

Strategy for Active Reading

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INTRODUCTION

Dalam modul pertama ini Anda akan memahami teknik *prereading* yaitu kegiatan yang harus dilakukan sebelum membaca teks berbahasa Inggris. Kegiatan tersebut meliputi 4 teknik yaitu: *Doing pre-reading*, *Making predictions and connections*, *Developing guide questions*, *Monitoring comprehension*. Mula-mula Anda akan mempelajari konsep 4 teknik tersebut dan dilanjutkan dengan latihan untuk melatih keterampilan menerapkan dalam membaca. Prosentase antar teori membaca dan latihan membaca berbanding antar 40 : 60.

Empat teknik yang dibahas pada modul ini akan disajikan dalam 2 kegiatan belajar. Kegiatan Belajar 1 membahas tentang *Prereading and Predicting*. Kegiatan Belajar 2 membahas tentang *Developing guide questions and Monitoring Comprehension*.

Dengan memahami dan berlatih melakukan *prereading*, Anda akan memiliki kemampuan untuk melakukan:

1. *Pre-reading*.
2. *Predictions and connections*.
3. *Developing guide questions*.
4. *Monitoring comprehension*.

Petunjuk Belajar

Agar Anda dapat memahami modul ini dengan baik dan dapat memiliki keterampilan melakukan *pre reading* dengan baik maka perhatikan beberapa petunjuk mempelajari modul berikut ini.

1. Bacalah keseluruhan materi modul ini dengan cermat dan berusaha memahami konsep materi secara keseluruhan.
2. Mulailah mempelajari setiap kegiatan belajar secara bertahap.
3. Pahami setiap konsep dan jangan berpindah ke konsep lain jika konsep yang sedang Anda pelajari belum dipahami dengan baik.

4. Lakukan perintah-perintah yang ada dalam modul dengan disiplin agar pemahaman materi modul dapat cepat tercapai.
5. Kerjakan setiap latihan dan cocokkan jawaban Anda dengan rambu-rambu jawaban yang telah disediakan di akhir kegiatan belajar.
6. Berusahalah untuk tidak melihat rambu-rambu jawaban latihan selama Anda mengerjakan latihan.

UNIT 1

Prereading and Predicting

Apakah yang pertama kali Anda lakukan apabila Anda akan membaca text? Apakah Anda akan melakukan seperti yang dilakukan siswa pada umumnya? Mereka melihat seberapa panjang teks atau bacaan yang akan dibaca. Mereka belum memahami jika ada cara yang dapat dilakukan sebelum seseorang membaca text atau bacaan. Sebenarnya ada salah satu cara yang dapat dilakukan sebelum membaca text atau bacaan. Cara ini disebut *Prereading*. Pada Kegiatan Belajar 1 ini Anda akan belajar dan berlatih melakukan kegiatan sebelum membaca text atau bacaan.

WHAT IS PREREADING?

Pengertian Prereading

Prereading merupakan cara untuk memahami dengan cepat organisasi dan isi secara garis besar sebuah bacaan. Anda akan dapat membuktikan bahwa *prereading* adalah salah satu yang dapat kita lakukan untuk meningkatkan kemampuan membaca secara efisien. *Prereading* merupakan suatu cara melihat secara cepat untuk mendapatkan gambaran umum (*quick impression or overview*) bacaan yang akan dibaca sebelum memulai membaca. Dengan demikian Anda akan mampu membaca dengan cepat dan dapat mengikuti jalan pikiran penulis bacaan yang akan Anda baca tersebut. Anda dapat menyamakan pengertian *prereading* seperti melihat peta jalan atau denah letak sesuatu tempat sebelum Anda menuju atau pergi ke tempat tersebut. Peta atau denah jalan tersebut dapat kita samakan dengan *prereading*. Oleh karena itu dengan melakukan *prereading* berarti Anda mencoba untuk memahami pola organisasi bacaan yang akan Anda baca.

HOW TO PREREAD

Tujuan utama kegiatan *prereading* adalah untuk mendapatkan gambaran umum tentang isi bacaan yang akan kita baca dengan cara mengidentifikasi ide pokok dan organisasi bacaan tersebut. Dalam melakukan cara ini Anda dapat melihat bagian-bagian yang penting dari bacaan dan Anda baca secara

cepat sampai bagian terakhir bacaan itu. Untuk melakukan *prereading* Anda dapat melakukan langkah-langkah berikut.

1. Membaca judul bacaan

Judul sebuah bacaan biasanya memberikan informasi kepada pembaca tentang materi atau topik apa yang dibahas dalam bacaan tersebut. Judul menginformasikan topik utama yang dibahas dalam bacaan.

2. Membaca Pendahuluan (*Introduction*) atau Paragraf pembuka (*Opening Paragraph*)

Pendahuluan atau paragraf awal/pembuka biasanya memberikan informasi atau gambaran umum atau garis besar isi bacaan tersebut. Pada bagian ini juga memuat informasi atau *clues* tentang pola pikir penulis. Jika paragraf awal itu panjang maka dapat Anda baca dua atau tiga paragraf yang pertama.

3. Membaca setiap subjudul

Judul setiap topik bahasan dapat berupa *heading*. *Heading* adalah semacam judul atau subjudul yang memberikan informasi isi atau bahan yang akan diinformasikan terkait dengan judul atau subjudul tersebut. Judul atau subjudul merupakan *outline* atau garis besar isi dari bacaan tersebut.

4. Membaca Kalimat Pertama setiap Judul atau subjudul

Judul atau subjudul sebenarnya telah memberikan informasi singkat tentang garis besar isi paragraf atau bacaan, tetapi kalimat pertama pada setiap judul atau subjudul memberikan informasi tentang judul atau subjudul yang merupakan pokok pikiran yang dibahas.

5. Membaca topografi penulisan

Topografi penulisan biasanya berupa tulisan miring (*italic*), cetak tebal (*boldface type*), tulisan berwarna, penomoran, penulisan dengan huruf besar (*capitalization*), garis bawah.

6. Memperhatikan grafik atau gambar jika ada

Grafik atau gambar bertujuan untuk menekankan dua hal pokok dalam sebuah bacaan. Pertama gambar atau grafik tersebut menekankan pada ide pokok yang dibahas dalam bacaan. Kedua, Gambar atau grafik memberikan

informasi tentang ringkasan ide pokok atau keterkaitan antar ide pokok yang dibahas dalam sebuah bacaan. Disamping grafik atau gambar yang berupa *chart*, tabel juga memberikan hal-hal yang pokok yang dibahas dalam bacaan.

7. Membaca paragraf terakhir atau kesimpulan

Paragraf terakhir biasanya merupakan kesimpulan dari seluruh materi bacaan.

Nah, sekarang Anda telah memahami bagaimana cara melakukan *prereading*. Jika Anda merasa belum begitu memahami cara-cara tersebut, cobalah Anda baca sekali lagi, jika perlu Anda lakukan sambil membawa bacaan yang akan Anda baca dan carilah bagian-bagian yang harus Anda lakukan untuk melakukan *prereading*. Lakukan secara bertahap, dengan demikian Anda akan memahami cara melakukan *prereading* dengan baik.

Untuk lebih meningkatkan kemampuan Anda dalam melakukan *prereading* coba kerjakan latihan berikut dengan beberapa cara di atas yang telah Anda pelajari.



EXERCISES

Latihan 1.

- 1) Coba sekarang lakukan *prereading* sebelum Anda membaca secara detail bacaan berikut. Perhatikan langkah-langkah apa yang harus dilakukan dalam melakukan *prereading*. Jika Anda masih lupa cobalah pelajari sekali lagi 7 langkah strategis dalam melakukan *prereading*.
- 2) Jika sudah Anda lakukan *prereading* bacalah text berikut dengan petunjuk dari hasil *prereading* yang telah Anda lakukan.
- 3) Kerjakan pertanyaan bacaan untuk mengetahui kemampuan Anda dalam melakukan *prereading*.

Types of Nonverbal Cues

Let's look more closely at these cues that tell others about us or that tell us about them. Our own self-awareness and emphatics skills will increase as we become more sensitive to different kinds of nonverbal cues. The broader our base of understanding, the more likely

we are to be able to interpret the cues we perceive. But we know that nonverbal communication can be ambiguous, and we must be careful not to overgeneralize from the behavior we observe. We may feel hurt by the listless “Hi” we receive from a good friend unless we remember that that listlessness could have been brought on by a headache, lack of sleep, preoccupation, or some other factors we don’t know about. We would be unwise to assume we are being personally rejected if this friend doesn’t smile and stop to talk with us every single morning.

We should always be alert to all cues and try to get as much information as possible on which to base our conclusions. One way to organize our thinking about nonverbal communication is to think in terms of spatial cues, visual cues, and vocal cues. In considering each of these, we should not overlook the fact that any communication occurs in a specific environment setting. This setting will influence much of the nonverbal interaction that takes place. The weather can affect how we behave just as much as the actual setting - cafeteria, classroom, car, park bench, or wherever.

Spatial Cues

Spatial cues are the distances we choose to stand or sit from others. Each of us carries with us something called “informal space”. We might think of this as a bubble; we occupy the center of the bubble. This bubble expands or contracts depending on varying conditions and circumstances such as the:

1. age and sex of those involved
2. cultural and ethnic background of the participants
3. topic or subject matter
4. setting for the interaction
5. physical characteristics of the participants (size or shape)
6. attitudinal and emotional orientation of partners
7. characteristics of the interpersonal relationship (like friendship)
8. personality characteristics of those involved

In this book “The Silent Language”, Edward T. Hall, a cultural anthropologist, identifies the distances that we assume when we talk with others. He calls these distances intimate, personal, social, and public. In many cases, the adjustments that occur in these distances result from some of the factors listed above.

Intimate Distance

At an intimate distance (0 to 18 inches), we often use a soft or barely audible whisper to share intimate or confidential information. Physical contact becomes easy at this distance. This is the distance we use for physical comforting, lovemaking, and physical fighting, among other things.

Personal Distance

Hall identified the range of 18 inches to 4 feet as personal distance. When we disclose ourselves to someone, we are likely to do it within this distance. The topics we discuss at this range may be somewhat confidential, and usually are personal and mutually involving. At personal distance we are still able to touch each other if we want to. This is likely to be the distance between people conversing at a party, between classmates in a casual conversation, or within many work relationships. This distance assumes a well-established acquaintanceship. This is probably the most comfortable distance for free exchange of feedback.

Social Distance

When we are talking at a normal level with another person, sharing concerns that are not of a personal nature, we usually use the social distance (4 to 12 feet). Many of our on-the-job conversation take place at this distance. Seating arrangement in living rooms may be based on “conversation groups” of chairs placed at a distance of 4 to 7 feet from each other. Hall calls 4 to 7 feet the close phase of social distance; from 7 to 12 feet is the far phase of social distance.

The greater the distance, the more formal the business or social discourse conducted is likely to be. Often, the desks of important people are broad enough to hold visitors at a distance of 7 to 12 feet. Eye contact at this distance becomes more important to the flow of communication; without visual contact one party is likely to feel shut out and the conversation may come to halt.

Public Distance

Public distance (12 feet further) is well outside the range for close involvement with another person. It is impractical for interpersonal communication. We are limited to what we can see and hear at that distance; topics for conversation are relatively impersonal and formal; and most in distance and limited opportunities for feedback...

Visual Cues

Greater visibility increases our potential for communicating because the more we see and the more we can be seen, the more information we can send and receive. Mehrabian found that the more we direct our face toward the person we're talking to, the more we convey a positive feeling to this person. Another researcher has confirmed something most of us discovered long ago, that looking directly at a person, smiling, and leaning toward him or her conveys a feeling of warmth.

Facial Expression

The face is probably the most expressive part of the human body. It can reveal complex and often confusing kinds of information. It commands attention because it is visible and information other than the emotional state of the person - it may reveal the thought process as well. In addition, it has been shown that we are capable of facially conveying not just a single emotional state but multiple emotions at the same time....

Eye Contact

A great deal can be conveyed through the eyes. If we seek feedback from another person, we usually maintain strong eye contact. We can open and close communication channels with our eyes as well. Think of a conversation involving more than two people...

The Body

The body reinforces facial communication. But gestures, postures, and other body movements can also communicate attitudes. They can reveal differences in status, and they can also indicate the presence of deception. With respect to attitudes, as noted previously, body movements also reveal feeling of liking between people.

According to some investigators, a person who wants to be perceived as warm should shift his or her posture toward the other person, smile, maintain direct eye contact, and keep the hands still. People who are cold tend to look around, slump, drum their fingers, and, generally, refrain from smiling...

Personal Appearance

Even if we believe the cliché that beauty is only skin-deep, we must recognize that not only does our personal appearance have a profound effect on our self-image, but it also affects our behavior and the behavior of people around us. Our physical appearance provides a basis for first and sometimes long-lasting impressions.....

Sudahkah Anda baca text di atas? Jika sudah cobalah kerjakan pertanyaan bacaan berikut

Exercise

Directions:

Complete the exercise after you pre-read the selection titled “Types of Nonverbal Cues” For each item, indicate whether the statement is **true** or **false** by marking “T” or “F” in the space provided.

1. Spatial cues refer to the manner and posture in which we sit or stand.
-

2. Nonverbal communication is sometimes ambiguous or unclear.

3. The social distance is used for nonpersonal conversations. _____
4. Voices are slightly louder and higher pitched in the intimate distance.

5. The distance in which people are farthest apart is the social distance.

6. Hands are the most expressive part of the body. _____
7. The author discusses four types of distance. _____
8. Personal distance can affect the behavior of other people. _____
9. Visual cues are provided by facial expression, eye contact, personal appearance, and body movement. _____
10. Gesture and posture provide important nonverbal cues. _____

Sudahkah Anda kerjakan exercises di atas? Jika sudah cobalah cek hasil yang Anda capai. Jika Anda mencapai 80% atau lebih, berarti Anda telah melakukan prereading dengan baik. Ini berarti Anda telah memahami ide pokok yang ada dalam bacaan tersebut.

Making predictions and connections

Ketika Anda membaca iklan sebuah film yang terpampang di depan bioskop atau iklan film di sebuah surat kabar atau majalah, Anda akan membuat prediksi dan penilaian-penilaian terhadap film tersebut. Mula-mula Anda memprediksi film tersebut tentang apa, kemudian Anda juga akan memprediksi jalan cerita film tersebut dan akhirnya Anda akan memutuskan bahwa film ini akan seru, baik, romantis yang kemudian akan membawa Anda untuk memutuskan apakah anda akan melihat atau tidak. Anda juga akan memprediksi akhir film ini apakah berakhir dengan kebahagiaan atau kesedihan. Prediksi ini dapat dilakukan dengan mengkaitkan pengalaman hidup dan film lain yang telah Anda lihat.

Prereading sama dengan melihat preview sebuah film. Setelah *prereading* Anda harus dapat melakukan prediksi tentang isi dan organisasi materi dan menghubungkannya dengan pengetahuan topik terkait yang telah Anda kuasai.

Melakukan Prediksi

Apakah Anda memprediksi jenis film apa ketika Anda membaca sebuah iklan film di surat kabar? Apakah Anda juga melakukan prediksi bagaimana sebuah pesta berlangsung ketika Anda mendapatkan undangan pesta? Apakah Anda juga memprediksi isi sebuah buku berdasarkan judul buku itu sebelum Anda membacanya? Bentuk prediksi–prediksi semacam ini terjadi secara otomatis.

Seorang pembaca yang efisien sangat sering melakukan prediksi atauantisipasi baik sebelum atau selagi membaca sebuah bacaan dari segi isi maupun organisasi bahan bacaan tersebut. Sebagai contohnya, ketika Anda membaca sebuah judul buku: “*Writing English Language Test*”. Dari judul buku ini Anda dapat memprediksi materi yang dibahas dalam buku tersebut, yaitu tentang bagaimana menulis tes bahasa, disamping itu penulis buku dapat diprediksi bahwa dia akan menjelaskan cara-cara menulis tes bahasa. Jika Anda membuka buku tersebut halaman demi halaman dan jika menemukan bab, subjudul, grafik, gambar, foto, ringkasan bab, semuanya memberikan informasi kepada Anda tentang isi buku tersebut secara lebih lengkap, dari pada sekadar membaca judul buku tersebut.

Memprediksi sebuah mangga melibatkan pengetahuan dan pengalaman Anda yang telah Anda miliki. Prediksi merupakan proses membuat hubungan antara apa yang telah Anda ketahui tentang bahan bacaan atau buku yang akan anda baca dengan petunjuk-petunjuk yang Anda jadikan sebagai bahan *prereading*.

Latihan 2

Sekarang cobalah gunakan pengetahuan atau pengalaman yang telah Anda miliki untuk memprediksi topik dan atau cara atau pendekatan dari judul berikut ini.

1. Highlights of marketing Research History
2. Laws affecting Competition
3. Why new product Fail or succeed
4. Why Do Hot Dogs Come in packs of 10?
5. A Test of your Consumers Rights Awareness
6. A sample fast Food Promotional Plan

Seorang pembaca yang efisien (*efficient reader*) sering melakukan prediksi tentang organisasi dan materi atau isi bahan bacaan. Dia selalu mengantisipasi prosedur atau sifat

Making Connection

Sekali Anda melakukan *prereading* sebuah teks bacaan, salah satu langkah penting selanjutnya adalah mengingat apa yang telah Anda ketahui berkaitan dengan teks atau bacaan yang Anda *preread*. Langkah ini dapat dilakukan dengan cara menghubungkan pengetahuan maupun pengalaman yang telah Anda miliki terkait dengan topik pada teks tersebut.

Ada beberapa alasan mengapa kita harus melakukan langkah membuat hubungan antara pengetahuan dan pengalaman dengan teks yang akan dibaca. Salah satu alasannya adalah bahwa jika Anda belajar akan lebih mudah ketika Anda dapat menghubungkan informasi baru dengan informasi yang telah Anda miliki. Tugas-tugas yang harus dikerjakan dalam proses belajar akan terasa lebih bermakna jika Anda mampu menghubungkan pengetahuan baru yang sedang Anda pelajari dengan pengetahuan yang telah Anda miliki. Materi yang telah Anda kenal dan familier dan bermakna akan lebih mudah untuk dipelajari daripada pengetahuan yang belum Anda kenal sama sekali. Misalnya saja Anda akan mudah membaca dan mempelajari hukum-hukum ekonomi ketika Anda sebagai pelaku ekonomi, karena Anda telah memiliki pengalaman melakukan kegiatan ekonomi.

Petunjuk Jawaban Latihan

Latihan 1

1. Spatial cues refer to the manner and posture in which we sit or stand. T
2. Nonverbal communication is sometimes ambiguous or unclear. T
3. The social distance is used for nonpersonal conversations. T
4. Voices are slightly louder and higher pitched in the intimate distance. F
5. The distance in which people are farthest apart is the social distance. F
6. Hands are the most expressive part of the body. F
7. The author discusses four types of distance. T
8. Personal distance can affect the behavior of other people. F

9. Visual cues are provided by facial expression, eye contact, personal appearance, and body movement. __T__
10. Gesture and posture provide important nonverbal cues. __T__

Latihan 2

1. An overview of the history market research will be presented.
2. How competition works and what affects it will be explained.
3. Factors that influence a product's sales will be discussed.
4. Packaging of products and profitability will be discussed.
5. Question and answers about consumer right will be presented.
6. A fast food chain will be used as an example to show how fast food restaurants promote (sell) their product.



S U M M A R Y

Prereading merupakan teknik yang memungkinkan pembaca menjadi familiar dengan materi yang akan dibaca. Ada 7 langkah dalam melakukan *prereading* yaitu: 1) Membaca judul bacaan, 2) Membaca Pendahuluan (*Introduction*) atau paragraf pembuka (*Opening Paragraph*), 3) Membaca setiap subjudul, 4) Membaca kalimat pertama setiap judul atau subjudul, 5) Membaca topografi penulisan, 6) Memperhatikan grafik atau gambar jika ada, 7) Membaca paragraf terakhir atau kesimpulan.

Pembaca yang efisien sangat sering melakukan prediksi atau antisipasi baik sebelum atau selagi membaca sebuah bacaan dari segi isi maupun organisasi bahan bacaan tersebut. Prediksi merupakan proses membuat hubungan antara apa yang telah Anda ketahui tentang bahan bacaan atau buku yang akan Anda baca dengan petunjuk-petunjuk yang Anda jadikan sebagai bahan *prereading*.

Melakukan *prereading* pada sebuah teks bacaan, salah satu langkah penting selanjutnya adalah mengingat apa yang telah Anda ketahui berkaitan dengan teks atau bacaan yang Anda *preread*. Langkah ini dapat dilakukan dengan cara menghubungkan pengetahuan maupun pengalaman yang telah Anda miliki dengan terkait dengan topik teks.



FORMATIVE TEST 1

Pilihlah satu jawaban yang paling tepat!

Read the text and answer the questions

Self Learning in Distance Learning System

Distance Learning education applies the learning process by using distance learning system based on the self learning in understanding the material. The main means for the learning process is the existence of communication media. The media consists of direct media and indirect media. One of the indirect media for learning is the printed material called module, or the communication media using the communication technology such as radio, television, computer based communication like e-mail, web base. All of those media are things which make the learning process in a distance learning system goes well.

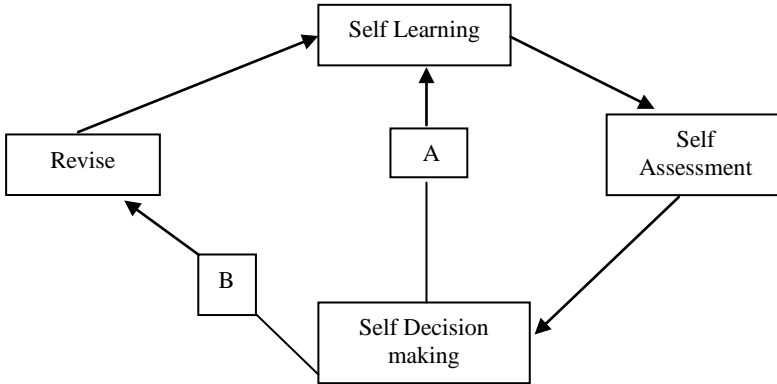
The competence of self learning is a minimum requirement for learners in a distance learning system. It can be done through reading and understanding the material, doing the exercises, making study group, ask to any person who knows better about the material being learned and taking part in any tutorial. To measure learners' achievement in each topic there has some exercises and formative tests. They are called self assessment.

a. Assessment during learning process

Assessment during learning process is interrelated with the learning material, method of teaching and it continues. Stiggins (1994) said that there are seven methods as guidance in designing and planning the assessment during the learning process, namely (1) assessment needs clear thought and effective communication, (2) most of the learning process contains assessment, (3) assessment is needed by the students, (4) the quality of assessment during learning process depends on specific and clear learning achievement, (5) all kinds of evaluation need good quality, (6) assessment is interpersonal activity which is very complex and (7) assessment and learning process are interrelated and they can't be separated. Figure 1. illustrates the process of self learning in the distance learning system. One the self learning begins, the learners constantly assess their progress by doing the self assessment. On the basis of the result of the self assessment, learners make a decision about how the self learning process is going. If the result of the self assessment satisfactory and learners feel sure that they had mastered the material in a module, then they can continue to the next module. If they found that the result the self assessment is

not satisfactory, then learners revise their self learning and learn the module again.

Figure 1. Steps in self learning



The role of assessment during learning process is a way to get the effectiveness of learning process, to diagnose learning difficulty, as a way of getting feedback of learning process, and as formative test used to monitor the learning progress, and as the way of learning and evaluation of learning result.

Kauchak & Eggen (1989) stated that assessment during the process of learning has to be valid, systematic and practical. It is said to be valid when it measure the material being learned. It is said to be systematic it is done effectively and get the systematic information. And It is said to be practical when it doesn't need high cost and long time.

b. Kinds of Assessment during learning process

Assignments and exercises are part of module that can be used as assessment during learning process. The form assignment can be varied depends on the objective of the learning process. Rossenshine & Stevens (1990) said that the procedure of giving exercises is by asking some questions related with the material being discussed, guiding the learners to practice new concept, giving feedback, correcting mistakes. Assessment during learning process therefore can be done through: questions and answer, objective test, matching, true-false, essay test, short answers, interview, spoken test, observation, writing report. (Stiggins, 1994).

c. Learning Effectiveness Using Module

One of the effectiveness of self learning can be seen from the assessment completed and integrated in the module. It si completed with the key answers as a guidance for the learners to check their

answers. Learning using module needs motivation to do self learning. To get the self learning need self instructional module. Self instructional module contains material presentation using communicative instructional that can replace the existence of teacher in the learning process. So learning process in a distance learning is done by using self instructional module and completed with self assessment.

According to Gronlund (1998) adapted by Furqon (1999) the effectiveness of learning process can be seen from the point of view of the relation between learning process itself and the assessment interrelated.

- 1) The effectiveness of learning process is achieved if it has clear objective.
- 2) Method of instruction should correspond to the learning result; therefore the assessment should also correspond to the learning result.
- 3) Learning process and assessment are designed based on the students' needs.
- 4) Students get information periodically related to learning progress based on the information taken from the assessment during the learning process.

By knowing the relation between self learning and self assessment can encourage the writer to write module that has self instructional character proved by the effective communication and effective self assessment.

d. Procedure of developing self assessment

The procedure of developing the self assessment to measure the learning progress are as follows:

- 1) Analyzing learning material and identify which material should be completed with self assessment.
- 2) Analyzing the learning process based on module: the quality of self instructional material, self instructional supplement.
- 3) Develop self assessment guidance by doing the following steps.
 - a) write the item blue print of Self assessment
 - b) decide the objective of Self assessment
 - c) write manual for Self assessment
 - d) Content of self assessment: Exercises, key answers to exercises, discussion of the answers.

Answer the questions number 1 - 7 based on the above text:

- 1) To pre-read the above text first you will read...
 - A. the title
 - B. the number of paragraphs

- C. the first sentence of each paragraph
 - D. the last paragraphs
- 2) The second step of doing preread for the above text is by reading...
- A. the introduction of the paragraph
 - B. each Boldface Heading
 - C. figures
 - D. summary
- 3) The first Boldface Heading in the above text gives information about.....
- A. how to plan learning process
 - B. correlation between learning process and assessment
 - C. the procedure of making assessment
 - D. how to integrate assessment in learning process
- 4) Which of the following is *not* the purpose of Figure 1.
- A. emphasize important ideas
 - B. clarify information
 - C. simplify information and relationships
 - D. summarize the information
- 5) When you preread the above text you will get the information about the function of assessment in learning process, in reading ...
- A. first boldface heading
 - B. second boldface heading
 - C. the first sentence of paragraph four
 - D. the first sentence in the last paragraph
- 6) The main means of self-learning in distance learning is
- A. learning material
 - B. the process of learning support
 - C. the direct and indirect communication media
 - D. the tutorial process
- 7) The effectiveness of self learning can be from the self-assessment in the module, this information is in.....
- A. the third paragraph
 - B. the first sentence of paragraph in the third boldface heading
 - C. the first sentence of paragraph in the first boldtype heading
 - D. the first sentence in the introduction paragraph

- 8) “Marketers have been the objects of criticism from several consumer groups as well as from governmental agencies”
Your prediction is that the section will discuss about
- consumer groups’ objection first, then governmental objections.
 - governmental objections first, then consumer groups’ objection
 - consumer groups’ objection and governmental objections together
 - criticism about consumer groups’ objection and governmental objections
- 9) “The History of World Population Growth”
Your prediction is that this title will talk about
- population in the world
 - chronological increase of population in the world
 - chronological history about people in the world
 - how people increase in the world
- 10) “Types of Managers”
Your prediction on this title is
- how to be a manager
 - categories of managers
 - description of different management style
 - various kind of managers’ management

Cocokkanlah jawaban Anda dengan Kunci Jawaban Tes Formatif 1 yang terdapat di bagian akhir modul ini. Hitunglah jawaban yang benar. Kemudian, gunakan rumus berikut untuk mengetahui tingkat penguasaan Anda terhadap materi Unit 1.

$$\text{Tingkat penguasaan} = \frac{\text{Jumlah Jawaban yang Benar}}{\text{Jumlah Soal}} \times 100\%$$

Arti tingkat penguasaan: 90 - 100% = baik sekali
80 - 89% = baik
70 - 79% = cukup
< 70% = kurang

Apabila mencapai tingkat penguasaan 80% atau lebih, Anda dapat meneruskan dengan Unit 2. **Bagus!** Jika masih di bawah 80%, Anda harus mengulangi materi Unit 1, terutama bagian yang belum dikuasai.

UNIT 2

Developing Guide Questions and Monitoring Comprehension

Ketika Anda memesan “Donat” dengan cara menelpon dan minta diantar, berarti Anda telah melakukan suatu aktivitas yang memiliki tujuan tertentu. Semua yang Anda lakukan adalah agar Anda mendapatkan Donat. Dan sebenarnya semua aktivitas sehari-hari yang Anda lakukan itu memiliki tujuan. Anda melakukan sesuatu atas dasar untuk mencapai tujuan.

Demikian juga kegiatan membaca juga harus merupakan kegiatan yang memiliki tujuan. Sebelum Anda memulai membaca artikel, majalah, surat kabar, buku atau bahan bacaan lainnya, Anda harus memiliki tujuan, yaitu apa yang akan Anda ketahui, atau apa yang akan Anda pahami dengan membaca bahan bacaan ini. Tujuan Anda tentu berbeda-beda tergantung pada situasi dan bahan yang Anda baca.

Pada Kegiatan Belajar 2 ini Anda akan belajar bagaimana membuat pertanyaan pemandu dalam membaca. Pertanyaan pemandu itu muncul sebelum kita membaca sebuah bacaan. Di samping belajar membuat pertanyaan pemandu yang dapat menuntun kita pada saat membaca sebuah text bacaan, Anda juga akan belajar cara memonitor pemahaman ketika membaca teks.

HOW TO DEVELOP GUIDE QUESTIONS

What is Guide Questions?

Pertanyaan penuntun (*guide questions*) merupakan seperangkat pertanyaan muncul sebelum seseorang membaca sebuah text secara detail. Pertanyaan penuntun dapat dibuat berdasarkan informasi dari judul artikel atau subjudul artikel yang akan dibaca menjadi pertanyaan yang akan dijawab ketika Anda membaca artikel tersebut. Pertanyaan-pertanyaan yang Anda ajukan sebelum membaca isi artikel tersebut berfungsi sebagai pemandu dalam membaca. Dengan demikian kegiatan membaca yang dilakukan memiliki tujuan yang akan dicapai.

Misalnya sebuah bab dalam buku *Language Teaching* berjudul “*Method of Communicative Language Teaching*” Anda dapat bertanya:

1. How to prepare for Communicative Language Teaching.
2. How can material be arranged in teaching language communicatively?
3. How are language component taught in Communicative Language Teaching?
4. (..... dan pertanyaan lain yang muncul).

Pertanyaan – pertanyaan tersebut akan terjawab ketika Anda membaca artikelnnya. Oleh karena itu, *guide questions* sangat diperlukan agar dalam membaca sebuah artikel mempunyai tujuan yaitu mencari jawab *guide questions*.

Seperti Anda ketahui, seorang guru yang mengajar *reading*, salah satu kegiatan yang dilakukan adalah guru memberi pertanyaan tentang bacaan yang akan dibaca siswa, sehingga siswa tersebut memiliki *guide questions*.

Asking the Right Guide Questions

Menyusun *guide questions* agar berfungsi dengan baik, harus membuat pertanyaan yang tepat. Pertanyaan dapat dimulai dengan kata tanya seperti apa (*what*), mengapa (*why*), bagaimana (*how*). Pertanyaan yang diawali dengan kata tanya dengan apa, mengapa dan bagaimana merupakan jenis pertanyaan yang bermanfaat karena pertanyaan tersebut menuntut Anda untuk berpikir. Jenis pertanyaan yang dimulai dengan kata tanya siapa (*who*), kapan (*when*), dimana (*where*) kurang bermanfaat karena hanya menuntut jawaban satu atau dua kata, hanya mengacu pada fakta spesifik, bukan pada sebuah konsep.



EXERCISES

Latihan 1

Buatlah guide questions dari Judul –judul artikel berikut:

1. Writing Academic English
2. Cultural Based Teaching
3. Cognitive Development and Language
4. Using Effective Teaching Strategies
5. Classroom Discipline and Communication
6. Managing Classroom Behavior

7. The Development of the Woman's Movement
8. The Life Cycle of Social Problems

Monitoring Comprehension

Apakah Anda pernah mendapat tugas membaca dan Anda tidak memahami isi bacaan yang Anda baca? Atau apakah Anda telah menggunakan cukup waktu untuk membaca beberapa halaman dan kemudian sadar hanya sedikit yang dapat Anda pahami dari isi bacaan tersebut? Jika benar maka Anda perlu melakukan pemecahan masalah ini. Ada cara yang sangat bermanfaat untuk mengatasi persoalan ini. Cara itu disebut *cognitive monitoring*. Pada kegiatan belajar ini Anda akan diajak untuk memahami apakah yang dinamakan *cognitive monitoring*, bagaimana cara melakukannya. Di samping itu Anda akan diajak untuk berlatih agar Anda tidak lagi mengalami kesulitan memahami isi bacaan yang dibaca.

Pengertian Cognitive Monitoring

Cognitive monitoring dapat diartikan sebagai kesadaran tentang apa yang sedang terjadi selagi melakukan proses membaca. Dalam *cognitive monitoring* Anda menjaga kesadaran tingkat pemahaman dengan menentukan klu atau tanda yang menggambarkan apakah Anda memahami apa yang Anda sedang baca.

Latihan 2

Bacalah paragraf berikut dan kemudian bandingkan proses pemahaman Anda terhadap kedua paragraf berikut.

Paragraph 1

Last night I dreamt that I was in a very fast car, driving along a road in Ireland. It was raining, and I couldn't see very well. Then suddenly I saw a woman standing in the middle of the road. When I stopped, she got into the car and told me to drive to Dublin. It was difficult to understand her, because she had a strange accent. She started to sing, and then she looked at me and smiled. I asked her name, but she didn't answer. She smiled again and kissed me on the cheek. Then I woke up.

Questions:

1. What is the main topic of the above paragraph?
2. How does the writer feel?

Paragraph 2

By comparison with fashions from earlier epochs, today's shoe styles seem boringly practical. Take the pointed toe as an example. In the tenth century, aristocrats in Western Europe began to prefer shoes with sharp points at the end. By the twelfth century, the point of a well-dressed nobleman's footwear extended two inches past the end of his toes. And by the fourteenth century, the toe of the pointed shoe reached twelve inches beyond the foot and was stuffed with moss, hay, or wool and shaped with whalebone. Eventhough many religious and secular leaders condemned this final example of frivolous exaggeration by the nobility, it lasted for nearly a hundred years pointed toe shoes ended their five-century reign.

Questions:

1. What is the main topic of the talk?
2. According to the speaker, how today's footwear fashions compare with those of six or seven centuries ago?

Apakah Anda merasakan hal yang sama?

Ketika Anda membaca paragraf 1, semuanya tampak mudah dan memiliki makna. Ide tampaknya saling mendukung dan menjadi satu kesatuan yang utuh, Anda dapat, mengikuti pola pikir penulis dengan mudah. Sebaliknya ketika membaca paragraf 2 mungkin Anda mengalami rasa kesulitan dibanding paragraf 1. Anda mungkin merasakan ide-idenya sulit dipahami, ada beberapa kata yang mungkin kurang familiar dipakai dalam paragraf tersebut, sehingga Anda agak kesulitan mengikuti alur pemikiran paragraf tersebut.

Latihan 3

Bacalah teks berikut dan ceriterakan *cognitive monitoring* yang Anda rasakan ketika Anda membaca.

Text 1

An absurd fiction of history is that when Columbus said the world was round, everybody else thought it was flat. During the debates at the

court of Queen Isabella, the true shape of the Earth was never an issue; its size was! The opponents of Columbus said he was underestimating the size, and that he could never sail due west from Europe to the Orient. They were right. Except for the accident of an unknown continent in between, Columbus would either have turned back or been lost at sea.

Write the following statement. True or False.

1. At the court of Queen Isabella, people argued about how big the earth was. (....)
2. When Columbus said the world was round, everybody else thought it was flat (.....)

Petunjuk Jawaban Latihan

Latihan 1

Buatlah guide questions dari Judul –judul artikel berikut:

1. Writing Academic English
 - a. How to write in English?
 - b. What are the steps of writing composition in English?
 - c. How to develop paragraph?
 - d. ?
2. Cultural based teaching
 - a. How to plan cultural based teaching?
 - b. Why do we teach based on culture?
 - c. How to assess students' achievement in cultural based on teaching?
 - d. How to develop material in teaching based on culture
 - e. ?
3. Cognitive development and language
 - a. What does it talk about?
 - b. What is the relation between cognitive development and language development
4. Using Effective Teaching Strategies
 - a. Why is it so important

5. Classroom Discipline and Communication
 - a. How to manage Classroom Discipline and Communication
6. Managing Classroom Behavior
 - a. What stages of managing classroom behavior?
7. The development of the Woman's Movement
 - a. How did the woman's movement development?
 - b. Why did it develop?
8. The life Cycle of Social Problems
 - a. What are the stages in the cycle of social problem?

Latihan 2

Paragraph 1

1. Wonderful dreaming
2. Getting confused

Paragraph 2

1. The unpractical nature of a shoe style from the past
2. They are less extravagant

Latihan 3

1. At the court of Queen Isabella, people argued about how big the earth was. (F)
2. When Columbus said the world was round, everybody else thought it was flat (T)



S U M M A R Y

Pertanyaan penuntun (*guide questions*) merupakan seperangkat pertanyaan muncul sebelum seseorang membaca sebuah text secara detail. Pertanyaan penuntun dapat dibuat berdasarkan informasi dari judul artikel atau subjudul artikel yang akan dibaca menjadi pertanyaan yang akan dijawab ketika Anda membaca artikel tersebut. Pertanyaan-

pertanyaan yang Anda ajukan sebelum membaca isi artikel tersebut berfungsi sebagai pemandu dalam membaca. Menyusun *guide questions* agar berfungsi dengan baik, harus membuat pertanyaan yang tepat. Pertanyaan dapat dimulai dengan kata tanya seperti apa (what), mengapa (why), bagaimana (how).

Cognitive monitoring sadar akan apa yang sedang dibaca atau dapat diartikan sebagai kesadaran tentang apa yang sedang terjadi selagi melakukan proses membaca. Dalam *cognitive monitoring* Anda menjaga kesadaran tingkat pemahaman dengan menentukan klu atau tanda yang menggambarkan apakah Anda memahami apa yang anda sedang baca.



FORMATIVE TEST 2

Which of the following guide questions is the most suitable with the text titled:

- 1) “The Powerful Influence of weather” ?
 - A. How does the weather influence people?
 - B. How can people measure the power of weather?
 - C. Why does weather influence ?
 - D. What make the wather powerful?

- 2) “Bringing Science Under the Law”

Based on the above title, the best guide question is

 - A. When was science brought under the law?
 - B. Why should science be brought under the law?
 - C. Who brought science under the law
 - D. How to bring science under the law?

- 3) “Unequal Distribution of Income”

Based on the above tittle, the best guide question is

 - A. Why is income unequally distributed?
 - B. Why should income be distributed?
 - C. How to distribute income?
 - D. Whose income should be distributed?

Read the text .**Answer the Question number 4 - 7 based on the following text**

There are many nonnative speakers of English at colleges and universities in the United States and Canada. Nonnatives are usually foreign students or resident aliens. Foreign students in the United States are nonresident with F or J visas. Resident aliens are immigrants or refugees. In addition, some U.S. and Canadian citizens are nonnative speakers. They do not speak English as their first language.

California is the state with the most foreign students. Texas and New York are next. Other states with large number of foreign students are Massachusetts, Illinois, Michigan, and Pennsylvania. Students from Europe most often attend school in the Midwestern and western states. Latin American most often study in the South and Southwest and Africans usually attend school in the Midwest and South. In Canada, many nonnative speakers study in Quebec and speak French. Some go to school in the provinces of Ontario, Nova Scotia, British Columbia, and Alberta.

- 4) Which of the following is the best title of the text?
 - A. Foreign Students in the United States and Canada
 - B. The nonnative students in U.S
 - C. How English is spoken in U.S
 - D. Studying English in United States and Canada

- 5) Which of the following is *wrong* according to the text?
 - A. All nonnative speakers of English at American colleges and universities are foreign visa students.
 - B. Some U.S. and Canadian citizens are native speakers.
 - C. Students from Europe most often attend school in the Midwestern and western states.
 - D. In Canada, many nonnative speakers study in Quebec and speak French.

- 6) Which city has the most foreign students?
 - A. New York
 - B. Texas
 - C. California
 - D. Michigan

- 7) What will the writer discuss the next paragraph?
 - A. How foreign students live?
 - B. Subjects that foreign students take

- C. The country origin of foreign students
- D. Visa students

Answer the Question 8 – 10 based on the following text.

How working in Group can help students write

To help you learn to write, it is often useful to form a small group with several other writers to discuss, brainstorm, or plan. While some of your thinking needs to be done privately, you also need to learn how to contribute and work effectively in groups, a skill you will need on the job in any situation when you work with other people. Also, as you will notice when you are in a group, sometimes ideas flow better when several people are contributing - in fact, sometimes you even think better and more productively as you hear other people's ideas and react to them. People in the business world know this fact and make use of it in "think tanks" organizations in which people do intensive research or problem solving together. The idea is simply to put some people together and let the sparks fly. Often, better sparks (even bonfires) are the result.

(from Strategies for College Reading and Thinking)

- 8) What is the subject discussed in the text?
 - A. reading
 - B. speaking
 - C. listening
 - D. writing
- 9) What is the background of the subject?
 - A. working together
 - B. grammar
 - C. managing ideas
 - D. writing together
- 10) What will the writer discuss in the second paragraph?
 - A. The reason why learning to write in group.
 - B. The advantage of working in group
 - C. How to develop ideas in groups
 - D. How to organize words in writing

Cocokkanlah jawaban Anda dengan Kunci Jawaban Tes Formatif 2 yang terdapat di bagian akhir modul ini. Hitunglah jawaban yang benar. Kemudian, gunakan rumus berikut untuk mengetahui tingkat penguasaan Anda terhadap materi Unit 2.

$$\text{Tingkat penguasaan} = \frac{\text{Jumlah Jawaban yang Benar}}{\text{Jumlah Soal}} \times 100\%$$

Arti tingkat penguasaan: 90 - 100% = baik sekali

80 - 89% = baik

70 - 79% = cukup

< 70% = kurang

Apabila mencapai tingkat penguasaan 80% atau lebih, Anda dapat meneruskan dengan modul selanjutnya. **Bagus!** Jika masih di bawah 80%, Anda harus mengulangi materi Unit 2, terutama bagian yang belum dikuasai.

Key to Formative Test

Formative Test 1

- 1) A
- 2) B
- 3) D
- 4) D
- 5) A
- 6) C
- 7) B
- 8) A
- 9) B
- 10) C

Formative Test 2

- 1) A
- 2) B
- 3) A
- 4) A
- 5) B
- 6) C
- 7) B
- 8) D
- 9) A
- 10) A

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