Using Predict Locate Add Note (Plan) Strategy in Teaching Reading Report Texts to Senior High School Students

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Abstrak

Artikel ini membahas penggunaan strategi membaca PLAN dalam mengajar membaca teks *report*. PLAN adalah suatu strategi membaca yang dapat membantu siswa membaca teks secara aktif dan strategis. Dalam mengaplikasikan strategi ini, ada empat langkah kegiatan membaca yang harus diikuti. Pertama, siswa memprediksi informasi yang akan yang akan didapat dari teks kemudian menuangkannya ke dalam peta konsep (Predict). Lalu, siswa mengidentifikasi informasi pada peta konsep dengan cara memberi tanda centang disamping informasi yang diketahui dan tanda tanya disamping informasi yang kurang atau tidak diketahui (Locate). Setelah itu, siswa membaca teks sambil mengoreksi prediksi yang telah dibuat (Add). Terakhir, siswa mengerjakan tugas-tugas yang relevan untuk mengecek pemahaman mereka (Note).

Kata kunci: reading, reading strategy, PLAN strategy, report text

A. Introduction

Reading is one important language skills to be mastered. It is a skill that bridges readers to meaning of texts. Through reading, people can enlarge their knowledge. Reading is defined in various ways. According to Aebersold and Field (1998), reading is the process of understanding written language in order to know the message communicated. Through a text a writer wants to communicate something to readers. He or she delivers message or idea for readers through the written text.

Reading is also seen as interactive process. Burkart (1998) states that reading is an interactive process that goes on between the reader and the text resulting in comprehension. Alyousef (2005) adds reading as an interactive process between a reader and a text that leads to automaticity or reading fluency. In this process, the reader interacts dynamically with the text as she or he tries to elicit the meaning and where various kinds of knowledge are being used: linguistics or systematic knowledge as well as schematic knowledge.

In English curriculum in Indonesia, reading is taught from elementary school up to university level. In senior high school, reading is taught integratively

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with other skills. Students are required to understand the meaning of the text in the form of genres. The students are also required to achieve informational level of literacy in which they are expected to use language to get information.

However, reading is not an easy thing to do for the students. The students still have low comprehesion of the texts they have read. It happens due to several factors. First, the students have poor linguistic knowledge such as vocabulary and grammar. Then, students also have poor technique in reading. They read as if the information in the texts do not have any relationship with the knowledge they have possessed. Another factor comes from teachers' side. The teachers can not give their maximum effort in conducting successful teaching and learning process. Sometimes teacher do not use appropriate materials for the students. They tend to take materials from textbooks which seem uninteresting and inappropriate with students. Reading material is one important aspect in reading. The material should be interesting so students can be motivated to read. It also should be appropriate with students ability in case of the topic, length of the texts, and vocabulary.

Furthermore, the teachers still use conventional way in teaching. The teachers distribute the text, ask students to read the whole text by using dictionary and then answer the questions related to the text. These activities are boring and do not motivate students to learn more. Teachers should use various techniques and strategies in presenting reading. In reading, teachers should concern about reading strategies used.

Reading strategies are one of important factor in successful comprehension. Garner in Heisat, et.al. (2009) defines reading strategies as an action or series employed in order to construct meaning. Then, Barnet in Heisat et.al. (2009) uses term of reading strategy to refer to the cognitive operations that take place when reader approach a text with a purpose to make sense of what they read. So it can be assumed that reading strategies are ways consciously used by readers in constructing meaning.

In selecting reading strategies, teachers should consider the genre of the text. One strategy can work best with particular genre. Teachers should teach explicitly the strategies to the students. Hoyt (2002) notes that when teachers explicitly instruct students in strategies through modeling, guided practice, and independent practice, learners can concretely apply tactics that increase comprehension of text.

There are many reading strategies can be used. Brown (2001) identified ten reading strategies that will help students become efficient readers. They are identifying the purpose in reading, using graphemic rules and patterns to aid in bottom-up decoding, using efficient silent reading technique, skimming, scanning, using semantic mapping or clustering, guessing, analyzing vocabulary, distinguishing between literal and implied meaning, and capitalizing on discourse markers to process relationship. Fr[illegible]ese strategies, it is seen that reading strategies that can develop bottom [illegible]ills are skimming, scanning, guessing, analyzing vocabulary and capitalize on discourse markers.

Cohen (2008) proposes several instructional strategies for both narrative and expository texts such as reciprocal teaching, QAR and PLAN. Earlier, Barton (2001) suggests several strategies used in comprehending text such as anticipation

guide, Directed Reading Thinking Activity (DRTA), graphic organizer, group summarizing, KWL, pairs read, Predict, Locate, Add, Note (PLAN), problematic situation, reciprocal teaching, SQR3 and think aloud.

Among those strategies, PLAN strategy is a great strategy to help readers read informational texts actively and strategycally. PLAN strategy is a study-reading strategy developed by research conducted by David C. Caverly, Thomas F. Mandeville, and Sheila A. Nicholson in 1995. They described the PLAN as a study-reading strategy which helps students develop strategic approach to reading (Caverly et.al. 1995). PLAN is an acronym for four distinct steps (Predict, Locate, Add, and Note) involved in before, during, and after reading. Through these steps, readers are pushed to use a number of strategies such as relating text to prior knowledge, predicting, questioning, summarizing, using imagery, and setting a purpose for reading.

Radcliffe (2004) defines PLAN as an instructional approach designed to aid students in understanding and analyzing a textbook. He then defines PLAN in greater detail as an approach intended to start with an evaluation of students' prior knowledge and conclude with an appropriate activity. According to Cohen (2008) PLAN strategy is a four-strategy used to increase comprehension of expository texts such as nonfiction and textbooks. It is an excellent strategy to promote study skills and should be taught as part of literacy.

In implementing PLAN strategy in teaching reading, there are four main steps to be followed. First, students predict the content of the text (Predict Step). The next step is locate. During this step, students place check marks next to topics that are known and question marks by topics that are unknown on the map (Locate Step). After that, students read the text to correct their predictions (Add Step). Finally, students demonstrate their comprehension by revising the concept map, writing a summary, or completing some other relevant tasks (Note Step). This step is important because students use their comprehension to complete the learning task.

There are several benefits of using PLAN in teaching reading. Seagrave (2006) found 5 advantages when use PLAN in teaching reading. First, PLAN strategy facilitates active reading. Students interact more with the text as they should create their predictions into a map. Then, it engages students' background knowledge of the topic that simultaneously build their interest and motivation to read. This strategy also encourages students to take responsibility of their comprehension by requiring concrete evidence of their reading. Creating concept map helps students to visualize the ideas in the text that will monitor their comprehension. It also helps students to recognize text construction easily.

Based on explanation above, to improve students' comprehension of the text, there are many things to do. One of them is to use various and appropriate strategies in teaching. This article will discuss one of great reading strategy that is PLAN Strategy.

B. Discussion

1. Preparation

Before implementing PLAN in teaching reading, there are several things to be prepared such as material and media. Teachers should select reading materials that are familiar, interesting, and appropriate with students' language level. It will be better if the texts are provided with text features such as title, subtitle, highlighted words, graph, and picture. They are really helpful for students to predict the content of the text. After preparing materials, teachers should also consider about media. Media have important role in teaching and learning process. They can attract students' attention and increase their motivation to read. In this article, the writer will use picture as the media.

2. Teaching Activities

In teaching reading by using PLAN strategy to second grade of senior high school students, there are some activities that should be followed. There are three stages of teaching namely pre activities, whilst activities and post activities.

1. Pre Activities

Pre activities are done in the beginning of the lesson. There are several activities in this phase, namely:

a. Teacher greets the students and leads to pray.
b. Teacher checks students' attendance.
c. Teacher activates students' background knowledge to the lesson by asking some questions to the students for example: *Do you use technology in your life? What kinds of technology do you use? Do you use computer? Why do you use computer?*
d. Teacher introduces the competences that students should achieve in the end of the lesson that is students are required to understand the meaning of report text.

2. Whilst Activities

There are three steps to be followed in whilst activities: exploration, elaboration, and confirmation.

a. Exploration

1. Teacher introduces the title of the text and writes it on the whiteboard (what is a computer?). To make students understand more about computer, teacher sticks picture of computer. The students will predict the information they will find in the text by reading the title. To help students predict the content of the text, teacher should explore their knowledge about the computer. **(Predict Step)**

2. Teacher explores students' knowledge about the title by asking such questions:
   a. What the picture is about?

   b. Who uses computer?

   c. What do people use computer for?

   d. What are the components of computer? Teacher can ask students to show the components of computer on the picture.

3. Teacher records students' answers on the board. (possible answers)
   a. Computer.

   b. People in offices.

   c. To type document

   d. CPU, keyboard, screen, mouse

4. After predicting the content based on the title, the students will predict based on the headings given (what do computers do and types of computer). The teacher writes the headings on the whiteboard Again, the teacher can help students predict the information about these headings by asking some questions.
   a. What do you use computer for?

   b. What type of computer do you use?

   c. How many types of computer do you know?

   d. Ok, generally there are three major types of computer. They are mainframe computer, micro computer and mini computer. Do you know each of them?

5. Again, teacher records students' answers. (possible answers)
   a. to play music, to play games, to type document.

   b. Desktop computer, Laptop.

   c. Two, desktop computer and laptop.

   d. I don't know, mam.

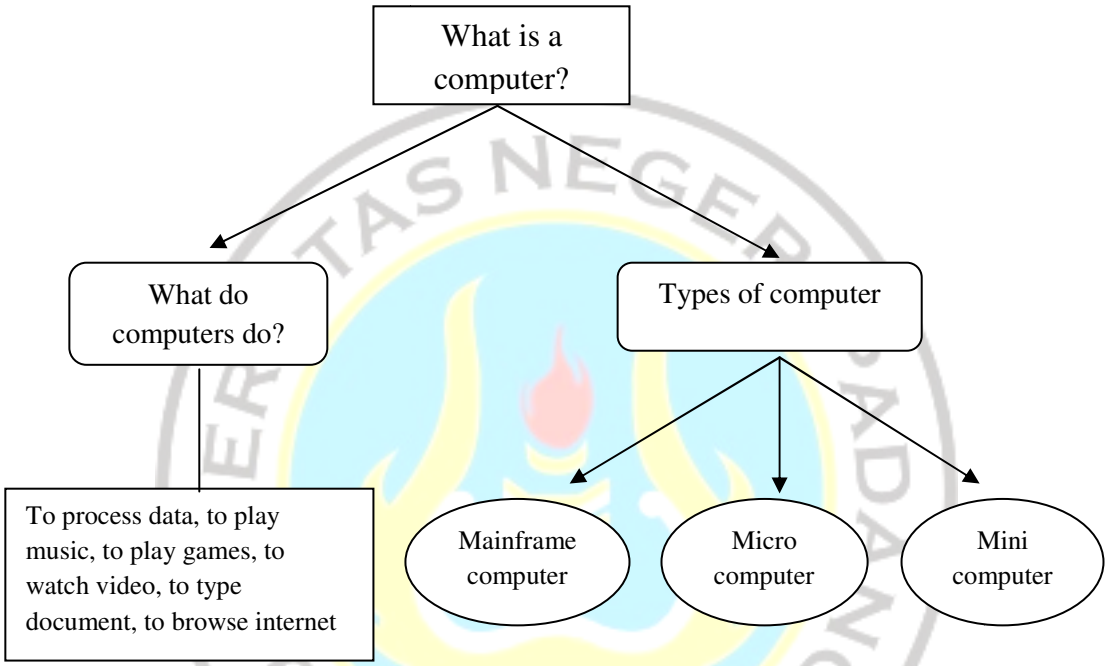
6. Students create a tentative map about the content of the text based on their predictions start with the title, headings and the subheadings.
   Teacher : Now, you are going to make a map containing your prediction about the text you are going to read. What is the title of the text?

   Students : What is a computer?.

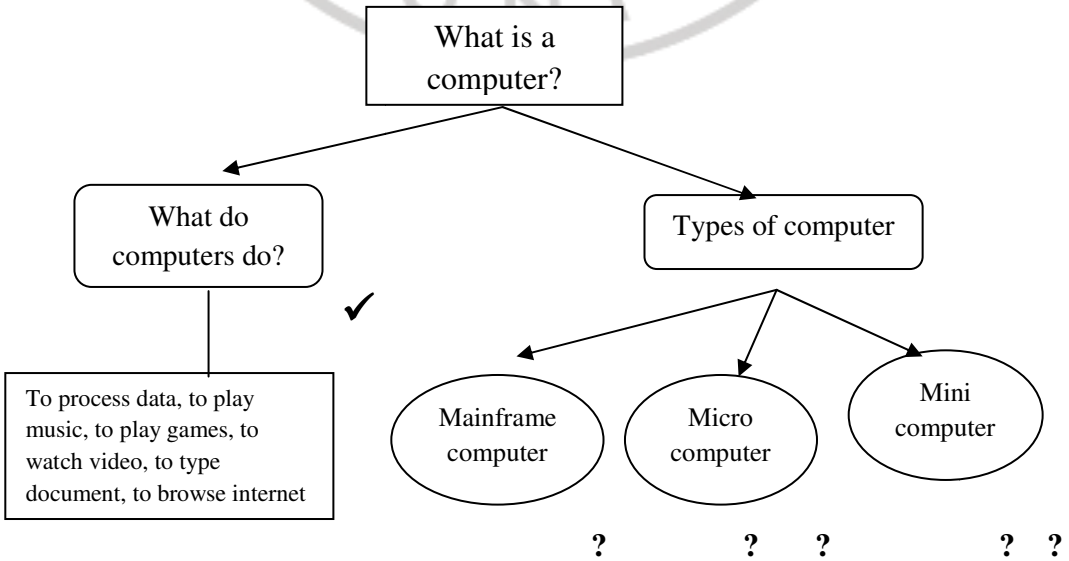
Teacher : That's right. Write the title in the center of your paper. Then, what are the headings?

Students : What do computers do? and types of computer.

Teacher : Ok, now make two branches from the title to write the headings. Then, make branch below each heading with your predictions.

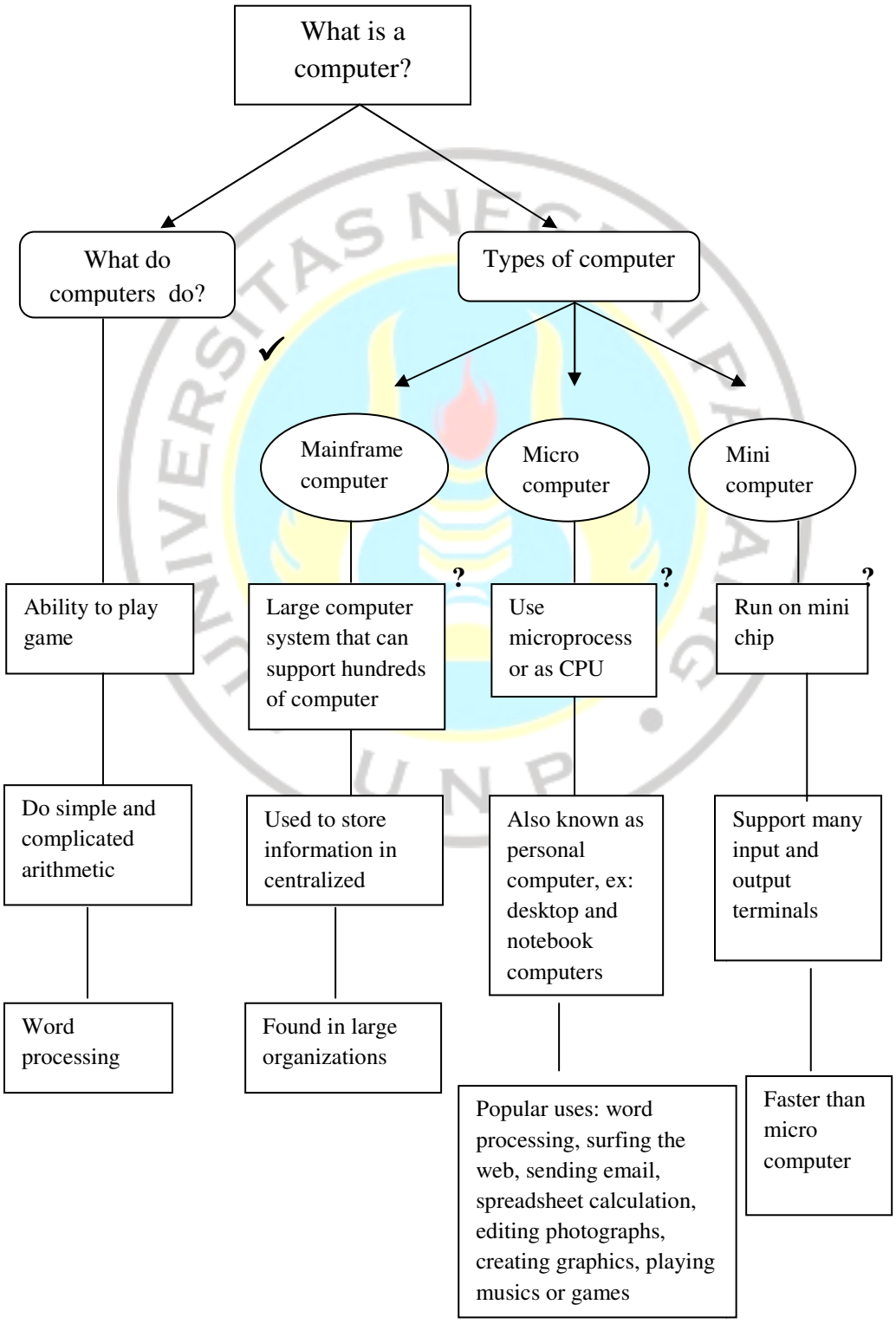


7. After that, the teacher identifies students' knowledge of the information in the map based on their predictions. If they know the information, place checkmark and question marks next to unknown information. **(Locate Step)**



b. Elaboration

1. The teacher distributes the text to the students and asks them to read the text to correct their predictions about the text. Here, the students revise the map. The map below is the example of the map after reading the text. **(Add Step)**



2. After students finish completing the map, the students summarize the text. **(Note Step)**
3. Students answer some questions related to the text.
   Questions:

   a. What is the text about?

   b. What is the largest kind of computer?

   c. What are micro computer famous for?

   d. What kind of computer do you use?

   e. What is the difference between micro computer and mini computer?

4. Teacher explains the genre of the text, the generic structure and the lexicogrammatical of the report text.
5. Students identify the generic structure of the text above.

c. Confirmation

1. The teacher gives positive feedback and reinforcement in the form of oral, written, gesture, or a gift to the success of learners.
2. The teacher gives confirmation toward the result of exploration and elaboration process.

3. Post Activities

Before closing the class, there are some activities the teacher should do:

a. The teacher does assessment and reflection of the learning process by asking some questions about what they have learnt.
b. The teacher concludes the lesson together with the students.
c. The teacher assigns homework.

C. Conclusions and Suggestions

Based on discussion above, it can be concluded PLAN Strategy is a good strategy to foster students to be active critical reader. In implementing this strategy, it is suggested to use familiar topic of reading materials. It is better to use topics that are close with students knowledge and environment so students can use their background knowledge to invest in reading activities.

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