

Utilization of Advanced Organizers in Teaching Reading of Narrative Texts for Eighth Grade Students at 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.

Keywords: advance organizer, implementation, narrative text

INTRODUCTION

Learning is a dynamic and continuous process, an activity that extends far beyond merely achieving an outcome or objective. It encompasses a broad spectrum of actions and interactions, reflecting a multifaceted engagement with the material. This engagement includes not only remembering or recalling information but also critically discussing and internalizing knowledge. Learning outcomes emerge not merely from the rote mastering of behavioral change exercises but from the profound internalization of knowledge by the learners themselves. These internalized learning activities are managed by the learners and can be demonstrated and shared with others, highlighting the diverse and complex nature of the learning process. Hornby (2015) defines learning as a series of actions undertaken by individuals to acquire knowledge. This definition underscores the essence of learning as an essential human activity, fundamental for gaining understanding through experiences and studies. However, the path to effective learning is often fraught with challenges, particularly in the realm of language acquisition.

Students frequently encounter significant difficulties in the learning process, especially when it comes to mastering the intricacies of language. One of the common challenges is the composition of sentences. Many students struggle with constructing even the simplest sentences, let alone more complex descriptive texts. They face difficulties in arranging and differentiating between various grammatical elements such as nouns, noun phrases, adjectives, and verbs. These elements are crucial for forming coherent and understandable sentences. The ability to correctly arrange these elements determines the clarity and effectiveness of communication in writing. Moreover, students often fail to distinguish between the subject and object within a sentence. Understanding the difference between these two components is fundamental for constructing even the shortest sentences. Misplacement of subjects and objects leads to confusion and errors, particularly in forming both direct and indirect sentences. The confusion is exacerbated when students attempt to construct descriptive texts, where precise arrangement and differentiation of grammatical components are essential.

Furthermore, students frequently struggle with distinguishing between nominal sentences (where the predicate does not use a verb) and verbal sentences (where the predicate uses a verb). In English, if a sentence uses a 'to be' verb, it should not include another verb, and vice versa. Misunderstanding this rule often leads to grammatical errors. Proper grammar is essential for ensuring that the written content is understandable to others. Writing that does not adhere to grammatical rules can be confusing and difficult to comprehend, underscoring the importance of mastering these rules for effective communication. Another prevalent challenge is the misuse of possessive adjectives. Possessive adjectives, which include words like my, your, his, her, its, our, and their, are special adjectives used to indicate ownership. Students often incorrectly assume that misplacing possessive adjectives does not affect the meaning of a sentence, which is a significant misconception. Proper use of possessive adjectives is crucial for conveying clear and accurate meaning in sentences. Additionally, students have difficulty understanding and using tense, a critical grammatical category that indicates the time of an action or event. Tenses are divided into different forms based on time and events, and mastering these forms is essential for constructing coherent sentences. The correct use of tense is particularly important in descriptive texts, which require high levels of reasoning and clarity to effectively convey information.

Given these challenges, this study aims to explore the implementation of the Advance Organizer technique in teaching reading of English narrative texts at SMP PGRI Wringinanom. The Advance Organizer technique is a teaching strategy that helps students understand, retain, and recall information. It involves providing an introductory framework or overview before delving into more

detailed and complex content. This technique is particularly effective in enhancing students' comprehension and retention of narrative texts, as it helps them organize and relate new information to existing knowledge. The research seeks to address two primary questions:

1. How is the Advance Organizer technique implemented in teaching reading of English narrative texts at SMP PGRI Wringinanom?
2. How do students respond to the implementation of the Advance Organizer technique in teaching reading of English narrative texts at SMP PGRI Wringinanom?

By investigating these questions, the study aims to provide insights into the effectiveness of the Advance Organizer technique and its impact on students' reading comprehension and overall language learning experience. The implementation of this technique involves several steps. Initially, teachers present an overview of the narrative text, highlighting the key themes, characters, and plot structure. This overview serves as an organizational framework that helps students understand and anticipate the content of the narrative text. It also provides a reference point for connecting new information to their existing knowledge.

LITERATURE REVIEW

Teaching English

Teaching is fundamentally the systematic process of transferring knowledge from one individual to another. It encompasses not only the dissemination of information but also the facilitation of learning and the development of skills and understanding. According to Brown, as cited in Soko (2017:15), teaching involves helping someone learn how to do something, providing them with knowledge, and enabling them to comprehend or understand concepts. Thus, teaching is a critical process in enhancing human skills and capacities. One of the essential elements of education is language instruction, particularly the teaching of the English language. English language teaching (ELT) has a rich history, stretching back to the end of the Middle Ages and continuing to evolve to the present day. Over the centuries, the methods and approaches to teaching English have undergone significant transformations, reflecting changes in educational theories, technological advancements, and sociocultural dynamics. The ongoing development of ELT underscores the importance of effective teaching strategies in facilitating language acquisition and proficiency.

Teaching Method

Teaching effectively is the primary responsibility of a teacher, and this effectiveness is deeply rooted in understanding various teaching methods and techniques. Research by Anthony, Callahan, and Clark, as referenced by Irene (2003:13), defines teaching techniques as specific tactics or strategies employed to achieve teaching objectives. These tactics are part of a broader approach and plan, guiding teachers in implementing lesson plans under various situations and conditions. Recognizing and utilizing diverse teaching methods and techniques are essential for addressing the varied learning needs of students, ensuring that teaching is systematic yet adaptable to different learning contexts.

Lecture technique, one of the most traditional methods, involves the teacher delivering a prepared speech or presentation on a specific topic while students listen and take notes. This method is effective for conveying large amounts of information in a relatively short time, providing a structured overview of the subject matter. However, it can sometimes lead to passive learning, where students may not engage actively with the material. To counter this, teachers can incorporate interactive elements, such as questions and discussions, to maintain student interest and

comprehension. Then, discussion technique encourages student participation and interaction, involving open-ended conversations where students express their thoughts, ask questions, and engage with the material and each other. This method fosters critical thinking and enhances communication skills, allowing students to explore different perspectives. In language teaching, discussions are particularly effective as they provide opportunities for practicing speaking and listening skills, making the learning process more dynamic and interactive. Furthermore, demonstration technique involves the teacher showing students how to perform a task or experiment, which is highly effective for teaching practical skills and processes. This method allows students to observe and learn through example, making it easier to understand complex concepts. Demonstrations can be used across various subjects, including science experiments, mathematical problem-solving, and language activities such as pronunciation and grammar exercises, providing a hands-on learning experience. Additionally, role-playing technique is an interactive method where students act out scenarios or assume roles to explore particular situations or concepts. This technique is particularly beneficial in language teaching as it provides a context for using language in realistic and meaningful ways. Role-playing enhances speaking and listening skills, boosts confidence, and promotes empathy and understanding by allowing students to experience different viewpoints, thereby making learning more engaging and effective.

Moreover, games as a teaching technique incorporate play into learning, making the process enjoyable and engaging. Educational games are designed to reinforce concepts and skills in a fun and interactive manner. In language teaching, games can be particularly effective as they allow students to practice vocabulary, grammar, and communication skills in a relaxed and motivating environment. This technique fosters a positive learning atmosphere, encouraging teamwork and cooperation among students. Then, independent study techniques encourage students to take responsibility for their learning by working on assignments, projects, or research independently, often with guidance from the teacher. This method promotes self-directed learning, critical thinking, and problem-solving skills. It allows students to explore topics of interest at their own pace, developing a deeper understanding of the subject matter and fostering a sense of ownership over their learning journey. Lastly, lesson technique is a comprehensive approach that integrates various teaching methods and strategies into a structured plan. This technique involves careful planning and organization of lesson content, objectives, activities, and assessments. The lesson technique ensures that teaching is systematic, coherent, and aligned with educational goals. It provides a framework for delivering content effectively and adapting to the needs and progress of students, thereby enhancing the overall teaching and learning experience.

The Advance Organizer

The advance organizer is a learning model developed based on David Ausubel's cognitive learning theory. According to this theory, meaningful learning occurs when new information is connected to relevant existing knowledge within the learner's cognitive structure. The advance organizer learning model is a method designed to facilitate this connection, helping students integrate new knowledge with what they already know. This approach not only enhances students' cognitive structures but also clarifies and solidifies their understanding of the material (Ranti Alfiani, 2019:2). The procedure for implementing the Advance Organizer learning model is divided into three stages.

The first stage involves explaining the advance organizer learning guide and presenting the learning objectives. Teachers start by clearly outlining the learning objectives to provide students with a clear understanding of what they are expected to achieve. Following this, the advance organizer guide is presented, which acts as a framework for the new material, helping students relate it to their prior knowledge. Finally, this stage includes activities to activate students' existing knowledge and experiences, making the new information more accessible and meaningful. The second stage focuses

on explaining the learning materials and assignments. Teachers need to present the learning material in a clear and engaging manner, capturing students' attention and maintaining their interest. This stage also involves organizing tasks explicitly to ensure that students understand what is expected of them. A logical arrangement of the learning materials is crucial, as it helps students follow the content more easily and make connections between different concepts. The third stage aims at strengthening cognitive organization. Teachers use principles in an integrated manner to help students consolidate their understanding of the material. Increasing the activeness of learning activities is vital, as it encourages students to participate actively and engage with the content. Developing a critical approach is also essential, as it helps students clarify and deepen their understanding of the learning material.

The Advance Organizer learning model has several strengths that make it an effective teaching approach. Firstly, it allows students to interact with the material by solving problems and discovering concepts independently. This interaction not only deepens their understanding but also makes learning more engaging and enjoyable. Additionally, the model promotes the acquisition of academic material and social skills, as students often work in groups, discussing and solving problems together. Another significant strength is its ability to make students more active learners. By encouraging them to find answers to the questions posed, the model increases their curiosity and motivation to learn. It also helps in developing students' skills through group discussions, where they can share their ideas, learn from others, and improve their thinking skills both individually and collaboratively. The model also enhances students' competence in the classroom. By actively engaging with the material and participating in discussions and problem-solving activities, students become more confident in their abilities. This increased competence translates to better performance in assessments and a deeper understanding of the subject matter.

Despite its strengths, the Advance Organizer learning model has some weaknesses. One notable weakness is the need for intensive control from the teacher. Effective implementation of this model requires the teacher to closely monitor students' progress and provide continuous guidance and support. This can be challenging, especially in classrooms with a large number of students, as it can make the learning process less effective. Another potential weakness is that the model may not be suitable for all types of learners. Some students might struggle with the level of independence and critical thinking required by the model, finding it difficult to connect new information with their existing knowledge. These students may need additional support and scaffolding to benefit fully from the approach.

Reading and Narrative Text

Language serves as a fundamental tool for communication, playing a pivotal role in human interaction and understanding. Among the myriad languages spoken globally, English holds significant prominence due to its widespread use and global importance. Mastering a language involves proficiency in four essential skills: writing, listening, speaking, and reading. Reading, in particular, is a complex cognitive process that engages both visual and mental faculties. As described by Fatuni'mah (2015:8), it begins with the eyes receiving textual information and continues with the brain processing and interpreting the meaning conveyed. This process facilitates the transfer of knowledge, ideas, and emotions between the writer and the reader, fostering mutual understanding and intellectual growth. Engaging with various types of texts is a valuable exercise that enhances language skills and broadens knowledge. Narrative texts, a prominent genre in English literature, are structured to recount a sequence of events and activities from the past. These narratives often unfold with identifiable plot elements: introducing conflicts, resolving dilemmas, and imparting moral insights (Purba, 2018:29). Beyond their informative content, narrative texts captivate readers through compelling storytelling, stimulating imagination, empathy, and critical thinking skills. By presenting

characters, settings, and plot developments, narrative texts not only entertain but also educate, offering readers a nuanced understanding of human experiences and cultural perspectives.

Reading narrative texts enriches language learners by exposing them to diverse linguistic styles and narrative techniques. Through narratives, readers encounter varied vocabulary, sentence structures, and literary devices that contribute to language proficiency development. Moreover, engaging with narratives fosters cognitive growth by encouraging readers to infer, analyze, and evaluate information within the context of the story. This active interaction with textual content enhances comprehension skills and expands cultural awareness, bridging linguistic and cultural divides through shared narratives and universal themes. In educational contexts, narrative texts serve as invaluable resources for language acquisition and literacy development. They provide educators with versatile tools to cultivate students' reading abilities, critical thinking skills, and emotional intelligence. By exploring narratives, students not only enhance their language competence but also deepen their understanding of human behavior, societal norms, and ethical dilemmas portrayed in literature. Thus, reading narrative texts transcends mere language acquisition; it fosters holistic development by nurturing empathy, creativity, and intellectual curiosity among learners.

In conclusion, reading as a cognitive process and narrative texts as literary expressions play integral roles in language learning and personal enrichment. They empower readers to navigate complex narratives, interpret diverse perspectives, and engage meaningfully with textual content. Through the exploration of narrative texts, individuals develop lifelong skills in communication, empathy, and cultural understanding, paving the way for continuous learning and personal growth in an interconnected world.

METHOD

Research Design

In designing this research, the qualitative approach was chosen as it aligns with the study's objective of providing descriptive answers to the research questions posed. Qualitative research is characterized by its focus on capturing and analyzing word-based data, as emphasized by Winarno (2013). This methodological choice enables the exploration and interpretation of nuanced phenomena within their natural contexts, facilitating a deeper understanding of complex issues such as learning outcomes and self-directed learning behaviors among EFL students. By employing qualitative methods, this study aims to uncover rich insights, perspectives, and experiences that quantitative approaches alone may not fully capture, thus contributing to a comprehensive exploration and analysis of the educational interventions and their impacts in the context of language learning.

Research Subjects

The subjects of this research are the teacher and students of Class VIII A at Junior High School PGRI Wringinanom, Gresik, during the academic year 2020/2021. This class comprises a total of 21 students, with an almost equal distribution of 10 girls and 11 boys. Junior High School PGRI Wringinanom organizes its eighth-grade classes into a single group, making it a cohesive unit that aligns well with the school's curriculum and syllabus. The choice of this class as the research subject enables a focused investigation into the dynamics of learning outcomes and self-directed learning behaviors within a manageable and representative educational setting. Additionally, the teacher of Class VIII A at Junior High School PGRI Wringinanom during the academic year 2020/2021 is also a key subject of this study. This teacher plays a pivotal role as a model educator in teaching English, providing valuable insights into instructional practices and pedagogical strategies aimed at enhancing student engagement and learning outcomes in the context of English language education.

Instrument

Research instruments are tools utilized by researchers during the data collection process (Winarno, 2013). In this study, several instruments were employed. The primary instrument is the researcher themselves, serving as the main tool in this qualitative study. The researcher plays a critical role in both gathering and analyzing data. Another instrument used is field notes from observations, which record factual occurrences during the implementation of the Advance Organizer. Additionally, a questionnaire was administered to gauge students' responses to the application of the Advance Organizer. These instruments facilitate data collection, ensuring accuracy, comprehensiveness, and systematic processing of information. The data measurement method in this study employs the Likert Scale, utilized for assessing achievement levels, individual capabilities, behavioral observations, and developing individual profiles. The Likert Scale uses a range from 1 to 5 to quantify responses, with each alternative having its own value or score. According to Sugiyono (1999:87), the Likert Scale is structured to assign weights to respondents' answers on a five-point scale. This methodological approach aligns the instruments used with the variables under study, ensuring a thorough and structured analysis of the research data.

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 segment, the researcher elucidates the foundational elements of data and their origins within this study. The primary dataset comprises detailed observations meticulously documented in field notes during the active implementation of the Advance Organizer methodology. These field notes capture firsthand accounts of classroom dynamics, student interactions, and instructional nuances essential for comprehensive analysis. Additionally, pivotal insights are gleaned from students' responses, meticulously recorded and analyzed to gauge their engagement, comprehension, and overall learning outcomes facilitated by the Advance Organizer approach. The primary source of these data emanates directly from the educational milieu itself, encompassing the dynamic interplay of teaching strategies, student reactions, and the unfolding educational process within the specific context under investigation. This comprehensive approach ensures that the study's findings are rooted in authentic classroom experiences and contribute substantively to understanding the effectiveness and impact of instructional interventions on student learning and engagement.

Data Collection Procedures

The data collection procedures in this study involve meticulous steps undertaken by the researcher to gather comprehensive insights. One primary method is through observation, where the researcher systematically observes and records individual actions and processes during the implementation of the Advance Organizer. This method allows for a detailed examination of how students engage with the learning material and interact within the instructional environment. Additionally, the researcher employs questionnaires as another essential data collection technique. These questionnaires are structured forms containing specific inquiries aimed at eliciting written responses from students. This approach, as outlined by Mardalis (2008:66), facilitates the systematic

gathering of qualitative data, providing valuable insights into students' perceptions, understanding, and responses to the Advance Organizer method. By combining observational data with questionnaire responses, this study ensures a robust and multifaceted approach to capturing the complexities of learning processes and outcomes within the educational context under investigation.

Data Analysis

In conducting a study, data analysis plays a crucial role in deriving meaningful insights from the collected information (Winarno, 2013). Initially, the researcher meticulously records all pertinent details pertaining to teaching activities within the observation field notes, focusing on the implementation of the Advance Organizer method. This observational data serves as a foundation for understanding classroom dynamics and instructional effectiveness. Subsequently, the researcher proceeds to analyze the students' responses obtained through questionnaires. Utilizing a tally system, the researcher categorizes and quantifies the frequency of students' responses to different aspects of the Advance Organizer approach. The analysis culminates in the calculation of percentages, providing a quantitative representation of student perspectives and engagement levels. Furthermore, all data are systematically classified according to the research objectives and aligned with relevant theoretical frameworks to ensure a comprehensive and insightful analysis. This rigorous analytical process ensures that findings are grounded in empirical evidence and contribute effectively to addressing the research questions and objectives of the study.

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 initiated the lesson with a greeting of “Assalamualaikum Wr.Wb” followed by “good morning” for non-Muslim students, to which the students responded with “Walaikumussalam Wr.Wb.” and “good morning” in return. Afterward, the teacher conducted an apperception exercise by quizzing the students on the previous lesson's content. Mrs. Tatik Handayani, S.Pd., then prompted students to recall the fundamental components of storytelling, specifically focusing on words, sentences, and paragraphs discussed in the previous class session.

Main Activities

The teacher introduced the Advance Organizer method by outlining its procedures and objectives to the students. Mrs. Tatik Handayani, S.Pd., began the lesson by stating, “*Today's lesson discusses narrative texts using the Advance Organizer learning method.*” This method, developed by David Ausubel, aims to enhance cognitive development through structured learning experiences. The method unfolds in three distinct stages. Firstly, in the initial stage, the teacher presented the foundational theory and framework of the Advance Organizer. This framework served as the basis for organizing and integrating key concepts essential for understanding narrative texts. Mrs. Tatik Handayani elaborated on how these concepts would be structured and interconnected within the curriculum for eighth-grade students at SMP PGRI Wringinanom. Secondly, the exploration stage encouraged students to actively seek out new information and deepen their understanding of the

material. While students were given the freedom to explore information from textbooks and online resources, the teacher provided guidance to ensure focus and relevance to the lesson's objectives. This approach aimed to foster independent learning while maintaining alignment with the lesson's core content. Thirdly, the method emphasized strengthening cognitive arrangements among students. This stage focused on enhancing students' abilities to gather information autonomously, drawing from personal experiences and electronic media, and collaborating effectively in group settings both in class and beyond. The overarching goal of this cognitive reinforcement was to improve students' reading comprehension, memory retention, logical reasoning skills, and overall attentiveness during learning activities.

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

To assess student responses to the implementation of the Advance Organizer for teaching Narrative text, the researcher employed a questionnaire comprising ten questions with response options ranging from “strongly agree” to “strongly disagree”. This instrument was distributed on the second day of the study, May 29, 2021, and gathered responses from all 21 students participating in the class. Subsequently, after collecting and compiling all questionnaire responses, the data were organized and presented in Table 1 for detailed analysis.

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 57,14%	2 9,52%	1 4,76%	4 19,06%	2 9,52%
2.	In my opinion, the learning process has become more interesting and fun	6 28,58%	10 47,62%	2 9,52%	2 9,52%	1 4,76%
3.	In my opinion, advance organizer learning is easier to solve problems.	6 28,58%	9 42,86%	0 0%	3 14,28%	3 14,28%
4.	The advance organizer method is able to make me think more critically.	10 47,62%	6 28,58%	2 9,52%	2 9,52%	1 4,76%
5.	The teacher explains the learning material more clearly with the advance organizer learning method.	10 47,62%	9 42,86%	1 4,76%	0 0%	1 4,76%
6.	In my opinion, the advance organizer learning method further enhances student learning activity in the classroom.	8 38,10%	9 42,86%	2 9,52%	2 9,52%	0 0%
7.	I feel that the advance organizer learning method eliminates boredom in the learning process.	10 47,62%	4 19,05%	0 0%	4 19,05%	3 14,28%
8.	The teacher provides the material in a complete and organized manner.	11 52,39%	7 33,33%	2 9,52%	1 4,76%	0 0%
9.	The learning process can explore and improve intelligence.	10 47,62%	8 38,10%	0 0%	3 14,28%	0 0%

No.	Question	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
10.	The learning process is more conducive.	6 28,58%	9 42,86%	0 0%	4 19,04%	2 9,52%

Upon thorough examination of the data presented in the aforementioned table, each item sheds light on various facets of the implementation of the Advance Organizer method in teaching Narrative text. Item number one delves into the accessibility and comprehensibility of learning materials facilitated by the Advance Organizer. Remarkably, a significant majority of students, comprising 57.14%, responded with “strongly agree”, indicating a favorable perception regarding the method's efficacy in enhancing their understanding of the subject matter. However, a notable portion, constituting 19.06%, expressed disagreement, hinting at potential areas for improvement or clarifications in future implementations. Moving forward, item number two gauges the students' perceptions regarding the overall engagement and enjoyment derived from the learning process. Encouragingly, nearly three-quarters of the respondents, encompassing 76.19%, expressed agreement or strong agreement, attesting to the method's ability to infuse excitement and interest into the classroom environment. Nevertheless, a minor fraction, comprising 14.28%, conveyed disagreement or strong disagreement, suggesting the presence of factors warranting further investigation to optimize student engagement levels comprehensively. Transitioning to item number three, the focus shifts towards assessing the method's efficacy in fostering problem-solving skills among students. Notably, a substantial proportion, comprising 71.44%, expressed agreement or strong agreement, affirming the method's perceived effectiveness in nurturing critical thinking abilities. However, a minor fraction, constituting 28.56%, expressed disagreement or strong disagreement, signaling potential areas for enhancement in promoting problem-solving proficiency among students.

Continuing the analysis, item number four delves into the method's impact on stimulating critical thinking among students. Encouragingly, nearly three-quarters of the respondents, comprising 76.19%, expressed agreement or strong agreement, indicating a positive perception regarding the method's effectiveness in cultivating critical thinking skills. Nevertheless, a minor portion, constituting 14.28%, expressed disagreement or strong disagreement, suggesting the presence of areas requiring further attention to optimize critical thinking development comprehensively. Shifting the focus to item number five, the spotlight falls on the clarity and effectiveness of instructional delivery facilitated by the Advance Organizer method. Impressively, a significant majority of respondents, comprising 90.48%, expressed agreement or strong agreement, underscoring the method's perceived ability to enhance instructional clarity and comprehension. However, a minor fraction, constituting 9.52%, conveyed disagreement or strong disagreement, signaling potential areas for refinement in instructional delivery methods to ensure optimal clarity and comprehension among students.

Transitioning to item number six, the analysis delves into the method's impact on augmenting student learning activities within the classroom setting. Encouragingly, a substantial majority of respondents, comprising 80.96%, expressed agreement or strong agreement, attesting to the method's perceived effectiveness in fostering active engagement and participation among students. Nevertheless, a minor fraction, constituting 9.52%, conveyed disagreement or strong disagreement, suggesting potential areas for enhancement in promoting sustained student engagement and participation comprehensively.

Moving forward to item number seven, the focus shifts towards assessing the method's efficacy in alleviating boredom within the learning process. Impressively, a significant majority of respondents, comprising 66.67%, expressed agreement or strong agreement, indicating the method's perceived ability to mitigate boredom and enhance overall engagement levels. However, a notable

fraction, constituting 33.33%, conveyed disagreement or strong disagreement, hinting at the presence of factors warranting further investigation to optimize student engagement and alleviate boredom comprehensively.

Continuing the analysis, item number eight delves into the adequacy and organization of instructional materials provided by the teacher. Encouragingly, a significant majority of respondents, comprising 85.71%, expressed agreement or strong agreement, underscoring the perceived effectiveness of the method in delivering comprehensive and organized instructional materials. Nevertheless, a minor fraction, constituting 4.76%, conveyed disagreement or strong disagreement, suggesting potential areas for enhancement in organizing and delivering instructional materials to ensure optimal clarity and comprehension among students.

Transitioning to item number nine, the focus shifts towards assessing the method's impact on fostering intellectual exploration and development among students. Impressively, a significant majority of respondents, comprising 85.71%, expressed agreement or strong agreement, attesting to the method's perceived effectiveness in fostering intellectual exploration and development. However, a minor fraction, constituting 14.29%, conveyed disagreement, suggesting potential areas for enhancement in promoting intellectual exploration and development comprehensively.

Moving forward to item number ten, the analysis delves into the method's impact on the conduciveness of the learning environment. Encouragingly, a significant majority of respondents, comprising 71.43%, expressed agreement or strong agreement, indicating the method's perceived ability to cultivate a conducive learning environment. However, a notable fraction, constituting 28.57%, conveyed disagreement or strong disagreement, hinting at potential areas for improvement to optimize the overall learning environment comprehensively.

Overall, the findings offer invaluable insights into the perceptions and experiences of students regarding the implementation of the Advance Organizer method in teaching Narrative text. While the majority of respondents expressed favorable perceptions across various dimensions, there are discernible areas warranting further attention and refinement to optimize the method's effectiveness comprehensively. By heeding these insights and addressing areas for improvement, educators can enhance instructional practices and promote more engaging and effective learning experiences for students.

CONCLUSION

Based on the observations conducted by the researcher on May 27, 2021, and May 29, 2021, the implementation of the Advance Organizer technique was successfully executed. These observations were pivotal in addressing the first research question. The study identified three distinct phases in the implementation process: the opening activity, main activity, and closing activity. Specifically, during the main activity, three stages of the Advance Organizer Method were observed: Stage 1 involved explaining the Advance Organizer learning guide and presentation; Stage 2 encompassed clarifying learning materials and assignments; and Stage 3 focused on strengthening cognitive organization. Reflecting on the implementation of the Advance Organizer in teaching Narrative text, the method demonstrated both advantages and disadvantages. Notably, the method facilitated student interaction to collaboratively solve problems and fostered motivation among students to engage deeply with the English learning process. Conversely, a potential drawback observed was the necessity for intensive teacher oversight; without adequate guidance, the effectiveness of the learning process could diminish. Analyzing the findings from the data, it is evident that the Advance Organizer is a compelling method applicable to teaching English, particularly in the context of Narrative text. Student responses indicated a consensus that the method

enhanced the effectiveness of the learning process, making it easier for students to comprehend and tackle challenges. Moreover, students perceived that the structured delivery of materials contributed to their ability to explore and enhance their intellectual capacities. Based on these insights, future researchers are encouraged to consider this study as a foundational reference for further investigations into the application of the Advance Organizer, particularly in teaching speaking skills. By building upon these findings, future studies can explore additional dimensions and nuances of the method's impact across various aspects of language learning and teaching.

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