

TEACHING READING COMPREHENSION BY USING MAGAZINE

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ABSTRACT

This paper is aimed to describe or discuss how to reading by using magazine. Teaching reading by using magazine can make learning process interest and make students understand the meaning of texts being read. The most important thing is to pay attention to some aspects for the successful reading, like intelligent capability, strategies of teaching and condition of someone. To teaching reading by using children magazine use three procedure consist of pre-teaching activities the activity done before teaching process, in whilst-teaching activities the teacher instructs and asks the students to do some activities, and post teaching activities is necessary as the follow up phase on what the students have studied.

Keywords: *Teaching reading, reading comprehension, magazine.*

INTRODUCTION

Background of The Problem

According to SIL International(1999) English as the first foreign language has been taught at junior high school for many years, even in current years it has been taught at elementary school. Teaching English at elementary and high school

includes the four basic skills and the essential elements of English. The four basic skills are reading ability, listening ability, speaking ability, and writing ability, while the essential elements of English includes grammatical structure, vocabulary and pronunciation. However, most of high

school graduates cannot master English quite well.

Reading is one of important basic skills in learning English. It enables us to expand knowledge and to find enjoyment. The more we read the more knowledge we acquire. In addition, we can be familiar with other ways of life, behaviors, or ideas through reading. (Oxford, 2001)

In addition Nunan (2003) states that reading is a means of getting information. Through reading, someone knows what he or she does not know before. Whether it is up to date news, job vacancies, entertainment from sources they have read. Those are some advantages for the people who love reading. If someone cannot read, it is like an old man who loses the stick

According to Adult Education (2006) In teaching reading, a teacher can possibly use authentic materials that can be taken from magazine and periodical journal. One of the most excited and interesting materials that should be put into consideration to use in the classroom is magazine. Teachers can use these authentic materials to help students improve their reading skill as well as to introduce them to contents that is interesting to them. In addition, teacher can choose the current events in the magazines as teaching materials because it will be more interesting for the students of junior high school. The magazine can be

used for junior high school is *C'nS Junior English Teen Magazine*.

Purpose of Writing the Paper

The main purpose of writing this paper is to describe the use of magazine as useful materials in teaching reading. These materials are expected to lead the process of teaching reading to the better one so that the students' reading ability can be improved. Furthermore, this paper is prepared to fulfill one of the requirements to finish the writer's study at English Department, Faculty of Teacher Training and Pedagogy, BungHatta University.

Organization of the Paper

This paper consists of four chapters. The first chapter is an introduction consisting of the background of problem, purpose of writing paper and organization of paper. Chapter II deals with review of related literature; This chapter has two sub-topics namely: reading and magazine for learning materials. Topic on of reading consists of three sub topics. They are concept of reading, Teaching reading and Teaching reading for younger learners. Topic on magazine for learning material covers two sub topics. They are kinds of magazine and magazine that consists of magazine and the benefit of using magazine as learning material. Chapter III deals with the teaching procedure of reading comprehension by using magazine. It comprises pre teaching

activity, whilst teaching activity, and post teaching activity. Chapter IV consists of conclusions and suggestions.

REVIEW OF RELATED LITERATURES

Reading .

Concept of Reading

There are some definitions of reading that given by the experts. According to Seyler (2004) reading is a process of obtaining or constructing the meaning from a word to cluster word. Reading requires several brain functions; accepting the information, analyzing, and interpreting the idea.

Goodman in Abisamara(2001) defines reading as a receptive language process. He adds that it is a psycholinguistic guessing game. There is an essential interaction between language and thought in reading. The writer expresses his thought as language and the reader reads and comprehends the language as thought.

Chow and Chou (2000) state that reading is the most effective way to produce large-scale vocabulary growth. According to them, reading can broaden students' background of information, thus providing them with a better knowledge base.

Reading is an interaction. When a reader reads, indirectly, the writer interacts with the reader and even a reader can understand what the writer tells about. The

reader knows what the writer wants to share or advice through the text (Tomlinson and Rod (1988).So when one reads, he tries to find the meaning of what is read. Knowledge of the probability of occurrence, pragmatic and contextual knowledge of syntactic and semantic competence direct the readers to get the meaning of what they read.

Based on the explanation above, it can be concluded that reading is one of important activities in order to get information. But the most important thing is to pay attention to some aspects for the successful reading, like intelligent capability, strategies of teaching and the condition of someone.

Teaching Reading

Reading is one of language skill in English that should be mastered by students. So, the teacher plays a very important role to help students possess reading skill. Durkin in Wallace (1990) defines that teaching reading comprehension is a subject that should be taught by teacher to help students understand the printed material.

Then Gloria (1988) says that there are three roles of teacher in teaching reading; that is the teacher as a teacher, the teacher as a participant, and the teacher as a facilitator. The teacher as teacher means that if the students have problems of language, the teacher must resolve then.

Therefore, the teacher has to have more knowledge. In short, the teacher as teacher is needed when the class is resolving the language problem. Teacher as participant is needed when the students face a debate about knowledge and opinion, which are very hard to solve. In this case, the teacher should make judgment to anything encountered in reading. The teacher as a facilitator means that the reading learning process is focused on students' participation. On the other hand, the teaching learning process is done by students. The teacher is only needed when the class is in uncontrolled situation.

According to British council (2012) a method used in the teaching reading is a phonic alphabet method. This method is applied to several schools in Russia and the students there have been taught by this way for ages, and as a result, they can read relatively well. The problems with this approach are as follows:

- 1) Students tend to confuse letters and phonemic symbols.
- 2) They have the same system for read internalization at the same time.
- 3) There are many combinations of letters in English, more or less common, and it takes time to cover all of them.

4) For teachers to approach one hundred percent deductive, may not be appropriate with the logic of the learner for developing countries.

Teaching Reading to Younger Learners

Then Donnell & Wood (1999) say that research in past decades reflects our changing view of how children develop and learn. Children here have unique needs, interests, and capabilities. They were born with the ability to organize, classify, and impose order on our environment, resulting in the construction of our own unique theory of the world. The children encounter new experiences, existing memory structures in the brain or schema are reshaped, impacting the linguistic, cognitive, social, and emotional development of children over time.

This perspective places instruction in the heart of development. Children *potential* for learning is revealed and indeed is often *realized* in interactions with more knowledgeable others" Wood (1988). For example, smart lulu, in comic Bobo magazine, gives lesson for children. It can develop an emotional cognitive her of children as the result what they read in magazines. Each of the domains of development—linguistic, cognitive, social, and emotional—is affected when Pipin is shocked to Lulu in

outside and all play an important role in children development.

Magazines as Learning Material

Hiebert and Fisher (2005) say that in general, magazines can be defined as a kind of written media that consists of various news articles. Walz (2001) says that authentic documents in a form of collection of various types of articles called 'magazine' is very useful for the fact that English learners can use it not only to find out about target language cultures but also to develop reading skills.

Cervetti et al (2001) say that reading "between" or "beyond" the lines is exemplified in efforts to read and critique propaganda devices in written media such as magazines. They define a magazine as a kind of written media that consist of numerous types of articles. Mulholland (2002) says that many educators advocate using magazine to improve student's reading skills. He declare a magazine as one of the potential teaching materials that contains a variety of authentic written articles.

Kinds of Magazine

Hiebert and Fisher (2005)divided magazines into two kinds: scientific and popular magazines. However, in particular they say that there are many kinds of magazines – sport, news, entertainment, scientific, and popular magazines. Sport

magazines are composed of various articles on various types of news. Entertainment magazines consist of numerous pieces of writing on entertainment events and figures. Scientific magazines, as the name implied, refer to a kind of magazine that is devoted to reporting research articles. Popular magazines are different from other types of magazines. These magazines consist of all types of articles that have been mentioned earlier.

Neeteson (2001)groups magazine into the category of age, gender, and region. Therefore , there are magazines for children, magazines for girls, magazines for boys, and adult magazines, and local, national, and international magazines.

Children Magazine

Concept of Magazine

Cruz (2002) defines magazines as a kind of magazines that contain various types of story, quiz,letter and pictures for the purpose of entertaining the reader. Therefore, students must be first introduced to the basic features of magazines, their organization, style and most important concepts such as headline and classified ads, etc. The conclusion of her paper is that using magazines is a profitable element of language instruction, but students first must be familiarized with their features to make the best use of the magazine they read.

Krajka (2000) says that magazines can be defined as magazines specially designed for entertaining the students. This kind of magazines contains rich reading materials students have to read. In addition, this type of magazine can be effectively used from the intermediate level up.

Hiebert and Fisher (2005) define magazines as magazines that compose of many types of news and figures that are related to well-known people, ranging from film stars to political leaders.

The Benefit of Using Magazine as Learning Material

Hiebert and Fisher (2005) say that with respect to the contents of a magazine, it is obvious that magazines are really suitable for teaching reading skills for their potential advantages. It should be noted that magazines are greatly familiar to children in their everyday life. In addition, they are composed of actual articles and famous figures.

Krajka (2002) says that one of the benefit from magazines is to use them as a fast and recent source of information about the current affairs of the world. Thus, the students might be asked to work in groups of two, and each group would get some topics to find information about news in the magazines. Magazines are not only a rich resource of current information, they can also be used to familiarize students

with the culture of the English speaking countries.

Students magazines can be used as supplement of the course book. For example, if there is a unit about a case related to public figure, students might be asked to look for story relating to the case in an magazines. In this way, the course book can be supplemented with additional texts for reading comprehension and for vocabulary work.

Cervetti et al (2001) say that magazines are really useful and interesting teaching materials for reading class. Magazines are enriched with a variety of both news and entertainment articles. Therefore, magazines are really advantageous for teaching reading skills. They contain real-life English writing and are interesting and motivating in nature. In such teaching materials, students learn to use elements of logical analysis—that is, they examine claims of validity and reliability to better understand how these texts function in society.

THE TEACHING PROCEDURE OF READING COMPREHENSION BY USING MAGAZINE

In this chapter, the writer would like to discuss the procedures of teaching reading comprehension by using magazine. The procedures can be classified into three activities: pre-

teaching activity, whilst- teaching activity, post-teaching activity.

Pre- Teaching Activity

In pre- teaching activity the students must know their own purpose of reading. The purpose of pre- teaching activity is to prepare the students to activate their knowledge, build up their prior knowledge necessary for comprehending, formulating goals and purpose, discuss reading strategies and focus attention of the learner. In these activities, the teacher may choose several materials for their students. According (Anonym, 2009, p. 38) this teaching activity is designed to prepare the students for actual reading of the selected material. In other words the teacher helps students anticipate the text that they will read.

In pre-teaching activity the teacher uses some procedures. They are:

1. The teacher greets the students.
2. The teacher checks student's attendance.
3. After teacher finishes checking students attendance, the teacher asks the students to answer some questions to reminds the students about the topic in the last meeting. Because, that is one way to make students understand the last topic.

Example :

Teacher : Did you still remember about our topic on the last meeting?

Students : Yes, Miss.

Teacher : About What?

Students : About Narrative text.

Teacher : What is narrative text?

Students : Narrative text is the text that has purpose to amuse, to entertain the readers and to tell a story.

4. The teacher introduces the topic by brainstorming through picture.

5. The teacher asks some questions about " *Putri Titian*" based on the picture taken from C'NS Junior English Magazine.

Teacher : Who is she ?

Students : She is Putri Titian, mom.

Teacher : She is actress ?

Students : Yes, mom.

Teacher : What do you think about her ?

Students : I think beautiful , funny.

Whilst- Teaching Activity

Whilst- teaching activity pointed by Devine (1986) is the activity which guides the students to interact with the text while reading is taking place. This activity is to develop reading comprehension of the text. The students may have been assigned to read at home or in the library. This activity requires the students to deal with the meaning conveyed in the text. During whilst – reading stage, there are

interaction between teacher and students about the story.

In whilst reading activities the teacher asks students to do some activities.

They are :

1. The teacher writes the topic on the whiteboard, that is about descriptive text.
2. Teacher gives the text to the students about descriptive text taken from C'NS Junior English Magazine.

Putri Titian

Putri Titian or Tian was born in Palembang, April 7, 1991. Taking part in many sinetrons(AjariAkuCinta and JungkirBalikDunia Sissy, among others), Tian decided to leave her previous school, SMA 4, and take a home-schooling program instead.

Tian, who loves to smile and laugh and is happy to see others smile, couldn't stop talking while posing. This cheerful girl really brightened our photo session. Just take a look at some of her poses here. They're all just naturally pretty.

3. Teacher explains the difficult words

born: lahir

taking part : mendapatkanperan,

laugh : tertawa

previous : sebelum

4. The teacher asks the students to read text.

5. The teacher gives questions to the students to make students understand about the information.

Examples :

Teacher : Where was PutriTitian born?

Students : In Palembang .

Teacher : When was Putri Titian born?

Students : April 7, 1991.

Teacher : Where was she school?

Students : SMA 4

Teacher : She was pretty?

Students : Yes, she was.

Teacher : In the text, what was the name of sinetrons starring her ?

Students : *AjariAkuCinta and JungkirBalikDunia Sissy.*

Based on the interaction between teacher and students, teacher guides students to draw conclusion. The example of possible conclusion is "Putri Titian is cheerful girl. She loves to smile, she is happy to see others smile and she couldn't stop talking while posing".

Post- Teaching Activity

Post – teaching is activity that helps students remember new ideas and information. It also provides the teacher with feedback on how well the given text has been understood. The activities could be done in individual or group. However, the primary goal of post- teaching

activities is to develop students' competence and interpretation of the lesson.

Here are some procedures in post reading activities.

1. The teacher gives a chance to the students to ask some questions.
2. The teacher reviews again about the lesson for the students
3. The teacher guess the students to draw the conclusion
4. The teacher closing the class.

CONCLUSION AND SUGGESTION

Conclusion

The conclusion section is intended to facilitate the readers in understanding the important ideas that have been discussed in this paper. Several experts that have been quoted by the writer suggests their opinions on the definition of children magazine. They have little different opinions, but basically their opinions are the same. From many views that have been posed by the experts, the writer concludes that the definition of children magazine is a kind of magazine that consists of many types of story, quiz, letter and picture for entertaining the reader.

Related to the benefits of children magazine given by the experts before, it can be concluded that, children magazine is very suitable for teaching reading skill

because it is very familiar to students in their everyday life, and it can be used as interesting teaching materials because it has many story, quiz, game and picture of well-know public figures. Children magazine can supplement the course book of reading. Finally, children magazine is a rich source of current information and familiarize students with English culture.

Suggestions

Based on the conclusions above, the writer would like to give some suggestions as follows:

1. Teacher should prepare interesting media in teaching reading, to make children interested in teaching reading process
2. Teacher should motivate students to learn reading learning
3. Teacher should select appropriate magazine in relation to the students' need
4. The teacher should always try to find more children magazine that will be used for teaching reading

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