

# **Using Silent Sentences to Teach Reading NarrativeText at Senior High School**

**PAPER**

*Submitted as Partial Fulfillment of the Requirement  
to Obtain Strata One (S1) Degree*



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2013**

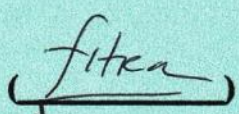
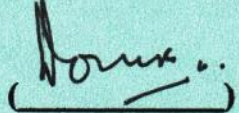
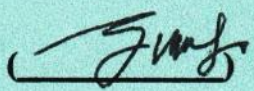
## **HALAMAN PENGESAHAN LULUS UJIAN MAKALAH**

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Jurusan Bahasa dan Sastra Inggris  
Fakultas Bahasa dan Seni  
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Senior High School**

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## ABSTRAK

**Tinarriyadi, Issef. 2013: “Using Silent Sentences to Teach Reading Narrative Text at Senoir High School”. Makalah: *Makalah*. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Makalah ini bertujuan menjelaskan bagaimana cara pengajaran membaca Bahasa Inggris melalui Silence Sentences. Kemampuan siswa Sekolah Menengah Atas (SMA) dalam membaca Bahasa Inggris sangat kurang disebabkan karena adanya kendala-kendala yang siswa hadapi seperti kurang memahami makna kata dan sulit menemukan ide pokok. Silence Sentences adalah suatu kegiatan dimana siswa diminta untuk menyusun beberapa kalimat menjadi sebuah paragraph yang baik dan benar. Silence Sentences digunakan untuk membantu meningkatkan kemampuan siswa dalam membaca Bahasa Inggris.

Langkah-langkah dalam pengajaran membaca melalui Silence Sentences adalah *persiapan, pre-teaching, whilst-teaching dan post-teaching*. Pada *persiapan*, guru mempersiapkan materi, media ajar yang akan digunakan, dan rencana pengajaran. Pada *pre-teaching*, guru mengaktifkan latar belakang pengetahuan murid dengan memperlihatkan cara menyusun kalimat. Pada *whilst-teaching*, guru menjelaskan Silence Sentences dan membagi murid ke dalam beberapa kelompok dan memberikan satu set kartu bertuliskan kalimat lalu menyuruh tiap siswa dalam tiap kelompok menyusun kalimat tersebut menjadi sebuah paragraph dengan cara saling menukarkan kartu. Pada *post-teaching*, guru memberikan beberapa pertanyaan untuk siswa jawab secara oral berhubungan dengan teks yang mereka peroleh.



## ACKNOWLEDGMENTS

*Alhamdulillah*, thank to Allah SWT, the Almighty God who has given the writer knowledge, patience, and great chance in finishing this paper. The writer can finish the paper entitled **“Using Silent Sentences to Teach Reading Narrative Text at Senior High School”**. *Shalawat* and *salam* is sent to the beloved Prophet Muhammad SAW.

Moreover, the writer would like to address his deepest gratitude and appreciation to his advisor, Fitrawati, S.S., M.Pd, for his help and time to read even check her paper word by word then gave the criticism and suggestions of this paper. He would also like to dedicate his sincere gratitude to his examiners, Drs. Don Narius, M. Si, Drs. Sunaryo for the comments and suggestions. Then, the writer does not forget to say thanks to his academic advisor, Drs. Sunaryo for his support and help, Dr. Kurnia Ningsih, M.A as the chair person of English Department, Dra. An Fauzia Rozani Sy, M.A as the secretary of English Department and all lecturers who had taught and guided her in studies.

Then, the writer would like to address his special thanks to his beloved parents, *Ayah* (Isril Rais) and *Ibu* (Martina), beloved *sister* (Titin Isriyani), and beloved *brothers* (Fitri Iis Ramadani and Febri Ismardi) for always are there and to supports for the entire writer did. I also would like to convey my thanks to my best friends, Mona Liza, Rafki, Ami, Komeng, Fadhil, Zhia, Bang Riyan, Toiang, Dela, Echa, Afif and all friends who always pray for me and give comments and

suggestions in composing this paper and cannot mention one by one. He would also like to thank to the people who are not mentioned here, but have contributed either directly or indirectly to the completion of this paper. God keep us on the right path. *Amin Ya Robbal Alamin*

Padang, February 2013

The writer

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Many efforts have been done by government in order to improve Indonesian human resource. Government realizes that in global era, people from different countries, cultures, and languages will interact each other by using the international language to communicate. Since English is one of the International communication languages, the government has decided to put English as essential subject that has to be taught from elementary school to the university. It is expected that people, especially students, can use English as media of communication to prepare them in facing the global era.

Nowadays, in order to implement *Undang-Undang No. 20 tahun 2003 tentang Sistem Pendidikan Nasional and Peraturan Pemerintah No. 19 tahun 2005 tentang Standar Nasional Pendidikan*, Indonesian government has arranged a new curriculum called *Kurikulum Tingkat Satuan Pendidikan* (KTSP) or School Based Curriculum. Basically, it is a curriculum in which every school, from elementary to senior high school, is expected to develop the curriculum independently based on *Standar Kompetensi Lulusan (SKL)*, *Standar Isi (SI)*, and *Panduan Umum* which have been arranged by *Badan Standar Nasional Pendidikan (BSNP)*. Moreover, the curriculum development is also generated by considering the local specification, local needs and students' ability where the school is located. However, this

curriculum is basically a follow up of previous curriculum, *Kurikulum Berbasis Kompetensi* (KBK) or Curriculum 2004.

According to *Standar Kompetensi Mata Pelajaran Bahasa Inggris* Curriculum 2004 and School Based Curriculum (KTSP), the goal of English teaching learning process is to make the students able to use English both oral and written form. Students are expected to have a good listening and speaking ability as well as reading and writing ability. Students will learn how to use their English in any circumstances, such as in daily activity, business, tourism, and education. It will help them when they move from classroom situation to the real world situation. Experience will also play an important role in this process. In addition, the teacher him/herself is also expected to be creative in generating teaching technique, media and material. He/she should make the teaching and learning process become an interesting activity in the classroom. The technique can be generated by adopting, adapting or if it is possible, it can be developed by the teacher him/herself. For the media and material, teacher can take them from any source, such as newspaper, magazine, internet or created by him/herself.

Moreover, *Standar Kompetensi Mata Pelajaran Bahasa Inggris* Curriculum 2004 and School Based Curriculum (KTSP) explain that the teaching and learning process for English subject is done by using genres. There are twelve genres or types of text that should be taught by teacher to students; narrative, recount/spoof, report, procedure, news item, description, anecdote, hortatory exposition, analytical exposition, discussion, explanation

and review. Each text has its own social function, generic structure and language features, and the four language skills are integrated during learning those texts. One of the texts is narrative. It is considered as a kind of text that entertains, teaches history, and comes to make sense of the phenomena in this world. The material of narrative text is usually taken from the type of story such as fairy tales, folk stories, fable, and so on. Senior High School students are familiar with this type of text because their kindergarten and elementary school have told them many times about stories related to legend, fairy tale, folktale, or fable.

However, there are still some problems that emerge during teaching and learning reading skill for narrative text. Even though narrative text is well-known by senior high school students since they have ever heard narrative text in the form of fairy tales, folk stories, fable, folktale or legend, they still have some difficulties in understanding ideas. Furthermore, conventional technique in teaching reading also makes students bored and unenthusiastic. They find reading as a monotonous activity in the classroom where they just sit behind their desks while concentrating in translating the text and figuring out what the text is about. In order to overcome these problems, teachers should provide their students an opportunity to develop their reading skill, and creatively generate techniques to make English teaching and learning process become an interesting activity in the classroom. There are many ways or techniques that can be used by the teachers in

teaching reading, such as by using visual aids, newspaper, magazine, cards, internet, role play, problem based learning, group discussion, and so on.

In this paper, the writer chooses a technique which can help students in developing and increasing their ability in reading. The technique is by using “silent sentence” activity. By using this technique, the students are asked to make 5-6 major groups in a classroom, where they will arrange words to make good sentence after the materials of teaching distributed. Through this technique, students are expected to be able to develop their reading ability especially reading narrative text.

## **1.2 Formulation of the Problem**

Based on the limitation of the problem above, the problem is formulated as following question:

“How can *Silent Sentences* be used to improve Senior High School students to read Narrative text?”

## **1.3 Purpose of the Paper**

The purposes of this paper are to identify some effective procedures of using Silent Sentence activity in order to improve Senior High School students’ ability in reading narrative text and the advantages of using Silent Sentences activity.

## **CHAPTER IV**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on previous discussion, it can be concluded teaching English to Senior High School students is not an easy thing. It needs appropriate technique to teach English which is motivating and improving to them. Using Silent Sentences Activity is the appropriate activity for Senior High School students to improve their reading ability.

The procedures in teaching talking cards to improve students reading ability at Senior High School are divided into three phase. First, pre-teaching activities. In this phase, the teacher greets, check the attendance and the readiness before begins teaching the material. Second, whilst-teaching activities. In this phase, the activities divides into three stages; elaboration, exploration and confirmation. Third, post-teaching activities. The activities in this phase include the comprehension of the students about the material they learned during learning process by giving exercises and homework to the students.

Furthermore, Silent Sentences activity is interesting to play. The teacher just facilitates the media used; that is Silent Sentences cards. The cards should be completed with the material given based on the topics provided by the curriculum. Then give the cards to the students. Each of students who get cards should arrange them to become good paragraph by trading unusable card to the other student until all of them get perfect paragraph. This activity has main rule, which is the student

are not allowed to use any sign or verbal language. It will make the students think and analyze the meaning of the sentences individually. It will also improve their vocabulary.

Moreover, Talking Cards gives many advantages for both the teacher and the students especially. This activity can make the class become lively and fun and of course it will make the students enjoy to learn and do not easily get bored. They will be easy to remember what they have learned too. In addition, using Silent Sentence to improve Senior High School students in reading narrative text also can help them to improve their vocabulary beside they also be able to analyze the text. So, Silent Sentences activity Cards is the appropriate activity for Senior High School to improve their reading ability in learning English.

## **B. Suggestions**

From the conclusion above, it is suggested to English teacher to apply this technique in teaching reading. It is expected that this technique can help the students to solve problem in reading, provides them with another experience of reading, and guide them to be a good reader. Furthermore, it helps students to understanding ideas in a text.

There are some suggestions related to the playing of Silent Sentences activity to improve speaking ability for Senior High School students. They are:

1. The teacher can vary the activities if he/she applies this game as an effort to avoid the boredom of the students during the teaching learning process in the classroom. Besides, various activities can also increase students' motivation in learning.

2. The teachers should encourage themselves to create new and creative ways of teaching by using various media, including Silent Sentences activity so that the students more interested in learning English.
3. The teacher should monitor the students' activity since there is a possibility that they arrange the wrong lines for each sentence. Teacher can emphasize that they have to understand or translate the meaning by using their own words in mind in order to keep the students to be creative.
4. In choosing the problem or task which students should accomplish, the teachers should find or create interesting and various topics for the students and it is expected to relate or encounter with the students real live because it will attract the students' attention and participation to share their own knowledge during the teaching learning process in the classroom.

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