

## The Implementation of Teaching Materials Reading Graphic Organizers in Elementary Schools

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### ABSTRACT

Reading is a very important skill that must be mastered by elementary school students, in the implementation of learning the teacher also provides a large contribution so that it is required to be able to develop teaching materials as a professional requirement. This research is a classroom action research using graphic organizer teaching materials in reading in the fourth grade of SDN 38 Pekanbaru with a total of 24 students. Before the implementation of learning in advance the implementation plan of learning was validated by several experts and practitioners with the results of the identity aspect validation obtained an average of 87 with a very decent category, and the assessment aspect obtained an average of 98 with a very decent feasible category. The results of the implementation of teacher activities in cycle I have obtained an average of 79% at meeting 1, meeting 2 obtained an average of 83%, meeting 3 obtained an average of 88% and meeting 4 obtained an average of 92%. The results of the research activities of meeting 1 student have obtained an average of 75%, meeting 2 was obtained an average of 79%, meeting 3 was obtained an average of 83%, and meeting 4 obtained an average of 88%. The results of the assessment of reading comprehension with the use of graphic organizer teaching materials from a base score of 42.50, the first cycle obtained an average of 71.88, the second cycle obtained an average of 76.88, with an increase from the base score to the first cycle obtained by 29, 38% while from the basic score to the second cycle obtained an average of 34.38%. The results of this study prove that the implementation of teaching materials to read the graphic organizer is able to improve reading comprehension skills.

**Keywords:** teaching materials, graphic organizer, reading

## ABSTRAK

*Membaca merupakan keterampilan yang sangat penting yang harus dikuasai oleh siswa sekolah dasar, dalam pelaksanaan pembelajaran guru juga memberikan kontribusi yang besar sehingga dituntut untuk mampu mengembangkan bahan ajar sebagai syarat profesional. Penelitian ini merupakan penelitian tindakan kelas dengan menggunakan bahan ajar graphic organizer dalam membaca di kelas IV SDN 38 Pekanbaru dengan jumlah siswa 24 orang. Sebelum pelaksanaan pembelajaran terlebih dahulu rencana pelaksanaan pembelajaran divalidasi oleh beberapa ahli dan praktisi dengan hasil validasi aspek identitas diperoleh rata-rata 87 dengan kategori sangat layak, dan aspek penilaian diperoleh rata-rata 98 dengan kategori sangat layak. Hasil implementasi aktivitas guru siklus I diperoleh rata-rata 79% pada pertemuan 1, pertemuan 2 diperoleh rata-rata 83%, pertemuan 3 diperoleh rata-rata 88%, dan pertemuan 4 diperoleh rata-rata 92%. Hasil penelitian aktivitas siswa pertemuan 1 diperoleh rata-rata 75%, pertemuan 2 diperoleh rata-rata 79%, pertemuan 3 diperoleh rata-rata 83%, dan pertemuan 4 diperoleh rata-rata 88%. Hasil penilaian kemampuan membaca pemahaman dengan penggunaan bahan ajar graphic organizer dari skor dasar 42,50, siklus I diperoleh rata-rata 71,88, siklus II diperoleh rata-rata 76,88, dengan peningkatan dari skor dasar ke siklus I diperoleh sebesar 29,38% sedangkan dari skor dasar ke siklus II diperoleh rata-rata 34,38%. Hasil penelitian ini membuktikan bahwa implementasi bahan ajar membaca graphic organizer mampu meningkatkan keterampilan membaca pemahaman*

**Kata kunci:** bahan ajar, graphic organizer, membaca

## INTRODUCTION

Indonesian language learning at the elementary / MI level includes components of language skills and literary abilities which cover four aspects, namely listening skills, speaking skills, reading skills, and writing skills (Zulela, 2012). Reading is one component of Indonesian language learning which is the most important skill in elementary school. This skill is developed after the child enters formal education. Learning to read that is done by the teacher must be effective, a teacher must be able to develop teaching materials in elementary schools as learning media that facilitate the learning process (Kurniaman, 2018). One of the developments of teaching materials in elementary schools is by applying reading comprehension teaching materials based on media graphic organizer. Media-based graphic organizer teaching material is a visual communication tool that uses visual symbols to express ideas and concepts, to convey meaning, the development of these teaching materials written text symbols in the form of reading folklore are made visual that has meaning to improve understanding obtained by children. So that by applying this teaching material child can express their ideas in the form of graphs that have been provided and can analyze the graph (Kurniaman, 2018). A teacher must be able to analyze the child's ability to read so that

learning is more meaningful (Emily E. Scida and Jill N. Jones, 2017). Graphic organizers are able to improve critical thinking skills in reading, critical thinkers who are able to process and interpret available data, make assumptions, monitor the implications of their decisions, analyze various points of view and terms of reference before making any judgments, and above all, to distinguish between reasoning and subjective reactions (Pawel Sobkowiak, 2016).

Reading is also a strategic one. Effective readers use various reading strategies that are in accordance with the text and context in order to construct meaning when reading (Otang Kurniaman, and Eddy Noviana, 2017). Reading also requires imagination in thinking, some of these theories focus on rules, practice patterns, humanistic aspects, and aspects of student learning interactions but none of these theories is based on giving students total freedom in visualizing the content delivered by the teacher in a way that they think is best for them (Sumaya Emjower, and Dina Al-Jamal, 2016). Reading and critical thinking is very important for academic achievement in higher education and developing critical thinking skills of students are considered a very important educational goal in many communities around the world (Surasak Khamkhong, 2018).

Graphic Organizers are visual representations of information and concepts. By nature, we tend to learn in pictures; as such, the graphic organizer is a more innate structure for processing information exclusively in words (Katherine S McKnight, 2013). Although there are many variations and possible combinations of graphic organizers used in the classroom, most of them fall into four basic categories, namely cyclical organizers, conceptual organizers, sequential organizers and hierarchical organizers (Bromley, Irwin-Devitis, and Modlo, 1999, Suhaidi Pratama, et al, 2017). The curriculum in elementary schools is currently focusing on improving student literacy, known as literacy or literacy. Simple literacy can be interpreted as an ability to read and write. To achieve this goal the teacher must be a facilitator in achieving literacy skills by developing teaching materials. easy reading skills (Munjatun et al, 2015). Learning to read must be fun and able to contribute well to students' cognitive development (Fauziah Abdul Rahim & Lee Seung Chun, 2017). Development of graphic organizer teaching materials must be able to develop cognitive abilities, to see students' ability in reading needs implementation so that accurate data is obtained on the effectiveness of teaching materials that have been developed.

## **Learning Materials for Reading Graphic Organizer**

Teaching materials to read graphic organizers are developments in making learning devices compiled into teaching materials that contain basic

competencies, competency standards, indicators, and learning objectives that are mixed into one, and equipped with tasks in each lesson. Teaching materials needed by the teacher to facilitate the presentation of reading learning in grade IV elementary school and make it easier for students to absorb information from the text that is read to the fullest. Teaching materials are adjusted to the SK and KD which are determined by the curriculum, then arranged according to the stages of reading and media graphic organizers.

Picture 1:  
(a) Discourse with Graphic Organizer  
(b) Meaning Analysis in Discourse  
(c) Main Mind Analysis



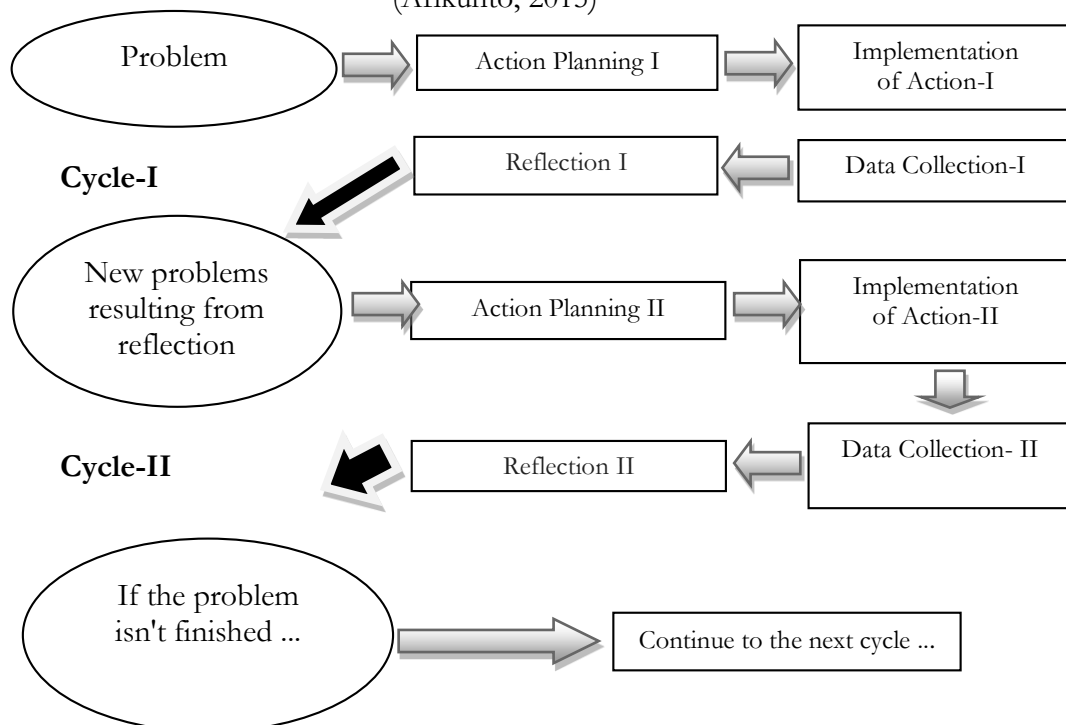
Before giving assignments that will be done by students, first, a discourse will be read that students will read with the text will be Long in accordance with the SK and KD that will be developed. Presentation in the discourse that students will read is shaped like a house by using graphic organizers which 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 a picture or design discourse like home to give an idea of the greenhouse effect. The exercises or assignments contained in this teaching material are a reading process exercise,

which consists of pre-reading, reading, and post-reading. In searching for the meaning of words students are expected to carry an Indonesian dictionary. After that, the students will look for words that are considered less understanding of the greenhouse effect discourse. Task 1 in figure b students will write words that do not understand and will search for their meaning in the Indonesian dictionary by writing in the columns that are available. Task 2 that the students will do is to write down the main thoughts contained in the discourse, the design in assignment 2 still uses the concept of graphic organizers in the form of houses adapted to the theme or title of the "Greenhouse Effect". In working on assignment 2 the teacher must explain in advance about the main thoughts in the reading text, this textbook also contains instructions that the child will do in doing the work.

## METHOD

This type of research is classroom action research (CAR) which was carried out in two cycles with one cycle of two meetings. Classroom action research is research that explains both the implementation process and the results carried out to improve the quality of learning (Arikunto, 2015). classroom action research is characterized by actions carried out repeatedly with stages of planning, implementation, observation, and reflection.

Picture 2:  
Classroom Action Research Cycle  
(Arikunto, 2015)



The learning tools prepared in this study consisted of the syllabus, learning implementation plans, graphic organizer teaching materials, task sheets contained in graphic organizer teaching materials, teacher activity observation sheets, and student activity observation sheets. Data collection techniques are obtained directly from the main sources of research by carrying out observations on teacher & student activities and tests carried out to determine achievement in the use of graphic organizer teaching materials. The implementation of learning using graphic organizer teaching materials was carried out at SDN 38 Pekanbaru with a total of 24 students.

To analyze the data that has been obtained from the research process, data analysis techniques are carried out which consist of an analysis of teacher and student activities carried out to analyze the quality of the implementation of teacher and student activities during the learning process by applying graphic organizer teaching materials. The implementation of this observation was assisted by an observer who gave an assessment in the learning process. The activities of teachers and students during the learning process are analyzed using the formula:

$$NR = \frac{R}{SM} \times 100 \text{ (Purwanto, 2013)}$$

Information:

- NP = The percent value sought or expected
- R = raw score obtained by students
- SM = Maximum score of the text in question
- 100 = Fixed number

Table 1:  
 Teacher and Student Activities

No	Interval	Category
1.	86–100	Very Good
2.	76–85	Good
3.	60–75	Enough
4.	55–59	Less
5.	≤54	Less once

(Purwanto, 2013)

To analyze data on the results of students' reading ability with the application of graphic organizer teaching materials can be analyzed using the formula:

$$S = \frac{R}{N} \times 100 \text{ (Purwanto, 2013)}$$

Information:

- S = Expected value (searchable)

- R = The number of scores from items or questions answered correctly  
 N = Maximum score from the test

Table 2:  
 Reading Comprehension Assessment with Graphic Organizer

No	Interval	Kategori
1.	86–100	Very Good
2.	76–85	Good
3.	56–75	Enough
5.	10-55	Less once

(Nurgiyantoro, 2010)

To analyze the average value of students with the application of graphic organizer teaching materials can be analyzed using the formula:

$$MX = \frac{\sum x}{N} \times 100\% \text{ (Sudjana, 2009)}$$

Information:

- MX = Average  
 $\sum x$  = Number of all students  
 N = Many subjects

Seeing students' reading ability with the application of teaching materials graphic organizers before being given action and after being given the action use the following formula:

$$P = \frac{\text{Posrate} - \text{Baserate}}{\text{Baserate}} \times 100\% \text{ (Aqib, 2011)}$$

Information:

- P = Percentage increase  
*Posrate* = Value after being given an action  
*Baserate* = Value before given action

The validation aspects assessed by the validator are made in the form of a rating scale. The type of scale that researchers use is the Likert scale. This Likert scale provides broadness to the validator in assessing the teaching material that the researcher develops. Questionnaire validation is determined by the average score given by the validator with a predetermined score of 1-4. The categorization of assessments to be given by the validator is shown in table 3.

Table 3:  
Assessment Category by Validator

Assessment Score	Category
4	Very Good
3	Good
2	Less Good
1	Not Good

The guidelines for calculating the percentage of questionnaire validator scores are as follows:

$$Ps = \frac{n}{N} \times 100\%$$

Information:

- Ps = Percentage score  
n = Number of scores obtained  
N = Maximum score

The criteria for making decisions in the validation of teaching materials with media graphic organizers can be seen in table 4.

Table 4:  
Percentage of Validity Criteria for Teaching Materials

Average Interval Score (%)	Category
81 – 100	Very Decent
61 – 80	Decent
41 – 60	Enough Decent
21 – 40	Less Decent
0 – 20	Not Decent

## FINDINGS AND DISCUSSION

### Validation of Learning Implementation Plans

Validation of lesson plans is an action taken by a validator to measure the degree to which it conforms to several aspects including identity, competency standards, basic competencies, formulation of indicators, formulation of learning objectives, selection of learning materials, selection of learning resources and media, preparation of learning activities, and judgment. The results of the validation of the learning implementation plan for aspects of identity can be seen in the following table:



Table 5:  
 Results of RPP Validation for Identity Aspects

No.	Rated Aspect	Average (%)	Category
1.	Include educational units, subjects, classes, and semesters	<b>83</b>	Very Decent
2.	Include SK, KD, indicators and time allocation	<b>90</b>	Very Decent
Average		<b>87</b>	Very Decent

In table 5. After the numbers are analyzed, the average for each statement ranges from 83 to 90 which is in the very feasible category. While the average validity of the identity aspect of the learning implementation plan is 87 with a very decent category. This means that for the aspect of identity in the implementation plan the learning has been written in accordance with the rules of writing the plan for implementing the proper learning. The last aspect for the learning implementation plan validation is assessment. The results of data processing validity for the assessment aspects can be seen in the following table.

Table 6:  
 Results of RPP Validation for Assessment Aspects

No.	Rated Aspect	Average (%)	Category
1.	Assessments are prepared in accordance with indicators of achievement of competencies and learning objectives	<b>100</b>	Very Decent
2.	Questions can measure the achievement of learning objectives	<b>95</b>	Very Decent
3.	The assessment instrument is clear and is accompanied by a complete scoring guide	<b>98</b>	Very Decent
Average		<b>98</b>	Very Decent

Table 6 after the numbers are analyzed, shows that each statement on the assessment aspect has a value range between 95 and 100 which is in the very decent feasible category. Thus for the average validity of the assessment aspect as a whole is 98 with a very decent feasible category. Thus it can be said that the assessment instrument has been prepared according to the indicators of competency achievement and learning objectives, the questions presented have been able to measure the achievement of learning objectives and the assessment instrument has been clear and accompanied by a complete scoring guide. Besides the expert validator, the researcher also asked the practitioner's validator to assess the lesson plan that the researcher had designed. The researcher determines practitioners according to the teaching

experience and academic experience held by practitioners. To validate the learning implementation plan in this study the researchers asked practitioners to provide an assessment and suggested improvements from the learning implementation plan that had been designed.

### **Results of Implementation of Teaching Materials Learning Graphic Organizer**

This research was conducted in two cycles with the application of reading materials based on graphic organizers. In the initial activity the teacher uses a graphic organizer, the teacher provides presentations of new material while showing the relationship between the ideas that will be conveyed by the teacher. The teacher obtains information from students by creating a graphic organizer on the board to get an accurate idea of the students' prior knowledge.

During this activity, graphic organizer teaching materials can be used to help students isolate, process and reorganize key information. This is because graphic organizer teaching materials allow students to approach cognitive subjects because they help students think. Students have an active role in the learning process when processing information and reorganization. Modification of organized structures of information that give students the opportunity to learn from their own mistakes. This also allows students to build maps that fit their respective learning styles. In closing activities students can create their own graphic organizer to isolate and organize key concepts. Summarizing technique is a method used to find out whether students can interpret what is being taught by the teacher in an accurate form.

The use of the graphic organizer in closing activities also encourages student elaboration activities. If a student can relate prior knowledge to what has been learned and identify the relationship between ideas, they will actively learn more in as simple a form as possible in a more interesting process. This can be proven from the results obtained from this study.

The results of observations obtained from this action research are observation of teacher activity and observation of student activities. Recapitulation of observations of teacher and student activities is obtained from each learning process. The description of the results of the recapitulation of teacher activity observations is described in the following table form:

Table 7:  
 Teachers Activity Analysis Cycle I and Cycle II

Aspect	Cycle I		Cycle II	
	Meeting I	Meeting II	Meeting I	Meeting II
Total Score	19	20	21	22
Percentage	79%	83%	88%	92%
Category	Good	Good	Very Good	Very Good

The table above shows that there was an increase in teacher activity during the four meetings in the application of graphic organizer teaching materials. At the first meeting of the first cycle with a percentage of 79% of teacher activities classified as good. The second meeting with a percentage of 83% of teacher activities is classified as good. While in the first meeting of the second cycle with a percentage of 88% the activity of teachers can be categorized very well. In the second meeting of the second cycle, the teacher's activity had increased again by a percentage of 92% and could be categorized as very good. The results of the analysis of student activities with the application of graphic organizer teaching materials are described in the following table form:

Table 8:  
 Student Activity Analysis Cycle I and Cycle II

Aspect	Cycle I		Cycle II	
	Meeting I	Meeting I	Meeting I	Meeting II
Total score	18	19	20	21
Percentage	75%	79%	83%	88%
Category	Enough	Good	Good	Very Good

The table above shows that there is an increase in student activity during the four meetings in the application of graphic organizer teaching materials. At the first meeting of the first cycle with a percentage of 75% the activity of teachers was classified as sufficient. The second meeting with a percentage of 79% of teacher activities is classified as good. While in the first meeting of the second cycle with a percentage of 83% the activity of teachers can be categorized as good. In the second meeting of the second cycle, the teacher's activity again increased by a percentage of 88% and could be categorized very good.

Table 9:  
 Results of Understanding Reading Ability Assessment

Aspect			
	Basic Score	Cycle I	Cycle II
Total score	1020	1725	1845
Average percentage	42,50	71,88	76,88
Category	Not good	Enough Good	Good

The table above shows that there is an increase in the reading comprehension ability from before the action was taken with the application of the graphic organizer media until action was taken in the second cycle. The increase can be seen from the basic score with an average percentage of 42.50 categorized as good, the first cycle with a percentage of 71.88 is categorized quite well, and the second cycle with an average percentage of 76.88 is categorized as good. Improving the skills of writing descriptions can be seen from the following table:

Table 10:  
 Peningkatan Kemampuan Membaca Pemahaman

No	Data	Average	Increased Points	
			Basic Score to Cycle I	Basic Score to Cycle II
1.	Basic Score	42,50	29,38%	34,38%
2.	Cycle I	71,88		
3.	Cycle II	76,88		

The table above shows that the increase in the ability to read comprehension can be seen from the point of increasing the basic score to the first cycle with an increase of 29.38% and from the base score to the second cycle with an increase of 34.38%. This proves that the application of teaching materials to graphic organizers can improve students' ability to read comprehension.

## DISCUSSION

The discussion in this study is based on the results of RPP validation analysis for aspects of identity, RPP validation for aspects of assessment, teacher activities, student activities, and results of students' ability to read. From the results of the RPP validation analysis for aspects of identity, it can be categorized as very feasible to use. This is because the aspects listed in it can already be used in accordance with the results that the observer has rated which aspects are assessed, namely including the education unit, subjects, classes and semesters with an average of 83, then including SK, KD,

indicators and time allocation used in the learning process with an average of 90. The overall value of the average lesson plan validation for aspects of identity is 87 with a very decent category.

In addition, the results of the RPP validation analysis for the assessment aspects can also be categorized as very feasible. This is because the aspects listed in it are very feasible to be assessed by the aspects assessed, namely the assessment is arranged in accordance with indicators of achievement of competencies and learning objectives with an average of 100 which are categorized as very feasible, questions can measure achievement of learning objectives with an average of 95 which is categorized as very feasible, and a clear assessment instrument accompanied by a complete scoring guide with an average of 98 which is categorized as very feasible. The overall average value of the lesson plan validation for the assessment aspect is 98 with a very feasible category.

In the learning process, the application of graphic organizer teaching materials gets the attention of students. This can be seen from the teacher's activities and student activities during the learning process carried out in two cycles. From the results of the analysis during the learning process, the teacher's activities get a significant increase, the increase occurs because the teacher is able to apply teaching materials to students well so that the application of teaching materials students are able to do the exercises contained in teaching materials independently. This increase occurs gradually, in the first cycle of the first meeting the percentage of teacher activity is 79%. In this first meeting, the teacher has not been able to guide students thoroughly because students are quite busy. Students who are quite crowded making it difficult for teachers to explain the steps to do the tasks that are on the teaching language. So that the implementation of teacher activities in the first meeting is in a good category. At the second meeting, the teacher's activities experienced an increase with the percentage of 83% in the good category. At this meeting the teacher has begun to guide students in working on tasks that are in teaching materials, only the teacher needs a long time in the application of teaching materials. In the second cycle, the first meeting was the percentage of teacher activity 88% in the very good category. While the second meeting percentage of teacher activities 92% were in the very good category. In the second cycle, the teacher's activities have been able to increase as expected. Deficiencies that occur in the first cycle can be increased in cycle II. The teacher has been able to adjust the time provided so that the implementation of learning can run effectively and efficiently.

Analysis of student activities during the learning process takes a significant increase, this is in line with the activities carried out by the teacher. Activities of students in the first cycle of the first meeting with a percentage of 75%. These results indicate that student activities are still in the relatively

good category, in the implementation the students do not understand the explanation from the teacher regarding teaching materials because the class conditions are quite crowded and the atmosphere is noisy. At the second meeting, student activities experienced an increase with the percentage of 79% categorized as good. This meeting shows an increase in a better direction, students have begun to improve the deficiencies that occur. While in the second cycle of the first meeting the percentage of student activity 83% were in the good category and the second meeting the percentage of student activity 88% were in the very good category. In the second cycle, student activities have been able to increase as expected. Deficiencies that occur in the first cycle can be increased in cycle II.

The results of the analysis of students' reading ability with the application of graphic organizer teaching materials have increased from before the action was carried out with the average percentage at the base score of 42.50 classified as good. Before the implementation of the learning activity is still centered on the teacher, so that teachers are more active in providing subject matter to students, this can make students bored because the implementation seems monotonous. After taking action with the application of graphic organizer teaching materials, in the first cycle, the percentage of students' average score increased to 71.88 with a fairly good category. This increase can occur with the help of teaching materials which in the implementation of students can work on tasks that are on teaching materials independently and equipped with instructions and discourse illustrated in it. Re-increase occurs after the action taken in the second cycle with the percentage of the average value of students 76.88 which is classified as good. This increase proves that the application of graphic teaching materials to students can improve their reading skills.

## CONCLUSION

The results of the study can be concluded that the use of a graphic organizer in the learning process can improve students' reading skills. This is because the graphic organizer can develop the cognitive abilities of students in reading and can improve the effectiveness of students in learning and understanding learning materials that are designed with varied and interesting graphics.

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