

TEACHING READING SKILL BY USING SAVE THE LAST WORD FOR ME AND DOUBLE-ENTRY JOURNAL STRATEGIES AT JUNIOR HIGH SCHOOL

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Abstract

In this study was discussed to how teaching reading is one of the important skills in English that should be taught by teachers to students. In this case a teacher should be creative and innovative to make learning reading more enjoyable and the students are interested and motivated to learn it. One of them is by applying interesting strategies that are suitable for teaching reading. So, in this study the author discusses about two strategies, there are save the last word for me and double-entry journal strategies. Both of them are strategies that helps students more understand about the text read by using a small paper (note taking) which consists of two columns to make students more critical in comment it on important points in the text. This strategy is not only able to make students interested and motivated for reading lessons, but students are also able to better understand the contents of a text story, while students are able to understand the general structure (generic structure) of the text. Thus, in learning reading is not boring for students.

Keywords: *reading, save the last word for me and double-entry journal*

INTRODUCTION

Reading is an important activity in studying English. According to Gebhard (2004), in EFL settings there are fewer chances for students to apply what they study to communicative situations outside the classroom. Through reading, the students can get much information, knowledge, and can criticize the content that is not suitable with their opinion according to their education background. So, in the reading activity, we are not only reading the text, but also trying to understand what we are reading. In this kind of condition, reading is an important source for the students to improve and enrich their English ability.

As stated in Sulisty (2011), reading as a channel of language processing, is an essential form of communication between writers and readers which is mediated through a written text. A reading event, basically involves three aspects, namely the writer, text and the reader. The process of

communicating in reading happens, in which a writer has messages or ideas to communicate in the form of written text. The reader then reads the text that contains the messages from the writer. The process of uncovering the writer's messages in the written text is commonly called reading.

In teaching and learning process on the school is lacking in increasing student's creativity. Most teachers use monotonous strategy and also just focused on the curriculum material in teaching and learning process in the class so that the atmosphere seems stiff and teacher is dominant. Meanwhile, the students only sit, write, and listen to what teacher says and there is little chance for students to ask questions in teacher's explaining the material. The condition of course makes the students bored and difficult to enjoy reading activity.

A creative English teacher is needed to create an interesting atmosphere, so that learners can enjoy in reading activity. In this situation, in the class needs to be planned and developed by using an appropriate teaching strategy which enables the students to interact each other, so they can achieve the goal of the learning process optimally. Some strategies that can be applied in teaching reading such us Double-Entry Journal Strategy and Save the Last Word for Me Strategy. Double-entry journal strategy is a strategy with use a journal to focusing the student reading in which the pages are divided into two columns or note taking. And save the last word for me strategy is use to students creative thinking. So the writer have an idea to combine the strategies to give a good knowledge to students reading skill.

RESULT AND DISCUSSION

A. Teaching Reading

Teaching reading is not easy and it needs more patience. In teaching English, especially teaching reading teacher should have method, strategy and technique to apply it and make the students feel happy when they are studies in the classroom. The teacher needs to encourage students to acknowledge some responsibilities. The teacher has to identify properly about the students achievement ability. It means that the teacher should have a plan as accurate as possible to get an effective teaching and learning.

According to Nuttal in Richards (2007) teaching reading is difficult works, teacher must be aware of the progress that student are making and adjust the information of the text and there are many consideration in teaching reading. Meanwhile Nunan (2003) teaching reading usually has at least two aspect. First, it can refer to teaching learners who are learning to read for the very first time. And the second aspect of teaching reading refers to teaching learners who already have reading skill in their first language.

Based on the explanation of the experts above, it can be concluded

that teaching reading is process of making the students master in reading and make student more understand with meaningful of the text context. In teaching reading, the teacher wants to develop the students reading skill and give a good strategy to make students enjoy and fell happy until they can understand and know what will they do to read and take the point or information from the text of the reading activity.

B. Save the Last Word for Me Strategy

According to Rasinski and Padak in Brunner (2000) save the last word for me strategy is designed to enhance students understanding of text material, as well as to foster group interaction and problem solving. Furthermore save the last word for me strategy according to Crawford et.al (2005) says “provides a framework for class discussion of a text” this strategy is particularly helpful in getting the quieter and more reluctant students to participate in class discussion.

Based on the explanation, it can be summarized that the Save the Last Word for Me discussion strategy requires all students to participate as both active speakers and active listeners. Working in groups of three, students follow a pattern of sharing and discussing their responses to a text. By creating a clear structure for the discussion, this strategy encourages reserved students to share their ideas.

C. The Procedure of Save the Last Word for Me Strategy

The strategy is Save the Last Word for Me (Burke and Harste, 1996), devised by buehl (2001) Save the Last Word for Me is a useful strategy in all content areas. With this strategy, students are encouraged to take an active role in selecting and responding to sections of a text that they find interesting or about which they have a reaction. They then have an opportunity to discuss their choices with other students.

According to Stone (2009) another successful strategy is Save the last Word for Me strategy. This strategy can be used during and after reading. The students are in groups of about five, and they are each given five index cards. While or after the students read the selected text, they write down five statements that they find interesting, are confused about, or disagree with. The students then write their reactions to the statement on the back of the card. After that, students read their card to the group, they turn it around so the group can read it to themselves. The person to the right of them tells their group their reaction to the statement. Each member of the group does not the same. The person who read their statement now share their reaction. (That is why the strategy is called Save the Last Word for Me).

D. Double-Entry Journal Strategy

Strategy in teaching reading is very important for teacher in learning process. By using good strategy in teaching reading, the teacher will be easy pass on the lesson and the students also more understand about the lesson. According to Berthoff (2005) double entry journals strategy (journal two column) is one type of journal (note). This reading strategy is in the form of notes which consists of two columns, namely the left column and the right column. In other hand according Daniels (2007) which reveals that the double entry journal strategy uses journals two columns used in the learning process. Left column used to record information from reading results, listen to explanations teacher, or take information from other sources. The right column is used to respond to or reflect information that has been recorded in the left column.

E. The Procedure of Double-Entry journal Strategy

Wiesendanger (2001) also mentioned the double entry journal strategy but he adding the word "reading" is a strategy of double entry reading journal. In essence, the strategy is the same as the double entry journal strategy only the material used is limited and the method of pouring ideas into different columns. He limits the material used as a source in the double entry reading strategy journal, that is reading. In addition, the method of pouring ideas is also limited, that is by use pictures. He states that the strategy double entry reading journals encourage students to read and read, return the results of his writing. The following are the steps for double entry reading strategies journals in Wiesendanger (2001):

1. Students read books related to the theme they are going to used as writing material.
2. The teacher directs students to choose objects or concepts from books that has been read.
3. The teacher directs students to make two columns, the left column used to describe the concept and the right column used to describe or analyze existing concepts in the left column.
4. Students draw concepts obtained from reading.
5. In the right column, the teacher instructs students to explain or describe the concepts that have been drawn in the section column left.
6. When finished, the results are written in the two column journal presented or read in front of the class for discussion together.

From the description above, there are various ways and techniques for using strategies Double entry journal that is adapted to the learning objectives. Double strategy entry journal is a writing strategy that helps students in recording, organizing, analyzing, and constructing information and ideas with use a two column journal. The use of these two columns, namely the

column the left and right column are adjusted to the learning objectives. In addition to using two columns, double entry journal strategies also use ingredients as cleaning materials. Learning material used, adjusted to the objectives to be achieved, which can be in the form of reading, media audio-visual, teacher explanation, and so on.

F. Discussion

Preparation

Before doing the activities, the teachers have to make some preparations as follow:

- 1. Lesson plan
- 2. Material
- 3. Media/Power Point

Teaching Procedure

1. Pre-Teaching Activities

- a. The teacher greets the students
- b. The teacher checks student’s attendance
- c. The teacher asks some question related to the previous lesson
- d. The teacher brainstorms about new material with showing the picture.

2. Whilst – Teaching Activity

1) Exploration

- a. The teacher explains to the students about report text and the important point in it such as the generic structures and language features of the text.
- b. The teacher give suggest about double- entry journal to students.
- c. The teacher given an example about double-entry journal.

REPORT TEXT

Text _____

Quote	Connection

- d. The students read the text and select an important information or key event from the text.
- e. The students write down her/his quotation (key event, idea, difficult word, quote, or context from the text) and comments in the column (piece of paper).
- f. After students finish reading the text and understand about the text, the teacher ask questions to the students.

2) Elaboration

- a. The students collect their work to the teacher.
- b. The teacher check students note taking about the quote and reaction from the text.
- c. After the students finish read the text and write down her/his quotation and comments, teacher call one by one students and read his/her quotation (NOT comment) in front of the class.
- d. The teacher is write down how many student's quotation.

3) Confirmation

- a. The teacher is commented the student's quotation.
- b. The teacher and the students discuss the result of elaboration.
- c. The teacher give information the student who have turns over quotation because he/she can read her/his comment and it is the last word, and no other students and teacher can give comment after that.

3. Post-Teaching Activity

- a. The teacher give students exercise with different text to evaluation towards students' skill about the reading text with giving exercise based on a new text.
- b. The teacher evaluates student's achievement and gives feedback for student's achievement.
- c. The teacher and students conclude the lesson.

CONCLUSION

Teaching reading at Junior High School is not easy for teacher. Because reading can make someone boring to read it. Many strategies can be teacher use in teaching reading. But teacher must be selected to choose the strategy that can make students enjoy and understand with the material. There are many strategies that can be used in teaching reading. One of them is combination of Save the Last Word for Me and Double-Entry Journal Strategies. The combination of Save the Last Word for Me and Double-Entry

Journal strategies is a reading strategy that have a function to make students critical thinking and help students to understand about the text. The strategy is very helpful to the teacher. It helps the teacher to motivate the students to learn reading. The teacher can handle the class better, because by using group she does not only explain the materials but also makes all the students more active and creative in the teaching learning process. The students must get key event, idea, important information, difficult word, quote or context from the text and write down in the piece of paper and respond it. This strategy can use in all genres of the text, but it will be effective used to report or narrative text for students at Juior High School.

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