THE USEFULNESS OF GRAPHIC ORGANIZERS IN ENHANCING READING COMPREHESION ON TEXT TYPES: THE STUDY ON RESEARCH FINDINGS AND ISSUES

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Abstract - *Reading is one of the skills used to measure the level of academic success. There is a mutual relationship between reading skills and academic success. Students from a variety of backgrounds struggle with reading skill. The purpose of this study was to investigate how graphic organizers can be used in enhancing reading comprehension. Graphic organizers (GOs) facilitate the reading comprehension by providing clear visualizations of ideas and facilitating student reflection. This study constitutes an attempt to elaborate the research evidence regarding the usefulness of GOs on text learning and the various types of graphic organizers, which use different conventions to communicate information and are classified in various ways. It also summarizes research findings and issues on the use of GOs in text types namely narrative, descriptive, recount, procedure and report. The result showed that in using graphic organizers in reading comprehension, students were successful in identifying the structures and elements of the text types. By using the graphic organizers, the students were able to understand the reading concepts. In utilizing literacy strategies like graphic organizers, student learning and independence is increased and they are more prepared to practice these skills independently.*

Keywords: *Reading Comprehension, Graphic Organizers.*

I. INTRODUCTION

Literacy has become the most potential issues in the process of teaching and learning. Among all fundamental academic skills including listening, speaking, reading and writing; reading comprehension plays an important role. Reading comprehension is a complex process for the beginners especially for ESL students. They must draw on their knowledge of vocabulary and language structure, their understanding of the concept of the text and what they want to learn, and their experience and world knowledge. It is process of getting information or gathering the information from the certain texts or materials. In reading, eyes used to receive written symbols (letters, punctuation marks and spaces) and brain to convert them into words, sentences and paragraphs that communicate something to us. It is central

to all other knowledge. If students do not learn to read efficiently, the process of learning is blocked to every subject they encounter in their study. In the past decades, many studies discussing the reading comprehension issues. Students as well as teachers, however, take the learning of this skill for granted.

Reading is identical with text types. There are some genres of texts as the essence of the materials for middle school students as included in the curriculum. They are namely Descriptive, Procedure, Narrative, Report and Recount. Descriptive is the text on which use to describe particular person, place or things. Procedure is about the process of doing or making something, Narrative tells a story and, in doing so, entertains the audience. Then report describes thing in general and recount tells about experiences. All of the genres of text must be essentially mastered by the middle school students. They must be able to define the social function, the structure and the language features. In addition, they also have to find the important elements including the main ideas, supporting details, characters, plot and theme of the texts. In reality, Most of the students are struggle with reading comprehension on the text types. As a result, most students use a surface approach to reading text types materials. Some students are reluctant to read the long text, some others do not understand the meaning of the whole text and they often find difficulties deals with information in the text including the structure of the text and the detail information. This issue is not only faced by the students but the teachers as well. Most of them use the monotonous strategy. As the consequence, the process of teaching and learning turns in a flat and standard way.

There had been so many numbers of publications and researchers investigated reading comprehension. They often in terms of decoding the words on the page, knowledge on vocabulary, grammar, and syntactical to organize and interpret the written message efficiently, the appropriate techniques used to help the readers to have a deep comprehension on the text, e.t.c. Yanguas (2009) investigates the effects that different types of multimedia glosses, namely textual, pictorial, and textual + pictorial, have on text comprehension and vocabulary learning when the goal is exclusively comprehension. The results confirm that the multimedia glosses under investigation have a different effect on comprehension and vocabulary learning respectively. In addition, Murphy (2007) creates an online version of a reading

program, a custom-designed English language proficiency course at a university in
Japan. The result showed that students performed best on a follow-up comprehension
exercise when in pairs and having been provided with Elaborative feedback.
Furthermore, qualitative analysis of transcribed interactions also shows that
Elaborative feedback was conducive to quality interaction. To facilitate the
development of literacy for ELLs', previous studies have attempted to integrate
various techniques. Chen et all (2017) have used mobile assisted narrative reading
practice for young English Language Learners from a funds of knowledge approach.

The Research findings showed that ELLs' learning motivation and quality of
narrative reading abilities were enhanced through the use of this mobile technology.
It provided a creative ways to incorporate culture-based instructional models of
learning. This study highlighted the multiliteracies education of ELLs' using
technology. However, Murphy (2007) creates an online version of a reading
programme, a custom-designed English language proficiency course at a university
in Japan. The result showed that students performed best on a follow-up
comprehension exercise when in pairs and having been provided with Elaborative
feedback. Furthermore, qualitative analysis of transcribed interactions also shows
that Elaborative feedback was conducive to quality interaction.

Some publications also discussed about the effective technique to be used in
order to improve the reading comprehension skill. Most of the recent study
highlighted about the use of graphic organizers (GOs) to improve reading
comprehension. Condidorio (2010) investigated how graphic organizers can be used
to further learning in science class. The result showed that by using graphic
organizers, students learning experience in reading an academic text is increasing.
Next, Pullupaxi (2011) stated about the use of graphic organizers to improve reading
comprehension skills with students of I-II intensive course. The main conclusion was
that the formulated hypothesis, which stated that the use of graphic organizers
improved reading comprehension in learning English, was proved. It showed there
were improvements on students' pre and post tests in using the GOs consistently.
Moreover, Rajan and Sam (2013) discussed about the use of graphic organizers to
improve reading comprehension skill for the Middle School ESL students. The result
of the post-test suggested that the experimental group students have improved in all

the five types of reading questions compared to controlled group students. Therefore, using graphic organizers is effective in reading questions like (1) identifying the main idea, (2) finding the supporting details, (3) dealing with vocabulary and (4) fact and opinion & (5) making inferences. Furthermore, the pedagogical implication here is the use graphic organizers during reading comprehension sessions indirectly motivates the students to create their own graphic organizer for the passages they read and comprehend. This improves their creativity.

Regarding with the issues in reading comprehension and the effect of the use of graphic organizers, in this study, the writer summarizes what research findings reveal about the effectiveness of GOs on deriving meaning from texts. It relates their use to the facilitation of reading comprehension skills suggests ways of integrating them in reading lessons and touches on the issue of strategy instruction in language learning. Before focusing on research findings, a brief reference is made to the concepts of reading comprehension skill and reading strategies, the theoretical and historical foundations of GOs, and the types of GO.

There are many definitions of Reading available in literature. Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Woolley, 2011). In the other words, reading comprehension is the way to understand the content of certain text to get the overall message from the text. Moreover, According to Harris and Hodges (1995, pp. 39). Reading comprehension is "the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange, of ideas between the interpreter and the message…." The presumption here is that meaning resides in the intentional problem-solving, thinking process of the interpreter that the content of the meaning is influenced by that person's prior knowledge and experience." From the definition, the reader brings something to reading comprehension and actively involved at attempting to construct meaning. Reading Comprehension is only a subset of an ill-defined larger set of knowledge that reflects the communicative interactions among the intentions of the author/speaker, the content of the text/message, the abilities and purposes of the reader/listener, and the context/situation of the interaction (Israel, Susan E. & Duffy, Gerald G: 2014).

According to Shea (2016), there are some strategies in reading including comprehend the author's message, construct meaning of text, cite text evidence as rationale for their thinking, identify key ideas and significant details, analyze sophisticated and technical vocabulary for contextual meaning, identify the author's point of view, bias, opinions, or purpose; attend to and use visual supports in text and effectively use text structures to support comprehension. One of the strategy is the use of visual support is needed to comprehend the text. The visual representative is in the form of graphic organizers.

In line with the literacy issues above, this study investigated the use of graphic organizers to improve the students' reading comprehension. A major goal for reading instruction is the development of strategic readers, strategic readers understand the goal of a reading activity, have a range of well-practiced reading strategies at their disposal, apply them in efficient combinations, monitor comprehension appropriately, recognizes miscomprehension, and repair comprehension problems effectively. Graphic organizers are designed to promote greater reading comprehension development is students at various point along the reading achievement continuum. The use of a graphic organizer in a story map is beneficial to gain students' prior knowledge on the elements of the text. A graphic organizer is a "visual representation of knowledge" regarding a certain concept (Bromley, Irwin-DeVitis, & Modlo, 2009). More specifically, graphic organizers are arranged in a way that best shows the interrelatedness of pieces of information presented (Horton, Lovitt, & Bergerud, 2008). When choosing a graphic organizer, it is essential to consider the learning outcome for the concepts being taught; in doing so, the graphic organizer will help the learner understand the material. Graphic organizers have been sorted into four categories according to the interrelatedness of information to be presented in a particular graphic organizer (Ermis, 2008; Struble, 2007). These categories include conceptual, hierarchical, cyclical, and sequential. Graphic organizers are representations, pictures or models used for processing textual information. They facilitate understanding of knowledge when there is a large amount of information to work with, in a given limited time (Liliana, 2009).

There are various functions of graphic organizers. In reading comprehension, they assist learners to: Clarify and organize information into categories (main idea,

supporting details, topic sentence, and facts. According to Barron (2010), graphic organizers are effective in reading comprehension whereas, providing students with readymade graphic organizer will not motivate them. Readymade graphic organizers will be viewed by them as another template was they have to fill in with information. Therefore, when students come out with their own organizers, they develop their thinking skills. If teachers can avoid providing students with readymade graphic organizers, students would motivate themselves by designing their own graphic organizers. Here are 3 (three) kinds of graphic organizers including their explanations and the examples show in the picture below;

Figure 1: Conceptual Graphic Organizers A conceptual graphic organizer is suitable for presenting a central idea with supporting information. Conceptual graphic organizers include concept maps, Venn diagrams, and KWL, to name a few

Figure 2: Hierarchical Graphic Organizers. Hierarchical graphic organizers rank information according to such qualities as importance and have sublevels to show such. Examples of these include classifying charts, branching diagrams, and topic/subtopic webs

Figure 3; Sequential Graphic Organizers In order to show events that happen in sequence, one uses a sequential graphic organizer. Examples of sequential graphic organizers include cause/effect, problem/solution, and story boards
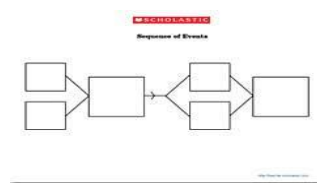
Example:
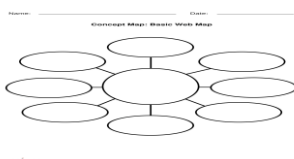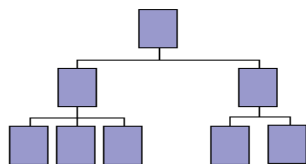
Figure 1   **Figure 2**   **Figure 3**

In addition, graphic organizers are also used to map the structure or feature of the text. As describe In Figures 1.1 to 1.4, examples of some graphic organizers that are used for interpreting a text with a specific objective are shown. Figure 1.1 is a graphic organizer that could be used to classify the author's purpose in a reading comprehension passage. This could be further developed based on the requirements for different passages. Figure 1.2 is a graphic organizer that could be used to classify the main idea and supporting details in a passage. Figure 1.3 & 1.4 are graphic

organizers that could be used for classifying information in a passage as fact or opinion and comparison or contrasting respectively.

| Figure 1.1 | Figure 1.2 | Figure 1.3 | Figure 1.4 |

Furthermore, Williams et al. (2005) studied that incorporation of graphic organizer in the comprehension of expository reading texts. This study investigates the effectiveness of an instructional program designed to teach 2nd graders how to comprehend compare-contrast expository text. Along with introducing new content (animal classification), the program emphasizes text structure using a graphic organizer, and through the close analysis of specially constructed exercise paragraphs. Students were able to demonstrate transfer to uninstructed compare-contrast texts though not to text structures other than compare-contrast. Moreover, the text structure instruction did not detract from their ability to learn new content. The results provide evidence that explicit instruction in comprehension is feasible and effective as early as the 2nd grade. Xiangying Jiang and William Grabe, (2007) have researched a number of generic forms of graphic representations such as definitions, compare and contrast, cause and effect, process and sequence, etc that apply to regularly recurring text structures. Outcomes of this review included a focus on graphic organizers that more closely reflect the discourse organization of the text, leading to more consistent representation of major text structures. Based on the literature survey on using graphic organizer in reading comprehension amongst ESL students, it is understood that the need for graphic organizer in reading comprehension among ESL students is not adequately researched.

Literacy is understood to be a social practice through which children acquire knowledge and graphic organizers are seen to support literacy learning by scaffolding learning experiences, then it is important to ask the question. In what ways do graphic organizers support student learning of academic reading? In order to better

understand how students use literacy strategies in academic reading areas, students' uses of various graphic organizers in academic reading text will be evaluated. Through this process, it will be determined how students are using graphic organizers to increase comprehension and what factors contribute to a higher level of comprehension.

Reading comprehension is also cannot be separated from the use of text type. In middle school especial Junior High School, the students have to master the 5 (five) kinds of texts. They are Descriptive, Procedure, Narrative, Report and Recount. According to Hidayati et all (2015). Each of texts has different social function, structures and language features. It will be discussed as follows; First, Procedural text: the social function is to tell how to or to make something; the structures are goal, materials and steps and the language features mostly employ the use of imperative. Secondly, report text; the social function is to describe object in general; the structures are general classification and descriptions and the language feature is the use of simple present tense. Thirdly, narrative text; the social function is to amuse the readers, the structures are orientation, complication and resolution and the language features are the use of past tense. Fourth, recount text; the social function is to tell experience, the structure are orientation, event and re-orientation and the language features are the use of past tense and temporal sequence. The last is descriptive text; the social function is to describe particular people, place or thing, the common structures are identification and description and the language features are the use of present tense and adjectives.

II. METHODS

This study employed qualitative data analysis. Data analysis refers to the process of organizing and summarizing the data into pattern and categories in such a way in order to arrive at the result and conclusion of the research (Silegar, 2010). In the other words, data analysis is the process of evaluating data using analytical and logical reasoning to examine each component of the data provided. Qualitative data analysis lies in the processes of describing phenomena, classifying it, and seeing how the concepts interconnect (Dey, 2012). The analysis of qualitative data can have several aims. According to Flick (2014), The first aim may be to describe a phenomenon in

some or greater detail. The phenomenon can be the subjective experiences of a specific or group. The second is to identify the conditions on which such differences are based. This means to look for explanations for such differences. Third aim may be to develop a theory of phenomenon under study from the analysis of empirical materials.

In line with the subject matter, in this research, the writer describes issues in the field or structures and processes in routines and practices. As stated before, in this study, the writer focuses on the use of graphic organizers. It discusses the effective use of graphic organizers to seek for the evidence regarding the effectiveness of GOs on text learning and the various types of graphic organizers use to enhance reading comprehension skill. The writer elaborates the data qualitatively by summarizing the research findings. The finding is this study is about the relationship of the graphic organizers and the text types. It also tells about the use of graphic organizers to find the topic sentence, main ideas and supporting details. Moreover, the study employs more on appropriate graphic organizers use in certain texts. As the consideration that not all of the graphic organizers can be used in certain text for example narrative text uses cooperative story mapping. In fact, the cooperative story mapping itself can be used in descriptive text. Therefore, the best graphic organizers must be selected to fit with the chosen text. The appropriate design of graphic organizers will be able to help the readers in improving reading comprehension.

III. FINDINGS AND DISCUSSION

The findings of studies concerning the usefulness of GOs on students' comprehension and text learning are thoroughly discussed in this section. The writer discusses the use of GOs in descriptive text, narrative text, recount text, report text and procedural text. Concurrently, ways of incorporating GOs in classrooms are recommended and further exploration of GOs is suggested.

Herringbone Technique used in Descriptive Text

The pre-experimental study of GOs showed the effectiveness of Herringbone technique in reading descriptive text. Gay, Mills, & Airsian (2009, p. 240) define, "experimental research is the only type of research that can test hypotheses to establish cause- effect relationship." The researcher manipulates at least once

independent variable, controls other relevant variables, and observes the effect on one or more dependent variables. The students have pretest and posttest at the end of the research. Herringbone technique is suitable for helping students to reading comprehension. As Jacobs (2010, p. 11) said that the herringbone provides readers with a framework for recognizing and recording main ideas and supporting details during and after reading. In addition, Zygouris-Coe and Glass (2004, p. 2) said that the herringbone pattern is used to help students identify the main idea and the related supporting ideas of a lesson, text, or concept. It helps the students to think about the main idea, supporting idea, and the relationships among them. Moreover, in view of theoretical framework and related studies, Chika (2013, p. 16) claimed that herringbone technique is a structured outlining procedure designed to help students organize the important information in a text. Herringbone technique leads the students to be more active in learning because they will have some activities that increase their knowledge and they will be creative students in the class.

The research showed there was improvement during pre-and post- tests during four meeting treatments. There are also some advantages when applying this technique to the students in teaching descriptive text. First, Herringbone technique helps the students to find main idea and supporting idea by using herringbone chart. Second, Herringbone technique is useful for the students to get the knowledge. And the last, the students are more interactive in teaching and learning process because they are encouraged to work in group when complete the chart because they have never got this technique before. Finally, based on the data analysis, the writer found that there was an increasing of the students' achievement in comprehending reading descriptive text. It could be proven by comparing the mean score of the pre-test and post-test. Based on the score indicated students' result in post-test was better than in pretest. This finding showed that there was a difference score of pre-test and post-test after receiving the treatments.

According to Husin (2011), there are some disadvantages of Herringbone technique. The advantages are note taking will be decreased. As a result, the lack of a comprehensive guide the students may affect their performance in writing. Writing cannot be separated from reading. By integrating writing and reading skill, the

students performance will be optimally achieve. Lott (2016) stated that the relationship between reading and writing is a bit like chicken and egg. Which came first is not as important as the fact that without one the other cannot exist. A child's literacy development is dependent on this interconnection between reading and writing. It means that reading and writing are important to maintain the successful literacy for students.

Cooperative Story Mapping Technique used in Narrative Text

This research focused on the teaching reading comprehension of narrative text by using cooperative story mapping technique. A story map is simply a graphic representation of story grammar elements. It includes main character(s), setting, problem or conflict, major events, and outcome or resolution. This research combines the use of story grammar and cooperative learning. Cooperative learning is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members (Li, M. P., Lam, B., 2015). It means that each student has responsibilities to improve his/her knowledge and share the knowledge to each others. Cooperative Story Mapping Technique uses cooperative learning procedure in which students work collaboratively to analyze story based on story grammar elements by making a story mapping. The story map consists of the elements of the story including setting, characters, problem, major events and solution. The students work together to fill in the story map. The goal is to create an effective learning environment. The procedure of cooperative story mapping consists of reading the story, skimming it for grammar elements, mapping it in the cooperative group, and discussing it with the whole class.

The research revealed that Cooperative Story Mapping is effective. It has been used in conjunction with Peabody Pals. The comprehension gains from pre to post test. Additionally, both teachers and students reported high levels of satisfaction with Cooperative Story Mapping. On a 5-point, Likert-type scale where 1 is low and 5 is high, teachers in one study reported that Cooperative Story Mapping was very important to the reading achievement of their students (meanscore=4.63) ;working in cooperative groups enhanced reading achievement for all learner Types (meanscore=4.58); and they would be very likely to continue to use Cooperative

Story Mapping in the future (meanscore=4.68). In brief, cooperative story mapping is effective in enhancing students reading comprehension in narrative text.

Cooperative learning may also give disadvantages in students learning experience. According to Bartsch (2018), cooperative learning can encounter several disadvantages including firstly, good dynamic dilemmas. Conflict between individuals can diminish or stall a group's ability to work together, which raise a significant problem when group members are too young to have fully formed conflict-resolution skills. Secondly, uneven workloads and evolutions; beyond personality conflicts, cooperative learning can also result in uneven distribution of the workload. At its best, cooperative learning encourages students to support and inspire one another, with all involved experiencing an equitable growth in knowledge. Unfortunately, in some instances, more advanced students simply take over the majority of project for the sake of ease and speed rather than helping struggling students learn. Thirdly, classroom management challenge; for students to work together, they must talk to one another. It can be say that, by using cooperative learning, young students and struggling students will have difficulties in employing the maximal learning experience. The group cooperative will not done smoothly because some of the students tend to talk during the meeting. Group discussion in cooperative learning is also having significant problem for instance there will be inaccurate individual assessment. While group grade accurately assesses group output, it does not necessarily to provide feedback to each team member on his own team-orientation or skill (Kokemuller, 2017). This means the students individual score can be measure well. Therefore, it is hard for the teacher to measure the individual performance.

Graphic Thinking Organizer used in Report Text

This research is a descriptive qualitative research. According to Ary (2010), descriptive research is proposed to describe certain phenomenon naturally; there are no manipulated treatments to the subject of the research. Graphic Thinking Organizer is a visual display used to arrange information gained from a text which can help the students to learn and understands the information effortlessly. The instruments used to gain the data are field note, audio or video transcript, interview

guide lines and students' reading task result. There are three points tha t can be seen in the result of this research. First, the implementation of graphic thinking organizer as a strategy to teach reading report text run well. Second, the students' reading task result showed that the students' reading ability was good enough. Third, the students showed a positive response toward the implementation of graphic thinking organizer. In conclusion, graphic thinking organizer can be used to teach reading report text for the eleventh graders. It is useful to help the students in reading report text. It can be concluded that graphic thinking organizer can be applied well for teaching reading report text. This strategy can help the students' comprehend the content of the text. They can reminds the students of what they already know about a topic and help them think about what the students want or need to know about the topic they will be reading Moreover, the learners were enthusiastic in learning reading report. The students can comprehend well reading report during the implementation of graphic thinking organizer. It can be seen from the students' reading task result. The students' reading task result showed that the implementation of graphic thinking organizer can help the students' reading comprehension. From the interview result, it can be seen that the students' responses toward the implementation of graphic thinking organizer were good. Most of them gave positive opinion toward the implementation of graphic thinking organizer. They also stated that graphic thinking organizer can help them to find main content of the text. From that explanation above, the researcher concludes that graphic thinking organizer is a suitable strategy to teach reading report text.

Graphic organizer is effective especially in terms of motivation and knowledge evaluation. In some cases, note taking decreases when the students learn material with help of graphic representations. As the result, the lack of comprehensive guide that students can refer to when revising material. Next, some instructor finds creating an answer key for graphic organizers to be time-consuming. They use organizers to encourage discussion but do not correct each student's organizer upon completion. As a result, students may miss out on receiving valuable feedback (Nikolai, 2016). In using graphic thinking organizer, the instructor must be careful to deal with

individual performance. It may turn into trouble in handling the students' characteristic as well.

Flow Diagram used in Recount Text

This study was conducted qualitatively. In this case, flow diagram is used to teach recount text. This case is taken based on the theory from Abbot, et.al (198:98). He states that flow diagram is a chart form that constructs the sequences of moves by plotting the route on a street plan. The data were collected through observation, students' reading task and questioner. This study was conducted qualitatively so that the result would be described in the form of words. The researcher only focused on the phenomenon that was happened in the class during teaching learning process. Since this research used descriptive qualitative research and the use of this strategy should be analyzed in depth analysis. The first result of the study revealed that the use of flow diagram to teach reading recount text was successful. Flow diagram was used in the six stages of teaching process, those are observing, questioning, exploring, associating, and communicating. Through flow diagram the students could be easy to find the sequences of recount text and also comprehend the text well. Moreover, the second result revealed that the students' reading comprehension was getting well after using the flow diagram. They could be able to complete the flow diagram with the appropriate sequences based on the text. Moreover, they also created a flow diagram with the various shapes related to their creativity. While the third result showed that the students were interested with the use of flow diagram in reading recount text, since it helped to reduce their bored in reading class.

Flow Diagram could be used as a media to teach reading recount text to the eighth grader. It could be analyzed through the process of the use of flow diagram in the five stages of teaching process. First of all, in the observing stage the students listen the teachers' explanation about the rule and the procedure of flow diagram, second in the questioning stage the students ask. the teacher about the rule and the procedure of flow diagram that has been explained before, then in the exploring stage the students complete the flow diagram in group or individually, the next stage is associating, in this stage the students compare their

answer and answer the teachers' question related to the text orally, in the last stage, communicating, the students present their work in front of the class and give opinions about their friends' presentation. The use of flow diagram help the students to find the sequence of events in the text. Additionally, it also stimulated the students' creativity to create a new flow diagram template. The use of flow diagram in teaching reading recount text can make the students interest in reading recount text. The students' responses were analyzed from the result of the questionnaire. Most of the students said that flow diagram was interested and helped them to comprehend recount text. Most of them also stated that they did not get the difficulties when they used flow diagram. The use of flow diagram made the students happy when they learnt using flow diagram.

According to Professional Learning (2010), Flow diagram has a limitation. Some of the limitations of flow diagram are: flow diagram tends to over-simplify a process, factors that affect the sequence are not depicted, the process of creating a flow diagram may seem futile to some students, thus reducing their attentive and enthusiasm in the task. Therefore, before selecting the graphic organizers, instructor should prepare the best strategy to introduce the use of it. The way how to communicate the essence of the flow diagram is important to state before applying the technique.

IV. CONCLUSION

Using Graphic organizers enables students to improve Reading Comprehension in reading. The improvements in terms of score and motivation had proven that Graphic Organizer is effective to improve students' reading comprehension. It improves students' reading comprehension on the main ideas, specific information and elements of the story.

By filling the graphic organizers in a group, it helped the students to organize text structure in a academic text. Furthermore, within the modification graphic organizers, the results indicate that the students were enjoyed to read an academic reading.

In addition, the researcher provides some useful suggestions to be considered for the future research, It is suggested that educators or teachers may socialize or introduce the graphic organizers in their teaching to students especially in academic reading platform and focus on different elements to be analyzed using the technique especially for low-achieving students.

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