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AN UNDERGRADUATE THESIS

THE USE OF TRANSACTIONAL STRATEGIES INSTRUCTION (TSI) TO INCREASE THE STUDENTS' READING COMPREHENSION AT SMA PGRI 1 PUNGGUR

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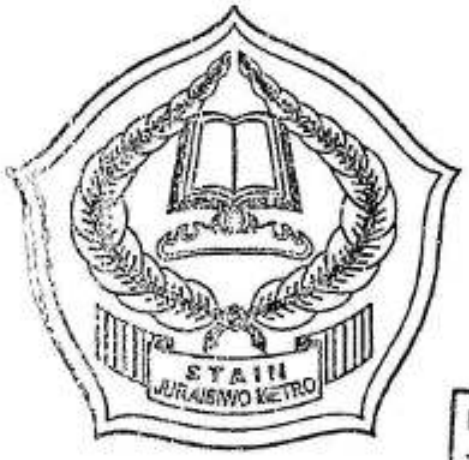

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PENGGUNAAN TRANSACTIONAL STRATEGIES INSTRUCTION (TSI) UNTUK MEMPERBAIKI PEMAHAMAN MEMBACA SISWA SMA PGRI 1 PUNGGUR

ABSTRAK

BY:

VIKI ZUBAIDAH

Membaca merupakan salah satu aspek yang penting dalam dunia pendidikan. Membaca juga merupakan salah satu keterampilan yang harus dikuasai oleh pebelajar bahasa inggris Dengan membaca dapat meningkatkan pengetahuan siswa dan pengalaman belajar siswa. Selain itu disekolah semua mata pelajaran mempunyai buku sehingga untuk dapat mengikuti pelajaran dengan baik siswa harus membaca, karena semua informasi yang dibutuhkan ada dalam bentuk tertulis. Untuk dapat membaca siswa perlu dilatih dan menggunakan metode dan materi bacaan yang tepat agar lebih mudah untuk memahami isi bacaaan. Ada banyak materi atau jenis text yang dapat digunakan dalam reading comprehension. Sayangnya hal ini belum digunakan secara optimal sehingga siswa kurang memahami bacaan yang dibaca.

Tujuan dari penelitian ini adalah untuk mengetahui apakah deskriptif teks dapat memperbaiki pemahaman membaca siswa kelas sepuluh SMA PGRI 1 PUNGGUR. Bentuk dari penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek dari penelitian ini adalah 24 siswa kelas sepuluh SMA PGRI 1 PUNGGUR. Dalam pengumpulan data peneliti menggunakan test (yang terdiri dari pre tes dan pos tes), observasi, dokumentasi dan catatan lapangan. Penelitian ini dilaksanakan secara kolaboratif dengan guru mata pelajaran bahasa inggris kelas sepuluh SMA PGRI 1 PUNGGUR.

Hasil dari tes menunjukan bahwa ada peningkatan hasil dari pre test dan post test yang dilakukan. Dalam siklus pertama hasil nilai rata-rata siswa yaitu 6 siswa (25%) pada siklus pertama meningkat menjadi 20 siswa (83.33%) pada siklus kedua yang mendapatkan nilai lebih dari 72. Kriteria kelulusan minimal siswa SMA PGRI 1 PUNGGUR adalah 72. Sedangkan peningkatan siswa dalam proses adalah 53.12% pada siklus pertama meningkat menjadi 84.70% pada siklus kedua. Berdasarkan data tersebut dapat disimpulkan bahwa hasil data dalam siklus kedua telah mencapai indicator karena 80% siswa telah mendapat nilai 72 atau lebih dan telah lebih aktif dalam proses pembelajaran.

Berdasarkan pemaparan dari hasil tes diatas, penelitian ini menghasilkan kesimpulan bahwa transactional strategies instruction dapat meningkatkan pemahaman membaca siswa kelas sepuluh SMA PGRI 1 PUNGGUR.

THE USE OF TRANSACTIONAL STRATEGIES INSTRUCTION (TSI) TO INCREASE THE STUDENTS' READING COMPREHENSION AT SMA PGRI 1 PUNGGUR

ABSTRACT

BY:

VIKI ZUBAIDAH

Reading is one of the crucial aspects in education field. It is also one of the English skills that must be mastered by English learners. By reading the students can enhance their knowledge and learning experiences. Additionally all subjects in school have the book, so to be able to follow the lessons well students should read, because all the information required are available in the written form. To be able to read the students need to be trained and use appropriate materials and methods to make it easier and understand the read. There are many materials or kinds of text that can be used in reading comprehension. Unfortunately this has not been used optimally; therefore the students do not understand the readings that have read.

The goal of this study is to investigate whether the Descriptive Text could improve students' reading comprehension at the tenth grade of SMA PGRI 1 PUNGGUR.. In this case the writer conducts classroom action research (CAR) which is done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research were 24 the tenth grade students of SMA PGRI 1 PUNGGUR. In collecting data the writer used test, observation documentation, and field notes. The research is conducted collaboratively with an English teacher of SMA PGRI 1 PUNGGUR.

The result of the test showed that there was an increasing from pre test and post test. In the first cycle, the average score of students' product were from 6 students (25%) at cycle I and 20 students (83.33%) at cycle II got score more than 72. The minimum standard criteria (MSC) of the student of SMA PGRI 1 PUNGGUR were 72. While the increasing of students' process were 53.12% in cycle I increased to 84.70% at cycle II. It means that the result at cycle II already reached the indicator, that is 80% students get score 72 or more and the students were more active in learning process.

The conclusion of this research is, transactional strategies instruction can increase the students' reading comprehension at the tenth grade of SMA PGRI 1 PUNGGUR.

APPROVAL PAGE

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Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to the undergraduate thesis which is written by:

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It has been agreed so it can be continued to the Tarbiyah Departement in order to be discussed on the munaqosah. Thank you very much.

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STATEMENT OF THE RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, August , 2013

The researcher,



Viki Zubaidah

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MOTTO

الْمَاهِرُ بِالْقُرْآنِ مَعَ السَّفَرَةِ الْكِرَامِ الْبَرَرَةِ وَالَّذِي يَقْرَأُ الْقُرْآنَ وَيَتَتَعْتَعُ فِيهِ وَهُوَ عَلَيْهِ شَاقٌّ لَهُ أَجْرَانِ . (متفق عليه)

"One who clever reads the Al-Qur`An, he/she is with all Excellency angel and obedient. While one who reads the Al-Qur`An unclearly and heavy articulate, hence he/she gets two reward."

(Muttafaq ' Alaih)

Laziness makes a man so slow that poverty soon overtake him.
(Lichterberg)

DEDICATION PAGE

This undergraduated thesis is dedicated to:

- My beloved Father Paimun and my Mother Susilawati Alm.(thanks for your prayer and your support, you always remind me to do the best for everything)
- My sister Dewi Ekawati and my brother Ridwan Egi Perdana and Misman (thanks for your motivation and your caring for my successful)
- My Almamater STAIN Jurai Siwo Metro

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In the name of Allah, the lord on the sky, earth and between of them, always loves us and also she could finish this undergraduate thesis entitled "THE USE OF TRANSACTIONAL STRATEGIES INSTRUCTION TO INCREASE THE STUDENTS' READING COMPREHENSION AT SMA PGRI 1 PUNGGUR". Peace always gives to our prophet Muhammad SAW, the one best person in the world thank you for your good guidance to us.

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Finally, the researcher realizes that this undergraduate thesis still has some weakness. Therefore, critism and suggestion are invited for its improvement. Hopefully, this undergraduated thesis can give benefit to the reader and all.

Metro, August 2013



Viki Zubaidah

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CHAPTER I

INTRODUCTION

A. Background of The Study

Reading is a good way to improve and understand English. The acquisition of the reading comprehension in the second language learning in believed as a priority. This idea is supported by the fact that reading has become a part of our daily activities, we read many texts, extending from holiday brochures to academic books. Therefore, the ability to read English texts in any form will give a great number of advantages to our lives.

The emphasize of the teaching of English at Senior High School is on reading because reading have important role in developing knowledge, through reading students can absorb all the information, experience and ideas provided in books, and can create the environment that shapes our mind and ourselves. Reading also fulfills emotional and spiritual needs.

Reading texts also provide some benefits in improving students' skill. It helps students to find new vocabulary and grammar. Reading comprehension is necessary both in the target and the native language. Many students become frustrated when they have difficulties in reading the target language. There is no specific teaching strategy that focuses on the teaching of reading comprehension.

When it comes to reading, the teacher only asks the students to read the text and answer the comprehension questions provided in the book.

Considering the explanation above, English teacher must have hard responsibility as they are demanded to have teaching strategies in order to solve the problems faced by the students in learning English especially in reading. The teachers must be able to arrange their assignment effectively. They are demanded to motivate the students in order to learn reading well. For example, in teaching reading, they are expected to be able to do and realize the understanding word meanings in context, vocabulary, finding main idea, pronunciation, making inference, and etc. Related to that statement, teaching method becomes one of the important points on the teaching reading. Basically, method refers to the teaching learning approach, design and procedures.

In teaching reading, teacher has an important role. The teacher should mastery and understand about the suitable strategy that to be used in teaching reading in the class. Teaching reading which is use suitable strategies can help the students to understand the material well.

The teacher should know about strategy to develop reading comprehension. Transactional Strategies instruction is an approach which the students learn about six strategies, it is improve reading comprehension and help the students are able to understand the content of material or text. Transactional Strategies Instruction use varieties strategy that is useful for the teacher to guide the students construct

meaning through interaction with text. Therefore, Transactional Strategies Instruction beneficial in improving reading comprehension.

At the school of SMA PGRI 1 PUNGGUR, English teacher does not use cooperative learning to teach the materials. The English teacher has been using grammar translation method. The teachers taught the reading text with the grammar Translation Method, there is no discussion between the teachers and the students, students and students. This method make the students boring and not interesting with text. So, the students can not be active in study of reading.

At the same time, especially in the first class, students have problems in reading comprehension, those are: 1) the students do not know how to learn reading well, 2) the students are difficult to understand the text; 3) the students are difficult to find the main idea; 4) the students have low vocabulary; and 5) the students are difficult to determine the purpose of the text.

From the data presurvey, the reseacher found the score of the students' reading comprehension. The are 24 students in the class, 2 students get the score 80-100, 3 students get the score 66-79, 12 students get the score 51-65, 7 students get the score 40-50.

From the data above, it can be concluded that students' reading at the tenth grade of SMA PGRI 1 PUNGGUR is still low. The English passing grade in this

school is 72. It means that the students who get the score under 72 do not pass the examination.

Transactional Strategies Instruction will make the students are able to learn about the text. Reading is acquired more easy to understand what they read if the students know about the meaning of the text. The purpose of this approach is to provide opportunities for students to practice all the English skills, mainly reading. This approach also gives a chance to the students to monitor their own reading as well as their comprehension.

Transactional Strategies Instruction has several benefits such as to help the students are active in predicting, questioning-answering, visualizing, seeking clarification, responding the text, and summarizing.

In this research, the researcher wants to do the classroom action research and it is hoped that the overcome of students' reading comprehension of the reading text will increase.

B. Problem Identification

Based on the background above, the researcher would like to identify the problems as follow:

1. The students are difficult to understand the text.
2. The students are difficult to find the main idea.

3. The students do not know how to learn reading well.
4. The students are difficult to determine the purpose of the text.
5. The students have low vocabulary.

C. Problem Formulation

Based on the problem above, the researcher would like to identify the problems as follow:

"Can Transactional Strategies Instruction increase of the students' reading comprehension at SMA PGRI 1 Punggur?"

D. Objectives of the study

Generally, the objective of this research is to increase the students' reading comprehension at the second year in SMA PGRI 1 Punggur especially, it is to find out whether Transactional Strategies Instruction increase the students' reading comprehension.

E. Benefit of The Study

The results of this classroom action research are expected:

1. For the students:

   This research can help the students to increase reading comprehension.

2. For the teacher :

   This research is expected to the teacher using accurate strategy in learning process.

3. For the School

   This research can be used as information to increase learning English in the future.

4. For the Researcher

   This research is expected as a contribution for other researcher to conductions further studies.


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CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Review

1. Reading Comprehension

a. The Concept of Reading

Reading is the act to read something such books, magazine, and newspaper. By read the material we get many information and knowledge. As foreign language, if we want to learn language especially English, we have to study reading because reading is very important to get information.

Wallace and Temple in their book state reading is a language ability and should be learn in important relationship with the whole spectrum of language abilities consist of talking, listening, writing, and thinking.[1]

Willis explain that reading is unnatural part from human progress and reading does not include from observation and imitation of the other people unlike spoken language.[2]

Reading is an unbelievably active job which requires an understanding the vocabularies, seeing the pictures, and applying the opinions.[3]

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[1] Gillet Jean Wallace and Temple Charles, *Understanding Reading Problems Assesment and Instruction*,(New York: Harper Collins Collage Publishers, 1994), Fourth Edition, P.3

[2] Wilis, Judy, *Teaching the Brain to Read*, (Virginia: Alexandria, 2008), p. 2

Siahaan state Reading is receipted skill. It is a skill to understand a piece of information in the written language.[4]

Harris and Sipay explain that reading is cognitive activity which happens in our mind so it is difficult to learn.[5]Reading is significant interpretation of written language. Reading is an impact from interaction between the respon of graphic symbols and the reader's konowledge of word, language skill and cognitive skill.[6]

Reading is a complicated process in understanding meaning of written symbols which are influenced by the reader's perceptual skills, decoding skills, experiential backgrounds, mind sets, and reasoning abilities as they anticipate meaning on the basis of what they have read.[7]

Reading is never can be an abstract and meaningless activity, even it is often studied by reseachers, theorists and many learners. Readers always read something for a goal, and their memories always implicate feelings as good as knowledge and experience.[8]

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[3] Jeremy Harmer, *How to Teach English*,(England: Longman, 1998), p. 70

[4] Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), P.106

[5] Albert J. Harris and Edward R. Sipay, *How To Increase Reading Ability*, (New York & London: Longman 1985), p.7

[6] *Ibid. p.12*

[7] *Ibid. p.13*

[8] Frank Smith, *Understanding Reading*, (New Jersey: Mahwah, 2004), p. 178

Anthony, Pearson, Raphael in Thomas S.C Farrell state that Reading is process of developing meanig even the dynamic interaction between the readers knowledge, writen language and the content of the reading situation.[9]

Jane states that reading is an activity that used to understand something by written, related and arraged it to what you already know so you can memorizeand use them.[10]

John and Ferris explain that reading is similar to any other kinds of thought, but except in reading, thought is caused by a written text. It perhaps is interpreted as the thought incited by written language directly.[11]

Reading is the activity that is included the intellectual act that occurs indirectly. It is also done to enrich as much by unpredictable indirections of a reader's inferences and thoughts. It results the message to the eye from the text directly.[12]

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[9] Thomas S.C. Farrell, *Planning Lesson for a Reading Class*, (Singapore: SEMEO Regional Language Centre, 2002), P.1

[10] McGrath, Jane L, *Building Strategies for College Reading*, (New Jersey: Prentice Hall, 1998), p.1

[11] John S. Hedgcock and Dana R. Ferris, *Theaching Readers of English*, (New York: Roudledge, 2009), p.15

[12] *Ibid.*

b. The Model of Reading

There are three models of reading as follows:

1) Top-down Model

Based on Albert J Harris and Edward R. Sipay state in Top-down Model, the reader's existing knowledge and cognitive and linguistic competence are extremely needed.[13] It other word, top down models elaborate in processing reading. The reader's predictions about are refused, verify, and refined. The reader who an active role in the process, it is believed to supply more information than the printed materials.

From the explanation above, top-down model is the process of comprehension deals with the background knowledge to forecast the meaning of the text. It the other word, a reader will read a text by reading the sentence, than tries to find the information by guessing the meaning.

2) Bottom – Up Models

Reading based on bottom – up models is a process of interpreting graphic symbols into spoken language in oral reading into inner speech in silent reading.[14] Most bottom-up theorists believe the written language is subservient to, or parasitic on, oral language; the only activity unique to

[13] Albert J Harris and Edward R Sipay,*Op.Cit.*, p.9
[14] *Ibid.* p.8

reading "breaking the written code".[15] It means that bottom – up models in reading, it is processing best describes learning to read.

3) Interactive Model

Interactive models can not determine as a compromise between bottom-up and top-down. It has different process which are expected to be responsible for providing which is shared with others.[16]

The readers regard an active or passive role depending on the strenght and accuracy of the hypotheses generate by top-down processing (Pearson & Kamil 1978).[17] It means that interactive models recognize the interaction between bottom up models and top down models processes occur when a person reads a text.

In this research, the researcher use top-down model as the model of reading.

c. The Factors that Influences in Reading

Aebersold and Field (1997:23-24) have compiled a list of factors that may influences reading in a second or foreign language as follows:

1) Cognitive development and learning style orientation at the time of beginning second/foreign language study.

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[15] *Ibid*
[16] *Ibid.* p.9
[17] *Ibid.*p.10

The reading strategies which are used to learning to read in the second/ foreign language in term of world knowledge which is acquired in the first language between a 6-year-old learning and a 20-year-old learning are really contrast.

2) Language proficiency in the first language and the foreign language.

In transferring reading skill from the first language to the second/ foreign language proficiency are easier to do it by the readers with higher levels of proficiency in second/ foreign language.

3) Metacognitive knowledge of the first language structure, grammar, and syntax.

The learners who are capable to explain and discuss grammar, syntax and structure of their own language become more expert at increasing their second/ foreign language reading processed.

4) Language proficiency in a second/ foreign language.

To enhance the second/ foreign language, the students should reach certain level of proficiency for selection in second/ foreign language. Choosing the suitable materials is a reading teacher's first step to asses this level of proficiency.

5) Degree of difference between the first language and a second/ foreign language.

A high level of reading proficiency in the second/ foreign language will be more difficult to be acquired if the differences between the first language and the second language such as: writing system, rhetorical structures, and appropriate strategies is greater.

6) Cultural orientations.

The success in reading in second/ foreign language are influenced by the attitudes toward text and purposes for reading, among others are types of reading skills and strategies used in the first language; types of reading skills and strategies used or appropriate in the second/ foreign language; beliefs about the reading process use of inference, memorization, nature of comprehension); knowledge of text types in the first language (formal schemata); background knowledge (content schemata).[18]

[18] Thomas S.C. Farrell*Op.Cit.*, p.5

d. The Concept of Reading Comprehension

Based on Oxford learner's dictionary the word of "comprehension" is define as:

a) The power of understanding.

b) An exercise that testing student to understand a language.Meaning to say comprehension is an exercise which is aimed at improving or testing one understands of written or spoken language.

In other explanation According to Adams and Bruce (1982)comprehension is the use of prior knowledge to make new knowledge; for without prior knowledge, written materials would be meaningless.

Comprehension involves prior knowledge, knowledge of text structure, and an active search for information.[19]

Douglas Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.[20] It means that reading comprehension purpose is to efficiency of reading.

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[19] Gillet,Jean Wallace and Temple Charles. *Understanding Reading Problems Assessment and Instruction,* (New York: Herper Collins College Publishers), Fourth Edition p.34

[20] H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy,* (San Francisco: San Francisco State University, 2000), Second Edition, P.306

Furthermore, in reading activities, students should have good reading comprehension to get information from the reading text.

According to Harris and Sipay, reading comprehension is the result of the interaction among the reader's perception of the graphic symbols that represent language, linguistic skills, cognitive skills, and knowledge of the world.[21]

Reading comprehension is the look for meaning, actively using the students knowledge of the world and of texts to understand every new thing the students read.[22] It means that when we read we need knowledge of the word to understand new thing, be familiar with the variety of the text structures. We are likely to encounter, seek meaning and not wait passively for it to rise up from the page.

Janette States that a reading comprehension concern more than readers' answer to text. Reading comprehension is a various part, form of complicated process in which involves the interactions between reader's previous knowledge, strategy as good as variables related to the text itself (interest in text, understanding of text types).[23]

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[21] Albert J Harris and Edward R Sipay,*Op.Cit.*, p.444

[22] Gillet, Wallace, Jean, Temple, *Understanding Reading Problem Assesment and introduction,* (New York: Happer Collins Colledge) P.40

[23] Janette K.Klingner, Sharon Vaughn, and Alison Boardman,*Teaching Reading Comprehension to Students with Learning Difficulties,* (NewYork: The Guilford Press,2007), p.8

Based on the explanation above the researcher conclude that comprehension is the strategy to improve reading and reading comprehension is looking for the information suggested from the text or written language, the readers understand the total meaning of the reading text are.

e. The Strategies of Reading Comprehension

To be a good reader, we should have a strategy in comprehending a text.

Brown states that there are ten strategies for reading comprehension. The strategies are to identify the reading purpose, using rules and patterns of grapheme, using silent reading technique efficiently for a relative rapid comprehension, skimming main idea within the text, scanning specific information within the text, performing semantic mapping or clustering, guessing when the readers aren't certain, examining vocabulary, differentiating between literal and implied meanings, capitalizing on discourse creator to process relationship. Furthemore the explanation strategies as follow:

a. Identify reading purpose

Efficient reading is clearly recognized to figure out the aim in reading something. Therefore, the readers know what is searched, and can remove potential diverting information.

b. Using grapheme rules and patterns

In most cases, learners have been introduced with oral language and have several difficulties studying English spelling pronunciation. They need clues and descriptions about specific rules and peculiarities of English orthographic. Whereas, it is often supposed that one-to-one grapheme-phoneme correspondences will be acquired easily and other relationship might indicate difficult.

c. Using efficient silent reading technique for relatively rapid comprehension.

The readers' intermediate-to-advanced level students do not need to be speed readers, but it is proposed to raise their efficiency by teaching silent reading rules as follows:

a. To pronounce each word to the teacher is not needed for the readers.
b. Practice to visually imagine more than one word at time, preferable/phrase,
c. Unless a word is definitely essential to understand globally, skip over it and try to presume the meaning based on the context.

d. Skimming the text for main idea

Skimming contains quickly running one's eyes across a whole text such as an essay, article, or chapter to look for the main idea. Being able to

predict the purpose of the passage is the advantage given to readers by skimming.

e. Scanning the text for specific information

Scanning is looking for some particular piece(s) of information in a text rapidly. The aim of scanning is to extract certain information without reading through the text completely.

f. Using semantic mapping or clustering

To encourage learners to be accurate guessers, teachers can help them by using effective compensation strategies in which they fill gaps in their competence by intelligent experimentation to get whether hints are available to them.

g. Guessing when the reader aren't certain

To encourage learners to be accurate guessers, teachers can help them using effective compensation strategies in which they fill gaps in their competence by intelligent experimentation to use whether hints are available to them.

h. Analyzing vocabulary

One way for learners to make estimating when they do not know at once is to review the term such as: Looking for prefixes (co-, inter-, etc.) that may give clues, searching suffixes (-tion, -ally, etc.) that may indicate what part of speech it is, searching roots that are familiar, looking for grammatical contexts that may signal information, or

looking at the semantic context (topic) for clues of what they know about it.

i. Distinguishing between literal and implied meanings

Implicit meaning usually comes from processing pragmatic information. This needs the use of experienced top-down processing skills. But the fact shows that not all language can be interpreted exactly by attending to its literal, syntactic surface structure affects special order on readers.

j. Capitalizing on discourse makers to process relationship

There are many of discourse markers in English signal connection among ideas stated through phrases, clauses, and sentence. An obvious understanding of such markers will increase learner's reading efficiency. The kinds of discourse markers are enumerative (like: firstly, secondly, finally, etc), additive (again, then again, moreover, well, etc), logical sequence (so far, as a result, consequently, etc.), explicative (namely, in other words, namely, etc), illustrative (for example, for instance), contrastive (by contrast, for all that, yet, etc).[24]

In the research, the researcher use guessing when the reader aren't certain as the strategies for reading comprehension.

[24] Douglas Brown, *op.cit, p. 306*

f. The Measurement of Reading Comprehension

Traditional measures of reading comprehension are limited in that they prepare only a common indicator of how well a student understands text, and they are not based on experts' knowledge of what good readers do to comprehend text.[25]

A wide range of assessment instruments and procedures is available. When selecting a test or assessment procedure to use with students with LD, it is important to select the measure that most closely matches the users' needs or purpose.[26]

Reading comprehension measures should help teachers to manage the comprehension of their students over time and provide information that is useful in designing reading comprehension intervention programs.[27]

To know how far the students' reading comprehension should be measured use the assessment of reading. There are many kind of questions of reading comprehension they are:

a) Pronominal Question, Imperatives
   The questions require learners to make a written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer question.
b) True/False, Yes/No, Alternatives Question, Multiple-choice.

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[25] Janette K. Klingner,*op.cit, p.15*
[26] *Ibid, p.16*
[27] *Ibid. p.18*

In these questions the answer is contained within the questions or instructions. Multiple-Choice questions focus on detail and more general aspect of the text. The correct answer is not always shorter or longer than the distractor.

c) Transfer Information

Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.[28]

In the research, the researcher use pronominal questions to measure the students' reading comprehension.

2. Transactional Strategies Instruction (TSI)

a. The Concept of Transactional Strategies Instruction (TSI)

Transactional Strategies Instruction (TSI) is an approach which the teacher give support and guidance to students to apply the strategy during interacting with text and learning content.[29]

Transactional Strategy Instruction (TSI) is good for shared-reading with information texts and for the teacher read aloud instructional discussion of information texts (Reutzel, Smith, Fawson, 2005).[30]

Students learn six strategies in Transactional Strategies Instruction and are taugh to apply them flexiblely (Casteel et al., 2000; Pressley, 1998). Furthemore, the explanation strategies as follow :

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[28] I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Rout ledge, 2009), p.77-79

[29] *Ibid. p.*136

[30] D. Ray Reutzel, " Transactional Strategy Instruction in the Primary Grades Using Sience Information Big Books", in http://early child hood education. 3 April 2013

PERPUSTAKAAN STAIN JURAI SIWO METRO

Table 1
The Strategies of Transactional Strategies Instruction

Strategy	Students	Teacher
a. Pre dicting	1. The students Predict about what they will learn. 2. Thestudents change their prediction during reading. 3. The students check their prediction after reading.	1. The teacher ask the study 2. After that, the teacher teach students to read the tittle, skim the text, and look at headings before making their making their prediction. 3. The teacher teach students to check the Accuracy of their prediction after reading. 4. The teacher ask the students to think about how helpful it is to predict.
b. Questioning and Answering	1. The students answer questions about the passage. 2. The students identify the question and answer.	1. The teacher may ask quetions about the text at key points during and after reading.
c. Visualizing	1. The students construct mental images that represent text context.	1. The teacher ask the students to explain their imges. 2. Have students compare the picture in their minds with what they are reading.
d. Seeking Clarification	1. The students monitor their understanding during reading and if the text does not make	1. The teacher teach students to check their understanding . 2. Teach students to select another strategy to use.

	sense and choose the other strategy.	
e. Responding to text based on prior knowledge	1. The students make connections between the text and their background knowledge and personal experience.	1. The teacher ask the students to tell how the information from the passage relates to their own lives. 2. The teacher ask the students how the information might be important to them and how it might help them
f. Summarizing	1. The students summarize the pessage	1. Encourage the students to discuss their ideas with one another. 2. The teacher ask how considering differentiate different point of view can broaden their knowledge.[31]

Based on the explanation above the reseacher conculed that Transactional Strategies Instruction is a set of six strategy which the teacher help the students to understand about the text.

b. The Steps of Transactional Strategy Instruction (TSI)

Transactional Strategies Instruction consist of three steps:

1. Explanation and modeling.

Help the teacher to make poster for each strategies and post them on wall. After that, the teacher choose a strategy to teach and

[31] Janette K. Klingner, *op.cit, p.*139

explain to students and models its usage. Then, the teacher emphasize why the strategies is usefull and explains when it might be most appropiate to use it.

2. Practice and coaching.

   The teacher provide students to guide practice and feedback. The teacher coaches as necessary and asking question such as what do you do next? What is the strategy usefull? After that the teacher provide students with practice the strategy.

3. Transfer of responsibility

   The students have become proficient strategy users and they can use various strategy during reading reading, monitoring then unserstanding, and disscusing the meaning of the text in small reading group.[32]

B. Action Hypothesis

Based on the frame of theories and assumption the researcher formulates the action hypotheses "The use of Transactional Strategies Instruction can increase the students' reading comprehension".

[32] *Ibid, p.138*


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CHAPTER III

RESEARCH METHODOLOGY

A. Object of Study

The object of this study is the students' reading comprehension. As an object is the reading comprehension, the researcher should know how to increase the students' reading comprehension.

In this research the researcher and the teachers select Transactional Strategies Intruction as an approach. In Transactional Strategies Instruction the students' understanding the meaning of the text. So, the students can increase reading comprehension.

B. Setting and Subject of the Study

SMA PGRI 1 Punggur, located on Tanggulangin, Punggur, Central Lampung. The students of this research are twentyfour students of class X of SMA PGRI 1 Punggur. The researcher has chosen this class because most of the students have low score in English lesson especially in reading.

C. Classroom Action Research (CAR)

This research is classroom action research. McNiff said that action research is a name given to particular way of researching us own learning.[1]In order word, action research is a way to investigate our learning process in classroom. Meanwhile, Suharsimi Arikunto explain that action research is precission about teaching and learning process in classroom actions.[2] It means that a study conducted by the teacher in his own class through self-reflection, in order to improve the teachers mastery.From the explanation above, it can be conclude that classroom action research is a research in teaching and learning process in the class which the goal is to solve problem.

The goal of this reseach is to find tha problem solving in teaching and learning process. Furthemore, Suharsimi Arikunto said the goal of action reseach.

The goal of action reseach are:

1. To get a new innovation learning.
2. To development curriculum in regional and national.
3. To improve education professionalism.[3]

Action research is a form of *collective self-reflective* enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or education practices, as well as their understanding of these

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[1] McNiff, Jean Whitehead, *Action Research: Principles and Practice*, (London and New York, 2002), Second Edition, P. 15

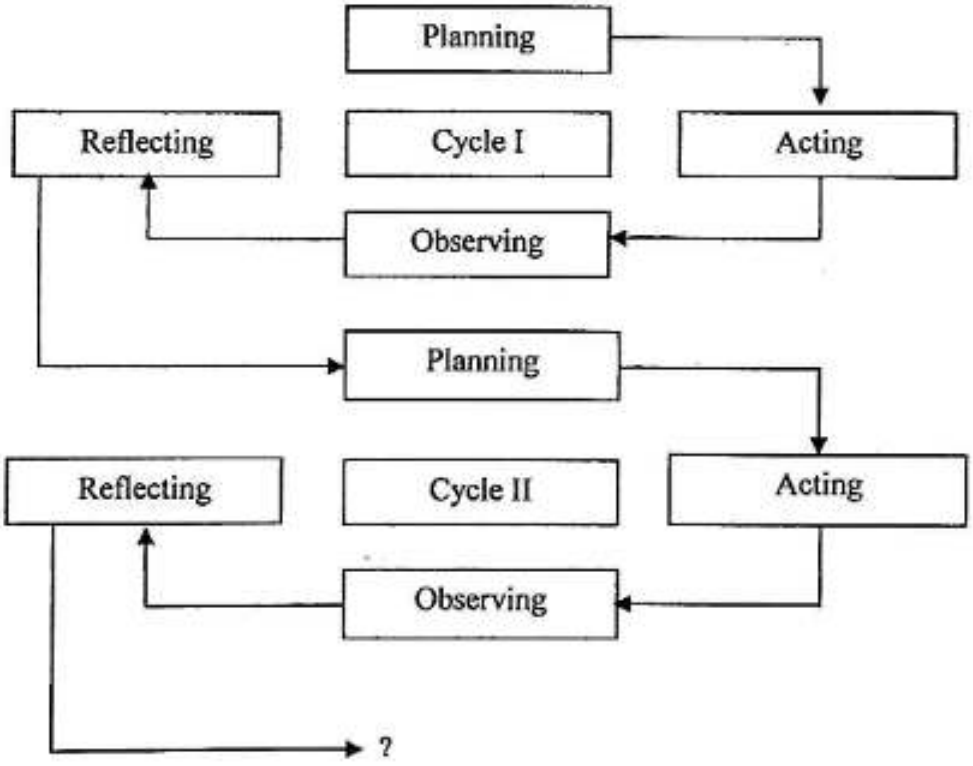
[2] Suharsimi Arikunto, *Penelitian Tindakan Kelas,* (Jakarta: Bumi Aksara, 2007), p.3

[3] *Ibid.*, p.108

practices and the situations in which these practices are carried out.[4] In order word, action research is a practical way of looking at your practice in order to check whether it is as you feel it should be.

In the Classroom Action Research, the researcher would like to conduct the research in two cycles. There is a relationship between one and the others. They are Planning , acting, observing, and reflecting.

Here are step of classroom action research design:



Picture 1. Spiral Classroom Action Research[5]

[4] McNiff, Jean Whitehead. *Op.Cit.*, p.24

[5] Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2007), p.16

Classroom Action research (CAR) Cycles are:

A. Cycle I

1. Planning

Planning is the first step every cycle."the researcher explains about what, why, where, who, and doing action.[6]" Without planning, this reseach will be not focus. Therefore, the function of planning is to be reference in every reseach activity. The students should follows the planning that has made for successfully this research.

Here are the steps that reseacher made in planning :

a) The reseacher made a lesson plan.

b) The reseacher prepared the material and technique of teaching.

c) The researcher prepared the source of learning.

d) The reseacher prepared format to observe.

e) The researcher prepared format to evaluate the students' activities after teaching learning process.

2. Acting

Acting is the second step in every cycle, "acting is the realization from the planning that reseacher has made.[7] In other words, acting is the implementation that doing in the class after the reseacher makes the planning. In this step the researcher did in the action:

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[6] *Ibid*, p. 16
[7] *Ibid*, p. 16

a. Pre-teaching activities

1. The researcher and the teacher greet, prayed and checked attendance list.
2. The researcher and the teacher asked the students some qustions related the topic.
3. Chooses the appropriate with the material going to be taught.

b. While Teach Process

1. The researcher and the teacher applied the lesson.
2. The researcher and the teacher explained about the Transactional Strategies Instruction.
3. The researcher and the teacher gave the text then the students' read and answer the question.

c. Post- Teaching Activities

1. The researcher and the teacher asked the students about the difficulties of the lesson.
2. The researcher and the teacher made the conclusion together with the students.
3. The researcher and the teacher gave homework for them.

3. Observing

Observing is the activity of recording the event and action. Based on the observation, the reseacherdetermines whether there is anything that the reseacher has to be improving soon in order that the action can

achieve the goal of the reseacher wants. The reseacher observes the students in every activity.

4. Reflecting

The reflecting is the last step that the reseacher done. The reseacher tried to see and amuse again something that reseacher has done. It also to know wheter there was effect to the students' learning process. By reflecting, the reseacher knew the strenght and weakness from the action that reseacher has been done.

The researcher used data from evaluation to make improvement for the second cycle. The researcher decides that the next cycle focuses on the weakness in preview cycle.

B. Cycle II

1. Planning

a) The reseacher identified the problem and finds the problem from the first cycle.

b) The reseacher made a lesson plan.

c) The reseacher prepared the material, method and strategy of teaching.

d) The researcher prepared the source of learning.

e) The reseacher prepared guidance to observe and evaluate.

2. Acting

The reseacher applies the action plan II.

a. Pre teaching Activities

1. Prays and greets the students.
2. Checked the attendant list.
3. Asked the students condition.
4. Choose the appropiate with the material going to be taught.

b. While Teach Process

1. The researcher and the teacher applied the lesson.
2. The researcher and the teacher gives evaluation.

3. Observing

In this step, the reseacher observed the process of teaching learning by using format of observation to collect the data in action plan II.

4. Reflecting

After compared the score of pre-test and post-test. The reseacher review and reflect on the attitude and teacher performance whether is positive or negative.

D. Data Collections Technique

To collect the data, the reseacher uses the data collection method as follows:

1. Observation

Observation is data collection method by observing directly to the object that examined. In this observation, the reseacher make some notes and check list to recheck data. It means to know the activity and the progress of the students in the classroom.

2. Test

A test is a set of stimuli presented to an individual in order to elicit responses on the basis, which a numeral score can be assigened. In this reseach, the reseacher use response or action test.

The test is divided by two part as follows:

a. Pre-test

The pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b. Post-test

The post-test was given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test. This step will be done after the

treatment to know the influence of the TSI whether it is able to improve the student's Reading Comprehension.

3. Documentation

In this reseach, the reseacher also use documentation for to know all data about the history of the school, the sum of teacher, official employed and students at SMA PGRI 1 Punggur.

Documentation is data collection method by investigating object written such as book, magazine, document, note and others.[8]

4. The Field Note

To collect the data more accurately, the researcher uses field note to make easy when analyze the data. This is to know students activities during teaching process. It is done after finishing of teaching learning process.

5. Interview

Interview is a dialogue or questions that are done by interview to get information from the interviewer both of directly or indirectly with the data source.[9]

[8]Edi Kusnadi, *Metode Penelitian,* (Metro: STAIN Metro, 2008), p. 119
[9] Ibid p.96

E. Data Analysis method.

Data analysis will be conducted by taking the average score of the pre-test and post- test in cycle 1 and cycle 2. The formula to get the average of pre-test and post-test as follow:

$$\bar{x} = \frac{\sum x}{N}$$

Note:

$\bar{x}$ = Average score

$\sum x$ = The total number of student's score

N = Total of Students[10]

Furthermore, to know the result the reseacher will compare between pre-test and post-test. Then, the result is matched by minimum standard (KKM) at the school at least 72. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continue to other cycle.

F. Validity and Reability Test

a) Validity

Validity is the extent to which the precision and accuracy of an instrument in performing the function of measuring.[11] An instrument can be said valid if instrument can show the data that is researched accurately.

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[10] Burhan Nurgiyanto, Gunawan dan Marzuki, *Statistik Terapan untuk Penelitian Ilmu-Ilmu Sosial*, (Yogyakarta: Gajah Mada University Press, 2004), P.64

There are four validities was used in doing this research. Such as: (1) democratize validity; it is where the researcher is given a chance collaborate and review suggestion from related parties. Democratize validity is openness from the teacher as implementer of classroom action research; (2) content validity, it is asking how to relation between instrument with the purpose and the description of the materials that will be learned; (3) construct validity, refers to whether the instrument actually reflect the true theoretical meaning of a concept; (4) dialogic validity, where the researcher and collaborator discuss about the action that they do.[12]

It can be help by using latticework of the instrument that will be consulted by expert judgment.

b) Reliability

How an instrument can measure something consistently. To keep the reliability of the result, the researcher can serve the real data.[13]

G. Indicator of Succes

Indicator it can be stated successful in learning process if the result of the cycle 2 more successful than cycle 1. Aspect that are inspected of the research are students' activity and students' performance of learning activity in the class. The parameters are: (1) the students can response the teacher's question; (2) the students can answer the question (oral, written); (3) the students

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[11] *Ibid.*, P.106
[12] *Ibid.*, P.41
[13] WinaSanjaya, *PenelitianTindakanKelas*, (Jakarta: Kencana, 2011), p. 43

can give attention; (4) the students make notes from the material; (5) the students do the assignment. This research will take success indicator to know increasing students' reading comprehension through the use of Transactional Strategies Instruction in English learning. Indicator of the research is if $\geq$ 80% of the students get score minimum 72 in the post test. It means that the use of Transactional Strategies Instruction as approach in English learning is success to increase the students' reading comprehension.


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CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Location

The general description that assessed as the complementary data. It is subjectively concerned in condition of school namely profil of the school, building condition and school facilities.

1. The Profile of SMA PGRI 1 PUNGGUR

a. School's name : SMA PGRI 1 PUNGGUR

b. School's address : Jl. Pendidikan NO 5, Tanggulangin, Punggur, Central Lampung

c. The Status : Private School

d. Institute's name : YPLP-Dasmen PGRI Dati 1 Lampung

e. NSS/NDS :2021220215008/L 02164005

f. Headmaster : Drs. Suharto, M.Sc, M.Pd.I.

g. Established : 1981-

2. Building Condition

Senior High School PGRI 1 of Punggur has a satisfy facilities to support both the learning activity and extracurricular program. It provides some extracurricular such as:

1) OSIS, PMR, KIR, Scouting Movement, Drum Band, PASKIBRA, and art.

2) Sport Program like basketball, volleyball, football, tables tennis, and badminton.

Specially, the facilities in Senior High School PGRI 1 of Punggur as follows:

1) The headmaster's room

2) The vice headmaster's room

3) The computer laboratory

4) Library

5) Two teachers' room

B. Description of the Research Result

This research used classroom action research. It was conducted in two cycles. The meeting in each cycle. As it was mentioned before each cycle comprised of planning, acting, observing and reflecting. In relation to the problem in the class analysis, researcher made lesson plan. The material of classroom action research was utilizing Transactional Strategies Instruction to increase the students' reading comprehension.

1. Acting before doing treatment

a. Pre-test activity

The learning was conducted on Saturday, July 20, 2013 at 07.10 until 08.30. All the students had already prepared when the teaching time came. The researcher greeted the students answered the greeting together. The researcher told the students that the researcher would conduct the research in their class. The pre-test was administered to the students to be finished individually. The kind of the test was essay consisted of 10 items. In around 10 minutes the researcher gave a little explanation about the material and that would be discussed in the next meeting.

b. The Students' Pre Test Result

Table 2

The Students' Score at Pre-Test

No.	Interval score	Frequency	Percentage
1	30-40	9	37,5 %
2	41-50	6	25 %
3	51-60	2	8,33 %
4	61-70	4	16,67
5	71-80	3	12,5 %
Total		**24**	**100%**

The table above is the result of pre-test, it can be seen that the score of the students' reading comprehension were various. Therefore, there were 9 students gained 30-40, 6 students gained score 41-50, 2 students gained score 51-60, 4 students gained score 61-70, 3 students gained score 71-80, by use interval score was 10.

From the pre-test result, the researcher got the average of 52.08. So, the result was unsatisfactory. Therefore, the researcher used the Transactional Strategies Instruction to increase the students' reading comprehension.

2. Cycle 1

a. Planning

In the planning stage, the researcher and the collaborator (Andi Asmirian, A.Md) prepare the lesson plan and instrument of that would be examined as the pre-test and post-test in cycle I, made an observation sheet of the students' activity, identified the problem, and found the causes of problem at the first and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on given materials.

b. Acting

1) The first Meeting

The first meeting conducted on Wednesday, July 24, 2013 at 10.05 until 11.25 and followed by 24 students. The meeting started by greeting, praying, and checking the attedance list.

In this stage, the researcher show the picture that relation to the topic for their reading comprehension. The researcher ask the students "what is came in your mind". "have you ever read the story before", "what is the kind of the story".

For the beginning, the reasearcher ask the students about the test in the last meeting. The researcher said "what is the type of the text? Some students answer "Narrative text". The researcher said "good!" we will discuss together.

Then, the researcher ask the students "guys, what do you about narrative text? The students responded "narrative is the tell about story in the past". The researcher explained about narrative text. The researcher explain the generic stucture and the purpose until the students understood.

After that, the researcher give the text for each students. Next, the researcher devided the students into 6 group each group consist of 4 students. At the time, the researcher distributed narrative text entitle "the legend of Beowulf". The researcher ask the student to read the text.

After the students finished reading the text, the researcher checking the students understanding of the instruction and question. Next, the students discuss the text in their group and they answer the question.

Time is over. The students finished the assignment yet. So, the researcher will continue next meeting. The researcher motivate the

students to do they homework and said "thank for your nice attention and wassalam".

2) Second Meeting

The second meeting was conducted on Saturday, July 27, 2013 at 07.10 until 08.30. the researcher began by praying, greeting, checking attedance list and asking the students condition.

In this meeting, the researcher continued the material in the last meeting. The researcher choose two group to answer the question of the text in the class. "well class, are you ready to present in fornt of the class". "yes, we are ready".

The groups present of their class read the answer of the text. The researcher responded "very good" and give applause for your class. Next, the researcher ask to the students to tell the information and summarize the passsage.

At the end of the meeting the reseacrher give the post test. Kind of test were essay with consisted of 10 items. The result of the students test in post test was better than test in pre test before.

Table 3

The Students' Score in the Post-Test 1

No	Interval score	Frequency	Percentage
1.	40-50	4	12,90 %
2.	51-60	7	29,17 %
3.	61-70	7	29,17 %
4.	71-80	5	20,83 %
5.	81-90	1	4,17 %
	Total	**24**	**100%**

The table above is the result of post-test 1, it can be seen that the score of the students' reading comprehension were various. Therefore, there were 4 students gained 40-50, 7 students gained score 51-60, 7students gained score 61-70, 5 students gained score 71-80, 1 students gained score 81-90, by use interval score was 10.

c. Observing

The observing is done by researcher and collaborator during learning process. There were some observation that had been such as: observation on predicting, question and answering, visualizing, seeking clarification. Responding to the text based on prior knowledge and

summarizing. The researcher submitted 2 meetings in cycle 1. In every meeting, the researcher tried to check the students reading comprehension in group or individually.

In the end of cycle I, it showed the result that students' activities increase from the first meeting until next meeting,. It can be seen in this table below:

Table 4

The Result of Students' Learning Activities in Cycle 1

No	Students' Activities	Cycle 1		Increasing
		Meeting 1	Meeting 2	
1	Predicting	45,83%	50%	4,17%
2	Question and Answering	50%	54,17%	4,17%
3	Visualizing	45,83%	50%	4,17%
4	Seeking Clarification	54,17%	58,33%	4,16%
5	Responding to text	50%	58,33%	8,33%
6	Summarizing	58,33%	62,5%	4,17%
	Total	304,16%	333,33%	29,17%
	Average	50,69%	55,55%	4,86%

Based on the table above, it could be concluded that there was improving of students' learning activities through Transactional Strategies Instruction (TSI) in increasing the students' reading comprehension. This cycle showed that the average of the score in pre- test of the students were 52, 08 and post- test 1 was 65. It showed that there was any significant effect between pre- test and post-test in this cycle.

d. Reflecting

In this cycle, there was increasing in the students' reading comprehension by using Transactional Strategies Instruction (TSI). It can be seen from the score and the students' activities were increased and good enough. Although it was good enough , there were some problems in learning process that must be corrected in the next cycle.

3. Cycle II

a. Planning

Based on the activities in the cycle 1, the process at cycle 2 was focused on the problem on cycle1. There were many weaknesses on cycle 1. Therefore, the researcher and collaborator planned to give material for the students' in reading comprehension by narrative text with the strategies of Transactional Strategies Instruction (TSI).

b. Acting

1) The first meeting

The first was conducted on Wednesday, July 31, 2013 at 1 until 10.05 until 11.25 that followed by 24 students. The researcher greeted the students and checked the students' attendance list.

Then, the researcher asks the students their activities yesterday orally. For the beginning of the meeting the researcher showed the picture that relation to the topic for their reading comprehension. Some students have known what picture is.

In this stage, the researcher reminded about narrative text as our lesson today. Then, the researcher divided the students to be 6 groups and each group consists of 4 students.

The researcher asks to the students "what is the picture?" and the students replied "that is Prambanan Temple". The researcher replied "very good". Ok class "what do you know the story about Prambanan Temple?" The researcher asks to the students to discuss the story in their group and after that the researcher asks one of the members of the group presented their discussion result in front of the class. From this activity, the researcher still found out some problems

in reading comprehension faced by the students although the students' desire in reading narrative text was increased.

Next, the researcher discussed the problem facing of the students in reading comprehension through Transactional Strategies Instruction (TSI). The researcher gave the explanation of the all of the students' problem faced reading comprehension through Transactional Strategies Instruction based on their discussion together in group in the last meeting.

Definitely, the students felt comfort to improve their reading comprehension through Transactional Strategies Instruction because of in some weeks they usually used works together or in small group that was guided by the researcher.

2) The Second Meeting

The second meeting was conducted on Saturday, August 03, 2013 at 10.05 until 11.25 followed by 24 students. This meeting used to post test 2 in the end of cycle 2. The researcher gave post test to the students. In this meeting almost all of the students could answer well. It can be seen from the result of the post test 2.

Table 5

The Student's Score in the post test 2

No	Interval score	Frequency	Percentage
1.	60-68	2	8,3 %
2.	69-76	2	8,3 %
3.	77-84	12	50 %
4.	85-92	7	29,17 %
5.	93-100	1	4,17 %
	Total	**24**	**100%**

The table above is the result of post-test 2, there were 2 students gained score 60-68, 2 students gained score 69-76 , 12 students gained score 77-84, 7 students gained 85-92 , 1 students gained 93-100, by use interval score was 8.

c. Observing

The observing is done by the researcher that is presented about two meetings in cycle 2. In this stage, the students more enthusiastic, it can be seen in this table below:

Table 6

The Result of Students' Learning Activities in Cycle 2

No	Students' Activities	Cycle 2		Increasing
		Meeting 1	Meeting 2	
1	Predicting	79,17%	91,67%	12,50%
2	Question and Answering	87,5%	91,67%	4,17%
3	Visualizing	79,17%	83,33%	4,16%
4	Seeking Clarification	83,33%	87,50%	4,17%
5	Responding to text	70,83%	83,33%	12,50%
6	Summarizing	87,50%	91,67%	4,17%
	Total	487,5%	529,17%	41,67%
	Average	81,25%	88,19%	6,94%

d. Reflecting

From the result of learning process in cycle 2 the researcher analyzed that generally using Transactional Strategies Instruction (TSI) the students' reading comprehension will increase.

Most of students enjoyed when they were studying use Transactional Strategies Instruction (TSI) and also it made the students

had good interested in reading English comprehension which is in the beginning before the treatment did, the students felt confused.

Based on the observation of learning process in cycle 2, it can be concluded that the result of cycle 2 was success. The researcher felt satisfied about the result of the research. The researcher inferred that this research successful and would be not continued in the next cycle.

C. Interpretations

1. Increasing the Student's Reading Comprehension

The instrument which was used to increase reading comprehension of the students of SMA PGRI 1 PUNGGUR from cycle I until cycle II was a test. The result could be seen on the table below:

Table 7

The Increasing of Students' Score Pre-test, Post-test 1 and Post-test 2

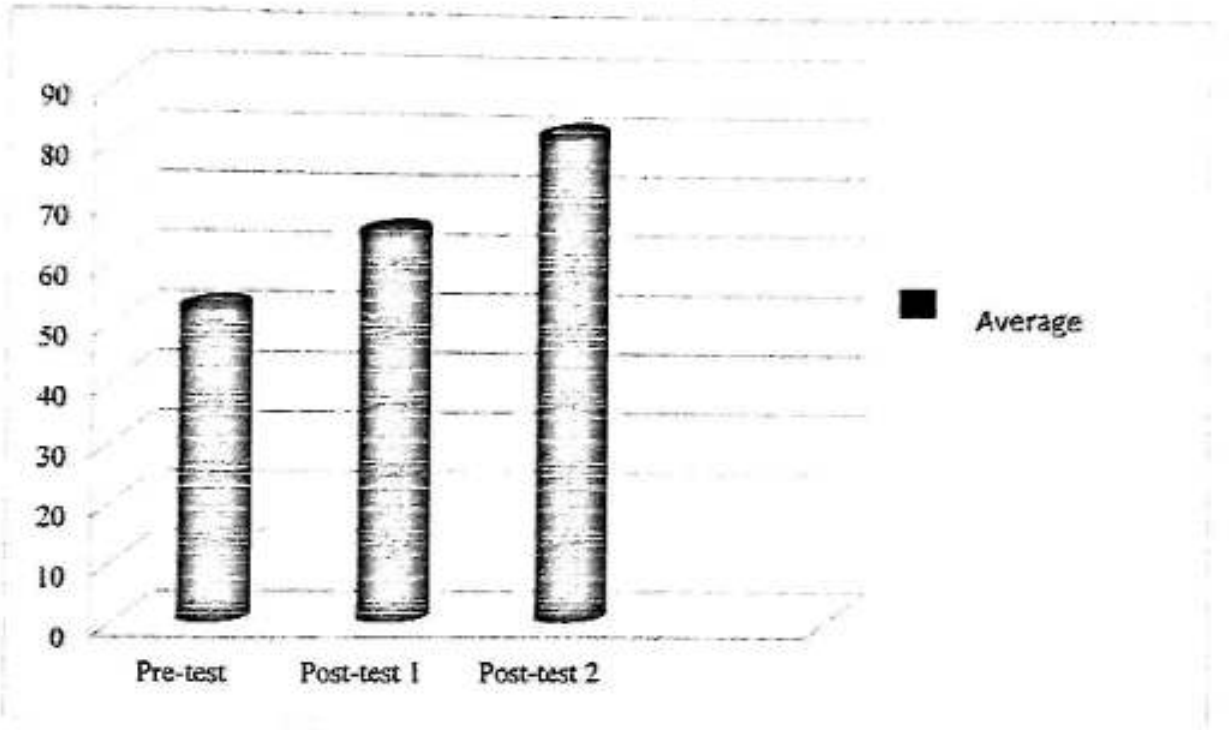
	Name	Pre-test Score	Post-test 1 Score	Increasing Percentage (%)	Post-test 2 Score	Increasing Percentage (%)
1	AP	40	60	50	80	33.33
2	AR	70	80	14.28	65	-18.75
3	BI	80	70	-12.5	80	14.29
4	CC	30	45	50	70	77.79
5	DI	50	60	20	80	33.33
6	DF	40	40	0	60	50
7	EA	30	65	83.33	90	38.46
8	EK	70	75	6.66	90	19.23
9	GM	50	70	40	80	14.29
10	HB	50	60	20	80	33.33
11	ID	80	80	0	90	12.5
12	LA	60	70	16.6	80	14.29

13	NA	30	50	66.67	90	80
14	NS	50	70	40	100	42.85
15	RY	70	90	28.57	70	-22.22
16	SN	60	75	30	80	6.66
17	SM	80	60	-25	90	50
18	TS	40	60	50	80	33.33
19	VD	40	65	62.5	90	38,46
20	NP	30	50	66.67	80	60
21	FP	70	80	14.29	80	0
22	DA	50	60	20	80	33.33
23	MM	30	55	83.33	90	63.63
24	DA	50	70	40	80	14.29
Total score		**1250**	**1560**		**1955**	
Average		**52.08**	**65**		**81.45**	
Highest score		**80**	**90**		**100**	
Lowest scorej		**30**	**40**		**60**	

Based on the table, it could be concluded that there was increasing of students during study. It could look on the result of pre -test and post -test at cycle I and cycle II. It means that transactional strategies instruction had positive effect toward the teaching and learning process, especially in increasing the students' reading comprehension. Below was the graph of the student's product:

The Graph 1

The increasing of the Average of Pre-test, Post-test 1 and Post test 2



D. Increasing the students' process

This observation sheet result is gotten when the learning process happened by the researcher. The result of the students' learning activity can be seen in this table as follow:

Table 8

The Result of the Students' Participation

No	Students' Activities	Cycle 1	Cycle II	Increasing
1	Predicting	47,91%	85,42%	37,51%
2	Question and Answering	52,08%	89,58%	37,50%
3	Visualizing	47,91%	81,25%	33,34%
4	Seeking Clarification	56,25%	85,41%	29,16%
5	Responding to text	54,16%	77,08%	22,92%
6	Summarizing	60,41%	89,58%	29,17%
	Total	318,72%	508,24%	189,60%
	Average	53,12%	84,70%	31,58%

Based on the table, it could be infer that there was an increasing of students learning activity during study time used Transactional Strategies Instruction (TSI) in increasing the students' reading comprehension. It can look on the result of observation sheet when cycle 1 that is 53.12 %. In addition, the result of observation sheet when cycle 2 are 84.70% it means that Transactional Strategies Instruction have positive effect in increasing the students' learning activities in the classroom.


STAIN

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research in chapter IV, it can be seen that transactional strategies instruction can make the student comprehend the text easily and help them accomplish the task. It is supported by the increasing of students' product and process in every cycle. In the first cycle, the average score of students' product from 6 students (25%) at cycle I and 20 students (83.33%) at cycle II get score more than 72. The minimum standard criteria (MSC) of the student of SMA N 1 Punggur are 72. While the increasing of students' process is 53.12% in cycle I increased to 84.70 % at cycle II. It means that the result at cycle II already reached the indicator, that is 80% students get score 72 or more and the students were more active in learning process. From that explanation, it can be concluded that transactional strategies instruction can increase the student's reading comprehension at SMA PGRI 1 PUNGGUR.

B. Suggestions

Referring the data in previous chapter and the conclusion some suggestions are recommended are:

1. It is suggested for English teacher to apply transactional strategies instruction in teaching English reading comprehension.
2. It is suggested for English teacher to give explanation about transactional strategies instruction to the students.

3. The teacher is expected to give motivation to the student in order to be excited in English learning since many students regard that English is difficult subject to learn.
4. The last but not least, the teacher should monitor and guide the students well while the students do their assignment.
5. The teacher should prepare lesson to make the students more active and the learning more interesting, so they can be increase their English. It is suggested for another research in this field to develop this research with the new innovation and hopefully the result of this research can be a reference.

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