

Teaching Reading Through Annolighting

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Abstrak: Salah satu dari empat aspek kebahasaan yang harus dimiliki oleh siswa adalah membaca. Banyak strategi yang dapat dilakukan untuk meningkatkan kemampuan membaca pemahaman, salah satu di antaranya adalah **annolighting** yakni sebuah strategi yang merupakan kombinasi dari **annotating** dan **lighting** siswa dapat memberi catatan penting tentang ide pokok dari sebuah informasi secara tertulis dan sekaligus menandai dengan memberi warna pada kata kunci, atau frase dalam sebuah teks bacaan yang sedang dibaca. Hal ini dilakukan untuk menarik perhatian dan memudahkan siswa dalam memahami teks bacaan.

Key word: annolighting, annotating, lighting

INTRODUCTION

There are four language skills that should be mastered by the students in learning a certain language namely, listening, speaking, reading, and writing. Those language skills will be compulsory thing to graph the language well. Mastering the four language skills indeed needs the efforts, desire, and concentration, because the skills are integratedly and interchangably used in making communication running well.

Reading, one of the language skills, is a type of multifaceted process between a reader and a writer in the form of printed material. It is an active process, not a passive one. There is no proper reading of a text which reveals the text's true meaning. The meanings that a reader gets from a text may not be the same as those her or his friends would get from it. Liepzig (2001) says that reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learning how readers integrate these facets to make meaning from printed matters is very important. This opinion describes that reading is how reader communicates and gets involvement to the print in order to find information, make meaning by coordinating indentifying words, and construct understanding to a certain conclusion.

The ability to read and understand written material is necessary requirement in the most workplaces. Examples of reading material relevant to the workplace or study-place include procedure manuals, operating instructions, research material, formal correspondence, travel maps, computer documents, and textbook. It is very stressful for the students or employees who have difficulty reading and understand written material. If poor reading activity is not identified or not properly accomodated, this can be influential in the study-place regarding the study performance and achievement.

When the readers, in case students, in the process to construct understanding information from the print, they often lose some information or ideas to link them among the pages. This condition makes the students difficult to understand or remember what is informed to them, difficult to construct, analyze, and remember what they have just read, and difficult to put their thoughts on paper.

Many students who are dissatisfied with their reading techniques assume that successful participation in a reading course will solve their problems. In fact when they are reading for study purposes, lack of speed in itself is not usually the main problems. The common reading problems often faced by the students are maintaining concentration, lack of vocabulary, difficult material, and keeping their over pages.

Since, the purpose of teaching reading is to enable students to identify the words in printed materials, construct an understanding from those materials, and coordinate identifying words and making meaning so that reading is automatic and accurate, the teachers have to able to facilitate them to maintain concentration in order to be successful readers. An impressive and enjoyable technique is needed to achieve the reading goals. One of the alternative techniques is annolighting. This technique is the combination of the implementation between two popular techniques, annotating and lighting

Annolighting is from dualism techniques to improve reading ability, annotating and lighting. Annotating is the act of a reading activity when a reader suddenly restates the important idea or information in the written form at the left and/or right of the text. Lighting, on the other hand, is the act of highlighting the crucial ideas by giving impressive colour to keep the eyes on.

In maintaining concentration over the page, the language teachers especially English teachers have to be able to help their students release from this problem. One of the alternative techniques is annolighting. As mentioned previously, this paper is limited to the discussion of teaching reading through annolighting.

THE NATURE OF READING

Reading is a complex process – complex to learn and complex to teach (Carnine, 1990: 3). Reading is complex to learn because reading should be accomplished by understanding some language aspects and using some reading strategies. The language aspects that should be learned are vocabulary and grammar. Vocabulary is used to gain meaning, while grammar is used to relate meaning among sentences. Reading strategies will lead readers to be effective in managing ideas and efficient in managing time.

Reading is complex to teach. In teaching reading, a teacher should have several kinds of knowledge. First, he/she has to understand the procedure for evaluating, selecting, and modifying reading programs to meet the needs of all students in their classroom. Second, he/she has to master the techniques for effectively presenting lessons, including the technique in finishing tasks, motivating students, and diagnosing and correcting their problems. Third, he/she has to know how to individualize instruction by placing students in program and organize classroom to maximize the amount of time students engaged in teaching reading. Those kinds of knowledge entail to the essential skills and objectives that make up the reading process and the procedures for teaching the skills.

Nunan (1999: 249) states that reading is viewed as receptive skill, which is the rapid, and automatic. It is processing ideas generated by writer that are transmitted through words. Reading also involves the processing of written language to recognize words that carry ideas among them to be transmitted to the readers. Readers should be tailored with a clear purpose to catch the idea out from the text.

River and Temperly in Nunan (1999: 251) suggested that there seven main purposes of reading namely: to obtain information for some purpose, to obtain instruction on how to perform some task for daily work, to act in play, to keep in touch with friends by correspondence, to know when or where something take place, to know what is happening or has happened, and for enjoyment or excitement.

In relation to the purpose of reading, reading has two processes, comprehending and comprehension. Comprehending refers to the process getting ideas or information from the print, and comprehension is a product that exists in the readers' mind. The two processes involve bringing an individual's entire experience and thinking power to bear, to understand what the writer has been coded (Nuttal, 1982: 217)

According to Cziko et al (2000) reading is not straightforward process of lifting the words off the page. It is problem solving in which the reader works to make sense of a text not just from the sentences on the page but also from the

ideas, memories, and knowledge evolve and sentences. Although at first glances reading may seem to be passive, solitary in truth active, populated by a rich mix of voices and views – those of the authors and of other the reader has heard, read about, and otherwise encountered them.

In conclusion, reading is the ability of a reader in doing a process to get information from the printed material in order to get the meaning and to solve the problem. The activity of reading involves two processes, that is process of comprehending and the process of comprehension.

ANNOLIGHTING

Annolighting is one of reading comprehension strategies adapted from annotating and lighting. This strategy is to accommodate the need of reading ability. This strategy helps readers to find out ideas and information from the text easily. This active reading strategy links concept of highlighting keywords and phrases in a text and annotating those highlights with marginal notes.

Annotating

Annotating is the activity of reading and writing. The readers can read a text and when they find some important information they can write the keyword or clue they lead them to the information. They can write or annotate the keyword to each side of the text, left or right.

According to Schwiebert (2001:89) annotating is to make notes directly on a text as one reads and rereads it, identifying significant features, discovering patterns of features, and speculating on meanings. It is a crucial means of paying close attention to a text whether one is preparing for a class discussion, generating ideas for an essay, or just experiencing the richness of a text for pleasure. So fundamental to what readers do, annotation is comparable to hammers for carpenters and spoons for cooks.

Furthermore, Schwiebert (2001: 93) states that annotation encourages students to notice and think about many features of texts and enable them to keep track of those features and their thoughts about texts. Thus, annotation helps students to be attentive, energetic readers who reach deep, rather than cursory, understandings of texts. Students who are unfamiliar with annotation will be introduced to this technique. The students who are already experienced annotators can experiment with the varied forms of annotations, thereby expanding the uses of annotation. The assignment gives all students the opportunity to examine a text closely.

It can be stated that annolighting is a technique which can help students discover the main ideas and key concepts in a primary source text by highlighting

the most essential words and writing marginal notes to aid in comprehension, analysis, and interpretation. The result is a distillation of the essential elements and message of the primary source.

Lighting

Lighting is activity to find out ideas or information from a certain text through reading text. The readers can give certain signs to where they catch the information. The signs should be *eye-catching* so it will lead the reader easy to get the site of information. Lighting is generally known as highlighting, is to make an object on a **display screen** stand out by displaying it in a different mode from other objects. Type of highlighted objects include **menu options, command buttons, and selected blocks** of text.

Zimmerman in Harley (2003: 89) states by the fact that many students read their textbook the same way they would read a novel, starting on page one and reading straight through to the end. Try reading your textbooks more like you would read a newspaper or magazine. Start by skimming through a section, reading the subject headings and any definitions that appear in boldface print. Study the pictures and figures carefully -- these are chosen to illustrate and highlight the essential points of the text. Next, read the introduction and summary and finally go back and read the text itself. Start with the material that most interesting to you, but be careful not to skip a section.

Harley (2003:89) states how to highlight text in a way that will improve one comprehension of the text. If one opens up any book belonging to a reasoned speed reader, or someone with similar reading skill, one will find that the pages are filled with markings and highlighted text.

Furthermore, Harley (2003: 93) suggests that there are many reasons to highlight text as you read. The first reason is that when highlighting text, you are automatically re-reading it! Simple as that, you are improving your comprehension. The second reason is when highlighting, you are isolating the important part of the text. This helps "mark" the text in your mind, and you will be more likely to remember it. The third reason is that when you review the text later on, having stuff highlighted will make it very easy to find the important points. Essentially, you are preparing the text for yourself in the future.

One can assume that one is not a very experienced highlighter. He or she might think it is very simple process - and it is - but there is a technique to it. He or she can start off by highlighting everything she or he thinks is important. Do this for a while, and see how much she or he highlights. Estimate the percentage amount of text she or he highlighted.

McWhorter (1986: 179) mentions that annolighting is underlining and marking. Underlining is a kind of lighting and marking is a kind of annotating. These activities are really exactly alike in order to stick out important information that exists in a text. The reader helps himself or herself to easily find information that she or he had already read. By lighting she or he saves average 300 percent time to review the chapter.

It can be concluded that Annolighting is a technique which helps students discover the main ideas and key concepts in a primary source text by highlighting the most essential words and writing marginal notes to aid in comprehension, analysis, and interpretation. The result is a distillation of the essential elements and message of the primary source.

TEACHING PREPARATION

Before coming to the class, the teacher should prepare his/her material. This is a very crucial stage for the teacher to plan his teaching activity in order to achieve teaching-learning goals. In this stage, the teacher should accommodate all aspects that lead to the learning goal. The teacher is also able to encounter problems that may appear in the stage of pre-teaching, whilst-teaching, and post-teaching.

There are some aspects that should be considered in preparing teaching activities. The aspects are:

- a. **Selecting materials.** It is an emergency part for the teacher to determine the materials that will be applied to the class. The selected materials should be stated in the form of lesson plan. Lesson plan is a barometer for the school chairman and the teacher to predict the subject goal that will be achieved. Before stating the material into lesson plan, the teacher should consider:
 - 1) *Complexity of the material.* It is useful for the teacher to see the level of the difficulty of the materials
 - 2) *Level of the vocabulary.* The vocabulary and terms used in the text will influence students' comprehension level to catch the ideas given the text.
 - 3) *Background knowledge of students.* It is very useful to pay into account to the student's background knowledge in order to bridge students to existing information in the text.
 - 4) *Familiarity of the topic.* The topic of the material should invite students' desire to graph and browse information. It is because the topic is familiar and becoming a hot issue in the society or academic situation.
- b. **Time availability.** It is very important to consider the available time to implement topic that will be given. The consideration of time will guide the teacher to state the activity related to teaching goal. The efficiency of using time will produce effective teaching activity.

c. **Teaching aids.** Teaching aids are an aid to help the teacher clarify the information to the students. The aids will perform an abstract idea to the concrete situation, so that the students are able to brush the idea up easily.

Each teaching material has its own preparation. The preparation itself needs different analysis to fit to the classroom situation. The teacher may need one or more teaching aids when giving a certain material to his or her students. It is useful to strengthen students' awareness about the materials that they are going to learn.

THE APPLICATION OF ANNOLIGHTING STRATEGY.

The application of teaching reading through annolighting is based on the procedure of teaching reading as it is stated in the point of teaching procedure. Teaching reading procedure is divided into three stages.

Pre-teaching

In this stage, the teacher can do some activities in order to prepare students readiness to participate in learning activity. The teacher comes into the class and friendly greets his or her students.

Teacher : *"Hello students (everybody, everyone etc), good morning (afternoon etc)!"*

Students : *"Hello Mr..... (mrs/miss ...), good morning (Afternoon, etc)!"*

Teacher : *"How are you (Are you okey/fine etc)?"*

Students : *"Fine (okey/very well etc) thank you."*

Then, the teacher checks students attendance list. It is useful to know how many students are coming or absent. The teacher can also ask the reasons for their absence.

Whilst-teaching

Pre-reading

In this stage, the teacher brings students attention slowly to come to the circumstance of topic being given to them. He or she may ask some questions that are related to the topic he or she is going to give to the class. The possible probing questions can be organized as in following one.

Teacher : *"Have you ever seen human tragedy, it is maybe on TV program?"*

: *"Do you know that ...?"*

: *"What do you think about ...?"*

: *"How do you make or organize?"*

Those questions above are asked in order to bring students' attention or mind focus to the given topic. The teacher will listen various opinions or

comments from the students. The more opinions or comments appear, the better the students are ready to come to the learning situation. It means that the students are ready to learn.

Whilst-reading

If the students are ready to move to the learning situation, the teacher can start the lesson by writing the topic on the whiteboard.

Teacher : *"Your opinion about is very impressive."*

: *"Well, it is very interesting if we are discussing about ..., and our topic today is (in this occasion, the teacher may write the topic on the top of the whiteboard in capital letter in order the students can see it clearly and read it)."*

HUMAN TRAGEDY

Then, the teacher can ask some questions related to the topic. The questions are used to focus students' attention to the topic. These focus questions are useful to bridge students prior knowledge with the given text or topic.

Teacher : *"From this title, what is tragedy?"* ,

: *"What is the opposite word of the word tragedy?"*

: *"Do you think that tragedy is something enjoy or happy thing?"*

: *"Is it something bad or good?"*

Students : *"....."*

Teacher : *"What do you think of human?"*

: *"So, what do you think of human tragedy?"*

If the students have already got involved in the situation, the teacher can do the next activity. The activity is reading the text. In this occasion, the teacher could distribute the text to his or her students.

Lighting Phase

The teacher asks his or her students to read the text silently. Then, when they have already read the text, the teacher asks the students to enlighten the important idea in the text. This time, the students are given opportunity to color the text by underlining or using lighter, *Stabillo*. In this occasion, the teacher is able to suggest them using lighter. Then, the teacher can give an example as the following.

HUMAN TRAGEDY

"Towards the end of the sixteenth century, a new tragic pattern began to emerge, very much richer and deeper than the old one, sounding intimately the depths of the human mind and spirit, the moral possibilities of human behavior,

and displaying the extent to which men's destinies are interrelated one with another.

According to this scheme, an **ideal tragedy** would concern the **career of a hero**, a man **great and admirable** in both his powers and opportunities. He should be a person **high enough placed in society** that **his actions affect the well being of many people**. The plot should show him engaged in important or urgent affairs and should involve his immediate community in a threat to its security that will be removed only at the end of the action through his death. The **hero's action will involve him in choices of some importance** which, however virtuous or vicious in themselves, **begin the spinning of a web of circumstances unforeseen by the hero** which **cannot then be halted** and which **brings about his downfall**. This hostile destiny may be the **result of mere circumstance or ill luck**, of the activities of the **hero's enemies**, of some **flaw** or failing in his own **character**, of the operation of some **supernatural agency** that works against him. When it is **too late to escape from the web**, the **hero-victim** comes to **realize everything** that has happened to him, and in the **despair or agony** of that realization, is **finally destroyed**."

Annotating Phase

The teacher, then, may ask the students to write key words that sign important information. Writing crucial information can be done by marking. The marking or annotating can also be written in the both sides the text, right or left. This information are taken and put into writing in the form of single word, phrase, or clause. When the reader marks or annotates the information she or he pays attention that the key word(s). The key words that she or he marks will help very much when she or he reviews the text to other time. This activity can be written as the following example.

Text	Reader Annotations
<p style="text-align: center;">HUMAN TRAGEDY</p> <p><i>"Towards the end of the sixteenth century, a new tragic pattern began to emerge, very much richer and deeper than the old one, sounding intimately the depths of the human mind and spirit, the moral possibilities of human behavior, and displaying the extent to which men's destinies are interrelated one with another.</i></p> <p><i>According to this scheme, an ideal tragedy would concern the career of a hero, a man great and admirable in both his</i></p>	<p><i>The hero/protagonist:</i></p> <ul style="list-style-type: none"> • <i>Admirable</i> • <i>High society</i> • <i>Actions affect many</i> • <i>Makes choices that involve him/her in a web of circumstances</i> <p><i>Caused by:</i></p> <ul style="list-style-type: none"> • <i>Mere circumstance</i> • <i>Ill luck</i> • <i>Enemies</i>

<p><i>powers and opportunities. He should be a person high enough placed in society that his action affect the well being of many people. The plot should show him engaged in important or urgent affairs and should involve his immediate community in a threat to its security that will be removed only at the end of the action through his death. The hero's action will involve him in choices of some importance which, however virtuous or vicious in themselves, begin the spinning of a web of circumstances unforeseen by the hero which cannot then be halted and which brings about his downfall. This hostile destiny may be the result of merecircumstance or ill luck, of the activities of the hero's enemies, of some flaw or failing in his own character, of the operation of some supernatural agency that works against him. When it is too late to escape from the web, the hero-victim comes to realize everything that has happened to him, and in the despair or agony of that realization, is finally destroyed."</i></p>	<ul style="list-style-type: none">• Character flaw• Supernatural agency <p>Results:</p> <ul style="list-style-type: none">• Realizes too late• Creates despair• Destruction or death
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Annolighting Phase

In this part, the teacher distributes some other texts to the students. The teacher asks the students to read. When they read the text, the teacher asks the students combine the ways, lighting (underlining) and annotating (marking), that they have done before. They have to light the text by using lighter, then they have to make annotation by writing the idea in the right side or the left side of the text. In this activity, the teacher can give opportunity to the students to choose the reading strategy. They may start from lighting (underlining). On the other time, they may start from annolighting (marking). This opportunity will enhance them to choose the fixed strategy.

Highlighted Text	Reader Annotations
<p style="text-align: center;">HUMAN TRAGEDY</p> <p><i>"Towards the end of the sixteenth century, a new tragic pattern began to emerge, very much richer and deeper than the old one, sounding intimately the depths of the human mind and spirit, the moral possibilities of human behavior, and displaying the extent to which men's destinies are interrelated one with another.</i></p> <p><i>According to this scheme, an ideal tragedy would concern the career of a hero, a man great and admirable in both his powers and opportunities. He should be a person high enough placed in society that his actions affect the well being of many people. The plot should show him engaged in important or urgent affairs and should involve his immediate community in a threat to its security that will be removed only at the end of the action through his death. The hero's action will involve him in choices of some importance which, however virtuous or vicious in themselves, begin the spinning of a web of circumstances unforeseen by the hero which cannot then be halted and which brings about his downfall. This hostile destiny may be the result of mere circumstance or ill luck, of the activities of the hero's enemies, of some flaw or failing in his own character, of the operation of some supernatural agency that works against him. When it is too late to escape from the web, the hero-victim comes to realize everything that has happened to him, and in the despair or agony of that realization, is finally destroyed."</i></p>	<p><i>The hero/protagonist:</i></p> <ul style="list-style-type: none"> • Admirable • High society • Actions affect many • Makes choices that involve him/her in a web of circumstances <p><i>Caused by:</i></p> <ul style="list-style-type: none"> • Mere circumstance • Ill luck • Enemies • Character flaw • Supernatural agency <p><i>Results:</i></p> <ul style="list-style-type: none"> • Realizes too late • Creates despair • Destruction or death

After all students have committed on the text individually, the teacher can discuss the steps of reading from lighting the text, the annotating, and the combination both lighting, annotating and annolighting.

There will be various comments. The teacher can use this moment to motivate students to argue their opinion with others. If it is interesting enough, the teacher can give other texts to train them to use this strategy.

Post-reading

After students have done this activity, the teacher can check students' work one by one. If the time is considered enough, the teacher discusses with the class. There will be some questions from the class and the teacher will find various comments on how the students do lighting and annotating.

Post-teaching

To know students' mastery about the annotating strategy, the teacher can give some more exercises. The exercise can be done in group or individually. If the time available is not enough, the students can continue it at home.

THE ADVANTAGES OF ANNOLIGHTING

Annolighting is one of reading strategies to improve reading ability. Teacher can apply this strategy because it enables students to become active to search ideas or information from the text. Students are motivated to get involved and take important role in reading. In this case, they feel free to decide what they should light on the text and what they should write based on their own necessity. For the teachers, it will be easier for them to ask their students to search out information from the given text as well. They can use this strategy in the activity of whilst-reading and post-reading.

CONCLUSION

There are three stages of teaching reading, namely pre-reading, whilst-reading, and post-reading. To use annolighting in teaching reading, it can be implemented in the whilst and post reading activities. Annolighting strategy is the combination of annotating and lighting strategy to improve students' reading ability. The teacher can apply this strategy by starting from lighting, then continuing to annotating. Both strategies can be applied at the same time. This combined strategy can give positive effects on students' motivation to read because they feel free to decide what information they need.

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