Teaching Reading of a Narrative Text by Using the Text Clouds to Junior High School

Paper

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By:

Yeni Sasmita
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Advisor:

Drs. Zainuddin Amir, M.Pd

ENGLISH DEPARTEMENT

FACULTY OF LANGUAGES AND ARTS

STATE UNIVERSITY OF PADANG

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HALAMAN PERSETUJUAN MAKALAH

Judul   : Teaching Reading of a Narrative Text by Using the Text Clouds to Junior High School Students

Nama   : Yeni Sasmita
NIM / BP   : 72661 / 2006
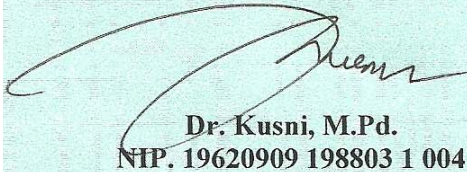Program Studi : Pendidikan Bahasa dan Sastra Inggris
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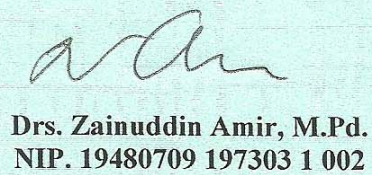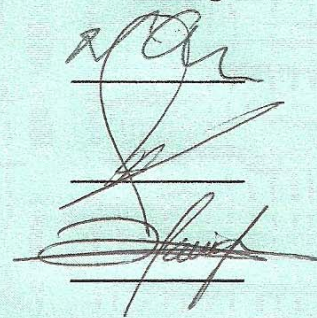Fakultas   : Bahasa dan Seni

Padang,   April 2011

Ketua Jurusan,   Pembimbing,

Dr. Kusni, M.Pd.   Drs. Zainuddin Amir, M.Pd.
NIP. 19620909 198803 1 004   NIP. 19480709 197303 1 002

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Makalah Jurusan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang

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Nama	: Yeni Sasmita
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Program Studi	: Pendidikan Bahasa dan Sastra Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Padang,   April 2011

Tim Penguji,

	Nama		Tanda Tangan
1.	Ketua	: Drs. Zainudin Amir, M.Pd.	
2.	Anggota	: Drs. Jufri, M.Pd.	
3.	Anggota	: Havid Ardi, S.Pd., M.Hum.	

ABSTRAK

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Dalam proses belajar mengajar, keterampilan membaca cenderung dirasakan sulit oleh siswa karena kurang mampu memahami ide-ide yang terdapat di dalam sebuah teks. Hal ini dapat disebabkan oleh berbagai faktor seperti keterbatasan siswa terhadap kosakata, media pembelajaran yang kurang dipersiapkan serta teknik pengajaran yang kurang menarik

Beberapa kegiatan yang dibahas dalam makalah ini adalah kegiatan awal, kegiatan inti dan kegiatan akhir membaca teks *narrative.* Pada awal kegiatan membaca, guru menampilkan sebuah *text clouds* pada siswa. Lalu siswa diarahkan dengan beberapa pertanyaan kepada topik yang akan dibahas. Lalu siswa dibimbing untuk mengetahui kosakata yang ada di dalam *text clouds*. Selanjutnya siswa diarahkan untuk mengidentifikasi kata kunci atau ide utama dari teks secara cepat dan memprediksi tentang isi teks tersebut sebelum dibaca. Pada kegiatan utama, siswa dibagi berkelompok dan diberikan sebuah teks *narrative.* Kemudian, guru meminta siswa mendiskusikan prediksi mereka sebelumnya pada *teks clouds* dengan teks setelah dibaca dilanjutkan dengan guru memberikan pertanyaan sederhana secara lisan. Pada akhir kegiatan membaca, guru menyuruh siswa menjawab pertanyaan tentang isi teks. Dengan teknik ini diharapkan siswa dapat lebih memperkaya perbendaharaan kosakata mereka. Disamping itu, minat dan motivasi siswa dalam membaca juga dapat ditingkatkan dengan penggunaan media yang membangkitkan motivasi dan teknik pengajaran yang tepat.

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading as one of English language skills besides listening, speaking, and writing is very important to be learned and mastered in learning English. By reading, one can obtain information, and improve knowledge about the world. According to Bowman (1991) reading is an appropriate means to promote a life-long learning. By teaching the children how to read means giving children a future which provides a technique to explore how "the world" wherever he chose, and provide the opportunity to get a goal in life.

There are many kinds of reading materials provided, such as books, newspapers, magazines, and articles. In order to understand those reading materials, someone should have sufficient reading skill. Debat (2006) states that reading is a crucial skill for students of English as a second language (ESL) and English as a foreign language (EFL). In fact, this skill is essential for students in order to be successful in learning English.

Although reading is one of the important elements in mastering English, it still seems difficult for the students to understand the English text. Some students often find problems in reading in a foreign language. They just read the text without understanding its gist. It means that they need more time to comprehend the text. Moreover, reading in their native language is easier to be understood than in foreign

language because reading in the native language uses the language and structure of language in daily life.

In KTSP curriculum, reading is one of language skill that should be mastered by students. Considering the needs of mastering reading as one of the ways for mastering English, Harmer (2002) states that reading is taught from elementary school up to university by using many kinds of method applied by English teacher. According to KTSP, the students have to achieve certain competencies at the end of learning process. In order to achieve the competencies, a genre based approach is suggested. This approach emphasizes on students mastering in various kinds of genres in both oral and written form.

In studying English, there are three kinds of text types that should be taught in junior high schools. They are transactional and interpersonal texts, short functional texts, and simple monologue texts. They should be able to master these kinds of text. For monologue text, there are five kinds of text that should be taught. One of them is narrative text.

In general, narrative text contains story that is interesting to be read. Although it only tells story, students still find difficulties to comprehend the text. Based on the writer's teaching experience, the difficulties are caused by some factors. First, the students have limited vocabulary where it is important to understand English text because the first thing that met in reading is the vocabulary itself. Richards (2002) states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. However it is

difficult for the students to understand the words that are important to the meaning of the text. As a result, it makes students bored and failed to get the main point in the text even in a simple text.

Other factors come from the teaching media used by teachers that does not catch students' interest. The teachers often bring only the simple media to the classroom or just rely on the textbook. Instead, in effort to improve successful teaching learning today, teachers are demanded to be more creative and make students become more interested in learning. Therefore teachers need media as a part of the teaching aids that are really essential for the students' success in learning the material given.

The last factor is the technique of the teaching reading used by the teachers is uninteresting. Some English teachers still use conventional technique to teach reading. Conventional technique usually makes students bored because it is monotonous. The teachers firstly read the text and then ask students to read a text loudly in a turn. After that, the teacher finds difficult words and translates them into Indonesian. Then they ask the students to read and then answer the questions given based on the text until the end of the class. Harmer (2002) states that students must be encouraged to respond to texts and situations with their own thoughts and experience, rather than just answering questions and doing abstract learning activities. English teachers must give them tasks which they are able to do, rather than risk humiliating them. Thus, it will not help students to get the objectives of reading. It means that the

teachers should try to make use of appropriate teaching technique in the process of teaching and learning activities.

One of the ways to help students in solving these problems is by using the Text Clouds. This technique can be applied as pre-reading activity. Through this technique, students are active in the learning process, because they will learn more through a process of working in a group and sharing knowledge. It gives opportunity to make the teaching learning process as a student-centered which the students' participation is still the key of success in learning English. In conclusion, by implementing this technique the students will be more interested and motivated to comprehend the narrative text.

B. Identification of the Problem

Based on the previous statements, students find some problems in reading, especially in reading narrative text. Those are students' lack of vocabularies, uninteresting media and inappropriate technique used by teachers. By considering these matters, the writer would like to focus on how to teach reading of a narrative text by using the Text Clouds as a pre-reading activity.

C. Limitation of the Problem

Among the problems above, the writer limits to the discussion on how to teach reading of a narrative text by using the Text Clouds as a pre-reading activity.

D. Formulation of the Problem

The problem in this paper is formulated as follows:

"How will a teacher apply the Text Clouds in teaching reading of a narrative text for junior high school as a pre-reading activity?"

E. Purpose of the Paper

The purpose of this paper is to explain about the teaching reading of a narrative text by using the Text Clouds in a pre-reading activity. It is hoped that this technique can be a solution to help students in reading a narrative text.