

CHAPTER I

INTRODUCTION

1.1 Background of the study

Reading cannot be separated from our daily life. Unconsciously, all students in any level of education are doing reading activity in their daily life, such as: reading advertisement both in print and screen version, reading invitation cards, and reading instruction while students operating electronic tools. Beside that, the extension of scientific book in English language makes students have to master reading skill. Another reason of why reading is crucial to be learnt is that to face UAN (Ujian Akhir Nasional). In UAN, Reading is one of skill that is tested. That's why students have to practice reading a lot as a preparation to face this exam. Moreover having good reading skill is not a guarantee to be a successful person but success will be hard without being skillful reader (Grabe, 2009). Therefore, Reading is very important to be mastered.

To master reading skill, students have to be good readers. Good readers are they who can construct meaning from the text (Brown,2001). Good readers can active their schemata and strategies to help them comprehend the text (Klingner, 2007). While students can active their schemata, they can make connection between their schemata and the stated information. Schemata can help student interpret the writer's intention easily. Activating schemata only is not enough to be a good reader in comprehending text. Moreover, to be a good reader, students need to be strategic readers first as cited in (Klingner, 2007). Strategic readers are they who can apply appropriate strategic depending on their treading

goal automatically (Grabe, 2009). Strategic readers know what strategy that should be used before, during and after reading. Thus, Reading strategic help students increase their comprehension.

The more students aware about the use of strategy, the more they can comprehend the text. Even though students can decode text fluently, they are not aware of strategic that are used in reading (Grabe, 2009). Hence, it is important to teach strategic for students to improve their reading comprehension. The key feature of successful teaching receptive skills such as reading is the teacher concern on the comprehension (Harmer, 1998). Teaching reading is different with testing reading. So far most of teachers are doing reading test. Teacher asks students to read the text, and then let them to answer the question related with the text. It is better for teacher to model the reading strategic to students, so that students can follow the teacher and students will be able to use their strategy independently later on, but students with lack motivation, display behavioral and academic problems.

This problem also happen in school that the researcher observe that is the researcher conducted this research in the MA Daruttaqwa Suci Gresik, The researcher found the tenth graders classroom have low achievement in reading comprehension text , they are lazy to read and low motivation to share the difficulties in conducting teaching process.

There are many different kind of the texts, each of the text bring differ reader interested and the level difficulties in comprehend it. The difficult in comprehend the text are not just from the word written used but also the content

of information given. Here should be better to implement the appropriate strategy use during teaching process.

All of the problems in teaching learning English relates to the reading ability have to find the best solution. Dealing the discussion above the researcher offers teaching method by using Transactional strategies instruction (TSI). Based on the problem and the student level grades, TSI can be the best alternative to overcome that problem besides it has not been applied by the teacher yet. In this research, the researcher use TSI method to teach Reading Comprehension of Narrative text since it still becomes one of their problems in the first semester of tenth grade. Besides, considering each semester have Narrative topic especially in Senior high so by applying TSI used to teach Reading comprehension of Narrative text in this research, they will have good progress on it as well as in other kinds of reading text.

According to (Klingner, 2007) Transactional Strategies Instruction is kind of teaching method to help students comprehend text well. This is applied by the teacher through present those strategies, model and guidance students to apply those six strategies while they are interacting with text and learning content during reading process. Transactional Strategies Instruction is an method to teach reading comprehension by modeling six strategies (Predicting, questioning & answering, Visualizing, Seeking clarification, responding to text based on prior knowledge, and summarizing).

Transactional strategies instruction (TSI) helps student gain their reading comprehension since this is provides six strategies that should be taught to

student. When students can use those six strategies by their selves without any guidance from teacher, comprehension will be achieved easily. Because of the function of Transactional strategies Instruction in teaching reading comprehension, the writer desires to conduct a study about the Implementation of Transactional strategies instruction (TSI) to improve the tenth grader's reading comprehension of Narrative text.

1.2 Research Problem

How could the implementation of Transactional Strategies Instruction (TSI) improve students' Reading comprehension of Narrative text to the tenth graders in MA Daruttaqwa Suci Gresik?

1.3 Objective of the study

This study attempts to know Transactional strategies instruction (TSI) to improve result toward student reading comprehension in Narrative text at tenth grades and how the students' responses sharing and feeling about the implementation of it in classroom.

1.4 Scope and Limitation of the study

In this research, the researcher gives scope and limits the problem. In this research, the researcher only focuses on implementing Transactional Strategies instruction (TSI) to improve reading comprehension to the tenth graders at MA Daruttaqwa Suci Gresik. The researcher will give limitation of the problem in teaching Reading Comprehension of Narrative text by using TSI for 10 C class at Daruttaqwa Suci Gresik.

1.4 Significance of the study

The study entitled “The Implementation of Transactional strategies instruction (TSI) to improve the tenth grader’s reading comprehension of Narrative text at MA Daruttaqwa Suci Gresik ” is expected to give a significance contribution to the education quality development. In this case, hopefully this study can give information for teachers in applying a strategy to teach reading comprehension. Besides that, it is also hope that Transactional strategies Instruction can be an alternative method in teaching reading since there are many advantages offered. The writer also hopes that this study will give a benefit to provide better way for teaching Reading Narrative.

1.5 Definition of Key Terms

To provide readers the clear definition of the subject matter that is going to discuss in this study and to avoid misunderstanding to the term used in this study: Therefore some key terms are defined as follows:

- a. Transactional strategies Instruction: Method to teach reading comprehension by modeling and guiding on how and when six of strategies (Predicting, questioning & answering, Visualizing, Seeking clarification, responding to text based on prior knowledge, and summarizing) are used properly while the reader is actively constructing meaning with others on reading process (Klingner, 2007).
- b. Reading comprehension: Extracting the require information from written text as efficiently as possible.

c. Narrative text: a text that consists of orientation, complication, sequence of events, and resolution and which the purpose is to amuse or entertain the reader or listener