

TEACHING READING NARRATIVE TEXT BY USING DIALOGICAL THINKING AT JUNIOR HIGH SCHOOL

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Abstract

The purpose of this paper is to describe teaching reading narrative text by using Dialogical Thinking Strategy at junior high school. The advantages of dialogical thinking strategy in teaching reading is the students can learn and think critically about central issue. In applying teaching reading by using dialogical thinking strategy, the writer divides teaching activities into three procedures, such as Pre-teaching activity, Whilst-teaching, and Post-teaching activity. Dialogical thinking can be an alternative strategy to teach reading narrative text at junior high school in order to improve students' motivation in learning English and can make the students active in studying.

Keywords : Narrative, Dialogical Thinking

Introduction

English is very essential in our life. Many aspects use English as a medium of communication. We use English not only for social life, but also for connecting with other people by using technology such as social media. We can relate with other foreign people in different language by using English. English can unite people from various languages and countries. In Indonesia, English considered as the first foreign language and taught

formally from elementary school up to the university level.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Reading becomes very important in English skill, students need to be exercised in order to have a good reading skill. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making

progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

In reading, there are several genres of the text, they are descriptive text, recount text, procedure text, discussion text, news item, explanation text, report text, review text, narrative text, procedure text, hortatory exposition, analytical exposition. In this paper, the writer describes about narrative text. According to Astuti (2010 : 90) says, narrative text tells a story, mainly used to entertain the reader.

Based on the writer's experience in teaching at SMP Kartika 1-6 Padang when the writer did teaching practice, there were some factors that cause the students failed in reading. First, lack of vocabulary that made students did not understand about the text. Second, students are difficult to find the ideas from the text. The last, the strategy that is applied by the teacher in teaching is not interesting. For example, in teaching reading the teacher only gives the text and then asks the students to read the text. After that, the students asked to

answer the questions below the text. That strategy make the students bored and not understand about the story of the text. Therefore, the teachers must have strategy to teach the students about narrative text.

Jonson (2006) says, some strategies for teaching reading narrative texts that can be applied by the teacher in the classroom. First, Story pyramid is to describe important information from a story, such as the main character, the setting, and the major events in the plot. Second, Plot profile. It is a graphic depiction of tension, or level, of excitement, in each chapter of a story. The third is Dialogical thinking. Dialogical thinking is a process of thinking to express students points' of view, how the students express their own idea or with their own arguments. In this paper, the writer focused on teaching narrative text by using dialogical thinking strategy. In this paper the writer discusses about one of the strategies to teach reading, namely teaching reading narrative text by using dialogical thinking.

There are many strategies in teaching reading that can be applied by teacher in the classroom, such as Story pyramid, Plot profile (Reading Comprehension), and Dialogical thinking. The writer focuses on Dialogical Thinking strategy in teaching reading narrative, because this strategy can express their own ideas, beside that it can stimulate the students' background knowledge.

Review of Related Literature

Grellet (1999 : 8) explains reading is constantly involves guessing, predicting, checking and asking oneself questions. In addition, Romero and Romero (2008: 2) say, Reading is an active process. It is a thinking process. A reader usually reacts phisically, emotionally, or intellectually with what we read. Macceca (2007:4) explains, reading is a dialogue between the reader and the author, and during this "Dialogue," the reader should generate questions to help anticipate meaning, search for information, respond intellectually and emotionally, and infer ideas from and

explain further the content of the text.

Based on the explanation above, reading is an activity that we do to comprehend the meaning of a text. Reading is not only reading a text or something that is written, but also finding the meaning in the text. Moreover, reading increases our new vocabularies and knowledge. Therefore, mastering reading in English skill is very important.

1. Principles of Teaching Reading

Pressley (2001) identified several teaching principles that improve comprehension in students:

1. Teach decoding skills.
2. Teach vocabulary.
3. Encourage students to build word knowledge through reading and to relate what they know to what they read.
4. Teach students to use a number of strategies, including predicting, analyzing stories with respect to story grammar, questioning the text, visualizing, and summarizing.

5. Encourage students to monitor their own comprehension when meaning is lost students should know they need to use a "fix-up" strategy to repair understanding.

2. Some Strategies in Teaching Reading.

1. Story Pyramid

Johns & Lenski (2001: 2) explains, The Story Pyramid is a strategy that helps students understand and use text structure in fictional works. It helps students identify story elements such as character, setting, problem, and solution. It can also help students identify and understand the plot or sequence of events in a story. The Story Pyramid may be used during and after reading.

2. Plot Profile

Jonson (2006 :121) says, a plot profile is a graphic depiction of tension, or level, of excitement, in each chapter of a story. Using the profile, students follow the sequence of events and tension from conflict. Students plot the tension in a book

after each chapter. They analyze the profile after completing the book. The plot profile enables readers to see the high and low tension of book's plot. It help students to see how the author develops structure, using conflict to build a plot.

3. Dialogical Thinking

Commeyras in Queensland studies authority (2010 : 33) says, dialogical thinking is where the students learn to reflect and to think critically about a central issuse. Students learn how to verify or clarify information from text to identify reason to support interpretations and to evaluate the acceptability and relevance of competing or alternative interpretations.

3. Narrative text

Mulyono and Kurniawan (2013:25) say, Narrative text is a text focusing specific participants. The social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find the resolution.

4. Generic Structure of Narrative

Text

Labov (2001) says, that the generic structure of narrative text begins with an *orientation*, introducing and identifying of participants in the action: the time, the place, and the initial behaviour. The orientation section provides answers to the potential questions, “Who? When? Where? And what were they doing?”. The end of a narrative is frequently signaled by a *Coda*, a statement that returns the temporal setting to the present.

According to Mulyono and Kurniawan (2013 : 25) a narrative text will consist of the following structure: 1. Orientation, Introducing the participants and informing the time and the place. 2. Complication, describing the rising crises which the participants have to do with. 3. Resolution, showing the way of participant to solve the crises, better or worse.

In Ganesha Operation teams (2014:219) explain, the generic structure of narrative text such as; orientation, evaluation, complication,

resolution, re- orientation and coda. First orientation is opening the paragraph where the participants of the story are introduced. Second, evaluation is a stepping back to evaluate the plight. Third, complication is where the problems in the story developed. Fourth, resolution is where the problem in the story is solved. Fifth, re-orientation is conclusion of the text. The last, generic structure is coda that is moral or a message in the story.

5. Dialogical Thinking

Commeyras in Queensland studies authority (2010 : 29) says, Dialogical thinking is where the students learn to reflect and think critically about a central story issue. Students learn how to return to the text to verify or clarify information, identify reasons to support interpretations and evaluate the acceptability and relevance of competing or alternative interpretations. Teachers can judge how willing students are to change their positions based on new or inconsistent evidence, thus gaining important insights into their critical

thinking dispositions. In addition, Davis and Davis (2000 : 95) explains, Dialogical thinking involves “Dialogue or extended exchange between different points of view or frames of reference” so that we can assess the strengths and weaknesses of our thinking and experience the inner logic of alternative points of view.

6. Steps of Dialogical Thinking

According to Commeyras in Queensland studies authority (2010 :29) there are some steps of dialogical thinking as follow :

1. Read the story

- a. Have students read the entire story independently, or use guided reading for less able students.
- b. As a whole class, reconstruct the storyline using a plot profile or a story ladder. Ensure that all students understand the story well enough to take part in the discussion phase.

2. Consider the central question

- a. write the central question, and two possible conclusions that will be the focus for discussion.
- b. Ask students if, based on their understanding of the story, they have a preference for either conclusion. To do this, students must activate their prior knowledge, since they must consider whether they really do have a position on the issue. (This also allows you to assess the initial positions of students for comparison with later positions informed by the reading.)

3. Identify reason

Ask students to identify the reasons for supporting each conclusion. You may help by questioning and/or rephrasing. Accept all reasons at this time. List them on the chart.

4. Evaluate reasons

- a. As a class, evaluate the truth and relevance of each reason. For truth, use a code such as true (T), false (F), depends (D), and for relevance a (Y) or (N). Only verifiable information (within the text information, prior knowledge or logic) should be used as the basis for a decision. Students should return to the text to verify or clarify information.
- b. After reasons have been verified, ask students to consider how strong the support is for each conclusion. Students must think critically about what is important and relevant in making informed decisions about what they believe.

5. Draw conclusions

- a. At the end of the lesson, students can talk or write, in small groups or individually, about beliefs surrounding the central

question, given the preceding thinking and discussion. Students who still have not made up their minds should explain their reasons.

7. Advantages of Dialogical Thinking

According to Commeyras in Queensland studies authority (2010 : 29) the advantages of dialogical thinking in teaching reading is the students learn to reflect and think critically about a central issue. The students have different point of view about the text based on their background knowledge. Engaging students directly to think.

Implementation

In applying teaching reading by using dialogical thinking strategy, the teacher can divide teaching activities into three procedures, such as Pre-teaching activity, Whilst-teaching, and Post-teaching activity.

1. Pre- Teaching Activity

Pre-teaching activity is an activity that will be done before teaching activity started. This activity is done to build students' motivation in learning. In pre teaching activity there are some step :

1. Greeting

Purpose of greeting is to make students pay attention to the teacher and ready to study. The teacher greets the students by saying : good morning, good afternoon, good day, and so on.

1. Check the attendance list

Purpose of the checking the attendance list is to make sure that all of the students are present in the class. The teacher checks the students' attendance list.

Teacher : who is absent today?

2. Giving Brainstorming

Teacher shows the pictures.

“Well students I have some pictures” (Show the pictures)



Then, the teacher asks some questions to students, for example :

“Can you see the pictures?”

“Can you guess the pictures?”

“Can you guess, what the story is about”

2. Whilst teaching activity

Whilst teaching activity is an activity that teacher does after pre teaching. In whilst teaching activity,

the teacher discusses the topic that will be learnt. There are some activities that can be done by teacher in whilst teaching activity.

1. The teacher gives pictures series about “Snow White”

1.



2.



3.



4.



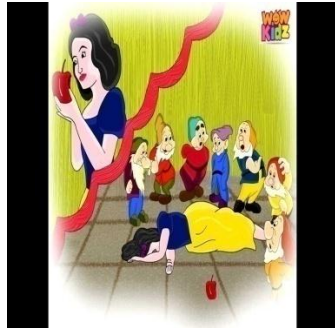
5.



6.



7.



8.



9.



2. Teacher asks students to answer the questions based on the pictures

“O.K students, answer the questions based on the pictures!”

Picture 1 : Who were the characters on the picture?

Picture 2 :Where did snow white go?

Picture 3 :What did snow white do?

Picture 4 :Who did snow white look when she wake up??

Picture 5 :Was snow white happy live with seven dwarfs?

Picture 6 : What did the witch give to snow white?

Picture 7 :What did happen with snow white after eat apple?

Picture 8 :What did prince do to snow white?

Picture 9 :How was the end of the story?

3. The teacher asks students to discuss their answer and discuss a central question.

“O.K, now discuss your answer with your friends and discuss a central question!”

Such as : what did snow white do in dwarfs' house?

4. The teacher asks students to dictate the reasons for the hypothesized conclusion and write students' reasons.

“O.k after you discuss with your friends, then you write your reason!”

5. The teacher asks students to evaluate the reason with (T) for true, (F) for false, and (D) for it depends. Mark (Y) if the reason is relevant and (N) if it is not.

“Now evaluate your reasons with (T) for true, (F) for false, and (D) for it depends. Mark (Y) if the reason is relevant and (N) if it is not.!”

Examples:

- a. Snow white take a rest in dwarfs' house(T)
- b. Snow white invite dwarfs (F)
- c. Snow white looking for prince (N)
- d. Snow white live forever at the dwarfs'house (D)
- e. Snow white happy in dwarfs' house (Y)

6. The teacher asks students to draw their own conclusion.

“Now, what can you learn from the story?”

“Make a simple conclusion!”

7. The teacher distributes the text to the students.

“O.K students, now read the story about Snow White !”

SNOW WHITE

A long time ago, a child was born to a queen and king and she was called Snow White. When the queen died, the king married again. This new queen was wicked and hated Snow white. The queen gave orders that Snow White was to be treated as a servant.

Snow White grew very beautiful and one day a Prince riding by, saw her at work and fell in love with her.

The queen was beautiful too, and every day she asked her Magic Mirror, "Who is the fairest in the land?" and the mirror always answered, "You are the fairest one of all".

But one day the mirror answered Snow White was the fairest in the land, and in a rage the queen gave orders to one of her Huntsmen to take Snow White into the woods and kill her.

The Huntsman had a kind heart and couldn't do the deed so told her to run away. She fled into the woods where Seven little dwarfs lived. Their house was small and strange.

Snow White entered the little house and finding it very untidy, started to clean up. Upstairs she found seven little beds. She was very tired and stretching out on one of the beds, was soon asleep.

When the Dwarfs came home they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them.

The Queen discovered where Snow White was living and disguising herself as a witch, took a poisoned apple and set out for the Dwarfs cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she sank into unconsciousness.

Thinking she was dead, the Dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin. One day, the Prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy. The Prince took Snow White to his palace where they were married and lived happily ever after.

8. The teacher asks the students to answer the following questions:

<http://www.overplayers.org.uk/html/snowstory.html>

“Well, in this moment answer the following questions!”

1. What kinds is the text above ?
2. Who is the participant in the story ?
3. What is the purpose of the story?
9. Teacher asks students to review the story about Snow White by answering the previous questions.

3. Post Teaching Activity

In post teaching activity or at the end of learning activities, the teacher does as follows :

1. The teacher gives conclusion about the material on that day to the students by writing on the whiteboard “narrative text” and give explanation about narrative.

“Generic structure of narrative text consist of such as: orientation, complication, resolution, and coda. First, orientation is opening the paragraph where the participants of the story are introduced. Second, complication is where the problems in the story developed. Third, resolution is where the problem in the story is solved. The last,

generic structure is coda that is moral or a message in the story. The purpose of text narrative is to entertain the reader.”

2. The teacher gives home work to the student to search narrative text and determine the orientation, complication and resolution from the text.
3. The teacher ends the class.

“That’s all our meeting today. See you next meeting.”

Conclusions

Reading is an activity that we do to comprehend the meaning of the text. Through reading, we can get new information in a text. Moreover, reading increases our new vocabularies and knowledge.

Many strategies can be used by the teacher in teaching reading narrative text. In this point, the writer discusses dialogical thinking strategy in teaching reading. Dialogical thinking strategy is where the students learn to reflect and think critically about a central story issue in narrative text. Students learn how to return the text to verify or clarify information, identify reasons to support interpretations and evaluate the acceptability and relevance of competing or alternative interpretations. The

advantages of dialogical thinking in teaching reading is the students learn to reflect and think critically about central issue. the students have different point of view about the text based on their background knowledge. engaging students directly to think.

This strategy can be used in the class because it is more effective and efficient. Then this strategy make the students more motivated to learn about narrative text and the students are easier to answer the question.

Suggestions

Based on the conclusion above, the writer would like to give suggestions for the teachers and the students.

1. In using this strategy, the teachers should give the correct explanation about this strategy before going to the point of the activities. Then, the teachers should prepare interesting narrative text which easy to be understood by the students in order to the students will not be bored in teaching and learning process.
2. In applying this strategy, the students should exercise with group discussion and prepare interesting texts narrative. In group discussion choose one of your friends to be the teacher and other to be the students in order to this discussion be fun.

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