

Reader-Text Transaction In Text Comprehension

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Abstract

The complexities and dynamics of reader-text transaction have become important issues in the teaching of reading comprehension. This study examines how tertiary level readers engage internal dialog with the text. It also seeks to provide the much needed insight of it onto the aspects of text comprehension processes. The aim of this study is to explore and provide descriptive analyses pertaining to the issues of questioning the text in invoking active interactions with the text. A total of 62 students pursuing semi-professional courses at diploma levels in one of the premier institutions of higher learning participated in this study. Qualitative data was obtained through students' written reports of the adapted verbalisation of thoughts of self-generated questions, semi-structured interviews with the students and field notes extracted from the researchers as participant observers. Thematic analysis was then used to identify emergent themes grounded in the data. The findings indicate that readers are able to take ownership of the text when they engage inner dialog through active interaction with the text, and gain better understanding of the text. This article will argue that readers are transformed from passive to active participants if they are able to activate thinking skills through reader-text transaction in the form of questioning the text. Therefore, emphasis should be placed on developing reader-text transaction towards the use of thinking skills in text comprehension. Such reader-text interactions will enable readers to take control of purposeful learning with far reaching results in text comprehension.

Keyword: reader-text transactions, lower order thinking skills (LOTs), higher order thinking skills (HOTs), literal, interpretive and applied thinkers.