

# The Influence Of Graphic Organizers, Language Aptitude And Attitude Towards students' english Learning Achievement

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**Abstract.** As one of the tools that applied in the teaching and learning process, a graphic organizer is the most effective strategy recommended by researchers not only in improving students' English necessary skills but also in reducing students' negative attitude on learning English. This study conducted to find out the positive and significant influence of graphic organizers as the delivery strategy towards the students' reading ability as well as to figure out the positive and meaningful interaction between graphic organizers, language aptitude, and students' attitudes towards students' English learning achievement. Quasi-experiment with a nonequivalent control group design was applied by involving 160 students as the subject of the study. The results showed that there was a positive and significant effect among Graphic Organizers and language aptitude as the main effect, and there were significant interaction effects among them in improving students' reading ability.

Keywords: graphic organizers, language aptitude, attitude, English learning achievement.

## 1. INTRODUCTION

One of the strategies recommended by the researchers in improving the quality of teaching and learning process, particularly in teaching Basic English skills is the Graphic Organizers strategy (GOS). It is a visual format to organize ideas, concepts, and information. It also referred to as the semantic feature analysis, cognitive maps, story maps, outline framed, and Venn diagrams (Kim et al., (2004). It can be represented in the form of a vertical, horizontal, or hierarchical arrangement to display the various relationships of information (Katayama & Crooks, 2003).

As a foreign language taught in schools, English still seems like a difficult subject for most foreign language learners. It denied that teaching receptive and productive skills still need creative ways or strategies from teachers to produce a meaningful and enjoyable learning atmosphere. As the receptive skill, reading as a powerful tool in enriching the students' knowledge. Through reading, students can explore more about the world, and it is needed to train the students to have better comprehension when they read.

From the previous relevant studies, it reported that the use of a graphic organizer as the delivery strategy in classroom reading activities could produce creative and enjoyable reading activities. Several previous studies summarized the advantages of Graphic organizers in teaching reading skills. Gregory & Chapmann(2002) pointed out that graphic organizers allowed students to organize information and let them see their thoughts on reading learned. They could translate their ideas and concepts into a picture, graphic lines and created a framework to organize ideas or concepts from the readings were studied. Moreover, Guasetello et al., (2000) explained that students could construct an overview of planning, provided the

content of knowledge in the form of a word or term, and directed it by using arrows from the visual game. Therefore, it can help them to remember and categorize the information they had learned. It allowed students to actively thinking while they constructed a visual language and verbal language. In this case, Graphic Organizers can be used to find ideas, to remember important ideas, to design the structure of an idea or concept, to bridge the knowledge through the integration of the new experience and the old knowledge, and to assess an understanding or to diagnose misunderstanding from a reading passage (Green et al., 2000).

The Graphic Organizers (Gos) can be used as the initial overview (Graphic Advance Organizer) strategy before new material is taught, and can be used as the final overview (Graphic Post Organizer) strategy after a new material had taught. Both of these strategies provide an opportunity for students to formulate and associate ideas with prior knowledge so they can encode information to remember better and more understood after the reading activity (Katayama & Crooks, 2003; Kim et al., 2004).

The findings of Jiang Xiangying & Grabe William (2007) reported that there was a lack of studies on Graphic Organizers on second language learners and foreign language learners, particularly in reading comprehension. On the contrary, foreign language learners still have many constraints in reading comprehension because they need to learn how to good readers. Read for learning from a reading text involves the ability to recall the main ideas and specific details, to connect reading with prior knowledge of readers from pre-existing comprehension, to recognize and to build a rhetorical framework that organizes the information on the text (Grabe & Stoller, 2002). One of the main challenges of foreign language learners in facing an academic setting is learning to understand many, and complex reading materials are increasing, especially when the rhetorical conventions of reading for foreign language are different from the first language readings.

According to Suharmanto(2006), six factors influence the ability to understand English reading as follows; 1) Poor reading habits. In general, students in Indonesia do not have reading habits in reading both Indonesian and English texts in improving their knowledge. Most of them rely more on oral information delivered by teachers rather than finding information themselves through reading various sources. 2) Motivation. Motivation is one of the factors that influence the success or failure of a student to have the ability to understand English reading. 3) Intelligence. Intelligence plays an important role in learning English. Students who have high intelligence, by themselves will try to maximize the results of learning. Conversely, students with low intelligence will try their best to improve their learning outcomes. 4) Interesting reading. Reading material is often a consideration for students to want to read and understand the contents of the reading because they tend to choose the reading following what is of interest. 5) Reading topic. Readers who are interested in reading topics tend to fulfill their curiosity by intensively reading the reading material. But on the contrary, if the reader is not interested in the topic of his reading, then after reading a paragraph or two, he is reluctant to continue to read. 6). Mastery of vocabulary and language structure. Limitations can cause difficulty in understanding reading in mastering English vocabulary and structure well. If a reader can master the English vocabulary and structure well, then naturally, he will not have difficulty in understanding the content of English reading.

On the other hand, the study conducted by Souisa(2007) reported that there were still many problems faced by EFL teachers in Ambon. Many English teachers not accustomed to accepting innovations in teaching English, so in the end, they were not optimal in developing their professional works and enriching teaching strategies. The teaching strategies used have not varied due to various factors. It such as difficulties in getting new teaching methodology references, challenges in accessing the internet to find innovation for their strategies, frustration in trying new things, even the habit of their reading habits still limited.

From the preliminary research results, reported learning outcomes, particularly for reading comprehension in senior high schools at class X and class XI, were still low, and it proves through the results of their assignment assessments, results of quiz scores, and semester tests. Moreover, from the effects of the interview with English teachers, it was reported that; (1) the learners were patterned by quoting words in the reading, (2) they have lack of vocabulary, (3) they limited in remembering important reading ideas, (4) They not accustomed to organizing or mapping ideas and as a result in they lack understanding readings, and (5) They were limited in linking ideas or reading concepts that have an impact on the weakness of communicating readings. On the other hand, students are not optimal in developing their attitudes to reading English texts. The results of observations about the implementation of English learning strategies that usually used are still conventional (reading and answering questions) and have not varied due to limited resources and time. For reading skills, the teachers are patterned by having students read, find difficult words in the dictionary, and then answer questions based on what is in the textbook.

The focuses of this study are graphic organizers strategy, language aptitude, and attitudes towards the ability to understand reading texts in English. Graphic organizer strategy is a strategy delivered in the form of a graphical visual format that used to organize ideas, concepts, and information, which are made in vertical, horizontal, or hierarchical settings to display various information relations from material studied. It created by students in pairs, groups, and independently / individually. It can be applied before, during, and after reading activities. This study only focused on pre and post-reading events. First, the graphic advance organizer is the strategy that delivered before one topic is given that aims to link the student's background knowledge with new knowledge to teach. This strategy starts by providing keywords to students to be associated with other words related to these keywords. Second, the graphic post organizer is the strategy that delivered after one reading material taught to know the level of students' knowledge and understanding of the subject matter taught.

Language aptitude in this study refers to the ability to distinguish and remember language sounds, grammar sensitivity in the form of recognizing the grammatical functions of vocabulary, the ability to remember language sounds and their relation to meaning, the ability to learn language patterns, the ability to process discourse. This variable includes four constructs, namely: 1) the equivalent of words or word equations, 2) the opposite of words, 3) the equivalent of word relationships, and 4) understanding of discourse. Meanwhile, students' attitudes towards learning English expressed through their attitude test scores, which consisted of 3 significant components, namely; 1) feelings of will, 2) readiness for action, and 3) evaluative beliefs.

From the above explanation, this research aimed at helping senior high school students in Ambon city to improve reading comprehension through the implementation of Graphic Organizers by considering their language aptitude and students' attitude, which assumed also have the impact on students' reading competence.

## **2. METHOD**

The method used in this study was a quasi-experimental research with Nonequivalent Control Group Design (Tuckman, 1999). A consideration; in determining the experimental group, and the control group cannot finish with random individuals, but it should end with a random group (random assignment sampling). Based on the nonequivalent control group design, the factorial experimental  $2 \times 2 \times 2$  was used. Through the factorial design above, it determined the main effect and interaction effect of treatment variables. The hypotheses tested simultaneously to see the differences using a factorial model ( $2 \times 2 \times 2$ ). The interaction between the variables inspected.

To ensure the experiment research design obtained a valid result of the research, and to minimize the influence of external factors research variables. Hence, the first thing that controlled here should be the external factors which presumptively also affected the results. Control variables in this study were; a) the students' prior knowledge, b) the teachers, c) the scope of learning materials, d) test instruments used, e) learning time, and f) the time allocation of the test.

The qualification of the teacher's ability stated as follows; firstly: the teachers who have five years of teaching experience with job grading IIIa and they have a graduate degree in English education. Secondly, the teachers have ever attended a workshop on teaching methodology and actively involved in MGMP. Based on the provided qualification, there were two female teachers chosen to participate in this study. Both teachers were trained about the graphic organizer's strategy in a week before applied it in the classroom practices.

The study conducted at SMAN 2 Ambon has four parallel classes for the class XI IPA program. Thus the two categories took an experimental level and two others like the control class, where class XI IPA1 and class XI IPA3 as control class with the implementation of the graphics advance organizer strategy and class XI IPA2 and Class XI IPA4 as the experiment classes with the application of the graphic post organizer. The subjects of the study were 160 students, comprising 84 students in the experimental class and 76 students in the control class.

In collecting the data, some instruments were used, such as the reading test, the language aptitude test, and the attitude questionnaire. The reading comprehension test used to measure the ability of subjects to understand reading texts. The test consists of (a) following the meaning of words according to their use in the discourse, (b) recognizing the organizational structure of the discussion and the interrelationships of its parts, (c) understanding the main key ideas expressed, (d) answering questions whose answers explicitly contained in the conversation, (e) drawing inference about the content of the speech. The test was before - after the treatment containing 30 questions multiple-choice and five essay items.

The language aptitude test used to measure a person's language skills. This test deals with the ability to distinguish and remember language sounds, grammar sensitivity in the form of recognizing the grammatical functions of vocabulary, the ability to remember language sounds and their relation to meaning, and the ability to process discourse. In this study, the academic language intelligence test instrument is used, which is an intelligence search test about language skills intended for students at the high school level. The test adapted from Prasetyono(2009), and it wrote in Bahasa. The test objective is verbal ability consisting of 4 parts namely; (1) the equivalent of words/equation of words composed of 15 items, (2) the opposite of words composed of 15 pieces, (3) the equivalent of words that include of 10 questions, and (4) understanding of discourse consisting of 10 items question. Thus the total number of questions used is 50 items. Regarding the attitude questionnaire, the test adapted from the Day & Bamford model (/2004) of the second/foreign language reading attitude, and it has three sources namely; a ) feelings of will (b) readiness for action, and (c) evaluative beliefs

### **3. RESULT**

The type of inferential analysis used in this study is a double covariance analysis with one dependent variable that is the delivery strategy consisting of the delivery strategy of graphics advance organizer and the delivery strategy of graphic post organizer. Similarly, with two moderator variables that were students' language aptitude consist of high aptitude and low aptitude also the moderator variables in students' attitudes towards English learning that included a positive attitude and negative attitude. Furthermore, to determine the accuracy level

of the data, covariates should be followed in pre-students' learning achievement (pretest). The test results can display in Table 1 below.

**Table 1.** The Test Result of Covariance Analysis.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1773.249(a)	8	221.656	18.942	.000
Intercept	522.091	1	522.091	44.616	.000
Pretest	121.143	1	121.143	10.352	.002
Strategy	671.594	1	671.594	57.392	.000
Aptitude	361.653	1	361.653	30.905	.000
Attitude	2.341	1	2.341	.200	.655
Strategy * Aptitude	130.104	1	130.104	11.118	.001
Strategy * Attitude	5.350	1	5.350	.457	.500
Aptitude * Attitude	16.091	1	16.091	1.375	.243
Strategy * Aptitude * Attitude	9.281	1	9.281	.793	.375
Error	1766.995	151	11.702		
Total	39211.000	160			
Corrected Total	3540.244	159			

*The Significant Differences in English Learning Achievement between the Students who were taught by Graphic Advance Organizer and Those who were taught by Graphic Post Organizer.*

Based on the analysis of covariance are summarized in Table 1, it explained that the  $F_{\text{count}}$  of delivery strategy variable is 57.392 with a significance level 0.000, which is still smaller than the alpha 0.05 ( $p < 0.05$ ) so that  $H_0$  rejected. It means that there is a significant difference between the average results of English learning achievement of the students who are taught by the delivery strategy of graphics advance organizers with the collective effect of English learning achievement who are motivated by graphic post organizers. The average results of English learning achievements that are guided by the delivery strategy of Graphic Advance Organizer are 12.59, and the average results of English learning achievements that are governed by Graphic Post Organizer strategy are 17.25. The results indicated that the students who prepared with a Graphic Post Organizer have significant differences in learning achievement with those who are guided by the Graphic Advance Organizer strategy.

This finding reveals that the students who taught by using a graphic post organizer have better presenting the information in a graphic or visual form. It represents how the data arranged in a network in memory. The system helps students to conceptualize words or concepts and relate them to one piece of information. With a graphic post organizer, students will be able to identify important ideas/concepts so that they can produce a brief description of the text read. The use of graphic post organizers appropriately can help students to have good comprehension and be able to explore the contents with higher levels of thinking skills such as making inferences, writing a summary, and analyze their review. This finding is in line with previous research. It states that graphic organizers used as post-reading activities (graphic post organizers). It provides a format for summaries and review of information according to Jiang Xiangying & Grabe William, (2007); Katayama & Robinson, (2000); O'Donnell M.P & Wood M, (2004).

*The Significant Differences in English Learning Achievements between the Students Who Have High and Low Language Aptitude*

From table 1 above show that  $F_{\text{-count}}$  of language aptitude is 30.905 with a significance level 0.000. This significance level was lower than alpha 0.05 ( $p < 0.05$ ); therefore,  $H_0$  rejected. With the rejection of  $H_0$ , it concluded that; there are significant differences between the students' learning achievements from their language aptitude. The analysis showed that the average of students' learning achievement who have high ability is 16.49, and the standard of students' learning achievement who have low ability is 13.15. Based on a percentage, it explained that; the proportion of students' learning achievement who have high fitness is higher 20.25% than the average of students' learning achievement who have a low aptitude.

The findings support the previous studies conducted by Dejan(2007), also revealed that language aptitude has a significant effect on learning English in Syria. Moreover, the study finished by Fahim & Pisghadan (2007)also reported that language aptitude is one of the factors that can influence learning achievement because it is related to word knowledge, especially in the mother tongue, which is the cornerstone of all subjects.

*The Significant Differences in English Learning Achievement between Students who have Positive and Negative on Language Attitude*

Table 1 presented that the  $F_{\text{-count}}$  of the attitude variable is 0.200 with a significance level of 0.655, which is bigger than the alpha 0.05 ( $p > 0.05$ ), so  $H_0$  is accepted. In other words, there is no significant difference between the average of students' learning achievement that has positive and negative language attitudes. Although it did not show significant differences, the results of analyses also showed that the average of students' learning achievement that has a positive attitude is 14.97 while the percentage of students' learning achievement who have a negative attitude is 14.69.

The results of this study stated that there was no significant effect between attitudes towards learning outcomes in English. The results support the research from Sainsbury & Schagen (2004), which says that there was no significant effect between attitudes towards learning outcomes. In their findings explained that students in high school who have a negative attitude towards subjects have an impact on their academic achievement.

*Significant Interaction between Graphic Organizers Strategy, Language Aptitude toward Students' Learning Achievement.*

Furthermore, a summary of the analysis of the result obtained that,  $F_{\text{-count}}$  of the interaction variable between the delivery strategy and language aptitude amounted to 11.118 with a significant level 0.001, which still smaller than the alpha 0.05 ( $p < 0.05$ ) consequently,  $H_0$  rejected. Thus it can be concluded that there are meaningful interactions between delivery strategy and language aptitude on learning achievement. The results of the covariance analysis showed that there was a significant effect. The report can proceed with further investigation, namely LSD Test (Least Significance Difference), to determine the average difference at every level of interaction. The summary of the analysis displays in the following table.

**Table 2.** The result of the LSD test

Strategy	Aptitude	Mean	Notation
Strategy GAO	Low	9.89	A
Strategy GAO	High	15.20	B
Strategy GPO	Low	16.41	bc
Strategy GPO	High	17.78	C

Table 2 reveals that the average of the highest learning achievement shown in the interaction of the delivery strategy of graphic post organizer and high aptitude is 17.78. The

proportion of students' learning achievement at the group interaction of the delivery strategy of graphic post organizer and low talent that is 16.41. The communication of the delivery strategy of the graphics advance organizer and high aptitude with an average of 15.20. Meanwhile, the average of the lowest learning achievement seen in the interaction of the delivery strategy of the graphics advance organizer and little aptitude is 9.89.

Based on differences in notation, it described as follows: 1.) The average of students' learning achievement at the graphic post organizer strategy and high language aptitude showed that no significant differences in the average of students' learning achievement in group interaction of graphic post organizer strategy and low language aptitude. 2). The average of students' learning achievement in group interaction of graphic post organizer and high language aptitude is different. It has a higher percentage, 16.97% than the average of students' learning achievement at the group interaction of graphics advance organizer strategy, and the elevated language aptitude. 3). The average of students' learning achievement in the group interaction of the graphic post organizer strategy and high language aptitude is very different. The score is higher 79.78% than the average of students' learning achievement in group interaction of graphics advance organizer strategy and low language aptitude. 4). The average of students' learning achievement at group interaction of graphic post organizer strategy and low language aptitude was not significantly different from the average of students' learning achievement at the group interaction of graphics advance organizer and high language aptitude. 5). Average of students' learning achievement at the group interaction of the graphic post organizer and low language aptitude significantly different and higher 65.93% than the average of students' learning achievement at the group interaction of the graphics advance organizer and low language aptitude.6). The average of students' learning achievement at the group interaction of the graphics advance organizer and high language aptitude is not significantly different from the average of students' learning achievement in the group interaction of the graphics advance organizer and low language aptitude.

The findings in line with the previous relevance study conducted by Strangman et al. (2002) argued that the implementation point has an important impact on the effectiveness of the graphic organizer. Other studies done by Moore and Readence also reported that when graphic organizers used as advance organizer activities, the average effect is small. In contrast, graphic organizers used as a follow-up on reading produce greater improvements in learning outcomes, so it suggested that efforts to improve learning outcomes might be more successful when graphic organizers introduced after learning material is taught (Strangman et al., 2002).

One of the characteristics of students who also contribute positively to improving learning outcomes is the language aptitude of students. It influenced learning outcomes because it is the ability to process discourse, the ability to interpret and learn from the use of language out of context, and early experience in learning a first language or a foreign language.

#### *Interaction Effect on Graphic Organizers Strategy, Students' Attitude toward Their Learning English Achievement.*

Based on the covariance analysis, the  $F_{\text{count}}$  of interaction variable between delivery strategy and students' attitudes is 0.457 with a significance level 0.500, which is higher than the alpha 0.05 ( $p > 0.05$ ), so  $H_0$  is accepted. Upon the acceptance of  $H_0$ , it concluded that the interaction of delivery strategy and students' attitudes does not affect the learning achievement. There is no interaction between the delivery strategy and students' attitudes towards learning success. It indicated that the effect of the primary open variable of delivery strategy on learning achievement is real that; there is an enfeebling of interaction between the delivery strategy and students' attitudes. In other words, the findings state that there is an interaction between delivery strategy and students' attitudes towards learning achievement contrary or different from the results of this research.

The findings also supported the previous study Pinnel & Fountas(2001) pointed out that when material content illustrated with diagrams, the information contained can be remembered by students for a few moments. Graphic organizers describe knowledge in a meaningful way that can help students to clarify ideas or concepts that are read and studied. By having a way to organize ideas, facts, and concepts graphically, students will be able to learn more effectively when dealing with reading activities. Many students are visual learners, so the visual approach is very important in thinking or organizing information. On a broader scale, graphic organizers used as learning strategies where students are encouraged to think through various perspectives when using graphic organizers, thus making learning activities more active and meaningful processes.

A student when studying reading material, he will be faced with a situation that makes him stay away or otherwise approach the reading activity. These attitudes can develop in a positive or negative direction, depending on the involvement and training that do. The stated attitude determines their future success in terms of mastering these subjects, especially in reading and writing. This attitude fulfills the underlying role in the development and use of lifelong reading skills(Krashen, 2002).

#### *Interaction Effect on Language Aptitude, Attitude towards English Learning Achievement.*

The results of the analysis of covariance showed that the  $F_{\text{-count}}$  of the interaction between language aptitude and students' attitudes is equal to 1.375 with a significance level of 0.243, which is higher than the alpha 0.05 ( $p > 0.05$ ) therefore  $H_0$  accepted. It concluded that there is no interaction effect of language aptitude and students' attitudes towards students' learning achievement. There is no interaction between language aptitude and students' attitudes towards their English learning achievement. The results indicated that the main effect of the independent variable (delivery strategy) was right, and it is a more powerful effect. So there is a possibility of crippling the presence of interaction between the two moderator variables (language aptitude and attitude) towards learning achievement.

#### *Interaction Effects of the Delivery Graphic Organizer Strategy, Language Aptitude, and Attitude towards English Learning Achievement*

It found that  $F_{\text{-count}}$  of the interaction among delivery strategy and language aptitude and attitude is 0.793 with significance level 0.375, which is higher than the alpha 0.05 ( $p > 0.05$ ); hence,  $H_0$  accepted. Because  $H_0$  is received, it concluded that the interaction of the three variables, those are the delivery strategy, language aptitude, and students' attitudes show a significant effect on students' learning achievement. The absence of interaction between the three variables indicated that the main impact of a delivery graphic organizer strategy, language aptitude, and students' attitudes towards learning achievement impact on the weak interaction effect of a delivery strategy, language aptitude, and attitude towards learning achievement.

The results of this study showed that the students who have treated by graphic organizers have better achievement in their reading comprehension. The strategy allows them to build their schema about the information and help them organize and connect the ideas that guide them to have a clear picture of the content. Moreover, from their graphic organizer, the students can review the text easily and write a summary using their sentences, which is also empowers their higher-order thinking skills.

These findings also describe that the implementation of the graphic organizer strategy will be more effective in achieving optimal learning outcomes if supported by the level of language aptitude and students' attitudes towards learning English. Students who have high language aptitude will optimize their learning outcomes if they have a positive attitude towards learning English. Conversely, students who have low language aptitude will try to achieve

better learning outcomes by minimizing negative attitudes in themselves and developing positive attitudes.

Reading plays a vital role in the learning process. Through reading, students can think actively in processing the information when they use an appropriate reading strategy. Research shows that graphic organizers are the key strategy to help students to improve their academic performance in creating graphic organizers, aspects of a concept or topic set to be a pattern by using the label. From the findings of the study, some benefits can gain by the students when they use a graphic organizer in their reading activities such as; a) Graphic Organizers can match the mind. The theory of Ausubel presented that the brain organizes and store information chronologically. New details on a concept stored into a framework category called a scheme. A scheme already contains existing knowledge regarding the idea. Graphic Organizers organize information into visual patterns that complement this framework, making the information easier to learn and understand. b) Graphic Organizers demonstrate how the concepts related to existing knowledge to aid comprehension. c) Graphic Organizers assist the memory widely than just compared with remembering the keywords of a text. d) Graphic Organizers help students to prepare information more readily when they use their minds for the high thinking process. e) Graphic organizers involve students to combine verbal utterance and printed diagrams. In line with those benefits, in the book of graphic organizer produced by Walch education described that graphic organizer as a powerful tool that not only tells students the relationships between concepts; it shows them visually the connections. Students can use graphic organizers before a lesson to lay the foundation for new ideas, to recall what they know, and to make connections between the two. When it used after a lesson, it assists students in identifying main ideas, important information, compare/contrast, recognizes patterns, and comprehend the content. It can utilize to take and organize notes to review and prepare for tests.

As a language tool, graphic organizers not only emphasize on schematic connection but also provide an opportunity for teachers and students to use the language actively. So, there is an active students' interaction with information and explicit testing about what he or she knows and does not know. On the other hand, the students' language aptitude will also affect them in implementing the graphic organizer's strategy; hence, language aptitude deals with multiple theories and the power of graphic organizers strategy. Thus, graphic organizers do not only facilitate the acquisition of content materials but also help students in processing patterns of organization information, critical thinking skills, and communication skills. The application of the type of graphic organizers can be effective if teachers also know about students' language aptitude and their attitude in classroom activities. So it can be said that with the interaction between graphic organizers delivery strategy, language aptitude and positive attitude will make learning active, and more meaningful, and then leads to the primary purpose of effective learning.

The findings of this study indicate that the main effect of each variable (graphic organizer, language aptitude, and attitude) brought significance difference to English learning achievement and weakening the impact of interactions between these three variables on the learning achievement of the reading comprehension.

The theoretical implication of this study can state as follows: First, the result of the study of reading comprehension determined by the prior knowledge that has been owned by students. The results of this study indicate that the previous knowledge of students in reading comprehension gave different effects on the learning achievement of reading comprehension. Students who have prior experience will also gain a better ability when they can treat with appropriate strategies. Second, the students accustomed to map the important or significant ideas or concepts in reading in the form of graphic organizers to help them not only in remembering the ideas but also reviewing, summarizing, and analyzing the reading contents as part of their reading competence. Third, the application of graphic organizers strategy facilitated

by the type and structure of texts that allow students to dig out the content and encourage them to prompt their higher level of thinking skills. Fourth, the implementation of this delivery strategy is more effective in achieving students' reading ability when they are supported by a positive attitude towards English learning, in general, and in particular on their reading skills. When students have a positive attitude for their learning, they can encourage their selves to achieve their learning achievement in meaningful ways.

#### **4. CONCLUSION**

From the findings, it can sum up that: 1) the results of English learning achievement are significantly affected by the Graphic Organizers strategy. The results of the study reported that The students who had treated by the graphic post organizer had better achievement than those who had treated with the graphics advance organizer. 2) English learning achievement is significantly affected by the level of language aptitude. The students who have high language aptitude were significantly different learning achievement with those who have low language aptitude. 3) The result of English learning achievement is not significantly affected by students' attitudes. 4) There was a positive and significant interaction between the graphic organizer's strategy and language aptitude level towards students' English learning achievement in the form of their reading competence. 5) There was no positive and significant interaction between language aptitude and students' attitudes towards their English learning achievement. 7). There was no positive and significant interaction among graphic organizers, language aptitude, and students' attitudes towards students' English learning achievement.

Based on the conclusion of the study, some suggestions provided as follows; 1) English teachers are advised to apply the delivery strategy of Graphic organizers in improving reading comprehension but still regard the nature and structure of the text as well as the long and the short of texts. 2) Using up-to-date materials connected with students' needs and interests can encourage students to create their graphic organizers and explore them in meaningful ways. 3) Students need to create a comfortable learning situation in a way to motivate students to become independent in seeking the learning strategies that can be applied to increase their learning potential. 5) The findings of this research may be useful as a reference for learning other subjects because the delivery strategy of Graphic organizers applied to all subjects. However, it was still needed consideration of the level of difficulty of the learning materials.

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