

THE EFFECT OF PREDICTION STRATEGY TO THE STUDENTS' READING ABILITY AT TENTH GRADE OF SMA NEGERI 2 SIBORONGBORONG

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ABSTRACT

This study deals with the effect of prediction strategy to the students' reading ability. The objectives of this study is to find out where the prediction strategy significantly effective to the student' reading ability especially in descriptive text. the population of this study were tenth grade of smanegeri 2 siborongborong in academic year 2018/2019 which consist of 350 students .the sample of tis study were 34 students which devided into two groups that is control group and Experimental group. where incontrol group there were 17 students taught without using prediction strategy and in experimrntal group there is 17 students taught with prediction strategy. the instrument for collecting the data was used descriptive text which consist of 20 numbers and each number has five option there were a,b,c,d,ore. after collecting the data the score of pre test and post test from control group and experimental group were different. where there was a significant improvement between both of groups. Where before applying the prediction strategy the mean of the students' score are 50 but after applying prediction strategy the mean of the students' score are 80 from the score above there was a significant effect of prediction strategy to the students' reading ability .

Key Words: *Prediction Strategy, Reading*

1. INTRODUCTION

1.1 The Background of The Study

Language is very important for human life. We use language to convey our ideas, feelings, and thoughts to others. English is one of several languages in this world. English as a foreign language consists of four skills that must be mastered by every individual who wants to learn English, namely listening, speaking, reading and writing. In foreign language learning, reading is one of the important skills that must be taught to students because through reading they can obtain information from texts that can improve their knowledge.

According to Grabe (2009:9) reading is the ability to draw meaning from the printed page and interpret this information appropriately. In reading, the students are expected to be knowledgeable and familiar with what the teacher has explained in the

context, whereas in comprehension the students are expected to have more skills rather than to explain individual text or passage after comprehending them. Reading comprehension involves the students' ability to find some information in reading text of English.

Based on the experience of the author in the teaching practice program (PPL) in Senior High School, some students have difficulty understanding the reading texts they read. This causes them to find it difficult to apply the text. They only read text word for word without understanding. Some difficulties arise in getting the main ideas in each paragraph where the main idea is one of the most important in reading and in understanding the meaning of some vocabulary and also in understanding the grammatical structure of the reading text. This condition makes them more bored to understand the reading text. Teachers must build the interest by applying a good

strategy. For the purpose of improving the students' ability in reading, the writer assumes that prediction strategy is one way of teaching.

Based on the discussion above, it is expected that by applying Prediction strategy, it can any significantly effect to improve students' achievement in reading comprehension in descriptive text.

1.2 The Problem of the Study

Based on the background of the study, the problem of this study is formulated as the following "Is there any significant effect of applying Prediction Strategy on the students' achievement in reading comprehension in Descriptive Text?"

1.3 The Objective of the Study

The objective of this study is to find out whether there is a significant effect applying Prediction Strategy on the students' achievement in reading comprehensions in descriptive text at the tenth grade of SMA Negeri 2 Siborongborong in Academic Year 2018/2019.

1.4 The Scope of the Study

This focuses on reading comprehension achievement in Descriptive Text by using of Prediction Strategy and also focuses at the tenth grade at SMA Negeri 2 Siborongborong.

1.5 The Significance of the Study

The significance of this research will be useful for:

1. English teachers in teaching reading descriptive text.
2. To help the students' in reading descriptive text.
3. Those who are interested in doing further research related to this study.
4. Readers in developing information and knowledge from this study.

2. REVIEW OF RELATED LITERATURE

2.1. Theoretical Framework

In this chapter, there were some important terms that used in this study. These important terms must be clear from the beginning in order to avoid misunderstanding between the writer and the reader and both of them must have the some perception in the concept in this research. Also, writer presents this chapter in order strengthens this study. The terms will be classified in the following.

2.2. Effect

Oxford Dictionary (2000:138) that effect is a change that somebody or something caused in something or somebody else. Effect come from Latin "effectus" means performance or accomplishment or any result of other action or circumstance. Based on the definition above, the writer concludes that effect is a result of any action that something or someone gets and shows in performance.

2.3. Prediction Strategy

a. Definition of Prediction Strategy

In addition, Harmer (1998:70) said that prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the content before we actually read. Johnson et.al (2004) states that by making predictions, readers are using the following processes:

1. Prior knowledge
2. Thinking on a literal and inferential level
3. Adding to their knowledge base
4. Making connection
5. Monitoring comprehension
6. Filling the gaps in the author's writing

In applying prediction strategy in descriptive text would be used the media. The media which would be used is picture. The use of picture are more sufficient and practices than words, they are easier to recall and to remember than words, further more they expose real life situation although it happened a long time ago. Picture is used to help presenting information to the class. So, the picture is very important to use in descriptive text by

applying prediction strategy to make the students easier in predicting the picture correctly and the students can be attentive, energetic, understanding of the text well.

b. The Purpose of Using Prediction Strategy

In this study, prediction strategy has purposes to provide some students' opportunity to be active in the class, students are hope to:

1. If a student tries to predict more often, then they have a greater chance of being right.
2. Prediction gave students motivation and purpose for reading what they read.
3. To active prior background knowledge with the text to develop a deeper meaning and understanding about the text.

c. The Advantages of Using Prediction Strategy

There are some advantages of teaching prediction strategy, they are:

1. Predicting helps students set a purpose for reading and anticipate what students will read.
2. Making a reviewing prediction helps students interact with the text.
3. Predictions help connect students prior knowledge with the information being learned.
4. Predictions help students' developmental models that they can use whenever they read.
5. Mental models help students remember what they've read.
6. By supporting student prediction with evidence from the text, they develop critical thinking skills and improve comprehension.

2.4 Teaching Reading by Applying Prediction Strategy

In teaching reading comprehension, the most important thing is to build up student's confidence and interest in reading and signing, enjoying, listening, to the text and being able to retell text.

Figure the steps of teaching reading by applying prediction strategy

a. Language Skills

Language is an important part of human being's life because a language is a central factor of human existence in a social community. According to Clark and Clark (1977:7), language is fundamentally an instrument of communication. People talk as a way of conveys ideas to others. Indeed, it is a basic ingredient in virtually every social situation.

b. Reading

Reading is one of the most important skills in learning language beside listening, speaking, and writing. Reading is an interactive process that goes on between and the test resulting comprehension. The text presents letters, words, sentences and paragraph that encode meaning.

c. Reading Comprehension

Reading comprehension is understanding a text that is read or the process of constructing meaning from a text. Comprehension is a process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Comprehension describes an achievement like winning a race it is not the process but it does imply the process or activity that is more than just reading in the narrow sense or recognizing the words and following the sense.

d. The Purpose of Reading

Grabe (2002:13) classified purposes of reading as follows:

1. Reading to search for simple information and to skim.
2. Reading to learn from texts.
3. Reading to integrate information, write and critique texts.
4. Reading for general comprehends.

Accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

e. Factor Affecting Reading Comprehension

According to Smith and Johnson (1980:4) reading depends on many factors namely:

1. Reader's ability to comprehend the printed ideas. It means that reader must have good technique in reading.
2. The reader's background knowledge to which new information must be added.
3. The quality or lucidity of the writing itself. Good writing will enable students to get the main point easily.
4. The reader's purpose of goal in reading the material. Students must have motivation to read whether it is intrinsic or extrinsic.

2.5 Descriptive Text

Description is one of the major language functions. Description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

In description text there are several things that should be understood, there are:

1. Social Function
2. Generic Structure
3. Grammatical Features

The following are several grammatical features or descriptive text in reading:

- The use of action verbs are needed in describing especially for describing behaviors.
- When describing feeling, mental verbs are used. Adjective, adverb and adverbial phrases are used most often.
- Using simple present tense, the present tense is predominantly used. The past tense is used to describe something in the past.

2.6 Indicator of Students' Comprehension in Reading

In reading the students must be able to get the meaning from what they read. Here are

some indicators that should be achieved by the students in reading.

They were:

- Students are able to identify the generic structure of descriptive text.
- Students are able to identify the language features in descriptive text.
- Students are able to identify the meaning in the descriptive text.
- Students are able to answer the questions related to the descriptive text.

a. Reading Comprehension Assessment

Assessment in the broader term, defined as the systematic process of gathering information about students (Marrioti and Homan, 2005). Assessment is ongoing in all classrooms for all children throughout the school year. Results of assessment help the teacher determine which instructional objective to teach (reteach), what methods and strategies to use, and what materials are appropriate.

Therefore it is concluded that the comprehension is a successful in reading particular goal, status and standard, especially by effort, skill, courage, etc. To assess students' ability in reading comprehension in cognitive will be used test. Test is multiple choices test related to the text. The test will be given to the student should be able to measure the level of comprehension of students expected. Level comprehension that the students must mastery in Junior High School is literal and inferential comprehension. So, all the tests should be able to measure the students' ability in comprehension text literally and inferentially.

b. Conceptual Framework

Reading is the process of activating prior knowledge to help a reader in understanding certain a text. Reading is one of the language skills that should be achieved by the students. It is also one of the most important academic tasks faced by the students, but some students have problem to comprehend the reading text.

To make reading more active process is very necessary to find out and effective strategy in teaching, reading comprehension in order to make the students achieve better understanding in reading text. One of the reading strategies which will use in this study is prediction strategy. Prediction strategy is common pre-reading technique to activate background knowledge, focus the reader's attention, set the mood of the story, and establish a purpose for reading. Readers can often predict the content of a story by looking at the title or chapter headings, scanning the table of contents, and reviewing any pictures, tables, figures, or graphs.

Prediction strategy is more effective to be used to improve reading skills of students because prediction strategy has many advantages for the students. Prediction strategy on reading comprehension in descriptive text of place can increase the ability of the students to comprehend the reading text inferentially and it make easy for the students to group information from the reading text, force the students to pay attention to what the writer is saying, the improving their concentration and motivation the students can be attentive, energetic readers who reach rather than cursory, understanding of the text well.

c. Hypothesis

Based on theoretical and conceptual framework above, the hypothesis is formulated as follows:

H_0 : There is no significance effect of Prediction Strategy on the students' achievement in reading descriptive text.

H_a : There is asignificance effect of Prediction Strategy on the students' achievement in reading descriptive text.

3. RESEARCH METHOD

3.1 Research Design

This research was experimental research. It aims to find the effect of independent variables (Prediction Strategy) on the dependent variable (student achievement in reading descriptive texts). The author done

with two random groups, namely the experimental group and the control group. The research design applied to compare data obtained from both groups. According to Ary (1979: 128)

3.2 Population and Sample

a. Population

The specification of the population is needed to make a research valid. Best and Khan (2006:13) stated that population is any group of individuals that has one or more characteristic in common and that are interest to the researcher. The Population of the study were the tenth grade students at SMA Negeri 2 Siborongborong where total number of population are 350 student's that consist of 10 classes.

b. Sample

Sample is the small group that is observed as the representation of population. It has been considered representative enough and relevant to what Arikunto (2010:134) stated, "Sample is partially or representative of the population studied. If the populations of the research are less than 100, it is better to include all of them as the sample".

Sample is a part of the population that gives clear characteristic of the population. The writer took sample by using Cluster Random Sampling. According to SuharsiniArikunto (2006:130) said the cluster random sampling used when the population has the group and that have same characteristic on their learning outcomes. Based on explanation above the writer found sample from X IPA 1 – X IPS 3.

It means that if the research subject less than 100, it is better to take all of the samples so that the research, become population research. Next, if the research subject is more than 100, the samples can be taken out between 10%-15% or 20%-25% or more.

Because the writer's sample more than one hundred (350) so that the writer took out 10% from the population and the result was

35 students to be the writer's sample, After the researcher found the sample then the researcher divided the students into two groups, each class consisted of 17 students. Students in experimental class were taught by using *Prediction Strategy* and students in control class were taught without using Prediction Strategy.

3.3. Research Instrument

The technique that the research used to collect the data was by giving test. Hence, the research instrument in this study was test. The test was in the form of multiple choice in which the students were asked to read descriptive text based on the topic. According to Hughes (2003) the calculation of the writing scores are range from 0-100 based on the categories of reading evaluation.

3.4. Instrument of Collecting Data

The instrument of collecting data is a test of reading comprehension test. The test is multiple choices which consist of 10 questions . Each item of the test consists of five options namely: a, b, c, d and e. The test was given to the students aim at collecting the data supporting the students' achievement in reading comprehension.

The score of the test range from 0 to 100. The correct answer analyzed by using this following formula:

$$S = \frac{R}{N} \times 100$$

3.5. Procedure of Research

The procedure in this research consists of two groups. The first group was experimental group which is taught by using Prediction Strategy and the second group was control group without using Prediction Strategy. In obtaining the data, the researcher given pre-test, treatment and post-test to the sample of the experimental group and the researcher also gave the pre-test and post- test to the control group but treatment were not.

a. Pre-Test

A pre-test was given to the sample before the treatment is given to them. It is aimed at finding out the basic achievement of

students' reading. In this case the kind of test is multiple choices.

b. Treatment

The treatment was given after administering the pre-test. The teacher taught the same materials for the experimental and control group. The experimental group taught by using Prediction Strategy while the control group without Prediction Strategy. The treatment in experimental group can be shown as follows:

1. Preview
2. Question
3. Read
4. Reflect
5. Recite
6. Review

In this sixth step, the teacher did the activities:

- Asking the students to review the material and to read the conclusion.
- Asking them to reread the text only when they're not sure of the answer.

And the students should be:

- Reading the conclusion.
- Rereading the text only when they got some confusion about the answer.

The control group did not teach by using Prediction Strategy, it means that there was no treatment on it. The teaching procedures on control group shown as follows:

Teacher's activity:

- Giving a text to the students
- Asking them to read the text.
- Reading the text aloud in front of the class and choose some students to read aloud the text in turn.
- Asking the students to find out the difficult words and look the meaning up in the dictionary as well as asking them to translate the text.
- Asking the students to show their comprehension by answering the questions based on the text.

Students' activity:

- Receiving the text.
- Reading the text.
- Listening to the teacher firstly and then read aloud the text in turn.
- Searching for the difficult words and translate the text.

- Answering the questions based on the text

c. Post-Test

After having treatment, both experimental and control group was given a post-test. It purposes to see the difference of mean score between experimental and control group and to know whether Prediction Strategy has a significant effect on the students' reading achievement or not.

3.6. The Validity and Reliability of the Test

The validity and reliability of a test is very important in research. It purposes to know both the accuracy of measurement and consistency of the text. It is better to know whether the test is valid and reliable or not to be tested to the sample. In this below, the researcher will explain about the validity and reliability.

a. The Validity of the Test

Arikunto (2010: 211) states that a test is said to have content validity when measuring certain specific goals that align with the subject matter or content that already given. To measure the validity of the test the writer tries to give themultiple choices test to the students. After that, the students' score will become result to conclude that the test is valid in testing the students' reading comprehension. He states that there are two kinds of validity, they are: 1. *External validity* is the extent to which the results of a study can be generalized from a sample to a population. 2. *Content validity* refers to the appropriateness of the content of an instrument. In other words, do the measures (questions, observation logs, etc.). So, this study applied the *Content validity* which concern with how well the test measure the subject matter and learning outcomes during the instruction period.

b. The Reliability of the Test

A good test should give consistent result. For instance, if the same group students took the same test twice within two days, without reflecting on the first test before they sat it again, they should get the same results on each occasion. If they took another similar test, the results should be

consistent. If two groups who were demonstrably alike took the test, the marking range would be the same.

Before testing the test for the Control Group and Experimental Group, the test should be administered to other students in the same level. The writer administered it with other students in other class of State Senior High School SMA Negeri 2 Siborongborong.

If it is any similar result of test in any occasion, the test can be reliable. The reliability of the test was defined as the quality of test scores, and pertained to the extent to which the scores are free from measurement error (Bachman, 1990:49). Reliability refers to the consistency of the test when it is adminitered to different students in different school. The coeficient correlation could be obtained by applying Pearson Product Formula as follow :

$$r_{xy} = \frac{N (\sum XY) - (\sum X) (\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

In order to measure the test if reliable or not, according to Aruan (2007), the reliability of the test can be categorized as follows :

- 0,00 – 0,19 = very low reliability
- 0,20 – 0,39 = low reliability
- 0,40 – 0,59 = fair reliability
- 0,60 – 0,79 = high reliability
- 0,80 – above = very high reliability

3.7 The Technique of Analyzing Data

This study applies the quantitative data, the procedures are scoring the pre-test and post-test of experimental and control group, comparing the mean of them and analyzing the data by using t-test formula as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{Dx^2 + Dy^2}{Nx^2 + Ny^2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

3.8. The Procedure of Analyzing Data

The data is analyzed by using some steps:

1. Collecting data from the scoring of the experimental and control group.
2. Identifying the score of students who are being treated and who are not.
3. Comparing the score.

- Drawing the conclusion and answering the hypothesis.

4. THE ANALYSIS OF DATA

4.1 Data

A test was administrated to collect the data. The experiment was done to grade Tenth students of SMA Negeri 2 Siborongborong. The following was the result of pre-test and post-test of two groups. In this research, the sample was divided into two groups, namely the experimental and the control group, which were used as the data of the study.

The Score of the pre-test and post-test of the experimental group

No	Student s' Name	Score of Pre-Test	Score of Post-Test
Total		910	1320

After applying the pre-test and post-test to the experimental group, the scores were gained. It was obtained that in experimental group the highest score in the pre-test is 73 (with 1 student) and post-test is 83 (with 2 students), while lowest score in the pre-test is 50 (with 1 student) and the post test is 60 (with 1 student).

The Score of the pre-test and post-test of the control group

No	Students' Name	Score of Pre-Test	Score of Post-Test
TOTAL		900	1060

After applying the pre-test and post-test to the control group, the scores were gained. It was obtained that, in control group the highest score in the pre-test is 70 (with 2 students) and post-test is 80 (with 2 students), while lowest score in the pre-test is 40 (with 3 students) and post-test is 50 (with 5 students).

In the other words, the experimental group, which was taught by applying prediction strategy affect significantly to the students'

in reading ability. It can be seen from the score on the pre-test compare with the score on post-test. The score on post-test reflected to improve the students' reading ability by applying the prediction strategy, while the control group, which was taught by using conventional method did not affect significantly on the students' achievement in reading ability.

4.2 Testing the Reliability of the Test

The reliability of the test is intended to find out where the test reliable or not. In this study the reliability of the test is calculating by using the following formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} - \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

$$\sum X = 1825$$

$$\sum Y = 1790$$

$$\sum X^2 = 112461$$

$$\sum Y^2 = 108334$$

$$\sum XY = 110028$$

By the calculating (see appendix C) we know that the reliability of the test was 0.76 the opinion of Best that the reliability of the test is high when it is between 0.76 - 0.80 it means that the writing tests in this study is reliable.

4.3 Data Analysis

Based on table I and II above, it showed the different scores between pre-test and post-test in both experimental and control group can be seen. The calculation of the mean (Mx) or the sum of deviation ($\sum d$) of the experimental group (see appendix D) based on the table in appendix D, the total different scores between pre-test and post-test of experimental group is 393 and mean scores (Mx) are calculated as follows:

$$\begin{aligned} Mx &= \frac{\sum d}{N} \\ &= \frac{393}{30} \\ Mx &= 13.1 \end{aligned}$$

The calculation of mean (My) or the sum of deviation (Xd) of control group see in appendix D. Based on the table in appendix

D, the following calculation is the meanscore of the control group;

$$\begin{aligned}
 My &= \frac{\sum d}{N} \\
 &= \frac{219}{30} \\
 My &= 7.3
 \end{aligned}$$

a. Analyzing the Data by Using the t-test Formula

To find out whether the use of prediction strategy effect on students' reading ability, the result of the test was calculated by using t-test formula. The formula is as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{dx^2 - dy^2}{(Nx - Ny) - 2} \right] \left[\frac{1}{Nx} - \frac{1}{Ny} \right]}}$$

Where:

Mx= the mean of experimental group

My= the mean of control group

dx^2 = the standard deviation of experimental score

dy^2 = the standard deviation of control's score

Nx= the total number samples of experimental group

Ny= the total number samples of control group

The calculation showed that:

Mx= 13.1

My= 7.3

dx^2 = 1104.7

dy^2 = 476.3

Nx= 30

Ny= 30

$$t = \frac{Mx - My}{\sqrt{\left[\frac{dx^2 - dy^2}{(Nx - Ny) - 2} \right] \left[\frac{1}{Nx} - \frac{1}{Ny} \right]}}$$

$$t = \frac{13.1 - 7.3}{5.8}$$

$$t = \frac{5.8}{\sqrt{\left[\frac{1104.7 - 476.3}{(30 - 30) - 2} \right] \left[\frac{1}{30} - \frac{1}{30} \right]}}$$

$$t = \frac{5.8}{\sqrt{\left[\frac{1581}{58} \right] \left[\frac{2}{30} \right]}}$$

$$t = \frac{5.8}{\sqrt{(27.25)(0.06)}}$$

$$\begin{aligned}
 t &= \frac{5.8}{\sqrt{1.635}} \\
 &= \frac{5.8}{1.278} \\
 t &= 4.53
 \end{aligned}$$

(The calculation of t- test can be seen in the appendix D).

Based on the calculation of t-test above, t observed is 4.53 having the data been computed by using t-test formula it showed that the t critical value is 4.53 The value would be used to find out whether the alternative hypothesis was rejected or not. Then, after seeking the table of distribution t- critical as a basis of counting t-critical in certain degree of freedom (df), the calculation shows that the df was 58 (N1+N2-2 = 30 + 30-2 = 58). The df of 58 was not listed in the t- table, so it uses the nearest (df) that was 60. In the line, the t-critical is 2.00.

b. Testing Hypothesis

The hypothesis testing was aimed to know whether the hypothesis was accepted or rejected. The basic theory that the writer used:

- The hypothesis is accepted if the t-observed > t-table
- The hypothesis is rejected if the t-observed < t-table

In this study, the calculation of scores by using t- test for the degree of freedom (df)58 at level of significance 0.05 that the critical value is 2.00. The result of computing the t- test showed that the t-observed is higher than t - table or it can be seen as follows: t- observed (4.53) > t-table (2.00) with df 58. Thus, the alternative hypothesis (Ha) is accepted. It means that using prediction strategy significantly effect on the students' reading ability.

4.4 Research Finding

In this research, the writer found that using prediction strategy gives a positive effect to students' reading ability. It means that the students who were taught by using prediction strategy got higher score (83)

than students who were taught without using prediction strategy (77). It was proved by the result of the t-test in which t-score of t- calculated is higher than the critic (observed 4.53) t critic is 2.00 df= 58 at the level significant 0.05), so hypothesis is accepted.

5. CONCLUSION

After taking the data the writer analyzed them. The writer conclude that using prediction strategy in teaching reading can give a positive effect on the students' reading ability because it can attract or motivate the students to improve their achievement in reading. It was proven by the result of t- test 4.53. it means that the t- calculated is higher than t- table at the level of significant of 0.05 (2.00). Therefore, H_a is accepted. It can be concluded that experimental group gained higher scores than the control group did.

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