

## **Teaching Reading Through Free Voluntary Reading (FVR) Strategy at Junior High School.**

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### **Abstrak**

Artikel ini ditulis untuk memaparkan suatu strategi pembelajaran sekaligus pemilihan materi pembelajaran memahami teks narrative bahasa Inggris disekolah menengah pertama dengan cara melalui bacaan bebas seperti komik, karena komik juga bisa dapat dijadikan sebagai media yang digunakan dalam pengajaran dalam memahami teks narrative. Kegiatan yang dibahas dalam artikel ini adalah kegiatan awal, kegiatan inti, dan kegiatan akhir. Pada kegiatan awal guru memberitahu siswa bahwa mereka akan membahas tentang teks narrative. Pada kegiatan inti, Pada kegiatan inti, guru akan membahas sedikit tentang teks narrative kepada siswa dengan melalui bacaan contohnya komik. Kemudian kegiatan akhir, guru memberikan refleksi tentang pelajaran dan menyimpulkan pelajaran dengan siswa. dan kemudian guru melakukan tanya jawab mengenai bahan bacaan tersebut kepada siswa. Keunggulan dari media ini adalah siswa dibantu untuk mengembangkan ide idenya dalam membaca contoh teks narrative melalui komik.

Keywords : Narrative teks, Free Voluntary Reading, comics, technique

### **A. Introduction**

As one of English language skills, reading becomes more and more important nowadays. This is caused by the fact that this skill plays an important role in many aspects of life such as politics, international affairs, social relationship, economy, science and technology. Politicians, social workers, economic practitioners, scientists and engineers need to read a lot of books in English if they want to be successful in their tasks. In addition, reading is needed in education because many books are written in English. Those who can read better will be able to increase their knowledge and continue their study to further education not only in domestic education institutions but also abroad.

The teaching of reading in Indonesian curriculum is integrated with other skills and language components like writing, speaking, listening, grammar, pronunciation and vocabulary. In the teaching of English in the classroom, time allocation for reading is even bigger than other languages

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skills and language components. This fact indicates how important reading in our curriculum is.

Based on the writer's observation when doing practice teaching before, it seemed to the writer that many students still found some difficulties in understanding reading texts. This made the students' achievement in reading is poor and their interest becomes low. The writer assumes that these difficulties were caused by some factors such as the inappropriate teaching techniques, teaching materials, teaching media, students' motivation, and low ability of students in grammar and pronunciation and less vocabulary.

The teacher plays an important role in determining the students' success in the classroom. If the teacher fails to choose appropriate technique, media or teaching materials, this will influence the students' achievement.

In addition, many teachers did not use teaching media in their reading class. If they once used it, their media was not interesting and did not help the students to understand the reading contents. Other factors which made reading difficult to the students are the mastery of grammar and vocabulary is very low. The students could not understand the reading text because of the grammatical items. The sentence structure in the reading text is frequently hard for the students to understand.

reading is defined as the process of recognition, interpretation and perception of written or printed material. According to Anderson (2003,68) defines reading as a fluent process of reader's combining information from a text and their own background knowledge to build the meaning. He also stated that reading also require some strategies to comprehend the reading text. So the act of reading involves two aspects of background knowledge of the reader and their strategies to the reading text they are reading. It is clearly stated that students will be able to read and comprehend the reading text fluently if they are able to predict what they are going to read.

In addition, Brinton (2003,69) states that reading comprehension is very important for the students of English as a foreign language to master in order to determine whether they are success not only in English class but also in other subjects that are required reading in English. For students of Junior or Senior High School, reading is very important since English has been one of the school subjects that are tested nationally and the result is aimed to determine whether the students passes or not.

Just like what Sheng (2000,14) explained that the students have to deal with decoding the language form, it is already and at the same time they have to be able to comprehend the writer's ideas through some reading comprehension skills. In fact in teaching English, reading is one of the skills that should be mastered in order to be successful in learning English.

According to Kepmendiknas No. 41/2007, there is a standard process that might be applied in the process of teaching and learning. Teaching reading is the combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated or comprehension of the information and communicative ideas. Besides, teaching reading is a

learning process that helps students to enlarge their knowledge from the information that they get of the text.

As we know, reading is one of language skills that we have to master. So the role of teacher is very important in order that the students master reading skill. Nuttal (2000) states that reading does not only open students knowledge to have number of vocabulary, but Reading also guarantees them to get the ideas of what they read. But up to the present, the students can absorb it very few or nothing. Many experts expressed their opinions on models of teaching Reading.

Based on the background above, the writer would like to propose a technique that can make students active, interactive and interesting in teaching reading by free voluntary reading strategi.

Free Voluntary Reading is an important strategy in helping students develops a interested for reading and a shared literacy experience. Free Voluntary Reading is system for encouraging silents, self selected reading of enjoyable books written at the students independent level it has been found to support reading comprehension, writing, grammar, spelling and vocabulary development even through the text read are written at an easy reading level. Meanwhile, Marson (2004) states that FreeVoluntary Reading is sustained silent reading in its purest form.

Sugiharto (2009,31) concludes that Free Voluntary Reading is radically different from other types of reading as it has been used in the traditional reading approach in the national curriculum. It is light and easily comprehensible; it is self-selected; it is done voluntarily with no "accountability", no tests, no book reports, and it is done for pleasure for the reader's own sake, not for reward.

Hernandez (2003) also explains that have some steps in implementing Free Voluntary Reading (FVR) strategy. They are:

Identify the independent Reading levels of the students in your class and gather a number of books at their levels, Introduce the Free Voluntary Reading program to the students, explaining that reading widely helps them to learn new English vocabulary and improves their writing, spelling and grammar even when the reading they are doing is not difficult. Schedule informal literature discussions so the students can share their favorite books and talk about favorite author and Keep the momemtum going by adding new celebrations during the year such as creating video commercials for favorite books

The Free Voluntary Reading (FVR) strategy, know that Free Voluntary Reading (FVR) strategy will help the students to motivate students to read. It will help the students in perform their performer in from the class.

## **B. Discussion**

In this artikel, it will be discussed the implementing of Free Volunatry Reading (FVR) in teaching reading. The discussion deals with preparation in applying this strategy in the classroom. Teacher have to consider

some preparations before they start the classroom activity in order to make the teaching and learning process run well. The good preparation will achieve the successful of teaching and learning process.

Before implementing this Free Voluntary Reading (FVR) in teaching reading the teacher should make some preparations.

1. Teaching Material

Identify the independent Reading levels of the students in your class and gather a number of books at their levels. Organize the comic books in a way that identifies the reading levels and provides easy student access to the comic books. Identify other sources of easy reading materials for your students like: wibesite, newspaper, magazine, books or other sources.in bring the comic to the classroom.

2. Classroom Preparation

In applying this Free Voluntary Reading (FVR) strategy, the teacher should do the following thing:

- a. Introduce the Free Voluntary Reading program to the students.
- b. Explain that reading widely helps them to learn new English vocabulary
- c. Explain that reading improve their writing, spelling and grammar even when the reading they are doing is not difficult.
- d. Set up a system so they can check out books freely.
- e. Talk them home to read or read them during DEAR (Drop Everything and Read) time or free time in the classroom.
- f. Schedule discussion for the material
- g. Ask the students to read comic, that they take from any sources
- h. Ask the students to bring the comic to the class

3. Unit Lesson

Before teaching the teacher should prepare lesson plan. This is a guide by teacher in teaching. In lesson plan the teacher determines competency indicators instructional objectives and teaching activities.

4. Teaching procedures

To make it clear how to apply the Free Voluntary Reading (FVR) in teaching reading, in this part the writer gives the teaching model. For this purpose the writer gives the narative text as the teaching material. In this case, the teaching activities are divided into three teaching activities, namely pre teaching activity, whilst teaching activity and post teaching activity.

**a. Pre – teaching**

In the first stage, teacher greets and checks the students readiness to start the lesson. Greet the students is important in order to know how to know how the students are. Then, the teacher shows a short video related to the topic of narrative texts.

The teacher shows the text to the students. This text uses to activate the students background knowledge of the field. Besides, it can attract students motivation to start the lesson. The teacher takes one picture and shows it to the students. Then, ask them to read the whole text while it is discussed just for a few minute. The text is discussed in order to make the students understand what the story is about. However, the teacher doesn't need to take longer time to discuss it.

## **b. Whilst Teaching**

### **a. Exploration**

In this exploration, the teacher checks the students prior knowledge about the materials that are going to learn. This is a done by showing the students, the comic books. Then the teacher asks some questions about comic books. All the answers from the students are written down on the white board. The students answers about this picture are discussed together.

There are several of whilst teaching activities:

1. The teacher explains about the material  
Example: The teacher uses the material about comic books in the class and the teacher distributes the comic to the students.
2. The teachers shows the comics to the students in the class and the teachers ask the some question to the students about the comic.
3. Teacher builds the students background knowledge about students past activity by asking some question.

### **b. Elaboration**

The teacher distributes and shows the comic to the students. The students discuss the comics in group. The group should have a chairman that leads the discussion. In this case the students discuss the contents of the comic, like, setting, characters, plot (alur), ending and story details. The teacher gives instruction how to do discussion and control all the group activities. Then the teacher helps the students whenever the students find difficulties.

After the students discuss the reading text they report the result of discussion in front of the classroom. In this report session other groups give comments, suggestions and ask questions whenever necessary. The teacher gives correction and explonation about the group discussion results.

Teacher in one of title comic books are 5 number, so the teacher orderes the students make a few groups related the number of comic books. In the class there are thirty students. One group consists of five students. So every group get one of number comic books. The students choose the number comic books what they want to read so.

c. Confirmation

In this confirmation, the teacher ask the students to take their comics.. The students discuss the comic in group. Teacher discusses the students answer; teacher gives reward for students who can answer the question (praise or good mark). The results of group discussion are collected and submitted to the teacher. The teacher discusses the results with the class.

c. Post Teaching Activity

The purpose of this phase is to help the students to develop and clarify their interpretation of the text they have already read. In this phase, the teacher can do some activities, such as:

In this post teaching, the teacher gives reflection about the lesson and concludes the lesson with the students. the teacher ask the students read more comic at home ask the students to read comic at home that they take from any sources. The teacher make discussion Schedule and the students can share their favourite books and talk about favourite author. Use these discussions to provide positive feedback to the students who are reading a lot of books.

C. Conclusion and Suggestion

In this chapter, the writer conclude that Free Voluntary Reading (FVR) strategy is good to be used for the junior high school students. We know that reading is one of the skills in English. In teaching reading needs the suitable strategy. To make the reading class interesting, teacher apples Free Voluntary Reading (FVR) strategy. Free Voluntary Reading (FVR) strategy has several steps. The teacher explains to the students about Free Voluntary Reading (FVR) strategy and asks them what they will do in the lesson. Free Voluntary Reading (FVR) strategy will help the students to read with their own words about information that they get from the text. In the pre reading activities. The teacher builds students background knowledge by giving some questions about the topic., Making I can statement, answering quided question. The teacher distributes and shows the comic to the students. The students discuss the comics in group. The group should have a chairman that leads the discussion. In this case the students discuss the contents of the comic, like, setting, characters, plot (alur), ending and story details. Teacher in one of title comic books are 5 number, so the teacher orderes the students make a few groups related the number of comic books. In the class there are thirty students. One group consists of five students. So every group get one of number comic books. The students choose the number comic books what they want to read so. The students discuss the comic in group. Teacher discusses the students answer, teacher gives reward for students who can answer the question (praise or good mark). The results of group discussion are collected and submitted to the teacher. In this post teaching, the teacher gives reflection about the lesson and concludes the lesson with the students. the teacher ask the students read

more comic at home ask the students to read comic at home that they take from any sources. Furthermore, Free Voluntary Reading (FVR) strategy is the strategy that can be applied by the teacher to help the students to develop their reading comprehension. As we known Free Voluntary Reading (FVR ) strategy is useful to teacher to help the students in teaching reading. It is also positive for teaching and learning process. In this paper, the writer suggests that the teacher should use this strategy in order to reach the goal at the end of teaching learning process and improve students' reading comprehension. The teacher is suggested to find the appropriate materials, that are suitable to students levels. The teachers are suggested to check all members in groups involved in learning process. The teacher is suggested to use appropriate media in teaching.

**Note :** This article is arranged based on the writer paper with the Yuli Tiarina,M.Pd.

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