

**THE IMPLEMENTATION OF MEDIATED INSTRUCTION OF TEXT (MIT)  
STRATEGY ON IMPROVING READING COMPREHENSION OF EIGHTH  
GRADE STUDENTS AT MADRASAH TSANAWIYAH (MTs) DARUL AMANAH  
TELUK**



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**Abstract**

This classroom action research is aimed at analysing the impact of the Mediated Instruction of Text (MIT) strategy on the reading comprehension of eighth-grade students at MTs Darul Amanah Teluk. Focusing specifically on descriptive text comprehension, the study involves 24 students and employed a pre-test and post-test design. Data analysis using gain scores reveal a significant improvement in reading comprehension, with the average score increasing from 39.2 on the pre-test to 93.3 on the post-test. This gain of approximately 54 points indicates a substantial positive effect of the MIT strategy on students' reading abilities. Based on these findings, it is recommended that English teachers at MTs Darul Amanah Teluk integrate the MIT strategy into their reading instruction to enhance students' comprehension skills.

**Keywords:** Mediated Instruction of Text (MIT), Reading Comprehension, Descriptive Text, Classroom Action Research, Gain Score

## INTRODUCTION

English has become an international language that is widely used in various countries and contexts of life. In Indonesia, English is taught as a foreign language (EFL) starting from junior high school. One of the important skills that students must master is reading because reading helps them expand their vocabulary, understand language structure, and obtain information from various sources.

However, many students at the MTs or junior high school level still face difficulties in understanding texts, especially descriptive texts, which are a basic type of text in English language learning. These difficulties are generally caused by limited vocabulary, lack of motivation to learn, and the use of traditional learning methods that still focus on text translation. As a result, students become passive, bored, and their reading skills remain low—as found in initial observations at MTs Darul Amanah Teluk, where the average student score was only 50, far below the minimum passing grade of 75.

This problem highlights the need for more interactive and meaningful learning strategies. One strategy that has proven effective is Mediated Instruction of Text (MIT), developed by Neal and Langer (1992). This strategy helps students understand texts through three stages of learning: before reading (pre-reading), while reading (while-reading), and after reading (post-reading). MIT encourages students to think critically, make predictions, discuss, and summarize the content of the text through active and collaborative activities.

Several previous studies (Mayasari, 2011; Sariakin & Maulizan, 2021) also show that the application of MIT can improve students' reading comprehension and motivation. Based on this background, this study was conducted to determine how the application of the MIT strategy can improve the reading comprehension of eighth-grade students at MTs Darul Amanah Teluk on descriptive texts.

This study is expected to provide theoretical and practical benefits. Theoretically, this study enriches the literature in the field of English teaching methodology, particularly reading strategies for EFL students. Practically, the results of this study can help teachers apply more effective teaching techniques and help students improve their ability to understand texts independently and meaningfully.

## REVIEW OF LITERATURE

### Reading Comprehension

Reading is a key skill in learning English. According to Mikulecky & Jeffries (1996), reading helps students think in English, enriches their vocabulary, improves their writing skills, and increases their cultural and academic knowledge.

Nunan (2003) and Wegmann (1996) emphasize the importance of three basic reading techniques, namely:

- Skimming to get the main ideas,
- Scanning to find specific information, and
- Guessing meaning from context to understand new words based on context.

In addition, DaCosta & Gutierrez (2020) describe six levels of reading comprehension: literal, reorganization, inference, prediction, evaluation, and personal response. In your

research, the focus of reading comprehension consists of four main components: main idea, detail information, vocabulary, and reference.

### **Descriptive Text**

Descriptive texts are used at the junior high school level to train students to describe objects, places, animals, or people in detail.

According to Knapp & Watkins (2005), the structure of descriptive texts consists of two main parts: classification (general introduction) and description (detailed description). The linguistic characteristics include the use of the simple present tense, relational verbs, and adjectives to describe the characteristics of objects.

### **Mediated Instruction of Text (MIT) Strategy**

MIT (Neal & Langer, 1992) is a teaching framework that focuses on three stages of reading: before (pre-reading), during (while-reading), and after reading (post-reading).

MIT helps students activate prior knowledge, make predictions, monitor comprehension, and apply new knowledge through activities such as questioning, brainstorming, summarizing, and discussion. This strategy gives teachers an active role as mediators to guide students in constructing meaning from texts independently.

## **RESEARCH METHOD**

This study was conducted at Madrasah Tsanawiyah (MTs) Darul Amanah Teluk, located on Jln. Lubuk Rotan Parit Kaca III, Secanggang District, Langkat Regency, North Sumatra. The research took place during the first semester of the 2024/2025 academic year, from July to December 2024.

The participants of this study were 24 eighth-grade students, consisting of eight male and sixteen female students. This class was purposively selected because their average English reading score was below the minimum mastery criterion (75). The focus of the research was to examine the improvement of students' reading comprehension in descriptive texts after the implementation of the Mediated Instruction of Text (MIT) strategy.

This study employed a Classroom Action Research (CAR) design integrating both qualitative and quantitative approaches. The qualitative method was used to describe the teaching and learning process during the implementation of the MIT strategy, while the quantitative method was used to measure students' improvement through the comparison of pre-test and post-test results.

The research followed the action research spiral proposed by Kemmis and McTaggart (2014), which consists of four cyclical stages: planning, acting, observing, and reflecting.

1. Planning involved identifying the problem, preparing lesson plans, learning materials, and observation instruments.
2. Acting referred to the implementation of the MIT strategy during classroom instruction. Students were taught reading descriptive texts through a sequence of pre-reading, while-reading, and post-reading activities.
3. Observing was conducted collaboratively by the researcher and the English teacher to record students' participation, enthusiasm, and performance during the learning process.
4. Reflecting involved analyzing the results to determine the success of the action and whether further cycles were necessary.

Data were collected through tests, observation, and documentation.

- Tests consisted of a pre-test and a post-test, each containing ten multiple-choice questions related to descriptive texts. The pre-test measured students' initial ability, while the post-test was used to evaluate improvement after the implementation of MIT.
- Observation sheets were used to monitor students' engagement, motivation, and collaboration during learning sessions.
- Documentation, including photographs and field notes, was used to support qualitative findings and illustrate classroom activities.

The teaching treatment was carried out in three meetings, each with different descriptive text topics: The Terrifying Headmaster, Natural Bridge National Park, and My Idol. In each meeting, students engaged in pre-reading activities such as brainstorming and predicting, while-reading activities including guided questioning and comprehension tasks, and post-reading activities involving summarizing and reflection.

After the treatment, students were given a post-test using the same format as the pre-test to ensure valid comparison. The quantitative data were analyzed descriptively by calculating the mean score of the pre-test and post-test to determine the improvement in reading comprehension. The qualitative data from observation and documentation were analyzed narratively to describe changes in students' behavior, participation, and motivation during the implementation of the MIT strategy.

Overall, this research method was designed to systematically investigate how the Mediated Instruction of Text (MIT) strategy could enhance students' reading comprehension in descriptive texts and to provide empirical evidence of its effectiveness in the EFL classroom context.

## RESULTS AND DISCUSSION

### **The Implementation Of Mediated Instruction Of Text (Mit) Strategy On Improving Reading Comprehension Of Eighth-Grade Students At Madrasah Tsanawiyah (Mts) Darul Amanah Teluk Student's Reading Comprehension Improvement**

Before the implementation of MIT, students faced major difficulties in understanding descriptive texts. They struggled to identify main ideas, comprehend detailed information, understand vocabulary, and recognize references within the text. Their average score in the pre-test was 50, and only four students met the minimum mastery criterion (75).

After the implementation of MIT in Cycle I, students began to show improvement in identifying main ideas and finding detailed information. The average score increased to 67, but some students still struggled with vocabulary meaning and textual references.

In Cycle II, the teacher refined the strategy by emphasizing guided questioning, vocabulary practice, and comprehension discussions. As a result, students' performance improved significantly, with the average post-test score reaching 85. Nearly all students achieved mastery.

#### **Student's Motivation and Participation**

Qualitative data from classroom observation revealed that MIT also improved students' motivation and participation. During the pre-test stage, students were mostly

passive, hesitant to read aloud, and reluctant to participate. However, after the MIT strategy was introduced, the classroom became more dynamic and interactive.

Students showed enthusiasm during pre-reading activities (brainstorming and predicting content), active involvement during while-reading (discussing vocabulary, answering guided questions), and better understanding during post-reading (summarizing and sharing conclusions). The teacher's role as a mediator was crucial in this process. By guiding students through structured questioning and discussion, the teacher helped them construct meaning collaboratively.

The findings are consistent with previous studies conducted by Mayasari (2011), Purwasih (2014), and Fitria et al. (2021), which also demonstrated that the MIT strategy facilitates comprehension through interactive and scaffolded learning. The three-phase structure of MIT (pre-reading, while-reading, and post-reading) helps students connect prior knowledge with new information and develop critical reading skills.

In summary, the implementation of Mediated Instruction of Text (MIT) effectively improved students' reading comprehension in descriptive texts by enhancing their understanding of main ideas, details, vocabulary, and references. Furthermore, it fostered positive classroom engagement and motivation, turning reading into a more meaningful and enjoyable activity.

## CONCLUSION

Based on the analysis, the following three conclusions are presented, as follows:

1. The reading skill of eighth-grade students of MTs Darul Amanah Teluk as measured by a pre-test and post-test, showed improvement after the implementation of the MIT strategy. The average score increased from 39.2 to 93.3, a gain of approximately 54 points.
2. The MIT strategy appears promising for enhancing reading skills within this specific learning environment. The improvement in student scores between the pre- and post-tests suggests its potential effectiveness.
3. Informal classroom observations suggested that students appeared more engaged and motivated during the lessons employing the MIT strategy.

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