

**COMPARATIVE ADVANCED ORGANIZERS TO ACTIVATE PRIOR
KNOWLEDGE IN TEACHING READING NARRATIVE TEXT IN
JUNIOR HIGH SCHOOL**

PAPER



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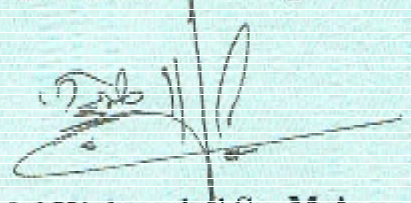
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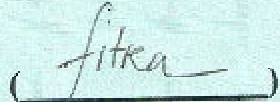

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Abstrak

Putri, Dwi Anggreini Waskito. 2011. Comparative Advanced Organizers to Activate Prior Knowledge In Teaching Reading Narrative Text In Junior High School Students. Paper (Unpublished Paper). Padang: State University of Padang.

Makalah ini bertujuan untuk membahas mengenai bagaimana mengimplementasikan penggunaan *comparative advanced organizers* dalam pengajaran membaca di kelas. Dari *comparative advanced organizers* ini, siswa SMP akan diarahkan untuk membaca dengan cara memberikan ide-ide atau pengetahuan yang sudah mereka miliki. Lalu, kegiatan ini dilanjutkan dengan membaca teks.

Beberapa kegiatan yang dibahas dalam makalah ini adalah kegiatan awal, kegiatan utama dan kegiatan akhir membaca. Pada kegiatan awal membaca, guru memperlihatkan sebuah media (gambar) pada siswa. Lalu mereka diarahkan melalui beberapa pertanyaan kepada topik yang akan dibahas. Lalu kegiatan dilanjutkan dengan *comparative advanced organizers*. Siswa diberikan teks narrative, lalu mereka diarahkan untuk membandingkan jawaban dari ide-ide yang mereka berikan. Pada kegiatan utama, siswa dibagi menjadi beberapa kelompok, lalu disuruh untuk mendiskusikan pertanyaan yang berhubungan dengan teks yang diberikan oleh guru. Pada kegiatan akhir membaca, guru menyuruh siswa untuk membaca teks secara individu dan memberikan beberapa pertanyaan yang berhubungan dengan teks di rumah. Diharapkan dengan teknik ini dapat membantu siswa dalam membaca teks narrative

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading activity is tool for students to gather information and get knowledge from printed material in which most of the knowledge and science are found from it. According to Bowman (1991) reading is an appropriate means to promote a life-long learning. By reading, one can obtain information, and improve knowledge about the world. In other words, teaching the student how to read means giving student a future.

Reading, as one of English language skills besides listening, speaking, and writing is very important to be learned and mastered in learning English. In Indonesia, reading English text is difficult because English is a foreign language. Moreover, Anderson (1999) states that reading is an important skill for English as a foreign language student, and for many people. Reading is the most important skill to master. Anderson (2003) defines reading as a fluent process of readers combining information from text and their own background knowledge to build meaning. He also states that reading requires some strategies to comprehend the texts.

In “Kurikulum Tingkat Satuan Pendidikan” (henceforth KTSP), reading is one of language skill that students must master. According to KTSP, the students have to achieve certain competencies at the end of learning process. The competence in English language as a foreign language will help the students to express ideas and feelings, and use the language in the society. They are also

expected to be able to make personal or social decision and have responsibility, and make use the imaginative in his or herself.

In this paper, the writer is interested in discussing narrative text in Junior High School for some reasons. The first reason, the text is always taught in every semester throughout the year. Therefore, teachers must know the tricks to teach the narrative text. Second, this text is considered to be difficult because students do not know the generic structure and language features of this text. The students did not know it because they just got a lesson about narrative text. Last, narrative text is interesting because it is aimed at entertaining the readers.

To understand a text, readers must have sufficient knowledge on the vocabulary in the text. However, common problem faced by Indonesian Junior High School students is they do not have enough vocabulary in order to understand the text. Otherwise , Nagy & Scott (2000) state vocabulary knowledge is very important in reading and useful for future development although the vocabulary is very difficult to measure.

The second problem is the student do not have enough background knowledge to understand the text. Background knowledge is needed by students to make students more understand about the text. This is because the text is given in foreign texts and most students never read this text before. Meanwhile, Droop & Verhoeven (1998), state that having more background knowledge is an important tool to understand the text. It means that if the students do not have background knowledge, they will not be interest in the text. Thus, it will be a big problem if the teachers cannot solve it. Besides, without any interest from the students in learning, the goal of learning process cannot be achieved, especially in

English class as a foreign language. For those reasons, the writer tries to solve those problems by using comparative advanced organizers strategy.

Comparative advanced organizers strategy is a strategy that is applied in pre-reading activities. This strategy will make it easier for the students to follow the next activity because they have already been to the text in pre-teaching activity. Comparative advanced organizers strategy builds students background knowledge about the text. We can apply this strategy only if students have known about topic of the story, it will be easier to the teacher to solve students' problem in teaching reading activity. By comparative advanced organizers, students can compare they knowledge by they deliver their ideas first and then the teacher will provide the text and they compare them. On the other hand, comparative advanced organizers startegy gives students a chance to activate their prior knowledge. As a result, it provides them a basis for understanding what they are reading.

1.2 Limitation of the Problem

In this paper, the writer is interested to discuss about the way in implementing comparative advanced organizer as a pre-teaching technique. Then, the pre-teaching activity will be continued with whilst-teaching and post-teaching activity based on the comparative advanced organizer done in pre-teaching. This strategy is intended to help junior high school students to solve the problem found in reading narrative text.

1.3 The Formulation of the Problem

The problem in this paper is formulated as follows: “How is the implementation of the Comparative advanced organizers in teaching reading for junior high school students to activating prior knowledge?”

1.5 The Purpose of Writing Paper

The purpose of this paper is to explain applying Comparative Advance Organizer Strategy to activate prior knowledge for students Junior High School in reading a narrative text. It is hoped that this strategy can be a solution for the teachers to help students in reading narrative text.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

In teaching reading, efficient reading skill requires the ability to relate the textual material to one's own knowledge. Considering the importance of reading process, the teacher should improve the strategy of teaching reading. In this attempt to find out the teaching reading strategy, the writer provide one useful strategy for teaching reading that can be used to teach a narrative text.

Comparative Advanced Organizer is one of the strategies that can be useful for the teacher in teaching reading of a narrative text. The students generate their ideas about the topic. It is used to active students' background knowledge, because the background knowledge will help the student to comprehend their information in a text.

In addition, with the media and the strategy used in teaching reading narrative text, the motivation of the students will be encouraged to read an English text. It also makes the students easier to find the ideas that are talking based on the text.

B. Suggestions

It is suggested that the English teacher should choose a suitable strategy in teaching reading in order to reach a better result. Sometimes each genre requires different strategy. For a narrative text, one of the strategies that can be applied is comparative advanced organizer strategy. It can help the students to

enhance their reading comprehension of narrative text. Beside the strategy, the teacher should choose appropriate story to be discussed. Since it is the teaching reading of narrative text, the story should entertain and have a moral value for the students. Also, the suitable media can attract and increase the students' motivation in teaching learning process, for instance a picture or a video. That is why the teacher is suggested to be creative in providing the students with the interesting media.

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