The Effect of Prediction Strategy toward Students' Reading Comprehension for the Tenth Grade Students at SMAN 8 Muaro Jambi

Rimarta Maharani Prastika, Yanti Ismiyati, Khidayatul Munawwaroh

English Education Study Program, Faculty of Teacher Training and Education,
Batanghari University

ABSTRACT

This research was aimed to find out whether there was any significant effect of prediction strategy toward students' reading comprehension for the tenth grade students at SMAN 8 Muaro Jambi. The research methodology of this study was true-experimental research which involved experimental class and control class. The total population of this research was the tenth grade students of SMAN 8 Muaro Jambi, which consisted of 225 students. The researcher used 2 classes as the sample of this study. These 2 classes were divided into experimental and control class. There were 28 students at experimental class (X Science 1) and 29 students at control class (X Science 2). In collecting the data, the researcher gave pre-test, treatment, and post-test to both classes. The formula used to analyze the data was t-test. The researcher found that the pre-test mean of experimental class was 60,35 and post-test was 83,57. Meanwhile, the pre-test mean of control class was 55,51 and post-test was 68,96. Furthermore, the researcher discovered that $t_{observation}$ was 11,63, whereas the t_{table} was 2,004 for $\alpha = 0{,}025$. This data showed that $t_{observation}$ was higher than the t_{table} (11,63>2,004), so, $H_1$was accepted and $H_0$was rejected. As a result, there was any significant effect of prediction strategy toward students' reading comprehension for the tenth grade students at SMAN 8 Muaro Jambi.

Key Words: *Prediction Strategy, Reading, Students' Reading Comprehension.*

INTRODUCTION

Reading is one of the four basic english skills we must learn beside speaking, listening and writing. Ntereke and Ramoroka (2017) stated that reading is the basis skill which is important to obtain knowledge for academic field. Through reading, we are able to find an information written in any kinds of form such as newspapers, text books, magazines or even map.

At senior high school level, the aim of teaching reading is to encourage students' skill in reading comprehension. Students are drived to be able to comprehend the meaning or the idea of the reading text given. The ability to comprehend a text is influenced by readers' skills and how they process the information derived from the text. To help learners increasing their reading comprehension toward a text, reading strategies are needed. Supported from studies done by Qanwa and Karim (2014), reading strategies must be provided by teachers among students in a class. The usage of reading strategies is to help learners actively interact with the text, in order to gain variety of meaning.

One of reading strategies is prediction. Prediction is one of reading strategies that can be used to teach reading. Thomas (2005) defined prediction as a process of predict about what will going happen in the text. While making prediction, the readers need to engage their relevant background knowledge, previewing and summarizing that they posses within a text. Therefore, readers can connect the new knowledge they find in the text with the prior knowledge they have already had. In making prediction, readers can also use some clues to help them in predict the text. Some clues such as title, picture, or chart can be

used. These clues work as an additional information which encourages students to actively thinking about the text while making prediction.

Based on Researcher's observation in SMAN 8 Muaro Jambi in 2017, Researcher found that the students were less of understanding in reading. Comprehending the text was the problem students met in reading activity. Students said they only read without getting the idea. Moreover, Students told that comprehending a text was a difficult task to do when reading came in the form of examination. Students need much time understanding the text, yet they couldn't successfully finding the idea of a text. Obviously, the result of the test was low.

One of the reading texts commonly appear in reading section or reading test for senior high school is descriptive text. Descriptive text is a kind of a text which describes a thing, preson, or place in detail. While students having examination, most of them spend much time to find the answer since they use conventional way of reading by reading the whole text. In contrast, students need to focus in finding a particular information needed. Therefore, students need a guidance to apply proper strategies in reading to help them quickly conduct any information from the text.

READING

Reading is one of english skills students must comprehend. There are several definitions about reading. Patel and Jain (2008) said that "reading means to understand the meaning of printed words i.e written symbols". Reading is correlated with how readers can convey the symbols they find in the text and construct them into meaning. Reading is not only about finding information, but also it is an acitivity to consolidate and extend someone's knowledge. By reading, readers are able to receive large information which can add their knowledge.

Patel and Jain (2008) classified the processs of reading into threes stages. The first phase is '*recognition'*. In this level, learners try to recognize phonological items or spoken words in written form. The second stage is '*structuring*'. Learners find out the relationship of syntactical units and construct them into a structural meaning. The last stage is '*interpretation*'. '*Interpretation*' becomes the highest level of reading. In this stage, learners must be able to comprehend specific word, a phrase, or sentence in order to create meaningful content of the text.

READING COMPREHENSION

There are some definitions of reading comprehension. According to Qanwa and Karim (2014) reading comprehension is the activity of reading with understanding. This means, readers are expected to get the messages or ideas from the author and able to interpret those ideas. Pang, Muaka, Bernbardt, and Kamil (2003) described reading comprehension as a complex activity which includes word recognition and comprehension. Word recognition takes place as a process of how written text might related with reader's language. Meanwhile, comprehension deals with the process of deriving words, sentences and connected text into meaning. Readers usually use the knowledge they have already known before, vocabulary, grammatical knowledge, or readers' experience to help them comprehend the material.

PREDICTION STRATEGY

Prediction is one of strategies in reading. There are some explanations of prediction stated by experts. According to Thomas (2005) prediction is a reading strategy which lets readers to predict what will going happen in the text. Likewise, as cited from Decoda Literacy Solution, predicting or prediction is a strategy to make an informed guess about the ideas or concepts that might appear in the text.

By using prediction strategy, readers may have expectations or ideas in their mind

toward what shall they read in the text. Prediction leads students to be prepared to match between what they expect to read and what the text will state about. Someone's ability in making prediction depends on how much someone recognize the speakers and how they aware with their previous knowledge (Jiang, 2009).

Prediction strategy encourages students to predict what information might appear in the text. In making prediction, readers are able to use clues given by author. Students can take information from clues such as a headline, a title a picture or a chart. These clues can be used as tool in gaining ideas or concepts that might happen in the text (Decoda Literacy Solution).

DESCRIPTIVE TEXT

Descriptive text is a text which commonly appear in reading text. This type of text aims to give information about something or someone in detail. Mostly, descriptive text describes a person, a thing, or a place. According to Siburian (2013), descriptive text is a paragraph which consists of some sentences describing particular person, thing, place, or event. Additionally, Pardiyono (2007:34) in Siburian (2013) defined descriptive text as a type of written text informing specific description about living or non living things.

RESEARCH METHODOLOGY

This study used true experimental research (pre-test post-test control group design). According to Sugiyono (2017) in true experimental research there are two groups chosen randomly. One class is taken as experimental class and the other one will be control class.

Table 1.
Pre-Test Post-Test Control Group Design

R	O_1
	X
	O_2
R	O_3
	O_4

O_1 = the result of students' pre-test
X = the treatment through Predicting Strategy
O_2 = the result of students' post-test

The researcher conducted this study in SMA N 8 Muaro Jambi, Jambi Province in academic year 2019/2020.

According to Arikunto (2014) population is the number of all the subjects who are investigated. The population of this research is the tenth grade students of SMAN 8 Muaro Jambi in academic year 2019/2020. There are seven classes at the tenth grade. The total population of the tenth grade of SMAN 8 Muaro Jambi are 225 students.

Further, sample is a smaller group of population (Arikunto, 2014). The sample of this research is students from X Science 1 and X Science 2 in academic year 2019/2020. The researcher determines the sample by using simple random sampling.

In collecting the data, the researcher used pre-test, treatment and post-test. The pre test was administred to the students in experimental and control class. Students were asked to answer 10 questions of descriptive text in a form of essay. Pre-test examined to identify the level of students' reading comprehension and their mean score toward descriptive text before conducting treatment.

After giving pre-test, the researcher conducted treatment for students. In

conducting treatment, the researcher taught students in experimental class by teaching prediction strategy. The researcher first introduced the text and delivered some questions such as "*what can you see from the text*?", "*what can you infer from the title of the text*?". Students answered questions by analyzing clues in the text such as title or picture, or relevant previous knowledge. This activity encouraged to students to have a prediction toward the text. After that, students were asked to read the reading text. Students could check and revise their prediction toward the text during reading. Next, the researcher created a group of discussion with the students and evaluate the process of reading.

Meanwhile, students in control class were taught without predition strategy. In the process of teaching in control class, students were taught by asking them to read the text together. Each student read one or two sentences in turn until the end of the reading text. Each student also needed to translate the sentences into Bahasa. In case they didn't know the meaning of a word, students could use dictionary. At the end, students must answer the following questions related with the text. The process of treatment was conducted in 4 meetings and spent 60 minutes for each meeting.

The researcher conducted post-test after giving the treatment for both students in experimental and control class. Students were given 10 essay questions. The purpose of this test was to explore the students' significant effect toward descriptive text after conducting treatment. The result of post-test was compared with the result of pre-test to determine whether students have progress or not after being taught through prediction strategy.

In analyzing the data, the researcher collected score of correct answer from the reading comprehension test. The data was taken based on pre-test and post-test score. So that, the researcher wanted to find out the significant effect of students' reading comprehension to descriptive text before and after applying prediction strategy. Then, to find out whether there was significant effect of using prediction strategy towards students' reading comprehension to descriptive text, the data was analyzed statistically. The scores were analyzed statistically by using t-test.

Classifying the score of students' answer into the following measurement:

Table 2.
Classification of Student's Scores

Test Score	Classification
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
0-50	Very Poor

(Adopted from Subana, Rahadi and Sudrajat:2015)

FINDINGS

The research conducted in SMAN 8 Muaro Jambi was done within two classes as sample, X Science 1 and X Science 2. There were totally 57 students participated. The number of students came from X Science 1 (experimental group) were 28, and students came from X Science 2 (control group) were 29. This research was done totally in six meetings. The research was started since February, 24th until March, 31st 2020. This chapter examined to find out the effect of prediction strategy toward students' reading comprehension.

Table 3.
The Tabulation of Students' Scores in Experimental Class

No	Initial	Pre Test (t_1)	Post Test (t_2)	d = (t_2 - t_1)	dx = d – Mx	$(dx)^2$
1	AAP	60	80	20	-3,21	10,3041
2	ADD	70	90	20	-3,21	10,3041
3	AMU	60	90	30	6,79	46,1041
4	AIQK	70	100	30	6,79	46,1041
5	AIS	50	80	30	6,79	46,1041
6	AS	70	100	30	6,79	46,1041
7	AR	60	70	10	-13,21	174,5041
8	BA	60	90	30	6,79	46,1041
9	D	70	90	20	-3,21	10,3041
10	IS	60	80	20	-3,21	10,3041
11	IL	60	80	20	-3,21	10,3041
12	K	70	90	20	-3,21	10,3041
13	Kar	50	70	20	-3,21	10,3041
14	MRA	60	80	20	-3,21	10,3041
15	NPP	50	80	30	6,79	46,1041
16	NEM	60	80	20	-3,21	10,3041
17	PRP	60	90	30	6,79	46,1041
18	PJB	70	80	10	-13,21	174,5041
19	RR	50	70	20	-3,21	10,3041
20	RN	70	90	20	-3,21	10,3041
21	RA	60	90	30	6,79	46,1041
22	RoR	70	90	20	-3,21	10,3041
23	RAP	60	80	20	-3,21	10,3041
24	STY	50	90	40	16,79	281,9041
25	SUA	50	70	20	-3,21	10,3041
26	WPS	70	90	20	-3,21	10,3041
27	WAM	30	60	30	6,79	46,1041
28	Y	70	90	20	-3,21	10,3041
	TOTAL	1690	2340	650		1210,7148
	MEAN	60,35	83,57			

$$Mx = \frac{\sum d}{n}$$

$$= \frac{650}{28} = \underline{23,21}$$

Table 4.
The Tabulation of Students' Scores in Control Class

NO	Initial	Pre Test (t_1)	Post Test (t_2)	d = (t_2 - $t_{1)}$	dy = d-my	$(dy)^2$
1	AA	50	60	10	-3,44	11,8336
2	CAA	70	80	10	-3,44	11,8336
3	DRS	50	70	20	6,56	43,0336
4	DH	70	80	10	-3,44	11,8336
5	DPP	60	70	10	-3,44	11,8336
6	DN	60	70	10	-3,44	11,8336
7	FY	40	50	10	-3,44	11,8336
8	FA	60	70	10	-3,44	11,8336
9	Fap	60	70	10	-3,44	11,8336
10	FM	60	70	10	-3,44	11,8336
11	IZ	30	50	20	6,56	43,0336
12	IL	30	50	20	6,56	43,0336
13	JS	50	70	20	6,56	43,0336
14	MC	60	70	10	-3,44	11,8336
15	MNT	50	70	20	6,56	43,0336
16	MR	70	80	10	-3,44	11,8336
17	NV	50	70	20	6,56	43,0336
18	NIF	40	60	20	6,56	43,0336
19	NA	70	80	10	-3,44	11,8336
20	NA	60	70	10	-3,44	11,8336
21	SoK	70	80	10	-3,44	11,8336
22	SO	70	80	10	-3,44	11,8336
23	SL	70	80	10	-3,44	11,8336

24	SN	60	70	10	-3,44	11,8336
25	SDL	70	80	10	-3,44	11,8336
26	TO	40	60	20	6,56	43,0336
27	VAKD	30	50	20	6,56	43,0336
28	WEE	60	80	20	6,56	43,0336
29	WRN	50	60	10	-3,44	11,8336
	TOTAL	1610	2000	390		655,1744
	MEAN	55,51	68,96			

$$My = \frac{\sum d}{n}$$

$$= \frac{390}{29} \quad = \underline{13,44}$$

Based on the calculation data above, the result was as follow:

Mx = 23,21
My = 13,44
dx^2 = 1210,7148
dy^2 = 655,1744
nx = 28
ny = 29

So, t-test can be counted as follow:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 - dy^2}{nx + ny - 2}\right)\left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

$$t = \frac{23,21 - 13,44}{\sqrt{\left(\frac{1210,7148 - 655,1744}{28 + 29 - 2}\right)\left(\frac{1}{28} + \frac{1}{29}\right)}}$$

$$t = \frac{9,77}{\sqrt{\left(\frac{555,540}{55}\right)(0,07)}}$$

$$t = \frac{9,77}{\sqrt{(10,10)(0,07)}}$$

$$t = \frac{9,77}{\sqrt{0,707}}$$

$$t = \frac{9,77}{0,84}$$

$$t = 11,63$$

The researcher analyzed the data by applying t-test analysis to prove the hypothesis of this research. From the calculation of t-test above, it could be seen that the coefficient of $t_{observation}$ was 11,63. After that, the researcher calculated the number of t_{table} to be compared with the $t_{observation..}$ This was aimed to discover whether the prediction strategy effected students' reading comprehension or not.

Finding t-table:
Number of variables (k) = 2
Number of respondents (n)
= 57
Taraf sig.
= 5%.....0,025
Degree of freedom (df)
= (N1+N2) - 2
= (28 + 29) – 2
= 55

From the result of the distribution table, it was found that the t-table for df (55) at the significance level 5% was 2,004. So, it can be concluded that t (55) = 2,004.

From the calculation above, it was obtained that $t_{observation}$ (11,63) was higher than t_{table} (2,004). It could be seen as follow:

11,63 > 2,004

The result showed that null hypothesis was rejected, the hypothesis formulated as 'there is no significant effect of using prediction strategy toward students' reading comprehension'. This proved that, prediction strategy significantly affected toward students' reading comprehension.

DISCUSSIONS

This part presents the discussion of research findings. There is one question proposed in this study. The discussion focuses on the finding of the porosed research question. The research question is about the prediction strategy that is applied in reading comprehension. The discussion is made according to the result of the data analysis in this study. This examines to strengthen the value of this research itself.

In attempt to make teaching and learning process succesfully, a reading strategy must be provided (Qanwa & Karim, 2014). Reading strategy can be applied as a

help in receiving the variety of meaning within the reading text. Therefore, this research uses prediction strategy as a reading strategy in the process of reading in the class. Prediction strategy is a strategy which lets students to predict what the text will state about. The use of prediction strategy is also encourage students to connect their previous knowledge with the new insight they find in the text. Then, to find the data, the researcher conducts research in SMAN 8 Muaro Jambi.

First, according to the result of t-test analysis, researcher discovered that there was a high significant effect of prediction strategy toward students' reading comprehension for the tenth grade students at SMAN 8 Muaro Jambi. This was proved by the number of the coefficient of $t_{observation}$ (11,63). The $t_{observation}$ was higher than the t_{table} (2,004). This data discovered that the use of prediction strategy gave a significant effect toward students' reading comprehension. This had been mentioned in chapter 2 that prediction strategy would be one of the effective reading strategies to improve students' reading comprehension since students have chance to think more by seeing the clues and predict what will going happen in the text.

Similarly, the finding of this research is in line with AK. Solong (2010) which indicated that there was a significant effect of prediction strategy with the number of t-test value was higher than t-table (11,63>2.045). Furthermore, this number showed that students have better achievement after being taught through prediction strategy. Beside, the researcher had known in the application of prediction strategy the participants attention be focused in learning and they were easier to understand the lesson.

Beside reading strategy, there are some factors that can influence students in achieving higher score in reading. Researcher finds students who have more excitement can do well in the test rather than students who have less interest. Students who are interested in the discussion actively deliver a question when they do not understand the material. As a result, they can get a better understanding. Students who have less interest usually only sit and listening to the explanation. They rarely speak up to ask or to give an opinion.

Finally, after conducting the research, the researcher is able to discover the fact and the data in the reading class. Th researcher proposed the conclusion that was succesfully discovered the effect of prediction strategy toward students' reading comprehension at the tenth grade students at SMAN 8 Muaro Jambi.

CONCLUSION AND SUGGESTIONS

After analyzing the data, the researcher drew the conclusions as following:

1. The students reading comprehension at experimental class after being taught through prediction strategy got mean score 60,35 in pre-test, with minimum score was 30 and the maximum score was 70. While in the post-test, the participants got 83,57 for the mean score, with the lowest score was 60 and the highest score was 100.
2. The students reading comprehension at control class after being taught through conventional way of teaching reading got 55,51 for mean score in pre-test, with the lowest score was 30 and the highest score was 70. Meanwhile, the students gain mean score 68,96 in post-test, with the minimum was 50 and the maximum score was 80.
3. Based on the statistical calculation on t-test, it was found that the coefficient of $t_{observation}$ = 11,63 where the coefficient of t_{table} = 2,004. This means that, there was a significant effect of using prediction strategy toward students' reading comprehension. This finding indicated that $H_1$was accepted and $H_0$was rejected. As a result, the data above showed that there was a significant effect of prediction strategy toward students' reading comprehension for the tenth garde students at SMAN 8 Muaro Jambi.

Based on the conclusion above, the researcher would give some suggestion:

Students should learn and practice reading more to enhance their ability in comprehending any kind of reading text. Also, students must recognize their strength and weakness in order to find some idea to solve it. Beside students, teachers are also recommended to use prediction as the reading strategy which can be applied in descriptive text as explained in this research

The further research is possible to conduct prediction strategy not only in senior high school level, but it can also be condcuted in another level of students like junior high school. The effect of prediction strategy can also be investigated on another english skill such as writing or listening skill.

REFERENCES

Arikunto, S. (2014). *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: PT Rineka Cipta.

Jiang, Y. (2009). Predicting Strategy and Listening Comprehension. *Asian Social Sciences,* (5), 1, 94.

Ntereke, B.B., & Ramoroka, B.T. (2017). Reading Competency of First-Year Undergraduate Students at University of Bostwana: A Case study. *Journal of the Reading Association of South Africa*, (8) 1, 1.

Pang, E.S., Muaka, A., Bernbardt, E.B., & Kamil, M.L. (2003). *Teaching Reading*. Belgium: International Academy of Education.

Patel, M.F., & Jain, P.M . (2008). *English Language Teaching (Methods, Tools & Techniques)*. Jaipur: Sunrise Publishers & Distributors.

Qanwa, S., & Karim, S. (2014). Identifying Correlation Between Reading Strategies Instruction and L2 Text Comprehension. *Journal of Language Teaching and Research,* (5), 5, 1019-1023.

Siburian, T. A. (2013). Improving Students' Achievement on Writing Descriptive Text through Think Pair Share. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, (3), 3, 33-35.

Solong, A.S.A. (2010). "*Improving the students reading comprehension through predicting strategy at the second year of MTS Aisyiah Sungguminasa Gowa*". Thesis. Makassar: Alauddin State Islamic University of Makassar.

Strategies for teaching reading. (2008). Vancouver: Decoda Literacy Solutions.

Subana, M., Rahadi, & Sudrajat. (2015). *Statistik Pendidikan*. Bandung: CV Pustaka.

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: *Alfabeta*.

Thomas, U. (2005). *The Power of Prediction: Using Predictions Journal to Increase Comprehension in Kindergarten*. Atlanta: Georgia Association of Young Children Conference.