The first stage, the teacher presented the basic theory and the basic framework of the Advance Organizer. The basic framework became the body of the material to be presented. The content was an explanation, integration and interrelation of basic concepts with the highest and general organizational structure of the material that will be taught by Mrs.Tatik Handayani,S.Pd. to eighth grade students at SMP PGRI Wringinanom.

Second Stage Exploration is an activity to develop or disseminate with the aim of seeking new information or discoveries. So the teacher gives direction and guidance as well as a general explanation of the material. Furthermore, students are given the freedom to find out knowledge or information about the material discussed with their abilities, they can search in package books as

well as from the sophistication of the internet in finding information. But the teacher still has provide direction and guidance so that students stay focused in accordance with the scope and core of the learning being carried out.

Third Stage of advance organizer: Strengthening Cognitive Arrangements To Gather Information. That students can learn independently to find information both from their own experience and from electronic media by looking at the people around them so that students can work together in a group in learning in class and elsewhere. The purpose of cognitive strengthening is to help students become better at reading, remembering, reasoning logically and paying attention.

Closing Activities

Closing Activities are activities that are the final activity in learning for the day. The closing activities usually contain, among others: evaluating the entire series of learning activities and their results, providing feedback on the learning process and result, carrying out follow-up activities in the form of assignments, and informing the learning activity plans for the next meeting.

Students' Response of the Implementation of Advance Organizer Technique

In order to find out the students' responses through the implementation of advance organizer to teach Narrative text, the researcher used the questionnaire. This instrument consisted ten questions with five choices namely: strongly agree, agree, undecided, disagree, and strongly disagree. It was distributed at second day (29 May 2021). There were 21 students answered the questionnaire. After all students answered the questionnaires, all the data were presented in the table 1.

Tabel.1 Questionnaire Items:

No.	Question	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	Learning material is easier to understand, In the process of implementing an advance organizer	12	2	1	4	2
		57,14%	9,52%	4,76%	19,06%	9,52%
2.	In my opinion, the learning process has become more interesting and fun	6	10	2	2	1
		28,58%	47,62%	9,52%	9,52%	4,76%
3.	In my opinion, advance organizer learning is easier to solve problems.	6	9	0	3	3
		28,58%	42,86%	0%	14,28%	14,28%
4.	The advance organizer method is able to make me think more	10	6	2	2	1

No.	Question	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	critically	47.62%	28,58%	9,52%	9,52%	4,76%
5.	The teacher explains the learning material more clearly with the advance organizer learning method	10	9	1	0	1
		47.62%	42,86%	4,76%	0%	4,76%
6.	In my opinion, The Advance organizer learning method further enhances student learning activity in the classroom.	8	9	2	2	0
		38,10%	42,86%	9,52%	9,52%	0%
7.	I feel that the advance organizer learning method eliminates boredom in the learning process	10	4	0	4	3
		47.62%	19,05%	0%	19,05%	14,28%
8.	The teacher provides the material in a complete and organized manner.	11	7	2	1	0
		52,39%	33,33%	9,52%	4,76%	0%
9.	The learning process can explore and improve intelligence.	10	8	0	3	0
		47.62%	38,10%	0%	14,28%	0%
10.	The learning process is more conducive.	6	9	0	4	2
		28,58%	42,86%	0%	19,04%	9,52%

Based on the data shown in the table above, item number one is a question related to the “Learning material is easier to understand, In the process of implementing an advance organizer”. In this data, it was shown that 12 students (57,14%) answered strongly agree, 2 students (9,52%) answered agree, student (4,76%) answered undecided, 4 students (19,06%) answered disagree, and 2 students (9,52%) answered strongly disagree.

In the table 4.1, item number two is a question related to the “In my opinion, the learning process has become more interesting and fun”. In this data, it was shown that 6 students (28,58%) answered strongly agree, 10 students (47,62%) answered agree, 2 student (9,52%) answered undecide, 2 students (9,52%) answered disagree, and students (4,76%) answered strongly disagree.

Viewed from table 4.1, item number three is a question related to the “In my opinion, advance organizer learning is easier to solve problems.”. In this data, it was shown that 6 students (28,58%) answered strongly agree, 9 students (42,86%) answered agree, no body student (0%) answered undecide, 3 students (14,28%) answered disagree, and 3 students (14,28%) answered strongly disagree.

In addition, based on the data shown in the table above, item number four is a question related to the “The advance organizer method is able to make me think more critically”. In this data, it was shown that 10 students (47,62%) answered strongly agree, 6 students (28,58%) answered agree, 2 student (9,52%) answered undecide, 2 students (9,52%) answered disagree, and students (4,76%) answered strongly disagree.

Based on data analysis, item number five is a question related to the “The teacher explains the learning material more clearly with the advance organizer learning method”. In this data, it was shown that 10 students (47,62%) answered strongly agree, 9 students (42,86%) answered agree, student (4,76%) answered undecide, no body students (0%) answered disagree, and students (4,76%) answered strongly disagree.

As shown in the table above, item number six is a question related to the “In my opinion, The Advance organizer learning method further enhances student learning activity in the classroom.”. In this data, it was shown that 8 students (38,10%) answered strongly agree, 9 students (42,86%) answered agree, 2 student (9,52%) answered undecide, 2 students (9,52%) answered disagree, and no body students (0%) answered strongly disagree.

Based on the data shown in the table above, item number seven is a question related to the “I feel that the advance organizer learning method eliminates boredom in the learning process”. In this data, it was shown that 10 students (47,62%) answered strongly agree, 4 students (19,05%) answered agree, no body student (0%) answered undecide, 4 students (19,05%) answered disagree, and 3 students (14,28%) answered strongly disagree.

In data shown in the table above, item number eight is a question related to the “The teacher provides the material in a complete and organized manner.”. In this data, it was shown that 11 students (52,39%) answered strongly agree, 7 students (33,33%) answered agree, 2 student (9,52%) answered undecide, 1 students (4,76%) answered disagree, and no body students (0%) answered strongly disagree.

Viewed from the data shown in the table above, item number nine is a question related to the “The learning process can explore and improve intelligence.”. In this data, it was shown that 10 students (47,62%) answered strongly agree, 8 students (38,10%) answered agree, no body (0%) answered undecide, 3 students (14,28%) answered disagree, and no body (0%) answered strongly disagree.

Based on the data shown in the table above, item number ten is a question related to the “The learning process is more conducive.”. In this data, it was shown that 6 students (28,58%) answered strongly agree, 9 students (42,86%) answered agree, no body (0%) answered undecide, 4 students (19,04%) answered disagree, and 2 students (9,52%) answered strongly disagree.

CONCLUSION

In conclusion, based on the observation done by the researcher at 27 May 2021 and 29 May 2021, the advance organizer technique was successfully implemented. Thus, in order to get the answer of the first research question, the researcher did observation two times. The first observation happened at 27 May 2021, and the second observation happened at 29 May 2021.

From those observations, we can conclude that there were three activities in the implementation of Advance Organizer. They were opening activity, main activity, and closing activity. In the main activities, we knew that there were three stages of Advance Organizer Method covering: stage -1/step : explain the Advance Organizer learning guide/presentation, stage -2/step : explain learning materials and assignment. Stage -3/step : cognitive organization strengthening.

Based on the implementation of advance organizer in teaching narrative text, it can be concluded that there were both advantages and disadvantages of advance organizer method. Viewed from advantages of advance organizer, students can interact each other in order to solve problems, and this method can motivate the students to learn English. Viewed from disadvantages, the teachers have to control their students intensively if the teacher do not do that, the learning process will not be effective.

Focusing the findings stated in the data analysis, it can be concluded that advance organizer is an interesting method that can be applied in teaching English especially Narrative text. It was shown in the students' responses. Most of students responded that the advance organizer method can make the learning process more effective. It made the students easier to understand and solve problems. The students assumed that students can explore and improve their intelligence due to the teacher provided the material in a complete and organized manner. The researcher suggests the further researchers to use this research as their reference in conducting a research with the same topics. They can conduct a research about the implementation of advance organizer in teaching speaking.

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