English Language Teaching Methodology
Vol. 1. No. 3, December 2021, pp. 217-221
ISSN: 2828-1586 E-ISSN: 2810-0352

THE IMPLEMENTATION OF PREDICTION STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION ON ENGLISH RECOUNT TEXT

Nurfhany Hasruddin[1], Syamsiarna Nappu[2], Eka Prabawati Rum[3]

[1,2,] *University Muhammadiyah Makassar, Indonesian*

ARTICLE INFO

Article history:
Received: 27- 10 -2021
Revised: 15- 11- 2021
Accepted: 2-12- 2021
Published: 16-12-2021

Keywords:
Prediction Strategy
Reading comprehension
learning tool

ABSTRACT

The aim of this research was to identify the implementation of a prediction strategy to improve students' reading comprehension of English recount text and student responses in reading through a prediction strategy. The researcher used pre-experimental research and carried out pre-test, treatment and post-test designs and collected test-based data. The sample was a class VIII.D student at MTs. Negeri Luwu Timur, a total of 28 students in the academic year 2020/2021. This sample was taken randomly by lottery. Variables are dependent and independent variables. The data was analyzed using SPSS.The showed that class VIII.D student pre-test results were of sufficient value. The results of this study were that the mean value obtained by the students through the pre-test was (58,14) while the post-test was observed (82,29) as result, the significant value of the paired sample test is lower than the significant level, i.e. 0.000 <0.05. Then find the value of the table t of 1,673. This is because the t value is 40,616>1,673. From these data, it is shown that the use of the prediction strategy in improving students' reading comprehension on recount text, it can be concluded from the above data that the student's reading comprehension has been improved by using the prediction strategy as a learning tool and students' can be active in the learning process through the use of the prediction strategy.

How to cite: Nurfhany Hasruddin, Syamsiarna Nappu, & Eka Prabawati Rum. (The Implementation of Prediction Strategy in Improving Students' Reading Comprehension on English Recount Text). English Language Teaching Methodology, Vol 1(3), December 2021. doi: https://doi.org/10.22219/jpbi.vxiy.xxyy

Corresponding Author:
Nurfhany Hasruddin
English Education Department,
Muhammadiyah University of Makassar,
259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesian.
Email: nurfhany@bg.unismuhmakassar.ac.id

INTRODUCTION

English is an international language and used in science and technology activities. It is expected that students will be able to master all English language skills in education, especially in the learning process: reading, speaking, writing, and listening.

Reading is one of the skills that junior high school students need to master and make them get information from the text, a process of thinking in order to reach understanding. Nunan (2003) argues is a process for readers to combine text-based information and their own background knowledge to build up.

The research observation at the eighth grade of MTs. Negeri Luwu Timur, have some problems. The first problem is students lack of understanding. The second problem is the students are not interest in reading. To solve those problems, the English teacher should choose the appropriate strategy for the process of learn. The English teacher is needed to improve their reading. There strategies used in learning process in prediction strategy that will be applied to students actively think ahead and see will the text based on their prior knowledge.

Predicting can be used to teach reading. Predicting is thinking processes to help students make sense and be activate to relevant background knowledge that they process on the subject. The students must have the purpose of reading to confirming, refuting their predictions. In addition, has been created for new knowledge to already process. (Block, Rodgers, and Johnson, 2004).

Prediction is an activity to help students achieve in reading. Using a prediction strategy to understand the text, students make predictions and explain in the text before reading. The student begins to engage with key concepts and also activates background knowledge and present to students the key smart enough to figure things out in reading. They was learning how to make connections own prior knowledge in the text.

RESEARCH METHOD

The researcher used quantitative method which conducted pre-experimental research design. This research applied one-group pre-test and post-test design. One class is taken as an experimental by the researcher. Students were given a pre-test before treatment, and a post-test would be performed after treatment. Then, students increase the mean (average score) among in pre-test and post-test. The researcher selected the class randomly by lottery as a sample and class of twenty-six students. The research design would be presented as follows:

$O_1 \rightarrow X \rightarrow O_2$

Where:

O_1 = Pre-test

7X = Treatment

O_2 = Post-test

The population of this research was MTs. Negeri Luwu Timur. Which consist of 4 classes. Class VIII.A was 33 students, VIII.B was 30 students, VIII.C was 28 students, VIII.D was 32 students, and the total number population of this research was 123 students.

The instrument of the research was reading test. Reading test aim to get information about students reading comprehension. In pre-test, and post-test, the

researcher gave a reading text and asking to read carefully then students answer of multiple choice on the next to measure the students reading comprehension.

RESULT AND DISCUSSION

The researcher presented the results of students' achievement in reading comprehension through the Prediction Strategy in teaching reading. The researcher would like to find out if the use of this strategy to improve students' Reading Comprehension in terms of main idea and conclusion, it could be seen the result of data analysis was show:

Table 1. Learning Outcomes Pre-Test and Post-Test in Class VIII.D

Parameter	Pre-Test	Parameter	Post-Test
Sample	28	Sample	28
Score Maximum	68	Score Maximum	92
Score Minimum	50	Score Minimum	72
Total	1628	Total	2304
Mean	58,14	Mean	82,29
Std. Deviation	5,247	Std. Deviation	4,610

In the table above, the maximum score obtained by pre-test is 68, while the low score is 50. The average score got is 58.14 to std. deviation 5,247. Meanwhile, the maximum score obtained by the post-test was 92, while the minimum score was 72. The average score obtained was 82, 29 with std. deviation 4,610. The following is a table of classification and frequency of pre-test and post-test in the experimental group.

Table 2. Classification and Frequency of Pre-Test and Post-Test in Experimental Group

Classification	Score	Pre-Test		Post-Test	
		F	%	F	%
Excellent	96-100	0	0%	0	0%
Very Good	86-95	0	0%	6	21%
Good	76-85	0	0%	21	75%
Fair Good	66-75	3	11%	1	4%
Fair	56-65	15	53%	0	0%
Poor	46-55	10	36%	0	0%
Very Poor	0-45	0	0%	0	0%
Total		28	100%	28	100%

Based on the table above, in pre-test it was found that there ware not students' got excellent, very good, and good, 3 (11%) students' got fair good, 15 (53%) students' got fair, 10 (36%) students' got poor, and no one students' got fair poor score. Then, in post-test it was found that there was no excellent, 6 (21%) students' got very good, 21 (75%) students' got good, 1 (4%) got fair good score and no one students' got fair, poor, and very poor score.

Table 3. **Improvement of Students' Reading Comprehension**

Indicator	Pre-Test	Post-Test	Improvement %
Main Idea and Conclusion	58,14	82,29	41,53%

In this section, to perform an inferential analysis in testing the hypothesis, an earlier basic test should be carried out which includes the homogeneity and normality test.

Normality Test

According to Payadnya, I. P. A. A., & Jayantika, (2018), normality test is used to find out whether the data spreads following a normal distribution or not by using SPSS as follows:

Table 4 Normality Test

		Kolmogorov Smirnov[a]			Shapiro Wilk		
	Kelas	Statistic	Df	Sig	Statistic	df	Sig
Hasil Belajar Siswa	Pre Test	,142	28	,154	,944	28	,141
	Post Test	,181	28	,020	,954	28	,249

a. Lilliefors Significance Correction

The results of normality tests using the Kolmogorov Smirnov test can be seen on the basis of the table above. The significant value is greater than 0.05 (significant level), which means that the data comes from a normally distributed population (Herlina, 2019).

The pre-test yield normally shows that the Kolmogorov Smirnov value is significant at 0.154 and the Shapiro Wilk value is significant at 0.141 with a significant value of 0.05. The significant value achieved is greater than 5-007 (0.154>0.05). The results of post-test normality test showed that the Kolmogorov Smirnov value was significant at 0.020 and the Shapiro Wilk value was significant at 0.249 at 0.05. The significant value achieved is greater than 5-007 (0.020>0.05). Thus, it can be concluded that all student pre-test and post-test scores of class VIII.D are normally distributed.

2. Homogeneity Test

According to Herlina (2019), the significant value > 0.05 is declared homogeneous, the ata is declared homogeneous and the p-value <0.05 is declared non-homogeneous. The data ariance homogeneity test can be seen in the table below:

Table 5.Homogeneity Test

Levene Statistic	df1	df2	Sig.
,681	1	54	,413

Analysis of SPSS data using homogeneity calculations, p-value = 0.413. This must be met as a condition for the data to come from a homogeneous population, i.e. p-value > 5-007, 5-007 = 0.05. Because the p-value = 0.413> 5-007 = 0.05 is the result of these calculations, it can be shown that the population variance is from the same population (homogeneous).

CONCLUSION

On the previous chapter, researcher formulated some conclusions about the difference between before and after implementing Prediction Strategy in reading recount text in terms of main idea and conclusion. Using the prediction strategy can improve the students' reading comprehension on English recount text in terms of the main idea and conclusion.

Furthermore, there was significant improvement between the students' reading comprehension before and after using Prediction Strategy. That have been present that the std. deviation and mean student score as an experimental group is better shown in the post-test than in the pre-test and test of the hypothesis t test > t table (40,616>1,673). It has been present that the H_a is accepted and the H_0 is rejected.

REFERENCE

Block, C., Rodgers, L., and Johnson, R. (2004). *Comprehension Process Instruction: Creating Reading Success in Grade K-3.* The Guildford press: New York, NY.

Herlina, V. (2019). Panduan praktis mengolah data kuesioner menggunakan SPSS. Jakarta: PT. Elex Media Komputindo.

Nunan, David. (2003). *Practical English language teaching.* New York: The McGraw-Hill Companies,Inc

Payadnya, I. P. A. A., & Jayantika, I. G. A. N. T. (2018). Panduan Penelitian Eksperimen Beserta Analisis Statistik Dengan SPSS. Deepublish.

Purwati, H. (2018). *The Implementation of Prediction Strategy in Improving Students' Reading Comprehension at the Eight Grade of MTs. Swasta Miftahul 'Ulum Suka Mulia Dolok Masihul* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara).

Wulandari, D., Sukirlan, M., & Sudirman, S. (2017). *Improving Students Reading Comprehension of Descriptive Text by Using Prediction Strategy. Doctoral dissertation, Lampung University.*