

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the findings related to the statement of problems were described by the researcher. The interpretation of findings were also described in the part called discussion.

4.1 Findings

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:

4.1.1 The Implementation of Advance Organizer Technique

1.1.1.1. The First Meetingor Field note 1

At 06.00 a.m, the researcher came to SMP PGRI Wringinanom early in order to join the school's culture namely 5S (shake hands (salim), greeting (salam), respectful (sopan), manner (santun), and smile (senyum) with students and teachers of SMP PGRI Wringiananom. The of 5S activities carried out by students and teachers that have been carried out for a long time. Students and teachers are very enthusiastic about these activities. Students came in

front of the school accompanied by their parents directly “shake hands (salim)” to their parents and continued “shake hands (Salim)” to the teachers.

The students’ parents returned and greeted the teacher council and students also greeted the teacher with greetings “Assalamuaalikum Wr.Wb.” and the teacher council replied with “Waalikumussalam Wr.Wb”. The students politely and politely lined up neatly between students entering the class and smiling faces. The students were very enthusiastic to seek knowledge. This activity aims to instill social attitudes in students and teachers which is an important point in learning the 2013 curriculum.

This activity, 5S, can also make students more familiar with one another and teacher with student or teacher with teacher and all those involved in the school. Teachers can also find out the parents of students who take their children to school so that there is synergy between the parents and the teacher council.

At 07.00 a.m, the researcher prepared all needs used to observe the class. He prepared the observation field note, recorder, pen and so fourth. The researcher prepared the equipments from the morning even though the class observation started at 09.00 a.m. Thus, the researcher was more ready to conduct class observations. The researcher prepares field notes, recorders, pens taken from the bag

and prepared on the teacher's desk and ready to enter class to conduct class observations.

Opening Activities

In the first day, Thursday 27 May 2021, teaching process of English subject started from 09.00 a.m. It ended at 10.40 a.m. In accordance with the lesson schedule compiled by the curriculum teams on Saturday, English subjects entered the class, namely at the 4th and 5th hours (09.00 to 10.40 a.m). Mrs.Tatik Handayani,S.Pd was ready to go to class and start the lesson and I also joined the class in order to do observation as it helped to answer the first research question.

At 09.00. a.m,students entered their respective classes and carried out religious activities namely praying together.Students entered the class and took their seats enthusiastically following the English lesson at that time. Mrs.Tatik Handayani,S.Pd. also entered the class and was ready to start the lesson that morning. Mrs.Tatik Handayani,S.Pd. prepared the class, so that students are calm in class. Thus, the English subject started.

Mrs.Tatik Handayani,S.Pd. asked his class leader, M.Nuridin As'ari, to lead the prayer. He immediately said "before the lesson starts, let's pray according to our respective religions and beliefs, pray starts!". Immediately, everyone in the class prayed solemnly bowed

their heads. After almost two minutes, the class leaders said “praying is over” and everyone in the class finished praying. The prayer activities carried out by students instilled a religious attitudes in each student in accordance with the religious values in the 2013 curriculum.

After praying, the students singing the national anthem “Indonesia Raya” accompanied by the teacher of the English subject. The students together with Mrs.Tatik Handayani,S.Pd. singing the national anthem of Indonesia, namely the song “Indonesia Raya”. All the students and teachers stood up and crossed their right arms over the sending arms with wisdom singing the national anthem of Indonesia, namely the song “Indonesia Raya”.

After almost five minutes of singing the Indonesia Raya anthem, students returned to their seats. Singing the song Indonesia Raya is a mandatory requirement at SMP PGRI Wringinanom before lessons begin with the aim of instilling Raya Nationalism in each student. In the 2013 curriculum, singing the national anthem Indonesia Raya is highly recommended because it is the value of national attitudes in students.

At 09.00. a.m., the teacher opened the teaching process by greeting “Assalamualaikum Wr.Wb. and good morning for those who are non-muslim”. The students answered with “Walaikumussalam

Wr.Wb. and good morning to the teacher for those who had religions other than Islam”.The teacher conveyed the apperception by asking questions about the material that has been taught at the previous meeting. Then, Mrs.Tatik Handayani,S.Pd. gave apperception to students by asking yesterday’s lesson about the basic material about what words, sentences and paragraphs are components in a story.

Mrs.Tatik Handani,S.Pd said “students, did you understand yesterday’s material about words, sentences and paragraph are?”. All students answered “ undestand ma’am”. Mrs.Tatik Handayani,S.Pd said “let me try to know your understanding. She asked one student “Arqano, what is word?”. Arqyano answered that the word is a unit form of a language that has meaning and consists of one or more meanings. Mrs.Tatik Handayani,S.Pd “Yes, that’s right, Arqyano!”.

In response to Arqyano’s answer, Furthermore, Mrs.Tatik Handayani,S.Pd. asked Fitria a question, “Fitria explain the meaning of the sentence!”. Fitria answered that the meaning of a sentence is an arrangement of several words or clauses, which may be required to be completed with conjunctions or conjunctions. “Yes, that’s a great answer”. Mrs.Tatik Handayani,S.Pd. responded to Fitria’s answer who answered completely. Now, Mrs.Tatik Handayani,S.Pd. wanted to ask Rasya’s understanding. Mrs.Tatik Handayani,S.Pd. said “Rasya what do you know about paragraphs?”. Rasya replied, “A paragraph is an idea in the form of a series of sentences that are related to one

another”. “Yes, the answer is very clear!”. Rasya replied “thank you ma’am for the compliment”.

“Alhamdulillah”, Mrs.Tatik Handayani,S.Pd. expressed gratitude. I asked questions to represent the understanding of my class. Thus, the lesson from the previous meeting I assumed that all students in the class have understood, said Mrs.Tatik Handayani,S.Pd. Apperception activities that were carried out by the teacher are obligatory because it aimed to ensure students’ understanding about the previous material. The next subject matter is material about narrative text.

At 09.35. a.m.,The teacher explained the purpose of learning the material to be studied. She also described the benefits of studying the material. Mrs.Tatik Handayani,S.Pd. talked about lesson plans and learning objectives. Mrs.Tatik Handayani,S.Pd. Said “since the previous material was mastered, let’s enter the next material!, which is about narrative text”. Before discussing the material about narrative text, Mrs.Tatik Handayani,S.Pd. provided direction to students plan for today’s learning activities.

Main Activities

The teacher explained the procedures of advance organizer method in order to give brief information. He gave directions by saying “Today’s lesson, Mrs.Tatik Handayani,S.Pd, discusses

narrative texts using the advance organizer learning method”. In the use of the advance advance organizer, there are some steps which is divided into three steps and in the advance organizer learning small groups are formed, as well as based learning to improve students cognitive abilities. The advance organizer learning method is a learning method for developing cognitive attitudes that was discovered by David Ausubel.

The teacher stimulated the purpose of learning about the materials by giving several questions related to the narrative text. Mrs.Tatik Handayani,S.Pd. also explained about the learning objectives. Mrs.Tatik Handayani, S.Pd. said that the purpose of today’s lesson is that students can distinguish the steps and basic theories in making narratie texts. Students quietly listened to Mrs.Tatik Handayani’s explanation about today’s learning objectives.

However, there was a student named Michael who said “mom, explain in detail about the steps and basic theories in making narrative texts”. Yes, Michael, you will pay close attention to today’s learning so that you understand,” said Mrs.Tatik Handayani,S.Pd. in response to Michael’s quote. Mrs.Tatik Handayani,S.Pd. also explained the advantages of studying the narrative text. Mrs.Tatik Handayani,S.Pd. said “if we study narrative texts and can make narrative texts, it will allow you to enter the world of writing that can make a lot of money”.

One of the students named Andi immediately said, “wow, it would be great if we could become someone who could produce written works, yes”. So that it makes students excited to take part in today’s learning about narrative texts.

The first stage, the teacher presented the basic theory and the basic framework of the Advance Organizer. The basic framework became the body of the material to be presented. The content was an explanation, integration and interrelation of basic concepts with the highest and general organizational structure of the material that will be taught by Mrs.Tatik Handayani,S.Pd. to eighth grade students at SMP PGRI Wringinanom.

It’s 09.40. a.m., the teacher gave direction to the students that the lesson started. The next main activity, Mrs.Tatik Handayani,S.Pd. gave directions to the students that the lesson will start soon”. Eighth grade English textbooks were issued and other writing utensils. All students answered “ready”, Mrs.Tatik Handayani,S.Pd. until we sat in our respective places and it wasn’t crowded, and we took out books and stationery from our bags and were ready to start our English lesson this morning”. “very good, diligent and smart student,” said Mrs.Tatik Handayani,S.Pd. responding to the answers of her students who were obedient and respectful towards her.

The teacher distributed papers containing a fable story entitled “Ant and Dove” to all students. Then Mrs. Tatik Handayani, S.Pd. took out twenty sheets of paper from her teaching bag which contained stories about ants and doves. After that, Mrs. Tatik Handayani, S.Pd. distributed to all students by giving from the student in the front seat and Mrs. Tatik Handayani, S.Pd. said “ask a friend in the back to give a paper containing a story about ants and doves until all can”. It wasn’t long before everyone got the story about ants and doves.

Example of Narrative Text

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped into the water.

The ant was in big trouble because she could not swim. Luckily, there was a dove nearby. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to a dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. The ant knew what he was about to do. She quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove quickly flew away to save her life.

Figure 4.1 Narrative Text about Ant and Dove

One student said “what is this paper for?”. “the paper is one of the fable stories, so you will discuss it later with your respective groups, said Mrs. Tatik Handayani, S.Pd”. All students answered yes ma’am we are following today’s lesson. The teacher provided general material about narrative texts by starting with the delivery of generic

structures consisting of Orientation, Complication, Resolution or Re-Orientation which told about ant and dove.

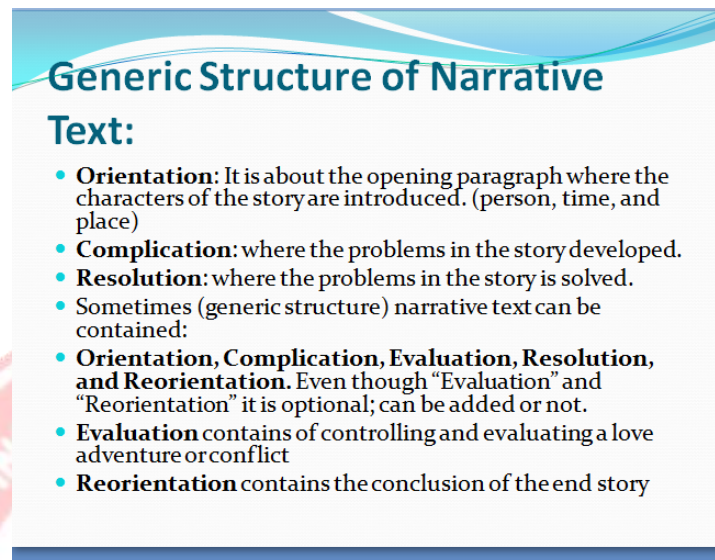


Figure 4.2 Generic Structures of Narrative Text

The teacher used projector to present the materials. Mrs. Tatik Handayani, S.Pd. asked researchers to help her turning on the projector. Mrs. Tatik Handayani, S.Pd. said, "Mr. Nur kalim, please turn on the projector so that all students can see the material on the projector screen". Then Mrs. Tatik Handayani, S.Pd. explained the generic structures of narrative text. Mrs. Tatik Handayani, S.Pd. said "there are four generic structures in narrative text, does anyone know what they are?". All students were silent because they did not understand. Mrs. Tatik Handayani, S.Pd. said that there are four generic structures, namely orientation, complication, resolution and reorientation.

First, Mrs. Tatik Handayani, S.Pd. explained orientation, does anyone know what orientation is? One of the students named Dina answered “orientation is like a character’s story, ma’am”. Mrs. Tatik Handayani, S.Pd. explained orientation is the part of a sentence or paragraph that tells about the story line and the introduction of the characters. In on orientation, it discusses the characters, the place of the story, the date, time and when the story happened.

The students immediately took notes on what had been explained by Mrs. Tatik Handayani, S.Pd. in their notebooks seriously. The contents of the second generic structure are complication. “Ilham what do you know about complications?” said Mrs. Tatik Handayani, S.Pd. Ilham answered that complications are stories about problems in Mrs. Mrs. Tatik Handayani, S.Pd. said “Yes, that’s right, inspiration” give a round of applause for Ilham who has been able to answer questions from Me”.

The third arrangement of the generic structure is resolution, but the direct tactic explains resolution is the paragraph that becomes the end of the story, in this section, there is a settlements that makes the storyline end. While, the last generic structure is re-orientation, re-orientation is a closing sentence that tells the last condition of the character in the story or moral messa.

Second Stage Exploration is an activity to develop or disseminate with the aim of seeking new information or discoveries. So the teacher gives direction and guidance as well as a general explanation of the material. Furthermore, students are given the freedom to find out knowledge or information about the material discussed with their abilities, they can search in package books as well as from the sophistication of the internet in finding information. But the teacher still has provide direction and guidance so that students stay focused in accordance with the scope and core of the learning being carried out.

At 09.45 a.m, Mrs.Tatik Handayani,S.Pd. said, “the next activity is students were asked to choose a word that was considered as the easiest to memorize and to know its meaning from listening to the fable story or looking for word on the paper containing the fable story. Mrs.Tatik slightly moved to the front of her seat to start reading the story of the ANT and Dove. All students were immediately excited to listen to Mrs.Tatik Handayani,S.Pd. story and did not forget to also look for words that were considered easy to memorize and knew their meanings as assignments given by Mrs.Tatik Handayani,S.Pd. In the midst of Mrs.Tatik Handayani,S.Pd. story about ANT and Dove, there is a student named Karisma asking “Mam’s Tatik Handayani,S.Pd. I choose more than one word first for me to write in the notebook, then I mean I can choose one word,

Ma'am.". Mrs.Tatik Handayani,S.Pd. answered "yes" I gave the opportunity for students to choose a few words first the chosen one for you to choose which you understand.

The teacher showed the students whether they have chosen a word they chose and tried to record and looked for the word you have chosen which was taken from the listening text or from the fable story. To make sure the students had taken notes and selected a few words, Mrs.Tatik Handayani,S.Pd. looked at the student bench and noticed all the words that were recorded by the students. There was one student named Aryogi in the corner of the bench, silent a bit scared, then Mrs.Tatik Handayani,S.Pd. approached him. Mrs.Tatik Handayani,S.Pd. said "why do you Aryogi there seems to be a problem in learning today". Aryogi replied, "I didn't bring a writing utensil, ma'am, I forgot but I have chosen one word and I know what it means". "Oh no problem Yogi if you don't write it but you memorize it and know what it means". Because in the learning process using the Advance Organizer method we are required to train students' cognitive. So that students will more quickly understand and understand this lesson.

The teacher divided the class into several groups consisting of four to five students in one group. All students immediately moved their chairs to form groups of five students. But there is one student named Wahyu who said "Ma'am, I have no friends if each group is

five students while all of the students are twenty one”. Mrs.Tatik Handayani,S.Pd. said “oh yes, that’s right, you try to join his friends, it’s just not a problem”. After forming several groups, each group chooses a group leader and secretary to help the discussion process run smoothly. So that four groups were formed consisting of : group one named the rose group which was leader by Afifah and her secretary Cindy, group two chose the name jasmine which had Ajeng as the leader and the secretary Reza, the third group named the spider who chose to be the leader of Rehan and the secretary Citra, the last group is a group of four named the lion which is leader by Mastaufan and his secretary Rafli.

Students registered the words that they chose into a group and discussed in groups to interpret the meaning of the words. After forming groups of five students each and having been given a group name and selecting a group leader and secretary. All students registered one word and its meaning which was chosen when Mrs.Tatik Handayani,S.Pd. told the story to the head of each group to be written down by her secretary. After collecting the selected words, each student must also participate in the discussion, looking for and correcting words which, if there is a difference in meaning and meaning after discussion. In this activity students are required to seek knowledge and various knowledge between students with one

another. So that the discussion in groups is more lively and not boring, let alone interdependence between students.

The students discussed the materials in their groups in order to explore information and understanding about the narrative text. So students look for information on the selected words into one and then arrange it into a re-narrative text which is almost similar to the story told by Mrs.Tatik Handayani,S.Pd.

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.

The teacher concluded the materials and led the students to make a conclusion. In the closing activity, Mrs.Tatik Handayani,S.Pd. concluded the material learned today. Mrs.Tatik Handayani,S.Pd. said, “today’s lesson is finish, does anyone know what we are studying today? Try to answer the question, Mrs.Tatik Handayani,S.Pd. Ratna replied “today’s lesson we study narrative text ma’am”. “That right” said Mrs.Tatik Handayani,S.Pd. but that was the least of the conclusions. Mrs.Tatik Handayani,S.Pd. directs students

to jointly conclude today's lesson. Starting from the understanding of words to generic structures in learning narrative text material.

The teacher also reflected and evaluated the teaching process. Mrs. Tatik Handayani, S.Pd. also asked the students for their opinion to reflect and evaluate today's learning. Mrs. Tatik Handayani, S.Pd. asked all students "how was today's lesson, was it fun or boring?". All students answered "learning today is more fun ma'am!". Mrs. Tatik Handayani, S.Pd. also did not forget to evaluate today's lesson. "what to improve and in today's learning.

The teacher explains the next subject. After learning today's material, don't forget to tell the lesson that will be studied at the next meeting. Mrs. Tatik Handayani, S.Pd. said "Today's lesson has been completed, students for next meeting, we are still discussing narrative text material and using the advance organizer learning method but using it but still entering the third step in the advance organizer learning method". All students answered "ready ma'am Tatik Handayani, S.Pd".

The teacher asked the students to pray. Mrs. Tatik Handayani, S.Pd. asked his class leader, M. Nurdin As'ari, to lead the prayer. He immediately said "before going home, let's pray according to our respective religions and beliefs, pray starts!". Immediately, everyone in the class prayed solemnly bowed their heads. After

almost two minutes, the class leaders said “praying is over” and everyone in the class finished praying.

The teacher closed the teaching process. the teacher closing the teaching process by greeting “Assalamualaikum Wr.Wb. and good morning for those who are non-muslim”. The students answered with “Waalaiikumussalam Wr.Wb. and good morning to the teacher for those who had religions other than Islam”.

1.1.1.2. The Second Meeting or Field note 2

At 06.05 a.m, the researcher came to SMP PGRI Wringiananom, but five minutes late which is usually at 06.00 a.m transformed into 06.05 because the teacher council prepared a Protestant Christian religius lesson on the upper second floor of the building which was guided by Mr.Ucok Subroto,S.Pd. as a Protestant Christian teacher. early in order to join the school’s culture namely 5S (shake hands (salim), greeting (salam), respectful (sopan), manner (santun), and smile (senyum)with students and teachers of SMP PGRI Wringiananom. The of 5S activities carried out by students and teachers that have been carried out for a long time. Students and teachers are very enthusiatic about these activities. Students came in front of the school accompanied by their parents directly “shake hands (salim)” to their parents and continued “shake hands (Salim)” to the teachers.

The students' parents returned, I heard one of the students' parents say" study diligently and cleverly, my son and don't like to be absent" and greeted the teacher council and students also greeted the teacher with greetings "Assalamuaalikum Wr.Wb." and the teacher council replied with "Waalikumussalam Wr.Wb". The students politely and politely lined up neatly between students entering the class and smiling faces. The students were very enthusiastic to seek knowledge. This activity aims to instill social attitudes in students and teachers which is an important point in learning the 2013 curriculum.

This activity, 5S, can also make students more familiar with one another and teacher with student or teacher with teacher and all those involved in the school. Teachers can also find out the parents of students who take their children to school so that there is synergy between the parents and the teacher council.

At 07.00 a.m, the researcher prepared all needs used to observe the class. He prepared the observation field note, recorder, pen and so fourth. Thus, the researcher was more ready to conduct class observations. The researcher prepares field notes, recorders, pens taken from the bag and prepared on the teacher's desk and ready to enter class to conduct class observations.

Opening Activities

In the second day, Saturday 29 May 2021, teaching process of English subject started from 09.00 a.m. It ended at 10.40 a.m. In accordance with the lesson schedule compiled by the curriculum teams on Saturday, English subjects entered the class, namely at the 4th and 5th hours (09.00 to 10.40 a.m). but the researcher asked permission from the team curriculum and English teacher for English lessons for today to enter the class, namely at the 1th and 2th hours (07.00 to 08.20 a.m) because the researcher had to go to campus on Saturdays. Mrs.Tatik Handayani,S.Pd was ready to go to class and start the lesson and I also joined the class in order to do observation as it helped to answer the first research question.

At 07.00. a.m,students entered their respective classes and carried out religious activities namely praying together.Students entered the class and took their seats enthusiastically following the English lesson at that time. Even though there were some friends who were Protestant Christians, they still attended Protestant Christian learning with Mr.Ucok Subroto in the top floor building Mrs.Tatik Handayani,S.Pd. also entered the class and was ready to start the lesson that morning. Mrs.Tatik Handayani,S.Pd. prepared the class, so that students are calm in class. Thus, the English subject started.

Mrs. Tatik Handayani, S.Pd. asked his class leader, M. Nurdin As'ari, to lead the prayer. But M. Nurdin As'ari was still on the top floor of the building guarding his friend who was a Protestant Christian, so that he would not be disturbed by students of other religion. So Mrs. Tatik Handayani, S.Pd. asked other students to lead the prayer. He immediately said "before the lesson starts, let's pray according to our respective religions and beliefs, pray starts!". Immediately, everyone in the class prayed solemnly bowed their heads. After almost two minutes, the class leaders said "praying is over" and everyone in the class finished praying. The prayer activities carried out by students instilled a religious attitudes in each student in accordance with the religious values in the 2013 curriculum.

After praying, the students singing the national anthem "Indonesia Raya" accompanied by the teacher of the English subject. The students together with Mrs. Tatik Handayani, S.Pd. singing the national anthem of Indonesia, namely the song "Indonesia Raya". All the students and teachers stood up and crossed their right arms over the sending arms with wisdom singing the national anthem of Indonesia, namely the song "Indonesia Raya".

After almost five minutes of singing the Indonesia Raya anthem, students returned to their seats. Singing the song Indonesia Raya is a mandatory requirement at SMP PGRI Wringinanom before lessons begin with the aim of instilling Raya Nationalism in each

student. In the 2013 curriculum, singing the national anthem Indonesia Raya is highly recommended because it is the value of national attitudes in students.

At 07.25. a.m., the teacher opened the teaching process by greeting “Assalamualaikum Wr.Wb.”. The students answered with “Walaikumussalam Wr.Wb.” the difference in greetings between the first and second meetings was that Mrs.Tatik Handayani,S.Pd. did not mention good morning to students of other religions because students from other religions had not yet entered class because they were still studying in the upstairs building with Mr.Ucok Subroto. .

The teacher checked the attendance list. The teacher checked the attendance list of students who took part in today’s lesson because there were several students who had not yet entered class, one of which was students who took lessons in Protestant Christianity and those who were on duty. Mrs. Tatik Handayani absent students one by one from students who have serial numbers from the first to the last. After a few minutes, Mrs.Tatik Handayani,S.Pd.was absent, some students didn’t, but they finally entered because the protestant christian learning was finished.

The teacher conveyed the apperception by asking questions about the material that has been taught at the previous meeting. Then, Mrs.Tatik Handayani,S.Pd. gave apperception to students by asking

yesterday's lesson about generic structure of a fable about Ant and Dove consisting of orientation, evaluation, complication, resolution and re-orientation.

Main Activities

Then Mrs.Tatik Handayani,S.Pd. explained to the generic structures of narrative text. Mrs. Tatik Handayani,S.Pd. said “there are for generic structures in narrative text, does anyone know what they are?”. First, Mrs.Tatik Handayani,S.Pd. explained orientation, does anyone know what orientation is? One of the students named Dina answered “orientation is like a character's story, ma'am”. Mrs.Tatik Handayani,S.Pd. explained orientation is the part of a sentence or paragraph that tells about the story line and the introduction of the characters. In on orientation, it discusses the characters, the place of the story, the date, time and when the story happened.

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inspiration” give a round of applause for Ilham who has been able to answer questions from Me”.

The third arrangement of the generic structure is resolution, but the direct tactic explains resolution is the paragraph that becomes the end of the story, in this section, there is a settlements that makes the storyline end. While, the last generic structure is re-orientation, re-orientation is a closing sentence that tells the last condition of the caracter in the story or moral messa.

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Third Stage of advance organizer: Strengthening Cognitive Arrangements To Gather Information. That students can learn independently to find information both from their own experience and from electronic media by looking at the people around them so that students can work together in a group in learning in class and elsewhere. The purpose of cognitive strengthening is to help students

become better at reading, remembering, reasoning logically and paying attention.

At 07.55 a.m The teacher explained what the students asked about the vocabulary displayed by the students where there were difficult differences, so it was necessary to equalize understanding. Mrs.Tatik Handayani,S.Pd. said to all the student “if anyone has difficulty Mrs.Tatik Handayani,S.Pd. will help her”. Students are excited and enthusiastic about learning English today. So it doesn’t feel like the time for English lessons is almost over. The teacher guided students by strengthening the cognitive structure by correcting how to read, the teacher were giving meaning to each word and equalizing the perception of the meaning of each vocabulary. So the teacher as a subject teacher in every learning that takes place must be able to develop and improve students’ cognitive sense which includes : starting from reading, remembering, logically reasoning and paying attention.

Student listened to stories while trying to answer questions asked by the teacher which were presented individually in writing correctly. Mrs.Tatik Handayani,S.Pd. told the story about Ant and Dove once again and all the students enthusiastically heard the story of Ant and Dove. Mrs.Tatik Handayani,S.Pd. also gave questions to several students to test the students’ abilities. Mrs.Tatik Handayani,S.Pd. asked Ilham, “Ilham, do you know the meaning of

the word in the title that was told by Mrs.Tatik Handayani,S.Pd?” “I know the title is ant and Dove, it means Semut dan Merpati, “said Ilham”. Mrs.Tatik Handayani responded, “it’s true that Ilham answer gave his appreciation for him”. Mrs.Tatik Handayani,S.Pd. said, “My goal is to retell the story of Ant and Dove to you and ask questions to inspire your cognitive abilities, especially the inspiration I asked for so that your cognitive ability to listen and answer is better”.

Students were given the opportunity to discuss difficult vocabulary and presentations on the answers to questions presented in small groups under the guidance of the teacher. Mrs.Tatik Handayani,S.Pd. said, “Let’s go to the groups that have been formed at the previous meeting and try to discuss with your group the difficult words, then we will discuss together after a group presents in the future”. All groups immediately discussed and group one came forward to present difficult words and there was an interesting discussion and question and answer between one group and another group. Mrs.Tatik Handayani,S.Pd. continues to guide all conditions in the classroom so that it continues to run condusive and is directed towards the learning objectives.

The teacher asked students to rewrite the fable text that has been ordered with the guidance of the teacher to correct punctuation and correct vocabulary. Mrs.Tatik Handayani,S.Pd. said “please discuss in groups and try to rewrite the narrative text that you read

earlier to be better, because at the first meeting you still had many shortcomings”. All students answered “ready Ma’am”. Mrs.Tatik Handayani,S.Pd. also approached each group to guide correcting punctuation and vocabulary so that students were better at writing fable narrative texts. The purpose of Mrs.Tatik Handayani,S.Pd. is to rewrite texts so that students’ narrative texts so that students’ cognitive abilities in writing are so that students’ writing skills are better, especially writing narrative texts in English.

The teacher provided the assistance to students regarding the activities carried out, namely identifying the generic structure of narrative text with the Advance Organizer Method. Then Mrs.Tatik Handayani,S.Pd. helped students to identify the generic structure of the narrative text that had been discussed earlier, either in groups or in the presentation. Mrs.Tatik Handayani,S.Pd. gave more reinforcement about generic structures to students which consisted of: orientation, evaluation, complication, resolution dan re-orientation. Because in the third stage in the Advance Organizer method, the goal is to strengthen students’ cognitive abilities. So that students become active, creative and intelligent in seeking information and high-level thinking.

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.

The teacher concluded the materials and led the students to make a conclusion. In the closing activity, Mrs. Tatik Handayani, S.Pd. concluded the material learned today. Mrs. Tatik Handayani, S.Pd. said, “today’s lesson is finish, does anyone know what we are studying today? Try to answer the question, Mrs. Tatik Handayani, S.Pd. Fitria replied “today’s lesson we study narrative text ma’am”. “That right” said Mrs. Tatik Handayani, S.Pd. but that was the least of the conclusions. Mrs. Tatik Handayani, S.Pd. directs students to jointly conclude today’s lesson. Starting from the understanding of words to generic structures in learning narrative text material.

The teacher also reflected and evaluated the teaching process. Mrs. Tatik Handayani, S.Pd. also asked the students for their opinion to reflect and evaluate today’s learning. Mrs. Tatik Handayani, S.Pd. asked all students “how was today’s lesson, was it fun or boring?”. All students answered “learning today is more fun ma’am!”. Mrs. Tatik Handayani, S.Pd. also did not forget to evaluate today’s lesson. “what to improve and in today’s learning.

The teacher explains the next subject. After learning today's material, don't forget to tell the lesson that will be studied at the next meeting. Mrs. Tatik Handayani, S.Pd. said "Today's lesson has been completed, students for next meeting, we are still discussing narrative text material and using the advance organizer learning method but using it but still entering the third step in the advance organizer learning method". All students answered "ready ma'am Tatik Handayani, S.Pd".

The teacher asked the students to pray. Mrs. Tatik Handayani, S.Pd. asked his class leader, M. Nurdin As'ari, to lead the prayer. He immediately said "before going home, let's pray according to our respective religions and beliefs, pray starts!". Immediately, everyone in the class prayed solemnly bowed their heads. After almost two minutes, the class leaders said "praying is over" and everyone in the class finished praying.

The teacher closed the teaching process. the teacher closing the teaching process by greeting "Assalamualaikum Wr.Wb. and good morning for those who are non-muslim". The students answered with "Walaikumussalam Wr.Wb. and good morning to the teacher for those who had religions other than Islam".

4.1.2 Students' Response of the Implementation of Advance Organizer Technique

In order to find out the students' responses through the implementation of advance organizer to teach Narrative text, the researcher used the questionnaire. This instrument consisted ten questions with five choices namely: strongly agree, agree, undecided, disagree, and strongly disagree. It was distributed at second day (29 May 2021). There were 21 students answered the questionnaire. After all students answered the questionnaires, all the data were presented in the table 4.1.

Tabel 4.1 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	2	1	4	2
		57,14%	9,52%	4,76%	19,06%	9,52%
2.	In my opinion, the learning process has become more interesting and fun	6	10	2	2	1
		28,58%	47,62%	9,52%	9,52%	4,76%
3.	In my opinion, advance organizer	6	9	0	3	3

No.	Question	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	learning is easier to solve problems.	28,58%	42,86%	0%	14,28%	14,28%
4.	The advance organizer method is able to make me think more critically	10	6	2	2	1
		47.62%	28,58%	9,52%	9,52%	4,76%
5.	The teacher explains the learning material more clearly with the advance organizer learning method	10	9	1	0	1
		47.62%	42,86%	4,76%	0%	4,76%
6.	In my opinion, The Advance organizer learning method further enhances student learning activity in the classroom.	8	9	2	2	0
		38,10%	42,86%	9,52%	9,52%	0%
7.	I feel that the advance organizer learning method eliminates boredom in the learning process	10	4	0	4	3
		47.62%	19,05%	0%	19,05%	14,28%
8.	The teacher provides the material in a complete and organized manner.	11	7	2	1	0
		52,39%	33,33%	9,52%	4,76%	0%

No.	Question	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
9.	The learning process can explore and improve intelligence.	10	8	0	3	0
		47.62%	38,10%	0%	14,28%	0%
10.	The learning process is more conducive.	6	9	0	4	2
		28,58%	42,86%	0%	19,04%	9,52%

The percentage of those data were counted by using the following formula:

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

S = number of students answering each question

N= total number of students answering question

n% = percentage of students answering question

Based on the data shown in the table above, item number one is a question related to the “Learning material is easier to understand, In the process of implementing an advance organizer”. In this data, it was shown that 12 students

(57,14%) answered strongly agree, 2 students (9,52%) answered agree, student (4,76%) answered undecide, 4 students (19,06%) answered disagree, and 2 students (9,52%) answered strongly disagree.

In the table 4.1, item number two is a question related to the “In my opinion, the learning process has become more interesting and fun”. In this data, it was shown that 6 students (28,58%) answered strongly agree, 10 students (47,62%) answered agree, 2 student (9,52%) answered undecide, 2 students (9,52%) answered disagree, and students (4,76%) answered strongly disagree.

Viewed from table 4.1, item number three is a question related to the “In my opinion, advance organizer learning is easier to solve problems.”. In this data, it was shown that 6 students (28,58%) answered strongly agree, 9 students (42,86%) answered agree, no body student (0%) answered undecide, 3 students (14,28%) answered disagree, and 3 students (14,28%) answered strongly disagree.

In addition, based on the data shown in the table above, item number four is a question related to the “The advance organizer method is able to make me think more critically”. In this data, it was shown that 10 students (47,62%) answered strongly agree, 6 students (28,58%) answered agree, 2 student (9,52%) answered undecide, 2 students (9,52%) answered disagree, and students (4,76%) answered strongly disagree.

Based on data analysis, item number five is a question related to the “The teacher explains the learning material more clearly with the advance organizer learning method”. In this data, it was shown that 10 students (47,62%) answered strongly agree, 9 students (42,86%) answered agree, student (4,76%)

answered undecided, no body students (0%) answered disagree, and students (4,76%) answered strongly disagree.

As shown in the table above, item number six is a question related to the “In my opinion, The Advance organizer learning method further enhances student learning activity in the classroom.”. In this data, it was shown that 8 students (38,10%) answered strongly agree, 9 students (42,86%) answered agree, 2 student (9,52%) answered undecided, 2 students (9,52%) answered disagree, and no body students (0%) answered strongly disagree.

Based on the data shown in the table above, item number seven is a question related to the “I feel that the advance organizer learning method eliminates boredom in the learning process”. In this data, it was shown that 10 students (47,62%) answered strongly agree, 4 students (19,05%) answered agree, no body student (0%) answered undecided, 4 students (19,05%) answered disagree, and 3 students (14,28%) answered strongly disagree.

In data shown in the table above, item number eight is a question related to the “The teacher provides the material in a complete and organized manner.”. In this data, it was shown that 11 students (52,39%) answered strongly agree, 7 students (33,33%) answered agree, 2 student (9,52%) answered undecided, 1 students (4,76%) answered disagree, and no body students (0%) answered strongly disagree.

Viewed from the data shown in the table above, item number nine is a question related to the “The learning process can explore and improve intelligence.”. In this data, it was shown that 10 students (47,62%) answered

strongly agree, 8 students (38,10%) answered agree, no body (0%) answered undecide, 3 students (14,28%) answered disagree, and no body (0%) answered strongly disagree.

Based on the data shown in the table above, item number ten is a question related to the “The learning process is more conducive.”. In this data, it was shown that 6 students (28,58%) answered strongly agree, 9 students (42,86%) answered agree, no body (0%) answered undecide, 4 students (19,04%) answered disagree, and 2 students (9,52%) answered strongly disagree.

How to calculate the percentage of responses using formula above. Let’s make example item number 1. Strongly Agree $\frac{12}{21} \times 100\% = 57,14\%$, in questionnaire number one which contained the question learning material is easier to understand, In the process of implementing an advance organizer. Student who answered strongly agree were twelve then divided by the number of students, which was twenty-one multiplied by one hundred percent, the result was fifty-seven point fourteen percent.

4.2 Discussion

As it is a qualitative study, this research discussed the results of the study called the implementation of Advance organizer technique and the students’ response of the implementation of Advance organizer technique. The discussions of this study were described with the rich descriptions. The discussions of the results were presented in the descriptions below.

4.2.1 Discussions of The Implementation of Advance Organizer Technique

As stated in the first objective of the research, this study aimed to describe the implementation of advance organizer to teach narrative text. Advance organizer is a kind of learning method that was developed by David Ausubel in order to improve learners' cognitive abilities (Putri, 2019:19). Thus, this method is designed and developed in order to strengthen students' cognitive structures including learners' knowledge.

Advance organizer can be described as the way of learning in order to obtain new acquaintance that is associated with existing knowledge in learner learning and knowledge (Putri, 2019). This learning method is used by one of the English teachers at SMP PGRI Wringinanom in class VIIIA. This class consisted of twenty-one students with eleven male students and ten female students. In this class Advance organizer method was used to teach narrative text.

The Narrative text is a type of story whose main objective or goal is to describe to the readers event or series of events which have occurred specifically (Keraf in Rannu, 2020:35). This text is written in order to provide amusement and fun that is related to factual series of events or past personal experiences that tell about problems or conflicts flowing into the crisis and ultimately

find some problems described (Djarmika in Rannu, 2020:35). The narrative text that is taken is a narrative text in the form of a fable so that students are more enthusiastic and create imagination as if animals can talk and do things like humans.

In the learning, the teacher was in accordance with the learning steps of the Advance Organizer method. However, after the researcher observed the learning process starting from the beginning of entering the class, it was continued by opening to closing or ending the learning. The researcher found and concluded that the implementation of the Advance Organizer learning method in teaching Narrative text has both advantages and disadvantages that were discussed in the description below:

In the process of learning activities using the Advance Organizer method, the researcher found out many strengths of the Advance Organizer learning method. The strengths of the Advance Organizer learning model in teaching narrative text were:

The first strength of the Advance Organizer learning method is that the learners are able to cooperate by solving the problems in order to find the concepts developed. It can be seen when the model teacher conducted learning activities. It was easier for students to interact or cooperate in groups to solve problems and develop new concepts in order to find new knowledge between students.

The second strength, it can generate academic material acquisition and students' social skills. It was the strength of applying the Advance organizer learning method. Thus, in learning process, students do not have to get academic skills but in advance organizer, learning methods also emphasize social skills in learning. Thus, in the latest curriculum, social attitudes need to be put forward not only the responsibilities of religious education subjects and civic education but all subjects.

Students are required to behave well socially. Researchers found that when students started coming to school until they came home from school, one of them did 5S activities. "At 06.00 a.m, the researcher came to SMP PGRI Wringinanom early in order to join the school's culture namely 5S (shake hands, regards, polite, polite, and smile) with students and teachers of SMP PGRI Wringinanom. The 5S activities carried out by students and teachers that have been carried out for a long time. Students and teachers are very enthusiastic about these activities. Students came in front of the school accompanied by their parents directly "shake hands (salim)" to their parents and continued "shake hands (Salim)" to the teachers".

The third strength, in the Advance Organizer learning method, which is that it can encourage students to find out the answers of questions given (students are increasingly

active). Although Advance Organizer is still guided by the teacher, the teacher must not give limitation the ability of students to provide opinions or input in the learning process. Thus, those students can issue ideas about their abilities that make learning more active and fun.

The fourth of the strength of the Advance Organizer learning method, it can train students in increasing students' skills through group discussions. With group discussions, each student may issue their ideas to be discussed in groups so they can find new knowledge from discussion activities. Thus, there are many benefits of discussion activities carried out by students when learning using the Advance Organizer learning method. Researchers can prove it by looking at the following field note explanations. "After forming several groups, each group chooses a group leader and secretary to help the discussion process runs effectively. Thus, those four groups were formed consisting of : group one named the rose group guided by Afifah and her secretary Cindy, group two chose the name jasmine which had Ajeng as the leader and the secretary Reza, the third group named the spider whose leader was Rehan and the secretary Citra, the last group is a group of four named the lion guided by Mastaufan as the leader and his secretary Rafli".

The fourth strength of the Advance Organizer learning method was to improve students' thinking skill both individually

and in group. Thus, in learning the Advance Organizer method, students with teacher guidance must be able to improve students' thinking skills. Because the theory developed is to improve students' cognitive abilities. Thus, students can think at a high level from observing to problem solving.

The last strength in the learning process using the Advance Organizer method was to increase the competence of students in the classroom(Alfiani, 2019:47). Thus, learning activities in the classroom are getting more quality and also more meaningful so that students' competence is getting better and better every day. Then, there was no doubt which this learning method is very good to be applied to students and this method makes students be smarter.

In the learning process carried out by teacher by applying the Advance Organizer learning method, the researcher found out that there were weaknesses advance organizer, starting from opening to closing. Weaknessof the Advance Organizer learning model approach in the teaching process included: It takes intensive control from the teacher, so that if there are too many students, the learning process is less effective (Alfiani, 2019:47). Thus, due to the weakness of the Advance Organizer learning method, it became a challenge for teacher to apply learning methods that were

influenced by number of students. It means that advance organizer will be more effective for the class with a little number of students.

4.2.2 **Discussions of Students' Response of the Implementation of Advance Organizer Technique**

Due to the second research question, one objective of this study was to describe the Students' Response of the Implementation of Advance Organizer Technique. In order to answer this objective, the researcher used some instruments namely field note and questionnaire.

In order to find out the students' responses related to the problems in learning English, the researcher used field note. It was used to record students' activity in the learning process. As stated in the field note, the class was not conducive. Some students were so noisy. After the teacher and the researcher entered the class, the class became more conducive. When the subject started, the students looked not interesting in learning English. However, after the teacher explained the advance organizer procedures, the students became more conducive.

The students were motivated in learning English. This statement can be proven by seeing the observation field note in the appendices. The students became more interesting to learn English steps by steps. In the end of the subject, the teacher concluded the

materials and gave homework. Advance organizer was successfully implemented in the process of teaching narrative text.

In this part, the researcher discussed the students' responses based on the questionnaire that has 10 questions with 5 choices (strongly agree, agree, undecided, disagree, and strongly disagree). The researcher described the students' responses towards every question.

The first question discussed about the students' understanding towards the implementation of Advance organizer. The statement of the first questionnaire was "Learning material is easier to understand. In the process of implementing an advance organizer". In this data, it was shown that 12 students (57,14%) answered strongly agree, 2 students (9,52%) answered agree, student (4.76%) answered undecided, 4 students (19,06%) answered disagree, and 2 students (9,52%) answered strongly disagree. It means that some students assumed that Advance organizer helped the students to more understand the learning materials.

The second question discussed students' opinions about the process of learning English with The Advance Organizer method with the theme of narrative text. The learning process becomes more interesting and fun if learning uses The Advance Organizer method. The statement of the second questionnaire was "In my opinion, the learning process has become more interesting and

fun". In this data, it was shown that 6 students (28,58%) chose strongly agree, 10 students (47,62%) answered agree, 2 student (9,52%) chose undecided, 2 students (9,52%) answered disagree, and students (4,76%) answered strongly disagree. Based on the data above, it can be concluded that students gave the opinion that learning using the Advance Organizer method makes learning activities more interesting and fun. It means that this method gives students more attention and enjoyment. The statement above is supported by students responses that almost students agree with this statement.

The third question was same as talking about according to students' opinions related to problem solving by using Advance Organizer method. Students were given a statement of learning English in narrative text using the Advance Organizer method. It was making learning process easier for students to solve a problem in learning. The statement of the third questionnaire was "In my opinion, advance organizer learning is easier to solve problems.". In this data, it was shown that 6 students (28,58%) answered strongly agree, 9 students (42,86%) answered agree, no body student (0%) answered undecided, 3 students (14,28%) answered disagree, and 3 students (14,28%) answered strongly disagree. It means that some students' statement that learning using the Advance Organizer method was able to solve problems in learning

because it takes teachers' attention. The students' problems were lacking vocabularies and speaking in the front of class.

The fourth question discussed the advantages of learning using the Advance Organizer method in narrative text material. The advantage discussed in this question is that using the Advance Organizer method is able to make students more critical in learning from receiving material, discussing material, presenting to producing a work. The statement of the fourth questionnaire was "The advance organizer method is able to make me think more critically". In this data, it was shown that 10 students (47,62%) answered strongly agree, 6 students (28,58%) answered agree, 2 student (9,52%) answered undecide, 2 students (9,52%) answered disagree, and students (4,76%) answered strongly disagree. Based on the percentage of the data above, it can be concluded that students who responded strongly agreed more than forty-seven percent and those who responded agreed were almost close to thirty percent, which means that almost seventy percent of students responded that learning using the Advance organizer method made students think more critical. It can be shown when the students presented materials in the classroom. They discussed their ideas critically and specifically.

The fifth question was about the advantages of the Advance Organizer learning method. The discussion of excellence this time

is about the learning process, namely the delivery of material from the teacher to students. The advantage is that by using the Advance Organizer method, the teacher is easier in explaining the material to students from opening to closing so that the chances of students understanding better are high. The statement of the fifth questionnaire was “The teacher explains the learning material more clearly with the advance organizer learning method”. In this data, it was shown that 10 students (47,62%) answered strongly agree, 9 students (42,86%) answered agree, student (4,76%) answered undecide, no body students (0%) answered disagree, and students (4,76%) answered strongly disagree. It means that most students respond that by using the Advance Organizer method the teacher is easier to explain the material narrative text. The statement above is supported by the data above, almost students understand the materials presented by the teacher.

The sixth question was about teaching and learning activities in the classroom using the Advance Organizer method in narrative text. In this question, students give an opinion that in the learning process in the classroom, students become active in learning activities. This, in the learning process, there is an exchange of opinions and knowledge between students and students or students and teacher. The statement of the sixth questionnaire was “In my opinion, The Advance organizer learning

method further enhances student learning activity in the classroom.”. In this data, it was shown that 8 students (38,10%) answered strongly agree, 9 students (42,86%) answered agree, 2 student (9,52%) answered undecide, 2 students (9,52%) answered disagree, and no body students (0%) answered strongly disagree. Viewed from the data above, it can be concluded that almost eighty percent of student responses think that learning using the Advance Organizer method can improve student learning activities in the classroom. So that teacher and students understand one another more quickly because learning activities are active and not easily bored and the enthusiasm of the students.

The seventh question discussed the advantages of learning using the Advance Organizer method in learning activities on narrative text material. The advantage is when learning process activities held, the learning process using the Advance Organizer method in narrative text material, the learning process activities can eliminate beredom for students and teachers. The statement of the seventh questionnaire was “I feel that the advance organizer learning method eliminates boredom in the learning process”. In this data, it was shown that 10 students (47,62%) answered strongly agree, 4 students (19,05%) answered agree, no body student (0%) answered undecide, 4 students (19,05%) answered disagree, and 3 students (14,28%) answered strongly disagree.

Reflecting on the data above, it can be concluded that most students answered that in the process of learning activities using the Advance Organizer method in narrative texts, it can eliminate boredom so that the learning activities look alive and can explore students' actual abilities and cognitive ability.

The eighth question discussed how a teacher conveys material to students. In this question, it is an important thing that deserves to be discussed. In the process of learning using the Advance Organizer, in delivering the material, teacher can be complete and comprehensive and can be organized. It means that the delivery of materials is sequential from beginning to end without any deviant discussion. The statement of the eighth questionnaire was "The teacher provides the material in a complete and organized manner.". In this data, it was shown that 11 students (52,39%) answered strongly agree, 7 students (33,33%) answered agree, 2 student (9,52%) answered undecide, 1 students (4,76%) answered disagree, and no body students (0%) answered strongly disagree. According to the percentage data above, it means that students respond that in the process of implementing Advance Organizer method in narrative texts, the teacher in providing material can be complete and organized. Thus, students understand more quickly about the material given by the teacher and finally the student's grades become quite good compared to the other.

The ninth question talked about the advantages of learning using the Advance Organizer method. The advantage in question is if learning using the Advance Organizer method in narrative text material can explore students' hidden abilities and can make students' intelligence better. The statement of the ninth questionnaire was "The learning process can explore and improve intelligence.". In this data, it was shown that 10 students (47,62%) answered strongly agree, 8 students (38,10%) answered agree, no body (0%) answered undecide, 3 students (14,28%) answered disagree, and no body (0%) answered strongly disagree. Based on the data above, it can be concluded that the learning process using the Advance Organizer method in narrative text material can explore students' hidden abilities and increase students' intelligence.

The last or tenth question discussed the student's learning process when receiving material from the teacher from opening to closing. The last question shows the condition of how the teacher gives material. Learning using the Advance Organizer method in narrative text material makes students more conducive to the learning process. The statement of the ninth questionnaire was "The learning process is more conducive.". In this data, it was shown that 6 students (28,58%) answered strongly agree, 9 students (42,86%) answered agree, no body (0%) answered undecide, 4

students (19,04%) answered disagree, and 2 students (9,52%) answered strongly disagree. Based on the percentage of the data above, it can be concluded that learning using the Advance Organizer method is a more conducive learning process so that learning is more focused and directed and meaningful. The students were more active in the class.

