



DEVELOPING READING SKILL THROUGH VISUALIZING THE TEXT OF RECOUNT FOR STUDENTS OF X APH 1 AT SMK N 6 SEMARANG IN THE ACADEMIC YEAR OF 2015-2016

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Abstrak

This Classroom Action Research (CAR) focused on how to develop students' skill in Reading through visualizing the text of recount in the frame of Task Based Learning. The subject of the research was students of Grade X Aph 1 of SMK N 6 Semarang. The goal of the CAR is to identify the students' skill in Reading and after having it then to develop them using the method Visualizing of recount text in the frame work of Task Based Learning (TBL). TBL is one type of the Student Centered Learning . The activities which were done in TBL were classified into the real task with their categories. Prabu (1987) suggested that there are 3 main categories from a task (1) information-gap, (2) reasoning-gap, and (3) opinion-gap. Whereas Willis (1996, pp. 135-136) informed that TBL consisted of the pre-task, the task cycle, and the language focus then the writer did a range of activities as a manifestation of TBL. As the component are goal and objectives, input, activities, teacher role, learner role, and setting. The CAR was done in two cycles where each cycle was in 2x2x45 minutes. It was for students of Grade X Aph1 .The result showed that the Reading skill increased from 15 % to 25 %. It was not satisfying result. In the second cycle, It developed to be 65 %. There was a little effort showed by the students with personal problem or family problem but at least the competence of the students increase from 15 % to 65 %. The rest of 35 % students consist of 25 % in big problem and 10 % students need some remedial assignment. After all activities done, the final skill in Reading was that there were 85 % students were skillful in Reading.

INTRODUCTION

Recount is something new for the vocational high school students. Previously they knew about how to express past events using some tenses relating to it and so far there was no syllabus providing the recount for them. In the 2013 curriculum recount was introduced in Base Competence (KD) 3.9 *Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya* and KD 3.13,3.14 and 3.15 for 2x 7 meetings. As there are four sub topic of experience, event and occasion the meeting can be distributed accordingly. For the purpose of fair distribution of the Base Competence in this Class Room Action Research the researcher made it in 2x2 per week. It would be 8 sessions in two weeks. There are some challenges for vocational high school students to

work with the recount. They needed to be helped by a range of activities using the visualization of recount. Visualization is accompanying the text of recount with some pictures which give some visual help for students to do the assignment in recount using Task Based Learning (TBL). TBL is one of the methods focusing in the Student Centered Learning.

The research problem for the research was how to develop skill in Reading through visualizing the text of recount for students of Grade X Aph1 at SMK N 6 Semarang in the academic year of 2015-2016 ? The goal of CAR is to identify the students' skill in Reading a recount text and develop their skill.

There are some definitions about Reading,one of them is informed by Brown.

Identify the purpose in reading, skim the text

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for main ideas, scan the text for specific information, use mapping or clustering, guess what you aren't certain, analyze vocabulary, distinguished between literal and implied meaning, capitalize on discourse markers to process relationship are suggested by Brown (2001: 306-311).

For the writer, what has been conveyed by Brown is very useful for teachers to determine the strategy for teaching Reading. A teacher can combine what he is said and takes one of the others as a resource of strategy in the class. There are some underlying theories relating to Teaching Reading Approaches. The theory will be explored one by one in the following paragraphs.

Bottom up and Top Down Processing

The cornerstone of reading methodology was introduced by Goodman's (1970) in his reading methodology. In bottom up processing, readers must first recognize a multiplicity of linguistics signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers and use of their linguistic data – processing to impose some sort of order in these signals. Whereas, Christine Nuttal (1996 :16-17) said that bottom up is a kind of image of a scientist with magnifying glass or microscope examining all the minute details of some phenomena. She continued that “ for practice , a reader continually shifts from one focus to another, now adopting a top- down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says” (Nuttal 1996: 17).

According to the writer, what kind of approach we use depends on the consideration in the field. The teachers themselves determine whether they use Top Down or Bottom Up approach or the combination of those both approaches.

Schema Theory and Background Knowledge

How do students construct meaning and get the understanding of the text through catching the writer's message? This question is answered by Mark Clarke and Sandra Silberstein (1977: 136-137). They state that

Reading is only incidentally visual. More information is contributed by the reader than by the print on the pageskill in reading depends on the efficient interaction between linguistic knowledge of the world”.

In this part the theory of schemata intro-

duced by Douglas Brown (2001: 299) says that the reader brings information, knowledge, emotion, experience, and culture when students read a text as a text does not itself carry meaning. In theory about Literacy, we call schemata as available design

Visual Literacy in Language Learning

One of the arguments for having the meaning of *to communicate* is how do we create our stock of socially, shared linguistics and cultural resources. Kern (2000 : 62) stated that Harold supports it through “ Communication is a matter of playing the game of free choice according to the rules” (Harold, 1985: 14). According to the writer, what is explained by those two researchers communicate the use of genre for certain purposes in the social communication.

When a teacher teaches reading, there will be a step for pre reading. In this part, there is a need for inducing background knowledge or the schemata for students. Sometimes it is called an Available Design. Kern introduces it in the following theory. Kern (2000) said that text is in the centre as a constellation of Available Design drawn upon in its production or reception. The circular rows mean the process of movement of Available Designs and text during reading and writing. There is an initial knowledge , know- how, and patterns that make reading and writing to begin. Then the text will influence the reader's/ writer's subsequent decisions and choices. It leads to modification or transformation of certain Available Designs.

According to the writer, the Available Design process is needed to stimulate the following competences in all skills. Each result will influence the next process in accomplishing the target of competence in language learning.

Kern (2000 : 63) says that the kind of literacy task will influence the relating emphasis put on content as opposed to form, and degree to which one's familiarity with genres and styles can be put to use. The physical situation of the reader/ writer determines the availability of time, reference, materials, and other resources and may influence the degree to which concentration and care can be applied to the task. The purpose of one's reading or writing and for whom one is doing it are also key to decisions concerning how one will process.

Kern adds that these dimensions of communicative context are in turn influenced by the larger social context. In the case of learning a foreign language, the social context of literacy involves at least three influences: the student's

home language community, the target language community (which the learner may or may not wish to join), and the foreign language classroom community, which is usually a subset of the foreign language classroom community. The purposes of and practices of literacy that one is familiar with in the context of one’s home community and culture will be particularly influential when learning to write in a new culture ad community.

Based on what is said by Kern, the writer comments that to establish communicative context, a teacher needs to involve those three influences. The combination of tasks using those three influences will create a range of various assignments. Considering the frequency of usage among those three and the level of usage determine the teachers’ strategies in teaching the language.

The goal of the CAR is to identify the students’ skill in Reading and after having it then to develop them using the method Visualizing of recount text in the frame work of Task Based Learning (TBL).

The goal of the CAR is to develop students in Reading . To make it real , there are some theories relating to it. The following is the frame work of TBL. The following are the two opinion based on Willis and Knight.

To do what was informed by Willis (1996, pp. 135-136) that TBL consisted of the *pre-task, the task cycle, and the language focus* then the writer did a range of activities as a manifestation of TBL. As the component are *goal and objectives,*

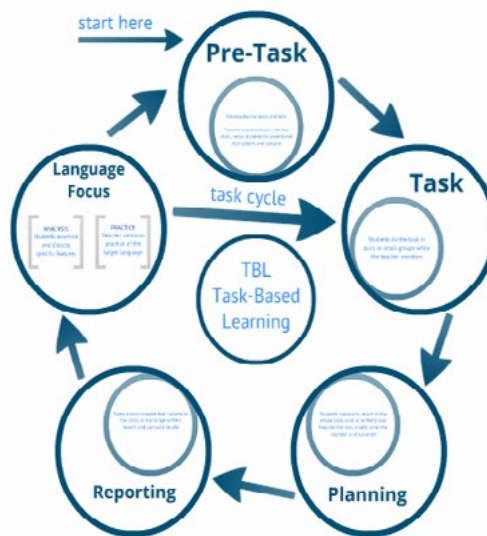
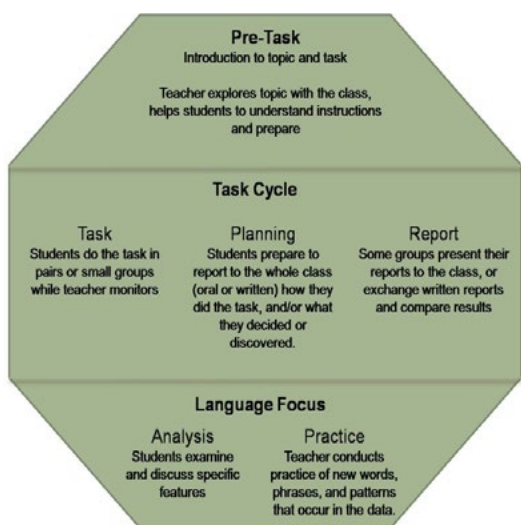
input, activities, teacher role, learner role, setting. Giving the chance to question for each student would be the next activity. We called it the activity of Questioning. In the level of Experimenting , the teacher gave them some texts in the form of Recount to be analyzed and then identify and discuss it using the guided questions. The writer had done what was said by Prabu(1987). He suggested that there are 3 main categories from a task. We call it (1) information-gap, (2) reasoning-gap, and (3) opinion-gap.

METHODOLOGY

In this research, the writer used the Class Room Action Research for developing the skill in Reading in the material of recount for the topic of event, occasion and experience. There were two cycles for doing the research. Each cycle consists of the planning, the observation , the research application, and the reflection .If there was something needs to be revised and developed, there will be on the second cycle.

Combining Top Down and Bottom Up Processing, Schema Theory , Background Knowledge , Visual Literacy and Task Based Learning in Classroom Action Research.

Top Down Processing focuses in how to explain the material to the students using the version of explaining it during the process of teaching learning. Whereas, Bottom Up Process mainly shapes the activities in the class through some activities using Task Based Learning steps. In



Willis (1996) dan Lindsay and Knight (2006) ada 6 kategori suatu kegiatan dikelompokkan ke dalam TASK.

TBL frame work by Prezi <http://celtamate.wordpress.com/2012/12/26/task-based-learning-tbl/>

TBL, as informed by Willis (1996, pp. 135-136), consisted of the *pre-task, the task cycle, and the language focus*. The Pre-Task needs the background knowledge that is led by a teacher to find the correlation between the schemata of students with the new material. The material that has been conducted in the forms of activities in TBL then supported by the Visual Literacy in which it is created by students by working with their pictures. The process of research was done in a try out class that had been done twice, in the first and in the cycle one. It is appropriate to the requirements of Classroom Action Research. It can be designed in the following chart.

Planning, Observing, Teaching Application and Reflecting in Cycle 1

Planning

In the planning level, there were a set of lesson plan and instruments of evaluating the students during the process. In the first observation, they had recount text as a new type of past events. Fortunately when the material would be given, they had a long holiday for having National Examination.

Observing

Reading is one the skill has to be taught in the class. Some texts are in Reading. Most tests are in Reading but mostly students feel uncomfortable with Reading Text. Recount is one the texts has to be mastered by students. There are 8 sessions in a week. It takes a lot of time to be with it. Students need to have the enjoyable activities in the long class. So they have to study in such enjoyable, fun and comfortable process. They need some process to get involved in Reading texts. They have to get the target and also learn in a fun learning process.

Teaching Application

It was good to start questioning by asking "What did they do during holiday?". Some students said that they stayed at home (60%), went vacation (20%), had something to do with their friends (10%), watched movie (5%) and had activities with family at home (5%). In the first cycle, the researcher continued asking with stating what they had said in the white board and asking some characteristic of a recount. Some of them said that it was something relating to past events, 5 of 36 students said about the generic structure of a recount and 3 students informed what it was in the closing as a Reorientation. It was good to start with it. Then they had a short text of a recount in the form of a report. Each verbs in past

was underlined. The text was in a fully paragraph. Then they asked to identify the Orientation, the sequences of events and the reorientation. As the paragraph was in a fully one, they felt difficulties in identifying it. For the next activity it would be changed into as natural as possible, having some paragraphs for a text of recount. The next activity was students were asked to choose ten questions to be developed. Each sentence would be developed with some changing words of at least 3-4. The time was off so it would be continued at home as take home assignment. Based on the difficulties found, they needed a method for helping them skillful in recount text. The method would be introduced was teaching recount using a set of pictures for helping them get involved in the text. The class was observed using the method suggested. It was about visualizing the text of Recount. Students discussed what they had brought. A series of pictures was brought by a student. He told it to his friend and his friend did the similar activity. The next activity is the series of pictures were arranged in such unorganized one and let other friend to make it right and tell the story to the owner of the picture. They looked happy doing it but some of them felt confused in choosing the correct words to tell.

Then a set of Reading texts were given to be done by students after doing those activities. The result showed that the Reading skill increased from 15% to 25%. They were only 15% students in passing grade line (score of 76) and become 25% were in the line of passing grade. It was not satisfying result.

Reflecting

A comfortable process influences the result of the process. The target can be achieved through a series of Task Based Learning activities. In the contrary, it seems that students still need the visual on their Recount. It can be seen from the message or impression they conveyed in the end of the Cycle 1. They wrote some messages on pieces of paper. They gave their opinion about it. They need more Visual Recount more.

Planning, Observing, Teaching Application and Reflecting in Cycle 2

Planning

A set of activities using TBL had been completed and got ready to be implemented in the class. A set of lesson plan had been prepared to make it workable in the class. A set of instrument had been arranged to identify students' intention relating to Recount text.

Observing

The observation showed that students felt fun with their pictures but some students felt unhappy as their pictures were in black and white, not in colorful one. To make it balance then the teacher gave them some other colorful stories to be told to other friends. The the next activity was in the following one.

Teaching Application

In the second cycle, the students were given a set of pictures accompanying the recount text. using the steps of Scientific Approach where there were 5 levels of activities: Observing, Questioning, Collecting Data, Associating and Communicating. In the level of Observing, the students identified the pictures and asking about :” What picture is it?, Who are in the picture ?, What are they doing ?, Where are they ?, How do they do it ? etc. Students were successful in replying the gestions. Then the time for collecting data came. They had to complete the jumble sentences in the passage and let them feel free to fill in with the words they like. Of course, the picture would help them much in this level. Some students felt difficulties to find the words and they were free to check them in the dictionary. As the first cycle was in report type, the second cycle was in personal experience. Here it is the text need to be completed.

Kartini day in my school

Hi frineds, I want to tell you about my experience. Last Tuesday, April 21,2015 was Kartini day. I was a student of SMA in Semarang. My friends and me commemorated the Kartini day at school. I prepared everything since the time I got up at 5 o'clock. I went to the “ Salon Ayu“ for having my face made up. I wore a traditional kebaya of Janavese. It was made of batik, brocade cloth and a piece of shawl.I loved wearing a long green javanese brocade cloth. It made me so exotic and pretty.

At 6.45 I arrived at school. All my friends and the teachers joined in the flag ceremony for Kartini day. The school principal read the history of Kartini. From the text I knew that Kartini was a super woman, she liked to read any books in many languages. She loved writing some letters to her friends in Netherland.

Finishing the ceremony some friends performed using the exotic clothes. Take a look the photo I enclosed. They would join in the Semarang Night Carnival. They were so beautiful and interesting. They wore so nice cloth with some accessories. I love them very much.

As I brought a photograph, I wanted to make today’s activities memorable. Then I took some photos of them, the teachers, too. My teachers looked happy and my friends, too. It was a happy day for all. Friends, there was an activities I liked, singing a song, Some friends joined in the singing contest. There were 3 bicylces fot the first, second and the third winner. They appeared enthusiastic to do all the activities.

I could not join in the contest until the end as I had to do something for my mom. I went home around 13.00 by bike. My house is close to my school. That is why I ride it everyday. Friends, that was all about my experience for celebrating the Kartini day. It was an interesting day with some excellent activities. I loved being one of the participants in my school.

In the text above the students have to complete the jumble sentences using the correct one and respond the the folowing questions :

1. What is the writer’s profession ?
2. What is the purpose of the text for the readers?
3. How many events are there in Kartini day?
4. What are the reward for the winner in singing a song?
5. What made the writer impressed to Kartini ?
6. What is the main idea of the second paragraph ?
7. What is the moral value of the recount ?
8. What is the writer’s impression to his teachers?
9. In which part of the paragraph is the reorientation?
10. What is the similar meaning for the word of “close “?

That is the questions for the second cylce. The most difficult question was about the moral value but the other questions could be replied well. In the second cycle, the result developed to be 65 % students were in or on passing grade. There was a little effort showed by the students

Score	60-65	66-70	71-75	76-80	81-85	86-90	91-95	Passing grade
Cycle 1	3	8	16	8	1			25 %
Cycle 2		9	4	20	2	1		65 %
Remidial test		1	4	22	4	2	2	85%

with personal problem or family problem but at least the competence of the students increase from 15 % pre assessment, 25 % in the cycle 1 and to be 65 % in the cycle 2. The rest of 35 % students consist of 25 % in personal problem and 10 % students need some remedial assignment. After all activities done, the final skill in Reading was that there were 85 % students were skillful in Reading.

Reflecting

It seemed that the result was satisfying as the target of the score in Reading increased. The students felt happy as they could finish the assignment using Task Based Learning.

The TBL consists of Pre- Task could be done through a series of Pre activities done above. The Task Cycle containing the Task, Planning and Report had been done by students through as series of discussing, doing the task, presenting in group or random individually. Whereas language focus was done in the process of Top Down and Bottom Up Processing. And the last step is Practice that had been done during the process of teaching learning. To sum up , all the process of Task Based Learning had been done successfully and fun by students.

Closing : Conclusion and Suggestion

The result showed that the Reading skill increased from 15 % to 25 %. It was not satisfying result. In the second cycle, It developed to be 65 %. There was a little effort showed by the students with personal problem or family problem but at least the competence of the students increase from 15 % to 65 %. The rest of 35 % students consist of 25 % in big problem and 10 % students need some remedial assignment. After all activities done, the final skill in Reading was that there were 85 % students were skillful in Reading .

To Sum up, Visualizing the Recount text has helped student in understanding and analyzing the Reading text and also has helped them in creating some responds to the Recount Text.

TBL components (*goal and objectives, input, activities, teacher role, learner role, and setting*) have been practiced well and effective in the class. It can be checked by the result of the post test and can be compared to the pre test.

It is advisable for the next research to give some different and various item for the remedial test in order to avoid the students' prediction about the test.

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