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ISBN: 978-602-6988-21-8

PROCEEDINGS

**INNOVATIVE TEACHING PRACTICES IN GLOBAL ERA:
TEACHER'S CHALLENGE OR CHANCE**

July, 30th - 31st 2016



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READING IN CONTENT AREA ACROSS THE CURRICULUM

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Abstract

Reading across the curriculum can be defined as a key competence in the curriculum. It means that students read the text in order to help them to organize thoughts, construct the meaning, and communicate the information and ideas contained in books or electronic text, as well as revealing knowledge across the curriculum.

Content area reading is to read and understand the information on a particular subject. It includes the definition of science in social studies, history, civics, laws and mathematics. To read the related field of content not only reflects on the concepts and necessary ideas to the subjects, but also the structure of the text that is used to read the content area of the study.

Reading and writing are two important things have to be trained in all levels of education. Therefore, it is important to design the integration of reading to all content areas of the study. Integrating needs to be planned in college or school level. In fact, the problems occur at the school level in which teacher still experiences problems in integrating the content area reading of study. The difficulties caused by lack of knowledge onreading. Moreover, the teacher still considers that teaching reading is the responsibility of language teacher.

Various problems of learning reading should be handled immediately. Since, reading skills are important at all levels of education from a primary level to college which relates to reading activities. Hence, integration of reading is needed in all content areas of study.

The use of reading strategies for all content area of the subjects needs the support from experts of universities who understand the concept of reading strategies which can be used for reading learning in the content areas of study, namely KWL PLUS, The DR-TA (Directed Reading and Thinking Activity), Read Aloud, and Retelling. The use of the strategies can be taught by lecturers to students. In addition, it also can be trained to the teacher of the study by reading experts.

Keywords: *Reading, Content Area, Strategy*

I. Introduction

Reading is a form of language skill. The other forms of language skills are listening, speaking and writing. In this case, reading and writing cannot be separated each other, since it is known as a main skill in language. Someone would be a good writer if he had become a good reader. In essence, the ability of reading skills needs to be taught seriously in educational institutions.

Nowadays, the problem can be seen reading skill among primary education to college in Indonesia is increasingly paying attention. These factors due to some reasons; lack of interest in reading among students, the need of educational institutions to teach reading skill seriously, and the problem emerge that teaching reading is only the responsibility of the teacher.

Those problems could be solved, if there is a serious design to address the problem of reading. Moreover, the statement that teaching reading skills only the responsibility of teacher seems to be immediately changed. In fact, all knowledge which is learned in formal educational institution from primary school to college level is closely related to reading.

The idea of integration of content area reading program in the field of the study would require distinct design. It has to involve all the elements of educational institutions, especially teachers. The various primary and secondary schools in the western can be references. At all fields of the study, they do some evaluating of the teachers' ability and indeed teach reading in the content area. After doing an evaluation and training to the teachers, they design the strategies which can be used to teach reading in the content area of the study. Lastly, to determine the success of the integration, the evaluation and assessment of students' reading and writing skills is done in the class.

In this case, the use of a good strategy needs to be applied in teaching reading content area of the study. Strategy design is expected to be used in content area reading of the study. According to the case above, the writer is interested to design the use of strategies in the learning of content area reading of the study.

II. Discussion

Reading across the Curriculum

The term cross-curriculum, nowadays, is better known as a writing movement across the curriculum. The assumption that asserts reading is part of the beginning of writing is actually not completely new. Peha, (2003) explains there are many styles of teaching can help teaching reading. At the styles, there is also a part of learning across the curriculum. Cross-curriculum approach even been advised by Dewey. Now, there are many teachers use the program, since the existence of its success has proven.

To develop cross-curriculum programs must be precisely done. Intervention program which do potentially interfere with other disciplines across the curriculum materials need to be planned by the teacher collectively. Lewis et al (2007) explains when reading is selected as curriculum intervene, the teacher should consider the

effect of intervention effectiveness and compatibility with the school or regional context. Georgia begins to create a new performance standard to ensure that literacy skills of the students are understandable at all fields of the study. The standard is expected to encourage the planning professional development to the teachers at local level. Georgia was first implemented standardized performance in the academic year 2004-2005. Reading across the curriculum is developed in Science, Social Studies, Mathematics, and English for all students in grades 6-12. The main assumption is that teachers need support in making the area of instructional content and assessment improvements to strengthen the reading skills. The Alabama Reading Initiative is the state of continuing professional development program which offers an intensive two-week workshop every summer. This training is given to school team which required participating. Moreover, after a lot of experience delivering professional development in primary and secondary school level, the state then expand literacy efforts for professionals in secondary schools.

Reading and writing are two inter-related skills, it is rarely discussed separately. That makes a reason why the two skills mastered by students can simultaneously show the skill level. Based on the reason above, that is later known as academic literacy. Academic literacy is a term which most commonly used in reference to mark the mastery level of low and middle reading and writing skills. Hopefully, those skills should be able to do in the daily lives outside the school (Bazerman, 2005: 7). The importance of reading which supports writing skill evidenced by research report on those relationships. The results found the fact that a lot of academic writing activities is based on materials that students read and then used as a source which it is earlier discussed critically (Bazerman, 2005).

Reading in the Content Area

It is simply explained that reading in the content area is to read and understand the information on a particular subject. Content areas in the definition include the science of social studies, history, Civics, and mathematics. The related reading of content area not only reflects on the important concepts and ideas of the subjects, but also the text of the structure which is used to read the content area.

However, nowadays the problem is the content area teachers do not use the technique of teaching content (McKenna & Robinson in Ulusoy, 2011). Teachers are also not many understand and know how to teach reading. In fact, teachers are asked to teach reading to students who need it (Bintz, 1997). Furthermore Mallette, Henk, Waggoner, and Delaney (2005) state most of the 20th century is characterized by resistance to teach reading in the content areas. According to Moje (in Ulusoy, 2011), a significant part of research over the last 20 years have shown that in-service teachers rarely enforces content area literacy strategies in class. Mallette also shows that historically many teachers in the middle class believe that the responsibility for all aspects of teaching reading and literacy is the responsibility of the language arts teacher or English teacher.

Many content area study teacher believes that integrating a reading lesson is the other part of teaching. In addition, teachers also argue that integrate reading strategies will tend to be time consuming and it is not very efficient. Bintz found that over the years the teachers have never received formal knowledge of reading in education training. As a result, many of content area study teachers are frustrated because they have not knowledge to teach reading in the content area of the study.

A literature review explains that there are four different beliefs about teaching reading in the content area. The reviews are; the content area teachers should not be teaching reading, teaching reading is the responsibility of other teacher, teaching reading is important in the field of study, and the teacher wants to teach reading but they do not know how to teach reading.

Implementation RCA School

Farris (in McLeod, 2000) proposes the equal program for the curriculum at the school, if the teacher wants to trigger the reading skills extensively, for example, teachers can let each student to choose the text, it is even can be from other reading beyond the list given by teacher. Then the students are asked to write a review for teachers and the other students in the classroom.

It seems that the use of strategies to read aloud, asking, specifying, teaching the unknown words, reading part of the text, making an educated guess for the students, is a strategy that is most often used in school. According to Ulusoy (2011)

sixteen teachers stated that they often do dramatization to increase the students' understanding of the text.

For a teacher, especially they who teach in remote schools, the availability of the book becomes an additional challenge. It is when the RAC program will be applied which means have to put a lot of books. Fresch (in NCTE, 2011: 16) states that different difficulty level of reading because not all students are able to read in accordance with the level of the class. Meanwhile, on the other hand it is not easy for teachers to provide appropriate reading materials, so it can be accessible to those who cannot read. In this situation means that teachers are required to struggle to provide text with different difficulty levels. While all students are required to be good at reading and writing according to the level of the subjects, teachers also need instructions to be learned.

One of the difficulties of the most prominent for a teacher or lecturer in preparing the program across the curriculum, as stated above is to provide adequate reading materials, both the number and the appropriarity of the material. The diversity and richness of reading materials will provide many opportunities for students to choose their own reading material while working on writing projects assigned by the teacher or lecturer. Nowadays, in the digital era, reading materials can be produced not only from textbooks or other books derived from the issuance of printed books. In the preface of Hague and Payton's book (2010: 2) explain that digital literacy is essential thing for everyone who grew up in the digital culture and polish the children and young people with the skills, knowledge and understanding which will help them to take full and active part in social, cultural, economic, civil and intellectual life starting from now and for the future. To be a digital literacy person, one should have access to a variety practice and cultural resources that implement digital tools. It is the ability to create and interpret mode and format sharing; to create, collaborate and communicate effectively and understand how and when digital technology can be used to support the learning process.

RCA in College

College holds an important role in supporting the success of reading and writing program. The opinion is based on the research results conducted by Mustafa Ulusoy. He states that the classroom, social studies and science teacher seems not

use reading strategies for teaching reading. In addition, from the results of the studies show that many teachers do not know how to teach reading. This is because during the teacher training program, they do not receive the main point how to teach reading.

It seems that give the material on teaching reading at college level must also involve all areas of the study. It is because reading skill on language is very important in the future. Furthermore, the integration program of content area reading should be done by all components of academics in college.

Especially the training of learning reading strategies in college seems that students should be taught of reading strategies. In addition, the aspects of reading skills among students need to get more serious attention. The reason is because they will be a teacher who becomes a model for the students in their reading skill.

RCA Teaching Strategies

The students will learn, practice and internalize the important strategy to improve the skills of reading, writing, understanding, and interpreting the reading material in the content area. In reading learning of the content area, there are several strategies can be used. The strategies refer to Billmeyer (2010).

KWL Plus Strategy

KWL PLUS is designed to encourage students to read expository text actively. The basic concept consists of KWL: K means what do I already know? W means what do you want me to know? L means what I want to learn? PLUS is the existence or connection of the learning. KWL provides structure to enable and build prior knowledge. This is done to bring the student input while making purposes at reading. It is indeed to personalize summarization of what has been learned. KWL is a method that can be used independently by students. A complete KWL chart can help students reflect and evaluate their learning experience as well as a useful assessment tool for teachers. The stages that can be used in the KWL strategy are as follows:

1. To identify ideas and concepts that the students read from the reading assignment.

2. Introducing KWL and giving the way how to use the strategy through a new topic of the reading assignment.
3. Students can do either individually, in pairs or small groups and they can brainstorm of what they know about a topic by using KWL.
4. The information is recorded and displayed in the class. During the discussion, it can be seen the best model to explore the information.
5. Teachers led the class to the next stage. They make a list which can be seen by the students. Furthermore, the students are asked to compile and categorize their responses of how to use the information for their reading purpose.
6. Students read with the goal of finding information to answer their questions to verify their knowledge. They recorded what they learned in the column L.
7. Record and convey the obtained information after having a reading. It is done to know the experience learning of the students.
8. Encourage students to decide what they want to know about the topic of other information and to discuss why they are interested in the information.

Directed Reading and Thinking Activity Strategies

The DR-TA raises awareness of the critical process involving input, verification and assessment. This is to improve reading ability and support readers at all levels. The method works for readers in all grade levels and skill levels using a variety of texts. It also allows the reader to self-assess their reading comprehension level. When evaluated to be negative, it can return to unintelligible part for further study. In this case, the teacher does reading guidance and asking questions that could provoke the students. The DR-TA stages can be done as follows:

1. Teacher becomes the supporters in order to not impede the students' participations. While asking the open questions, the teacher provides the guidance of the students and gives a few seconds for students to think about the answer of the question.

2. Students can do a skimmed text; make predictions about the meaning, main ideas, concepts or other information. Reviewing the titles to predict and give an explanation; through titles, charts, maps and even issued a citation to enable the scheme and provide orientation to the text.
3. Text information, it analyses the material or the main concepts which its idea relevant to the concepts, relationships, and available information. The analysis content will help students to think logically while directing students through the text read. In the narrative text, the key elements of the story are the setting and events in the plot. Once the elements are identified, the next step decides to stop the story.
4. Asking the students to make notes to mark information, example, or the evidence of the text which verify or disprove their predictions.
5. Use the following questions:
 - a. What do you think of the story?
 - b. What do you expect will happen?
 - c. Why do you expect this to happen?
 - d. Could it happen in another way?
 - e. Which prediction do you agree or disagree? Give a reason.
6. Have chunked text, stop as directed; interact with them in order to get good reading models.

Read Aloud

Reading aloud can do by students or teachers. It is one of the most beneficial strategy to improve the reading skills of all ages. Listen to the text while looking at the text can help readers process the information more effectively and understanding the way how to read. Students can listen the stresses and pauses when the teacher read, so that students can learn about punctuation and sentence structure. Reading aloud can also develop students' language sensitivity for the students hear the words as used, spoken and interpreted.

1. Reading aloud benefits:
 - a. Listen to the text will help students enjoy and process the text more effective

- b. Introducing the new or difficult text
 - c. Reading of poetry or drama
 - d. The text of special interest
 - e. Focusing students' attention
2. Choose variety materials to be used to read:
 - a. The Book class
 - b. Literature
 - c. Observation
 - d. Children's book
 - e. Teachers or students choose their own books are considered to be useful for students
3. Read in various ways such as:
 - a. Students for small groups
 - b. Students to the entire class
 - c. The teacher to student
4. Providing a safe environment and ensure the successful of reading aloud
5. Read aloud from a book or several books that may be of interest to students. Select the interesting segments that can be read with expression. Stop at a crucial time when students are addicted.
6. Use read aloud in the content area (for example, reading a story out loud about the problem in the math class can help to emphasize the narrative structure to them)

Retelling Strategy

Retelling provides an opportunity for readers to process what they have read with organizing and explaining it to others. It requires students to tell with a coherent story, since students must identify the key points contained in the information. Retelling demanded their recall of information, events and processes. Retelling demanded a good read, because students must be involved in re-reading text which supports to understand the text. Research shows that retelling increase the quantity and quality which understood from reading. Teacher can use the

retelling story as a way to build reading fluency and to measure reading comprehension.

Steps

1. When introducing retelling strategies, the teacher should inform the students about the steps and the importance of the use of re-reading strategies.
2. Emphasize the sequence and structure of the text as a logical means to retell.
3. Students read the text several times to identify and internalize the most important points of the text. Use graphic organizer or some appropriate organizer to prepare retelling using their own words and style.
4. Start by using the shorter and easier text as a prelude to improve the quality of students' understanding of reading.

Mathematics Retelling Rubric

Does the retelling

No	0 Effort	1 Need Improvement	2 Average	3 Good	4 Very Good	5 Being Sample
1	When does it use the procedure?					
2	Does it define the procedure concept?					
3	Does it identify the first step of the concept?					
4	Is it reasonable or not for the students?					
5	Sound organizer					
6	Is there the order of the procedures?					
7	When does it can be applied in the real world situation?					
8	Does it answer the problem of the question?					

Literary Retelling Rubric

Does the retelling

	0	1	2	3	4	5
No	Effort	Need Improvement	Average	Good	Very Good	Being Sample
1	Does it tell when and when the story takes place?					
2	Character's name?					
3	Explain the main point of the story!					
4	Describe the supporting story!					
5	Is it making sense for the readers?					
6	Sound organizer					
7	Plot?					
8	Main problem of the story?					
9	How does the problem solved of the story?					

Historical Retelling Rubric

Does the retelling

	0	1	2	3	4	5
No	Effort	Need Improvement	Average	Good	Very Good	Being Sample
1	Does it tell when and where the situation takes place?					
2	Does it tell the name of the character?					
3	Explain the main point of the situation!					
4	Explain some supporting detail lists!					
5	Does it make sense for the readers?					
6	Sound organized?					
7	Situation order					
8	What is the main problem?					
9	Is the problem solved? How could it happen?					

Science Retelling Rubric

Does the retelling

No	0 Effort	1 Need Improvement	2 Average	3 Good	4 Very Good	5 Being Sample
1	What are the presented issues?					
2	What are the expected results?					
3	Are identifying the main concept or procedure?					
4	Describe some variables of the concept or procedure!					
5	Is it following the process/steps?					
6	Sound organized?					
7	What is the procedure order?					
8	How it can be applied to real world situation?					
9	Knowing whether the results of the procedure are being expected or not?					

III. Conclusion

Integration of reading learning of content area across the curriculum becomes a very important movement. It is because all of the area content of academic subject will demand a good understanding of the material. Actually, there are many obstacles which occur in content area reading. These issues should be an obligatory task so that the integration of content area reading can be done well.

In practice there are several obstacles which happen between student and teacher. The student factor here shows that the motivation and spirit of the students are very weak. Furthermore, the teacher factor has the assumption that content area reading is the responsibility of the teacher. The study teachers feel they have no more responsibility on the issue. In addition, the content teacher of the study does not have more strategies to teach reading in the content area of the study. Therefore, training and teaching movement of content area reading strategies must increasingly need more serious attention.

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