TEACHING READING HORTATORY EXPOSITION TEXT BY COMBINING PARTNER PREDICTION WITH HIGHLIGHTING STRATEGIES TO SENIOR HIGH SCHOOL STUDENTS

NissaFlaweri[1], YuliTiarina[2]
English Department
Faculty of Languages and Arts
State University of Padang
e-mail: nissaflaweri0303@gmail.com

Abstrak

Makalah ini ditulis dengan tujuan untuk membantu mengatasi beberapa dari sekian banyak permasalahan yang ada dalam mengajar pemahaman membaca (*reading*) pada mata pelajaran bahasa inggris di sekolah menengah atas (SMA), khususnya dalam membaca teks hortatori. Makalah ini membahas tentang penggabungan strategi ***partner prediction*** dan strategi ***highlighting*** dalam mengajar *reading* yang dapat membantu meningkatkan pemahaman siswa dalam membaca dan mempermudah siswa dalam memahami isi bacaan. Penggunaan kedua strategi ini dibagi dalam beberapa langkah. Langkah pertama dalam strategi *partner prediction,* siswa diminta untuk membuat prediksi-prediksi secara berpasangan berkaitan dengan teks yang akan diberikan, siswa membuat prediksi-prediksi tentang hal apa yang akan muncul di dalam teks. Strategi ini dilakukan pada fase *experimenting* di kegiatan inti belajar mengajar. Selanjutnya pada strategi *highlighting,* guru menyuruh siswa secara individu menandai ide-ide penting dalam teks dengan menggunakan stabilo atau pensil warna. Strategi *highlighting* ini dilakukan pada fase *associating* di kegiatan inti belajar mengajar.

Kata Kunci: *Reading, Teaching Reading, Hortatory Exposition Text, Partner Prediction, Highlighting*

A. INTRODUCTION

Indonesian government has decided English subject as the essential subject to learn from junior high school until university. It is one of the important subjects that is included in national examination. At university level, English is also an important subject that must be taken by the university students as their general course. There are four skills that must be mastered by the students in learning English; they are listening, speaking, reading and writing skills. Writing and speaking skills are categorized as productive skills, whereas, listening and reading skills are classified as receptive skills.

Reading is one of the basic communicative skills of English. It is the way of gaining information from written sources.Today's globalization era demands

---

students to increase their knowledge and enhance their experiences. One of many ways to do that is through reading. The goal of reading is comprehension. Reading without comprehension or understanding is not reading.

Based on the writer's experience in senior high school reading the hortatory exposition text is not easy for the students. There are some difficulties that are faced by the students which give bad impacts to their comprehension. The first is the students have difficulty in linking ideas within text and with their background knowledge. Then, the students have difficulty in identifying the topic sentence or the main ideas of the text. The last problem comes from the text itself. Hortatory exposition text sometimes has technical and specialized words.

There are some theories about reading explained by many experts. Harris and Sipay (1980:8) say that reading is the meaningful interpretation of printed or written verbal symbols. Similarly, Grabe and Stoller (2002: 9) state that reading is the ability to draw meaning from the printed page and to form an interpretation of that information appropriately. Therefore, it can be concluded that reading is a process to get the meaning of the text. In addition, Nunan (2003: 68) says that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Based on the definition above, it can be said that in reading process, the reader correlates what they know with what is written in the text to construct the ideas or information based on their background knowledge.

Moreover, Seyler (2004:3) defines reading as the process of obtaining or constructing meaning from a word or cluster of words. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader should use knowledge, skills, and strategies to determine what that meaning is. In order to get the meaning or the idea of the text, the readers try to interpret the information word by word or sentence by sentence that are written in the text.

Furthermore, based on the Implementation Training of Curriculum 2013's modules issued by BadanPengembanganSumberdayaManusiaPendidikandanKebudayaandanPenjami nanMutuPendidikanKementerianPendidikandanKebudayaan (2013), there are three phases of teaching process in senior high school. There are Pre-teaching, Whilst-teaching, and Post teaching. Whilst-teaching activity is divided into five phases: observing, questioning, experimenting, associating and communicating.

Related to the difficulties faced by the students, it gives influence to the students' comprehension. They have low comprehension about what they read.This phenomenon is assumed related to the strategy that is used by the teacher in teaching reading. The strategy chosen should accommodate students' need in reading a text. There are many strategies that can be applied by the teacher in teaching reading in the classroom to help the students' comprehension. Partner prediction and highlighting strategies are some of them.

Partner prediction strategy gives the students a chance to work with their peer to make predictions about the text. Sadler (2005:22) says that partner prediction strategy gives the opportunity to the students to work with their peer in order to make predictions about a story or section. Since they are sharing the ideas with a partner, more students will be able to discuss some predictions and they

will not feel nervous to speak in front of the class. It means asking the students to work in partner give a positive effect to their self-confidence to speak and to give their opinion to others.

Sadler (2005:22) also explains some steps of partner prediction strategy. First, the teacher identifies places in the text to stop and ask the students to predict what might happen next. Then, the teacher reads the title and first portion aloud. After that, the teacher asks what students think the story will be about. This process is repeated throughout the reading. When the end of the selection is near, stop and ask how students think it will end.

Whereas, highlighting strategy is a strategy to highlight or underline the key words, phrases, and ideas in the text.Hedgcock and Ferris (2009: 176) state that highlighting is a valuable intensive reading skill, both for comprehension monitoring while reading and for review after reading.Furthermore, they explain two steps of highlighting strategy. First, the teacher explains to the students that highlighting is useful for identifying the most important ideas in a section of text; that such ideas may often (but not always) be found in the introductory or final sentence of a paragraph; and the students cannot highlight entire sentences, it is only the portions of sentences, or key words.Second, students, working individually, are then asked to highlight the important ideas of the paragraph or text.

Combining partner prediction strategy with highlighting strategy in teaching reading is one of good combinations. This combination fixes each other because partner prediction is a strategy that can be used in pre reading or before reading, and highlighting strategy is a strategy that can be used during reading or while reading. By combining this strategy, it can help the students gain their comprehension about the text. It can also teach them to find the important information from the text.

B. DISCUSSION

Before applying partner prediction and highlighting strategies in teaching reading to senior high school students, the teacher should prepare everything they need in teaching before they come to the classroom. Preparation is very important before teaching. It is very fundamental because what the teacher prepares will influence their performance in teaching in the classroom. There are several things that should be prepared; they are teaching material, teaching media, classroom management and lesson plan.

Then, the teacher comes to the procedure of combining partner prediction with highlighting strategies. This combination is being applied in whilst teaching activity. The first phase in whilst teaching activity is *observing*. In this phase, the teacher shows a picture in projector to the students. The teacher says "*Students, I will show a picture. Please take a look and pay attention to the picture.*" The picture is related with the text that will be given to the students. The picture is about some students who are playing in front of their school. This picture is useful for activating their background knowledge. They will recall what they have known and connect it with what they are going to learn.

After being guided by the teacher in the observation, then the students can ask the teacher about the picture. The questions are hoped come from the students. However, if they are too nervous or they are too afraid to ask, the teacher can ask them first. It is done by the teacher to provoke them to give their opinion or to give questions about the related material. The teacher may say, *"What do you want to know about the picture*? Or "What do you think about the picture? Or *"Do you know what in the picture is*?" The answers given by the students will vary, so that it is the teacher's duty to give the correct answer. Therefore, the teacher should prepare herself or himself in facing students' reaction to the picture or video before coming to the class. This activity takes ten minutes also.

Then, the teacher comes to the experimenting phase, where partner prediction strategy is being applied.The first procedure in partner prediction is the teacher shows the title of the text in projector. The teacher should make sure that all of students know the meaning of the tittle. The teacher may asks, *"Do you know what it means?"* If there are some students who do not know the meaning of the tittle, the teacher should discuss the vocabulary first. Next, the students are asked to make prediction with their partner about what will exist in the text later. The teacher says *"The title is '**School'. What do you know about school? Write some phrases or clauses that come to your mind when I say the word "school."* Then, the students are asked to make prediction with their partner about what will exist in the text later. Next, the teacher shows and reads the first sentence in the first paragraph of the text aloud. The students are asked to make prediction again.The Teacher says *"This is the first sentence of the first paragraph '**I think children should go to school'**. When I say this sentence, what comes to your mind? Please discuss it with your partner. Share ideas each other. Be cooperative."*

This process is repeated throughout the reading. When the teacher comes to the last paragraph, the teacher stops and asks how students think it will end. Finally, the teacher shows the whole paragraph and asks the students to read it. The students begin to read the whole text with their partner in order to check their previous predictions.

After that, the teacher comes to the highlighting strategy. This strategy is applied in associating phase. The teacher explains about the generic structure and the language features of the hortatory exposition text first. When the students have clear understanding about the generic structure and the language features, then the teacher comes to the second strategy. The teacher asks the students to underline the main ideas of each paragraph with highlighter or color pencil. The students are no longer work with their partner, they work individually. The teacher asks the students to use different colors to different generic structure. The teacher may say, *"Now, you need to highlight or underline the important ideas in the text, such as: thesis statement, arguments, and recommendation. Do not forget to use different highlighter to each idea."*

The last phase is communicating. In communicating, the students take participation in the learning process. Two or more students can be asked to present their finding in highlighting the important point in the text. They can compare their answer with their peers in a small group or the whole class. They

can discuss the exercise with the teacher. The teacher can give feedback related to students' understanding about the material given.

C. CONCLUSIONS AND SUGGESTIONS

Partner prediction and highlighting strategies are good strategies that can be applied by the teacher in teaching reading. Partner prediction strategy helps the students create the picture in their mind about what they are going to read. In this strategy, the students work together with their partner to talk and share their ideas to predict some possible information that will exist in the text. Highlighting strategy enables the students to understand what the author is trying to say and to organize information in the text. In highlighting strategy, the students need to prepare highlighters or color pencils as a tool to highlight the important ideas.

The combination of partner prediction with highlighting strategies in teaching reading hortatory exposition text to senior high school students will help them in enhancing their comprehension about the text they read. This combination fixes each other. Partner prediction strategy is used before reading, whereas highlighting strategy is used while reading. Therefore, it is suggested to the teacher to help the students using partner prediction and highlighting strategies in reading hortatory exposition text.

Note: This article is written based on the the writer's paper under the supervision of her advisor, YuliTiarina, S.Pd.,M.Pd

BIBLIOGRAPHY

Grabe, W., and Stoller, Fredericka L. 2002.*Teaching and Researching Reading*. London: Longman.

Harris, R.A., and Sipay, E.R. 1980. *How to Increase Reading Ability.*New York: David McKay.

Hedgcock, John S., and Ferris, Dana R. 2009.*Teaching Readers of English: Students, Texts, and Contexts*. New York: Routledge.

KementerianPendidikandanKebudayaan.2013. *MateriPelatihan Guru ImplementasiKurikulum 2013*.

Nunan, David. 2003. *Practical English Language Teaching*. New York: The Graw-Hill Company Inc.

Sadler, Charlotte Rose. 2005. *Comprehension Strategies for Middle Grade Learners: a Handbook for Content Area Teachers*. Canada: International Reading Association. Inc.

Seyler, Dorothy U. 2004. *The Reading Context: Developing College Reading Skill*. New York: Pearson.