CAKRAWALA PENDIDIKAN

**FORUM KOMUNIKASI ILMIAH
DAN EKSPRESI KREATIF
ILMU PENDIDIKAN**

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober
Terbit pertama kali April 1999

CAKRAWALA PENDIDIKAN
Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan
Volume 16, Nomor 2, Oktoberl 2014

Daftar Isi

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6. Naskah diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang dimuat dalam *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987).

PROMOTING TASK-BASED INSTRUCTION IN TEACHING READING OF NARRATIVE TEXTS

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Abstrak: Membaca saat ini telah menjadi bagian dari setiap aspek kehidupan dan segala bentuknya. Masyarakat menganggap bahwa membaca adalah sesuatu kegiatan yang membuang-buang waktu dan kebanyakan siswa akan mengatakan bahwa satu hal yang sulit untuk mengikuti kelas membaca. Dengan menggunkan *task-based instruction*, sebagai guru, penulis berharap dapat membantu siswa-siswa untuk merasa menikmati kelas membaca, khususnya membaca teks naratif.

Kata kunci: membaca, teks naratif, *task-based instruction*

Abstract: Reading is nowadays used to all aspects of life and its forms. Reading is considered to be something wasting time and many students find it difficult to follow reading class. By using task-based instruction, as the teacher, we hope that we can help the students to enjoy reading class, especially in reading narrative texts.

Key words: reading, narrative texts, task-based instruction

INTRODUCTION

We all learn to read at school, after a fashion. But for most of us, this is not an optimal use of our brain power. In this course you will learn to better use the left brain's focused attention combined with the right brain's peripheral attention, in close harmony. Good communication between the brain hemispheres is a pre-requisite for creative thinking and also a sense of well- being, where thoughts and feelings are integrated.

Teaching Reading

Meaning, learning, and pleasure are the crucial goals of learning to read. In fact, not all students are able to be a good reader. One can read and write but without the key element of comprehension, there will be no understanding of what was read. Constructing meaning through interaction and involvement with written text is definition of comprehension. Knowledge is the basic element for comprehension. It means that it is related with what we do not know or new information, to what we already know.

Furthermore, Harris and Graham (2007) states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency

Lado, as quoted by Sujiati (2007:7) defines reading comprehension as follows: "Reading is a foreign language consists of grasping meaning in that language through its written representation."

Simanjuntak (1998: 4) states that reading comprehension is most likely to occur when stu-

dents are reading what they want to read. Or at least what they see some good reasons to read."

The main purpose by reading an article, an authentic text such as books, notice or advertisement etc, is to understand what is meant by the text. So, we might come to a conclusion that reading comprehension is intended to understand or to interpret the text.

Narrative Texts

Many Experts define different meaning of Narrative. Anderson in Karolina (2006) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. Narrative is a text contains with a story or a tale (it can be a folktale, fable, legend and short story). There is a conflict which continues to resolution. Furthermore, the 2004 Curriculum states that narrative text is a text of which the function 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 and turning point of some kind, which in turns finds a resolution. From those statements above, the writer states that narrative text is a text which contains with story or tale functioned to amuse, entertain and to deal with actual or vicarious experience in different ways.

Based on Curriculum 2004, the main function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. Anderson, in Karolina (2006), states that there are three characteristics of narrative text. First, narrative text tells about a story of event or events. Second, the events are usually arranged in chronological order. Last, the narrator has a purpose in mind in telling the story.

The generic structure of narrative text based on Curriculum 2004 is as follows: (a) Orientation. It contains sets the scene and introduces the participants. In this stage, the narrator gives information about the situation of the characters, place, and time (it answer the question who, when, what and where). (b) Evaluation. It contains a stepping back to evaluate the plight (optional). (c) Complication. It is when a crisis arises. (d)

Resolution. The crisis is resolved, for better or for worse. (e) Re-orientation. It is an optional.

Neo in Karolina (2006) states that a narrative has a structure, a shape or a pattern. The structure can be presented as follows:
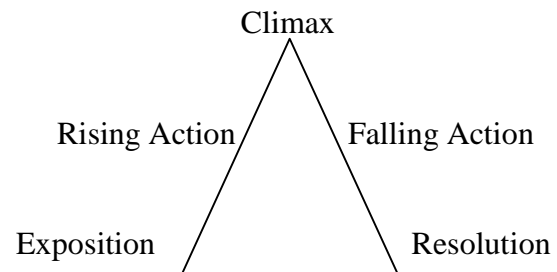
Figure 1
The structure of Narrative

The structure above is known as the Freitag triangle. The Freitag triangle consists of: exposition, rising action, climax, falling action, and resolution

There are 10 types of narrative text based on Neo in Karolina (2006). They are humor, romance, crime, real life fiction, theoretical fiction, mystery, fantasy, science fiction, dairy novels, and adventure. A humorous narrative is one that aims to make audience laugh as a part of telling story. The romance narrative typically tells of two lovers who overcome difficulties to end up together. Science fiction narratives are the setting involving science and technology. Dairy novels have the text presented like diary entries. Here is the example of a narrative text based on Doddy (2008).

Why Does the Cock Eat the Millipede?

Long ago the cock had a pair of beautiful horns on his head. But at that time there was a dragon who was prevented from ascending into heaven because he lacked a pair of horns. And so he offered the millipede as a guarantor, and borrowed the horns from the cock!

1

When the millipede came for the horns, he said to the cock: "When you want your horns back, you must call out at dawn: 'Give me back my horns!' and they will be returned to you at once. You need have no occasion to be concerned in the least."

The kind cock knew how difficult it was to ascend to heaven, so, reassured by the good security the millipede offered, he loaned his horns without hesitation, just twisting them right off his head. He also thought to himself that when the dragon returned from his visit to heaven, they could sit down and have a good conversation; he would ask the dragon to tell him how things were in heaven, and if it really was beautiful there, as he had always heard. If it was true, he might consider going there himself someday, he thought.

2

So, next morning at daybreak (for the dragon's visit was scheduled to be brief), the cock called out loudly: "Give me back my horns!" But, even though he repeated this demand ten times over, there was no sign at all of either the dragon or the horns. Worried, the cock promptly went off to complain to the millipede, who soothed him, saying: "If the dragon has not returned the horns this morning, then he will certainly do so tomorrow. At the very latest, the day after that. Just learn to be a little patient and your horns will soon be back on your head, just as before."

The cock did wait several days, but although he called out every morning at sunrise: "Give me back my horns!" They never did reappear. The cock was extremely annoyed at this deception and loss, as you can well imagine, therefore he ordered all the members of his family to eat millipedes on sight.

3

Even so, the cock has not yet given up hope of getting his horns returned. He ordered his descendants always to call out at the break of day: "Give me back my horns!" He still hopes that the dragon may hear him!

4

Note:
1 = Orientation
2 = Evaluation
3 = Complication
4 = Resolution

Task-based Instruction

Task Based Instruction (TBI) is an approach where learners concentrate on the classroom processes. Richards (2002) states that TBI claims that language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks. Expertises of TBI say that grammar and other dimensions of communicative competence can be developed using interactive tasks. Teachers usually use different tasks in their regular teaching. Furthermore, TBI claims that the used of tasks is very important and sees them as primary unit in planning teaching and also in classroom teaching. Nunan (1991) states five characteristics of a task based approach to language learning as follows: an emphasis on learning to communicate through interaction in the target language; the introduction of authentic text (teaching materials) into the learning situation; the provision of opportunities for learner's own personal experiences is important contributing elements to classroom learning; an attempt to link classroom language learning with language activation outside the classroom.

Nunan views the task as a piece of meaning-focused work which involves learners in comprehending, manipulating, producing and interacting in the target language.

There are a number of different interpretations in the literature of what a task is. Willis in Cubillo (2009) defines tasks is activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve

an outcome. Skehan in Cubillo (2009) states that a task is an activity that satisfies the following criteria: meaning is primary, there is a goal that needs to work forward, the activity is outcome-evaluated and there is a real-world relationship. Richards (2002) states some key characteristics of a task as follows: it is something that learners do or carry out using their existing language resources; it has an outcome which is not simply linked to learning language, though language acquisition may occur as the learner carries out the task; it involves a focus on meaning; and in the case of tasks involving two or more learners it calls upon the learners' use of communication strategies and interactional skills.

Willis in Richards (2002) says that there are six kinds of tasks. They are listing, sorting and ordering (ranking items), comparing (contrasting items), problem-solving, sharing personal experiences, and creative. The example of listing task is students might have to make up a list of things they would pack if they were going on a beach. The example of sorting and ordering (ranking items) task is students work in pairs and make up a list of all of the most important characteristics of an ideal vacation. The example of comparing (contrasting items) task is students compare advertisement for two different supermarkets. The example of problem-solving task is students read a letter to an advice columnist and suggest a solution to the writer's problems. The example of sharing personal experiences task is students discuss their reactions to an ethical or moral dilemma. The example of creative task is students prepare plans for redecorating a house.

Several authors propose various designs of TBI frameworks. Elli, in Cubillo (2009), states that there are three phases in TBI frameworks. They are pre-task, during task and post task. Such distribution of phases reflects how the lesson will be developed. The 'pre-task' includes the various activities that teachers and students can undertake before beginning the task. Some of these activities may be asking and answering questions, reading a passage related to the topic, listening to an audio segment or watching a video. The second phase, the 'during task' phase, centers on the task itself and affords various instructional options, including whether students are required to operate under time-pressure or not. The final phase is 'post-task' and involves procedures for following-up on the task performance. Only the 'during task' phase is obligatory in task-based teaching. Thus, minimally, a task-based lesson should consist of only one task performed by the students. Options selected from the 'pre-task' or 'post-task' phases are non-obligatory but they can serve a crucial role in ensuring that the task performance is maximally effective for language development.

Another TBI framework is the one presented by Willis in Richards (2002). The framework is (1) pre-task activities (Introduction to topic and task). The activities that can be done in this step are: (a) teacher helps students to understand the theme and objectives of the task, for example, brainstorming ideas with the class, using pictures, mime or personal experience to introduce the topic; (b) students may do a pre-task, for example, topic-based odd-word-out games. Teacher may highlight useful words and phrases, but would not pre-teach new structures; (c) students can be given preparation time to think about how to do the task; (d) students can hear a recording of a parallel task being done (so long as this not gives away the solution to the problem); and (e) if the task is based on text, students read a part of it. (2) The task cycle. There are three steps in task cycle. They are task, planning, and repot. The activities that can be done in task step are: (a) the task is done by students (in pairs or groups) and gives students a chance to use whatever language they already have to express themselves and say whatever that want to say. This may be in response to reading a text or hearing a recording; (b) teacher walks around and monitors, encouraging in a supportive way everyone's attempt at communication in the target language; (c) teacher helps students to formulate what they want to say, but will not intervene to correct errors of form; (d) the emphasis is on spontaneous, exploratory talk and confidence building, within the privacy of the small group; (e) success in achieving the goals of the tasks elicits students' motivation. Whether the activities that can be done in planning steps are: (a) planning prepares for

the next stage where students are asked to report briefly to the whole class how they did the task and what the outcome was; (b) students draft and rehearse what they want to say or write; (c) teacher goes round to advise students on language, suggesting phrases and helping students to polish and correct their language; (d) if the reports are in writing, teacher encourages peer editing and use of dictionaries; (e) the emphasis is on clarity, organization, and accuracy, as appropriate for a public presentation; and (f) individual students often take this chance to ask questions about specific language items. These activities can be done in report step: (a) teacher asks some pairs to report briefly to the whole class so everyone can compare findings, or begin a survey. There must be a purpose for others to listen. Sometimes only one or two groups report in full; others comment and ass extra points. The class may take notes; (b) teacher chairs, comments on the content of the reports, rephrases perhaps, but gives no overt public correction. (3) The language focus. There are two steps in language focus. They are analysis and practice. In analysis step students

examine and then discuss specific features of the text or transcript of the recording. They can enter new words, phrases and patterns in vocabulary books. Whether in practice, teacher conducts practice of new words, phrases, and patters occurring in the data, either during or after the analysis.

Story Recipe

The connections between reading and writing are strong. Irwin and Baker in Harris (2007) note that teaching students to write stories using a template or graphic organizer can improve their understanding of story grammar and facilitate their comprehension when they read stories. They promote a graphic organizer called a "story recipe" (see Figure 1). The story recipe format can be used as a tool to help students construct stories by having them complete each part of the recipe prior to writing, as a planning sheet or it can be completed after students read a story as an exercise for analyzing story structure.

Main Characters			
Names:	Traits:		
Setting			
Where?	Description:		
Plot outline			
Beginning event	Problem	How the character felt	What he or she did
Conclusion			
Consequences: What did it end	Is there a moral lesson to the story?		

Figure 1
Story recipe graphic organizer

There are several others format that can be used to help students construct stories (Harris and Graham, 2007). Those formats are as follows:
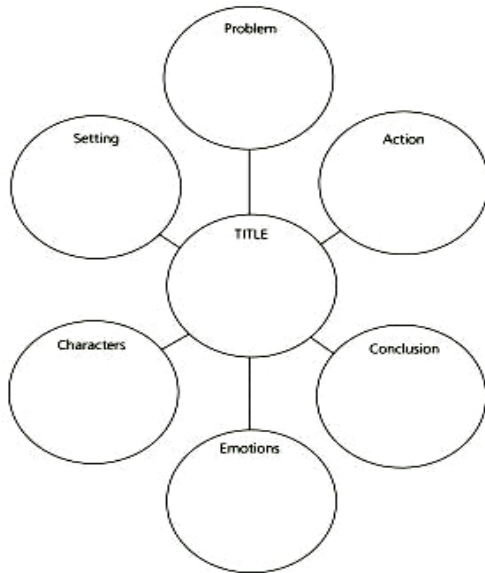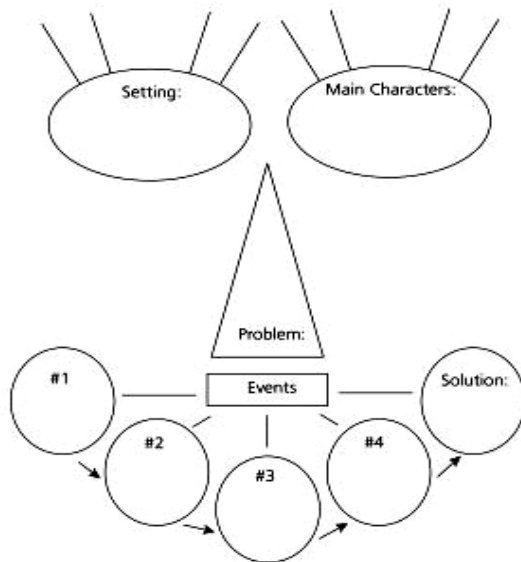

Figure 2
Story map with C-SPACE.

Figure 3
Story Face

TEACHING READING NARRATIVE TEXT USING TBI

Based on Willis in Richards (2002), the scenario of teaching-learning reading narrative text using TBI is described as follows: (1) Pre Activities, in this step teacher helps students to understand the theme and objectives of the task. Then they read the narrative text given by the teacher; (2) Whilst Activities, in this step students make groups consists of 4 students each group then make the text structure of the narrative text then prepare the text structure to be presented in front of the class, the representative of one or two groups presents one by one the text structure which has been done in task step, and the last students examine and then discuss specific features of the narrative text; and (3) Post Activities, in the last step students answer the questions based the text individually

CONCLUSION

There are many techniques that can be used in teaching reading, especially in narrative text. One of them is task-based instruction. TBI claims that language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks. Expertises of TBI say that grammar and other dimensions of communicative competence can be developed using interactive tasks. Teachers usually use different tasks in their regular teaching. Furthermore, TBI claims that the used of tasks is very important and sees them as primary unit in planning teaching and also in classroom teaching.

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