

CHAPTER I

INTRODUCTION

A. The Background of the Study

In studying of English, there are four skills to be mastered by students. They are, listening, speaking, reading, and writing. According to (Grabe and Stoller, 2002) without reading, the opportunities for improving one's life are limited. So people especially for students are expected to increase their interest in reading activities and try to develop their reading comprehension. Reading ability can be developed as much as reading interest increased too. People or good readers are possible to use some strategies in comprehending a text and teachers are possible to facilitate the reading activities by using techniques and instructions in the class room.

Kurikulum Tingkat Satuan Pendidikan (KTSP, 2006) about standard competency of reading states that students are expected to be able to comprehend the meaning (sense) of various genre texts namely, narrative, report, analytical exposition, description, and hortatory exposition. Students must be able to reach the standard competency then they can pass English course (Depdiknas, 2006).

Learning to read well is a long-term developmental process. At the end point, the proficient students can read a variety of materials with ease and interest, can read for varying purposes, and can read with comprehension whether the material is difficult to understand or not intrinsically interesting. Readers who are good in comprehending of text are capable of acquiring new knowledge and understanding new concepts, are capable of applying textual information

appropriately, and are capable of being engaged in the reading process and reflecting on what is being read. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Reading consists of three elements: the reader (students), the text, and the activity or purpose for reading. **1. The Reader (students)**, The reader brings to the act of reading his or her cognitive capabilities (attention, memory, critical analytical ability, inferencing, visualization); motivation (a purpose for reading, interest in the content, self-efficacy as a reader); knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies); and experiences.). **2. The Text**, The features of any given text have a large impact on comprehension. While reading, the reader constructs various representations of the text that are important for comprehension. Those representations include the *surface code* (the exact wording of the text), the *text base* (idea units representing the meaning of the text), and the *mental models* (the way in which information is processed for meaning) that are embedded in the text. **2. The Activity**, The reading activity involves one or more purposes or tasks, some operations to process the text, and the outcomes of performing the activity. Processing the text involves decoding the text, higher-level linguistic and semantic processing, and self-monitoring for comprehension. The outcomes of reading are part of the activity. The outcomes can include an increase in knowledge, a solution to some real-world problem, and/or engagement with the text. However, these outcomes may or may not map

directly to the reader's initial purpose in reading. The long-term outcomes of reading—improved reading comprehension ability, increased knowledge, and engagement with the text—are of the greatest direct relevance to educators. One of the nation's highest priorities should be to define the instructional practices that generate long-term improvements in learners' comprehension ability.

In reality, many students have problems in comprehending the meaning of text, and failures in reading comprehension are often found in the classroom. The problem happened because the interest of students in reading activity still low. Based on UNESCO (2008) findings, numerically, the problem of illiteracy is most significant in the most populous countries. These are: Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, and Pakistan (the E9 countries). In Badan Perpustakaan Kalimantan Timur (2011), the Central Statistics Agency (BPS) released a survey on finding how much people have their interest on two activities, watching, and reading. The survey was conducted to residents of 10 years of age and over. The result was surprising; 90.27 percent of the population likes watching and only 18.94 percent enjoys the activity of reading newspapers/magazines. The findings were significant. From the three-year data (2003, 2006, and 2009) of BPS, the percentage of audience continues increasing. Proven over the last three years (2006-2009), it has increased nearly five percent (from 85.86 to 90.27). As for reading, the percentage continues to experience a similar decline of about five percent (from 23.46 to 18.94). In addition, Medan Bisnis (2011) found that people of North Sumatra were definitely weak in reading comprehension and no have interest in reading activity. These happened because

of some factor, namely; poor motivation, still using conventional method, students don't know what exactly reading is, lack of vocabulary and passive activity. These factors must be overcome by the teacher; teacher should make variations and choose a suitable strategy in teaching reading in order to increase students' interest in reading.

Much research and teaching in the area of reading comprehension has identified that readers need to be strategic and actively involved to comprehend (Pearson, 1983). As students learn to put the sources of information together to derive meaning, teachers also help them acquire knowledge. Therefore, teacher can facilitate reading activity through the TSI. (El-Dinary, et al, 1993) developed a comprehensive, high-intensity, long-term approach to strategy implementation called *transactional strategies instruction*. In the transactional approach to strategy instruction the teacher provides support and guidance to students as they apply strategies while interacting with text and learning content. A central goal of instruction is the self-regulated use of the strategies. The term *transactional* is used to emphasize that (1) meaning is determined through the interaction of prior knowledge and information conveyed through print; (2) one person's reaction is influenced by what other group members do, think, and say; and (3) the meaning that emerges is the product of the group's interactions. In transactional strategies instruction, students learn numerous strategies namely, predicting, questioning and answering, visualizing, seeking clarification, responding to text based on prior knowledge, and summarizing. Therefore, implications from the studies indicate TSI provides students with an array of strategies, increased readers'

comprehension, and developed independent readers (Pressley, et al., 1995) in (Klingner, 2007) . However, empirical evidence on the effectiveness of transactional strategies instruction needs to be found, especially for teaching reading comprehension to the students who learn English as a foreign language. To proof the effectiveness empirically, a research especially an experiment needs to be conducted.

B. The Problem of the Study

Based on the background of study above, a research problem was formulated as follows:

“Does Transactional Strategies Instruction (TSI) have significant effect on students’ reading comprehension?”

C. The Scope of Study

There are many variables that affect reading comprehension. They are students’ variables, text variables, educational-context variables and teacher’s variables. However, this study focused on identifying the effect of Transactional Strategies Instruction on students’ reading comprehension. It is teacher variables which is strategy instruction to facilitate teaching reading activities as the basic factor affects students’ reading comprehension. There are four levels of reading comprehension, namely: literal, inferential, critical, and creative comprehension. However in this study, literal and inferential comprehension needed to be discussed. And the genre of the text being discussed is narrative and analytical expository text.

D. The Objective of Study

The objective study is to find out the effect of applying TSI on students' reading comprehension.

E. The Significance of The Study

The findings of the study can be useful for:

1. The teachers to improve their ability in teaching reading.
2. The students to implement some strategies when they are doing reading activity in order to increase their interest in reading.
3. The students of university as a reference for them to conduct these strategies to validate this finding.