THE USE OF PREDICTIONS STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION

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Abstract

Many student judge that an English text is very difficult to understand. Based on the researcher's observation, the students' problem through reading comprehension appears because of some factors. The English subject is not easy for them ; they often complain when face it. This condition supports the researchers to make some appropriate learning material and good strategy to improve students' reading comprehension. This research is aimed to improve students' reading comprehension on the seventh grade of students at SMP Darussurur Cimahi through the use of prediction strategy. This research used quantitative research design. The population of the research was 194 students from 6 classes and the sample was 36 students from 1 class. The instrument is reading test which consist of 10 items multiple choice, and 10 items of essay. The collected data were analyzed by used SPSS. The result of the analysis showed that the mean score of pretest was 52.36. the mean score of posttest was 76.42. The result of paired samples test for t-test, the value of sig is 0. It is less than 0.05 as the significant level. Therefore, Ho (null hypothesis) is rejected. It means that predictions strategy has significant impact on students' reading comperhension.

Keywords: *Reading comprehension, Predictions strategy, Quasi experimental*

INTRODUCTION

English become an important language because english language is used as international language. In indonesia, English language is considered as the main foreign language and thought as important subject from elementary up to university level. It is crucial to be mastered by student because english plays on crucial role in developing and absorbing knowledge, technology, art, and culture, that purposed to improve students' cognitive skill in English. There are four major skills in English language, there are speaking, reading, listening, and writing.

Reading is considered as one of the most important skills that students need to acquire(Levine et al. 2000: 1, cited in Apsari and Yana, 2015). In addition, Harmer (1998: 70) in Parmawati and Yugafiati (2017) states that reading is an incredibly active occupation. It means that by reading students are able to understand about something. Reading is an active process that requires a great deal of practice and skill (Morellion, 2007). In other words, reading is an active process of communication from text that can take meanings to be printed page and reading is a developmental process. There are some linguistics experts define different statement in defining reading. Reading is one of the most important activities in your lifes as students. According to McNamara (2007) stated that reading comprehension is a cognitive or behavioral action that is applied in certain contextual conditions. Reading is one important skill in learning, because students can get information from the text or writer opinion. Reading should be enjoyable for the students if they have motivated to read the text and they can understand the meaning of the

text. In fact, that many students state that learning English language or subject is very difficult to understand. They never see reading as something they could do. It is something to be avoided. Based on the observation, the students' problem in reading comprehension appears because of some factors. The English text is not easy for them ; they often complain when face it. This condition supports the teacher to make some appropriate learning material and good technique to improve their reading comprehension. According to Harmer, (2001) who state in his book "how to teach english", reading is useful for language acquisition. Another experts, Grabe (2002) in Haryudin (2017) explains that the level of comprehension of the text is influenced by how successfully the readers (their preexisting knowledge of the text, their interest in it, their purpose of reading it, etc.

To achieve the learning objectives, teachers must use appropriate methods. To solve the problem, the writer use an interractive teaching strategies. One of the strategies is prediction strategies. Predicton is a strategy that is expected to increase students' achievement in learning reading. Predicting is an important strategy to make easier in improving students' reading skills. According to (Anderson, 2008) to make students become active and get involved in reading activities, it is needed to teach them using reading strategies because reading with various strategies creates students to be creative and critical readers. Predicting by using picture is a strategy which has a high possibility in helping the students' reading comprehension.

Based on the explanation above, the researchers conclude that the prediction strategy should be more effective learning strategis to improve students' reading comprehension. Hence, the researchers wants to conduct a research that entitled "*The Use Of Predictions Strategy In Improving Students' Reading Comprehension"*.

METHOD

To collect and process the data of the research, the researcher used quantitative research method and one group pretest- posttest design. The objects of this research are the seventh grade students of SMP Darussurur Cimahi. This class consists of 36 students. The researcher conducted research on 01st October 2018 until 30th November 2018. The instrument of the research is reading test and observation. According to (Crowl, 1996) stated that one group pretest-posttest design is differed from the one case study in that the obervation is administered twice : one as a pretest (O1) before use prediction strategy (X) and the last as a posttest (O2) after student have use prediction strategy. The researchers' argue that design 2 is better than design 1 because the researcher can compare students' pretest and posttest results to see the improvement.

Regarding to objectives of the research, the researchers used the seventh grade students as research objects. According to Jhonson (Kaswan, 2014) defines that population is "the entire group of entities or persons to which the result of a study is intended to apply". The population of the research were 6 classes which consist of 194 students. (Fraenkel, 2009) defines that sample in a research study is the group on which information is obtained". The sample of research is 1 class in seventh grade of SMP Darussurur Cimahi which consisted of 36 students. The total number of the sample is 36 students. According to Tavokali (2012:277; in Suprijadi, 2015) Instrument is any device wich is used to collect data. Instrument can be presented in written, audio, or visual format. the writer used a test pretest posttest as the research instrument. The data were taken from the results of the test (pretest and posttest)

RESULTS AND DISCUSSION

Results

The strategy that used by the researchers in teaching reading must be adjusted to the kinds of reading text for example procedure, descriptive, argumentative and narrative text. Among the texts which are mentioned above the researcherconcerned on descriptive text, because the students were easier in activate their background knowledge when the prediction strategy applied. Steps in implementation prediction strategies as follow : 1) Determine the topics that you will convey, ; 2) Divide students into small groups, ; 3) The teacher asks students to guess what they will get in this lesson, ; 4) Students are asked to make these estimates in small groups, ; 5) Convey subject matter interactively, ; 6) During the learning process, students are asked to identify their guesses that are in accordance with the material you are conveying, ; 7) At the end of the lesson, ask a number of their correct guesses.

After conduct a research, the researchers procesed the result of the research used statistical analysis application that is named SPSS. The data were result of this research through pre-test post-test. For finding the data is normal or not, the writer using SPSS formula. In this reserach the writer used descriptif statistic to analyzed data. The mean of score of pretest was 52.36 and the mean of posttest was 75.42 (75.42>52.36). It means that the score of posttest is higher than pretest. The values of Z Skewnes (Zs) and Z Kurtosis (Zk) could be taken from the values of skewnes and kurtosis (Statistic/Std. Error). From the values of Z Skewnes and Z Kurtosis, the writer had several concluded :

a.The data of pretest is normally distributed because the value of Z Skewnes -1.150 and Z Kurtosis 0.343 lies between -1.96 and +1.96.
b.The data of posttest is normally distributed because the value of Z Skewness 0.389 and Z Kurtosis 0.066 lies between -1.96 and +1.96.

Table 1. Normality test of Pre-Test and Post-Test score

Data	Mean	Skewness			Kurtosis		
	Stc.	Stc.	Std.Err	Z_S	Stc.	Std.Err	Z_K
PRE-TEST	52,36	-,452	,393	-1.791	,264	768	1.327
POST-TEST	75,42	-,163	.393	-.922	,051	768	-0.377

After that, to determine hypothesis in this study the writer anlayzed the data using T-test. The test was done because the data was normal. The writer anlyzed it by using paired samples T-Test in SPSS with the result as follows : In this case the writer used dependent means t-test because the participants are the same and the research use paired samples t-test. Based on table 4.5 above we can see that the t pretest and posttest is 25.702, degree of freedom is 35, sig. (2-tailed) is .000. Because this research is one tailed, so, it is divided by two and the result is 0. It is less than the level of significant (0.05). It means there is significant difference between pretest and posttest scores. It can be concluded that the use of predicting strategy is effective in

improving students' reading comprehension at seventh grade of SMP Darussurur Cimahi in academic year of 2017/2018.

Discussion

The finding of the research proved that predictions strategy was improve students' reading comprehension. It can be seen from the score of post test.

Table. 2 The Sample of Students' Achievment

	Pre-test	Post test 1
Minimum score	42	44
Maximum score	58	62
Average	52.36	75.42

The students' mean score of pretest was 52.36. After the implementation of the predictions strategy, the mean score of posttest was 76.42. And it supports by the value of sig (2-tailed) which is divided by two, the result is 0. It is less than the level of significant (0.05). It means the differences between pretest and posttest scores are significant.

CONCLUSION

The aims of this research is to find out the improvement in the students' reading comprehension of the using predictions strategy. The predictions strategy was given to the students of the seventh grade of SMP Darussurur Cimahi to improve their reading comprehension. The result of analyzing the data showed that value of sig (2-tailed) is 0.00. Because this research is one tailed, so, it is divided by two and the result is 0. It is less than the level of significant (0.05). The differences between pretest and posttest score are significant. Based on the research findings, the writer concludes that predictions strategy is effective for improving the students' reading comprehension.

After conducting this research, there are several recommendations for the English teachers and other researchers as follows : 1) For the English teachers. It is essential for the teacher to improve the quality of English teachinglearning process, especially in writing activities. The results of the research show that peer editing was believed to be successful in improving the students' writing skill. It was suggested that the English teachers could apply and explore more deeply the application of peer editing in improving the students' writing skill. It was very useful for them to use peer editing to assess students' writing. ; 2) For other researchers. This study only gives an emphasis on the use of peer editing to improve students' writing skill. It was suggested that the other researchers could conduct the other studies of the same issue in the other skills.

finish the study at IKIP Siliwangi Bandung. The writer hope this article could be helpful to reader or other researcher in the future.

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