



THE USE OF COMBINING DIALOGICAL THINKING AND HIGHLIGHTING STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT

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ABSTRACT

As a receptive skill, reading plays important role since it helps the readers to enhance their knowledge and also entertain them in their leisure time. In comprehending the text, foreign readers including EFL learners always face problems. Besides lack of vocabulary has become major problem, the strategy that use by teachers in teaching reading is sometimes monotonous. Other reason is that the strategy is not appropriate with the kind of text. In teaching narrative, for example, the teachers should select suitable strategy which can be used by students to comprehend that text easily. In this article, the writer wants to introduce the use of combination Dialogical Thinking and Highlighting strategy in teaching narrative text. In Dialogical Thinking, students learn to reflect and think critically about central story issue, while Highlighting gives students opportunities to mark important ideas in reading. This combination is worthy since it attracts students' attention to the very specific information in reading passage. Moreover, the students are easy to find the answers for certain kind of questions.

INTRODUCTION

Like writing that needs process, readers also needs process in understanding the text in order to be fluent readers. According to Nunan (2003) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Furthermore, Seyler (2004) gives opinion that reading is

the process of obtaining or constructing meaning from a word or cluster of words. Reading is not only reading a text or something that is written, but also getting new vocabularies, knowing things and increasing knowledge.

In context of teaching reading, the curriculum of junior and senior high schools in Indonesia stresses on abilities of students to comprehend reading text. However, many students have less knowledge in comprehending the text. Thus, in helping the students, there are some text types at schools that must be taught, one of them is narrative text.

During some observation in some junior and senior high schools in Ambon, the use of teaching strategy always has become a major problem. In teaching reading, narrative text for example, the teachers use monotonous teaching strategy and implement inappropriate teaching strategy in their teaching. Therefore, the writer keeps on introducing a combination between Dialogical Thinking and Highlighting Strategy in teaching narrative text.

THEORETICAL OF READING

The Essence of Reading

Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. On the other hand, Tadros (2014) defines reading as the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information. He also states that reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation. In addition, Department of School Education (1997) states reading is the process of constructing meaning from written text.

Longman Dictionary of Applied Linguistics states reading is as: "Perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that results is called reading comprehension. Saying a written text aloud (oral reading). This can be done with or without understanding of the content."

Reading Comprehension

According to Grabe and Stoller (2013), comprehension is the ultimate goal of all reading. That is, the ability to understand a text underlies all reading tasks. Thus, the main idea of comprehension should be at the core of all reading instruction. Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This

last component of the act of reading is reading comprehension. Simply put, reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

According to Webster's Dictionary, comprehension is "the capacity for understanding fully; the act or action of grasping with the intellect." Webster also tells us that reading is "to receive or take in the sense of (as letters or symbols) by scanning; to understand the meaning of written or printed matter; to learn from what one has seen or found in writing or printing. There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don't make the sense then the overall story will not either. Reading Comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text. Reading is a purposeful and active process. A reader reads to understand, to remember what is understood and put the understanding to use.

Carrel (1988) states that reading is a receptive language process where meaning decodes, from author's thinking. Reading comprehension is incredibly complex and multifaceted. Reading comprehension strategies must be taught over an extended period of time by parents and teachers who have knowledge and experience using them. It might seem that once a child learns to read in the elementary grades he is able to tackle any future text that comes his way. This is not true. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. Even in the middle grades and high school, parents and teachers need to continue to help their children develop reading comprehension strategies. As their reading materials become more diverse and challenging, children need to learn new tools for comprehending these texts. Content area materials such as text books and newspaper, magazine and journal articles pose different reading comprehension challenges for young people and thus require different comprehension strategies.

Narrative Text

Kane (2000) gives explanation of the narrative text. According to him narrative is a meaningful sequence of events told in words. The sequence always involves timing. The events of what happened, in order that the other: for example, in the story there is a flash back. Characters and action are essential elements of each story. Action is often presented in the form of plots. Stories can be very long and complicated, with lots of character, plot complex, and subtle interpenetration of characters, actions, and settings.

Unlike other texts, narrative text has very unique generic structure and its language features. The generic structure of narrative text is explained as follow.

- **ORIENTATION**
It tells the audience about who is in the story, when the story is taking place and where the action is happening.
- **COMPLICATION**
It sets off a chain of events that influence what will happen in the story.
- **RESOLUTION**
The characters finally sort out the complication.
- **CODA**

SNOW WHITE ————— **TITLE**

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. — **ORIENTATION**

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood. — **COMPLICATION**

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said: "What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after. — **RESOLUTION**

The following is the language features of narrative text.

- Past tense (killed, drunk, etc)
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White"). The direct speech uses present tense.

(quoted from English for v.i.p, <https://adeulfayani.wordpress.com/narrative-text-2/>)

Dialogical Thinking

The terms dialogical thinking means there is talks but it should be based on the result of thinking process first. According to Davis and Davis in Edisawati (2013) state that dialogical thinking involves seeing and being able to evaluate different point of view at the same time. In addition, Commerays cited by Edisawati states that dialogical thinking while reading through discussion and collaboration, students learn to reflect and think critically about central story issue.

In context of teaching and learning activity, dialogic teaching is a technique that teachers use to help students effectively meet learning goals or accomplish tasks through dialogue. Alexander in Gupta and Lee (2015) claimed that “dialogic teaching harnesses the power of talk to stimulate and extend pupils’ thinking and advance their learning and understanding.” He also believes that dialogic teaching is both just any teacher initiated talk such as the question-answer and listens-tell routines, nor the casual conversation. According to Alexander, “in dialogic classrooms children don’t just provide brief factual answers to test or recall questions, or merely spot the answer which they think the teacher wants to hear. Instead, when teachers use dialogic teaching, students are guided to narrate, explain, analyses, speculate, imagine, explore, evaluate, discuss, argue, justify, and they ask questions of their own.

Moreover, Gibbons cited by Gupta and Lee (2015) explained that dialogic teaching promotes students’ exploration of ideas. According to her, “it creates shared understanding and space for students to explore new concepts, clarify understandings, and perceptions, not dominated or controlled by a single person, so that participants address their comments, questions, and statements directly to each other.”

1. Advantages of Dialogical Thinking

The advantages of dialogical thinking strategy are to engaging students directly to think and open ended. And dialogical thinking will engage students in reflection and critical thinking. Students have different point of view about the text based on their background knowledge.

2. Steps in Dialogical Thinking

To make students become more familiar with dialogical thinking strategy, there are some steps of dialogical thinking based on Manzo and Manzo in Edisawati (2013) they state that there are two phases of dialogical thinking strategy as follows:

Reading phase:

1. Select a story that is intriguing and lends itself to discussion from more than one perspective.
2. Conduct a reading lesson that ensures that students .

Discussion phase

1. Identify a central question that has two possible perspectives.
2. Divide the board under the central question to reflect each side, or perspectives
3. Invite students to take one position or the other
4. Invite students to undertake an in-depth exploration of the story in search of reason that can be classified on the board under the words “TRUTH” as true (T), false (F), or depends (D), and under the word “SUPPORT” as relevant (Y) or not relevant (N).
5. Accept all reason given so that they can be evaluated for truth and relevancy.

6. Allow students the opportunity to say what they have come to believe as a result of the dialogical examination.

Highlighting Strategy

Highlighting strategy is the strategy that is used in marking important ideas in reading. According to O'Donnell (2004) Annotating, or marking (highlighting) the text to identify important information and record the reader's ideas. He also points out that Annotating helps readers reach a deeper level of engagement and promotes active reading. Moreover, Johnson, Nist, and Hogrebe cited by Engler and Berger said that in general it appears that highlighting "plays a useful if limited role in studying": it helps students to distinguish between levels of importance in text and to remember main ideas. The use of properly highlighted text aids recall.

Based on Harvey and Goudv is in Edisawati (2013) state that to effectively highlight text, reader need to read the text, think about it and make conscious decision about what they need to remember and learn. In addition, he also states that highlighting is valuable intensive reading strategy, both for comprehension monitoring while reading and for review after reading. This strategy helps students to remember the important information in the text and easy to find everything that students want to read.

1. Advantage of Highlighting

According to Edisawati (2013) Highlighting strategy has advantages for the students. She said that the advantages of highlighting strategy is to help students focus important information and important idea in text. When students highlight the text, students increase their concentration in reading. This helps student to remember about the idea that the students want.

2. Disadvantage of Highlighting

According to Yue L Carole, et.al (2014), there are some weaknesses of highlighting, they are One argument is that students often do not know how to highlight effectively, so such activity primarily amounts to a mechanism for tracking progress and does not involve deeper processing. Another relevant factor is whether students are accustomed to using a highlight. Forcing readers who never use highlighters to do so may interfere with their learning and prevent them from employing the type of encoding techniques they usually find beneficial.

Additionally, students' metacognitive beliefs about highlighting may limit its effectiveness as a learning tool. Students who rely on highlighters and think they are particularly effective, for example, may suffer from an illusion of knowing or competence. Specifically, such students may process highlighted material in a less meaningful way when re-reading than if that material were not highlighted. While re-reading, such students may only quickly glance over highlighted text, incorrectly assuming that because they have already highlighted that information, it is deeply encoded in memory, a misbelief that is probably supported by the apparent processing fluency that learners would experience during such rereading.

3. Steps in Highlighting Strategy

There are several stages of highlighting (Jones, 2006), they are

1. Students read through the selection first.
2. Students reread and begin to highlight main ideas and their supporting details.
3. Students highlight only the facts which are important or the key vocabulary not the entire sentence.
4. After highlighting, students look at what they have highlighted

Procedures of Combining Dialogical Thinking and Highlighting Strategy in Teaching Narrative Text

The following is the procedure of applying Combining Dialogical Thinking and Highlighting Strategy in Teaching Reading (adopted from Edisawati, 2013).

Preparation

Before doing the activities, the teachers have to make some preparations like bellow;

1. Teacher selects the material
2. The teacher should prepare the lessonplan
3. Teacher should prepare the media for teaching
4. Time allocation
5. Teaching goal

Procedures of Teaching

I. Pre-Teaching Activities

- a. The teacher greets the students by saying good morning, good afternoon, and good day and so on.
- b. The teacher checks the students' attendance list
- c. Teacher gives some pictures to brainstorm students background knowledge

II. Whilst-Teaching Activities

1) Exploration

- a. Teacher shows the reconstruct the story line using pictures.
- b. Teacher writes the central question on the chalkboard.
- c. Teacher divides the board under the central question to reflect each side, or perspective. *Central question : why did the man kill the goose?*
- d. Teacher asks to the students to take one position or the other.
- e. Teacher invite students to undertake an in dept exploration on the board under words "truth" as true (T), false (F), or depend (D), and under the word "SUPPORT" as relevant (Y) or not relevant (N).
- f. Teacher accepts all reasons of students, so that can be evaluated for truth and relevancy.
- g. Teacher allows students to say what they have come to believe as a result of dialogical examination.
- h. Teacher distributes the text for students and asks students to read the text carefully.
- i. Teacher explains about language feature and generic structure of the text
- j. Teacher explains that highlighting is useful for identifying the most important
- k. Teacher asks students to highlight the important information from paragraph in the text.

2) Elaboration

- a. Students read the text narrative carefully.
- b. Students highlight the main idea of paragraph
- c. Students identify the generic structure
- d. Students identify language features with highlight the key word.
- e. Students highlight the key ideas and phrases what they want to remember.

THE GOOSE THAT LAID THE GOLDEN EGG

Long long time ago, there once was a very poor farmer. So poor he lived in an old tumble-down pigsty in the middle of nowhere with only acorns and the odd goose egg to eat and a bale of straw for his bed. His name was Attacus Greeb.

Now Attacus Greeb hadn't always been poor. He'd inherited a large and prosperous farm from his father and he'd owned land as far as the eye could see. But Attacus Greeb was a lazy man. So over the years, instead of working for a living he'd simply sold off his possessions. He'd sold almost everything his father had given him - his house, his land, his horses, his pigs, his cattle and all he was left with was one single goose, who lived with him.

The next morning Attacus Greeb awoke to a glittering dawn. It was so light and bright he had to shield his eyes. But it wasn't the sunlight shining, he could hardly believe what he saw, it was a gigantic, glorious... "Golden Egg!" "You clever girl! Ha ha Ho ho! We'll be rich! Rich beyond our dreams! That's what I need to be happy."

And then he had an idea. "How I wish I could have all the golden eggs at once," he thought, "instead of just one a day. Then I would surely be happy."

So the next morning he ordered his cook to kill the goose and open it up so he could take out all the eggs at once - but, of course, to his horror there was nothing inside the poor goose...and there would be no golden eggs again. And Attacus Greeb ended up back in his tumble-down pigsty - just where he belonged!

Those who have plenty want more and so lose all they have.

- f. The students answer the questions related to the information on the text.

1. Why is the Attacus Greeb so poor?
2. Why does not Attacus sell his goose?
3. How does Attacus become rich?
4. How does he end up being poor again?
5. What makes Attacus cut open his goose?

3) Confirmation

- a. The teacher and the students discuss the result of the elaboration.
- b. The teachers lead the students to elaborate their comprehension about the story
- c. The teacher leads the students to make conclusion of the material.

III. Post-Teaching Activities

- a. The teacher evaluates the student achievement.
- b. The teacher gives feedback for the students' achievement.

G. Conclusion

Based on the previous explanation in preliminary study and theories it can be concluded that teaching reading with the different genre needs appropriate strategies. Good and professional teachers should explore more in accommodating their students' needs including implementing various kinds of teaching strategies. Like in teaching narrative text, combination between Dialogical Thinking and Highlighting Strategy in teaching narrative text has some advantages and appropriate in teaching

narrative text. Besides that these strategies facilitate students easily to find the answer in order to comprehend the content of the passage.

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