THE IMPLEMENTATION OF TRANSACTIONALSTRATEGY INSTRUCTION FOR TEACHING READING COMPREHENSION NARRATIVE TEXT IN SMPN 2 MENGANTI

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Abstrak

Penelitian ini dilaksanakan berdasarkan studi pendahuluan di SMPN 2 MENGANTI yang mana menujukan bahwa siswa mengalami kesulitan di dalam reading comprehension. Bahkan, skor yang diperoleh oleh siswa sangat rendah. Rata-rata yang diperoleh dari pretest adalah 59,6 sedangkan kkm untuk pelajaran bahasa inggris adalah 75. Ini berarti bahwa siswa tidak bisa mencapai standar minimum sekolah.Penelitian ini dilakukan di SMPN 2 MENGANTI. Penelitian ini bertujuan untuk meningkatkan pemahaman membaca teks narasi dengan menggunakan strategi TSI di kelas sembilan. Desain penelitian ini adalah tindakan kelas. Peneliti didampingi oleh mitraguru . penelitian ini dilakukan satu siklus yang dibagi dalam empat tahap utama yaitu: perencanaan, tindakan, observasi, dan refleksi.Hasil dari penelitian tersebut menunjukan bahwa strategi ini efektif untuk digunakan dalam mengajar pelajaran reading comprehension untuk kelas sembilan di SMPN 2 menganti. Rata-rata nilai siswa dalam pretest adalah 59,6 dan mengalami peningkatan pada post test yang mana rata-rata siswa 80,6.Sesuai dengan hasil dari penelitian, dapat disimpulkan bahwa strategi TSI dapat meningkatan reading comprehension siswa, karena strategi ini dapat membuat siswa menikmati pelajaran membaca, sehingga siswa dapat memahami dan menjawab pertanyaan dengan baik. Hal ini ditunjukan pada hasil dari skor siswa yang mengalami kenaikan dan dapat melampaui batas kkm. Hal ini menjelaskan bahwa strategi ini dapat memecahkan masalah siswa dalam pelajaran membaca dalam teks narasi.

Dari hasil peneltian tersebut dapat disarankan untuk guru dapat menggunakan strategi ini dalam mengajar pelajaran membaca dan untuk peneliti selanjutnya dapat menggunakan strategi ini untuk meneliti didalam jenis teks lainnya dan jenjang kelas yang berbeda.

.Abstract

   This study was conducted based on the preliminary study in SMP N 2 MENGANTI – Gresik which showed that the student had difficulty in reading comprehension. In fact, the students's score was low. The average score obtained from pretest was 59,6 and the passing grade (KKM) for English lesson was 75. It means that the student could not achieve the standart minimum of the school.
   This study was conducted in SMP N 2 MENGANTI. This study aimed to improve Reading comprehension in narrative text by using TSI strategy at ninth grader's . the design of this study was classroom action research. The researcher was accompanied by teacher partner. This research was conducted in one cycle which was divided in four main stages such as ; planning, acting, observing and reflecting.
   The reaserch finding showed that this strategy was effective to teach reading comprehension for ninth grader's at smp n 2 menganti. The student' average score in prre test was 59,6 and the score improved in post test with the student' average score in post test was 80,6.
   Based on the research findings, it could be conclude that TSI strategy could improve student' reading comprehension, because this strategy can made students enjoy in reading, so that the students could understand the text and they could the answer well. It was proved by the result of the test that the researcher did in this study which showed that the students' score increased until reaching the passing grade. It mean that the strategy could solve classroom problem in reading narrative text.
   Based on research findings, two sugestion provided. The first, the English teacher is recommended to use TSI as a effective method in teaching reading narrative text. The second, the next researcher who wants to conduct a research using TSI are recommended to conduct this research in different areas and levels.

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INTRODUCTION

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 extention of scientific book English language makes students have to master reading skill. Another reason of why reading is crucial to be learnt is that to face Ujian Akhir Nasional (UAN). 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 the exam. Moreover having good reading skill is not a guarentee to be a successful person 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 (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. Activiting schemata only is not enough to be a good reader in comprehending text. Moreover, to be 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 startegic 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 improve their reading comprehension. The key feature of successfull 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 leter on, but students with lack motivation, display behavioral and academic problems.

This problem also happend in school that the researcher observe that is the researcher conducted this research in SMP Negeri 2 Menganti Gresik, The researcher found the ninth graders classroom have low achievement in reading comprehension text, they are not interested to read and low motivation to share the difficulties in conducting teaching process.

There are many different kind of the text, 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 Rading Comprehension of Narrative Text since it still becomes one of their problems in the first semester of ninth grade. Besides, considering each semester have 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 strategy to help students comprehend next well. This is applied by the teacher through present those strategies, model an guidance students to apply those six strategies while they are interacting with text 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 (TSI) in teaching reading comprehension, the writer desires to conduct a study about the implementation of Transactional Strategies Instruction (TSI) to improve the ninth graders reading comprhension of Narrative text.

Based on the background of the study above, the researcher formulates the research question, as follow:

1. How is the implementation of transactional strategies instruction in teaching reading comprehension of narrative text to the ninth graders?

RESEARCH METHOD

Based on the research question which has been told before, this study was conducted classroom action research. *"Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research"*

Besides, (Harmer, 2001) defines that is a series of procedure that can be used by the teacher to improve aspects of their teaching or to evaluate the success and appropriateness of certain activities and procedures. So it can be concluded that action research is a series of procedures that can be used by the teacher to improve education through change.

It is conducted by the teacher as classroom participant. Teacher needs to know what is actually happening in the classroom, collecting the data, and evaluating teaching and learning process, doing something to solve the problem an if it is satisfied, successful until increasing of changing is appeared.

Subject of the study

To conduct the research, the researcher selected the ninth graders students of SMP Negeri 2 Menganti Gresik Gresik to be researched. It concerned with one class only consisted of 35 students. The researcher selected the ninth grade of 9B class as the subject of the study with the consideration that the students in 9B class have lower proficiency than another class, This class categories in heterogeneous ability of English.

Planning stages

Before implementing the real action research, the researcher makes a background problem, designing lesson plans, preparing materials and media, and preparing the criteria of success.

Identification problem

The researcher conducts preliminary study by interviewing the teacher and observing classroom condition. The research conduct this research

especially in 9B class at SMP Negeri 2 Menganti Gresik Gresik, the researcher finds classroom characteristic as follows : Student had problem in reading comprehension, means students difficult to comprehend generic structure of the text an they could not cacth the content of the text even after reading the text besides they are lack of vocabulary. The result of student's achievement in first semester has not fullfiled the target teaching well for reading comprehension, one of them for reading narrative text. Another reasons influence their reading comprehension because of many of students are lazy to read so they did not respond to the lesson and the last low motivation make them less shares and communicate their mind with the teacher and another friend when faced any barrier so if the teacher asked them question, they could not answer well.

Those are some causes came up in 9B at SMP Negeri 2 Menganti Gresik Gresik get difficulty in comprehending English reading text, on of them for Narrative text. The bad score of this class can be shown in the result of pre test was shown taht the average class score is 59,6.

Based on the discussion of student background characteristic, the researcher offer teaching and learning process by using Transactional Strategies Instruction (TSI) as alternative strategy to overcome all problem student had in the classroom. In this research, the researcher use TSI to teach Reading Comprehension of Narrative text since it still it will becomes student's problems when they where in the second semester of ninth grade. Besides, considering each semester have Narrative topic especially in Junior high so by applying TSI used to teach and learn reading comprehension of narrative text in the research, they will have good progress on it and as well in other kinds of reading text.

Before starting the teaching and learning the researcher give the student pre test for reading comprehension skill of reading narrative text before implementing TSI method.

Designing the lesson

The lesson plan proposed in this action research based on its purpose that is to improve the students reading narrative text. The activity in the lesson plan is stressed on reading, especially in narrative text" using Transactional Strategy Instruction (TIS). Based on the standard competence and basic competence of reading narrative text.

4.12 Menangkap makna teks naratif lisan dan tulis, berbentuk cerita rakyat pendek dan sederhana.

4.12.1Memahami makna teks naratif berbentuk cerita rakyat.

4.12.2Menceritakan kembali teks naratif berbentuk cerita rakyat dengan sangat pendek dan sederhana.

In this stages the researcher determine in 4 meeting, first distribute a pre test, second until third are applying the materials about reading Narrative text using Transactional Strategy Instruction (TSI), and the fourth distribute post test.

Preparing Instructional Materials

All material is prepared by the researcher. The material is about reading Narrative text which is consists of some exercises related to the topic given. By Applying this material, it is hoped that the students reading ability in comprehending the text will be increased.

Preparing the Criteria of Success

This study deals with improving student's reading comprehension by applying Transactional Strategy Instruction (TSI). The criteria of success of the study are the study are the students average score of English is 75, this is significance with the passing grade (SKM) at the school and the students motivate conducting teaching learning process.

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Acting Stages

In the step the researcher held in 4 meetings and each of them took 60 minutes. The researcher is going to teach the class for twice a week as the time schedule of subject lesson. The teacher teaches based on the lesson plan that have been made in planning stage. The researcher must be consistent with the plans. Modification is permitted as long as it does not break the principle which id formulated. Related with the research project, the researcher implements the research planning that is stated in the form of lesson plans for one cycle. The lesson plans is as a guidance of the researcher to manage the meeting, the material, the activities which is needed in teaching and learning process. Firstly, the researcher gives the test as pre test dealing with reading narrative text before implementing the new strategy of Transactional Strategy Instruction (TSI). Secondly, she introduced and models the implementation of TSI in teaching and learning reading narrative material. It is applied for several meeting beginning from second up to five meeting based on the lesson have been made, the researcher can make the change activity in the lesson plan based on te activity in the classroom. After this, the researcher gives post test to measure students' reading after implementing the lesson plan .

Observing Stages

In this step the researcher collects the data. There are two instrument of collecting the data. The first is Observation, and the second is the test.

Reading narrative test

According to Brown (2001) stated that a test a set of exercises that is used to measure the students achievement of reading comprehension skill from the test. In the study researcher uses written test to measure the students achievement in reading comprehension in narrative text. The researcher makes pre test and post test to know the original students score in reading comprehension narrative text before and after teaching reading using Transactional Strategies Instruction.

Reflecting Stages

This step is the activity of analyzing, synthesizing interpreting and explaining the information obtained from implementation activity. It is the stage where the researcher analyzes data from the observation and makes reflection from the result of analysis. Here the researcher analyze the data from the test and the observation to check trustworthiness of data analysis.

RESULT OF THE STUDY

From the first meeting observation result, the researcher noted that predicting the text by looking and thinking of the title was not effective enough because the student could not express their thought widely then, in presenting question and answer strategy, they seemed affraid to answer. The classroom situation was many of students didn't paid attention well to the learning process, they seemed affraid in getting mistake when answering teacher's question so they were not active enough.In the second meeting, the teacher planned to give different activity which could guide them to better improvement especially in predicting, questioning and answering strategy, she also gave them motivation to be more active in the next meeting.

From the second meeting observation results could be known that on clarifying strategy was not conducieve enough. In that meeting the teacher found that the students in all groups will be better to be involved especially on clarifying strategy, so the teacher would not focus on the one group who need the teacher help, but tried to involved to share with other group as well. Beside that, many students still confused in determining the main idea of the text correctl Then predicting strategy was run wel by previewing the picture. While

thinkhing of the picture, they could modify their thought with what they already knew about if they choose.

The second was question and answering strategy, they were able to make question and answer correctly, then delivered and answer question while raised their hand. Students became more active and enthusiast of the teacher instruction in applying each strategy, they were brave to raise their hand and standing up to generating and answering question.

4.2 The finding of the pre and post test

To get authentic data, the researcher conducted a pre test. It was held to know the student ability in reading comprehension of narrative text before implementing the action research. The pre test was conducted by researcher on 10 of february 2015 at 12.30 in afternoon. The topic was choosen by the consideration that the material was suitable for students level. The pre test was conducted in the classroom with the time allotment was 60 minutes. The exercise in the test was made by the researcher from some sources and it has been tried it out in another class. The exercise in this test which was used by the researcher related with the curriculum. It was multiple choices with 25 total items.

The results of pre test showed that the students' average score was 59,6 it showed that the result was not satisfied.

From the results of pretest, the reseracher conclude that the students' reading comprehension was low, so the researcher needed to apply TSI as a new strategy to teach and learn in reading narrative text. After finishing implementing TSI fore some meetings, the students conducted post test. The result of post test showed that students' reading skill was improved, students' average score in reading was 80,6. It showed that the results of post test was satisfied.

In this stage, the teacher took some conclusion and reflected all things related to the implementation of TSI

to improve reading narrative text in the classroom based on the observation.so based on the rsults of the test, the researcher concluded that the student's average score was increased. It means that the first criteria of success had been achieved.

CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

In this part, firstly the researcher tries to answer the question. It focused on process applying TSI in classroom and the student's score. It was concluded that the use of TSI to improve student's reading comprehension had already shown the improvement. For the test had fulfilled the passing grade (SKM). The improvement could be shown from the student score in pre test and post test. The student's average score of pretest was 59,6 and the result of student's average score in post test was 80,6.

The students score' shows improvement also because they involved and practiced directly with the implementing TSI. The implementation of TSI to teach reading of narrative text could improve students' comprehension and manage the students study time well. Student felt difficult to understand the content and the structure, by applying those strategies of TSI help them easier for the students to get the points and comprehend the text. Previously, most of the students rarely respond to the reading lesson and they were lack communicate and share their mind with friend and teacher but when TSI was applied with some modification on each strategy for each meeting made them be focused on the lesson, the work cooperatively and they felt enjoy and competitive with oher.

SUGGESTIONS

After conducting the classroom action research, analyzing the data and discussing the result, the researcher gives some suggestion related to the result of

this study especially for the English teacher and for the next researcher.

A.For the teacher

To make Transactional Strategies Instruction to be used to teach reading comprehension, the writer gives several suggestions to be taken into consideration by English teacher. The suggestion are: Transactional strategies instruction can be one alternative to teach reading comprehension. Teaching reading strategies for students should be done repeatedly. In teaching reading for teen, teacher should be patient because the need more attention. The material should be interested for students. it was important because the interesting material will make students more engaged in learning. It was important to make the classroom stay in good condition. In addition, the teacher should be giving a reward for a group which has higher score in during teaching learning process. So, it will make students become interested in the classroom.

B.For the next researcher

To the researchers who are interested in applying TSI in their researcher, it is suggested that conduct a classroom action research on the use of this strategy in teaching reading in other grade level.it is recommended for them to develop this teaching strategy for teaching different kinds of the text. The writer also hopes this study will emerge further research to conduct or continue this study.

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