THE EFFECTIVENESS OF USING ANTICIPATION GUIDE STRATEGY IN READING SKILL AT THE ELEVENTH GRADE STUDENTS' OF SMAN 5 BULUKUMBA

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ARTICLE INFO	ABSTRACT
Article history: Received: August 13, 2022 Revised: September 10, 2022 Accepted: December 20, 2022 Published: August 15,2024 *Keywords:* Anticipation Guide Effectiveness Reading Comprehension	This study used the eleventh grade of SMA Negeri 5 Bulukumba as the research location and took a sample with a total of 270 eleventh grade students, while the sample used was 25 students. The study collected data using pre-test and post-test using SPSS Vol. 25 in order to determine the effectiveness of using anticipatory guides on students' reading comprehension. According to the study's findings, students' reading comprehension was improved using an anticipatory guide method in the learning process, which was deemed successful based on the data collected, where the mean pre-test score in both interpretive and literal understanding was 63.12 became 90.64 in post-test. It can be seen that the mean score of the post test is higher than the mean score of pre-test. Based on these results, it can be concluded that anticipation guide strategy is effective in improving students' reading comprehension.

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INTRODUCTION

Reading was one of the fundamental skills that pupils needed to learn and master in order to learn English. Reading and knowledge are independent concepts. Because reading is detailed, thoughtful, interactive, understandable, and flexible, it takes a lot of effort and resources to create. Furthermore, reading fast should maintain the information flow at a rate that permits the connections and inferences that are necessary for understanding (Comprehension and Sari, 2019). Anticipatory guide strategy was initially suggested by Herber 1978 (Comprehension and Sari, 2019), one of the tactics that has lately been employed by several studies.

To further strengthen students' reading skills, particularly when it comes to reading narrative content, a number of teaching techniques are needed. One technique that can be

used to stress reading is the anticipation guide. Sari et al. (2020), an anticipation guide is a tool to help students use prior information to make predictions. The anticipating guide can be used to introduce historical facts prior to reading, encourage readers to use that understanding while reading, and keep students' participation in a post-reading process by having them read the directions again. The anticipation guide's goal is to introduce a chapter or lesson by focusing readers' attention on the subject that will come next.

The anticipatory guide method can help certain students with their reading comprehension problems. As previously indicated by the researcher, the first issue is a lack of background knowledge. The anticipatory guide technique will effectively stimulate students' past knowledge and encourage them to think critically. Woolfolk (Antoni et al., 2017), says that Anticipation guide is a series of question or statements related to the topic or point of view in a particular text. This method can assist teachers in activating students' prior knowledge and in making sound decisions about how to improve students' comprehension of the reading text.

Reading comprehension is the capacity to analyze literature, comprehend its meaning, and apply it to what the reader already knows. Reading comprehension is essential to success in school, work, and general learning in addition to text comprehension. Reading comprehension allows for the reader to actively construct and extrapolate meaning from the test. Defrioka et al., 2013 Describe how an anticipation guide blends literacy education with subject-area learning as a pre-reading technique. This activities past knowledge and assists students in connecting new material with what already know, as well as creating a purpose for reading (as students read to gain evidence that will either confirm or drive the to reconsider their earlier opinions).

By employing both internal and external information as building blocks, the reader builds meaning from what has been read through the process of reading comprehension. Reading a text literally involves focusing on its straightforward meaning, which may include facts, language, dates, and locations. Our encounters with teachers have shown us that they frequently check literal reading first to make sure the students have understood the basic or surface meaning of the text. Understanding ideas or information that is directly provided in a book is known as literal reading. The process of understanding concepts using implicit rather than explicit language is called interpretative comprehension. Finding the main idea, comprehending the researcher intent, figuring out point of view, and anticipating or summarizing events are all skills utilized at the interpretative level.

The problems of the students' are lack of interest in reading English texts and lack of motivation in reading English texts. Therefore, the researcher wants to increase students' interest in reading English and motivate students by using anticipatory guide strategy. The next problem that can be solved by using anticipation guide strategy on students interesting in reading activity. Based on these concerns, the teacher can help students understand English books better by using the anticipatory guide technique. This technique can be used to analyze a wide variety of texts, including narrative, news story, exemplum, anecdote, recount, and

spoof texts, as well as factual texts like process, explanation, report, exposition, discussion, description, review, and news item texts.

RESEARCH METHOD

This research used pre – experimental research located at SMA Negeri 5 Bulukumba with a total population of 270 students in grade Eleventh. In this research the researcher used purposive sample the researcher selected language class consists of 25 students. This pre – experimental was aimed to determine the impact of anticipatory guidance in improving the reading comprehension of SMA Negeri 5 Bulukumba students in the eleventh grade. Pre-experimental research is a study that uses a pre-test before treatment and a post-test after treatment to determine whether or not the variable researched had an impact by comparing the average score of the pre-test and post-test.

The reading test was utilized as an instrument in this study. The assessments are intended to evaluate students' development as well as the results of instructional and learning activities. Reading pre- and post-test texts is the method used in this study to collect data. Students are given a test to gauge the research findings. This test's objective is to gauge students' ability to read comprehension using the anticipatory guide method. By evaluating each student's score and the average score based on the outcomes, the data from this research were examined. Using SPSS ver. 25, the obtained data will be quantitatively examined.

RESULT AND DISCUSSION

In this chapter, the researcher presents the results and the data analysis of the data. The results include data obtained by monitoring and assessment to check if the kids' reading comprehension skills have improved after therapy, as well as data obtained through achievement assessments to ascertain students' success following the study of reading comprehension materials using an anticipation guide strategy.

Table 1 Classification and frequency of pre – test and post – test in reading comprehension

No	Categories	Score	Pre – Test		Post – Test	
			Freq	%	Freq	%
1	Excellent	96 – 100	_	_	7	28%
2	Very Good	86 – 95	_	_	13	52%
3	Good	76 – 85	_	_	5	20%
4	Fairly Good	66 – 75	9	36%	_	_
5	Fair	56 – 65	11	44%	_	_
6	Poor	46 – 55	5	20%	_	_
7	Very Poor	0 – 45	_	_	_	_
	Total		25	100%	25	100%

Table 1 displays the categories, regularity, and proportion of pupils' reading comprehension from the pre-test and post-test. Nearly half of all kids who took a pre-test before starting therapy had a decent score, or 44% of the total. The study also discovered that,

following treatment, students' use of the anticipatory guide method as a reading method had a positive impact on their reading comprehension. On the post-test for students, 13 students scored very well, scoring 52% of the possible points. In the findings showed that most students had improved their score, and some students had achieved standard value. It show that there was improve in students reading comprehension from pre-test to post test.

Table 2 Classification and frequency of students pre-test and post-test in literal comprehension

No	Categories	Score	Pre-test		Post-test	
			Freq	%	Freq	%
1	Excellent	96-100	_	_	7	28%
2	Very Good	86-95	_	_	10	40%
3	Good	76-85	1	4%	8	32%
4	Fairly Good	66-75	10	40%	_	_
5	Fair	56-65	14	56%	_	_
6	Poor	46-55	_	_	_	_
7	Very poor	0-45	_	_	_	_
	Total		**25**	**100%**	**25**	**100%**

Based on the table 2, before getting treatment consists of 25 students'. In the category of supporting ideas, 1 (4%) students received a good grade, 10 (40%) received a really good grade, and 14 (56%) received a fair grade. The Pre-Test results' main supporting notion was that all students were categorized as fair performers. Following treatment, the researcher discovered that 25 students were most effective when employing the anticipatory guide method as a reading strategy in terms of their reading comprehension. There were 8 (32%) pupils who received good grades, 10 (40%) who received very good grades, and 7 (28%) who received excellent grades. The supporting idea research revealed that most pupils had improved their scores and that some had even attained the standard value.

Table 3. The classification and frequency of pre-test and post-test in interpretative comprehension

No	Categories	Score	Pre-test		Post-test	
			Freq	%	Freq	%
1	Excellent	96-100	_	_	11	44%
2	Very Good	86-95	_	_	9	36%
3	Good	76-85	_	_	5	20%

4	Fairly Good	66-75	_	_	_	_
5	Fair	56-65	11	44%	_	_
6	Poor	46-55	9	36%	_	_
7	Very poor	0-45	5	20%	_	_
	Total		**25**	**100%**	**25**	**100%**

According to the students' pre-test scores for interpretive understanding, the researcher concluded that most students had fair scores. Following therapy, the researcher discovered that students who used the anticipatory guide approach as a reading technique improved their scores, with some students surpassing the benchmark value.

Table 4 . **Mean Score of the Students interpretative and Literal Comprehension Paired Sample Statistic**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	63.12	25	7.672	1.534
	POST-TEST	90.64	25	5.604	1.121

It shows that there were 25 students who take the pre-test and post-test with the result that the mean score of the students post-test is higher than the pre-test. It can be seen from the table 4 where the mean score of the students pre-test is 63.12 and the post test is 90.64.

Test of Hypothesis

To assess how well the researcher explained the assumption, hypotheses might be tested. Based on the results of the normality test, the statistic used is a parametric statistic with paired sample t-tests. There is a theory that the researcher has chosen:

1. H0 : The use of anticipatory guide strategy is not effective in students literal comprehension and interpretative comprehension of Eleventh grade SMAN 5 Bulukumba.
2. H1 : The use of anticipatory guide strategy is effective in students literal comprehension and interpretative comprehension of Eleventh grade SMAN 5 Bulukumba.

According to Santoso (2014) the following rules should be followed when doing paired sample- test based on the significant value (Sig.) received from SPSS:

1. If the t-value is Sig. (2-tailed) < 0.05, then H0 is rejected and H1 is accepted
2. If the t-value is Sig. (2-tailed) > 0.05, then H0 is accepted and H1 is rejected

Table 5 .**Paired Sample Test**

| | Paired Differences | | | | | | | |
| | | | | 95% Confidence Interval of the Difference | | | | |
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
PRE-TEST – POST-TEST	-27.520	8.078	1.616	-30.855	-24.185	-17.033	24	.000

Based on the table 5, it shows that the value of Sig (2-tailed) is 0.000 < 0.005, so the researcher stated that H0 is rejected and H1 is accepted. There is a difference between pre-test and post-test in the means core. It can also be interpreted that learning Interpretative comprehension and Literal comprehension using anticipatory guide strategy is very effective to use in SMAN 5 Bulukumba XI class because it can increase students reading comprehension.

CONCLUSION

From the results of the data analysis in interpretative reading comprehension and literal reading comprehension the significance value of the students pre-test is 0.160 and the students post-test is 0.062, from the resulting data analysis the researcher concluded that the significance value was higher than α = 0.05. Therefore, the researcher concluded that there is a significance difference between students reading comprehension at the Eleventh grade before and after using anticipation guide strategy. Therefore, it is possible to infer that the used of anticipation guide strategy in learning process can improve the students reading comprehension.

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