IMPROVING STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT BY USING PREDICTION STRATEGY

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Abstract: Improving Students' Reading Comprehension of Descriptive Text by Using Prediction Strategy. *This research aimed to find out whether i) there was a statistically significant increase of students' reading comprehension after the students were taught through prediction strategy, ii) the students' response in the implementation of prediction strategy in reading. The data were obtained from the pre-test, the post-test, and questionnaires. The result showed that there was a statistically significant increase of students' reading comprehension with the significant level (0.00<0.05). The results of questionnaire showed that the majority of the students felt satisfied and agreed that prediction strategy can improve their reading comprehension . This suggests that the use of prediction strategy in reading help the students improve their reading comprehension achievement, in term of descriptive texts.*

Keywords: *Improve, Reading, Comprehension, Prediction, Strategy*

Abstrak : Meningkatkan Kemampuan Membaca Siswa pada teks Deskriptif menggunakan Prediction Strategy. Penelitian ini bertujuan untuk mengetahui i) apakah ada peningkatan secara signifikan pada pemahaman membaca siswa setelah diajarkan menggunakan prediction strategy, ii) respon siswa pada penggunaan prediction strategy dalam pembelajaran membaca. Data diperoleh dari pre-test, post-test, dan kuisioner. Hasil menunjukkan bahwa terdapat perbedaan signifikan secara statistik pada kemampuan pemahaman membaca siswa dengan tingkat signifiikan (0.00<0.05). Hasil dari kuisioner menunjukkan bahwa mayoritas siswa merasa puas dan setuju bahwa prediction strategy dapat meningkatkan kemampuan membaca mereka. Dapat disimpulkan bahwa penggunaan prediction strategy dalam membaca dapat membantu siswa meningkatkan kemampuan membaca mereka khususnya pada descriptive text.

Kata kunci : Meningkatkan, Pemahaman, Membaca, Prediction, Strategy

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INTRODUCTION

Reading is one of the language skills that the students have to master. By reading, someone can obtain much information. For the students who study English, reading is not only reading something but also comprehending its content. Reading comprehension is a process involving the understanding of the reading text itself. Broughton et al. (2002: 89) state, "Reading is a complex skill, that is to say that it involves a whole series of lesser skill." By reading, students will be able to identify and to understand any kinds of text in English. Wahyudin (2011:53) also writes, "Since reading becomes one of the basic ways of obtaining information, it is therefore considered as an important activity in any language classes."

English teacher need to develop their teaching technique especially in teaching reading comprehension because the techniques of teaching influence the students' success. Therefore, English teacher must select suitable way, method, and strategy to teach. The teacher needs a strategy to make the students comprehend and catch the idea of the text easily. In this case, pictures can be used as a media to help the students awake their background knowledge.

In Indonesia, most of the students fail to comprehend the reading text well so that they did not pass the standard quality of the school (KKM). The students' failure in passing the examination target is due to many factors; one of them is the strategy applied by the teacher. Students often find difficulty to understand the new text without having background knowledge.

Therefore, teacher should stimulate them to predict and infer what the text is about. The students need to know many words to get the information on the text.

The learning process of reading continuously involved the conventional activity in which the students should read the written text individually and the teacher checks their fluency and pronunciation. That technique seems to be effective to gain a higher ability in reading a text for the accurate spelling; but it cannot reach the aspects of all the reading comprehension where the students should be able to find the main idea, making inference from a text, find the reference word, and knowing the supporting details. Furthermore, that conventional technique absolutely made the teacher use the time more and could be stated as an inefficiency, because it could not make the students reach the aspects of all reading comprehension.

Teacher should have effective reading strategy for the students to gain better reading comprehension. 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 achievement.

Prediction is a pre-reading activity. According to Smith (1994), prediction is the prior elimination of unlikely alternatives. It is the core of reading. All of our prior knowledge of places and situations enable us to

predict when we read and thus to comprehend and enjoy what we read.

The strategy used by English teachers 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 researcher concerned on descriptive text, because the students were easier in activate their background knowledge when the prediction strategy applied.

In the previous study done by Trisia (2014), the result showed that prediction strategy could help the readers increase their ability to comprehend the text. Therefore the researcher conducts prediction strategy in the second grade students of SMP Negeri 18 Bandar Lampung in order not only to find out how prediction strategy can be used in reading class to increase the students reading comprehension but also to find out the students response towards the implementation of prediction strategy.

METHOD

This research was intended to find out whether prediction strategy could improve students' reading comprehension. So, in this research, quantitative research was applied using one-group pre-test posttest design since there was only one experimental class which received treatments and also got pre-test and posttest. This research also used descriptive method to find out the students' response towards the implementation of prediction strategy in teaching reading. The subjects in this research were 35 students of clas VIII G of SMP N 18 Bandar Lampung. The instruments used for collecting data in this

research were reading test and questionnaire.

RESULT AND DISCUSSION
RESULT

The data of this research were taken from students in class VIII G as the sample. The result of improvement of students' reading comprehension achievement was obtained through pre-test and posttest. Whereas, the result of the students' response towards the implementation of prediction strategy was obtained from the questionnaire. From the research, it was found that the mean scores of students' reading comprehension in posttest was higher than that of pretest. The table 1. shows about the improvement of students' reading comprehension after being taught through prediction strategy.

To find out the aspect the reading aspects that improve the most the researcher compared the means of students reading comprehension in pretest and post test in each reading comprehension aspects. There were five reading aspects which measured in this research. They were main idea, specific information, reference, inference and vocabulary. The comparison of students' result of reading comprehension' aspects before treatment and after treatment could be seen on the table 2.

The table 2. shows the difference where each aspect of students' reading comprehension achievement in SMP Negeri 18 Bandar Lampung increase.

Based on table 2, prediction strategy improved the students' reading comprehension in all aspects of reading comprehension, determining main idea from 1,45 to 4,60 and the gain is 3,14, specific

information from 3,97 to 6,45 and the gain is 2,48, Inference from 4,37 to 7,20 and the gain is 2,82, reference from 4,17 to 7,20 and the gain is 3,02, and the last is vocabulary from 2,02 to 6,05 and the gain is 4,02. It could be said that prediction strategy could improve the students' reading comprehension in all aspects of reading.
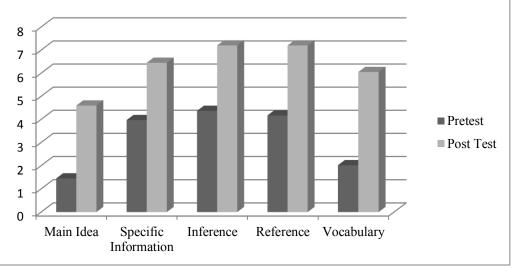
Table 1. The Mean Score of Pretest and Posttest

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	41,9286	35	7,02113	1,18679
	Post test	78,7857	35	6,78914	1,14757

Table 2. The Improvement of Reading Aspects

No	Aspect of Reading	Pre test	Post Test	Gain
1	Main Idea	1,45	4,60	3,14
2	Specific Information	3,97	6,45	2,48
3	Inference	4,37	7,20	2,82
4	Reference	4,17	7,20	3,02
5	Vocabulary	2,02	6,05	4,02

Table 3. Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	posttest - pretest	14,74286	3,75220	,63424	13,45393	16,03178	23,245	34	,000

Graph 1. The Increase of Students' Score of Five Aspects of Reading

The table 3. is about hypothesis testing. It shows that t value is 23.245 and t-table is 2.042. It means that t-value is higher than t-table. The sig.2 tailed is 0.00 (<0.05). Therefore, for the nul hypothesis is rejected and the first hypothesis is accepted. Then, from the output it can bee seen that significance value shows that p<0.05 (p= ,000).

Besides that, Based on the result of questionnaire, the students gave positive response towards the implementation of prediction strategy, there were 24 students or 68% gave positive response and 11 students or 32% gave negative response.

DISCUSSION

The result of pretest and posttest in class VIII G shows that there is an increase of students reading comprehension after being taught through prediction strategy is significant (p<0.05, p=0.000), It indicates that the hypothesis accepted. The hypothesis is "there is significant improvement of students' reading comprehension achievement after being taught by using prediction strategy". In other words, prediction strategy can improve students' reading achievement in each aspect of reading. The increase can be seen by comparing the means score of students reading comprehension in pretest and post test in each reading comprehension aspects.

There are five reading aspects which were measured in this research. They are specific information, main idea, inference, reference, and vocabulary. The comparison of students' result of reading comprehension aspects before treatment and after treatment can be seen on the graph 1.

Based on the graph 1. the use of prediction strategy can improve the students' reading comprehension achievement in all aspects of reading; the gain of determining main idea is 3,14, the gain of specific information is 2,48, the gain of inference is 2,82, the gain of reference is 3,02, and the gain of vocabulary is 4,02. Moreover, prediction strategy improved the students' reading aspects especially in vocabulary.

Vocabulary has the highest improvement that other aspects of reading. In vocabulary test items the students were asked to find out the word which has the synonym as the one on the question. It helped the students to build up their knowledge about the material especially vocabulary the text. The researcher assumes that this type of question i.e vocabulary, has the highest gain since the students only needed to find the proper word to answer the question. Vocabulary is a list of words often defined or translated. This type of question does not require students to make their own conclusion to find the answer.

On the other hand, specific information has the lowest gain from the others reading aspects. Francoice (1998) states that supporting details provide the reader with more information about main idea or subject of a pessage. They are pieces of information that help the reader to see the big picture in the text. The students were asked to find the detail information in the text. It requires the students to read the text carefully to make sure that they did not miss the information.

The result of questionnaire show that the students gave positive response or they felt satisfied on

prediction strategy as a teaching technique. They also gave an active participation because the picture helped students' to built up their background knowledge. It also helped them to predict the contents of the text.

Almost all of students in the class are satisfied and agree that prediction strategy as a teaching technique could improve their reading comprehension. Unfortunately there are some students still have difficulties predicting the content of the text. For their basic perception of the technique, more than half students in the class thought that prediction strategy is effective in improving their reading comprehension.

The description above has flowed to a single conclusion that prediction strategy has a positive impact on students' reading comprehension achievement where it could increase the students' reading comprehension in all aspects. It caused by the fact that in prediction strategy the teacher ask the students to apply their background knowledge and help them to predict the text in order to comprehend the passage

CONCLUSIONS

Based on the research at the second grade of SMP Negeri 18 Bandar Lampung and analyzing the data, the researcher draws the conclusion as follows:

1. There is a significant improvement of students' reading comprehension achievement in descriptive text after being taught by using prediction strategy. From the gain of pretest and posttest that is 18,36, the researcher stated that there is a significant improvement of students' reading comprehension achieement after the treatment was given while the result of hypothesis shows the sig. level is lower than alpha (.000 < 0,05). It could be concluded that the use of prediction strategy improved students' reading comprehension of descriptive text in all reading aspects. The aspects of reading that improve the most is vocabulary and specific information has the lowest improvement among other aspects of reading.

2. Vocabulary has the most increase aspect because prediction strategy could develop their ability to find out the word which has the same meaning with word on the question. It does not require students to make their own conclusion to find the answer.

3. The result of the questionnaire shows that most of students in the class gave positive response to prediction strategy teaching technique in reading descriptive text.

SUGGESTIONS

1. Suggestions for the teacher:
   a. English teachers are recommended to apply prediction strategy as the alternative way in teaching reading using descriptive text because it can help the students in comprehending the text easier.
   b. Teacher should not too much concern on the students who answer in English, because the students will be easier to express their idea in indonesian. It can help the

students easier to relate their prior knowledge to the material.

c. English teachers can use another type of text such as narrative, recount, report, etc in prediction strategy. It will make the students easier to comprehend the text.

2. Suggestions for further researchers

a. Further researchers may conduct research using this strategy on different level of students. It can be applied in senior high school students or university students.

b. Further researchers can apply prediction strategy in another English skill for example writing skill.

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