

**USING VISUALIZING READING TECHNIQUE IN TEACHING
DESCRIPTIVE TEXT AT JUNIOR HIGH SCHOOL**

PAPER

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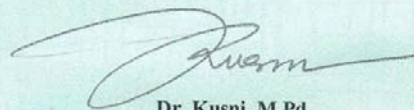
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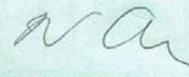
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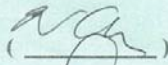


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TEXT AT JUNIOR HIGH SCHOOL STUDENTS**

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ABSTRAK

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Makalah ini bertujuan untuk menjelaskan bagaimana cara pengajaran *descriptive text* menggunakan *visualizing reading technique*. *Visualizing Reading Technique* merupakan suatu teknik pengajaran yang menekankan pada penciptaan mental images ketika membaca sebuah *descriptive text*.

Adapun langkah-langkah dalam pengajaran *Visualizing Reading Technique* yaitu: *preparation*, *pre-teaching activities*, *whilst-teaching activities* dan *post-teaching activities*. Pada *preparation*, guru mempersiapkan teks yang sesuai dengan materi pelajaran. Pada *pre-teaching activities*, guru memberikan model tentang kegiatan *visualization reading technique*. Pada *whilst-teaching activities*, guru membacakan sebuah *descriptive text* dan menyuruh siswa untuk menciptakan gambaran yang sesuai denfan teks di dalam kepala mereka sendiri sesuai teks yang dibacakan. Pada *post-teaching activities*, guru memberikan latihan dan tugas dirumah.

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CHAPTER 1

INTRODUCTION

A. Background of the problem

Reading is an important skill to be mastered by students who learn English as foreign language. Having good reading skill will enable the language learners to read and understand the text well because the fundamental goal of reading activity is to comprehend the contents and information of the text.

Moreover, having good reading skill is also important for daily life. If the students can read, they can do many reading activities like reading newspaper, novel, or comic in their spare time in order to get some information or to have fun. Furthermore, reading is an all- important language skill that now more demanding than in any time in our history. By the exposure of the internet in global era, students need to master reading in order to understand the vast knowledge which embraces the world with.

Considering the importance of reading skill for the students above, the regulation of Minister of National Education (Permendiknas) No. 22 year 2006 has designed English curriculum that is proper for the students' needs in facing the global era nowadays. Based on the Curriculum 2004 which was developed into curriculum KTSP 2006 of English at Junior High School, students need to know various genre or kinds of text (descriptive, narrative, report, procedure, and recount texts). One of the texts which must be understood by students is a descriptive text.

But, there are some problems that are faced by students in comprehending various kinds of descriptive text. The problems may come from students, teachers, and reading materials. The students' problems are, for instance, it is difficult for students to comprehend the texts. It happens because of some reasons. One of them is the students do not activate their background knowledge and try to relate them with the new information provided.

The other reason is that, the students do not have a lot of vocabulary. Kustaryo (1988) states that reading in the students' native language and reading in a foreign language learner is quite different matter, it means that reading in a foreign language is very difficult for students, because they are required to have adequate knowledge of the language which has a different system from their own language, including vocabulary. So, vocabulary is much needed in understanding the text, the more students know the vocabulary, the easier for them to comprehend the text.

Another reason is, many students look bored in reading learning process, including in reading the descriptive text, because they are not interested in it. Sometimes the students have no interest on the text given, because some of the texts given have no relationship with the students.

The problem comes from the teacher is the technique. The technique may be one of problem that faces in teaching reading. The technique plays an important role to the students in reading. But the teachers still use a traditional technique. Based on writers' observation, usually the teacher gave some reading materials from the text

book or LKS (Lembaran Kerja Siswa). The teachers only distributed the texts and asked the students to read silently for several minutes, and then did some exercise by themselves. Finally, the teachers and students checked the answer together and collected the exercise. As a result, students could not explore the text too much. The techniques are not varied, monotonous activity, and lack of aids to help students to comprehend the text easier. Because of that, the students do not understand a passage very well. They do not understand what they read, and they do not get good mark. It can be concluded that the technique do not give good results.

The other problem comes from reading materials. Teacher should choose the materials which are relevant to the students' need and interest to understand a reading passage well. The teaching materials are given to the students are not appropriate to the students' level, need, and ability. So, the students will be difficult to understand the text.

B. Identification of the Problem

Based on the explanation above, some problems are identified. The first one is the English teaching-learning process at junior high school is still centered on the teacher that results the lowness of students' motivation. The second problem is the students' motivation and interest to read the texts are still low. The last one is the students' reading achievement in both exercises and test is still low.

These problems are caused by some factors appeared from the students, the teacher and reading material. The students' factors include the low of motivation

students to read. Meanwhile, the factor that comes from the teacher is the monotonous technique that makes the learning process is still centered on the teacher. The last is inappropriate reading material that is given to the students.

To overcome these problems, the teacher should use a new technique which is supposed to be able improve students' reading comprehension of descriptive text, such as: survey, question, read, recite and review (SQ3R) technique, mind mapping, comic, visualizing the reading text, and etc.

C. Limitation of the problem

The paper is limited to the study of using visualizing reading text technique in teaching descriptive text at junior high school students.

D. Formulation of the problem

The problem in this paper is formulated in the following question: "How can teachers apply visualizing reading text technique in teaching reading descriptive text in junior high school?"

E. Purpose of the paper

The purpose of writing this paper is to explain how teachers can use visualizing reading text technique in teaching reading descriptive text.