
TEACHING REFERENCE WORD WITH “ROBINHOOD” READING ACTIVITY

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Abstract

Reading plays a very significant role in the teaching and learning of English as a Second or foreign Language (ESL/ EFL) in Junior High School. In fact, it is a major skill which has been tested for years in the National Final Examination. The questions which had appeared in the test are mostly testing the students' reading comprehension ability. To succeed the test, the students should master five genres of monologue text and nine short functional texts. Consequently, teachers should provide them with reading comprehension strategies. This paper offers a strategy “ Inferring anaphoric & cataphoric” Reference with the theoretical assumption of “Think Aloud” through an activity called “ Robinhood” to provide students with a reading strategy to deal with one of the short functional text that is Reference Word. The activity of “Robinhood” will ease them when they are dealing with questions related with reference word. The activity leads students to learn in joyful atmosphere since while learning they also feel like playing a game. Considering the effectiveness of the learning activity, English language teachers are recommended to adopt it in their classes.

Keywords: Robinhood, reference word, reading

Introduction

Reading is a complex process of interaction between writers and readers through printed symbols in the form of texts which requires the readers to master certain skills so that they can catch the intended message in the texts (Purnawati, 2009), in fact, it is one of the supporting skills that students should master if they want to acquire a good mastery of English. As an active and fluent process which involves the reader and the reading material in building meaning, reading also has a very strategic position as it has placed itself to be one of the major skills to be tested in the National Final Exam. As we all recognize that the questions which have appeared in the tests are mostly testing the students' reading skill especially reading comprehension.

Consequently, teaching reading becomes more challenging as it should be devoted very much for students to develop this receptive skill. Reading comprehension, then, becomes a big deal as it seems to be a hard work for students. So many of students fail in acquiring comprehension in reading due to some causes that many junior high school students sometimes are unable to get complete understanding of the text. This might be caused by the fact that many of those students do not know the essential information needed to understand a word, including how a word combines with other words.

Dealing with the problem, automatically, second language reading teachers should provide students with variety reading comprehension strategies and bring them into a real classroom activities. Students, as readers, should be able to apply the strategies in order to make reading process run smoothly and faster and finally the intended messages are caught. In other words, they must have sense of "connection" with the texts being read so that there will be a synergy between the presented printed text and the reader's mind. Later, they can benefit their ability to cope with daily tests, midterm test or semester tests and even the National Final Exam.

Talking about National Final Exam, Students should master two major skills: reading and writing. They should cope with five genres of monologue text and nine Short Functional Texts (Niken 2015). In more detail, the five monologue texts are explained as follows: *First*, Procedure text, that is a text to tell how to make, to do, or to operate something such as manuals, instruction and recipe with the generic structure of the Title, the Materials, and the Steps (Zaida 2013:22). *Second*, Descriptive text which is defined as a text to describe specific thing such as an animal, a person, a place, with the generic structure of Identification and Description. *Third*, Narrative text that is known as an imaginary story to entertain the readers with the generic structure of Orientation, Complication, Resolution and moral value. *Next* Recount text, that is a text to retell or share past experience to readers with the generic structure of Title, Orientation, List of events, and Reorientation. In this kind of text, sometimes, there is also a special moral value or message. *Last*, Report text which can be defined as a text to describe things in general, as a result of systematic observation with the generic

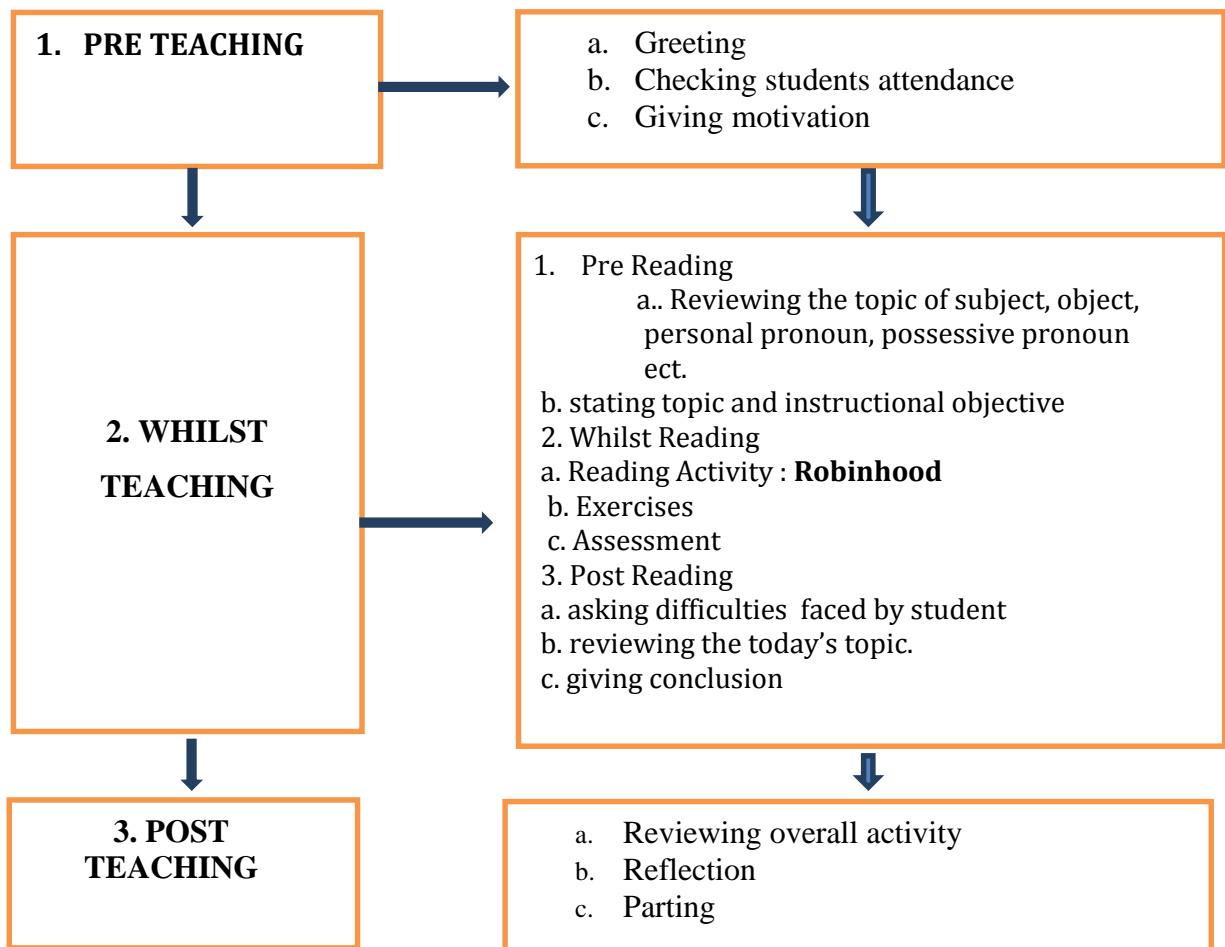
structure of General Classification and Description (Kurniawati dan Wardhana,2017:33) .In addition, besides the five genre of texts mentioned above, students are still to master short functional text such as Notice/Warning, Greeting Card, Announcement, Letter/Email, Advertisement, Invitation, Short Message, Scedule, and Label.

What about the Blue Print of the National Final Exam? There are 12 competences to be tested in the blue sprint of the English test in National Final Exam (Harjanti &Rina, 2015:2). They are (1) Topic Text (general Idea), (2) Topic Paragraph (main idea), (3) Certain Information, (4) Detailed Information, (5) Explicit Information, (6) Word Meaning, (7) Reference Word, (8) Moral Value, (9) Communicative Purpose, (10) Cloze Passage, (11) Jumbled Words, and (12) Jumbled Sentences/paragraph.

Reading Activity : Robinhood

Generally, each of the comptence above requires specific strategy from identifying the typical questions to the leading clues to find the answerscorrectly and fast. This study attempts to share a reading strategy “ Inferring anaphoric & cataphoric”Reference with the theoretical assumption of “Think Aloud” through an activity called “ Robinhood” to provide students to be able to deal with questions related with Reference Word.The short message of this activity is “ How a good Robinhood You Are” . By doing this reading activity students will be able to recoqnize the reference word (usually underlined)and shoot to the referenced word persistently in relaxed mind as it is done in semi game atmosphere. But before practicing this activity, make sure that the students are already familiar with the concept of subject, object, personal pronoun, and possessive pronoun. The common questions asking reference word are as follows: The underlined word refers to..... or What does the underlined word refer to ?

1.2.1. The overall instructional sequence of activities is illustrated as follow:



The Procedure of “ Robinhood” activity.

To make it clearer and more imaginable, here is the procedure of applying the “Robinhhod “ reading activity:

1. Explain and demonstrate what are anaphoric and cataphoric refereneeces using a simple text
2. Select an appropriate text and divide it into equal section. A long paragraph should be divided into one of these sections.
3. Make an enlarged photocopy of each section
4. Divide the class into groups (one group one section)
5. Give each group a section of the text to read and work on
6. Give coloured marker pens (red, blue and black) to each group. Red for cataphoric references and black for anaphoric references.

7. Ask them to firstly identify as many references as possible in the assigned section and then use the coloured markers to draw arrows to connect the identified markers with their respective meanings.
8. Display each of the completed sections by arranging them together as they appeared in the full text
9. Explain that this is what happens when we read-making the right connection
10. Now ask them to attempt all the questions related to the sub-skill of inferring references.

The Students' Worksheet

a. Task One

Let's see how a good Robinhood you are

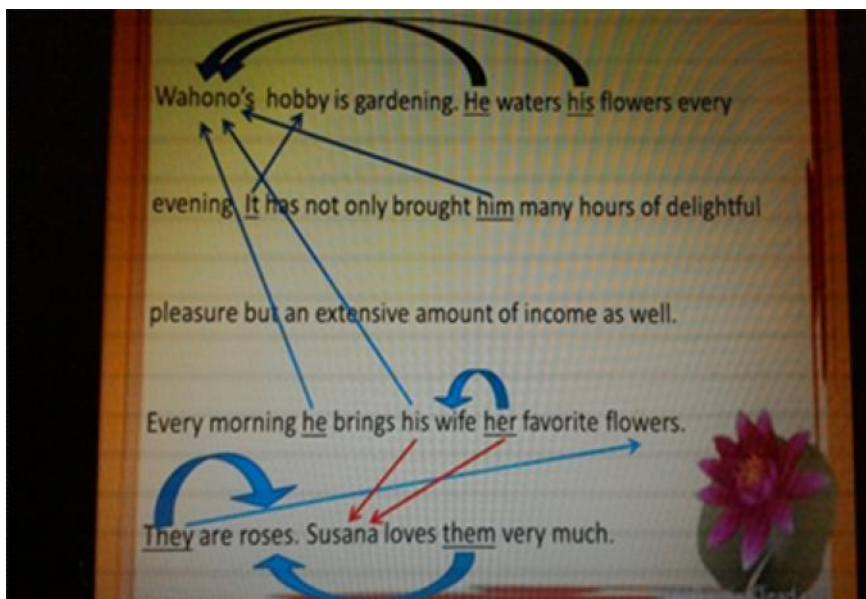


Text 1 .

a. Original Text.

Waskito's hobby is gardening. He waters flowers every evening. It has not only brought him many hours of delightful pleasure but an extensive amount of income as well. Every morning he brings his wife her favourite flowers. They are roses. Suzana loves them very much.

b. Final Text

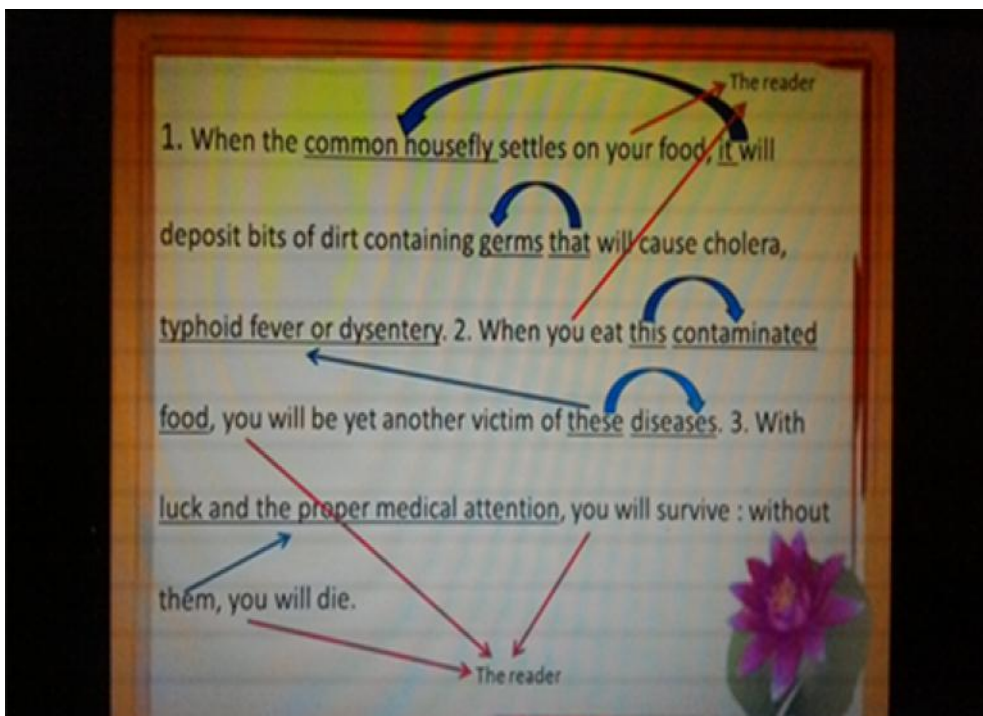


b. Task Two

a. Original Text

1. When the common housefly settles on your food, it will deposit bits of dirt containing germs that will cause cholera, typhoid fever or dysentery. 2. When you eat this contaminated food, you will be yet another victim of these diseases. 3. With luck and the proper medical attention, you will survive; without them, you will die.

b. Final Text



Assessment

After being able to shoot the arrow to the intended words, then students are given questions related to the sub-skill of inferring references. These context would be appropriate to meet the kriteria.

Ahmad Dhani is a famous Indonesian singer and musician. He created many songs because he is very talented in this section. Dhani married to

Maia Estianti and has three children. All of them are boy. They are Al, El, and Dul. A lot of people know that he is very talented person. You know, he can sing. He is a song writer, too. The songs that he makes are always very popular. Beside that, he is a good leader. There are many musical groups he manages such as Dewa 19, Triad, The Rock, Mahadewi, and The Virgin. They become very popular musical group undertaken his management.

Instruction: Read the text carefully and find the answer the following questions :

1. He created many songs(line 1). The word he refers to.....
2. All of them are boy(line3). What does the word them refer to ?
3. They are Al, El, and Dul(line 3).The underlined word refers to.....
4. Beside that, he is a good leader(line 5)The word he refers to.....
5. They become very popular musical group...(line6). What does the word they refer to?

Conclusion

In the discussion outlined above, students go through a set of interesting activities especially shooting the arrow to the right intended words. The main condition to be able to do the activity is that students must have been really familiar with the concept of subject, object, personal pronoun, possessive pronoun. The activity starts from group work and end with individual work. In group work, let each group work first then give them a chance to present their work and finally display their work in class. The teacher, however, should adjust the difficulty level the text in line with the level of the class where he or she is teaching in. Through well-prepared scenario, students will certainly enjoy the class atmosphere since while learning they will feel like playing a game although teacher must work hard to prepare the activity. This design of the such activity will result better in improving the students' participation in class as well as in their achievement. Finally, considering the opportunity of gaining better achievement, it is advisable for the English teachers to adopt this model of activity in teaching reference. Why don't you try ?

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