USING PREDICT LOCATE ADD NOTE (PLAN) STRATEGY IN TEACHING READING REPORT TEXTS TO SENIOR HIGH SCHOOL STUDENTS

PAPER

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Written by:
Fastilla
83645/2007

Advisor:
Drs. Zainuddin Amir, M.Pd.

ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ARTS
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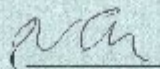## USING PREDICT LOCATE ADD NOTE (PLAN) STRATEGY IN TEACHING READING REPORT TEXTS TO SENIOR HIGH SCHOOL STUDENTS

Nama	:	Fastilla
NIM/BP	:	83645/2007
Program Studi	:	Pendidikan Bahasa dan Sastra Inggris
Jurusan	:	Bahasa dan Sastra Inggris
Fakultas	:	Bahasa dan Seni

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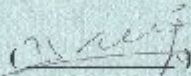
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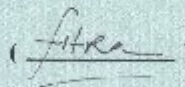
2. Anggota   : Yuli Tiarina, M.Pd   (   )
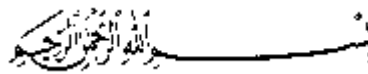
3. Anggota   : Fitrawati, S.S., M.Pd   (   )

ABSTRAK

Fastilla. 2012. Using Predict Locate Add Note (PLAN) Strategy in Teaching Reading Report Texts to Senior High School Students

Tujuan penulisan makalah ini adalah untuk menjelaskan bagaimana cara mengaplikasikan strategi membaca PLAN dalam mengajar membaca di sekolah menegah atas. PLAN adalah singkatan dari Predict Locate Add Note yang juga merupakan langkah-langkah membaca yang dimulai dari kegiatan *pre-reading* sampai *post-reading*. Strategi ini bisa membantu siswa menjadi lebih aktif dalam membaca.

Dalam mengaplikasikan strategi ini, ada empat langkah kegiatan membaca yang harus diikuti. Pertama, siswa memprediksi informasi yang akan yang akan didapat dari teks dengan membaca judul teks (Predict). Prediksi ini kemudian dikonversi ke dalam sebuah peta konsep dimulai dari judul teks, subjudul dan kemudian hasil prediksi. Kemudian, siswa mengidentifikasi informasi yang ada pada peta konsep dengan cara memberi tanda centang disamping informasi yang diketahui dan tanda tanya disamping informasi yang kurang atau tidak diketahui (Locate). Setelah itu, siswa membaca teks sambil mengoreksi prediksi yang telah dibuat sebelum membaca (Add). Terakhir, siswa mengerjakan tugas-tugas yang relevan untuk mengecek pemahaman mereka (Note).

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In this global era, science and technology grow so rapidly that everybody is demanded to get and interpret information correctly and quickly if they do not want to be left behind. To get information, people do not only get it from oral source but also from written sources. Reading activity is the only way to get and interpret information from the written sources such as books, journals, articles, newspapers, magazines, etc. That is why people need to have good reading skill to enlarge their knowledge.

Due to its importance, reading is taught at any level of education in Indonesia. In the recent English curriculum namely School Based Curriculum (KTSP) for reading competence in senior high school, students are expected to understand the meaning of functional texts (announcements, advertisements, invitations, personal letter memo, etc) and essays or monolog texts in the form of genres (recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion and review) in daily lives contexts and to access knowledge. The students are also required to achieve informational level of literacy in which they use language to get knowledge.

However, reading is still an uneasy job to do for the students. Most of students in senior high school still encounter some obstacles or difficulties in

understanding those kinds of texts. Based on writer's experience during teaching practice in SMAN 1 Bukit Sundi, students have low ability in understanding texts. It is difficult for them to identify the topic, main idea, and supporting details of the text. It is seen in their low score in reading test.

There are several factors that make students' reading comprehension become low. The first factor comes from the students' side. Students have limited vocabulary. Richard (2002) says that vocabulary is the main component of language proficiency. How well learner speaks, listens, reads and writes can be determined from vocabulary. In reading, many students do not understand what they read because they do not know what the words mean. To overcome this problem, they often look up dictionary or ask another students to find the meaning of difficult words. It can be time consuming and lead to boredom. Moreover, students can not use appropriate meaning of the word. They are confused to see many definitions of one single word. They tend to choose the first meaning which sometimes does not correspond to the context of the text. This can lead to misunderstanding of the text.

Students also have poor grammar mastery. Grammar is an important aspect to communicate with other people because grammar can show meaning so people can understand the message. The importance of grammar also works in reading. If students do not master grammar, they can misunderstand what the text mean. For example, students whose low knowledge of tenses will be confused to interpret the meaning of events whether it happens in the present, past, or future time. Consequently, they misunderstand the meaning of the text.

Furthermore, many students have poor technique in reading. When the students have reading material, they read the title and then they read the whole text immediately. They do not relate the information they have possessed with the information they are going to find from the text. If students do not relate information of the text with knowledge they already possess, it is difficult for them to decode the content of the text. The students also neglect the text features available on reading material such pictures, graphs, highlighted words. These text features are helpful to predict the information they will find in the text.

Unfortunately, some teachers still can not give their best effort in teaching. Some of them are unable to choose appropriate reading materials for the students. They tend to use materials from textbooks which some of them seem inappropriate and uninteresting for senior high school students. Some of reading materials from textbooks have unfamiliar topic and long paragraphs. If the reading material is unfamiliar and uninteresting for the students, the students are not motivated to read.

Teachers also fail to conduct an interesting teaching and learning process. Many teachers still use conventional way in teaching reading that is by distributing the reading materials, asking students to read the entire text, demanding students to answer the questions related to the text and then discussing the answers together. These monotonous activities are uninteresing and boring because the students do not get new learning experience since they learn in all same way. It is seen in their behavior during reading. They are not willing to get

actively engaged with the text. They read just to find out the answers of the questions because that is what they always do.

Teachers should present reading activities in interesting and appropriate ways. Teachers should use strategies to raise students' motivation and to improve students' comprehension. In this paper, the writer is interested to explain one of strategies in presenting reading namely PLAN strategy.

PLAN strategy is a good way to engage students actively in reading and to help them to be strategic reader. It guides students to read in various activities starting with an evaluation of prior knowledge and concluding with an appropriate culminating activity. There are four main steps in applying PLAN: predict, locate, add and note. Before reading, students predict the content of the text. Then, students create map that represents the contents and text structure and then work with the map in during and after reading. This concept map helps students to visualize what they read, understand the text construction and monitor their comprehension.

B. Identification of the Problem

From the explanation of the background above, the causes of students' difficulties in comprehending text are identified. These causes arise from students' side, and teacher's side. The causes appear from students are limited vocabulary, poor grammar mastery, lack of prior knowledge and inability to use it. Meanwhile, teacher fails to conduct an interesting learning process by using monotonous way in presenting reading. Teacher should use various techniques

and strategies. Moreover some teachers are unable to choose appropriate reading materials for the students.

C. Limitation of the Problem

This paper is limited on using PLAN strategy in teaching reading for senior high school students. This strategy is most appropriate used with informational texts. In this paper, the writer will discuss the implementation of this strategy by using report text.

D. Formulation of the Problem

Based on the limitation of the problem above, the writer formulates the problem into the following question "How PLAN strategy can be implemented in teaching reading?"

E. Purpose of the Paper

The purpose of this paper is to give information how to use PLAN strategy in teaching reading in senior high school.