Teaching Reading (Narrative Text) by Using Word Detective Strategy to Senior High School Students

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ABSTRACT

The purpose of this paper is to describe the use of word detective strategy in teaching reading (narrative text) to senior high school students. Reading is one of the English skills taught at all different levels of education. There are various texts that should be mastered by the students. They are descriptive, narrative, spoof, expository and recount. Narrative text is kinds of the text that should be taught to senior high school students. Students are expected to comprehend this text very well. However, there are still students who do not have good comprehension of this text. This might be caused by the uninteresting techniques or strategies used by the teachers to teach this text. Among the strategies applied in teaching (narrative text) there is word detective strategy which can make students enjoyable in learning reading (narrative text). This strategy provides students with activities directing them to develop their own comprehension by using their own efforts, or knowledge. Teachers will explain some difficult vocabularies to the students and divide students into a group. The students are going to have meaning about new word with their own word.

Key words: Reading, Narrative Text, and Word Detective

INTRODUCTION

1.1 Background of the Problem

Language is a bridge to know much about many things in this world, wherever and whenever we are. Since long time ago, English has become an international language which is used by many people all over the world. Most people in this world use it to communicate, interact and cooperate one another in many aspects of life such as education, business and government. It is also used to build the interpersonal relationship and to get information, and it is the most important

thing to connect human being generally. It means, without capability of mastering English as a foreign language, it is almost impossible to communicate with people around the world.

In Indonesia, English is taught as a foreign language on purpose of making learners able to communicate, and it is taught from elementary school until university. It is relatively difficult for most students, so it should be taught to the students more intensively. Teaching a language is teaching students to be able to communicate in target language, whether it is in spoken or written form. In English teaching at Senior High School, the students should be taught four language skills;that is listening, speaking, reading, and writing. Based on the basic competence as stipulated in the curriculum, each of those skills cannot be separated each other. As stated in standard competency of English curriculum 2013 for Senior High School, the students

are expected to be able to communicate in spoken and written form by using the varieties of oral and written languages based on the context fluently and accurately.

However, many students are still poor in English and get difficulties to learn it. Some of them can speak, read, or listen easily, but they cannot write. Meanwhile, others get difficulties to speak, read, or listen rather than to write. In fact, many learners are not able to master the reading, writing, listening and speaking, although each of those skills has close relationship. In teaching learning English as a foreign language, reading is one of the most important language skills, besides, listening, writing and speaking By reading students will gain much information to increase their knowledge to support their academic ability. Moreover, reading is one of the skills that tested in last examination; one of them is narrative text. Narrative text is a piece of text that tells a story and entertains, or

informs the readers about story that happened in the past. Narrative recreates an experience through time and can be based on our own experience or experience of someone. According to Gerot and Wignell (1994:204), narrative consists of some characteristics; social function, generic structure and language features.

At senior high school, reading material is given to the students with different kind of genre. The emphasis of this study is to improve the students reading ability so that they can understand and comprehend the content of the reading texts in English. It is not easy for students to conduct reading activity with good comprehension because they have low ability in comprehending reading texts. Most of them are passive readers and just read without exploring more details information from the text. As a result, they cannot capture what the author really wants to convey.

Another fact, the students do not do their home work correctly. This condition may be caused by several factors. Firstly, it is related to student's lack of vocabulary mastery. It is impossible for the students to understand the text well, if they do not have enough vocabulary. Secondly, it is related to the teacher strategy in teaching reading. The students easily feel bored and reluctant to read or comprehend text optimally. It can be seen from the teaching and learning process previously that there are only few students who give responses to teacher's questions. The last factor is dealing with the students themselves. The students are lack of practice in reading text. It is caused by the fact that the students feel English is very difficult subject. This condition has been made them lazy and not motivated to practice their reading skills.

So based on the description above, the writer is interested in writing paper entitled "Teaching Reading Narrative Text by Using Word Detective Strategy to Senior high School Students".

1.2 Purpose of Writing the Paper

The main purpose of writing this paper is to discuss the use of word detective strategy in teaching narrative text. It is expected that it can be an alternative way for

the English teacher to teach narrative text. Beside, this paper is aimed to fulfill one of the requirements to complete S1 Degree in the field of teaching English as a Foreign Language at the English Language Teaching Department of the Faculty of Teacher Training and Education, Bung Hatta University.

1.3 Organization of the Paper

This paper is organized into four chapters. Chapter one deals with the introduction comprising the background of the problem, purpose of writing the paper, and organization of the paper. Chapter two discusses the concept of teaching reading narrative text through word detective strategy. Chapter three contains the procedures of teaching reading narrative text through word detective strategy. The last chapter covers some conclusions and suggestions.

REVIEW OF RELATED LITERATURE

2.1 Teaching Reading

Teaching reading is very necessary for all students. Today, there is a general agreement that reading programs never rise above the quality of the instruction. Teaching must be based on an understanding of the students as learners and learning to read must be viewed as long-term development process. The purpose of teaching reading is to provide the students with reading skills that they need in reading (Siken, 1989). Therefore the main purpose of the teacher is to help students read and develop the skills. The teacher helps the students gradually from a certain strategy caused by problem in reading. Savile and Trake (in Yun: 1989) summarize that someone can improve his reading skills by identifying his weaknesses and by implementing appropriate methods.

Based on the ideas above, it implies that in teaching reading the teacher should apply the suitable methods or techniques of teaching based on some problems faced by

the students in comprehending the text. Acording to Kustaryo (1988), techniques of teaching reading play important role in understanding material reading since they will facilitate the students who want to read efficiently. According to Burn in Mikuleckey, (1984) there are some principles of teaching reading that is useful in guiding teacher to plan reading instruction as follows:

1. Reading is a complex act with many factors that must be considered. The teacher must understand all the part of reading process if he or she plans reading instruction wisely.

2. Reading is an interpretation of the meaning of printed symbol. If the person does not derive meaning from a passage, he or she has not been reading.

3. There is no correct way to teach reading. Some methods of teaching reading work better for some children. Each student wants to learn in his or her own way. Therefore the teacher should consider it.

4. The teacher should diagnose each student, reading ability and use the diagnose as the basis for planning instruction. Teachers have to know background knowledge of the students in using an appropriate method in teaching reading. The teacher should divide students into groups, and teach them.

5. Reading is an integral part of all content areas of instruction within the educational program. The teacher must consider the relationship of reading to other subjects within curriculum of school.

6. The students need to see why reading is important. The students can not see many advantages in learning to real situation. Teacher should motivate students in class.

7. Readiness for reading should be considered at all levels of instruction. The teacher should give the students pre-requisite skill which is necessary for learning the new skill. So the pre-requisite should be develop before the teacher presents a planned ability.

Teaching reading is a guideline that governs teacher's behavior. The teacher must know how important of teaching procedures and the teacher must guide the students to develop students reading by using word detective strategy. Teaching reading holds an important role for very part of everyday life. Nobody can imagine life without reading activities. By reading, people can get information that they need to enrich their knowledge.

2.2 The Nature of Reading

Reading is one of useful activity in English learning as a second language or foreign language. Reading is also part of communication in written text. There is a unique contribution among the readers, writer and the texts.Beside that, researchers assume that there is unfamiliar view of readers as actively responsible for making sense of texts. . Specifically, the ultimate goal in reading is to comprehend the written language.

Reading is the act as responding with appropriate meaning to print or written verbal symbols (Harris&Sipay: 1980). For beginners reading is concerned mainly with learning to recognize the printed symbols that represent written language and respond intellectually and emotionally to them. They further say that reading is a complex process

in which the recognition and comprehension of written symbols are influenced by reader's perceptual skill, decoding skill, experiences, language background and reasoning abilities as the anticipation of meaning on the basis of what has been read.

Widdowson (1979) says that reading is an interactive process. In this case, reading is the process of combining textual information and reader. It is an interaction between writer and reader. In view, the reading process is not simply a matter of extracting from the text. Sheng (2004:8) says that reading is a complex activity that includes understanding, imagining, observing and remembering. The reader needs to creatively process the content relating with the previous knowledge he/she has already had in his mind, and it is very important in reading process.

Reinking and Scheiner (1985) state that reading is an active cognitive process of interacting with printed and monitoring comprehension to establish meaning. Furthermore, reading is instantaneous recognition of various written symbol, simultaneous association of these symbol with existing knowledge, comprehension and ideas communicated. Other definition argued by Nuttal (1982:33) that reading involves three types of learning: Cognitive, Affective and Psychomotor. The cognitive learning deals with the process of understanding the text. There are some factors of cognitive that affect reading. They are reader's interest, motivation and schema. The affective learning includes the attitude of the students toward reading. The last, the psychomotor learning includes the physical process related to reading activities involving the interaction between mind and body.

As some educators mentioned above, reading is process of constructing meaning from written text through some interactions like the reader's knowledge, the

interpretation, the acts of responding with appropriate meaning to print or written verbal symbols, and reading is a complex and an active cognitive process of interacting with printed and monitoring comprehension to establish.

2.3 Strategies of Reading

According to Highland (1990), there are five strategies of reading. First is surveying. There are some steps in using survey reading. 1) Preliminary structuring: discovering, before reading thoroughly. Thinking or writing out a complete sentence that expresses the basic ideas of the chapter and indicates how to expect this idea will relate to the main idea. 2) Establishing a purpose. Decide what you want to get the material and how thoroughly you need to understand it. 3) Estimating difficulty and time. Consider the total amount of time that you have and estimate the difficulty of the material. 4) Questioning. Questions will occur during and after reading, but start them early during survey reading.

Second is scanning. Scanning is used to search for specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose. Nuttal (1982:34) says that while scanning we only try to locate the specific information and often we do not even follow the linearity of the passage. In other words, we simply let our eyes wonder over the text until we find what we are looking for.

Third is skimming. Skimming is used to get and comprehend the gist of the material quickly Nuttal (1982;24) mentions that by skimming we mean glancing rapidly through a text to determine its gist. For example by skimming we know about matters that are not of great importance to us. Hanckock (1987:147) denotes that in preview skimming a reader reads the introductory information, the headings and

subheadings and summary, if one is provided. So by skimming strategy, the reader may develop his or her comprehension of main ideas.

Fourth is intensive reading. Nuttal (1994:23) says that intensive reading involves approaching the text under the close guidance of the teacher that forces the students to pay great attention to the text.

The last is phrase reading. Phrase reading is necessary for a reader who wants to be an efficient and good reader because in phrase reading the reader tries to find the ideas from his reading. Simanjuntak (1988:47) states that to comprehend what the reader reads, he must read the ideas. An idea is seldom contained in single word, rather than group of words.

2.4 Word Detective Strategy

Word detective strategy is a student's use of context to develop personal meaning for new vocabulary (Kmcielo, 2009:1). This strategy will benefit the students for exploring the new vocabulary without much memorizing., and increase student's knowledge of vocabulary that they had never known. With the added knowledge, the student can identify the words they do not know before.

According, Ehri (2009:2) word detective strategy is a systematic and motivational way to teach decoding and spelling to struggling readers. That means, this strategy is an understanding of the new vocabulary support, the facilitator is completed by a teacher. The teacher will help students when reading memory. From reading the content they read, they will find the words that they had never heard of at all.

Then, Prel (2008:24) states this strategy guides students through a series of steps to help uncover the meaning of a word and its word parts. That mean, the teacher gives them a text, in a text they will find some difficult words. The guidance of the teacher to understand a new word. Then,

they can be difficult to describe or define the word into a meaning that they could understand. Once they understand that they can get the meaning that of a word in a paragraph.

Furthermore, Orlando and Khaterine (2010:107) say that the word detective is an engaging strategy to help students decode words by recognizing relationship between words they already know and new, unknown word. It means, word detective strategy is to help students to understand the new word as well as help the students to be able to manipulate to form new word. And facilitate students to find a synonym or antonym of a word that was unknown to them. Students can capture the vocabulary that will be created a new meaning with the same meaning.

From explanation above, the writer concludes that word detective strategy are easily matched to each students phase of development and personal learning profile and good for every level of the students including the senior high school students. The concept in each lesson is resented with a variety of strategies appropriate to each development phase of learning. To help straggling readers cope with attention issues, impulsivity, or poor self regulation, word detective fosters a brisk pace with frequent changes in activity within highly structured and sequenced curriculum.

2.4.1 Concept of Word Detective Strategy

Word detective is kind of game quiz that provides a good opportunity to develop students' skills in defining words and paraphrasing. For this quiz the teacher puts the students in pair, facing each other, and gives a card with two words written on it to each student and ask them to do not show their cards to the other. The two words written on the cards are a tool and related occupation such as, chalkboard and teacher, paintbrush and decorator. One step, the other student describes the tool without saying its

name. The other student has to guess the tool and the occupation using the tool. In short, through this quiz the students can express their ideas, feeling and improve their reading with many new vocabularies.

From this point of view, it can be seen that quiz is an activity that can be done by the teacher in teaching learning process. By doing this activity, teacher will give an accurate information about the activity have been done. The teacher can also get to know the students mastery and develop learning in limitation time. Beside that, it is a good method in teaching learning process in order to get an objective of the study.

2.4.2 Advantages of Using Word Detective Strategy

There are some advantages of using word detective strategy in teaching and learning process:

1. Students have ability to interpret meaning of a sentence without having known all of the words.

2. By using word detective strategy, the students can enjoy competing with their peers in learning process.

3. This strategy provides the learners using plenty of opportunities to enlarge vocabulary and practice their English

4. The students will get the words easier without extremely memorizing each word.

2.4.3 Step of Using Word detective Strategy

Bromley (2002:5) explains about procedures to apply the detective word, they are:

1. Choose a target word and enter it in the center box

2. Enter synonyms or antonyms to the target word in the boxes that connect to the target word.

THE PROCEDURES OF TEACHING READING NARRATIVE TEXT BY USING WORD DETECTIVE STRATEGY

This chapter descibes the procedures of word detective strategy in teaching narrative text. The procedures are divided into three phases: pre-teaching activities, whilst-teaching activities, and post-teaching activities.

Pre-teaching activity is the first activity that should be applied in teaching, especially in teachingreading. It can enhance and support the students to study very well. Besides, it can increase students's concentration. In whilst-teaching activity the teacher may asks the students to do some activitie. In this section, all of the students do the assignments from the teacher. The teacher instructs and asks them to do some activities. In post-teaching activity, teacher gives a chance for the students to ask some questions. Teacher and students discuss about the words that are difficult to describe.

3.1 Pre-Teaching Activities

Pre teaching is an activity or process before a teacher comes into a new material or lesson. It means, a teacher should introduce the material to be taught. It is used to generate the student's background knowledge and build their confidence. A teacher, for example, may ask some questions to the students in order to create good atmosphere in class. She/he can drill the students by asking them to give a comment on the situation about a case given to them.

Pre-teaching activities have several functions. They can give new information, increase student's concentration, and stimulate curiosity. In a nutshell, they could

help the sudents understand about what they are going to read.

The procedures of pre-teaching activities:

1. Teacher greets the whole class.

   For example:

   Teacher : "Good morning everybody"

   Students : "Good morning Madam"

   Teacher : "How are you today?"

   Students : "Fine Madam. How are you?"

   Teacher : "I am fine too. Thank you"

2. Teacher checks the students' attendance.

   For example:

   Teacher : "Well, I need your attention for a few minutes. Please listen to me!"

   Students : "Okay Madam"

3. The teacher gives some questions to his/her students in order to make good relationship among them or to create a good atmosphere in the class.

   For example:

   Teacher : "Did you take your holiday last week?"

   Students : "Yes Madam"

   Teacher : "Where did you spend your holiday Yuza?"

   Yuza : " I spent my holiday in Lake Singkarak, Madam"

   Teacher : "What did you do there?"

   Yuza : "I swam on the lake every morning and I fished in the afternoon."

   Teacher : "It was very interesting experience, right?"

   Students : "Yes, Madam."

4. Then, teacher has to explain clearly what to do and a certain point

Meanwhile, the teacher is a facilitator who can create the activity where the students do not only use the knowledge, but the teacher also helps them to understand the reason of knowing something. Therefore, they know how and when to use their knowledge in appropriate situation.

5. Teacher introduces to the students vocabularies/ words related to the environment.

3.2 Whilst-Teaching Activity

This is the time to treat the technique.

1) Teacher asks the students to change their chairs in circle form and there are two chairs in the middle.

2) Teacher explains the rules of guess the word game quiz. Teacher explains to the students the rule of the word game quiz to make them understand and do not find difficulties while they are doing the word game.

For example:

O K, I will tell you the rules of this word game, I will ask two of you to sit in the middle, facing each other. I will give a card to each of them. They are not allowed to look at their friend's car. There are two words written on the card. These words consist of a tool and related occupation. In this ocassion, student A describes the tool without saying its name and student B guesses the tool and name an occupation that uses the tool. After that, change to student B to describe two words written on his/her car and student A tries to guess it. After the first session finishes, it is time for the next students to do the word game.

3) Teacher asks two students to sit in the middle and facing each other.

4) Teacher gives a card to them with two words written on it.

Pen and Student

For example: I

<div align="center">Card for Student A</div>

In this ocassion, it is time for student A to describe two words written on his/her card and student B tries to guess.

For example: I

Student A (describe) : It is used for writing

  Student B (guess) : It is a book. A student uses book

Student A (describe) : You are right, but it is not a book.It is used for writing,taking a note (giving gesture bymovement her hands to describe the tool).

Student B (guess)   : It is pen. A student uses a pen

Student A   : Yes, right

5) The next, student B describes two words written on his/her card and student A tries to guess.

For example: II

Board marker and Teacher

<div align="center">Card for student B</div>

Student B (describe) : It is used for writing on the whiteboard

Student A (guess)   : It is a board marker and the teacher uses board marker for writing.

Student B   : That's right.

6) After that the teacher discusses about some new words. Teacher explains new words not in Indonesian meaning but by giving anthonym or synonym of the word such as;

Poor ⋈   Rich

The teacher gives example of the word with sentences " you have much money, a big house, and a new car. You are a rich people. What the antonym of rich? The teacher ask to the student.

Leave   =   Go away

The teacher explains this word with sentence "you go away from your friend, the synonym of the word go away is leave.

Got   =   Receive, Know, Have

The teacher explains this word to the students by giving some synonym of the word in sentences, "you get a good mark in reading test, you know all information about this college, and you receive a message from your mother.

Married = Having husband or wife

The teacher explains the word in a statement "a man an woman become husband and wife".

Wore = Have on your body as a piece of clothing

Did not listen >< Pay attention

Embarrassed = Feel shy, Ashamed

Kicked = Hit someone or something with your foot.

Prayed = speak to the God to ask for help, or hope very much something will happen.

Believed >< Don't sure about the truth, impossible

This activity continues until the students know about some new words that the teacher explains. After that, the teacher asks the students to read the text about the story by giving them enough time to read it. After finishing reading, the teacher asks the students whether they understand the text or not. The teacher asks the students to answer the questions to make sure that they understand what they read.

THE STORY OF MALIN KUNDANG

A long time ago, there liced widow with her only son. They lived in a hut in a village near the sea. They were very **1.poor**. MalinKundang, the son's name, thought, "If I stay here, I won't have a better life. I have to **2.leave** this vilage and look for a job". His mother was sad to hear it. But she knew that MalinKundang was right. So she let him go.

After her son had left, Malin Kundang's mother went to the beach every day. She hoped her son would return soon. At night she would pray for her son's safety.

She would ask the captain of the ship whether he saw her son or not. But she **3.got** no news about Malin Kundang.

After years, when she was very old, a captain of a ship told her, "Malin Kundang? I met him some month ago. He is now **4.married** to a beautiful girl. She is the daughter of a wealthy man". MalinKundang's mother was very happy to hear it. "Thank you, God!" she prayed. She was sure that Malin Kundang would return home one day.

One morning, a big beautiful ship docked. A young couple stood at the dock. They **5.wore** beautiful clothes. Malin Kundang's mother cried joyfully "MalinKundang! My son! You are home!" she hugged the young man. Malin Kundang did not believe her. He thought "This can't be my mother! She was a strong woman when I left. "But his wife said angrily, why didn't you tell me that your mother is poor and old?"

Then she spotted on the old woman. The old woman cried. She could not believe what she heard. "Malin, I am your mother." But Malin Kundang **6.did not listen**. He was **7.embarrassed** to have an old mother. So he **8.kicked** the old woman yelled at her, "Go away, ugly woman. My mother does not look like you at all."

The woman fell on the ground. She cried. Then she **9.prayed**,"My dear God, if he really is my son, punish him." Suddenly, there was a thunderstorm. Big waves hit the shore with a loud noise. They hit everything from big ships to coconut trees along the shore. The thunderstorm was a fierce one. The storm died in the morning. But the villagers could see what the storm had done. Not far from the shore, there were rocks that **10.looked** like wreckage and the passenger of a ship. People believed that it was MalinKundang's ship, and MalinKundang changed into a coral reef. God had punished him.

3.3 Post- Teaching Activity

These are the last acticity done by the teacher after the class finishes the word game**.**

1. Teacher writes on the whiteboard each new vocabulary.
2. Teacher and students discuss about the word that is difficult for students to describe and to guess. The aim of this activity is to solve the problem and give solution or answer for the difficult words that found by the students and to get an objective the study.
3. Teacher gives a chance for the students to ask some questions.
4. Teacher asks the students to make another examples about words on the cards.
5. Close the class and say good-bye.

CONCLUSIONS AND SUGGESTIONS

4.1 Conclusions

Based on the previous chapter, it can be concluded that word game is one of word detective strategy that can improve students' reading comprehension of narrative text. In teaching activity, word detective strategy is a good opportunity to develop students' skill in defining words and paraphrasing. In other word, through this strategy the students can express their ideas, feeling and improve their reading ability to get many new vocabulary. In spesific the conclusion could be clarified as follows;

1. The use of word detective strategy in teaching reading makes students more active and more interesting in learning process.
2. use of this strategy can make teaching-learning process more attractive.
3. The use of word game in detective strategy can make students enjoyable competing with their peers in learning process.

4. The use of word game as a word detective strategy is a good method in teaching-learning process in order to get an objective of the study.

5. In implementing word detective strategy, there are three main steps that can be followed. They are pre-teaching activity, whilst-teaching activity and post-teaching activity.

5.2 Suggestions

The writer would like to suggest the English teacher to use various techniques or ways in teaching, in order to make the process of teaching and learning progres becomes interesting and effective. One of the techniques that the writer suggests for teaching reading is the use of word game as a word detective strategy.

Related to the use of guess the word, the writer suggests the English teacher :

1. To consider using word game quiz as a word detective strategy, to improve students' comprehension.

2. To create teaching-learning process convenient using word detective strategy.

3. To ask students do the word game quiz so often in order to increase their vocabulary. If they have many vocabularies, the students can comprehend the reading text and make learning of narrative text more pleasant and easier.

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