

## INCREASING STUDENTS' READING COMPREHENSION USING PREDICTION STRATEGY

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### Abstract

Strategi prediksi adalah strategi proses membaca di mana para siswa menebak/memprediksi apa isi teks atau apa yang akan terjadi selanjutnya. Dalam penelitian ini, penulis membutuhkan seorang kolaborator untuk membantu dalam Penelitian Tindakan Kelas ini. Penulis menggunakan penelitian tindakan kelas, penelitian ini dilakukan di IAIN Metro-Lampung. Kesimpulan yang didapat dari penelitian ini didukung oleh hasil skor siswa dalam siklus pre test 1 adalah 61,53 dan nilai rata-rata siswa dalam siklus post test 1 adalah 69,31 dan nilai rata-rata siswa dalam siklus post test 2 adalah 75,28. Perbandingan skor siswa dalam pre test dan post test adalah 7,78 dan perbandingan skor siswa dalam post test 1 untuk post test 2 adalah 5,97; dan Dengan diterapkan membuat strategi prediksi dalam proses pembelajaran dapat meningkatkan aktivitas siswa.

*Key Words: Reading Comprehension, Prediction Strategy*

### Preface

Reading is one way for us to get input of language. Harris and Sipay define that reading is the interaction between the perception of graphic symbols that represent language and the reader's language skill, cognitive skill, and knowledge of the word. So there is transferring information process from the text to the reader.

Reading is matter of making sense of written language rather than decoding print sound. Its means that reading is not simply

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makes sound of text, but it is about comprehending the idea of the text itself. In order words, it can be said that there will be no reading without comprehension. It means that how much the information got by the reader, it's depend on the reader's comprehension ability self.

Based on pre-survey result of the researcher at the Islamic Institute of Metro, the researcher found that the students' reading comprehension is not in good score in standard score. There are 70.97% of the students are failed and 29.03% are passed, with the highest grade is 80 and the lowest grade is 46.

Based on the interview of teacher, the researcher found that one of the problem faced by students is they often find difficulty in comprehending the text because the students do not know the meaning of unfamiliar words on the text. This problem makes them to spend much time for opening dictionary in the aim to find the meaning of difficult words. Another side, the effect that can't be ignored that they also force the teacher translates the words for them when they can't find the meaning of the words in the dictionary. And the researcher's opinion, it makes the students to be not independent learners. It means that the strategy given by the teacher to the students was not appropriate yet with the material.

For the language learners, the use a wide variety of language learning strategy appropriately can improve his language skills in a better way and also training them to develop and use such good language learning strategies can be considered to be the appociated characteristics of a good language teacher. The researcher comes to reliaze that the students need to be trained with an appropriate learning strategy to be trained with an appropriate learning to be applied in their effort to determine the meaning of unfamiliar words so they can comprehend the text easily. Training students with using appropriate learning strategy may have a positive impact toward students' reading comprehension.

The contextual clues strategy is a strategy by which the meanings of unknown words may be obtained by examining the parts of a sentence surrounding the word for definition/explanation clues, restatement/synonym clues, contrast/antonym clues, and inference/general context clues. The

use of contextual clues could be one of the best ways to improve students' reading comprehension.

According to the problem faced by the students above, the researcher considers that contextual clues is one of cognitive strategy that can be an appropriate answer. Based on the description above, the researcher is interested to do a research which focuses on the application of contextual clues strategy to increase the students' reading comprehension.

There are some problems related to the reading comprehension: The students have less motivation in English learning; The students still considered that English is difficult; The students have difficulties in comprehending the English text; The students have difficulties in finding the meaning of difficult words; and The students don't read the text effectively yet.

## **Discussion**

### **Concept of Reading**

Sanggam Siahaan states that reading is the receptive written language skill, it is the skill of a reader or a group of reader to interpret information transferred by a writer (Siahaan, 2008: 3). On the other statement, Albert J. Haries defines; Reading is the meaningful interpretation of printed or written verbal symbols (Albert, 1985: 12).

Albert J. Haries adds reading is a complex process in which the recognition and comprehension of written symbols are influenced by readers perceptual skills, decoding skills, experiential backgrounds, mind sets, and reasoning abilities as they anticipate meaning on the basis of what they have read. On the other hand, Thomas SC. Farel from (Antony, Person and Raphaed) states that reading is the process of constructing meaning through the dynamic interaction among the readers existing knowledge the information suggested by the written language and the context of the reading situation (Farrel, 2002: 2).

Based on the explanation above the writer concludes that reading is the process of constructing meaning through the dynamic interaction among the readers. Among the readers existing knowledge, the information suggested by the written language and the context of reading situation.

### **The Models of Reading**

There are three models of reading as follows:

1) Top Down Model

The top-down model is the model of reading which argues that readers bring prior knowledge and experience to the text and that they continue to read as long as the text confirm their expectation (Brown: 308).

2) Bottom-Up Model

The bottom-up model is the model of reading which suggest that a reader read the words, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text meaning depends both on knowledge of vocabulary and syntax.

3) The Interactive Model

The interactive model argues that both top-down and bottom-up processes occur when a person reads a text.

### **Type of Teaching Reading**

In teaching reading can be distinguished as follows:

1) Reading Aloud

In reading aloud students read a text with correct spell. It is use look and say technique students spell words, phrase, sentence, intonation correctly.

2) Silent Reading

It means student read a text voiceless and train the student to focus on the text, so the students can understand the text.

3) Reading Comprehension

The aim reading comprehension is to obtain information from the text. The students are trained to gain the information about the value of the text.

4) Independent Reading

Independent reading can be taught if the students have understood the reading aloud, silent reading and reading comprehension. In this level students guess the meaning of the text suitable with the context (Kasihani, 2007: 64-66).

### **Concept of Reading Comprehension**

Karen R. Haris and Steve Graham from (Jenkins, Larson and Fleischer) states that reading comprehension is a complex

process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency (Karen, et all, 2007: 2). Furthermore, Karen R. Haris and Steve Graham states that reading comprehension is a multi component, highly complex process that involves many interaction between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Albert J. Harris states that reading (comprehending) is a result of the interaction between the perceptions of graphic symbols that represents language and the reader's language skills, cognitive skills, and knowledge of the word (Albert, 1985: 12).

Based on the explanation above, the writer conclude that reading comprehension is a result of the interaction among the readers existing knowledge, the information suggested by the written language and the context of the reading situation.

### **Factors that Influence the Reading Comprehension**

Aebersold and Field have compiled a list of factors that may influence reading in a second/foreign language. These are:

- 1) Cognitive development and learning style orientation.
- 2) Language proficiency in the first language.
- 3) Metacognitive knowledge of the first language structure, grammar, and syntax.
- 4) Language proficiency in a second/foreign language.
- 5) Degree of difference between the first language and a second/foreign language.
- 6) Culture orientations (Farrel, 2002: 5)

### **Reading Comprehension Strategies**

Fluit readers use the following strategies for comprehension a reading passage:

- 1) Activating prior knowledge

In these cases teacher can play a vital role in seeing that the reader's knowledge about the new topic is built up to that they can successfully comprehend a new text (Farrel, 2002: 24).

- 2) Predicting

Prediction creates anticipation and gets student thinking about precious experiences they may have had about the topic before they read about it.

### 3) Skimming

Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

### 4) Scanning

The purpose of scanning is to extract specific information without reading through the whole text.

### 5) Guessing meaning of unknown words using contextual clues.

Sometimes student may need to guess the meaning of a word they do not know while reading a text because they have no dictionary or they are in an examination type situation.

### 6) Identifying topics and main ideas

Mikukecky suggest that student practice these skills in a developmental sequence from simple to more complex cognitivetask.

For example, the sequence of exercise includes the following: Finding the topic from a list of words; Recognizing the topic of a paragraph; and Identifying the main idea of a passage.

### 7) Use of questions

Another important strategy good readersuse is questioning. Asking question before reading and posing question while reading strategies that have been identified as being by fluent readers of English. Question provide students with focused instruction on comprehending written text.

## Reading Comprehension Indicators

1. The students can answer (Wh-questions-*who, when, where, what-usually not why or how questions*) related to information quoted directly from the reading selection.
2. The students can answer the questions related to information acquired from the reading selection, but not by direct quotation from a single sentence. (usually *why* or *how* questions)
3. The students can answer the questions about inference or implication from the reading; the information is not stated explicitly in the selection.

4. The students can answer the questions related to evaluation or judgment relating the reading selection to additional information or experience of the reader (Croft, 1989: 199-200).
5. The students can answer the questions related reading sufficient for the answer is contained in the questions itself (answerable simply Yes/No or True/False).

Teachers should consider numerous factors when choosing a test of assessment procedure:

1. The purpose of the testing.
2. The specific information needed about the student's reading comprehension.
3. The number of students being tested.
4. The length of the test.
5. Whether the test is an individually or group-administered test.
6. The number of forms available with the test, (students are given one version of the test as a pretest and another as a posttest).
7. For norm-referenced tests, the extent to which the norming sample is similar to the students to whom the test will be administered.
8. The examiner's qualification.
9. The amount of training needed to administer a test, score it, and interpret results (Croft, 1989: 17-18).

### **The Concept of Making Prediction Strategy**

Judi Morelon states prediction are educated guesses about what will happen next based on what is known from reading text, prediction can also in values reader's background knowledge (Morelon, 2007: 76). Moreover Thomas SC. Farrel states that prediction is linked to the strategy of activating prior knowledge. Prediction on creates anticipation and get students thinking about previous experiences they may have about the topic before they read about it.

In addition Thomas SC.Farrel says that prediction is a strategy used throughout the reading process. The reading process is included pre-reading, during-reading and post-reading. Pre-reading is the activity before the students read the material or the text. During-reading is the activity when or while the students read

the material or the text. Post-reading is the activity after the students read the material or the text.

Based on the explanation above, the writer conclude that making prediction strategy is a strategy throughout the reading process where the students guesser of predict what the text is about or what is going to happen next.

### **The Steps in Designing Exercises/Activities for Prediction**

According to Thomas SC. Farrel, when the teacher designs exercises/activities for prediction, they can consider the following steps:

Step 1 : Prepare a text on the overhead projector

Step 2 : Show the students the title/ picture/ first line/ first paragraph. Have students predicted what the text is about or what is going to happen next (narrative)

Step 3 : The teacher repeats the cycle of step 2

Based on the procedure above the writer has proposed some sequences of designing exercises/activities for prediction:

Step 1 : Prepare a text on the board

Step 2 : Show the students the title/first line/first paragraph. Have the students to predict what the text is about or what is going to happen next (narrative).

For teacher uses several questions, such as: What do you think this text will be about? Why can you support your statement? What do you think about what will happen next?

Step 3 : Teachers then, write the students' responses on the board and then write student show the next section to confirm or reject students responses. Teacher checks the student responses.

Step 4 : The teacher repeats the cycle of step 2

In this research, the writer needed a collaborator to help in this Action Research. The writer used the classroom action research. This research conducted at IAIN Metro-Lampung. The object of this classroom action research was increasing the students Reading Comprehension. The subject of this research was the students of IAIN Metro-Lampung. The subject of the research consist of 16 males and 19 females, the total subject was 35 students.



According to Jean McNiff explains that action research is more than just doing activities (Jean, 2002: 16). That was form of practice which involve data gathering, Reflection on the action as it was presented through the data, generating evidence from the data, and making claims to knowledge based on conclusions drawn from validated evidence. Suharsimi Arikunto said that Classroom Action Research is a research that done in the class (Arikunto, 2011: 2). The Goals of Classroom Action Research: To improve teaching process. Classroom Action Research (CAR) was a strategic way to improve education service especially in teaching process; Developing teacher's skill based on the problem faced by the teacher in the class; and Developing the situation in learning process (Sanjaya, 2011: 32).

The Characteristics of Classroom Action Research: Specific purpose CAR was to develop the quality of process and learning achievement; CAR was started from the problem faced by teachers during teaching-learning process. Started from planning, acting until reflecting, the teacher was the actor; The focus of research was learning process; The teacher had responsibility and the result of ACT was on the teacher; ACT was done suitable with learning program (syllabus).

The strengthens when the teacher do the classroom action research: They do not need to leave their workplace; They can get the result from what they have planned; If the treatment done the respondent get the result from the treatment; and These points cannot be met in other research (Sukardi, 2010). The Cyclical Process of Classroom Action Research (Jean, 2001: 41). Cycle I, Planning: Planning was the first step in each activity. The first was about identifying the problems. After identifying problems and the determinations of alternative solutions, in the planning the writer made lesson plan which will set out making prediction strategy as the strategy which was used in teaching reading process.

Based on explanation above, the writer planned as follows: The writer identified the problem and tried to find the problem solving; The writer prepared the material and the strategy of teaching; The writer prepared the source of learning; The writer prepared guidance to observe; The writer prepared guidance to evaluate.

Acting: After making the planning, the writer did the implementation based on the planning. It was the realization from the planning which the writer had made. In this step the writer acted as follows.

Preparing: The writer observed the students in this research to know the process of learning. After getting the problems, the writer arranged a learning design with new, method, strategy and evaluation. Process of Learning: The writer used a sheet of observation. It was used to make some notes of the activities in the process of teaching reading using making prediction strategy. Evaluation: A pre-test was given to the students to know the early students' reading ability before treatment and a post-test was used to know the students' ability after they are taught by using making prediction strategy. In this case, the writer compared the score before and after using making prediction strategy. It was aimed to see whether the students' score increase or not.

Observing: Observing was the activity of recoding the event and action. Based on the observation, the writer can determine whether there was something that the writer had to be improved soon in order that the action could increase the students' reading comprehension that the aim of the writer wanted. The observation was done in teaching learning process. In the observation, the writer observed the implementation by using observation format and notes.

Reflecting: In order the next cycle be better, evaluation the implementation result and repairing the implementation appropriate to the evaluation result were needed.

In this research, the writer conducted the research in two cycles which consist of planning, implementing, observing and reflecting. The research conducted based on the one group pre-test design. The writer taken the tenth class where the students are given on pre-test before they are given reading material by using making prediction strategy and a post test would be admired after treatment.

In collecting data, the writer used the following steps: The writer used pre-test and post-test as data collection method to measure the students' Reading Comprehension before and after learning process.

Pre-test conducted before presenting the treatments to know how far the students' Reading Comprehension. The type of pre-test was objective test. The writer used objective test in the form of multiple choice. Total number of the test was 20 items. The score of each item multiple is 5, so the total score of multiple choice were 100. The items were based on the material that was taught in the class.

The post-test conducted in order to know the progress using making prediction strategy to the students' reading comprehension ability after the treatments. The type of post-test was objective test in the form of multiple choice which consist of 20 items. It was the same in the pre-test done. The score of each item multiple choice was 5, so the total score of multiple choice were 100. The items were based on the material that was taught in the class.

The research used observation as data collecting technique to observe the activity whether the students give attention more in learning process. The students' activity are observed and noticed by the writer. The writer also wanted to know the school history, which is the first headmaster and the teacher's activity in the classroom.

Field note was used to get the data objectively, which cannot be recode through observation sheet, such students activities during the treatment, their reaction or other guidance which could be used which in analysis and reflection. This note had been prepared systematically and given interpretation by the research.

Validity in CAR was needed to get the data and information that could be accounted for the truth. Data validity in this research done through two things. They were (1) democratic validity, it was where the researcher was given a chance to collaborate and receive suggestion from related parties; and (2) dialogic validities, it was where the researcher and the collaborator discussed about the action they do (Wina, 2009: 41-43).

The instrument validity of this research done by content validity and construct validity. Content validity was done to know what the items of the instrument can describe the indicator of the variable. The researcher consulted every instrument to the judgment experts, and the teacher in field. Construct validity refers to whether the instrument actually reflect the true theoretical meaning of a concept.

Data analysis was the simple process of the data, easy to be read and interpreted. In this research, the data gotten from the learning process in the form of students' activities and in the form of the test which is gotten from the pre-test and post-test.

The analysis of learning result conducted by taking the averagescore of the pre-test and post-test. The formula was:

$$X = \frac{\sum x}{N}$$

Explanation:

X = Average score.

$\sum x$  = Total students score.

N = Total number of students (Burhan, 1999: 64).

From the formula above the learning process is called mastery if minimal 70% students gain score 75. The writer collect the data by using observation to know the students activities and involvement on using Making Prediction Strategy to the students' reading comprehension during teaching learning process.

Reading is very important component in language. Therefore everyone who wants to learn language must follow the role of reading, of each language. But it can be problem that is learned by the young learner if in learning the teacher does not use an appropriate strategy technique. Usually the students will feel difficult before learning it. Therefore the teacher must use interesting way in teaching learning process.

In this research, the researcher observed that there are some differences problems of the students from the result of pre test, 8 students got 75-100, and 28 students got score 0-74. The average score was 61,53. From the result score of post-test I, 15 students got score 75-100, and 21 students got score 0-74. The average score was 69,31. From the result of pre-test and post-test, it was known that there was an increasing from the students results score. It can be seen from the average score 61,53 become 69,31. From the score of post-test II, 25 students for score 75-100, and 11 students got score 0-74. The average score was 75,28. It can be seen from the average from 69,31 become 75,28. Then the increasing average score of the post test 1 to post test 2 was 5,97.

Based on the explanation above, it can be inferred that, there was an increasing the students' reading comprehension through making prediction strategy. There was progress from 61,53 to

69,31 and to 75,28. The writer shown the graph of the result pre-test, post-test I and post-test II, as followed:



Based on the table above, it can be inferred that making prediction strategy can increase students' reading comprehension. It was supported by the increasing score of the students.

## Conclusion

Based on the result of using the prediction strategy through the learning process, in two cycle of the action research, the writer would like to give the conclusion as followed: Making prediction as strategy could be used as an alternative way to increasing students' reading comprehension. The conclusion could be supported by the result of the students' score in pre test cycle 1 was 61,53 and the students' average score in post test cycle 1 was 69,31 and the students' average score in post test cycle 2 was 75,28. The comparison of students' score in pre test and post test cycle I was 7,78 and the comparison of students' score in post test 1 to post test 2 was 5,97; and By applied making prediction strategy in learning process can increase students' activities. It could be seen in observation sheet, teachers' note and interview sheet. The students' activity in action cycle 1 was active it can be proved with the students' activity in cycle 1 was 36% and the students' activity which achieved in cycle 2 was 86%. The activities in cycle 2 was very active. The writer compared the students' activity in cycle 1 and cycle 2 was 50%.

From the data above proved that making prediction as strategy could increase students' English learning activities, especially in reading comprehension.

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