

TEACHING READING COMPREHENSION BY USING “QUICK WRITE’ STRATEGY FOR SENIOR HIGH SCHOOL STUDENTS

PAPER

*Submitted as partial fulfillment of requirement to
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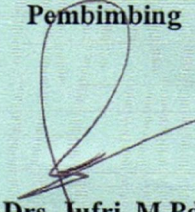
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ABSTRAK

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Makalah ini memaparkan sebuah strategi yang dapat digunakan oleh guru dalam mengajarkan pemahaman membaca untuk siswa SMA. Strategi tersebut adalah *quick write*. Sebelum membaca teks bacaan, siswa diminta menulis apa saja yang mereka ketahui terkait dengan topik bacaan. Mereka menulis segala informasi yang berkaitan dengan topik dalam waktu 5 menit. Dalam penggunaan strategi ini, guru tidak menuntut penulisan tata bahasa yang benar, sehingga siswa bebas menulis apa saja yang mereka ketahui tentang topik bacaan. Dalam pengaplikasian strategi ini, hal yang pertama dilakukan oleh guru yaitu menampilkan gambar dari topik bacaan. Setelah melihat gambar tersebut, siswa diminta menuliskan ide mereka terkait dengan gambar sebanyak mungkin dalam waktu yang telah ditentukan di kertas yang diberikan (*quick write sheet*). Ketika waktu telah habis, siswa diminta mengumpulkan kertas tersebut. Kemudian, guru dan siswa mendiskusikan ide-ide atau pendapat yang telah mereka tulis tentang topik bacaan yang akan mereka pelajari. Diskusi ini berlangsung sekitar 5 menit. Setelah diskusi selesai, guru membagikan teks yang akan dibaca oleh siswa, dimana topik teks tersebut sesuai dengan gambar yang mereka lihat sebelumnya. Setelah masing-masing siswa mendapatkan teks, mereka disuruh membaca teks tersebut secara perorangan dalam waktu 5-10 menit. Di akhir kegiatan kelas, guru memilih satu siswa yang mempunyai *quick write* terbaik dan memberikan hadiah kepada pemilik *quick write* terbaik.

Key words: reading, reading comprehension, quick write, teaching reading at senior high school

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of basic language skills that should be mastered by students. This is because reading is useful to get information, knowledge and values. Reading is a process of getting idea and information from a written source. Many believe that reading is the most effective way to get information from a text clearly. By reading, people can get the information in a text and make meaning from it.

Reading has been learned since the students are at elementary school until senior high school. In elementary school, the students are asked to understand the sentence; while in high school level, they have to comprehend the text or passage like narrative, descriptive, report, expository and etc.

Teaching and learning process at school is based on curriculum. In curriculum there are competence standards as the goal of teaching and learning process. The basic competence of reading at senior high school based on the KTSP 2006 (school based curriculum) is a skill to comprehend and understand the meaning of the words and sentences from the text. At this school level, there are twelve genres of texts that are learned by the students: procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion and review. In fact, the students do not reach the basic competence of reading based on the curriculum. They cannot comprehend

and understand the texts well. They have many difficulties in understanding the written English form or text.

There are some reasons that make them face the problem. The first reason is the lack of background knowledge about the topic of a text that is going to be studied. The students do not have any knowledge about what they read. The knowledge can be got from some experiences; meanwhile they only have a few experiences about the topic that given by the teacher even they do not know anything about the topic. Because of that, they get difficulties in predicting the content of the text that they are going to read. This case makes the text difficult to be comprehended by the students and the real messages from the writer cannot be reached by them. Therefore, the students do not get the main point, information and the messages from the text they read. It means that the reading purpose is not be reached by them.

The second one is the lack of interest in reading. There are some factors that make them not interested to read an English written form. Uninteresting topic can be one of the factors. For example, the topic is too old or too far from their knowledge or environment. Thus, the students do not want to read the texts. When they are forced to read a text while the topic of the text is not a new one or unfamiliar with the students, it will be hard for them in comprehending the content of the passage. They will face many difficulties when reading the text because they are not motivated from the beginning of reading section.

The last reason is the lack of vocabularies related to the topic of the text that will be read. Having many vocabularies is needed to comprehend a text.

Knowing many vocabularies related to the topic of the text is really helpful for the students when they are reading a text. If they have enough vocabularies, they can find the meaning of the text easily. They also will be easy in predicting what the words mean because one word has more than one meaning. Unfamiliar with the term in the text is also caused by the lack of the vocabularies. As the result, they get difficulty in getting the message from the text. It means that they cannot comprehend the English written form well.

The reasons why the students have problems in comprehending a text do not only come from themselves, their teacher also takes part in this case. The teacher might also influence the students' ability, especially in teaching reading process. From the teacher's side, the first one is the teacher does not tell the reading purpose to the students. Thus, the students do not know why they are asked to read a text. They do not know the real goals of the lesson and the content of the text because the teacher does not explain about it before starting the lesson. Therefore, the students often get difficulties in comprehending the reading text for the reason that they do not have a purpose in reading. According to Sari (2008), reading is an activity with a purpose because its purpose also determines the appropriate approach to reading comprehension. The purpose of reading is guiding the reader's selection of texts. In short, the readers must have a purpose in reading process to guide them in selection particular texts.

The next one is teaching technique or method used by the teacher also influences the learners' achievement in reading. The teacher commonly uses the conventional technique. The teacher used to deliver the copies of the text to the

students without preparing them to read first. The teacher does not introduce an appropriate reading strategy, especially in reading monologue text. The teacher only gives the passage to the students and asks them to read the full text. Then, when the students finish reading the text, the teacher delivers some questions about the text to them.

What the teacher need to do is making the students be ready before reading a text. The teacher needs to activate the students' background knowledge first. When the background knowledge has been activated, the text will be easy to be comprehended by the students because they have had their personal connection. They can relate what they have on their mind about the topic with the content of the text. In fact, the teacher does not do all of the preparation above. It can be said that the teacher still uses the conventional technique that uninteresting for the students in reading. Therefore, the learners face many problems before, while and after reading a text.

Another thing that proves the teacher still uses the conventional technique is the teacher does not give the limitation or specification of reading to the students. The teacher needs to make the students focus on the reading purpose. What the teacher usually do is delivering the texts without inform the topic of the text first. This phenomenon makes them difficult in predicting what the text will be about, what terms that will occur in the text that relates to the topic, so that they can imagine what they are going to read. Of course, it gives impact on the students' comprehension while reading a text.

The other fact of using the conventional method is the teacher and the students do not discuss what they are going to read before reading a text. After informing the topic, the teacher and the students need to do a small talk about the topic of the text. By doing a discussion about what the students are going to read, it makes them ready to read the English written form because they have had a little description on their mind relates to the topic. The problem is the teacher and the students do not start their lesson with this activity. Therefore, the students have difficulties in comprehending and understanding the meaning of the words and sentences from the text. It means that the reading scope at the beginning cannot be achieved.

As stated on the problems above, the students' problem in reading was focused on their difficulties in comprehending a text. In order to overcome the problem, there are many strategies that can be applied by teacher in teaching reading comprehension such as KWL, PLAS, Reciprocal Teaching, Reader's Theater strategy and etc, but in this paper the writer just focus to introduce and explain quick write strategy teach reading comprehension for senior high school students.

B. Limitation of the Problem

Based on the background of the problem above, the writer limits this paper on the discussion of using "quick write" strategy to teach reading comprehension for senior high school students.

C. Formulation of the Problem

Based on the limitation above, the problem of this paper was formulated in the following question: “How is the quick write strategy used in teaching reading comprehension for senior high school students?”

D. Purpose of the Paper

The purposes of this paper are to introduce and explain to the teacher a strategy to teach reading comprehension for senior high school students. This paper also is estimated to be able to help the learners to get easy in comprehending a text.