

**THE USE OF READING WORKSHOP MODEL IN TEACHING READING  
COMPREHENSION OF A NARRATIVE TEXT TO SENIOR  
HIGH SCHOOL STUDENTS**

**PAPER**

*Submitted as a Partial Fulfillment of the Requirements  
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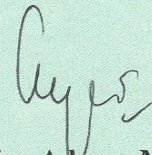
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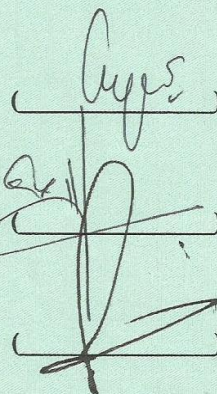
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## ABSTRAK

**Nadilla, Annisa.** 2016. The Use of Reading Workshop Model in Teaching Reading Comprehension of a Narrative Text to Senior High School Students. *Paper*. English Department. FBS UNP. Padang.

Makalah ini bertujuan untuk membahas model pengajaran yang dapat diaplikasikan dalam pengajaran membaca pemahaman teks *narrative* pada siswa Sekolah Menengah Atas (SMA) yaitu model *Reading Workshop*. Model *Reading Workshop* dapat meningkatkan kemampuan membaca pemahaman siswa dalam teks *narrative*. *Reading Workshop* adalah model pengajaran yang menggunakan pendekatan proses sehingga mendorong siswa menjadi pembaca yang aktif. Dalam model *Reading Workshop*, siswa melalui beberapa proses dalam memahami teks yaitu membaca sendiri (*independent reading*), membaca dalam grup (*shared reading*) dan membaca terbimbing dengan guru (*guided reading*). *Reading workshop* memperkenalkan kerja sama melalui interaksi dalam kelompok kecil baik dengan teman sekelas maupun dengan guru. Sehingga siswa dapat berbagi pengetahuan dan informasi tentang apa yang telah mereka baca dengan berdiskusi dengan teman sekelas tentang ide dan opininya. Kemudian interaksi dengan guru yang dapat membantu siswa memahami teks yang dibacanya lebih dalam lagi dan memecahkan masalah yang dihadapi siswa dalam membaca pemahaman. Dan di akhir kegiatan siswa dituntut mempresentasikan hasil bacaannya di depan kelas. Di dalam makalah ini dibahas tiga komponen yang terdapat dalam model *Reading Workshop* yaitu *The Lesson/ Workshop*, *Work Period (Independent Reading and Conferencing)*, and *Sharing/ Presentation Time*.

**Key words:** *Teaching Reading Comprehension, Narrative Text, Reading Workshop*

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The Writer

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

English is an international language which is used throughout the world. Therefore, English becomes a very important foreign language that must be taught to students in schools, today. In Indonesia, English has been taught since junior high school until university level. The government has established English as one of the subject matter at school and university.

In learning English as a foreign language, reading is an essential receptive skill for students. It is one of the skills that has to be mastered by the students. By reading, the students will have a lot of knowledge and information which they can get from the books, articles and many others. It shows that reading as a language skill has a big role in learning language because it gives amount of language input. For that reason, reading always become a main lesson unit in any level of English lesson.

William (1998:10) explains reading, which is one of the four language skills, can be classified into two types: initial reading and reading comprehension. Initial reading is an effort made by those who have not been able to read to learn reading (e.g., how to read the alphabets and combination of letters or simple words), whereas reading comprehension

is an activity aimed to understand the messages of a particular text. Reading comprehension is not a passive activity because students do not read all of the words and symbol, but find main idea, give, accept, and compare opinions on a text to get overall understanding. Students who have great comprehension will be able to conclude on what they read, what is important, what is a fact, what cause an event to happen. In other word, reading comprehension involves combining reading with thinking and reasoning.

Based on School-Based Curriculum (KTSP) for Senior High School, the basic competencies of reading are: to response the meaning and rhetorical of written text correctly and fluently and acceptable in daily context to gain knowledge. Senior high school students are prepared to reach informational level which means they are able to access knowledge and capable to access information from the English language. (Depdiknas: 2006).

Furthermore, teaching reading in senior high school applies genre-based approach. Many genres or text types are introduced based on the difficulty levels and expected standard of literacy. There are twelve kinds of monologue text that should be learned. They are procedure, descriptive, recount, discussion, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review text.

The indicators of narrative text are to identify main idea in a paragraph, to identify the meaning of words in the text that had been read,

to identify the meaning of the sentences of the text that had been read, to identify the characters of the story, to identify the order of events, to identify rhetorical of the text, to identify the social function of the text. So, by understanding these indicators, students can comprehend narrative easily.

Based on the preliminary observation that had been done at SMAN 5 Padang in teaching practice, the writer found some problems in reading comprehension especially in narrative text. There are some problems faced by both students and the teacher. The first problem from the students was that they have a low motivation from themselves in reading. Usually, they read the text just to find out the answer of the questions from the teacher. It seemed that reading process was only to fulfill the teacher's instruction for them. Then, when the teacher gave another text in a test, they were not able to answer the question. They did not care about the content such as information or new knowledge from the text. Thus, they often made noise while reading the text.

The second problem was the students often had difficulties to comprehend the text because they did not have purpose to read. When they read a narrative text they did not know what they wanted to get from the text. They read the text without an intensive guidance from the teacher. Meanwhile, setting purposes before reading is an important activity in reading. It keeps the reader's attention to read the text in order to fulfill

their purposes. Therefore, the students often got difficulties in comprehending the reading text.

The next problem is from the teacher's side. The strategy used by the teacher in teaching process will also influence students' ability. In this case, the teacher used the conventional way of teaching reading. Conventional way in teaching reading means a strategy that is usually used by the teacher in the classroom. The strategy was done in three steps of teaching process. First, the teacher together with the students discussed about the title of the text, and new vocabulary. Second, the teacher distributed the text and asked the students to read. Third, the students were asked to answer the questions provided. There was no activity to engage students in getting a deeper understanding about the content of the text. Moreover, reading became monotonous activity. It created such boredom for the students and decrease students' interest on reading. Reading a narrative text which actually is an interesting activity since the purpose of this text is to amuse or to entertain the reader becomes not interesting anymore.

To overcome these problems, teachers need a technique in teaching reading comprehension. The writer will recommend using Reading Workshop model to help reading comprehension of narrative text. Reading Workshop is made up of a number of components, aiming to improving students reading. This is a strategy where students can learn and develop together. It gives students chances to practice reading independently with a

peer, and in small groups. As the teacher guides and facilitates learning, students work their way toward developing into independent readers.

Reading Workshop model consists of a 10-15 minute the-lesson which focuses on comprehending the topic about the narrative text, followed by independent reading time. Besides, the students are asked to work in group which prepares the presentation about text they have read. In this paper, the result of reading workshop model is to make students able to comprehend the narrative text and present it in front of the class at the end of the lesson

## **B. Identification of the Problem**

As mentioned in the background of the problem, there are some problems related to the developing students' skill in reading comprehension especially in reading a narrative text. The problems are the students' lack of motivation to read narrative text, difficulties in comprehending the narrative text, and the teacher used the conventional way of teaching reading of the narrative text.

## **C. Limitation of the Problem**

From the problems above the writer will focus on the teacher's strategy in teaching reading comprehension of narrative text in order to minimize the problems that are usually faced by the students. The teacher's teaching strategy is dealing with the way a teacher implements

teaching reading comprehension of narrative text by using Reading Workshop model.

#### **D. Formulation of the Problem**

The problem in this paper is formulated in the following question: “How does the teacher apply Reading Workshop model in teaching reading comprehension of narrative text to senior high school students?”

#### **E. Purpose of the Paper**

The purpose of the paper is to explain how English teachers apply reading workshop model in teaching reading comprehension of a narrative text to the senior high school students. Then, this paper will show the advantages of reading workshop model.

## **BAB IV**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the discussion in the previous chapters, it can be concluded that the writer uses the library method to solve the problem, and chooses reading workshop strategy for the alternative, especially in reading skill. Using reading workshop model in teaching reading comprehension can increase the students' attention and motivation during classroom reading activities. Besides, the students become easily to comprehend the narrative text. And also, it makes students are confident to share their idea and opinion to the peers and teachers. Reading Workshop is an alternative strategy in developing students' reading comprehension. It will make the students more enjoyable with their reading because they are guided by their teacher step by step. Besides by doing reading workshop they can also practice their spoken ability in the sharing/presentation time.

#### **B. Suggestion**

Teaching reading comprehension in the classroom can be interesting if the teacher can choose the techniques creatively. Reading Workshop model gives a contribution in motivating students in speaking activity. The writer suggests the following points:

1. It is suggested that the teacher take concern and guide intensively on the process of the applying reading workshop in the classroom. The teacher has to make sure that all students are involved and participate in the performance.
2. The teachers are suggested to use a narrative text that closely related to students' life that makes it easier for students to comprehend the text.
3. Teacher should be creative in organizing a good teaching and learning process. He/she has to be able to choose meaningful teaching media and activities which are based on students' need. It is suggested that English teacher should find an interesting and simple technique that is practical for teacher and students.

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