THE USE OF TIMETABLE IN TEACHING READING RECOUNT TEXT

(PENGAJARAN MEMBACA TEKS RECOUNT DENGAN MENGGUNAKAN DAFTAR JAM PELAJARAN)

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Abstract

Objectives of this study: first, to describe the implementation of timetable in teaching reading recount text, secondly, to describe the students' reading comprehension ability toward the use of timetable in teaching reading recount text, thirdly, to describe the students' responses. This research used descriptive qualitative approach for using qualitative data. The researcher used three instruments in this research they were Observation Checklist, Reading Exercise, and Questionnaire. The data collection were taken from the results instruments of Observation check list about the implementation of teaching learning process, results of feedback Reading exercises about the students' ability in reading recount text, and the results of questionnaires to find out the students' responses. After that, the researcher analyzed the data collection. The findings of this research were: firstly, teacher explained about reading recount text using time table for students' understanding, explained about generic structure of recount text, and gave examples of reading recount text. Then teacher gave exercises to students to check the students' reading comprehension, at last, the researcher identified, classified filled questionnaires, and counted the students responses results. The results were the time table in reading recount text made students enthusiastic to comprehend English text and it made students easy to do their tasks. Therefore, it can be concluded that time table motivated the students towards reading recount text.

Key words: : Timetable, teaching reading, recount text

Abstrak

Tujuan dari penelitian ini adalah : pertama, untuk mendeskripsikan implementasi jadwal waktu dalam mengajar membaca teks recount. Kedua, untuk menggambarkan kemampuan pemahaman membaca siswa terhadap penggunaan jadwal dalam mengajar membaca teks recount. Ketiga, untuk mendeskripsikan respon siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk menggunakan data kualitatif. Peneliti menggunakan tiga instrumen dalam penelitian ini yaitu Daftar Periksa Observasi, Latihan Membaca, dan Kuesioner. Pengumpulan data diambil dari instrumen hasil Observasi daftar periksa tentang pelaksanaan proses belajar mengajar, hasil umpan balik Latihan membaca tentang kemampuan siswa dalam membaca teks recount, dan hasil kuisioner untuk mengetahui respon siswa. Setelah itu, peneliti menganalisis pengumpulan data. Temuan penelitian ini adalah: pertama, guru menjelaskan tentang membaca teks recount menggunakan tabel waktu untuk pemahaman siswa, menjelaskan tentang struktur generik teks recount, dan memberikan contoh membaca teks recount. Kemudian guru memberikan latihan

kepada siswa untuk memeriksa pemahaman membaca siswa, akhirnya, peneliti mengidentifikasi, mengklasifikasikan daftar pertanyaan yang diisi, dan menghitung hasil tanggapan siswa.Temuan dalam penelitian ini adalah penerapan timetable dalam membaca teks recount yang membuat siswa antusias untuk memahami teks bahasa inggris dan mudah untuk mengerjakan tugas. Oleh karena itu, dapat disimpulkan bahwa tabel daftar pelajaran memotivasi siswa untuk membaca teks recount.

Kata Kunci: Tabel daftar jam pelajaran, pengajaran membaca , recount teks

INTRODUCTION

There are four skills in English. They are reading,writing,listening, and speaking skills. That all of the skills are taught based on the curriculum and also the lesson plan. Recently, our goverment Based on 2013 curriculum, for senior high school, reading should be learnt by students to the ideas of the text as written in the standard competency *4.14*. *Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan,kejadian,peristiwa.* Here, the students should not only understand the text explicitly but also implicity.Reading is one of the important skills that should be learnt by the students.

Healy (2002:1) states that reading is one of the most critical skills that should be learnt by students to help them to face the future success in school as well as throughtout life. Schoenbach et al (1999:38) also stated that reading is a complex process of problem solving. The process to get the senses of the text not only get from the sentences and the word in a text but also from the ideas, and the knowledge of the readers when they read the text. From that explanation it concludes that reading is a complex process. It is not about the meaning of the words but also about readers' knowledge and understanding about the text after they read. Weaver (2009:14) says that reading, like other skills, is supported by language elements such as fluency, phonics, phonemic awarness, vocabulary, comprehension. Because most of the students have low mastery of vocabulary, them in reading result is still unsatisfactory. The students can not get the points of the text in the end, they will feel difficult to answer the questions about the text.

To solve the problem above, it is necessary that the teacher should find appropiate techniques. There are some techniques in reading, one of the most common technique use is transfer information. Transfer information is a technique how to get the information from

text. There are some types of transfer information to teach reading skill, so the teacher should choose those types of transfer information which is related with the students' needed. The technique will combine with interesting media to reduce the students' bored. The media is also can help the students to improve their mastery of language elements . According to Mulyana, Kim in Instructional Media (2009:6) there are many media that can be used in a language learning process, such as text games and simulation, visual media, audio media, and audio visual media. Several of the visual media famous among the students are pictures, timetable, realia, drawings, charts or diagrams, poster, cartoon, audio media, OHP, and LCD projector. A timetable consists of event, activity, place, and time. The timetable is very useful for the students' life. There are many kinds of timetable which will be discussed in this chapter; one of them is school timetables. An example of school timetable below is very important to increase the students' vocabulary about numbers. Also, the researcher hope that the timetables can be used as a media in teaching learning process as a variety in teaching to make the class more active and make the students keep interested in the teaching learning process.

The procedures of using timetable in the class are simple to do, first of all the teacher will give the text to the student, then the students will read the text, and after that they will gather the important information and collect it into the timetable. Through the information that the students write in the table, the teacher knows how the students' comprehension of the text is. Furthermore, timetable can show the sequences of the recount text in the visual form. The students will fill the timetable related to the sequence in the text. Therefore, it is obvious that by implementing timetable to teach recount text will reduce the students' difficulties to comprehend the sequence of events in recount text because it shows them in visual form.

Based on those background of the study, the researcher takes this thesis entitled "*The Use of Timetable in Teaching Reading Recount Text*".

RESEARCH METHOD

The research used descriptive qualitative research design to obtain the information concerning with the implementation of timetable in teaching and learning reading recount text at the tenth grade student. According to McMillan in Nirwana's thesis (2014) descriptive study is to observe and explain

the factual condition. It shows about the real condition happens when the research is being conducted. The researcher used descriptive research since the objectives of this research is to demostrate a class activity in teaching reading recount text. In addition, Hasan in Kurniawati's thesis (2015) states that qualitatvie research analyzed the data in the form of phenomenon description, no numerical of cause and effect relationship. So, in this research there was no numerical results or formulas.

The subjects of this research were all members involved the English teaching learning process in grade X IPA 6. They were an English teacher of class X IPA 6 and the students of class X IPA 6 at SMA Negeri 1 Wonoayu in the academic year 2017/2018. The class was consisted of 36 students (23 females and 13 males). The observations would be conducted by the researcher in the preliminary study. The students of class X IPA 6 was dealing with some issues of learning reading. The students had poor ability in reading.There were three kinds of instrument used in this study. They were observation checklist, reading exercise and questionnaire.

The researcher analyzed the data. The researcher will analyze the data using a descriptive technique as follows; Data analysis from observation checklist results.

The data from observation checklist would be analyzed descriptively. The researcher would describe the result of the implementation of 'timetable' during teaching learning process. The result of the data are based on the phenomena that occured when the teaching learning process is happening.

Data analysis from students' reading exercise. To analyze whether the use of timetable can help the students' reading ability or not, the researcher used reading recount exercise . Then the results of the exercise would be used as data which can be analyzed.

Data analysis from questionnaire result. The data of the students' responses would be analyzed by percentage and chart and then the result of the percentage would be explained descriptively.

After collecting the data from the students of filled the questionnaire. The researcher identified, clarified, and counted the total answers. At the end, the researcher made percentage and showed in a chart.

FINDINGS

The first meeting was conducted on Monday, March 18th 2018. 2x40 minutes. There were thirty six students, consisted of

thirteen males and twenty three females. They all were quite when teacher entered the class, she introduced the researcher to the the students and told them that the class will be observed. All students greet the researcher to take place in the corner to make the observation easly.

Pre-activity

After that, the teacher started the lesson by greeting the students, checking the students' attendance. Then, the teacher divided the class in to six group. She explained the purpose of the study at the day. The teacher gave a recount text entitled " School Timetable" to each group. The teacher ask the students to guess what the text tells about and guided the students to identify the generic structures and language features of the text. First of all, they felt difficult when they discussed about the sequences, but the teacher helped them. Then, the teacher passed the worksheet about timetable. She gave a simple explanation about timetable to the students.

Whilst-activity

The students were given a text recount. The students were given an explanation of the how to use of timetable.

Then, the students were given the opportunity the implementation of this teaching reading recount text the use timetable. In groups, the students were given the question to complete the worksheet (Timetable). After that, the students understand about detailed information of recount text. Then, students compared with the answer of the other groups. Further, students presented their result of their discussions with the other group.

Post-Activity

While the presentation, the students gave their comments to their friends' works. After presenting their works, the teacher stated which groups were correct. She ended the class by gretting the students.

The second meeting was conducted on Monday, March 25th ,2018. When the teacher and the researcher entered the class, she simply asked the researcher to take place at the same as the previous meeting. At that time, the class began at 06.45 a.m. and ended at 08.15 a.m. The teacher entered the class and greeted the students. Before the teacher began the lesson, she checked who was absent in that day. There are not students absent that day. Then, she reviewed the materials that had been taught in the previous meeting. After

that, she introduced the lesson that was taught that day gave brainstroming before starting the main activities.

Pre-activity

She told the students that they would learn recount text using different text. She also told them that she would apply the same media as the previous meeting, the teacher would review the rules and the procedures of the media. She also asked them if they had questions about it to make sure they had understood it well. Unlike the previous meeting, at that day, the teacher did not divide the class in a group. That day, the teacher asked the students to work individually.

Whilst-activity

Then, the students were given a text entitled " School Timetable" . The students were given ten minutes to read it read it and found out the sequences stuof the text. After that the students made a timetable using their own imagination related to the text and answer the question about the text. When the time was up, the teacher informed the students to stop working. She moved to the next section (presenting section). She made sure that the students were ready in this section. She asked to the students who wanted to be the first volunteer? The female students became the first volunteer. Then, it followed by the others.

Post-activity

While the presentation, the students gave their comments to their friends' work. After, all students presented their works then, the teacher asked them to submit their work. Then , the teacher reviewed all materials in that day and asked them if they had questions. Further , she ended the class and greeted the students.

DISCUSSION

In this part, the researcher discusses the finding of observation checklist, the finding of reading exercise, and the finding of questionnaire.This research was conducted in two meetings. The use of timetable began from the first meeting. All of the things that were needed for the lesson were well-prepared. The class was clean, the whiteboard was clean, and the chair arrangement was organized well before the class began. Additionally, the teacher gave recount text constantly on each meeting. It showed that selection of material was related to the objective of the lesson. Before asking the students to read the text, she introduced the topic that would be discussed. It helped the students

to prepare themselves and reviewed what they know about topic.

In the first meeting, the teacher also introduced the media that she will be applied. The stages in sequence with the steps as stated by Training and Technical Assistance Center in Grapic Organizers : *Guiding Principles and Effective Practices*, (2004:1) first, make it uncomplicated. Hence the teacher gave the clear timetable to the student. The timetable was simple and uncomplicated. Second, explain the use of organizer. It could be seen when she explained the procedure clearly. And the third, apply the graphic organizer regularly. It could be seen when the teacher used timetable in the whilst-activity from the beginning until the end of the class and she also helped the students who have difficulties to use timetable. Although the students were confused at the beginning, it was running well.

In the next meeting, the teacher did not explain as much as the first meeting. She just reviewed a little about procedure of media. As the result, the student could complete the media better then the previous meeting. They were more excited, than the first meeting. They could create a timetable individualy based on their imagination without afraid that they make some mistakes. The teaching stages

that teacher were in sequence with the step that suggested in the book Teaching Reading in the Early Grades, (2008:8). It consisted of pre-reading, whilst-reading, and post reading. In pre-reading, the teacher stimulated background knowledge. She gave hints to the student and introduced the media clearly. Then she moved to the whilst-reading stage. At this stage, she gave the text and the worksheet of timetable to find the sequences of the text. After the student filled their timetable, the teacher then asked some question related to text orally to make sure that the students have understood the text. And the last, in post-reading, she gave opportunity to the students to present their works. Timetable was put in the whilst-reading. However, the steps were combined with 2013's curriculum. Those steps included observing, questioning, exploring, associating, and communicating. The teacher was placed the timetable in the each steps. To make sure that all of the students understood about the material, then in each steps the teacher gave an opportunity to the students to ask her. Moreover, the teacher had a different ways to deliver the task in each meeting. In the first meeting, she gave the task in group, and then in the second meeting she gave the task individually. It helped the teacher to manage timetable

media to apply well within the limited time and great numbers of students.

The teachers' is Reading Exercise role was not dominant. She involved the students in the whole activites. She took roles as an organizer, an observer, a feedback organizer, and a prompter as said by Harmer (1998:213). Those roles were transformed related to the activities. She was organized at the beginning of the class. She explained a clear procedure of the media. She also explained clear instruction of what they should do and should not do. She always reminded the student about the time to finish their task on time. As a feedback organizers, the teacher did not dominant to answer all of students' question when there was a student asked about something, she gave a chance to other student asked about something, she gave a chance to other students to answer. Giving appraisal when the students could answer correctly was a good way to gave feedback. She gave compliment such as "good" or giving thumbs up. Through timetable, the students could predict the sequences of the text as stated in Bloom's taxonomy. Besides, as stated by Hong Kong Curriculum Development Institute in *The use of Grapic Organizer to Enhance Thinkingskill in the Learning of Economics* that some advantages by using

timetable are the students could focus on the main concepts and could elaborate the relationship of each concept well. In addition, they also could get details or main ideas and comprehend the details of each concept. Moreover, it made the students was more creative; for instance, they could create a flow timetable by themselves. It allowed the students to create interesting media by themselves to understand the material. Hence, the students' creativity was build during the use of the media.

From the discussion above, it could be concluded that timetable was successfully used in teaching reading recount text. It worked to stimulate the students' creative in case, to find out the sequences of recount text. They could fine the main concepts and the details. They could make a good relationship of each sequence. They could use their own words when they completed the timetable. They also could answer some questions relations related to text well. They could use their creativity to create a timetable by themselves.

The Students' Responses

At the end of the use of the media, the observer gave a questionnaire. The aim of questionnaire was to know the students' responses when the use of timetable. As

the result, It could be concluded that dominantly the students agree that timetable was useful for them. It could be seen that almost of them answered the questions each number in the questionnaire with SS (Sangat Setuju) or S(Setuju). It could be explained as most of the students agreed that timetable was useful in reading recount text.

They also agreed that the teacher explained the procedure of timetable, then they agreed that timetable was interested and help them to find out the sequences of recount text.They agreed that they did not find the difficulties when they used timetable, it means that they understand the material and more understand the material when they used timetable. Next, they stated that they were not sleepy during the use of timetable, hence they said that they were easy to remember the materials when using timetable and they also felt happy. They also did not find the difficulties when they used it. It also reduce students' bored when they were in reading recount text because they felt happy and intersted. They felt enthusiastic when they used timetable. As the result, they were not felt sleepy when they were in teaching learning process. From that explanation above, it could be concluded that timetable could reduce the students' bored when they were in reading class and

also it helped them to understands the main concepts of the text easily.

CONCLUSION

Related with the result of the data analysis which is collected toward the observation, the researcher concludes that: (1)Timetable could be used as a media to teach reading recount text to the tenth grade. It could be analyzed through the process of the use of timetable in the five stages of teaching process. First of all, in the observing stage the students listen the teacher' explanation about the rule and the procedure of timetable, second in the questioning stage the students ask the teacher about the rule and the procedure of timetable that has been explained before, then in the exploring stage the students complete the timetable in group of individually, the next stage is associating, in this stage the students compare their answer and answer the teacher' question related to the text orally, in the last stage, communicating, the students present their work in front of the class and give opinions about their friends' presentation.(2) The use of timetable in teaching reading recount text can make the students interest in reading recount text. The students' responses were analyzed from the result of the questionnaire. Most of the students said that timetable was interested and helped them to comprehend

recount text. Most of them also stated that they did not get difficulties when they used timetable. The use of timetable make students happy when they learnt using timetable.

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Table 1. Table of Result Questionnaire in Percentages

NO.	INDICATORS	S	SS	R	TS
1.	Timetable lebih bermanfaat untuk belajar reading recount teks.	46%	50%	4%	0%
2.	Guru menjelaskan cara penggunaan timetable dengan jelas.	39%	43%	11%	7%
3.	Timetable membosankan	21%	0%	21%	57%
4.	Timetable mempersulit saya dalam memahami materi recount teks.	14%	4%	11%	71%
5.	Banyak kesulitan yang saya temukan ketika menggunakan timetable.	57%	43%	0%	0%
6.	Saya kurang mengerti materi, ketika belajar teks recount menggunakan timetable.	11%	4%	50%	36%
7.	Belajar text recount menggunakan timetable membuat saya lebih memahami materi.	14%	0%	39%	46%
8.	Pembelajaran teks recount menggunakan timetable membuat saya mengantuk.	57%	39%	4%	0%
9.	Belajar teks recount menggunakan timetable membuat materi mudah diingat.	7%	0%	29%	64%
10.	Belajar teks recount menggunakan timetable sangat menyenangkan.	36%	54%	11%	0%
11.	Pembelajaran teks recount menggunakan timetable membuat saya lebih mengerti.	46%	39%	14%	0%

Picture 2. The students made timetable from recount text story entitled "School Timetable".