USING "SOMEBODY WANTED BUT SO" STRATEGY IN TEACHING READING NARRATIVE TEXT IN SENIOR HIGH SCHOOLS

PAPER

Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One (S_1) Degree

BY

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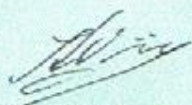**THE FACULTY OF LANGUAGES AND ARTS**

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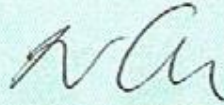
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Using "Somebody Wanted But So" Strategy in Teaching Reading Narrative
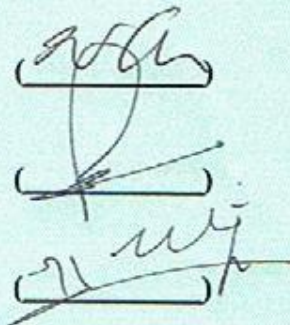Text in Senior High Schools

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ABSTRAK

Astuti, Sri Dwi. 2008. Using "Somebody Wanted But So" strategy in Teaching Reading Narrative Text in Senior High Schools. *Makalah***. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. UNP.**

Dalam makalah ini, penulis menjabarkan penggunaan strategi "Somebody Wanted But So" dalam pembelajaran membaca teks narrative di SMA. Strategi ini adalah suatu strategi untuk membantu siswa memahami suatu teks narrative dengan memahami empat elemen kebahasaan dalam cerita tersebut. Empat elemen itu adalah karakter/tokoh (Somebody), keinginan/ hal yang ingin dilakukan oleh si karakter/tokoh (Wanted), masalah yang timbul karena keinginan/ hal yang dilakukan oleh tokoh – tokoh/karakter itu (But), dan yang terakhir adalah penyelesaian dari permasalahan itu (So). Informasi tiap elemen yang terkandung dalam suatu teks narrative dituliskan ke sebuah tabel "Somebody Wanted But So". Setelah tabel terisi lengkap, dari tiap tokoh akan didapatkan pernyataan "Somebody Wanted But So" yang merupakan pernyataan yang menyimpulkan hubungan sebab akibat tiap tokoh dalam suatu teks narrative.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English plays important role within many aspects of life in Indonesia: technology, science, business, job field, and education. Nowadays, most of technology use English as the language instruction: computer, washing machine, and notebook. Starting, running, and turning off the program are the example of activities that need English proficiency to use it well. Then, having good English proficiency for businessmen will open a great opportunity to develop their business to the International level. After that, English proficiency also becomes one of the requirements to get a better job for jobseeker in many fields; bank, tourism, air transportation, and hotel. The last one is in education world. English is one of the compulsory subjects that should be taught in the school: elementary school up to university.

There are four language skills should be mastered to have English proficiency. They are listening, speaking, reading, and writing. The listening skill is used to access the information through audio media. Then, the speaking skill is used to express the opinion, idea, or asking for doubtless or information of something orally. The reading skill is used to obtain the information from many media; newspaper, magazine, scientific books, and internet. The last one is writing skill. It is used to express the idea, opinion, suggestion, critic, and the result of observation through writing.

Reading as one of the language skills should be mastered by the students. Through reading, they can obtain and gather variety of information. Thus, they can add their knowledge and greater their understanding about something that they do not know or they doubt about. Then, reading also appears as students' routine activity. Reading lesson books, starting computer program, finding assignments in the internet or at least reading the short message are some simple examples of reading activities.

As the development of education curriculum, the way in teaching reading had been changed. Before, the teachers taught reading through the traditional and conventional way. They asked the students to read a text, found the difficult words, discussed them, answered the questions, and discussed them. However, it does not become an effective way anymore. Therefore, the variety of strategies in teaching reading has been used in the classroom. One of the strategies is communicative language teaching.

However, the goal of teaching reading is not achieved yet. Most of the students still spent much time to read a text. They defined the difficult words while reading activity. The lack of vocabulary was the reason that is given by them. Then, they found difficulty while expressing their understanding after reading through making summarizing. They did not know how to make a good summary of a text. As the result, most of them often cheated other work to complete their assignment.

There are some factors of the failure in teaching reading. The first one is English is difficult subject. English is not the students' mother tongue or second

language but it is a foreign language. As a foreign language, many difficulties are found while teaching reading an English text. One of them is the teacher tends to use their first language or second language than the foreign language, English, in reading and explaining the instruction. The reason was to make their students understand better in completing reading activity.

Another factor is students' motivation to read. Motivation is a stimulation or desire to do something even something that really impossible. Most of the students come to the class bringing their own motivation in learning. If the motivation is to get knowledge after reading, these students will follow the reading activity seriously and the goal of teaching will be achieved. However, most of the students do not have that kind of motivation. They tend to complete the assignments in order to get high or good score in that lesson.

Basically in the Senior High Schools, reading is taught through two kinds of text. The first text is Functional text. It is used for daily information. It will help the readers or students to finish the daily task. They are announcement, greeting card, advertisement, short message, shopping list, notice, and food labels. Another text is monolog texts. It is a long or short written speech of a subject or topic. They are narrative, report, recount, review, analytical and hortatory exposition, procedure, news item, descriptive, spoof, explanation and discussion. From the entire texts, narrative is the text that is read almost in every class level of Senior High School.

To solve the problem of teaching reading above, the writer chooses a strategy to be used in teaching reading narrative text. The strategy is Somebody

Wanted But So (SWBS). This strategy provides a framework to be used after reading activity by identifying the key element of the story: conflict and resolution. Moreover, this strategy can help students identify the main idea, recognize cause and effect relationship, make generalizations between characters or subject of the text, and look at various points of view.

B. Identification of the problem

Based on the background of the problem, there are some problems that are faced by the students in reading English text: lack of vocabulary and the unknown of how to make a good summary after reading. These problems can be caused by two main factors. The first one is from the English itself; English is difficult subject because English is not students' mother tongue or second language but it is a foreign language. Thus, a teacher found many difficulties while teaching reading: reading word by word and requiring great time in reading. To solve the problem a teacher used their mother tongue or their second language in teaching. Another factor is students' motivation to read. Most of them are more interested to get high score in the lesson than get knowledge from what they read.

C. Limitation of the problem

Based on the identification of problems above, this paper is limited to teach reading narrative text in Senior High School by using "Somebody Wanted But So" strategy.

D. Formulation of the problem

The problem of this paper is formulated as follow, "How is the implementation of "Somebody Wanted But So" strategy in teaching reading narrative text in Senior High School?"

E. The purpose of the Paper

The purpose of this paper is to explain how to teach reading narrative text by using "Somebody Wanted But So" strategy. It is expected to give contribution and in solving students' problem in reading English text, especially the narrative text.