

MENINGKATKAN READING COMPREHENSION SISWA UNTUK MENGHADAPI TKA

**MGMP BAHASA INGGRIS SMA
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Pemanfaatan Teks Multimoda & Strategi Reading Comprehension

Mengapa Reading Comprehension Penting dalam TKA?

Tantangan yang dihadapi siswa:

- Teks semakin beragam dan kontekstual.
- Informasi tidak selalu disajikan dalam bentuk paragraf.
- Siswa perlu menemukan **informasi tersurat dan tersirat**.
- Siswa perlu menghubungkan informasi dari beberapa bagian sumber.
- Siswa harus mengevaluasi informasi dan menarik kesimpulan.
- Kosakata yang tidak dikenal dapat menghambat pemahaman.

Intinya:

Reading comprehension $\neq$ translating every word.

Reading comprehension = constructing meaning from evidence.

Dari “Reading Text” ke “Reading Multimodal Text”

Apa itu teks multimoda?

Teks yang menyampaikan makna melalui **lebih dari satu mode komunikasi**.

Contoh:

 Written text  Infographic  Chart/Graph  Data/Statistics

 Image  Map  Table  Digital text

Contoh kombinasi:

Article + infographic + chart

Siswa tidak hanya membaca kalimat, tetapi harus:

LOOK → READ → CONNECT → INTERPRET → EVALUATE

Kelebihan Multimoda Text

Teks multimoda dapat melatih siswa untuk:

- Lebih menarik dan tidak monoton.
- Mempermudah pemahaman
- Menyajikan informasi secara ringkas
- Membantu pembaca menemukan informasi penting
- Mengakomodasi berbagai gaya belajar
- Meningkatkan kemampuan berpikir kritis
- Meningkatkan kemampuan interpretasi
- Mendukung pembelajaran kontekstual

Teks multimoda sangat bermanfaat karena siswa tidak hanya membaca kata-kata, tetapi juga **menafsirkan gambar, memahami grafik, menghubungkan informasi, membuat inferensi, dan mengevaluasi pesan.**

Mengapa Multimoda Text?

Teks multimoda dapat melatih siswa untuk:

- Menemukan informasi eksplisit.
- Mengidentifikasi informasi penting.
- Menghubungkan teks dan visual.
- Membandingkan informasi.
- Menafsirkan data dan Membuat inferensi.
- Mengevaluasi informasi.
- Menentukan kesimpulan berdasarkan bukti.

Prinsip pembelajaran:

One text → multiple ways of thinking

Contoh Multimoda Text

TOPIC: DIGITAL PAYMENT

Text

Digital payment allows people to pay for goods and services using electronic devices. It can make transactions faster and reduce the need for cash.

Infographic

Payment Method	Users
E-wallet	68%
Mobile Banking	57%
Debit Card	42%
Cash	31%

Question:

Which statement is BEST supported by both the text and the infographic?

Yang dilatih:

- 🔍 Finding evidence
- 🔗 Connecting sources
- ❓ Making inference
- ⚖️ Evaluating information

Reading Comprehension Level

1. TEXTUAL / LITERAL

What does the text say?

- . identifying information
- . locating details
- . identifying main ideas
- . identifying sequence
- . identifying reference

2. INFERENTIAL

What does the text mean?

- . making inference
- . identifying implied meaning
- . predicting
- . interpreting relationships
- . drawing conclusions

3. EVALUATION & APPRECIATION

What can we judge from the text?

- . evaluating claims
- . evaluating evidence
- . comparing information
- . identifying bias/purpose
- . assessing relevance

Reading Comprehension Strategy

**Preview Before
Reading**

**Identify the Reading
Purpose**

**Skimming &
Scanning**

**Keyword &
Synonym Awareness**

**Evidence-Based
Inference**

**Membaca
Data Visual**

Eliminasi Pilihan Jawaban

Preview Before Reading

Ingatkan siswa **tidak langsung membaca seluruh teks dari awal sampai akhir**

Gunakan: **P–P–P**

1. Preview

Look at the title, image, heading, chart, and source.

2. Predict

What will the text probably discuss?

3. Purpose

What information might the reader need?

Teacher prompt:

“What can you predict before reading the text?”

Identify the Reading Purpose

Siswa perlu mengetahui **apa yang harus dicari**.

Question	What to Look For
What is the text mainly about?	Main idea
According to the text...	Explicit information
What can be inferred?	Clues + reasoning
Why does the writer...?	Purpose/reason
Which statement is supported?	Evidence
What does “it” refer to?	Reference
Which statement is NOT true?	Detail comparison

Question → Target → Evidence

Ajarkan siswa mencari **bukti**, bukan sekadar memilih jawaban yang “terdengar benar”.

Skimming and Scanning

SKIMMING

Untuk menemukan **gambaran umum**.

Fokus pada:

- . title
- . first/last sentence
- . headings
- . repeated words
- . keywords

Question:

What is the main idea?

SCANNING

Untuk menemukan **informasi tertentu**.

Fokus pada:

- . names
- . numbers
- . dates
- . places
- . keywords

Question:

According to the text, when did...?

Keyword & Synonym Awareness

Dalam soal TKA, kata dalam pertanyaan **tidak selalu sama** dengan kata dalam teks.

Question:

Why did the program **increase**?

Text:

The number of participants **rose** significantly. (**increase = rise**)

Latih siswa membuat hubungan:

QUESTION WORD → TEXT WORD

Contoh:

important → significant

increase → rise

decrease → decline

difficult → challenging

result → outcome

problem → issue

Don't search only for identical words. Search for meaning

Evidence-Based Inference

Ajarkan siswa bahwa **inferensi bukan menebak**.

Gunakan formula: **TEXT EVIDENCE + LOGICAL REASONING = INFERENCE**

Text:

Many students bring reusable bottles to school.

The school has also reduced the use of plastic cups.

Question:

What can be inferred?

Reasoning:

Reusable bottles + Plastic cups



The school community is becoming more environmentally conscious.

Membaca Data Visual

Saat menghadapi **chart, graph, table, atau infographic**, ajarkan siswa membaca secara sistematis.

T–A–C

T — Title

What is the topic?

A — Axis/Amount

What do the numbers represent?

C — Compare

What is higher, lower, increasing, or decreasing?

Kemudian tanyakan:

What does the data show?

Bukan hanya:

“What number do you see?”

Eliminasi Pilihan Jawaban

Ajarkan siswa **tidak hanya mencari jawaban benar**, tetapi juga mencari jawaban yang salah.

Gunakan F-A-T

F — False : Bertentangan dengan teks.

A — Absent : Tidak ada bukti dalam teks.

T — Too broad/narrow : Terlalu luas atau terlalu spesifik.

Pilihan yang tersisa harus:

Supported by evidence

Strategi Membaca Berdasarkan Jenis Pertanyaan

Jenis Pertanyaan	Strategi
Main idea	Skimming
Specific detail	Scanning
Vocabulary	Context clues
Reference	Read previous sentence
Inference	Evidence + reasoning
Purpose	Analyze text function
Comparison	Locate both sources
Data interpretation	Read title + values
Evaluation	Claim + evidence

Contoh Mini TKA Multimoda

TEXT

More teenagers are using bicycles to travel to school. Cycling can reduce traffic and provide physical activity.

INFOGRAPHIC

Reasons Students Cycle

- 🚲 Exercise — 45%
- 🌱 Environment — 30%
- 💰 Save Money — 15%
- 🚗 Avoid Traffic — 10%

Question

What can be inferred from the text and infographic?

- A. Most students cycle mainly to save money.
- B. Environmental concerns are one reason students cycle.
- C. Avoiding traffic is the main reason students cycle.
- D. Cycling is less popular because it requires exercise.
- E. Most students prefer cars because cycling is expensive.

Answer: B

Evidence:

Text → cycling has environmental benefits.

Infographic → environment = 30%.

Narrative Text

The Lion and the Mouse

Once upon a time, in a thick jungle in Africa, there lived a strong and fierce lion. Every afternoon, the lion would rest under the cool shade of a big tree after walking through the forest.

One day, while he was sleeping, a playful little mouse passed by. The mouse saw the lion's thick mane and was curious. He climbed up and began to jump around on the lion's head, playing in his mane.

The lion woke up suddenly and was not happy at all. He quickly caught the mouse in his big paw and roared, "Who dares to wake me up?" He was very angry and almost killed the mouse.

Scared and shaking, the mouse begged the lion, "Please don't kill me! I didn't mean to bother you. If you let me go, I promise I'll help you one day."

The lion laughed loudly. "You? Help me? That's funny." But the lion was feeling kind, so he let the mouse go free.

A few days later, the lion was walking through the jungle again when he fell into a trap. A net set by hunters caught him, and he couldn't escape. He tried to bite and tear the ropes, but they were too strong. The lion roared loudly, hoping someone would come.

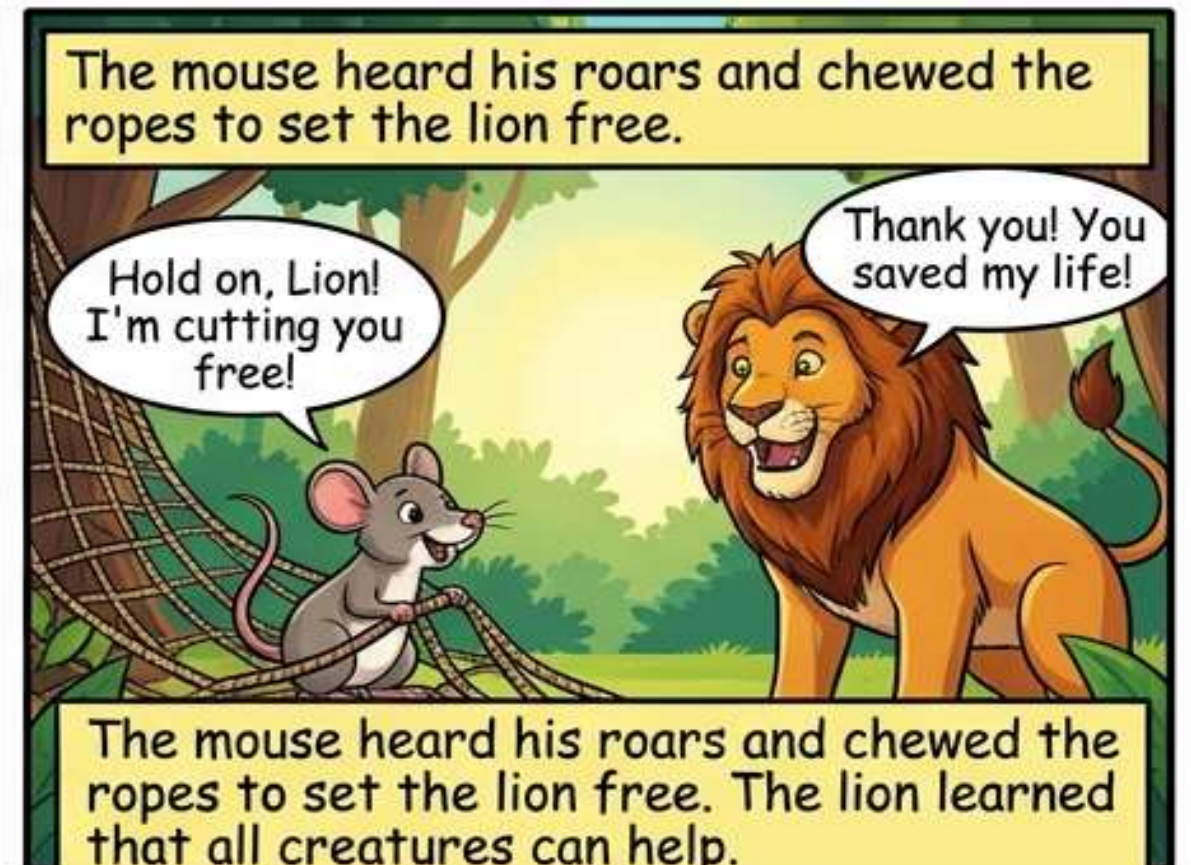
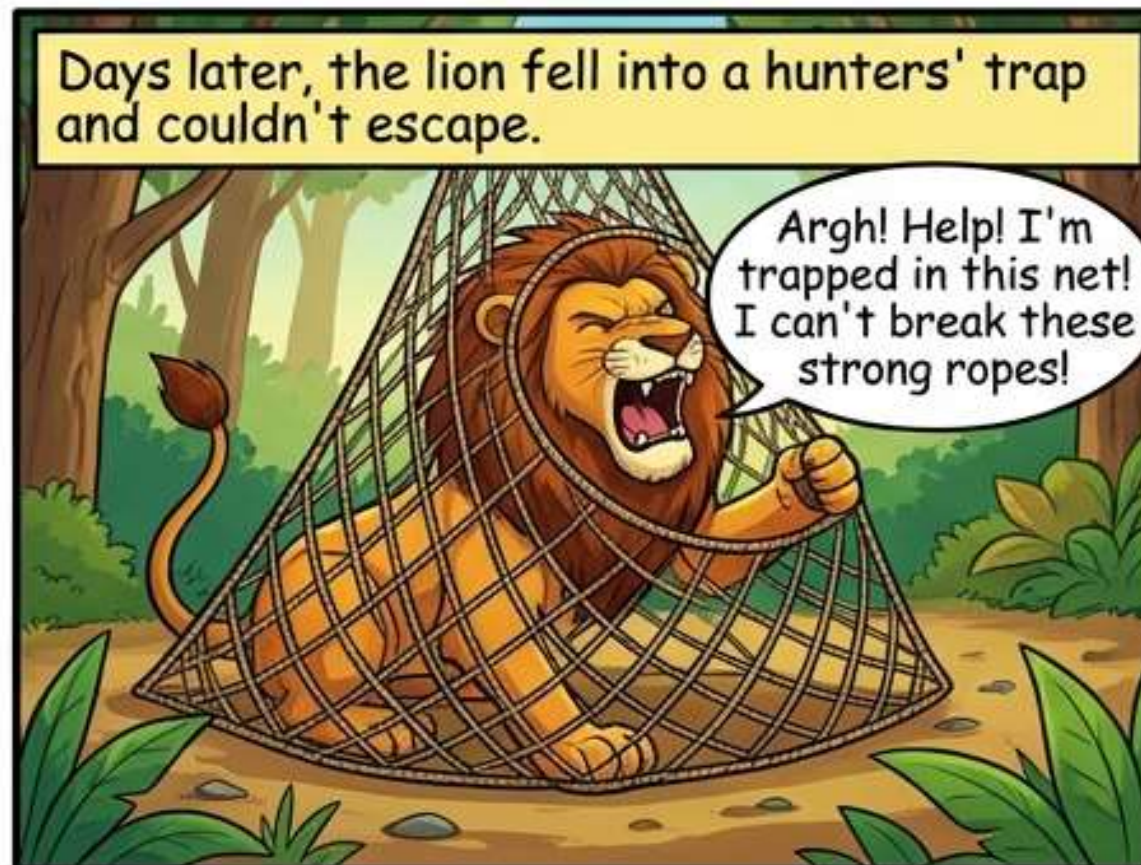
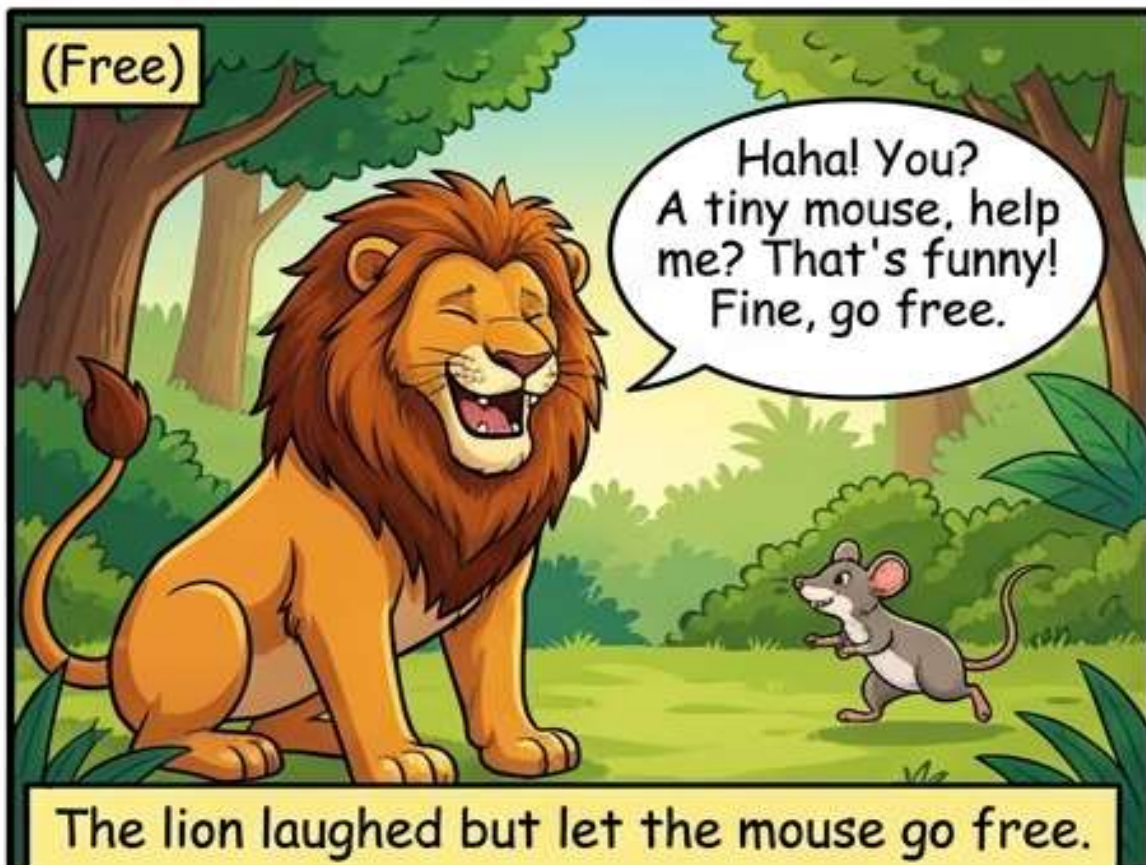
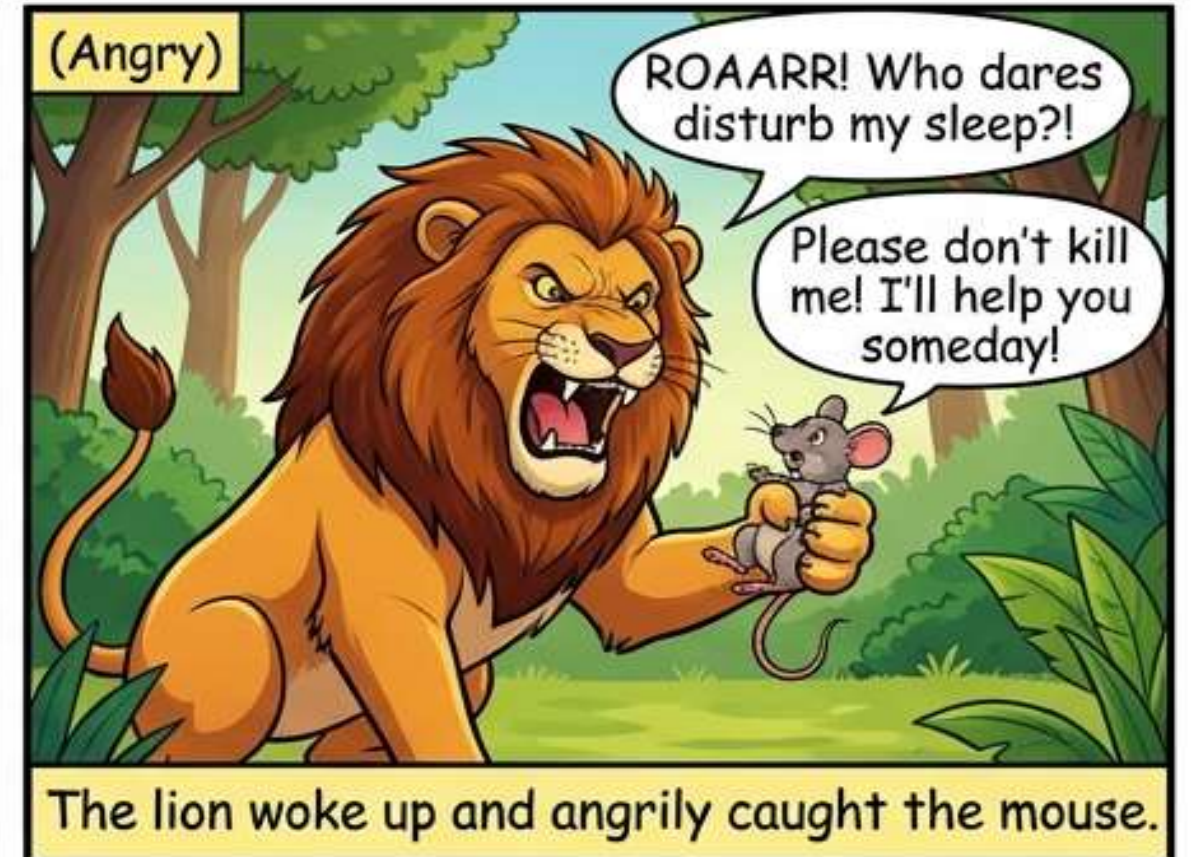
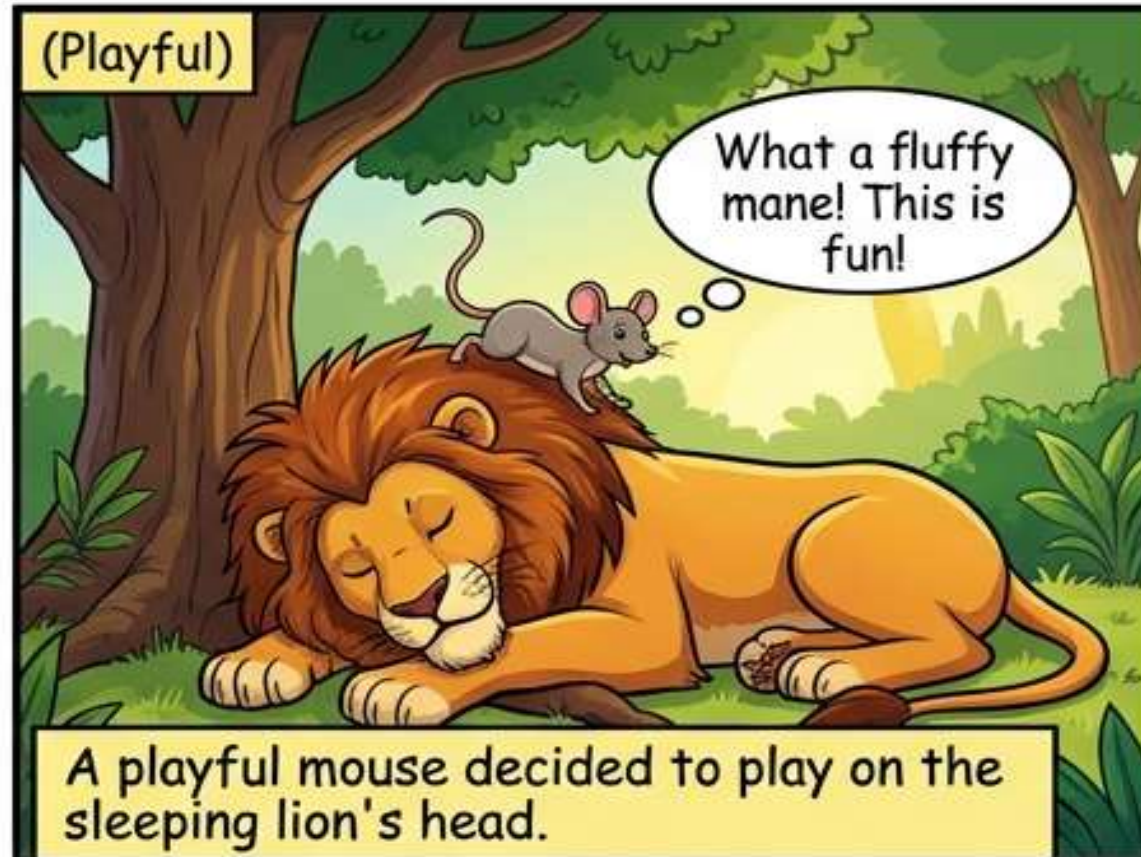
The mouse heard the roar and ran to help. He saw the lion trapped and quickly started to chew the ropes with his sharp teeth. After some time, the net broke, and the lion was free.

The lion looked at the mouse with surprise and said, "Thank you! You really saved my life."

The mouse smiled and said, "I told you I would help you one day."

From that moment on, the lion and the mouse became close friends. The lion learned that even small creatures can do great things, and we all need help sometimes.

The Lion and The Mouse



Questions

Why did the lion let the mouse go?

- A. The lion genuinely believed that the mouse was powerful enough to help him someday.
- B. The lion was not hungry and therefore did not see any immediate need to eat the mouse.
- C. The mouse's promise was so ridiculous to the lion that it amused him to be kind.
- D. The mouse had convinced the lion that they could become friends instead of enemies.
- E. The lion decided to set a rule for his jungle that all tiny creatures should be spared

Considering the final message, "The lion learned that all creatures can help," which other proverb fits the story?

- A. "Actions speak much louder than words."
- B. "Birds of a feather will flock together."
- C. "A single swallow does not make a summer."
- D. "A friend in need is indeed a true friend."
- E. "Do not judge any book only by its cover."

Procedure Text

How to Manage Time for Tests

Plan well • Stay calm • Do your best!

Good Time = Better Results

- 1 Plan Before the Test**
 - Look at the test format and number of questions.
 - Decide how much time to spend on each section.
 - Make a quick plan before you start.

CHECKLIST

 - ✓ Read instructions
 - ✓ Check all questions
 - ✓ Plan your time
- 2 Read the Instructions Carefully**
 - Look for keywords like "choose", "true/false", "NOT", etc.
 - Know what each question asks.
 - Don't rush. Read twice if needed.
- 3 Manage Your Time During the Test**
 - Start with the questions you find easiest.
 - Don't spend too much time on one question.
 - Keep an eye on the clock.
 - Leave time to check your answers.
- 4 Use Test-Taking Strategies**
 - Eliminate wrong answers if you're not sure.
 - Use context clues for unknown words.
 - Look for clues in the question and the options.
- 5 Stay Focused and Calm**
 - Don't let stress distract you.
 - If you feel stuck, take a short break (if allowed).
 - Keep a positive mindset.

Take a deep breath...
- 6 Check Your Answers**
 - Make sure you answered all questions.
 - Check for careless mistakes (spelling, numbers, etc.).
 - If time allows, review your answers.

Good preparation today builds your success tomorrow!

You Can Do It!

Questions

What should students do before starting a test?

- ☐ Make a quick plan for the test.
- ☐ Answer the hardest questions first.
- ☐ Spend equal time on every question.
- ☐ Check every answer before beginning.
- ☐ Skip the instructions to save time.

Which strategies would be most useful for a student who often runs out of time during tests?

- ☐ Spend unlimited time on difficult questions.
- ☐ Answer randomly when the test feels difficult.
- ☐ Avoid looking at the clock during the test.
- ☐ Make a time plan before starting the test.
- ☐ Leave some time to check answers at the end

A student wants to improve her test-taking habits.

Decide whether each proposed action is **Helpful** or **Not Helpful**.

- She stays calm when she finds a difficult question. H / NH
- She skips all questions that seem unfamiliar. H / NH
- She checks for careless mistakes before submitting. H / NH

**Thank
You**

**LET'S
DISCUSS**