

**TEACHING NARRATIVE TEXTS BY USING ‘IT SAYS, I SAY,
SO’ STRATEGY TO IMPROVE UNIVERSITY STUDENTS’
READING COMPREHENSION**

PAPER

*Submitted as a Partial Fulfillment of the Requirement
for Strata One (S1) Degree*



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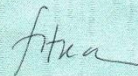


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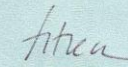
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ABSTRAK

**Amelia, Hizra Nina.2016.‘Teaching Narrative Texts By Using ‘It Says, I Say, So’ Strategy To Improve University Students’ Reading Comprehension”.
paper. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Membaca adalah kemampuan seseorang untuk memahami isi teks. Untuk meningkatkan kemampuan siswa dalam memahami isi teks, guru harus memiliki strategi yang mumpuni. “It Says, I Say, So” merupakan salah satu strategi pengajaran membaca yang diharapkan mampu meningkatkan kemampuan siswa dalam memahami isi teks. Strategi ini menggunakan organisir grafik berupa kartu tiga kolom sebagai alat bantu untuk mengatur dan menyusun informasi yang didapatkan oleh siswa. Dalam makalah ini, penulis memilih teks naratif sebagai salah satu jenis teks yang cocok diajarkan dengan menggunakan strategi ‘It Says, I Say, So’. Dengan menggunakan strategi ini dalam pengajaran teks naratif, siswa dilatih untuk mengorganisir informasi yang didapat dari teks, membandingkan dengan informasi yang telah mereka ketahui dan menggabungkan kedua informasi tersebut untuk membuat satu kesimpulan. Strategi ini diharapkan mampu meningkatkan kemampuan siswa dalam memahami isi teks terutama teks naratif.

Kata kunci : ‘pengajaran membaca teks naratif’, ‘It Says, I Say, So’ , ‘strategi’

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The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

As the most common language spoken in large number of countries, English plays major roles in many aspects of life such as science and technology, bussiness and economics , politics and education. In Indonesia's education system, English is the first foreign language introduced which is commonly taughtfrom elementary school to university level.

English language teaching and learning includes four major language skills; listening, speaking, reading and writing. All of the lessons are organized around these skills. These four skills are categorized into two; the productive skill and the receptive one. Speaking and writing are included in productive skills since the students will produce somethingat the end of the lesson. Meanwhile, listening and reading are seen as receptive skills in which the learners will gain knowledge, ideas, and values from what they listen and read.

Reading is one of important English skills that must be acquired well by the students. By reading, the students can achieve some advantages. First, reading provides students wider knowledge that will contribute to their life later. In addition, the students can get some information or ideas that are needed for certain purposes. They can get some inspiration from what they read and develop some ideas from it. Furthermore, reading can be a pleasure

activity. The students can refresh their mind from their daily routines by reading some kinds of books such as novels and comics.

On university level especially in English Department of Padang State University, reading becomes one of the obligatory subject that must be taken by the students. This subject has several levels such as Reading I, Reading II, Reading III and Extensive Reading. One of the purposes of teaching reading is to facilitate the students in mastering various kinds of articles and essays. One of the essays is called narrative. Narrative text is a text that retells a story in form of past tense which intent on entertaining or amusing the readers. Narrative text is found easily in many forms such as novel, short story, fabel, etc.

Based on the syllabus of Reading III, one of indicators of mastering reading narrative is that the students will be able to comprehend the text explicitly and implicitly. Comprehending the text explicitly tends to be easier because the information is already stated in the text. On the other hand, comprehending the text implicitly is more difficult because the students are expected to create their own answer by considering some clues from the text, combining it with their own background knowledge related to the text and finally drawing a conclusion based on that two information. The background knowledge will have a very important role in comprehending the text. Those who is able to relate the consisting knowledge with the text will be easier to understand what the text tells about.

Based on some sources that have been read by the writer, most of students have difficulties in reading due to several possible reasons. The first reason that influences the students' reading ability is that the students are lack of vocabulary. Vocabulary knowledge is fundamental to reading comprehension. It means that lack of adequate vocabulary can be a serious obstacle for many students in reading. They cannot understand text without knowing what most of the words mean. When the students find the difficult words in the text, they mostly skip reading and seem reluctant to continue. As the result, when they are asked to answer the questions, they can do it very well. To solve this, the teacher should should always encourage the students to enrich their vocabulary.

The second reason that causes the students' problem in reading is that the text could not catch the students' interest. To solve this, the teacher should consider the content of text and choose the topic which is popular and commonly talked in their daily conversation. The teacher should follow the recent issues and carry those issue on the discussion in the class. By doing this, the students will be more interested because they will talk about something they concern about.

The third reason that contributes to the low ability in comprehending narrative text is the students' difficulty in organizing their thought during their reading activity. As described before, to comprehend narratives students should use their background knowledge as a useful additional information combining with the information written in the text. In fact, the students hardly

ever consider their background knowledge as a useful help to comprehend the text. It helps the students to understand what the text tells about by comparing the information they read with their experience or their background knowledge about the text. To solve this problem, the teacher should use a strategy that will help the students to organize the information from the text and their background knowledge related to the text.

Clay (1991) states that a strategy is “an operation that allows the learner to use, apply, transform, relate, interpret, reproduce, and reform information for communication.” Strategy is what the teacher provides to the students to help them organize and make meaning as they are reading. The teacher should be able to explain the lesson to the students with suitable strategy. That is why a teacher should have a collection of various strategies and be able to implement them in suitable teaching situations. Based on these, the writer offers “It Says, I Say, So” strategy as an alternative teaching reading strategy that can be used by teacher to vary their strategy in teaching.

Beers (2003:74) says that “It Says, I Say, So” strategy is simply a visual scaffold that helps students to organize their thoughts as they move from considering what is in the text to connecting that to their background knowledge. This strategy does not only activate the students’ background knowledge about the topic, but also encourage the students to think systematically. Before the students read the text, the teacher dig up the students’ background knowledge as much as possible. They are also trained to organize the information in a chart during reading. At the end, they will use

those information to draw a conclusion by comparing and joining the information from the text with their background knowledge.

In the process of learning and teaching, the students will be provided with a graphic organizer that consist of three columns namely It Says, I Say, So Chart: It Says column is used to record the information from the text, I Say column is used to record the students' background knowledge related to the text and So Column is used to record the conclusion combined from those two information. By using this strategy, the students are expected to be accustomed to use their background knowledgewhile they are reading especially in reading narrative text. Later on, it is expected that this way of reading will be a habit everytime they read. As the result, the students are hoped having better English reading skill.

B. Limitation of the Problem

Based on the identification of the problems above, the problem of this paper is limited to the use of "It Says, I Say, So" strategy in teaching reading a narrative text in seniorhigh school.

C. Formulation of the Problem

The problem of this paper is formulated as follows: "How does a teacher use "It Says, I Say, So" strategyin teaching reading narrative textsin seniorhigh school?"

D. Purpose of the Paper

The purpose of this paper is to explain how to use “It Says, I Say, So” strategy in teaching reading a narrative text in senior high school.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Reading is one of the important skills in English that should be mastered by the student. In order to teach reading, the teacher should be able to choose strategy that is suitable to be implemented in the classroom. “It Says, I Say, So” strategy is an effective strategy that can be used by the teacher in teaching reading a narrative text which helps students to organize their thoughts as they move from considering what is in the text to connecting that to their background knowledge. To implement this strategy, the teacher use a chart as tool to organize the students’ thought and help them to think sistematically.

This strategy begins giving the topic and introducing the chart to the students. After that, the teacher asks the students to read the question, find the answer in the text and write the information in the chart. Then the students are given times to think about what they know about the information and write it in the chart. Furthermore, the students are asked to combine what the text says with what they know to come up with the answer.

This strategy will bring some advantages to the students. It activates the students’ background knowledge. Beside that, this strategy also trains the students to think sistematically as the write down the information in the chart. Furthermore, it also provides the students with critical thought by comparing the stated information with their own knowledge. By using this strategy, the

students are hoped to have better ability especially in comprehending narrative text.

B. Suggestion

Based on the conclusion, it is suggested that the teacher should have alternative strategy that is new, interesting, effective and efficient. The process of choosing material also should be based on some important consideration. Besides, the teacher has to create good atmosphere in the classroom. The teacher also should have good preparation before teaching. In the case of teaching narrative text, the teacher should consider the importance of students' background knowledge.

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