

USING MINI SERIES FLASH CARDS TO ATTRACT STUDENTS' IN LEARNING READING

Diah Paramita Sari¹, Arita Destianingsih²

^{1,2}Lecturers of State Polytechnic of Bengkalis

State Polytechnic of Bengkalis

Jl. Bathin Alam-Sungai Alam, Bengkalis-Riau, 28711 Tel: (+6277) 24566,

Fax: (+2766) 800 1000 e-mail: diah@polbeng.ac.id arita@polbeng.ac.id

Abstract: *Learning Reading for junior high schools can use a variety of media. This study aims to discuss one way to solve students' problem in comprehending a text. Flashcard Mini Series is a media or tool that contains images and writing to facilitate students in reading lessons. Inside the flashcard are words to remind students of what they have just read. This flashcard can also be used to warm up for students before reading or discussing a reading. This study is literature study research. The data is collected by finding the reference to the theory relevant with problems found. This research was conducted at the eighth grade students of SMPN 10 Padang. Miniseries flashcards as learning media are able to provide an understanding of reading where the media is able to represent the contents of the reading so that students understand the text easily.*

Keywords: *Reading Comprehension, Miniseries Flashcard*

INTRODUCTION

Reading is a skill that enables people to understand the language of a printed passage. Reading comprehension is the process of gaining meaning from the text. Furthermore, reading comprehension is perhaps one of the most important set of skill the students need to increase their comprehension and knowledge of language. According to Mayer in Partnership for reading (2005), reading comprehension is the technique for improving students' success in extracting useful knowledge from the text. When teachers teach reading to

their students, she or he expects them to get the idea from the author to get information, since the purpose of teaching reading comprehension at the classroom is to enable the students to grasp information as much as possible from an available text.

At reading class, most of the students have problems how to understand and get the author's idea in the text. First, the teachers give explanation about some strategies to find the meaning from the text such as asking questions and seeking clarification,

inferring, and etc., but the students cannot practice the strategies when comprehending the text. It is because most of them do not know how to apply the strategies in reading comprehension process by themselves.

Another problem is almost all teachers want their students to do all activities in reading comprehension process by them. It means there are only few group works in reading class for students to discuss about the text. In fact, the students need such reading aids in a small group work to help them explore the text together through discussion.

Third, students do not feel confident to read because of their pronunciation. A student who wants to be able to read an English text must know the structure of the text since grammar has significant relationship with the four skills (listening, speaking, reading and writing) of the language. If the students regularly practice to read, it is very possible that the problem above can be eliminated. There is also very limited source and available text that is appropriate with the needs of the students. In addition, the monotonous teaching strategy and restricted media used in learning process could make the

students have less interest to read the text.

Therefore, it is important for English teachers to find out a good and appropriate solution. Finding an appropriate and interesting technique to improve students' ability in reading is very necessary. One of the solutions that the teachers can do is by using miniseries flashcard to teach reading in the classroom. This study tries to describe the use of miniseries flashcard to attract and motivate the students to learn reading in the classroom.

REVIEW OF LITERATURE

Reading Comprehension

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. According to Harris (1980), reading is a very complex process in which the recognition and comprehension of written symbols are influenced by perceptual skills, the word analysis skills, the experience, the language background, the mind set, and the reasoning ability of the reader.

Reading is the ability to anticipate meaning in lines of print so

that the reader is not concerned with the mechanical details but grasping ideas from group of words that convey the meaning. The essential unit of meaning is the ideas, the concept, the thought, the image, or the statement. The sum total of these relationships make up context of reading material, and only within a context do words have meaning. Understanding and enlarging context are the readers' major goal.

Furthermore, Raskind (1998) describes that reading comprehension is the process of gaining meaning from the text, which is the purpose of reading. The act of comprehending text involves a person's ability to know and use strategies, (meta cognition) before, during, and after reading to successfully understand what is being read. It means that reading comprehension may be defined as the ability of the learner to grasp the meaning of necessary information from printed forms by involving the reader's memory, experience, brain knowledge, and language skills.

Reading comprehension is such an incredibly important skill. From the definitions above, reading is a process of getting information from printed verbal

symbol, and this activity will succeed if the readers understand the author's ideas or messages.

The Concept of Mini Series Flashcards

Miniseries flashcards are a handy teaching and learning tool, especially for Junior High School students. There are some classroom activities which can develop students' ability in reading, but it is not easy to design such activities. Mini Series Flashcards itself can be defined in several ways. Miniseries flashcards can be a very useful tool to use with young learner until Junior High School students. Using miniseries flashcards can help improve reading comprehension. Budden (2008) state that miniseries flashcards are a really handy resource to have and can be useful at every state of the class. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups.

Miniseries flashcards are used in study group for classes that requires students to memorize many definitions, such as social studies or history classes,

they may want to gather together to create a master list of flashcards using the glossary in the back of their textbook. If it is possible, use color coding to indicate for which chapter each term is relevant. Teachers create a matching game with student's cards for their study group. Then, teachers make separate cards for the questions and the answers, leaving the back sides blank. Last, teachers place the cards face down and turn them over, one by one, trying to find matches. Besides that, teachers make a competition with cards by forming two teams. Assign a scorekeeper to hold up cards and keep track as team members call out the right answers. Miniseries flashcards remain one of the best tools for reading aid. The general purpose of using miniseries flashcards is helping students in reading a text. Of course the teacher and the students are welcome to do what they want with them. Miniseries flashcards are nothing more than pieces of paper that are used as learning aid. (<http://www.lessonsense.com/flashcard/article.html>)

METHOD OF THE RESEARCH

This study was literature study research. The data was collected by finding the reference to the theory relevant with problems found.

Place of Study

This research was conducted at the eighth grade students of SMPN 10 Padang.

Data Collection Method

The primary and secondary data were used in collecting the data. Doing Observation was the primary data. Secondary data was taken from journals, documentation books, and internet.

Documentation

The data was also conducted by using documentation method through finding the document from newspaper articles/ magazines, journals, libraries, brochures, documentation books. The electronic media was also used to find the data in the internet, which is related to this research.

Literature Study

Sources, journals, documentary books, internet and library were obtained for finding the data.

Observation

The observation was done at the eighth grade students of SMPN 10 Padang. It was done by observing English Teaching learning process.

Data Analysis Method

In analyzing the data, this study used descriptive analysis method. It was conducted by describing the facts and analyzing, understanding and explaining the discussion related to the reference theory of the research.

DISCUSSION

Teaching Reading Text through Mini Series Flashcards

Using miniseries flashcards is one of the media in improving students' understanding in reading a text. Miniseries flashcards as a media enables to build students' recognition quickly. Using miniseries flashcards can help students to concentrate on certain notes as necessary. They may be able to increase their comprehension and

interaction. All notes that are represented by miniseries flashcards can make students learn more to understand the text that is given. Besides that, miniseries flashcards is also different each time around. This forces students to really read the note, not simply rely on context and memory. It makes them get all the notes and then understand the text as they often do when playing pieces of it.

Miniseries flashcards is a teaching reading aids that also allows teachers to explore their language ability in a creative way. A creative teacher uses their language ability as creative as miniseries flashcards they make. The main purpose of practicing with flashcards is to build a strong connection in the students' mind between the visual appearances of the written note. The creative miniseries flashcards which the teachers have made will make students understand the content and meaning of the text through the flashcards given. Students will be able to understand the text since the flashcards is a brief media to understand the reading text. Since the general purpose of using flashcards is helping the students in reading a text, so the flashcards that the teachers have

made will possibly make students memorize and understand the content and meaning of the text quickly.

How to Make Mini Series Flashcards

In a teaching process, teachers always try to make a teaching learning process drives effectively and efficiently. Teachers try to find out what a new and innovative material and technique in teaching learning process in order to make the purpose of the teaching comes true in where the students can understand the lessons well.

In order to improve students' motivation and eagerness in understanding of the text, a teacher should select an appropriate aid with an interesting and creative material namely by using miniseries flashcards. Below are some points that the teachers should consider in making miniseries flashcards:

1. The contents in miniseries of flashcards need to be placed accurately. In making miniseries flashcards, teachers need to concern on the place marking. Teachers had better use a flat, blank file card or bookmark to place above the line to keep the place. This allows the eyes to

quickly move to the next line below. For very distractible or students with vision tracking problems, cut out a 1/2" wide strip from a piece of heavy poster board that is the width of the page. The students will slide the opening along while reading.

2. The miniseries flashcards should be attractive and creative in order to get the students' attention, so that they will find that reading a text is more interesting. Some pictures that are used in miniseries flashcards will possibly make students memorize all the notes and contents quickly. It will make students easier in reading and understanding a text.

Classroom Procedure in Teaching Reading Using Mini Series Flashcards

Instructional Objectives:

Students will accomplish the following:

1. Predict the topic of the text.
2. Know the main idea of the text.
3. Analyze the text, generic structures and the language analysis.
4. Summarize the text.

Instructional Plan:

According to Nunes (2004), there are three related stages of activities in teaching reading, namely, pre-teaching activity, whilst teaching activity, and post teaching activity.

1. Pre-Reading Activity

There are several functions of pre-reading activity. Pre-reading activity can give new information, increase the students' concentration, and stimulate curiosity. Pre-reading activity can also increase students' imagination and motivation as well as the purpose reason of reading. Such this activity is also able to warm up the students' mind and make them interested in reading a text.

The following are some activities in pre-teaching activities in teaching reading using miniseries flashcards:

- a. Teacher says greeting to the students.
- b. After greeting the students, the teacher checks students' attendance.
- c. Teacher distributes miniseries flashcards to each student and gives the students time to see the flashcards slightly. After that, teacher asks students the following questions to increase students' comprehension and interaction with the text.

d. Teacher give questions related to the miniseries flashcards

e.g.:

1. How many figures are there in the text?
2. Who are they?
3. What problem did hawk have?
4. What problem did hen have?
5. What is the miniseries flashcard tells about?

e. Teacher builds students vocabulary through related miniseries flashcard.

f. Teacher tells the students about the text they are going to learn; in this case is a narrative text.

g. Then teacher comes to the next activity.

2. Whilst-Reading Activity

Whilst-reading activity encourages the students to learn actively and it is a kind of reflective reader. The purpose of whilst-reading activity is to facilitate the students by using the actual reading of the story; in this case, a narrative text will be a representative of it, even all of the text types can be utilized. In whilst-reading activity, teacher gives model and short explanation of how the activity will be driven.

Some activities in whilst-reading activity can be shown below:

Activity 1

- a. Teacher organizes students to make a small group. It consists of four or five students.
- b. Teacher asks students to discuss in turn about the miniseries flashcard then asks students to write down the things that they see in the flashcards.
- c. Teacher monitors and listens to the discussion. It enables the students to share idea, ask help, and improve their vocabulary.

Activity 2

- a. Teacher asks the students to make a prediction about the story in the picture of miniseries flashcards.
- b. Teacher guides the activity.

Activity 3

- a. Teacher gives students a complete text.
- b. Teacher asks students to read the text and let them compare and see the differences between their prediction and the original text

whether their prediction true or not.

Narrative Text

Why Do Hawks Hunt Chicks?

Once upon a time, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Will you marry me?"

The hen loved the brave, strong hawk and wished to marry him. But she said, "I cannot fly as you can. If you give me time, I may learn to fly as high as you. Then, we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

It so happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once!" shouted the rooster. The hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came a few months later, the hen told him the truth. The hawk was so furious that

he cursed the hen, “Why didn’t you tell me earlier? Now, you’ll always be scratching the earth, and I’ll always be flying above to catch your children,” said the hawk.

Activity 4

- a. After comparing students’ prediction with the original text, teacher and students discuss together.
- b. These 4 activities that conducted in the reading class are done together.

3. Post-Reading Activity

In post-reading activity, teacher gives the original text and miniseries of flashcards that is represented the text in order to follow up students’ understanding in whilst-reading activity. The tasks can be ordered like example below:

- a. Teacher gives a new miniseries flashcards to the students and asks them to write down their own idea about miniseries flashcards.
- b. Students asked to make a prediction about the miniseries flashcards.
- c. Teacher gives a new text to each student.

- d. Students compare their own prediction with the original text.
- e. Students evaluate their work.
- f. Students find the topic, topic sentence, the generic structure, and language features of the original text.
- g. After answering the text. They share their text to other groups and do the same steps above.
- h. Teacher collects students’ work in the next meeting.

Assessment

To assess students learning:

1. Observe how the students use miniseries flashcards in responsible manner.
2. Listen to the students’ responses to the questions along pre-teaching activity.
3. Monitor students’ discussion.
4. Listen to the students’ prediction.
5. Listen to students compare their prediction with the original text.
6. Listen to the analysis of narrative text (generic structure and language feature)
7. Assess students’ work in post-teaching activity.

Anticipated use of time

10 min: Teacher explains narrative text, students' listen, and then teacher make examples.

10 min: Warming-up activity, teacher distributes miniseries flashcards and asks some questions about the text.

50 min: Whilst-teaching activity. Students work in group and discuss.

20 min: Students work independently and submit their work.

CONCLUSION AND SUGGESTION**Conclusions**

There are some ways that teacher can do in order to make students understand the reading text. One of the ways is by using a good technique in teaching reading, in this case by using miniseries flashcards.

Teaching reading through miniseries flashcards may make students understand the text since miniseries flashcards is able to represent the contents of the text. This technique is useful for the students to build their cognitive ability in understanding a text. Using miniseries flashcards can help students to concentrate on certain notes

as necessary. All notes that are represented by miniseries flashcards can make students learn more to understand the text given. In short, it can be said that miniseries flashcards is a good technique in teaching reading a text.

Suggestions

Based on the conclusion above, it is suggested to the English teachers of Junior High School to use the miniseries flashcard. The writer suggests that there will be another more writing about miniseries flashcards in teaching reading.

REFERENCES

- Budden, Joanna. 2008. Using Flashcards with Young Learners. Geekyteacher: Warner and Bryan.
- Devine, Thomas G. 1987. Teaching Reading Comprehension from Theory to Practice. Boston : Allyn and Bacon.
- Harris, Albert J. 1980. An overview of Reading Disabilities and Learning Disabilities. The reading Teacher, vol. 33 (January, 1980b) pp. 420-25
- Nunes, T. Bryant. 2004. Developing Reading Skills With Authentic Materials. Retrieved on July 16, 2018 From <http://www.Eslmag.com/modules.php?Name:news E file article & sid.>

- Raskind, M.H. (1998). Literacy for Adult with Learning disabilities through assistive technology. In S.A.Vogel & S. Reder (Eds), *Bridging the Gap: Learning Disabilities, Literacy, and Adult Education*. (pp253-268) Baltimore, MD: Brookes.
- Zintz, MV. 1975. *The Reading Process: The Teacher and the Learner* (2nd ed.). Dubuque. Iowa: Brown

