

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English as an international language has an important role to develop science and technology. Many countries in the world use English as a medium of communication among people in different countries and also of writing many kinds of books in which those are spread in different countries. there are part skill of English language they are speaking , reading ,writing and listening , also English components such as: grammar, vocabulary, pronunciation, etc.

Reading is one of the important skills that should be mastered by students. Through reading they can increase their knowledge in many fields of knowledge.because the success of their study depends very much on the greater part of their ability to read. The purpose of reading is not only for saying out of words, but the most important thing is for comprehending the meaning or the messages from the written text.

According to Foertsch (1998:7), there are three basic definition of reading: first, reading is learning to read means learning to pronounce words: second, reading is learning to read means learning to identify words and get their meaning: and last, reading is learning to read means learning to bring meaning to a text in order to get meaning from it. It means when the readers read a written material, they do not only spell words by words, but also understand what they have read, so they can gain ideas, knowledge or information of material written.

Mediated instruction of text (MIT) refers to the teacher's role in making decisions during comprehension learners which are interested in guide the students through in assignment with

respect to the reading make MIT strategy helps students in understanding the text's meaning , provides students with opportunities to use new information in a variety of ways. This strategy also provides teachers with a generalized scheme for planning reading related assignments in a variety of subject areas.

Based on the observation that the writer gave to the students, she found some problems. They are vocabulary, grammar and understanding the text. The part of students can't be able to answer the question of the text. After the writer checked the answer of the students, many students had problem in vocabulary. They knew the answer but they didn't know to write in English. So, the students had a problem in vocabulary.

Based on the observation the writer got the value of the students,

No	NAME OF STUDENTS	SCORE
1.	Margareth	60
2.	Ersan	40
3.	Nanda	65
4.	Natalia	60
5.	Ihsan	40
6.	Fadly	65
7.	Arny	40
8.	Irnanda	50
9.	Sakina	50
10.	Fany	40

11.	Budi	65
12.	Dwi	40
13.	Tri	50
14.	Susi	65
15.	Rani	45
16.	Sartika	50
17.	Ain	45
18.	Doris	65
19.	Theresia	50
20.	Koccu	65
	AVERAGE	52,5

Based on the observation at SMA Swasta Parulian 1 Medan ,the writer found some problems in teaching and learning reading. First, the students got the difficulty in understanding narrative text because they did not have sufficient vocabulary to find main idea. Second,the score which is achieved by students can't reach standardvalue (KKM). They had poor score in answering the questions of narrative text which is their average 52.5 and only five students can achieve the standard cumulative score.

To solve the problems, the students need an interesting strategy in teaching and learning reading. The writer believes that the use of Mediated Instruction of Text (MIT) strategy will give a great help to students in comprehending narrative text.Neal and Langer (1992:226) states that Mediated Instruction of Text (MIT) strategy refers to the teacher's role in making decisions during comprehension lesson which are intended to guide the students through an assignment

with respect to the reading task. MIT strategy help students in understanding the text's detail through reading process of before,during and after reading activities and provides opportunities to use the new information in a variety of ways. This strategy also provides teachers with a way of planning reading related assignment in variety of subject areas and as instructure should be responsible for promoting interaction between the students and the textbook information and for enabling the student's comprehension processes that defines successful reading.

To support the study,previous research related to Mediated Instruction of Text (MIT) strategy is presented here. It was conducted by Maysa (2011) in an action research entiteld the Mediated Instruction of Text (MIT) strategy for reading comprehension. It was found that the MIT strategy of reading comprehension is critical and effective in helping English students make use of the language skills they have with their prior knowledge and expectations to gain a clear and successful comprehension of a specific text. This strategy also gives many advantages for students in increasing their achievement of reading comprehension,while the average score of students before applying MIT is 55.5 and after applying MIT the average score of students 70.

From elaboration above , the writer is interested in doing a research entitled THE EFFECT OF USING MEDIATED INSTRUCTION OF TEXT (MIT) STRATEGY TO IMPROVE THE STUDENT'S READING SKILL.

1.2 Problem of the study

“Does Mediated Instruction of Text (MIT) strategy affects the ability of the students in reading comprehension of narrative text”

1.3 The Objective of the study

In the relation, with the problem of the study, the objective is to find out whether or not Mediated Instruction of Text (MIT) Approach affects the ability of the students in reading.

1.4 The Scope of the Study

There are many strategies that can be used to teach reading they are Plus minus interesting (PMI),SQ3R Strategy,PQRST Strategy, but the writerfocuses on Mediated Instruction of Text (MIT) Strategy in improving student’s reading comprehension of narrative text.the scope is limited to four components of reading in narrative text namely main idea, detail information ,vocabulary , and reference (Heaton, 1988:106)

1.5 The Significances of the study

The significant of this research are :

A. Theoretically, the result of this study is expected to be a feedback for improving teaching activities and students understanding on the application of Mediated Instruction of Text strategy through an experimental research.

B. Practically

1. The teachers of English, as a reference to improve the quality of teaching reading by using MIT strategy.
2. The students of English department it can motivate teachers candidate to increase their creativity in teaching.

1.6 Hypothesis

Ho: Mediated Instruction of Text (MIT) strategy affects students reading comprehension.

Ha: Mediated Instruction of Text (MIT) strategy does not affects students reading comprehension

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Reading Comprehension

Understanding a written a text means extracting the required information from it as efficiently as possible. According to Anthony, et al (1993:283) reading is the process of constructing meaning through the dynamic interaction among the reader's exiting knowledge, the information suggested by the written language, and the context of reading situation. Furthermore, Farrell (2009:20) stated "give additional definition that reading is not passive , as it involves the reader in active interaction with what is presented in the text in order to make sense of what is written". It means the readers actively try to make connection between the text and what they already know based on their cultural values ,experience, and discourse processes.

Meanwhile , comprehension is the key concept of reading, Klingner (2007:8) stated that 'reading comprehension involves much more than reader's response to the test'. The reader's do not only read the text but they have to understand what they read. Furthermore, Anderson and Freebody (1983:68) stated that an incorrect one of the word read when one reads a passage but he does not understand it. Without comprehension, the end of reading is an empty. Therefore ,

reading comprehension is a multi component and highly complex process that involves many interactions between readers and what they bring to the text. If they do not understand the message, they are not reading.

Much of the current thinking on the reading tends to focus primarily on the purpose of the activity, even if reading is done for pleasure it is still purposeful. Williams (1998:90) classified that useful of reading into three points, there are getting general information from the text, getting specific information from a text, and for pleasure for interest.

In teaching reading, a teacher usually provides his/her students with kinds of English texts and a number of comprehension question dealing with the text to answer. The purpose of teaching reading for students are expected to be able to comprehend the text and interact with the text. According to JoMcDomough and Christopher Shaw (2003:95) stated 'the objective of teaching reading is getting the students to interact with different types of text and understand the whole text immediately includes main idea and specific information from the text'.

Moreover, King and Stanley (2009:330-333) said that the components of reading should be comprehended by readers are:

1. Finding main idea

Main idea is the main topic that is being discussed in a paragraph. Finding main idea is not always in the first sentence, it can be in the middle or in the last sentence of paragraph. The main idea of paragraph is what the paragraph develops. Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph of the test, but also help them to understand the whole text.

2. Finding Factual Information

Factual information requires readers to scan specific detail of the text. The factual

information question is generally prepared for students. It usually appears with WH question word which of the answer can be found in the text.

3. Finding the meaning of vocabulary in context

It means that the readers could develop his/her guessing ability in the word which is not familiar with him/her by relating the meaning of unfamiliar words the text and the topic of the text that is read. The words have nearly equivalent meaning when it has nearly the same meaning as another word.

4. Identifying references

Instead of repeating the same word or phrase several times, after it has been used we can refer to than reapeat it. For this purpose , we use reference words.Recognising reference words and beiing able to identify the words which refer to will help the readers understand the reading passage. Reference words are usually short and very frequently,such as it, she, he, they.

2.2 Mediated Instruction of text (MIT) strategy

Mediated instruction of text (MIT) refers to the teacher's role in making decisions during comprehension learners which are interested in guide the students through in assignment with respect to the reading make MIT strategy helps students in understanding the text's meaning , provides students with opportunities to use new information in a variety of ways. This strategy also provides teachers with a generalized scheme for planning reading related assignments in a variety of subject areas. MIT strategy uses in any subject and encompasses a large number of strategy choices Neal & Langer, (1992:227).

When teaching reading, teacher should keep in mind that the goal of reading comprehension is to understand the text details through some comprehension process agree with

strategy that is used by the teacher. According to Neal & Langer (1992:228) teaching reading by using Mediated Instruction of Text (MIT) strategy that follows some activities before, during and after reading in comprehending text.

2.2.1 Before Reading

The purpose of these activities is to activate prior knowledge and to stimulate the brains memory recall and imagery system to spark curiosity , to motivate, and to facilitate retention of learning. Deciding which strategies to use depends on the material to be read and the background knowledge of the students. Moreover, Neal &Langer (1992:228) states the strategies that could be used before reading in Mediated Instruction of Text (MIT) strategy are:

1. Brainstorming

A brainstorming sessions brings the readers ‘ inside thinking outside,. The teacher’s role is to create a classroom atmosphere where each participant feels free to responds. While brainstorming guidelines are collect and accept all ideas, avoid comments that judge, evaluate or analyze thoughts, encourage individuals to piggyback on the ideas of others, post thoughts on a chart or board for future reference during study, praise and encourage all students to participate.

2. Building word meaning

Choose the words that use likely to the unfamiliar and difficult and present them on the board on or paper. Ask students to write a definitions, even if it is only a guess.

3. Prediction of content

Prediction is linked to the strategy of activating prior knowledge. Here students write out what they think the passage will be about and what they might learn from it. Prediction creates anticipation and get students thinking about previous experiences they may have had about the

topic before they read about it. Prediction activity gets students to guess what will happen next in the story and the teacher helps them by giving some question.

2.2.2 During Reading

These strategies are design to address difficulties that poor readers have with content area texts, the students spend far more time struggling with individual words than in constructing meaning from text and the text often have main ideas deeply embedded in text and too many concepts and superficially presented at once. Moreover, Neal and Langer (1992:228) stated the strategies that could be used during reading in Mediated Instruction of Text (MIT) strategy are:

4. Verifying predictions

Verifying predictions is a strategy used throughout the reading process of during reading. During reading prediction activities have the students using the text it self and any pictures that confirm or reject predictions made before reading.

5. Questioning

Asking question during reading is strategy that has been identified as being effective by fluent readers of English. The questions guide the students as they read.and when they encounter passages or words that confuse them, they can ask themselves questions that help them understand. These questions during reading can be of these types, what is the paragraph about? Do the students need to read this? Are there words in the passage that confuse them?

2.2.3 After Reading

The readers can retain information more easily if they use it. There are some activities that refine, enrich, and heighten interest in the assigned topic. However, the primary goal of after reading is to further develop and clarify interpretations of the text, and to help readers remember what they have individually created in their minds from the text. In addition, the strategies that

could be used after reading in Mediated Instruction of Text (MIT) strategy are:

6. Summarizing

Summarization is an effective reading strategy used after reading activity to get the gist of a text. It is important that readers be able to get the main idea of a chunk of text, and summarizing can help as the readers restate the meaning in their own words.

Besides , Neal and Langer (1992:228) also assume that teacher as instructor is responsible for promoting interaction between the students and the textbook information and for enabling the student's comprehension processes that defines successful reading. It means teacher has an important role to the students in comprehending the text, because it is related to instruction which are given by teacher.

In the content areas, reading instruction as mediation requires two conditions. First, flexibility for planning is necessary because the instruction occurs in diverse subject matter fields. A second condition is clear view of how teachers help students learn from text. Hence, content teachers in diverse fields require a paradigm that provides instructional options according to the needs of their subject matter and their pupils and that specifies the teachers' responsibilities at each phase of guiding students' reading.

2.2.4 Advantages of Mediated Instruction of Text Strategy

The MIT strategy developed by Neal and Langer (1992:229) provides teachers with a generalized paradigm. The major components of the MIT paradigm are:

- 1) Instructional goals for each reading phase.
- 2) Basic comprehension processes that ensure each goal are met.
- 3) Instructional strategies that promote reading comprehension.
- 4) Instructor responsibilities for each reading phase.

Mediated Instruction of Text (MIT) strategy offers several advantages for students as well as teachers, it is flexible in that it encompasses a large number of strategy choices, making it easily adaptable to the different goals, backgrounds and skill levels of instructors and students. The MIT strategy also helps to clarify instructor responsibilities which are the basic requirements that ensure the comprehension process.

In addition, that the advantages of MIT strategy for students are encouraged to recall connections to information, social and cultural values and experiences to the classroom. In addition to this strategy is focused on developing oral fluency and cognitive academic language proficiency, it emphasizes the existence of instruction and assessment in safe and low risk environment where the students' attempts to acquire the language are highly valued. The different learning options of the strategy helps them to take the relevant ideas or concepts from a text, create necessary mental images, combine them with previous information in order to infer meanings that may or may not be explicitly stated by the author, and thus think about the new information in ways that support and guarantee the success of the process of comprehending a text.

The Mediated Instruction of Text (MIT) strategy also has advantages for teachers that provide teachers with a generalized scheme for planning reading related assignments in a variety of subject areas. The approach conceptualizes reading as occurring in three phases: before, during and after which is really important in following the comprehension process from its starting point to its final steps.

2.2.5 Disadvantages of Mediated Instruction of Text Strategy

Beside the advantages Mediated Instruction of Text Strategy also has some disadvantages. There are also some disadvantages for this strategy:

- 1) The process of teaching reading by using MIT strategy may be viewed as too formulate and rigid.
- 2) MIT strategy leads the students to become noisy during the their predictions or experiences before reading the story.

2.3 Narrative text

Narrative is a text has the purpose to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution Sudarwati and Grace (2007:74). Furthermore, Wagner (2000:8) assumed that narrative is mostly imaginary stories but sometimes also actual experience. It still used in some cultures to pass on customs and knowledge, to move readers emotionally, to persuade readers to accept a certain view of the world, and to teach moral.

Narrative text is telling something in the past. Therefore, narrative text applies simple past tense , simple past continuous, and past perfect tense. The ways narrative told is in chronological order using time and place, such as first, after that, then, finally, etc. Moreover, narrative includes tables, legends, fairy tales, mythos, fictions and folktales Barwick (1998: 4).

Sudarwati and Grace (2007:74) also define the generic structure of narrative text, there are:

1. Orientation: It is about the opening paragraph where the characters (Who), setting (Where), and time (When) of the story are introduced. In more complex narratives, orientation might be long as the characters and setting are generally more detailed and have more changes, whereas in short stories characters often remains static,
2. Complication: A problem arises followed by other problems. Complication usually consist of a situation the character is trying to resolve. This is the part of the story where

the characters go through major changes in their lives, it resolves around the problems that affect the characters, setting, time.

3. Resolution : The complications of the characters are resolved and lead to the ending of the story. The main characters have to act to resolve the situation in a believable way. It is no matter whether the characters succeed or fail to solve the problem. The point is the conflict end. Backwick (1998:6) added, it may have happy or un happy ending.

2.4 Previous research on the Implementation of Mediated Instruction of Text

A study conducted by Maysa (2011) at the first year students of Department of English Language in University of Jihan in Erbil, Iraq to improve students' reading comprehension. In conducted the research, she applied action research. The participants in the study were 30 students. The data was collected through giving pre-test before applying MIT strategy, treatments in teaching reading by using MIT strategy, and post-test to measure their improvement after treatments. The data was calculated by using statistical formula such as mean, standard deviation, and test.

There were several activities implemented in her study:

- 1) Surveying ideas:

Have you ever heard....?

What could it be.?

- 2) Assuming that students have heard about it, the following question will be:

How do you imagine it?

What was so famous about it ?

3) Demonstration or experiment.

In this stage, it was necessary to let students talk as they can without correcting them grammatically or semantically.

4) The teacher drew a picture of it on the board as way to encourage low skill students to talk.

5) Semantic organizers and building word meaning.

6) The students read the text and begin construct meaning.

7) Talking about the words due to their part of speech and follow their meaning as they change to another part of speech.

8) Questioning was necessary to monitor the students' understanding the story.

9) Asking students to look at the picture in the look and try to describe what happened in the picture.

10) Summarizing the story by using students own words.

The result of the study showed that MIT strategy was successful in improving the students' reading comprehension. The students score of post-test was higher than pre-test, while the average score of students in pre-test was 52.5 and post test was 65. They were active and critical in learning reading because they can make use of the language skillsthey have to experiences and comprehend the text.

Based on those previous research, it can be summarized that Mediated Instruction of Text strategy has benefit to improve students achievement of reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study is Experimental Quantitative research design, there are two variables in this study, namely Mediated Instruction of Text as independent variable and reading ability as dependent variable.

In conducting the experimental research design, the sample will be divided in to two groups, the experimental group will be taught by using MIT and control group will be taught without using MIT strategy. Both of the groups get pre-test and post-test also with the same items.

Table 3.1
Research Design

Group	Test	Teaching	Test
Experimental (X-B)	Pre-test	Using Mediated Instruction of Text	Post-test
Control (X-C)	Pre-test	Without Mediated Instruction of Text	Post-test

3.2 Population and Sample

Arikunto (2010: 173) states that a population is a set or collection of all elements possessing one or more attributes of interest. The population of the research is the tenth grade students of SMA Swasta Parulian 1 Medan. There are two classes there namely X-B and X-C. In group X-B there are 20 students, and X-C there are also 20 students.

According to Arikunto (2010: 174), sample is some or the representative of population which is going to be observed. Because having the small total number of students, this research applies total sampling by determining 40 students as the sample. In experimental class (X-B) consists of 20 students and in control class (X-C) also consists 20 students. So, the total number of population is 40 students.

3.3 The Instrument of Collecting the Data

To collect the data, the writer gives a narrative test. Both control group and experimental group will be given pre-test and post-test. The treatment is conducted after the administration of pre-test. The experimental group will be taught by using Mediated Instruction of Text strategy, while control group will be taught without MIT strategy. Then the writer gives the multiple choices to the students' in pre-test and post-test to know the student's in main idea, detail information, reference, vocabulary.

3.4 The Procedure of Test Research

In teaching reading, the sample will be divided into two groups, namely experimental group and control group. In experimental group the writer teaches students by using MIT strategy and in control group the writer teaches students without using MIT strategy.

3.4.1 Pre-test

Pre-test will be given to both groups (control and experimental) before the treatment in order to find out the homogeneity of the sample. Pre-test is speaking test and will be given before treatment.

3.4.2 Treatment

The treatment will be conducted after the administration of pre-test. In experimental group the writer teaches students by using MIT strategy and in control group the writer teaches students without using MIT strategy.

3.4.3 Post-test

After the teaching presentation in treatment, both experimental group and control group will be given post-test. It is given to know the difference score both of them and to know the effect of applying Mediated Instruction of Text on the students' reading ability.

**Table 3.4.3
Research Procedure**

No	Step	Experimental Group	Control Group
1	Pre-test	The teacher gives the pre-test to the students	The teacher gives the pre-test to the students
2	Treatment	<ol style="list-style-type: none"> 1. Teacher gives to the students about the narrative text. 2. Ask the students about the text 3. Teacher ask the students to find the some information of the text before the students read the text. 4. Ask the students to find the main idea of the text 5. The teacher gives change to the students to find the difficult word and translate to Indonesia. 6. Ask the students to write the difficult word in whiteboard. 7. The teacher ask the students to read the text. 8. Give 10 question to the students with 	<ol style="list-style-type: none"> a. the teacher give the text to the students about the narrative text. b. the teacher ask the students to read the text. c.the teacher ask the students to answer the question based on the text. d.the teacher scores the student

		multiple choice and ask the students to answer the question based on the text 9. The teacher scores the students.	
3	Post-test	The teacher gave the post-test to students	The teacher gives the post-test to students

3.5 The Test Specification

According to Heaton (1988:106) there are four component of reading.they are main idea,detail information ,vocabulary , and reference. There is more described as the test.

specification in narrative text:

Table 3.4.4 The test specification

No	Aspect	Items	Kinds of test	Score
1.	Main idea	2	Multiple choice	20
2.	Detail information	4	Multiple choice	40
3.	Vocabulary	2	Multiple choice	20
4.	Reference	2	Multiple choice	20
5	Total	10		100

3.6 The Technique Analyzing Data

This study is applied with quantitative data. The quantitative data will be used to analyze the score of the students. It will be collected by computing the score of the students' during multiple choice test. To analyze data in order to find out the differences mean of score of both experimental and control group, the researcher will use the t-test :

$$t = \frac{Mx - My}{\frac{\sum dx^2 + \sum dy^2}{Nx + Ny - 2} \frac{1}{nx} + \frac{1}{Ny}}$$

Where :

t : the effect

Mx : the mean of experimental group

My : the mean of control group

$\sum dx^2$: the sum square of standard deviation of experimental group

$\sum dy^2$: the sum square of standard deviation of control group

Nx : the total of experimental group

Ny : the total sample of control group

3.7 Procedure of Analyzing the Data

The data are analyzed by using some steps, they are:

1. Calculating the data from the scoring of the experimental and control group
2. Identifying the score of the students who are being treated and who are not
3. Comparing the score
4. Drawing the conclusion and answering the hypothesis

3.7 The Validity and Reliability of the test

In conducting a research the validity of the test is very important. It is better to know whether the test was valid or not to the sample. It is purpose to know both the accuracy of measurement and consistency of the test.

In order to collect the data, the writer uses test as the instrument. Test is one of the techniques in collecting data and used to measure the students' performance, intelligence, and knowledge

(Arikunto 2010:150). The test is considered well if it has two characteristic namely validity, validity is a measurement that measure what is supposed to measure.

In this research, the writer uses test to measure the students' reading ability. The writer uses multiple choice to the students for pre-test and post-test. The writer tests some components of reading test namely main idea, detail information, identifying references and vocabulary. The writer gives scores for each components based on students' reading ability.

3.7.1 Validity

The validity is defined as the degree to which a text measures what it claims to be measuring (Brown 2004:101). In addition, Arikunto (2010:170) states that validity is a measurement which shows the grade of number an instrument. It means a valid instrument must have high validity. In this case, the writer wants to measure students' speaking ability. A test or measurement can be called a content test when it measures the special purpose which is equal with the material or content given (Arikunto2010:171). The content validity is gained through table of classification of materials taught by the writer that refers to the syllabus.

3.7.2 Reliability

Arikunto (2013: 221) says that reliability shows an instrument that can be trusted used as a tool of collecting the data because it has already good enough. A good instrument will not be tendencies to lead the respondent in choosing certain answer. In order to find out whether the test reliable or not, the writer will use the formula of Alpha in Arikunto (2013:238-239) as the following:

$$r_{11} = \frac{k}{k-1} \left[1 - \frac{\sum \sigma_b^2}{\sigma^2 t} \right]$$

Where:

r_{11} : Reliability of instrument

k : The number of Items of the Test

$\sum \sigma_b^2$: The number of variants of each item

σ^2_t : Total of variants