

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Ketaksaman pada Ruang Quasi Banach

Promoting Task-Based Instruction in Teaching Reading of Narrative Texts

Teaching Reading Report Text Using React Method to Senior High School Students

Promoting SVT in Teaching Reading of Exposition Text Acquiring Detailed
Sentential Comprehension

Penggunaan Teknik Digtoglos dengan Perangkat Lunak Komputer
untuk Meningkatkan Kemampuan Mendengarkan Siswa

The Application of SFA in Promoting Lexical Concept Mastery in Reading Text

Implementasi Life Skill Education pada Proses Belajar Mengajar
Mata Kuliah Kewirausahaan untuk Mencapai Kecakapan Hidup Mahasiswa

Analisis Kebijakan Kurikulum Pendidikan Lingkungan Hidup
sebagai Strategi Membangun Konsep Teoritis Green Moral pada Pendidikan Dasar

Implementasi SAT pada Materi Lembaga-lembaga Pendidikan

Meningkatkan Aktivitas dan Prestasi Mahasiswa dalam Mendiskripsikan Syarat-syarat
Terbentuknya Negara melalui Penerapan Metode Problem Based Learning

Pengaruh Lingkungan Kerja terhadap Kinerja Karyawan pada Perusahaan HD Finance

Improving Students' Listening Comprehension for Sma Students
through Metacognitive Strategy with Adobe Audition

Implementasi Langkah-langkah Polya pada Materi Validitas Pembuktian
untuk Meningkatkan Pemahaman Mahasiswa

Penerapan Model Isu Kontroversial untuk Meningkatkan Kemampuan
Berfikir Kreatif Mahasiswa

Improving Students' Speaking Skill through STAD with Audio Visual

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4. Artikel konseptual meliputi (a) judul, (b) nama penulis, (c) abstrak (50–75 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan (tanpa judul subbab) yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-subjudul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama (-nama) peneliti, (c) abstrak, (d) kata kunci, (e) identitas peneliti (tanpa gelar akademik) (f) pendahuluan (tanpa judul subbab) berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan, (j) kesimpulan dan saran, dan (k) daftar rujukan.
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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).

TEACHING READING REPORT TEXT USING REACT METHOD TO SENIOR HIGH SCHOOL STUDENTS

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Abstrak: Mengajar bahasa Inggris untuk siswa SMA perlu memiliki beberapa teknik pengajaran. Dalam pembelajaran berbasis teks, guru bahasa Inggris bisa mendapatkan banyak kesulitan dalam pengajaran mengacu pada teknik yang sesuai dan efektif yang digunakan untuk mengajar berbagai macam jenis-jenis teks. Artikel ini mengusulkan strategi REACT dalam pengajaran reading terhadap fenomena jenis-jenis teks di SMA. Strategi REACT ini meliputi *Relating, Experiencing, Applying, Cooperating* and *Transferring*. Strategi REACT fokus pada konteks pembelajaran dan pengajaran dan strategi ini berprinsip konstruktifisme

Kata Kunci: Metode REACT, Teks Report.

Abstract: Teaching English for Senior High School students are necessary to have many techniques in teaching them. In text – based learning, English teacher can get many difficulties in teaching concerning with the suitable and effective techniques used to teach many kinds of genre texts. This paper proposes REACT strategy in teaching reading toward the genre phenomenon in Senior High School. REACT strategy consists of *Relating, Experiencing, Applying, Cooperating* and *Transferring*. REACT strategy focuses on teaching and learning context and it is the core of constructivism principle.

Key Words: REACT Method, Report Text.

INTRODUCTION

Some experts give different ideas on defining reading. Although they have different ideas, the dissimilarities are quite reasonable and acceptable for each of them gives a sturdy reason about reading. Urquhart & Weir in Grabe (2009: 14), Reading in a second language say, “Reading is the process of receiving and interpreting information encoded in language form via the medium of print”. Sulistyono (2011: 20) also defines “reading is essentially a form of communication between writers and readers which is mediated through a written text”.

Reading is a very significant medium of communication. It means that nowadays reading has an important role to every people in the world in getting information because it can be done anytime and anywhere. People read different kinds of text everyday not only they intend to or they just pick up/encounter. Such as news, flyers, ads, products, posters, billboards, displays, e-mails, text-messages, web, movie title, and so on. Besides that, people also read in academic contexts in educational, professional and occupational settings. In this case, they have goal to read and they set (that are set for them). Such as text books, articles, journals and so on.

The important thing of the English teacher's job is getting students to read English text. The first reason is many students want and need to be able to read English texts for recent study, for further study, for career or just for enjoyment. The second, reading a lot usually get more vocabulary, more familiar with the grammar which is very useful for language achievement. The third, reading texts give good models for English writing. Good reading texts can introduce interesting topics, stimulate discussions, give creative responses, and provide interesting language lessons involving various language skills.

NATURE OF READING

Reading is often defined in simple statements much like the following: Koda in Grabe (2009:14) says "reading is comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known". As a starting point, we can say that reading is understood as a complex combination of processes. There are ten processes that define reading (Grabe, 2009). First is a rapid process. It is rapid when we read most materials at about 250-300wpm. When we read we coordinate rapid and automatic word recognition, syntactic parsing, meaning formation, text comprehension building, inferencing, critical evaluation, and linkages to prior knowledge resources. Second is an efficient process. Reading is efficient not only in terms of the overall reading rate, but also in terms of the ways that various processing skills work together. The third process is a comprehending process. Reading is centrally a comprehending process. We read to understand what the writer intended to convey in writing. Comprehension is a central goal. An interactive process is the fourth process to define reading. Here reading means an interactive process between the reader and the writer in two ways. The text provides information that the author wants the reader to understand and also the reader brings a wide range of background knowledge to reading. The fifth process is a strategic process. The reader anticipate text information, select key information, organize and summarize information, monitor

comprehension, repair comprehension breakdowns, and match comprehension output to reader goals.

Next, a reader adjusts reading processes and goals. Fluent readers keep the processes and purposes aligned with each other. It is called a flexible process. The seventh and eight process are a purposeful process and an evaluative process. The alignment between processes and purposes points out that reading is also and always a purposeful process. Besides, evaluation is tied to being strategic and purposeful in that we evaluate how well we are reading (or monitor our reading). Evaluation also occurs when we decide how we should respond to a text. The pattern of evaluation of the text calls up our own attitudes and emotional responses to the text and the topic and it requires a strong set of inferencing processes and the use of background knowledge. A learning process becomes the ninth process. With almost any text we read, the evaluation process makes reading a learning process as we make decision about how to respond to the text. The last process is a linguistic process. It is not possible to read without making graphemic-phonemic connection, without recognizing the words to be read and the structural phrases organizing the words and without having a reasonable store of linguistics knowledge (morphological, syntactic and semantic) of the language of the text.

In a simple expression, referring to the concept of reading as a form of communication, the output of reading should be reflected in the success of negotiating meanings or recreation of meaningful messages intended by the writer on the part of the readers. Like Gebhard in Sulistyono (2011) said that reading includes discovering meaning in print and script, within a social context, through bottom-up and top-down processing and the use of strategies and skills.

TEACHING READING

Teaching reading consists of two words, Teaching and Reading. Teaching is all activities that are related to teaching and learning process in class. Teaching is guiding and facilitating learning, enabling the learning to learn, setting condi-

tion for learning. And according dictionary.com teaching is an activity in a group minimal consists of two people one as a teacher and the other as a student. Whereas Reading is grasping of language pattern from team written symbols representation.

Actually, reading ability gets the prominent priority in English teaching where it can upgrade the students' intelligence, creativity, in making opinion and channelizing imagination. Reading ability does not only pronounce printed words or read aloud using correct pronunciation and intonation, but also understand or comprehend the content of the textbooks.

There are several aspects which are needed in reading. The aspects include reading comprehension, mastering of vocabulary and fluency of reading. Not only having paid attention to the ability needed in teaching reading; but also the teachers should pay attention when they give evaluation. Brown (2007: 373-376) also suggests eight principles for teaching reading skills. The first principle to teach reading is teacher does not overlook a specific focus on reading skills. Teacher should use techniques that are intrinsically motivating. The third principle is teacher makes balance between the authenticity and readability in choosing texts. Teacher can encourage the development of reading strategies. Teacher should include both bottom-up and top-down techniques and also follow the SQ3R sequence. The last two principles are teacher has plan on pre-reading, during-reading, and after-reading phases and builds an assessment aspect into the techniques.

READING REPORT TEXT

In Anderson and Anderson (1997) a report text is also called an information report. Information report is a piece of text that presents information about a subject. An information report usually contains facts about the subject, a description and information on its parts, behavior and qualities. According to them, there are three features of an information report. The features are the following: first, a general opening statement that introduces the subject or the report-it can include a short description and a definition. Sec-

ond, a series of paragraphs about the subject-usually a new paragraph describes one feature of the subject and begins with a topic (or preview) sentence. The third, a conclusion that summarizes the information presented and signals the end of the report.

Whereas the language features usually found in an information report are as follows: technical language related to the subject, generalized terms and use of the timeless present tense.

The following is a model of information report suggested by Anderson & Anderson (1997: 88): *The Lost Child*

Attention shoppers. We have a lost child at the information desk on level 1.

She is wearing a red jumper with a picture of three pink teddy bears on the front, and blue jeans with yellow patches on the knees.

She is approximately 100 centimeters tall; has long, brown hair tied in a pony tail; and has a small scar on her left arm.

She was found outside the toy store on *level 3*,

Would the mother or father of this child please come to collect your daughter from the information desk on level 1? Thank you.

The opening statement from the text above is "Attention shoppers. We have a lost child at the information desk on level 1". Whereas the series of paragraphing about the subject is "She is wearing a red jumper with a picture of three pink teddy bears on the front, and blue jeans with yellow patches on the knees. She is approximately 100 centimeters tall; has long, brown hair tied in a pony tail; and has a small scar on her left arm. She was found outside the toy store on *level 3*." Besides, "Would the mother or father of this child please come to collect your daughter from the information desk on level 1? Thank you" is a conclusion signaling the end of the report.

The language features of the text the lost child are first the text uses the simple present tense like in "We have a lost child at the information desk...". second, the text uses technical language which shows steps like the words *level 1* and *level 3*.

Wakhid in Cahyono (2012: 34), Teaching English by Using Various Text Types, says "a report text is different from a descriptive text. A

report text is more general and a descriptive text is more specific". The characteristics of a report text can be observed from its function, that is social function; to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. The following is the example of report text suggested by Wakhid (2012: 35): *Rock Music*

Rock music is a part of popular music today. It is played and listened in almost every country in the world. Rock and roll was the name given to the music that developed in the early 1950's. It is believed that the term "Rock and Roll" was first used by disk jockey, Alan Freed.

In 1955. Records of a young singer from Tennessee, Elvis Presley, were heard across the US. After he appeared on nation-wide television, Elvis Presley's singing and his performing style came to mean rock and roll all over the world. Then came Bill Haley and The Comets. Rock mainly became the music of the young. They understood its beat and sound, and its lyrics.

The 1970's were the time of big developments in the rock industry. Rock became a very big business, earned for money annually than any other form of entertainment including the film industry.

As stated in Yuliani & Permaty (2005), a report text classifies or describes something based on systematic observation. It begins with a general classification which introduces the topic. The general classification from the text above is on the first paragraph. Then it is followed by description which describes of facts (parts, qualities, habits, and behavior of the subject) on the second and the third paragraph.

Based on the explanation above, it can be drawn as a conclusion that reading report text is necessary to inform something through written or oral report text. The natural feel, then, becomes interesting to see and learn effectively combined using REACT method to be more effective, efficient, and useful in improving to understanding report text.

READING USING REACT METHOD

REACT Method and its Procedures to Work

REACT is an acronym of *Relating, Experiencing, Applying, Cooperating* and *Transfer-*

ring. REACT strategy focuses on teaching and learning context and it is the core of constructivism principle (Crawford, 2001). REACT strategy is very compatible to be applied in teaching reading. In order to increase students' learning results, teacher should apply this kind of method. Below are the explanations of REACT strategy:

R stands for relating. *Relating* is the most powerful contextual teaching strategy. It is also at the heart of constructivism. Relating is *learning in the context of one's life experiences or pre-existing knowledge*. Teachers use relating when they link a new concept to something completely familiar to students, thus connecting what students already know to the new information. In reading report text, the students should relate the context in report text into their simple life context. In this way, the teacher's role is as facilitator. For instance, the teacher gives the students a report text entitled 'impacts of electric cars', the students are guided to relate the simple context of 'impacts' of the tools they usually use, e.g.: the impacts of hand phone, the effects of play station, etc. the teacher helps the students to relate both contexts to the students.

E stands for experiencing. It is *learning by doing—through exploration, discovery, and invention*. In-class hands-on experiences can include the use of manipulatives, problem-solving activities, and laboratories. In case of reading report text, the teacher leads the students to manipulate the condition of 'impacts of electric cars' to the class situation. Contextually, the teacher can use the instrument or tools to manipulate or simulate this condition so that the students understand toward the context of the report texts.

A stand for applying. We define the *applying* strategy as *learning by putting the concepts to use*. Obviously, students apply concepts when they are engaged in hands-on problem-solving activities and projects like those described above. Teachers also can motivate a need for understanding the concepts by assigning *realistic* and *relevant* exercises. Getting the context experienced all together in the class, the students cooperated by the teacher apply their understanding to the real text 'impacts of electric cars'. The students can apply the context understood before to the

real text. Consequently, the students will be easier to understand the context in the report text given to them.

C stands for cooperating. Teachers using student-led groups to complete exercises or hands-on activities are using the strategy of *cooperating—learning in the context of sharing, responding, and communicating with other learners*. Working with their peers in small groups, most students feel less self-conscious and can ask questions without feeling embarrassed. They also will more readily explain their understanding of concepts to others or recommend problem-solving approaches for the group. By listening to others in the group, students reevaluate and reformulate their own sense of understanding. They learn to value the opinions of others because sometimes a different strategy proves to be a better approach to the problem. When a group succeeds in reaching a common goal, student members of the group experience higher self-confidence and motivation than when students work alone. In the classroom, the teacher asks to group them and use the confirmation way by cooperation among the students to confirm their understanding with the exercises and questions following the text.

T stands for transferring. *Transferring* is a teaching strategy that we define as *using knowledge in a new context or novel situation—one that has not been covered in class*. To skill drill and word problems, they assign experiential, hands-on activities and realistic problems through which students gain initial understanding and deepen their understanding of concepts. In the last step of this method, transferring means in reading process is to share the knowledge got in the text and the processes in the classroom by pairing or grouping technique.

In order to engage in problem-solving or analyzing issues that will assist them in accomplishing their goals, students need to gather new information and link it to what they already know. This process is referred to as “constructing meaning.” Finding out what prior information students have about a topic/subject helps them bring meaning to any new information acquired. One strategy they can use to help them construct meaning

is a strategy called the REACT method. R - Stands for relating preexisting knowledge to something familiar. E - Stands for doing exploration, discovery or invention. A - Stands for putting the concept to use. . C - Stands for sharing and communicating to other learners. T - Stands for using the knowledge in a new context. The REACT method is just one of many graphic organizers that help students organize their thinking for decision-making and problem solving. This site will provide you with information on a number of other strategies

Implementation of REACT Method in teaching Report text in Senior High School

Here are the example of the implementation in Senior high school material of report text and the using of REACT method:

Reading Report Text

The Greenhouse Effect

The greenhouse effect is a natural process that keeps the earth warm. It is caused by a layer of gases that traps heat energy from the sun. This layer of gases is made up of water vapor, carbon dioxide, nitrous oxide, and methane, which are called greenhouse gases.

As heat energy reaches the earth, some of it is absorbed, and some of it is reflected into space. However, some of the reflected heat is trapped in the atmosphere by the blanket of greenhouse gases.

The use of REACT method

In Relating, The teacher guides the students to relate the content of ‘effect’ to the tools they usually use, e.g.: The impacts of hand phone, the effects of play station and etc. The teacher leads the students to manipulate the condition of ‘greenhouse effect’ to the class situation. It concerns in Experiencing. Whereas in Applying, The teacher apply their understanding to the real text ‘greenhouse effect’. The last two methods are Cooperating and Transferring. Here, The teacher groups the students and use the confirmation way by cooperation among the students to confirm their understanding with the exercises and questions

following the text and asks students to share their knowledge about greenhouse effect to the other students.

From these activities, the students can learn report text clearly and get the information given in the text in detail. This makes the students can interact to another in getting deeper comprehension toward what they learn through reading using REACT method. In short, the students can learn everything concerning with the text deeper and clearer to get detailed information and comprehension of the reading texts by using this method.

CONCLUSION

As a conclusion, teaching reading using this method can be used to acquire the maximal results in reading process orally and in written. This is able to make students active by giving free stimulus to enhance their curiosity and critical thinking by reading what they learn through REACT method. Hopefully, REACT method can be more developed and explored in teaching and learning reading for various levels.

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