

**ISSN 1907-3143 Volume XII, No. 1 Januari 2015**

KUSEN

Langkah Pengislamisasian Ilmu Pengetahuan

ENENG HUMAEROH

Aspek Psikologis Belajar Dan Upaya Menumb-uhkannya

**ALI SODIKIN**

Konstruksi Pemberitaan Pencapresan Jokowi Di Media Massa

(Analisis Framing Pernyataan Pakar Komunikasi Politik Di

Kompas.Corn)

ZULKIFLI

Agama Islam Masyarakat Kota Kendari Propinsi Sulawesi Tenggara Dakwah Suara Di Balik Surau Dan Pengaruhnya Terhadap Pemahaman Dan Pengalaman Pendidikan

AMIN SOBAR

Sumber Hukum Islam dan Fungsinya

FITRIS ROZA

Teaching Material Development In Teaching Reading

SIT! MAIMUNAH

Kepemimpinan Dalam Manajemen Pendidikan

**DEDY OKTARINTO**

Peranan Muhammad Natsir Dalam Pencerahan Umat Islam Indonesia

**SEKOLAH TINGGI AGAMA ISLAM (STAI)**

**PUBLISISTIK THAWALIB JAKARTA**

**Ji. Kramat 11 No.13A, Kwitang, Senen, Jakarta Pusat 10420 Telp. 021-31905971**



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| **ISSN 1907-3143** |  |  |

**KATA PENGANTAR**

Puji Sukur Alhamdulillah, tidak lupa kami panjatkan kepada Allah Swt, yang telah memberi kekuatan sehingga kami dapat menyusun Jurnal Thawalib volume XII, No. 1 Jamlad 2015.

Shalawat dan salam semoga selalu tercurah kepada Rasul SAW penutup Risalah, yang telah mengajarkan kepada kami tentang banyak hal diantaranya tentang kesabaran. lnilah buah kesabaran itu, yaitu terkumpulnya naskah tertulis dalam beberapa judul tulisan dengan tema yang beragam.

Mereka adalah Dosen STAI Publisistik Thawalib dan lainnya yang masih istiqomah mendedikasikan ilmunya dalam memperjuangkan dakwah.

Semoga Bermanfaat!. Salam Redaksi.

**Penerbit:**

STAI Publisistik Thawalib Jakarta

**Penasehat:**

Ketua STAI Publisistik Thawalib Jakarta

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**Alamat Redaksi:**

JI. Kramat II No.13, Senen Jakarta Telp. 021-31905971

Jurnal Thawalib menerima sumbangan tulisan berupa artikel, liputan akademik, laporan penelitian dan tinjauan buku. Panjang tulisan minimal 10 halaman kwarto spasi ganda dan telah diketik rapi dalam disket. Isi tulisan merupakan tanggung jawab penulis.



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TEACHING MATERIAL DEVELOPMENT IN TEACHING READING

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Dosen Sastra Inggris Universitas Pamulang

ABS TRACK

This journal aims to give the references method in teaching reading. Reading subject has to be given to all classes in English Department. Reading ability will be developed best in association with writing, listening and speaking activities. Even in those courses that may be labeled " Reading", The goal will be best achieved by capitalizing on the interrelationship of skill, especially the reading-writing connection. So, I focus here on reading as a component of general second language proficiency, but ultimately reading must be considered only in the perspective of the whole picture of interactive language teaching.

Key Words: Teaching Reading.

INTRODUCTION

Research On Reading A Second Language. According to Kenneth Goodman's (1970) seminal article," Reading: A Psycholinguistic Guessing Game", and other subsequent work, second language specialist began to tackle the unique issues and questions facing second language reading pedagogy. A glance through what is now three decade of research reveals some significant findings that will affect you and your approach to teaching reading skill. Some of the high light are reviewed here.

1. Bottom up and top down processing

Led by Goodman's ( 1970) work the distinction between bottom-up and top down processing became a cornerstone of reading methodology for year to come in bottom —up processing, readers must first recognize a multiplicity of linguistic signals ( letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms

to impose some sort of order on the these signals that make some sense, that cohere, that mean". Virtually all reading involves a risk \_ a guessing game, in Goodman's words\_ because readers must, through a puzzle-solving process, infer meaning, decide what to retain and not to retain, and move on. This is where a complementary method of processing written text is imperative: top-down, or conceptually driven, processing in which we draw on our own intelligence and experience to understand text.

1. Schema theory and background knowledge

How do readers construct meaning? How do they decide what to hold or: to, and having made that decision, how do they infer a writer's message? These are the sorts of questions addressed by what has come to be know as schema theory, the hallmark of which is that a text does not by itself carry

caning . The reader brings information, knowledge, emotion, experience, and culture-that is, schemata ( plural) — to the printed word. Mark Clarke and Sandra Silberstein ( 1977:136-37) capture the essence of schema theory : Research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, reader understand What they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories.... Skill in reading depends on the efficient interaction between linguistic knowledge of the world\_

1. The role of effect and culture

Research on second language acquisition that

* affective factors play major roles in ultimate success . Just as language ego, self esteem, empathy, and motivation undergird the acquisition of spoken discourse, reading is subject to variability within the affective domain.
* The "love" of reading has propelled many a learner to successful acquisition of reading skill.
* Instruction has been found to be effective when students' self esteem is high. ( Dole Brown & Trathen 1996)
* The autonomy gained through the learning of reading strategies has been shown to be a power motivator ( Bomford & Day 1998); not to mention the affective power of reading itself
* Similarity, culture plays an active role in motivating and rewarding people literacy.

4. The power of extensive reading

* A currents in pedagogical research on reading is the extent to

which learner will

learn to read better in a laissez — fair atmosphere of enriched surrounding or in an instructed sequence of direct attention to the strategies of efficient reading.

* Krasen's (1993) The Power of Reading and Day, and Bamford (1998) both made the case

That extensive reading ( free voluntary reading (FVR), as a Kreshen called it is a key to students gains in reading ability, linguistic competence, vocabulary, spelling, and writing.

* John Green and Rebecca Oxford ( 1995) found that reading for pleasure and reading without looking up all the known words were both highly correlated with overall language proficiency.
* All of these research suggest that instructional programs in reading should give strong consideration to the teaching of extensive reading. However, it is not specific strategies for intensive reading, but strengthens the notion that an extensive reading component conjunction with other focused reading instruction is highly warranted.

5. Adult literacy training

* What are sometimes referred to as " skill-based" ( bottom-up ) and " strategies-based''(top-down) approaches are both used in adult literacy training.
* The five major issues touched a multitude of other topic are grist for current researchers' mills :
* the role of cognition in reading.
* the role of automaticity in word recognition
* the role of conscious strategies in learning to read a second language
* affective technique for activating schemata
* relationship of reading to writing.

TYPE OF WRITTEN LANGUAGE

Each of the types listed below represent or is an example of, a gerire of written language.

* non-fiction: reports, editorial, essays and articles, reference (dictionaries encyclopedias)
* fiction: novels, short stories, jokes, drama, poetry.
* letters: personal, business greeting card
* diaries , journals
* memos ( e.g. interoffice memos)
* messages ( e.g. phone messages )
* announcements
* newspaper " journalese"
* academic writing: short answer test responses, reports, essays and paper, theses and books
* form and application
* questionnaires
* directions
* labels
* signs
* recipes
* bills( and other financial statements
* Map
* Manual
* Menus
* Schedules (e.g transportation information)
* Advertisement: commercial, personal ( " want ads")
* Invitations
* Directories(e.g, telephone, yellow pages)
* Comic strips, cartoons.

CHARACTERISTICS OF WRITTEN LANGUAGE The characteristics listed will help us :

a. Diagnosing certain reading difficulties arising from idiosyncrasies of   
written language.

h. Pointing your technique toward specific objective, and

c. And reminding students of some of the advantages of the written

language over spoken.

CHARACTERISTICS OF WRITTEN LANGUAGE

I. Permanence

* Spoken language is fleeting. Once we speak a sentence, it vanishes ( unless there is a tape recorder around). The hearer, therefore, is called upon to make immediate perceptions and immediate storage.
* Written language is permanent ( or as permanent a paper and computer disk are ), and therefore the reader has an opportunity to return again and again. If necessary to a word or phrase or sentence or even a whole text.

2. Processing time

* Most reading contexts allow readers to read at their own rate. A good deal of emphasis placed on reading speed in our fast-paced ,time-conscious society, which is good news and bad news .
* The good news is that readers can indeed capitalize on the nature of the printed word and develop very rapid reading rates.
* The bad news is that many people who are "slow" readers are made to feel inferior\_ In practice, except for the time factor itself , fast readers do not necessarily have advantage over slow readers.

3. Distance

* The written word allows messages to be sent across two dimensions: physical distance and temporal distance.
* The pedagogical significance of this centers on interpretation. The task of the reader is to interpret language that was written words themselves as contextual clues.
* Readers can't confronts an author and say ," Now, what exactly did you mean by that?"Nor can they transport themselves back through a time machine and "see" the surrounding context, as we can in face-to-face conversation. They sometime decontextualized nature of writing is one of the things that makes reading difficult.

4. Orthography

* In spoken language, we have phonemes that correspond writing graphemes. But we also have stress, rhythm, juncture , intonation, pauses, volume, voice quality setting,\_ and nonverbal cues, all of which enhance the message.
* In writing we have graphemes — that is it! Yes, sometime punctuation, pictures, charts lend a helping hand. And yes, a writer can describe the aforementioned phonological cues, as With loud, rasping grunt, punctuated by roars of pain, he slowly dragged himself out of the line of enemy fire.

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Complexity

* It is might be tempted say that writing is more complex than speech, but in reality, that would be difficult to demonstrate.
* Writing and speech represent different models of complexity, and the most silent differences is in the nature of clauses.
* Spoken language tends to have shorter clauses and more subordination. The shorter clauses are often a factor of the redundancy, we build into speech ( repeating subjects and verbs for clarity). Look at the following pair.

1. Because of the frequent ambiguity that therefore is present in a good deal of writing , readers must do their best to infer, to interpret, and to " read between the lines".
2. There's frequent ambiguity in a lot of writing. And so, readers have to infer a lot. They also have to interpret what they read. And sometimes they have to " read between the lines".

* The -cognitive complexity of version 1, the written version, is no greater than version 2, the spoken version. But structurally , four clauses were used in version 2 to replace the one long clause in version 1.
* Reader-especially second language readers who may be quite adept in the spoken language-have retool their cognitive preceptors in order to extract meaning from the written code.

Vocabulary

* It is true that written English typically utilizes a greater variety of lexical items than spoken conversational English. In our everyday give and take with family, friends, colleagues, vocabulary is limited.
* Because writing allows the writers more processing time.
* However, because the meaning of a good many unknown words can be predicted from their context.
* Learner should refrain from the frequent from the frequent use of bilingual dictionary.

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7 Formality

* Writing is quite frequently more formal than speech. It means that formality refers to prescribed forms that certain written messages must adhere to.
* We have rhetorical, or organizational, formality is essay writing that demands a

writer's conformity to conventions like paragraph topics; we havy, logical order for; say, comparing and contrasting something; we have to opening and closing, and a preference for non redundancy and subordination of clauses, etc. Until a reader is familiar with the familiar with the formal features of a written text, some difficulty in interpretation may ensue.

STARTEGIES FOR READING COMPREHENSION

I. Identify the purpose of reading

* Efficient reading consist of clearly identifying the purpose in reading something.
* Whenever you are teaching a reading technique, make sure student know their purpose in reading something.

Use grapheme rules and patterns to aid in bottom-up decoding (especially for beginning level learner)

* At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English
* In many cases , learner have become acquainted with oral language and have some difficulty learning English spelling conventions.
* While you can often assume that one-to-one grapheme-phoneme correspondences will be acquired with ease, other relationships might prove difficult. Consider how vou might provide hints and pointers on such pattern as these:

1. short " vowel sound in VC patterns ( bat, him , leg, wish, etc )
2. long " short vowel sound in VCe ( final silent e ) pattern ( late, time, bite, etc )
3. long " vowel sound in VV patterns ( seat, coat, etc )

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distinguishing " hard " *c* and g ( cat VS city, game VS gem, etc)

Use efficient silent reading techniques for relatively raping rapid

comprehension ( for intermediate to advanced levels)

* If you are teaching beginning level students , this particular strategy will not apply because they are still struggling with control of a limited vocabulary and grammatical pattern.
* Your intermediate-to-advanced level students need not be speed readers, but you can help them increase efficiency by teaching a few silent reading rules:

1. You don't need to "pronounce" each word to yourself
2. Try to visually perceive more than one word at a time, preferably phrases.
3. Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context. 'Skim the text fOr main idea

* The two most valuable reading strategies for learners ( as well as native speakers) are skimming and scanning.
* Skimming consists of quickly running one's eyes across a whole text ( such as an essay, article, or chapter) for its gist.
* Skimming give readers the advantage, and possibly some of the developing or supporting ideas .
* You can train students to skim passages by giving them. Say, thirty seconds to look through a few pages of material, close their books, and then tell you what they learn.

Scan the text for specific information

* The second in the most category is scanning or quickly searching for some particular piece or pieces of information in a text.
* Scanning exercises may ask students to look for names of dates, to find a definition of key concept, or to list a certain number of supporting details.
* The purpose of Scanning is to extract specific information without reading through the whole text.
* For academic English, Scanning is absolutely essential
* In vocational or general English, Scanning is important in dealing with genres like schedules, manual, forms, etc.

6. Use semantic mapping clustering

* The strategy of semantic mapping or grouping ideas into meaningful cluster, help the reader to provide some order to the chaos.
* Making such semantic map can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.
* Figure 18.1 for example, shows a first attempt by a small group of students to draw a semantic map of an article by Rick Gore called " Between Fire and Ice" The Planet article about a total solar eclipse as seen through the eyes of villagers in Patuk, Java

Figure 18.1 Semantic map ( from Bown ,Cohen & O'Day 1991)

Java Patuk

eclipse

compare to:

1983

't 0131 eclipse

cause

myth of giant eating the sun

high tech of today:

iSinging vi lagers drums, chimes, torches "eerie dusk" "black hole" "earthquake"

spaceships

111 "sunrise"

probes satellites

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I 113

Guess when you aren't certain

This is an extremely category. Learner can use guessing to their advantage to

* guess the meaning of the word
* guess grammatical relationship ( e.g. a pronoun reference )
* guess a discourse relationship
* infer implied meaning (" between the lines" )
* guess about a cultural reference
* guess content messages

We can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them. Language based clues include word analysis.

8. Analyze vocabulary

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in-terms of what they know about it. Several techniques are useful here.

1. Look for prefixes ( co-, inter-, un-, etc )
2. Look for suffixes ( -ion, -five, -ally, etc) that may indicate what part of speech it is.

c Look for roots that are familiar (e.g. intervening may be a word a   
student doesn't know, but recognizing that the *root* yen comes from Latin " to come " would yield the meaning " to come in between")

1. Look for grammatical contexts that may signal information
2. Look at the semantic context ( topic) clues

TYPES OF CLASSROOM READING PERFORMANCE

I. Oral and silent reading

2. Intensive and extensive reading

PRINCIPLES FOR DESIGNING INTERACTIVE READING TECHNIQUES

1. In an interactive curriculum, make sure that you don't overlook the importance of specific instruction in reading skill.
2. Use techniques that are intrinsically motivating
3. Balance authenticity in choosing texts

4. Encourage the development of reading strategies

5. Include both bottom up and top down techniques

6. Follow the " SQ3R" sequence

7. Subdivide your techniques into pre-reading, during-reading, and

after reading phases re

1. Before you read
2. While you read

c\_ After you read

8. Build in some evaluative aspect to your techniques

TYPES OF CLASSROOM READING PERFORMANCE Classroom reading performance

|  |  |
| --- | --- |
| Oral | Sr ent |
|

Intensive Extensive

--NN

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-.N.

Linguistic Content Skimming Sca ning Global

1. Oral ar. d silent reading

Occasionally, you will have reason to ask a student to read orally.

At the beginning and intermediate levels oral reading can

a Serve as an evaluative check on bottom up proc.2ssing skills,

b.. Double as a pronunciation check, and

c. Serve to add some extra student participation if you want to

highlight a certain short   
segment of a reading passage.

For advanced levels, usually only advantage (c) can be gained by reading orally. As a rule of thumb, you want to use oral reading to serve these three purposes because the *disadvantages* of too much oral reading can easily come into play:

a. Oral reading is not a very authentic language activity.

1. While one student is reading, others can easily lose attention (or be silently rehearsing the next paragraph!)
2. It may have the outward appearance to student participation when in reality it is mere recitation.

2. Intensive and extensive reading

Silent reading may be subcategorized into intensive and extensive reading. Intensive reading, analogous to intensive listening, is usually a classroom-oriented activity in which student focus on the linguistic or semantic details of passage. Intensive reading calls student' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.

As a "zoom lens" strategy for taking a closer book at a text, intensive reading also may be a totally content-related reading initiated because of subject matter difficulty. A complex cognitive concept may be "trapped" inside the words of a sentence or paragraph, and a good reader will then very slowly and methodically extract meaning therefrom.

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc.). Most extensive reading is performed outside of class time. Pleasure reading is often expensive. Technical, scientific, and professional reading can, under certain special circumstances, be extensive when one is simply striving for global or general meaning from longer passages.

The advantages of extensive reading were discussed in the first section of the chapter. By stimulating reading for enjoyment or reading where all concepts, names, dates, and other details need not be retained, students gain an appreciation for the affective and cognitive window of reading: an entrée into new worlds. Extensive reading can sometimes help learners get away from their tendency to overanalyze or look up words they don't know, and read for understanding.

PRINCIPLES FOR DESIGNING INTERACTIVE READING TECHNIQUES

1. In an interactive curriculum, make sure that you don't overlook the   
importance of specific instruction in reading skills.

Students who are literate in their own language sometimes are left to their own devices when it comes to learning reading skills. We often assume that they will learn good reading simply by absorption through generous offerings of extensive reading opportunities. In reality, there is much to be gained by your focusing on reading skills. This chapter has provided some guidelines on how to direct that focus. On the other hand, it should be clear from previous comments in this chapter that it is important to make sure that your students have ample time for extensive reading. Sustained silent reading allows them to develop a sense of fluency. Also, silent reading then becomes an excellent method for self-instruction on the part of the learner.

1. Use techniques that are intrinsically motivating.

What do you think makes for interesting and relevant reading for your student? Of the long lists texts at the beginning of this chapter, how many will your student encounter in "real life"? Use those texts. What are your students' goals in learning to read English? Focus on these goals. Choose material that is *relevant* to those goals.

One popular and intrinsically. motivating approach to reading instruction is the Language Experience Approach (LEA), where students create there own material for reading. Other approaches in which learners are given choices in selecting reading material offer a degree of intrinsic motivation. Carefully sequenced readings and instructional strategies that are *success-oriented* give further intrinsic involvement in the process. Another way to enhance intrinsic motives is to offer opportunities for learners to gauge their progress through periodic instructor-initiated and self-assessment.

1. Balance authenticity and readability in choosing texts.

By now, the importance of authentic language should be more than clear. But in teaching reading, one issue that has invited some controversy is the advisability of what are called "simplified texts", in which an otherwise authentic text is edited to keep language within the proficiency level of a set of students. In order for you to make a decision on this issue, it is important to distinguish between (a) simple texts and (b) simplified texts and to understand sources of complexity in reading material.

Authentic simple texts can either be devised or located in the real world. From ads to labels to reports to essays, texts are available that are grammatically and lexically simple. Simplifying an existing potential reading selection may not be a necessary. Yet if simplification must be done, it is important to preserve the natural redundancy, humor, wit, and other captivating features of the original material.

Second, you might ask yourself what "simplicity" is and then determine if a so-called simplified text is really simpler than its original. Sometimes simplified texts remove so much natural redundancy that they actually become difficult. And what you perceive as textual complexity may be more a product of background schemata than a linguistics complexity. Take another look at the list of characteristics of written language earlier in this chapter and you will no doubt see what it is that. The answer may be "no''. Richard Day and Julian Bamford (1998: 53), in warning against "the cult of authenticity and the myth of simplification ", contented that our CLT approach has cm-ieremph4zed the need for so-called authenticity, and that there is indeed a place for simplified texts in reading instruction.

Christine Nuttall (1996) offered three criteria for choosing reading texts for students: (1) suitability of content: material that student will find interesting, enjoyable, challenging, and appropriate for their goals in learning English; (2) exploitability: a text that facilitates the achievement of certain language and content goals, that is exploitable for instructional tasks and techniques, and that is integratable with other skills (listening, speaking, writing); (3) readability: a text with lexical and structural difficulty that will challenge students without overwhelming them.

1. Encourage the development of reading strategies.

Already in this chapter, ten different reading strategies have been discussed. To what extent are you getting your students to use all these strategies?

1. Include both bottom-up and top-down techniques.

In our craze for communicative, authentic language activity in the classroom, we sometimes forget the learners can indeed benefit

for studying the fundamentals. Make sure that give enough classroom time to focusing on the building blocks of written language, geared appropriately for each level.

6. Follow the "SQ3R" sequence.

One effective series of procedures for approaching a reading text has come to be labeled the SQ3R technique, a process consisting of the following five steps:

* Survey: Skim the text for an overview of main ideas.
* Question: The reader asks questions about what he or she wishes to get out of the text
* Read: Read the text while looking for answers to the previously formulated questions.
* Recite: Reprocess the salient points of the text through oral or written language.
* Review: Assess the importance of what one has just read and incorporate it into longterm associations.

This series of techniques of course may not fit all classes and contexts, but it serves as a general guide for a reading class.

7. Subdivide your techniques into pre-reading, during-reading, and

after-reading phases.

It is tempting, especially at intermediate and advanced levels, to tell students, "Okay now, class, read the next two pages silently". No introduction, no hints on anything special to do while reading, and nary a thought about something to follow the silent reading period. A good rubric to keep in mind for teaching reading is the following three-part framework:

1. **Before you read:**

Spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata. Students can bring the best of their knowledge and skills, to a text when they have been given a chance to "ease into" the passage.

1. **While you read:**

Not all reading is simply extensive or global reading. There may becertain facts or rhetorical devices that students should take not of while they read. Give

students a sense of purpose for reading rather than just reading because you ordered it.

c. After you read:

Comprehension questions are just one form of activity appropriate for post- reading. Also consider vocabulary study, identifying the author's purpose,discussing the author's line of reasoning, examining grammatical structures, or steering students toward a follow up writing exercise.

Build in some evaluative aspect to your techniques.

Because reading, like listening comprehension, is totally unobservable (we have to infer comprehension from other behavior), it is as important in reading as it is in listening to be able to accurately assess students' comprehension and development of skills. Consider some of the following overt responses that indicate comprehension:

* Doing — the reader responds physically to a command.
* Choosing — the reader select from alternatives posed orally or in writing.
* Transferring — the reader summarizes orally what is read.
* Answering — the reader answer questions about the passage.
* Condensing — the reader outlines or takes notes on a passage.
* Extending — the reader provides an ending to a story.
* Duplicating — the reader translates the message into the native language or copies it (beginning level, for very short passages only).
* Modeling — the reader puts together a toy, for example, after reading direction for assembly.
* Conversing — the reader engages in a conversation that indicates appropriate processing of
* Information.

•

First reading

Before you read Anticipating the topic look at the title or picture then judging from the subtitles and the pictures what you thing it refers to in this case!

As you read :

Looking for the general ideas

Read the articles quickly to discover its main idea

Focus on a special section to pick up the specific detail Don't look up in

your dictionary if there is a difficult word. Just guess it or skip it .

After you read :

* Identifying the main idea
* Choose the sentence that best expresses the main idea
* Guessing vocabulary from context
* Avoid opening dictionary just to look for the meaning of a word.
* If you do so, it will waste much time. Better for you to see the context meaning based on the words surrounding it.

The second reading

Before you read : knowing your purpose

You will look for the main ideas of the article. This time you will see how the ideas are

supported. You might think about the following questions as you read :

1. What is the main change that will take place
2. What type of jobs will be affected by this change
3. What are some specific example- of the jobs and career we might see in the future

After you read :

Understanding the author's plan

To understand better toward what you read. Consider the author's plan of organization. Usually it is return in a column on the right of the text.

Discuss the questions in a small group compare the questions one another.

* Becoming an efficient reader : by scanning.

Scanning is to read quickly to locate specific information or details Becoming a proficient writer

Guided writing : considering audience and purpose. We just have to scan and answer questions that relates to the text only.

(11:ONCLUSION

Topics For Discussion, Action, And Research

Note : individual word (I) Group or pair word (G)

Whole — class discussion (C)

/C bring to class a number of different samples of written articles.

le group task is to review the meaning of bottom — up and top —down processing of written material. Ask the group to report back to the class.

G/C tell small groups to think of an anecdote or joke that one could tell classmates. They will than report back to the class.

G/C ask small groups to choose a pair of contrasting genres of written language. Next, tell them to devise a technique and teach the genres and demonstrate them to the rest of the class.

1. C review the meaning of skimming and scanning. What are the differences. Ask your students to suggest what they would give to a student.
2. G which strategies are being encouraged in each activity. Think of other activities that would nil any gaps.

C/G review with the class the discussion of semantic mapping. Ask pairs to skim the reading selection. Then have pairs compare their maps with other in the class.

1 the strategies of reading. How might they be taught?

Critique the text book of teaching interactive reading. What changes might one recommend and why?

At the end of the chapter evaluate this lesson on the basic of (a) opportunities for student to learn strategies of reading and (b) the

eight principles for designing interactive techniques.

Divide lesson to into segments an give a segment to each of a number of small groups. The group task is to decide how they would teach that segment to a specified group of learners,

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