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## Development of Teaching Materials for Reading Comprehension Skills Using the Graphic Organizer Media

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**Abstract:** The development of teaching materials for teachers facilitates the learning process as a learning medium to transfer knowledge to students. Graphic organizer is a visual communication tool to express ideas and concepts to convey meaning. The development of media-based reading teaching materials graphic organizer uses development research methods by passing the defining phase which is carried out by two-aspect analysis, namely analysis of the needs and analysis of students, and the development stage is analyzed by the readers' technical concepts and exercises in the reading process. The next stage of teaching materials is validated by experts and practitioners about the feasibility of the content obtained an average of 87 with the category Very decent to use in learning to read comprehension in class IV elementary school.

*Keywords: Reading Comprehension, Graphic Organizer*

### 1. Introduction

Learning to read by the teacher must be effective in conveying learning in reading skills, not only that a teacher must be able to develop teaching materials in elementary schools as a learning medium that facilitates the learning process. Learning materials based on graphic organizers are visual communication tools that use visual symbols to express ideas and concepts, to convey meaning. In developing this teaching material, the text writing symbols in the form of folklore readings are used as visuals that have meaning to improve the understanding gained by children. Students' knowledge must be kept in a systematic form and hierarchy as an effort to organize the various knowledge gained. This is similar to what Slavin said (2005) "People encode, store, and retrieve learned information based on this hierarchy".

The advantages in developing graphic organizer media-based teaching materials students can organize information in a good way, can summarize information easily, focus on the relationship between information, express their opinions easily, and be able to make an overview of the main topics (Hartman, 2002). Reading is essentially not only getting information in a text, but reading is an activity or cognitive process in the form of finding information, and being able to reveal the information obtained in a reading text.

Graphic organizer is a visual communication tool that uses visual symbols to express ideas and concepts and convey meaning. It is a learning medium that coordinates ideas and concepts into visual form, which is made of lines, arrows, and circles that show the relationship between main

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ideas. This study elaborated the use of graphic organizer teaching material in reading the main topic of a story lesson (Kurniaman, et all, 2018).

When students are working in groups and using graphic organizers, remind them of the skills that are important for effective collaborative learning. for example, model and discuss turn-taking questioning, listening, speaking, and respecting each member of the group (McKnight, 2013)

## **2. Methodology**

In this study used the type of development research or commonly known as developmental research. In this study researchers developed teaching materials to read understanding media-based graphic organizers in grade IV elementary school. The development model used consists of 4 stages, namely define, design, develop, and disseminate.

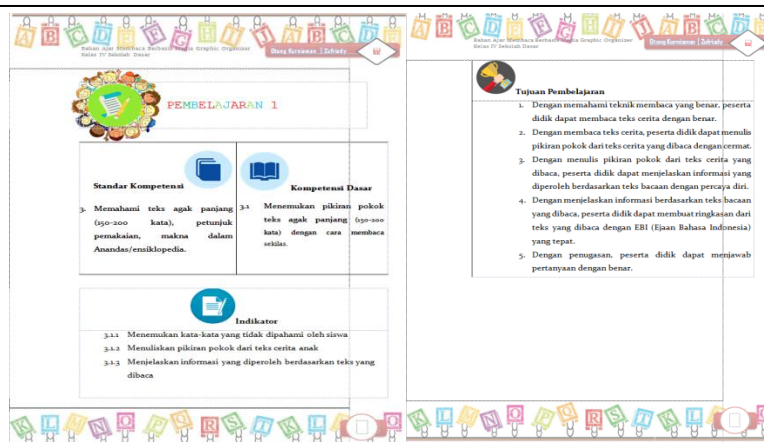
Data collection techniques used in this study are validation questionnaires and student response questionnaires. The validation questionnaire was given to the validator namely the learning media expert, reading material expert, linguist, and the fourth grade teacher before the trial was conducted in the field. The student response questionnaire was distributed to students after students followed the learning using the developed teaching materials. Descriptive analysis was used to analyze the qualitative data, while statistical analysis was used to analyze quantitative data, which was the calculation of the validation questionnaire scores, tests and student response questionnaires.

The instrument used in this study is a questionnaire containing assessment of student responses, teachers, RPP implementation observations, observation of the use of teaching materials by students, comprehension reading assessment tests and unstructured interviews.

## **3. Result and Discussion**

The results of this study will be presented on the development of teaching materials for reading media-based graphic organizers in grade IV elementary school. Based on the stages of development, the description of the research results is divided into 3 parts: the defining stage, the design stage, the development stage, the dissemination stage not yet discussed in this article. To see the results of the study, the definition phase will be presented first.

The defining phase is analyzed in two aspects, namely analysis of needs and analysis of students. In the needs analysis, several analyzes are carried out covering the curriculum, concepts, and tasks. Whereas in the analysis of students see the suitability of teaching materials developed with the level of development of students.



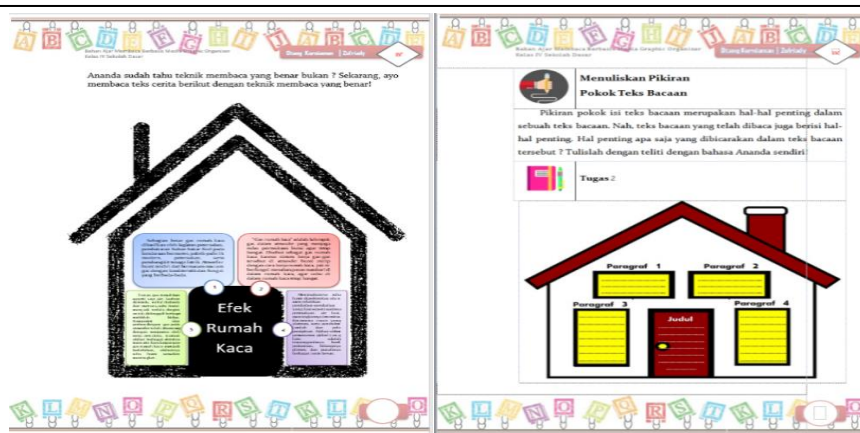
**Figure 01.** SK and KD and Learning Objectives in Teaching Materials

Based on the analysis of SK, KD, indicators of achievement of competencies, and learning objectives, the researcher then compiled reading instructional materials with media-based graphic organizers in the form of RPP, and teaching materials. Next, read the text to look for words that are poorly understood by students by searching for the meaning of the Indonesian dictionary, the main thoughts, and writing down the information obtained based on the text read. With these stages, students are expected to be able to comprehend the content of reading texts comprehensively so that they can improve their skills in understanding the content of the reading appropriately.

Most important in the development of this teaching material must also be analyzed the concept of student reading techniques that can deliver children in understanding a reading text. The development of this teaching material uses a media-based graphic organizer in the development of writing and tasks that must be done because the media graphic organizer is to provide an overview of the contents in the text so that the child knows the meaning of the text to be read.

Based on the analysis at the defining stage, it was designed to read teaching materials based on graphic organizers for fourth grade elementary school students. The process of developing teaching materials begins with the design of RPP. The drafting of the RPP is carried out systematically which contains the components of writing the RPP listed in the Minister of National Education Regulation No. 41 regarding process standards and following the steps in preparing the RPP. Learning activities designed using a media-based graphic organizer. RPP is also equipped with assessment guidelines such as observation sheets, assessment rubrics, and evaluation questions.

The presentation in the discourse that students will read is shaped like a house using a graphic organizer that gives an idea of what will be discussed in the next text. At the top before the discourse there are instructions for students what will be done in reading the discourse. Presentation of images or discourse designs such as houses to provide an overview of the greenhouse effect.



**Figure 02.** Discourse and Writing Basic Ideas in Graphic Organizer

The exercises or tasks contained in this teaching material are an exercise in the reading process, which consists of pre-reading, reading, and post-reading. Task 2 that students will do is to write down the main thoughts contained in the discourse, the design in assignment 2 still uses the concept of a graphic organizer of the house form adapted to the theme or title of the discourse on the "Greenhouse Effect". In working on task 2 the teacher must explain in advance about the main thoughts in the reading text, this textbook also has instructions that the child will do in working on.

The next sheet is completed in a way that must be considered in writing. This guide is to remind students to be more careful in writing. Reading comprehension is interrelated with writing skills, because children will be able to explain or write down the discourse that has been read.

The instructional material designed is then validated by the validator. Validation was carried out by three validators from universities and three from elementary school teachers. In this activity, experts and practitioners are asked to assess the teaching materials that have been made in the assessment including the content of teaching materials. Validation of teaching materials is carried out on several aspects which include aspects of content feasibility, linguistic aspects, presentation aspects, and graphic aspects. In general, the results of the validation of teaching materials for aspects of content feasibility can be seen in the following table.

**Table 1.** Validation Results of Teaching Materials for Feasibility Aspects of Content

No	Rated Aspect	Average %	Category
1.	Teaching materials refer to SK and KD	82	Very decent
2.	Teaching materials are in accordance with student development	90	Very decent
3.	Teaching materials are in accordance with the needs of students	82	Very decent
4.	The truth of the substance of the learning material	90	Very decent
5.	Teaching materials can provide insight into students	89	Very decent
<b>Average</b>		<b>87</b>	Very decent

Based on the data in table 1 after the figures are analyzed, it appears that the average value for each statement ranges from 82 to 90 which is in the very feasible category. Then for the average

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overall validity in the aspect of feasibility, this content is 87 with very feasible categories. This means, the content of teaching materials has shown compatibility between the contents of SK and KD, teaching materials in accordance with the development of students, teaching materials according to the needs of students, the correctness of the substance of learning materials, and teaching materials have provided insight into students.

According to Bromley et al, (1999) This organizer can be used to help students improve their research and problem-solving skills. Students are trained to plan their research and investigation of a topic and thus promote their ability to learn and think independently.

#### 4. Conclusion

Learning to read by the teacher must be effective, a teacher must be able to develop teaching materials in elementary schools as a learning medium that facilitates the learning process. The development of teaching materials is developed in this research through defining and designing stages. The defining phase is analyzed in two aspects, namely analysis of needs and analysis of students. The process of developing teaching materials begins with the design of RPP. The drafting of the RPP is carried out systematically which contains the components of RPP writing and follows the steps in preparing the RPP. Learning activities are designed using a media-based graphic organizer. RPP is equipped with assessment guidelines such as observation sheets, assessment rubrics, and evaluation questions.

The exercises or tasks contained in instructional materials are an exercise in the reading process, which consists of pre-reading, reading, and post-reading. The instructional material designed is then validated by the validator. Validation was carried out by three validators from universities and three from elementary school teachers. Validation of teaching materials is carried out on several aspects which include aspects of content feasibility, linguistic aspects, presentation aspects, and graphic aspects. The results of validation after numbers are analyzed, it is known that the average value for each statement ranges from 82 to 90 which is in the very feasible category with an average overall validity in the aspect of content eligibility is 87 can be categorized as very feasible. Thus the teaching material designed by researchers in this development research has been declared effective for students' reading skills.

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