

THE USE OF PREDICTION STRATEGY TO ENHANCE STUDENTS' READING COMPREHENSION ON ENGLISH RECOUNT TEXT

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ARTICLE INFO	ABSTRACT
Article history: Received: March 7, 2023 Revised: April 10, 2023 Accepted: June 8, 2023 Published: April 30, 2025 Keywords: Reading Reading Comprehension Prediction Strategy	This research aims to investigate whether prediction strategies can improve students' reading comprehension in English recount texts in terms of main ideas and conclusions. The research design used is a pre-experimental design. Using a one-group pre-test post-test design. The one-group pre-test post-test design involves one group undergoing pre-test (O1), treatment (X), and then post-test (O2). The results of the research showed that the implementation of prediction strategies improved students' reading comprehension in terms of main ideas and conclusion. The average score of the students' post-test was 84.36, while the average score of the students' pre-test was 43.32, indicating an improvement of 95%. The results of the homogeneity test showed that the data was homogeneous. These results support the hypothesis that the implementation of prediction strategies can improve students' reading comprehension. <i>This is an open access article under the CC BY-SA license.</i> 
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INTRODUCTION

Reading, which allows them to process information from the text in order to understand, is a skill junior high school students must learn. Nunan (2003) contends that readers can construct understanding by fusing the textual information with their own prior knowledge.

There are several problems, according to research by MTS Negeri Luwuk Timur's eighth grade, there are numerous issues. The first issue is the students' lack of knowledge. The second issue is the students' lack of interest in reading. To address these challenges, the English instructor must have chosen an efficient teaching strategy. The English teacher is required to teach them how to read. One approach that might be used to aid the learning process is the prediction strategy. With this approach, students had to actively predict how the text would alter in light of what they already knew.

A method of teaching reading is through prediction. Students can make sense of and respond to pertinent prior knowledge they have gathered about a subject by using the thought process of prediction. While they read, the pupils must be considering whether to accept or reject their predictions. It has also been developed for processing fresh knowledge (2004) Johnson, Block, and Rodgers.

Predictions practice helps students improve their reading skills. Before reading, students could use the prediction technique to understand the content by making predictions and clarifying them in the text. Students who can comprehend it while reading are given the key as they begin to engage with crucial ideas, activate background knowledge, and offer the key. They were working out connections between the text and what they already knew.

RESEARCH METHOD

In this research, a pre-experimental design was adopted. According to Sugiyono (2013), the pre-experimental design was set up like a real experiment, however, there are still outside factors that affected the pre-experimental design.

On selecting the sample for the study, the researcher used the purposive sampling technique. Purposive sampling, according to Arkinto (2006), is a technique for gathering data that is not based on chance but rather on factors to reach the target focus on a particular purpose. The sample used by the researcher was the VII Class, which had 25 pupils. Using a strategy known as “purposive sampling” the researcher selects samples based on criteria that are relevant to the goals of the study. The absence of reading comprehension among the 25 students present was their unique attribute.

RESULT AND DISCUSSION

Students' Reading Comprehension in Terms of Main Idea and Conclusion.

TABLE 1. CATEGORIES AND FREQUENCY OF THE STUDENTS' SCORE

Categories	Score	Pre-Test		Post-Test	
		F	%	F	%
Excellent	96-100	0	0	2	8
Very Good	86-95	0	0	10	40
Good	76-85	0	0	9	36
Fair Good	66-75	2	8	4	16

Fair	56-65	3	12	0	0
Poor	46 -55	7	28	0	0
Very Poor	0-45	13	52	0	0
Total		25	100	25	100

Base on the table, the pre- test results showed that 2 students (18%) received a fair good score, 3 students (12%) received a fair score, 7 students (28%) received a poor score, and 13 students (52%) received a very poor score. In the post- test, 2 students (8%) received an exellent score, 10 students (40%) received a very good score, 9 students (36%) received a good score, and 4 students (16%) received a fair good score, no one students received a fair, poor, or very poor score.

The sample used in this research consisted of class IX students. The improvement in their reading comprehension was measured through pre- test and post- test, while their response to the implementation of the prediction strategy was obtained through a questionnaire. The research found that the mean score for students' reading comprehension in the post- test was higher than that in the pre- test.

TABLE 2 THE MEAN SCORE OF THE STUDENTS IN PRE- TEST AND POST- TEST

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	43,32	25	6,325	1,265
	Posttest	84,36	25	7,836	1,567

(SPSS 22.0)

Table 2 displays the statistical data for the mean scores of students in both the pre- test and post- test, after being taught using the prediction strategy. The pre- test mean score for the students was 43.32, while the post- test mean score was 84.36. this indicates that the mean score for the students in the post- test was higher than that in the pre- test.

TABLE 4. 2 THE STUDENTS' IMPROVEMENT IN READING COMPREHENSION.

Indicator	Pre-Test	Post-Test	Improvement(%)
Main idea and conclusion	43,32	84,36	95%

Hypothesis Testing

Normality Test

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TABLE 3.NORMALITY TEST

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.113	25	.200 [*]	.953	25	.296
Posttest	.191	25	.019	.953	25	.292

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, the results of the normality tests using the Shapiro-Wilk test indicate that the significant value is greater than 0.05 (significance level), which indicates that the data is from a normally distributed population (Herlina, 2019).

The pre- test results show that the Shapiro-Wilk value is significant at 0.296 with a significant value of 0.05. the achieved significant value is greater than $0.096 > 0.05$. the post- test result show that the Shapiro- Wilk value is significant at 0.292 with aa significance value of 0.05. the achieved significant value is greater than $0.292 > 0.05$.

Therefore, it can be concluded that all the pre- test and post- test scores of the class IX students are normally distributed. Shapiro Wilk value was significant at 0.292 at 0.05. The significant value achieved is greater $0,292 > 0,05$. Thus, it can be concluded that all student pre-test and post-test scores of class IX are normally distributed.

Homogeneity Test

Herlina (2019) stated that if the significant value is >0.05 . the data is considered homogeneous, while a p- value of <0.05 is considered non- homogeneous. The table below shows the results of the data variance homogeneity test.

TABLE 4.HOMOGENEITY TEST

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
1,528	1	48	,223

(SPSS 22)

The SPSS data analysis using homogeneity calculations a p- value of 0.223. since the p- value is $0.223 > 0.05$, the results of these calculations indicate that the population variance is from the same population (homogeneous).

CONCLUSION

In this section, we discussed the results of the data collected and analyzed through testing, as explained in the previous section. The results showed an improvement in the students' reading comprehension of a text in terms of main idea and conclusion. Main ideas were more than just guessing what was going to happen next; they helped students become actively involved in reading and kept their interest level high. Main ideas also helped the students fully comprehend what they had read and retain the information for longer periods of time. Similarly, conclusions were more than just guessing what was going to happen next; supporting details helped students become actively involved in reading and kept their interest level high. Supporting details also helped the students understand difficult sentences or ideas.

Based on the analysis, it can be concluded that the prediction strategy has a significant impact on improving students' reading comprehension. The pre- test results showed that the

students' mastery of reading comprehension was low, with the majority of them receiving poor and very poor scores. However, after being taught using the prediction strategy, the post-test results showed a significant increase in the students' reading comprehension, with the majority of them receiving excellent, very good, and good scores. The statistical analysis also showed that there was a significant difference between the mean scores of pre-test and post-test, with the post-test mean score being significantly higher. Furthermore, the questionnaire results indicated that the majority of the students were satisfied with the prediction strategy and believed that it had helped to improve their reading comprehension. Therefore, it can be concluded that the prediction strategy is an effective approach to improve students' reading comprehension.

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