



TEACHING NARRATIVE READING TEXT BY USING VERY IMPORTANT POINT (VIP) STRATEGY TO SENIOR HIGH SCHOOL STUDENTS

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Abstrak

Reading (membaca) merupakan salah satu keterampilan bahasa yang perlu dikembangkan pada berbagai jenis pendidikan agar siswa mampu memahami isi bacaan dengan baik. Teks naratif adalah salah satu teks yang harus diajarkan pada siswa menengah atas. Namun, kenyataan dilapangan masih banyak siswa mengalami kesulitan dalam memahami teks naratif. Hal ini disebabkan oleh beberapa faktor seperti strategi yang digunakan siswa dalam membaca teks naratif kurang efektif, kurangnya kosa kata yang dimiliki siswa, teks yang diberikan oleh guru kurang menarik perhatian siswa, dan kesulitan siswa dalam mengembangkan pengetahuan dasar yang mereka miliki. Dikarenakan oleh beberapa hal ini, penulis tertarik untuk mengangkat dan mengajukan Very Important Point (VIP) sebagai salah satu strategi yang dapat meningkatkan pemahaman siswa dalam membaca khususnya teks naratif. Dalam penerapan strategi ini, guru memberikan sebuah teks dan *sticky note* sebanyak enam potongan. Kemudian siswa diminta membaca teks dan menandai hal-hal penting seperti ide pokok dan kalimat pendukung dengan menggunakan *sticky note* yang telah disediakan guru. Setelah selesai, guru kemudian akan meminta siswa untuk membuat tabel pada buku catatan mereka dan menuliskan apa poin-poin penting yang mereka pilih dan menuliskan alasan mereka atas pilihan tersebut. Pada tahap akhir, siswa akan duduk berkelompok dan mengemukakan pendapat dan alasan mereka terhadap poin-poin penting yang mereka pilih dan guru akan membimbing siswa selama diskusi berlangsung. Kemudian guru akan memberikan siswa beberapa soal pertanyaan terkait dengan teks bacaan. Siswa diharapkan mampu menjawab soal pertanyaan dengan benar dengan adanya bantuan *sticky note* yang memudahkan siswa untuk melihat poin-

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poin penting pada teks bacaan. Strategi ini diharapkan mampu meningkatkan kemampuan siswa dalam memahami isi teks terutama teks naratif secara lebih mendalam.

Kata kunci: *Very Important Point (VIP), Teks Naratif*

A. Introduction

Reading is one of the important skills in learning English. This skill becomes a bridge for students to understand the text that they have to read. Through reading, the students will get more information about some changes in different aspects such as knowledge, technology, education, etc. According to Bacon in Patel (2008:113), reading is to get the signification of printed word and written symbols. It means that reading is the translating meanings from the printed word or written symbols to a meaningful idea and information.

Moreover, Anderson and Nunan (2008:3) states that “reading is a process of readers combining information from a text and their own background knowledge to build meaning”. This sentence means the reader should tries to catch the author’s idea, and both of them try to communicate in order to get the information that is sent through written media and the reader try to interpret what is being read to have similar meaning with the author. Furthermore, Mei-yun in Abdelazis (2008:28) explains that “reading is an interactive process of communication, the interaction between the author and the reader which is made possible via the text”. It means by using a text as media, the author wants to inform something to the reader, the author wants the reader to do something as he/she noted in the text by convincing and giving some facts that can make the reader do everything as the author hopes. Therefore, communication is not only the face to face interaction between two or more people but also through reading that is the interaction between the author and reader.

Teaching reading means help students getting information or idea of a text. In the classroom, teaching reading is away transferring knowledge from the teacher to students by using a certain technique of strategy and a certain material in order to master reading itself. Teaching reading is very important skill because this is the stage where the knowledge of students starts to flight. According to Harmer (2001:68) getting students to read English text is very important as a teacher because many of students want to able to read text in English either for their careers, for study purposes or simply for pleasure. According to curriculum 2013, one of the purposes of teaching reading in Senior High School is to facilitate the students in mastering various kinds of monolog texts. One of the monolog text is called narrative.

According to Djuharie (2009: 168), Narrative text is a kind of story or fable which has purpose to amuse the readers. The key to comprehending a narrative is a text that tells a story and entertaints the audiences. The characters,

the setting and the problems of narrative are usually introduced in the beginning, the problem reaches its high point in the middle and the ending resolve the problem. Moreover, Abbot (2002:12) states that narrative text as “the representation of an event or a series of events”. It means narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The story of narrative can be fiction such as stories, fairy tales, folk tales, legends, mysteries, science fiction, and historical fiction or non-fiction like history, autobiography and news reports. Yet, the common form of narrative text which are studied at high school are legend, fable, and fairy tale.

However, in field education, most of the students have difficulties in comprehending narrative text. When the teacher asked them to answer the questions based on the text, they could not answer them well. This fact was caused by several problems. The first problem that influences the students' reading ability in comprehending narrative text is that the students lack of vocabulary. Vocabulary knowledge is fundamental to reading comprehension. It means that lack of adequate vocabulary can be a serious obstacle for many students in reading. They cannot understand the text without knowing what most of the words mean. When the students find difficult words in the text, they mostly skip the reading. The second problem that causes the students' reading ability in the comprehending narrative text becomes low is that the text cannot catch the students' interest. The third problem is the students' difficulty in organizing their thought during their reading activity. To comprehend narratives, students should use their background knowledge as an useful additional information combined with the information written in the text. However, the students hardly ever consider their background knowledge as a useful help to comprehend the text. Research on students' narrative reading had been conducted by Surnyata and Fitrawati in 2016.

Regarding to the reasons above, the teacher should choose a good and interesting strategy in teaching narrative text to encourage student's reading skill. Very Important Point (VIP) is a chosen strategy to built students interest in reading the narrative text. According to Hoyt (2003), Very Important Point (VIP) is strategy which help students learn to determine importance and engage in the powerful thinking that occurs when you isolate the most important ideas. Moreover, Tama (2009:24) explains that Very Important Points (VIP) is a strategy that helps students to pick out the most important points in a reading selection. In addition, Richardson (2009:215), told Very Important Point with the term Very Important Part. According to Richardson, Very Important Part is a strategy which helps students identify the very important point such as identify important actions, event, feeling and themes.

B. Discussion

The implementation of “Very Important Point (VIP)” strategy in teaching narrative reading text for Senior High School students is divided into some parts. They are teaching preparation and teaching procedures. These are needs for the teacher in order make the teaching and learning process run

effectively. Teaching preparation is done by the teacher before doing teaching procedure. Before start teaching the class, the teacher should prepare what she /he needs in teaching. After that, the teacher coming to teaching procedure. There are three stages of teaching procedure. They are pre teaching, whilst teaching, and post teaching. In pre teaching, the teacher prepare the class condition. Then, whilst-teaching is where the teacher teaches the students to use Very Important Point (VIP) in reading narrative text. The last is post-teaching activity, the teacher and the students conclude the lesson together.

a. Teaching Preparation

There are some preparations that the teacher needs to do. They are: preparing material, preparing media, and preparing lesson plan.

1. Material

The first thing the teacher has to do is selecting the material. The teacher should choose materials that are appropriate with syllabus and also curriculum. That material must be appropriate with the students' ability level and the students' interest.

2. Media

The second preparation is the media which are used to present the text. The teacher can present the text by showing it in front of the classroom by using electronic devices such as laptop and proyektor. The teacher can also provide the students a printed text. The media should be prepared well so that the process of teaching and learning will run well.

3. Lesson Plan

After selecting the materials and choosing the media, the teacher needs to make a lesson plan. It should be based on the curriculum and syllabus. The lesson plan can be used as a guideline for the teacher in order to make the lesson run systematically. In this lesson plan includes the main competence, basic competence, indicators, materials, objectives and all the explanations of the learning activities that the teacher wants to do.

b. Teaching Procedure

To create a good environment in the class, the teacher has to know and understand how to present the lesson to the students. In applying Very Important Point (VIP) strategy, the teacher can divide the teaching process into three stages that are : pre-teaching, whilst-teaching and post-teaching. This teaching stages are commonly used by the teacher in most of teaching

reading strategy, but the different of Very Important Point (VIP) strategy lies at whilst-teaching activity.

1. Pre-Teaching Activity

In this phase, the teacher prepares the class condition. For the first, the teacher should prepare the students both psychologically and physically to join in the learning process. The teacher can start the lesson by greeting the students in order to catch their first attention. Second, the teacher check students' attendance. Third, the teacher has to create a good atmosphere in the classroom in order to make them enjoy and comfortable to study. The teacher checks the readiness of the students and reviews the previous lesson and recalls what they have got from the last meeting to make a relationship with what they are going to learn today. Fourth, the teacher introduces the topic and explains the purpose and the basic competence that must be reached.

2. Whilst- Teaching Activity

Whilst-teaching part is the most important part because the teacher will apply the strategy in this part. This is the core activity during the process of teaching and learning. Based on curriculum 2013, this part is divided into five phases that are: observing, questioning, experimenting, associating and communicating.

a. Observing

The activity in observing is presenting the context through picture. By showing a picture related to the text, the teacher can stimulate and build the students' background knowledge about the text. In order to make the students are easier in understanding the text, the teacher lead a discussion in the classroom by asking some questions. The questions can be:

1. What do you know about this picture?
2. Have you ever heard story of of Malin Kundang?
3. Where does this legend come from?
4. What happened to Malin Kundang?

b. Questioning

In this phase, the students can ask the teacher or their classmates about the information that is not understood from what is observed.

c. Experimenting

After the teacher explains what is not understood by the students about the text, the teacher can build the students' vocabulary. Teacher can

write the difficult words on the whiteboard then the teacher asks the students to predict the meaning or to look for the meaning on their dictionary and teach them how to pronounce those words. After the students understand most of the difficult words in the text, the teacher explains the definition of the narrative itself. The teacher can start by explaining the definition of narrative text. Then, the explanation can be continued about the social function and the structure of the text. The teacher explains which part are the orientation, complication, and resolution.

d. Associating

This is the core part in which the strategy will be implemented. For the *first*, The teacher asks students to take a sticky note and asks them to cut it into six strips. This sticky note have different colors (pink, purple, blue, green, orange, and yellow) to make it more interesting. *Second*, the teacher establish the purpose for reading and explains the use of the sticky notes as the marker of the important point that they will be looking for as they read. *Third*, after distributing the sticky notes, the teacher ask the students to read the text of “The Legend of Malin Kundang” carefully and mark what they find to be the most important points in their reading with the sticky notes. The teacher needs to explains that the important poin in the text can be a sentence that expresses a main idea. Before the students mark the point, the teacher should have explained what is main idea and where to find it in paragrapah. *Fourth*, after reading the students should then explain and justify their choices and take notes.

e. Communicating

After the students answer the questions, the teacher asks the students to sit in group and discuss the answer, or the teacher can asks the students one by one to write their answer on the white board. After that, the teacher and the students discuss the better answer for the question together.

3. Post-Teaching Activity

In this phase, the teacher and the students conclude the lesson. The teacher also gives homework to the students. Finally, the teacher ends the lesson.

Very Important Point (VIP) strategy is a strategy that asking the students to find the important points such as the main idea of the text. The students use the sticky notes as the tool in marking the main idea they selected in the text. By knowing the main idea, it will help the students remember the important

information. The main idea of a paragraph tells the topic of the paragraph in the text and the topic tells what all or most of the sentences are about. Since the students use sticky note in their text, it will make students easy to remember the important points of the text and help them in answering the questions correctly. Some of questions can answer by the students by looking at the sticky notes on their text.

C. Conclusion and Suggestion

1. Conclusion

Very important Point (VIP) strategy is a strategy that can be used by the teacher in teaching reading narrative text since this strategy helps students to pick out the most important points in a reading selection. For the first of this strategy, the teacher gives the topic, introducing the sticky notes, and explains the use of the sticky notes to the students. Second, the teacher asks the students to read the text carefully and mark what they find to be the most important points in their reading with the sticky notes. They can mark the main ideas and the sentences that are confusing or need clarification in the text. After that, the students will have discussion in groups to evaluate the multiple main ideas they had selected individually. They should be able in explaining why they selected the points as very important. Then, the teacher gives the students some questions related to the text. the students are expected to answer the question easily and correctly since they used sticky note to help them remember the most important point of the text.

This strategy gives advantages to the students. In this strategy, the teacher provides the students with sticky notes to mark the important point. Since the notes are easily removable, as students find more important pieces of information, they can change their minds without the permanent consequences of other forms of annotating such as highlighter or stabilo. Then, the students will easier in understanding the text since the student will make a note about very important point. Besides that, for the teacher, this strategy will become an alternative teaching which catch the students attention because most of them usually read in usual strategy.

2. Suggestions

Based on conclusion, it is suggested for the English teachers to use Very Important Point (VIP) strategy in teaching narrative text. Besides, the English teachers can use this strategy in teaching other texts of fiction or non fiction because this strategy asks the students to find the important points of the text. It is also suggested to do research to see the effectiveness strategy that gives positive effect toward students' ability in reading.

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