

DEVELOPING SENIOR HIGH SCHOOL STUDENT'S READING COMPREHENSION BY USING PROPOSITION SUPPORT OUTLINE

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Abstrak

Makalah ini bertujuan untuk menjelaskan teknik yang dapat diaplikasikan dalam pengajaran pemahaman yaitu *Proposition Support Outline*. Teknik ini dapat membantu siswa menentukan point inti atau ide pokok dari sebuah teks dan fakta yang mendukung ide pokok tersebut. Dalam menggunakan *Proposition support outline* strategi guru membimbing siswa untuk menentukan ide pokok dari teks dan menemukan kalimat pendukung ide pokok tersebut. Dalam mengaplikasikan strategi *Proposition Support Outline* ada beberapa langkah yang harus dilakukan yaitu memberikan teks yang akan dipelajari, menemukan ide pokok dari setiap paragraf, setelah siswa menemukan ide pokok dari setiap paragraf, siswa harus menemukan ide pokok dari teks tersebut atau yang disebut sebagai *proposition*. Kemudian, siswa mencari pendukung *proposition* tersebut. Pendukung dari ide pokok tersebut dapat dikategorikan sebagai fakta, statistic, pendapat para ahli dan contoh. Guru memperlihatkan contoh dari kerangka *Proposition Support Outline* dan meminta siswa melengkapi kerangka tersebut berdasarkan dari *proposition* dan pendukung dari *proposition* yang mereka temukan dari teks. Setelah siswa melengkapi kerangka tersebut, siswa melakukan diskusi dari *proposition support outline* tersebut. Pada tahap akhir siswa menampilkan tentang apa yang mereka pahami dari teks setelah membuat *Proposition support outline*. Strategy ini cocok digunakan untuk mengembangkan kemampuan membaca pemahaman siswa karena siswa bisa menemukan ide pokok yang penulis berikan dan menemukan kalimat yang mendukung ide pokok penulis tersebut.

A. INTRODUCTION

Reading is truly an essential activity which has many benefits. There are many benefits that people get from reading. Without reading people cannot get information because, by reading people can get information and knowledge. People can learn anything by reading. Reading can give people new idea and help them to think more creative. The more people read, the more they will understand about anything.

It is essential for students to master reading skill because reading is really important. It is important to be mastered in order to ensure success in learning

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English. In fact, students can get ideas, information, and understand what they have learned by reading. Every people cannot master other skills and knowledge if they are not learning to read early and well. They will face difficulties in understanding and comprehending what they read. For that reason, reading always becomes a main lesson unit in any level of English lesson. It means that reading is really important in learning process.

Reading has several purposes. One of the purposes in reading is to comprehend the text or reading comprehension. Reading comprehension is not a single step or easily acquired skill. It has a complex process in order to get the comprehension. Moreover, Prado and Plourde, (2005) state that comprehension is the interaction among word identification, prior knowledge, comprehension strategies, and engagement. It means that all students have to understand what they read in order to comprehend and understand the text. They will know what the content of the text is if they understand or comprehend the text.

Since the students of Senior High School have learned English for more than six years, it is expected that they can understand English easily. Although they have been learned English since Junior High School, most of them still have difficulties in learning English. Most of the students do not understand what they have learned at Junior High School especially in reading comprehension. Most of the students can not get the idea from text that they have been read. They do not know the content of the text.

There are many problems that students face in comprehending and understanding the text. One of the problems that make students difficult in comprehending the text is the teachers' strategy. Sometimes, teachers do not have strategies that can make their students understand and interested in reading. Lacking of strategies will lead students to be passive readers that will make them unable to develop their ability in reading comprehension. Most of teachers at Senior High School just ask them to read the text and then answer the questions. Sometimes, they do not discuss the content of the text with the students. They do not encourage the students by using a strategy that can make students understand and have motivation in reading so that they can comprehend the text. The teachers at Senior High School do not use graphic organizer strategy as their strategy in teaching reading comprehension.

It is important for the teachers to help the students to solve the problems in reading comprehension. Teachers should have strategy that can be used by students in order to comprehend the text. Actually there are many interesting techniques or strategies which can be used by the teachers to encourage the students to read and comprehend the text. One of the strategies that can be used is proposition support outline.

Reading comprehension plays an important role for students in education. According to Daniel E. Himes (2007) reading comprehension is really important for children in education. It means that reading comprehension is a fundamental basic in education. In education, students need to read in order they know what they learn. Therefore, children need to understand what they learned. They will understand the text if they can comprehend it. Grabe (2009:15) claims that reading is an interaction between the readers and the writers. Therefore, in reading

comprehension readers need to understand what the writer's write in the text. They will try to comprehend what the writer told in the text by using reader's prior knowledge.

Learning (2002: 67) states that instructional strategies are techniques that teachers use to help students to become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals. Instructional strategies can help teachers in motivating students and make them focus attention, organize information for understanding and remembering, monitor and assess learning.

Graphic organizer is one of the instructional strategies that improve comprehension. According to National Reading Panel (2000), graphic organizer is visual representations that show relationship, connections, aid in storing and retrieving information. Graphic organizer helps the learners to get the information easily by showing the relationship, connections, storing and retrieving.

Proposition support outline is a strategy in teaching reading to analyze the text in order students can comprehend and understanding the text. According to Buehl (2001: 101), proposition support outline supplies students with a framework for analyzing justification an author uses to support his proposition. This strategy provides a framework to analyze the text and also as a way to expose student's idea based on the text after they read the text. It can help students to know the support of author's opinion in the text. Proposition/Support Outlines require a piece of reading that has both fact and opinion present, but before they engage in the reading process, students need to understand what a proposition and support are.

Teaching and learning process should be based on the curriculum. Teaching English at senior high school should be based on the curriculum that the government determines. In Indonesia, teaching reading at senior high school refers to KTSP curriculum. Teaching reading activity at senior high school consists of three stages, pre-reading, whilst reading, and post-reading. Each of activities must be taught by teachers to reach students' comprehension of reading. According to Indonesia's education minister decree (*permendikans*) No 41 in 2007 there are three standard processes, they are exploration, elaboration, and confirmation.

B. DISCUSSION

In teaching reading comprehension at Senior High School, the teacher should have preparation and prepare several activities in teaching reading comprehension by using proposition support outline.

1. Preparation

Teachers should have good preparation before they teach their students. . It will be helpful for teachers if they can make the preparation well. The teachers must be sure about everything that they need before coming to the class. The teachers have to prepare the topic of hortatory text that they will teach. The teachers should choose an interesting topic that can make their students have an interesting in study. The teachers can choose the topic that familiar with students.

After teachers choose the topic of hortatory text, teachers should choose the text or the material of the topic. In applying proposition support outline strategy, the teacher can use computer and LCD as their media. The teachers can show the material and the outline by using computer or the teachers can also use the board to show the outline.

2. Teaching Procedures

As stated in chapter II, there are three stages of teaching reading. They are pre reading activity, whilst reading activity, and post reading activity. In the pre reading activity, teachers try to construct the background knowledge of students. It will help the students get ready for the lesson. In whilst-teaching activity, the students have to understand the text. The teachers take the learners to interact with the text. In post activity, the teachers verify the lesson.

a. Pre Teaching Activity

In this stage, teachers begin to prepare for the lesson. The teachers greet the students and encourage them to be ready for study. Teachers explain about the purpose or the goal of the study. The goal is that the students are able to identify the main idea and the supporting detail of the hortatory text.

b. Whilst Teaching Activity

1) Exploration

In this stage, the teachers show a video related to the topic to build students' background knowledge about the topic. The teachers tell the students that they are going to read an hortatory text about smoking. Then, the teachers show a video about smoking and the illness that caused by smoking. The teachers ask students to pay attention to the video and notice what the person is doing in that video and the effect of what he did. Before showing the video, the teachers write down some questions that the students will answer after watching the video.

After discussing their work, the teachers show the title of the text. The title is "The bad effect of smoking". Next, the teachers distribute an incomplete text. The teachers ask them to read the incomplete text. In this activity, the students make predictions before they read the full text. In making prediction, the teachers guide the students. The teachers give several questions that can lead the students make the prediction about what will be the paragraph about. Based on the incomplete text, the teachers ask the student's opinion about the content of the text

2) Elaboration

In this stage, the students are given the complete hortatory exposition. After they read the text, the teachers and students confirm the previous prediction and discuss it. After they discuss the text and check the prediction, the teachers ask several questions about the text. The teachers guide students to look over the text and identify ideas of each paragraph. Then, the teachers guide them to use the proposition support outline. Before the teacher tells about what is the proposition and support are, she asks students to find the main of each paragraph. After students find the main idea of each paragraph, teacher asks students to find the main idea of the text or the main point of the text. Then, the teachers ask students about the support of the main point of the text.

After the students find the main idea of the text, the teacher s ask them to find the support of the main idea. Before that, the teachers inform to the students that the main idea is an opinion which can be supported or not by facts. Then, the teachers tell that the main idea of the text is called as proposition. After that, students have to find the support of the proposition. After they have found the proposition and the support they make it in outline. The teachers show the outline to the students.

Topic:	<input type="text"/>
Proposition:	<input type="text"/>
Support:	1. <input type="text"/>
	2. <input type="text"/>
	3. <input type="text"/>
	4. <input type="text"/>

After students complete the outline, the students discuss it in a group about the outline that they have made. They discuss about the proposition that they have made and the support of the proposition. At the end, the students can present their outline and tell it in front of the class.

3) Confirmation

In this stage the teachers ask the students several questions to check students’ understanding about the text.

c. Post Teaching Activity

In this stage, before teachers end the class, they ask the students about the difficulties of the lesson. Post teaching tasks are intended to verify and expand the knowledge acquired in newspaper, radio and television. These last tasks also lead the learners to discuss and analyze issues presented in the reading. Moreover, teachers have to conclude the lesson.

C. CONCLUSIONS AND SUGGESTIONS

Proposition support outline is one of the examples of analytical graphic organizer. Proposition support outline is a strategy that can be used by teachers in teaching reading comprehension. Proposition support outline teaches students how to support an argument with evidence. By using this strategy, students are able to find the main point of the text and support it with evidence that they found in the text. Then, students are able to find facts and opinions from the text.

Students find the useful format for organizing information from reading. It will help students to comprehend the text.

In applying this strategy there are several steps that should be done. The teachers distribute the text to the students. After that they read the text, the students have to identify the main idea of each paragraph of the text. Next, the students find the main point of the text or proposition. Then, the students find the support of the proposition. The support can be fact, expert authority, example and statistic. The teachers show the outline to the students and ask them to complete the outline based on the proposition and the support that they have found. After that they make a group discussion to discuss about the outline that they have made. At the end, they present and tell their work in front of the class.

The writer suggests the teacher to apply proposition support outline strategy in teaching reading comprehension at Senior High School. In applying this strategy, the teachers should choose a good and suitable material. The teachers should choose a text that has fact and opinion. It is also suggested that the teachers use an interesting media in using this strategy. For example teachers can use computer and LCD projector to show the material. It will be better and creative if the teachers can use those media.

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