

**THE EFFECT OF USING PREDICTION GUIDE STRATEGY
TOWARD READING COMPREHENSION AT THE FIRST
YEAR STUDENTS OF SENIOR HIGH SCHOOL 14 SIAK
TUALANG OF SIAK REGENCY**



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PEKANBARU
1433 H/2012 M**

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Thesis

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(S.Pd.)



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ABSTRACT

Sonya Agustina (2011). The Effect of Using Prediction Guide Strategy toward Reading Comprehension at the First Year Students of SMAN 14 Siak Tualang of Siak Regency.

Based on the writer's preliminary study, it was found that most of the students' reading comprehension was still less than enough. This problem was caused some factors. For example, some of students could not identify general information, and detailed information of the text, So the writer was interested in carrying out the research about this problem. The research was administered at SMAN 14 Siak Tualang of Siak Regency. The subject of the research was the first year students at SMAN 14 Siak Tualang of Siak regency, and the object of this research was the effect of using Prediction Guide Strategy. The design of this research is quasi experimental design. The total number of population was 225 students. Because the number of population was large, the researcher used random sampling by taking two classes as sample; X.3 that consisted of 30 students as experimental group, and X.5 that consisted of 30 students as control group, So the number of samples from two classes was 60 students. To analyze the data, the researcher adopted paired sample t-test formula by using manual. The instrument of this study was test. In analyzing the data, the writer uses T-test as shown below;

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

After analyzing the data, the researcher found there significant effect of using Prediction Guide Strategy toward Reading Comprehension of the first year students' at SMAN 14 Siak Tualang Of Siak Regency, it can be seen from the result of T-test calculating is 6.67. It is bigger than standard on the critic table of the T-test that is 2.65 in 1% or 2.00 in 5%, it can be read $2.00 < 6.67 > 2.65$. Regarding the result above, H_a is accepted and H_o is rejected.

الملخص

سونيا أغوستينا (2011): أثر استخدام استراتيجيات التنبؤ قراءة دليل الفهم لطلاب السنة الأولى من المدرسة العالية الحكومية 14 سيالك توالنج ريجنسي سيالك.

يستند مؤلف الدراسة الأولية ، وجدت أن الغالبية العظمى من الطلاب في القراءة المسيح منخفضة. هو سبب هذه المشكلة عن طريق عدة عوامل. على سبيل المثال، يمكن لبعض الطلاب لم يحدد معلومات مشتركة من النص ، ومعلومات محددة من النص. وبالتالي ، فإن الكتاب يبدون اهتماما في إجراء البحوث بشأن هذه المسألة.

أجري البحث في المدرسة العالية الحكومية 14 سيالك منطقة توالنج ريجنسي سيالك. موضوع هذه الدراسة هي الأولى من طلاب السنة المدرسة العالية الحكومية 14 سيالك منطقة توالنج ريجنسي سيالك، والهدف من هذا البحث هو تأثير واستخدام استراتيجيات دليل التنبؤ. نوع من البحث هو تصميم تجربة شبه.

كان سكان هذه الدراسة جميع طلاب السنة الأولى. من إجمالي عدد السكان هو 225 طالب وطالبة. في لسكانها كثيرا ، استخدم الباحثون عينة عشوائية من اتخاذ اثنين فقط من الطبقات كعينة؛ 3 X التي تتكون من 30 طالبا باعتبارها تجربة المجموعة ، والذي يتكون من 5 X 30 طالبا كمجموعة تحكم. وبالتالي، فإن عدد عينات من هاتين الطبقتين هو 60 طالبا. لتحليل البيانات، استخدم الباحثون عينة الاقتران من خلال t الاختبار اليدوي. تستخدم هذه الدراسة أداة الاختبار. لتحليل البيانات ، وكتاب استخدام - t اختبار على النحو المبين أدناه :

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

بعد البيانات في التحليل ، وجد الباحثون تأثير كبير على استخدام دليل التنبؤ استراتيجيات لفهم القراءة لطلاب السنة الأولى من 14 المدرسة العالية الحكومية 14 سيالك منطقة توالنج ريجنسي سيالك ، يمكن أن ينظر إلى هذا الحساب من t اختبار هو 6.67. هذه القيمة هي أكبر بالمقارنة مع قيمة النقد في t الجدول 2.65 لمعيار 1 2:00 ٪ ومستوى 5 ٪ (DF = 60) وهكذا <math>2.65 < 6.67 < 0.02:00</math>. لذا، يمكن الاستنتاج بأن يتم تلقيها هو ومرفوض.

ABSTRAK

Sonya Agustina (2011). Pengaruh dari Penggunaan Strategi Prediction Guide terhadap Pemahaman Membaca Siswa Tahun Pertama SMAN 14 Siak Tualang Kabupaten Siak .

Berdasarkan studi pendahuluan penulis, di temukan bahwa sebahagian besar hasil reading pada siswa massih rendah. Masalah ini di sebabkan oleh beberapa faktor. Misalnya, sebahagian siswa tidak bisa mengidentifikasi informasi yang umum dari teks, dan informasi yang khusus dari teks. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut. Penelitian ini diadakan di SMAN 14 Siak Kecamatan Tualang Kabupaten Siak. Subjek dari penelitian ini adalah pada siswa tahun pertama SMAN 14 Siak Kecamatan Tualang Kabupaten Siak, dan objek dari penelitian ini adalah pengaruh dari penggunaan strategi Prediction Guide. Adapun jenis penelitian adalah quasi experiment design. Dari keseluruhan jumlah populasi adalah 225 siswa. Di karenakan jumlah populasinya sangat banyak, peneliti menggunakan random sampling yang hanya mengambil dua kelas sebagai sample; X.3 yang terdiri dari 30 siswaa sebagai kelompok experiment, dan X.5 yang terdiri dari 30 siswa sebagai kelompok kontrol. Jadi, jumlah sample dari dua kelas tersebut adalah 60 siswa. Untuk data analisisnya, peneliti menggunakan paired sample t test melalui manual. Penelitian ini menggunakan instrumen berupa test. Untuk menganalisa data, penulis menggunakan test-t sebagaimana yang tertera dibawah ini:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Setelah data di analisis , peneliti menemukan pengaruh yang di signifikan dari penggunaan strategi Prediction Guide terhadap pemahaman reading siswa tahun pertama SMAN 14 Siak Kecamatan Tualang Kabupaten Siak, hal ini dapat di lihat dari penghitungan test- t yaitu 6.67. nilai ini lebih besar di bandingkan nilai kritik dalam tabel T yaitu 2.68 untuk taraf 1% dan 2.00 untuk taraf 5% (df=60) dengan demikian $2.00 < 6.67 > 2.65$. oleh karena itu, dapatlah disimpulkan bahwa H_a di terima dan H_o di tolak.

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CHAPTER 1

INTRODUCTION

A. The Background of the Problem

Reading is one of the important skills in English besides the other skill like writing, speaking and listening. Reading is the most important one that should be mastered by students if they want to understand the text. Reading is easy but to understand what the author's means is difficult, according to Burnes, and Page stated that reading process is to reconstruct the author's means.¹

Reading is also one of the ways to get information. Trough reading we can enlarge our knowledge. Reading is one of the receptive skills which become the necessary skill in written communication and this is the main motivation for learners. In reading, students are expected to understand the text and get some information from the writer's troughs. In fact, most of them have problem in reading. Even though they read the passage, they are still difficult to know what it is about.

According to Murcia, reading is to learn which involves complex thinking skills in which students must comprehend the material from a text by using their own thought activities which can help them to analyze texts.²

¹Don Burnes and Glenda page, *Insight and Strategies for Teaching Reading* (Brisbane College of advance Education Sydney, 1985), pp.27.

² Marianne celce-murcia Lois McIntosh, *Teaching English as Second or Foreign Language*. (Massachusetts: Newbury House PublHers Inc, 1979), pp.200.

Based on the definition above, the writer can conclude that reading is a skill that presents the authors' idea. In reading, the reader must have a good interaction with the text in order to get the meaning of the text.

Reading comprehension is the degree in which we understand about what we read. When we pick up the newspaper and read about the latest election results, call up a web site and read directions on installing a new light switch, or grab a novel off the shelf of the local bookstore. We are using our reading comprehension skills to gather information from the text.³

SMAN 14 Siak Tualang is one of the Senior High Schools in Siak Regency. This school uses KTSP curriculum based competence as a guide in teaching-learning process that also includes Reading subject. Reading is taught twice a week with duration of time 45 minutes for one meeting. It means that they have to learn English 160 minutes in a week. As a target that be achieved in KKM standard, 65 for English. We can conclude that SMAN 14 Siak Tualang in Siak Regency already carries out the teaching-learning process based on KTSP that prioritizes to develop language skills including Reading skill.

Based on statement above and the writer's background study about the problem, even though the first year students of Senior High School had been taught about English four hours in a week, when they were in elementary school, and then junior high school, and at least, the students of Senior High School 14 Siak Tualang of Siak Regency. They have problem in reading comprehension. First, the students still have difficulties in understanding the reading text, then the

³ <http://www.readingisgood.com/2008/.../comprehension-a-definition.june,8,2010.11:46>

students still difficulty to identify the meaning of unfamiliar words, So the students feel confused, get bored, and noisy in the class, and then identifi main idea, and identify language features. And then the students need long time to understand the reading. Moreover the students have lack of vocabulary mastery. So the students cheat to their friends.

The problem faced by the students will be outlined in the following phenomena:

1. Most of the students still have difficulties in understanding the reading text.
2. Most of the students are not able to find the meaning of unfamiliar words in the *Narrative* text.
3. Most of the students are not able to find the main idea in the *Narrative* text.
4. Most of the students are not able to identify the language feature in the *Narrative* text.
5. Some students need long time to understand the reading text.

To improve the students' reading comprehension needs an appropriate strategy to help them as solution for their problems. Prediction guide is a strategy used to entangle students in learning process actively from early to the last. This strategy can be mixed up with lesson from the first meeting and remain to have

attention when the teacher explains materials. The students are claimed to check their predictions with materials from teacher.⁴

Prediction is a strategy to improve comprehension that helps the reader set a purpose for their reading McKown & Barnett. Pesa & Somers expand that before reading, prediction can activate prior knowledge, set a purpose for reading, and engage the reader from the outset.⁵ Introducing the title of the reading, pictures associated with its content, and key words can prompt prediction. During reading, prediction can help students monitor their construction students during-reading or post-reading activity. Moreover, students can show personal understanding and response on graphic organizers. The majority of the students reported that they liked making predictions more than the other strategies on the feedback cards during both reading lessons. Also, most of the students believed that making predictions before reading was a useful strategy for reading comprehension.

Finally, the writer is interested in conducting the research entitled” **The Effect Of Using Prediction Guide Strategy Toward Reading Comprehension At The First Year Students Of SMAN 14 Siak Tualang Of Siak Regency**”.

⁴ Zaini Hisyam, et.al. *Strategi Pembelajaran Aktif* (Jogjakarta: Institut Agama Islam Negeri Kalijaga.2002) p.4

⁵ McKown & Barnett, Pesa & Somers. *Reading Strategies to Develop Higher Thinking Skills for Reading Comprehension*. Bogotá, Colombia 2007, p. 17. 2007.31

B. The Problem

1. The Identification of the Problem

Based on the explanation above, the writer identifies the problem as follows:

1. Why do some of the students still have difficulties in understanding the reading text?
2. Why do some of students unable to find the meaning of unfamiliar words in the narrative text?
3. Why do some of the students unable to find main idea in the narrative text?
4. Why do some of the students unable to identify language feature in the narrative language?
5. Why do some of the students need long time to understand the reading text?

2. The Limitation of the Problem

Based on the identification of the problems above, the problems of the research are only focused on the effect of Prediction Guide strategy toward the reading comprehension at the first year students of SMAN 14 Siak Tualang of Siak Regency. Then, the reading text that will be used by the researcher in this research is Narrative text.

3. The Formulation of the Research

Based on the problems above, the research will be formulated in the following research questions:

1. How is reading comprehension of the students taught by using Prediction Guide strategy and how is reading comprehension of the students without taught by using Prediction Guide strategy?
2. Is there any significant difference between students' reading comprehension who are taught by using Prediction Guide strategy and those who are not taught by using Prediction Guide strategy?

4. The Reasons of Choosing the Title

The reason why the writer is very interested in carrying out a research on the topic above are based on several considerations:

1. The writer is very interested in carrying out this research to know the effect of using prediction guide strategy toward reading comprehension at the first year students of SMAN 14 Siak Tualang of Siak Regency.
2. This research is relevant to her status as an English student of English Education Department of State Islamic University SUSKA Riau.
3. As far as the writer is concerned, this research title has never been investigated by other researchers.

C. The Objectives and the Significance of the Research

1. The Objectives of the Research

1. To find out reading comprehension of the students who are taught by using prediction guide strategy.
2. To obtain whether or not the significant difference of reading comprehension between students who are taught by using prediction guide strategy and those who are taught by using conventional strategy.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

1. To give information to the teachers, and the institutions about the effect of using prediction guide strategy toward students' comprehension in understanding the reading text.
2. To give some contributions to the students in order to improve students' comprehension in understanding the reading text.

3. The Definition of the Term

In order to avoid misunderstanding in reading this research report, the writer feels necessary to define some specific terms.

1. Effect

Effect is a change caused by somebody/ something: result (Manser, 1995). In this research, effect is defined as the result of teaching by using prediction guide.

2. Prediction

Prediction is a process used by readers to combine their knowledge with textual information to generate a hypothesis about what will happen next.⁶

3. Prediction Guide

Prediction Guide is a preparatory activity that focuses students' interests and helps them establish purposes for reading a particular section of a text.⁷

4. Strategy

Strategy is defined as particular way of doing something. In this study, method deals with the way used by the students to comprehend reading text.⁸

5. Reading

Reading is action of a person who reads or an attempt to make a meaning from what an author has written. According to Richard,⁹ reading perceives the written text in order to understand its contents.

⁶ Haggard, M.R. *Developing critical thinking with the Directed Reading-Thinking Activity*. *The Reading Teacher*,41,(1988).p:526-535.

⁷ Hisyam Zaini. *Strategy Pembelajaran aktif*.yogjakarta: iInstitut Agama Islam Negeri Kalijaga.2002.pp4

⁸ Hornby. A.S. *Oxford advanced Learner's Dictionary of Current English Oxford University Press; England* .(2002)p:837

6. Comprehension

Comprehension means an exercise given to the students to test how well they understand written or spoken language. In this case, comprehension deals with reading. Reading comprehension means a process or product of understanding the text in order to get information and the meaning of the text.

⁹ Jack C. Richard Schmidt, pp.306 and 443

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. Nature of Reading Comprehension

Reading is one of the four language skills (listening, speaking, reading, and writing). Reading is important to be learned and mastered by every individual. According to Christina and Marry, reading is the individual activity to get information excellently and unless there are contextual constraints on the teaching situation, such as lack of electricity in the homes, there is no sense in wasting class time on actual reading.¹ Nuttal states that reading is to understand and interpret meaning sense. Besides, Jeremy Harmer states that reading is not a passive skill. To do it successfully, we have to understand what the words mean, see the pictures that the words are painting, understand the arguments and work out if we agree with them.²

The idea is that students will develop stronger reading comprehension skills on their own if the teacher gives them explicit mental tools for unpacking text. There are a wide range of reading strategies suggested by reading programs and educators. The National Reading Panel identified positive effects only for a subset, particularly summarizing, asking questions, answering questions, comprehension monitoring, graphic organizers, and cooperative learning.³ The Panel also emphasized that a combination of strategies, as used in Reciprocal

¹ Christina Bratt Jauston Marry Newton Bruder. *Teaching English as A Second language Techniques and Procedures*. (Massachusetts Winthrop Publisher, Inc, P. 64

² Jeremy Harmer. *How to Teach English*. (Addison Wesley:Logman, 2000), p. 70

³ Pressley, Michael. *Reading instruction that works: the case for balanced teaching*. New York: Guilford Press. (2006). ISBN 1-59385-228-2.

Teaching, can be effective. Today, most reading comprehension programs teach students explicit reading strategies using teacher direct instruction with additional student practice.

Reading comprehension is about much more than answering literal questions at the end of a passage, story, or chapter, as you'll see in the videotape series *Strategy Instruction in Action*⁴. Scott G. Paris and Steven A. Stahl defines that reading comprehension is the ability to identify meaningful relations between the various parts of a text and between these parts and the readers' background knowledge⁵.

Based on the theories and explanation above, the writer can conclude that reading comprehension is not merely easy process, but also interaction which entails the readers to comprehend not only literal meaning of the text, but also text organization and be able to make conclusion from the text. Besides, the readers must get involved emotionally into the contents explicitly and implicitly in the text.

Reading comprehension the the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It is mentioned that comprehension entails three elements, such as:⁶

- a. The reader who is doing the comprehension
- b. The text is to be comprehended
- c. The activity in which comprehension is a part

⁴ Debbie Miller. *Reading with Meaning Teaching Comprehension in the Primary Grades*.(Portland: Stenhouse Publishers, 2006), p.194

⁵ Scott G. Paris and Steven A. Stahl. *Children's Reading Comprehension and Assessment*. (London: Lawrence Erlbaum Associates, Publishers, 2005), pp. 134.

⁶ Cathrine Snow and Chair. *Reading For Understanding Toward an Research and Development Program in Reading Comprehension*.(Santa Monica, CA: RAND Reading Study Group,2002), pp.11

Comprehension is the mind act or power of understanding. When one reads something, he actively goes along to comprehend what the writer's intended message by predicting, evaluating, selecting significant details, organizing, etc. Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only comprehension skill, but also readers' experiences and prior knowledge.

There are main ways in reading as follows:

1. Skimming

Skimming consists of quickly meaning one's eyes across a whole essay, article, etc. for exam to get the gist. Skimming gives reading advantage of being able to preview the purpose of the passage, the main topic or message and possibly someone's development or supporting idea.⁷

2. Scanning

The second in the "most valuable" category is scanning or quickly thing for some particular piece or pieces of information in a text.

3. Extensive Reading

Reading longer texts, usually for one's own pleasure, mainly involve global understanding.

4. Intensive Reading

Reading shorter to extract specific. This is more an accuracy activity involving reading for detail.

⁷ H. Douglas Brown. *Teaching by principle: An Interactive Approach to Language Pedagogy*. (New Jersey: Principle Hall, Inc) p. 115

According to Kalayo, Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraph that encode meaning.⁸

The purpose(s) for reading and type of text determine the specific knowledge, skills, and strategies that reader needs to apply and achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skill and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

2. Teaching Reading

According to Christina and Mary, reading is the most important skill of all for most students of English throughout the world; is a skill that has been much neglected in audio-lingual tradition of language teaching.⁹ Reading is not an isolated process. Four language processes work together to enhance the development of each of the others: speaking, listening, reading, and writing. Listening and reading are the receptive processes (taking in information), and speaking and writing are the productive processes (giving out information). We might also include a fifth language process: thinking (language that takes place in your head).

Being a good teacher of reading starts with an understanding of what reading is. What exactly happens between text, brain, and eye when we engage in

⁸ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teacing English Foreign Language*.(Pekanbaru:Alif Riau Graha UNRI Press,2007), p. 115

⁹ Crhistina Bratt Jaulston & Mary Newton Bruder. *Teaching English as A Second Language Techiniques And Procedures*.(Massachusetts: Winthrop Publoshers, Inc). p. 203

this delightful, magical practice called reading? a) Reading is the practice of using text to create meaning. The two key words here are creating and meaning. b) Reading is a constantly developing skill. Like any skill, we get better at reading by practicing. c) Reading integrates visual and no visual information. During the act of reading, the visual information found on the page combines with the no visual information contained in your head to create meaning. d) Reading is the act of linking one idea to another.

Reading is not easy leaning activities. Many factors can affect students' success in reading. In general, these factors can be identified, such as teacher, students, environment condition, subject matter and techniques to learn the lesson material. There are two components that should be known by the teacher in teaching reading. They are reading skill and reading comprehension. According to Celce and Murcia, the reading comprehension components are intensive and extensive reading, reading material, cultural issues and testing.¹⁰

B. The Concept of Prediction Guide

1. The Definition of Prediction Guide Strategy

Prediction guide is strategy used to entangle students in learning process activity from early to the last. This strategy can be mixed up with lesson from the first meeting and remains to have attention when the teacher explains materials. Since forwarding, he students claimed to check of their prediction with materials by teacher.¹¹, So that predictions aren't just guesses, students should base their predictions on clues provided by titles, headings, illustrations, and whatever text

¹⁰ Celce Mariane and Lois Murcia, p. 150-152

¹¹ Zaini Hisyam, et. al. *Strategi Pembelajaran Aktif* (Jogjakarta: Institut Agama Islam Negeri Kalijaga. 2002) p. 4

they have read. They should also use their background knowledge to make predictions. They can use their background knowledge to hypothesize what is likely to happen, especially if the situation in the text is one with which they are familiar. When discussing students' predictions, ask them to tell what led them to make their predictions. For fiction pieces, students typically predict what will happen next. For nonfiction, students predict what the author will tell them about a topic or what they will learn by reading a piece of text.

Predicting is closely related to previewing. When previewing, students analyze the title, illustrations, headings, story introduction, or summary as a basis for making predictions. Flexibility is an important element in predicting. Students need to be able to modify their predictions on the basis of new information that they acquire as they read the text. Predicting is an ongoing strategy. Students continue to predict as they read a selection (Gunning, 2010). To introduce predicting, think aloud as you model the process of making a prediction¹².

Prediction Guide is a preparatory activity that focuses students' interests and helps them establish purposes for reading a particular section of a text. Prediction guides are an excellent strategy for reinforcing the two conditions for reasonable predictions. The first stage involves making predictions on whether the article will confirm each statement. Readers who make predictions and inferences before, during, and after they read are actively engaged in the meaning-making process.¹³

¹² Thomas G. Gunning. *Reading Comprehension Boosters. 100 Lessons for Building Higher-Level Literacy*. 2010 p. 194

¹³ Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. American Library Association. Chicago 2007. P. 76-87

The purposes of prediction guide strategy are as follows:

- a. Helps students monitor their comprehension of the text
- b. Relating prior knowledge to new information to enhance comprehension,
- c. Creating interest which stimulates discussion on the topic, and
- d. Creating possibilities for integrating reading and writing instruction.

Before using this strategy with student, create a classroom climate in which students are free to state their idea and share their thinking. This is especially necessary for students who are not risk-takers. As students internalize the events of a story, they can begin to make predictions about what will happen next. Asking students to stop at various points during reading to make predictions about upcoming events and issues encourages them to become intuitive readers.

The strategy of making prediction guide actively engages students and connects them to the text by asking them what they think might occur in the story. Using the text, students refine, revise, and verify their thinking and predictions. We can think of making prediction guide as specific types of questioning strategies. Predicting can be at the word level, can be practiced at the sentence, paragraph, page, or chapter level, or can be accomplished through reflection at the end of a text. A variety of statements and questions can be used to prompt readers' explorations with prediction:

- a. I predict that . . .
- b. My guess is that . . .
- c. I suspect that . . .

- d. I think this clue means that . . .
- e. I knew this would happen next because . . .
- f. I conclude that . . .
- g. What clues did the author or illustrator give readers?
- h. What do I see in my mind's eye that's not on the page?
- i. Why did that happen? What will happen next?
- j. What will happen next? Was I correct?
- k. What makes sense?
- l. What was the author trying to say in this story?
- m. What was the illustrator trying to show?

Educators can support students' practice of this strategy through the use of graphic organizers that require students to record their thinking. By providing evidence from the print or illustrations, students can "see" their own and their classmates' thought processes on paper. In figure 6-2 a category matrix specifies the evidence from the words and illustrations, the connecting background knowledge, and the resulting prediction.

As students move toward independent integration of the strategy, teachers should provide opportunities for them to make, revise, and verify their own predictions before, during, and after reading. Here are some suggestions:

- a. Pre-select and mark stopping points throughout a book. Use sticky notes to mark students' books if they are reading independently.
- b. As a class or in groups, have students make and discuss predictions. Have them think aloud as they share their predictions.

- c. Have students write or draw predictions in journals, learning logs, or on chart paper to refer to throughout the story.
- d. At the pre-selected stopping points, have students refine, revise, and verify their predictions. Make changes to the journals or chart as needed.
- e. At the end of the story, have students reflect on their predictions in relation to the entire story and ask them to draw a final sketch or write a learning log response about their predictions. Encourage students to think about why their prediction was correct or incorrect and what information they are using to make that decision.

2. Narrative Text

As writer had limited in the research that she used narrative text in reading comprehension, the writer will discuss briefly about narrative text. Narrative text tells about what is happening or what has happened. Narration is usually written in chronological sequence. A narrative text gives an account of one or more experiences. A narrative typically contains action, dialogue, elaborate details and humor. According to Syafi'i, narrative is storytelling whether tells a true story or fiction. A narrative text gives an account of one or more experiences. It tells a story to make a point or explain an idea or event¹⁴.

The text organization of narrative as follows:

a. Orientation

In this part, the writer tries to set up the character, time and place. Another way to construct the orientation part is trying to answer the questions that use who, what, where, when and so on, for example:

¹⁴ M. Syafi'i S. et. al. *The Effective Paragraph Developments: The process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2007), pp. 53

Once upon a time, not far from a jungle, there lived husband and a wife. They were farmers. They were diligent farmers and always worked hard on the paddy's fields. They had been married for many years and still not have a child yet. Everyday they prayed and prayed for a child¹⁵.

b. Complication

The complication is the heart structure of narrative text. The complication will determine whether the text "lives" or not. If the narrative text consider as the "live" text, it will arouse the reader. It will intrude to the emotion of the reader. Commonly, narrative text appears story text. In literary term, the complication structure is called conflict. It can be seen in the following example:

One day, the two stepsisters received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spend so much time choosing the dresses they would wear. At last, the day of the ball come, and away went the sisters to it. Cinderella could not help crying after they had left¹⁶.

c. Resolution

In the resolution stage, the problem has to be solved and the text normally finishes a resolution to the problem. Simply, this stage is the end of text. It can be seen in the following example:

A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her stepsisters tried on the slipper. Her

¹⁵ OpenKowledge. 2009. Timun Emas. (Retrieved on February 20, 2011) from <http://www.indonesianfolklore.blogspot/timunemas.com>

¹⁶ Understanding Types of Text. 2009. Cinderella. (Retrieved on February 20, 2011) from <http://www.Understandingtext.blogspot.com>

stepsisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after¹⁷.

3. Conventional strategy of teaching reading comprehension

- a. The teacher presents a text to learners. Ask them to read through it, noting any difficult words.
- b. Having read to passage, the teacher summarizes the passage and explains difficult words.
- c. The students are then given questions to assess the amount of information gathered from the passage.

This conventional strategy of teaching reading focuses on the resulting knowledgeable behavior in the reader. Teaching reading comprehension as a process involves teaching the “text attack skills”. Learners must be taught how to read. Reading involves a lot of sub-skills. These sub-skills are the “How” of reading and would be very useful to learners because they could then be applied to any text.¹⁸

¹⁷ Ibid

¹⁸ Nuttal, C. (1982). Teaching Reading Skills in Foreign Language. Oxford: Oxford Heneimann Education Pub. P. 122

4. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researchers conducted by other researcher in which they are relevant to our research itself.¹⁹ Besides, we have to analyze what the point focused on informing the design, finding and concluding the previous research, that of:

a. Research from Ismi Mariati (2005)

In 2009, Ismi Mariati conducted a research entitled "The Effect Of Activating Achemata on Reading Comprehension on the first year of SMAN 1 Bangkinang. She was concluding that the conventional technique did not give a good learning process and the student's acievement in reading comprehension was not satisfied yet. Activating schemata is one of the good techniques, in which having schemata before activities is very important due to it will help the readers to understand and to improve their reading comprehension. Schemata needs to diagnose student's prior knowledge and provide necessary bacground knowlrdge, so they will be prepared to understand what they will read, there are several procedures that have to do before reading the passage that of: introducing key concept to students by using a word, phrase, or picture to initiate a discussion, having students brainstorm word about the topic and record their ideas on the chart, presenting addtional vocabulary and clarify any conceptions, having students draw picture and write a quite-write about topic using words from the the brainstormed list, and having students share quick=write and asking question to help clarify and elabrote quick-write.

¹⁹ M. Syafi'I, S. *From Paragraph to a research Report: A Writing of English For Academic Purpose*. (pekanbaru: Lembaga Bimbingan Belajar Syaf Intesive/LBSI, 2007). P.

At the end of her research, she concluded that there are significant differences between the students reading comprehension taught by activating schemata pre-reading plan and not activating schemata through pre-reading plan. It is proved by finding of t-observe (3.08) is higher than t- critical (2.00).

b. Research from Amene Sorby (2002)

According to Amene Sorby, there are some conclusion in his research about The relationship among word knowledge, word prediction toward reading comprehension of sixty university students of English Translation were selected randomly from Bandar Abass Azad University. Participants were of two groups included thirty freshmen and thirty seniors. Two instruments (affixation test and reading comprehension test) were designed and used. Pearson correlation and Independent T-test was to analyze the relevant data. Findings of the study revealed a significant positive relationship between the students' word knowledge and their word prediction as well as their reading comprehension.

Therefore, it is concluded that there is a linear positive significant correlation between the students' Word knowledge and their Word prediction, the students' Word knowledge and their Reading comprehension and the students' Word prediction and their Reading comprehension. In addition, the T-tests illustrated that there is a significant relationship between the students' performance and their Word knowledge, a significant relationship between the students' performance and their Word prediction and a significant relationship between the students' performance and their Reading comprehension.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure.

Operational concept is the concept used to clarify the theories used in the research, to know the students' ability in reading comprehension at the second year students of SMAN 14 Siak Tualang of Siak Regency. The writer determines some indicators in which the students can:

- 1) difficulties in understanding the reading text,
- 2) Identify the meaning of unfamiliar words,
- 3) Identify main idea,
- 4) Identify language features, and
- 5) Need long time to understand the reading text.

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is an experimental research and consisted of two variables; they are:

1. Variable X is using Prediction Guide reading comprehension strategy.

Prediction Guide strategy is an independent variable. Prediction Guide reading comprehension strategy refers to the teacher's strategy in teaching reading.

2. Variable Y is students' reading comprehension.

Students' reading comprehension is dependent variable.

Variable X

1. Experimental Class

The following treatment as a collection of procedures of the implementation of Prediction Guide strategy can be seen as the following steps:

- a. This strategy is intended to be used with narrative texts
- b. Writing a series of statements, usually 3 to 7 is based on important points, major concepts, controversial ideas, or misconceptions from that the material the students will be reading.
- c. The students respond to each statement based on what they currently think or believe; they will respond again after reading and have an opportunity to change their original responses.
- d. The teacher uses the statements as a basis for class discussion to stimulate students' curiosity and to probe the thinking behind their first responses.
- e. Next students read the new material. Afterwards they respond again to the statements on the reaction guide.
- f. Then, they find evidence from the new material to support their responses.
- g. The teacher leads a class discussion to clarify and expand upon the statements and responses.
- h. The students stop reading at critical points.
- i. Predict what may happen next to a certain character, or what may happen as the result of a certain turn of events. As students internalize the

process, the teacher can have students choose their own prediction stopping points.

- j. To explain briefly their predictions and then Provide story clues (e.g.,direct quotes) and page numbers to support their predictions.

2. Control Class

Control class is one of the classes in experimental research used to look at the different results from the experimental class in applying a technique, strategy, way, method of a research. This class was taught by without using Prediction Guide strategy. The material and the purpose of the materials and the purpose of the strategies are the same. The result obtained in both experimental class and control class was a consideration for writer to look at the successful strategy applied to the students.

Variable Y

To know the students' reading comprehension of the second year students at SMAN 14 Siak Tualang of Siak Regency, the writer determines some indicators for reading comprehension as follows:

- a. The students are able to answer question of finding the main idea in reading text
- b. The students are able to answer the question of factual information of factual information for reading text. The students be able to recognize the factual or certain information in detail such as person, places events, and time

- c. The students are able to answer the question of meaning vocabulary in reading text
- d. The students are able to answer the questions of reference words which are stated in reading text
- e. The students are able to answer the question of making inference in reading text

D. Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that (1) students' comprehension in reading the text is various, and (2) teaching strategy can influence different ability in understanding the reading text.

2. The Hypothesis

H_0 : there is no significant difference of reading comprehension between students taught by using Prediction Guide Strategy and those taught by using conventional strategy.

H_a : There is a significant difference of Reading Comprehension between students taught by using prediction guide strategy and those taught by using conventional strategy.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

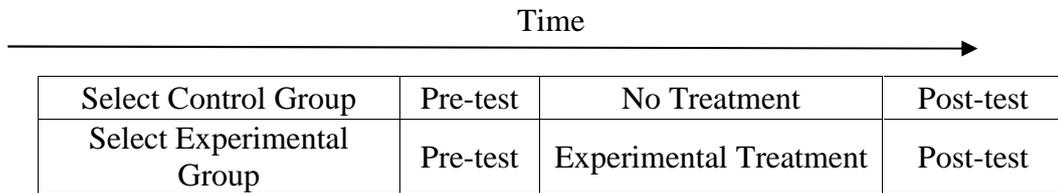
The type of the research is quasi-experimental research. According to Gay and Airasian, experimental research is “the only type of the research that can test hypotheses to establish cause-and-effect relationship”¹. Then, Jhon W. Cresswell states that experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable². The design of the research is *pre* and *post test* design, which uses two groups as a sample. In conducting the research, the first year students of SMAN 14 Siak Tualang of Siak Regency was participated. The students were administered by giving pre-test at the beginning in order to know their abilities in reading comprehension. After that they were given the treatment in the middle. During treatment, the researcher was collaborated with the observer. At the end, they were given post-test. In this research, the pre-test and post-test were compared in order to determine the effect of using Prediction Guide strategy toward students’ reading comprehension. The design of the research can be illustrated as follows:

¹ L.R. Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application. Six Ed.* (New Jersey: Prentice-Hall, Inc, 2000), p.367

² Jhon. W. Cresswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research.* (New Jersey: pearson education, 2008), p. 299

Figure 3. 1 Quasi-Experimental Design

Pre and Post-test Design



Adopted from: Jhon Cresswell, p. 314

1. Procedures of collecting data for experimental class

a. Pre-test

The pre-test was carrying out to determine the students' reading comprehension with their score.

b. Treatment

The treatment was conducted toward the experimental class. This used prediction guide strategy applied for about eight meetings.

c. Post-test

After conducting the treatment, the post-test was administered and it was analyzed as final data for this research. The test given was the same test as given in the pre-test.

2. Procedures of collecting data for control class

a. Pre-test

The control class was given pre-test to know their reading comprehension. The test was the same as experimental class.

b. No treatment

c. Post-test

Post-test was also given to control class and the result was analyzed and used as final data for this research.

B. Location and Time of the Research

The research was conducted at the first year students of SMAN 14 Siak Tualang of Siak Regency. The research was done from July until August 2011.

C. Subject and Object of the Research

The Subject of the research was the first year students of SMAN14 Siak Tualang of Siak Regency. The object of the research is the effect of using prediction guide strategy toward students' reading comprehension.

D. Population and Sample of the Research

The population of the research was the first year students of SMAN 14 Siak Tualang of Siak Regency in 2010-2011 academic years. It consisted of eight classes. The sample of the research was divided into two groups. The first group was experimental class, consisted of 30 students and the other one was control class, that consisted of 30 students. These design are quasi experimental design. The class of SMAN consists of X1, X.2, X.3, X.4, X.5, X.6, X.7, and X.8. Technique in taking sample used random sampling techniques. The sample of the research was all of the students because it was a large population. The writer named card based on every first year class, after mixing these cards, the writer

took two cards randomly as a sample of research. It was class X.3 for experimental class and X.5 for control class.

Table 4

THE TOTAL POPULATION AND SAMPLE OF THE RESEARCH

No	Class	Population	Sample
1	X₁	30	
2	X₂	32	
3	X₃	30	Experimental class
4	X₄	32	
5	X₅	30	Control clas
6	X₆	33	
7	X₇	34	
8	X₈	34	
Total		255	60

E. Technique of Collecting Data

In the research, the data were collected by using some techniques, they are:

1. Observation

To obtain how the ways of using Prediction Guide strategy toward students' reading comprehension, the writer was observed by English teacher when the writer taught directly in the classroom.

2. Test

To obtain the students' reading comprehension by using Prediction Guide strategy, the writer gave test. The test was used to find out the students' comprehension in reading narrative text. The data of the research were the score of the students' reading comprehension obtained by using reading test. The test was done twice, the first was pre-test given before treatment

and the second was posttest given after treatment intended to obtain students' reading comprehension at the first year of SMAN 14 Siak Tualang of Siak Regency.

F. Technique of Data Analysis

To analyze the data, the writer used score of post-test of the experimental and control class. These scores were analyzed by using statistical analysis. The data were analyzed by using T-test (independent samples t-test) and it was calculated by using manual.

The T-table was employed to see whether or not there was significant difference between the mean score in both experimental and control class.

Statistically hypothesis:

1. $H_0 = t_0 < t \text{ table}$
2. $H_a = t_0 > t \text{ table}$

The t-test was obtained by considering the degree of freedom. Statistically the hypotheses are:

$H_0: t_0 < t\text{-table}$

$H_a: t_0 > t\text{-table}$

1. H_a is accepted if $t_0 > t\text{-table}$ or there is significant difference between students' reading comprehension who are taught by using Prediction Guide strategy and those who are not taught by using Prediction Guide strategy.
2. H_0 is rejected if $t_0 < t \text{ table}$ or there is no significant difference between students' reading comprehension who are taught by using Prediction Guide strategy and those who are not taught by using Prediction Guide strategy.

a. The Validity and Reliability of the test

1. Validity

Every test, whether it is a short, informal classroom test or a public examination should be as valid as the test constructor can make it. The test must aim at providing a true measure of the particular skill intended to measure.

Heaton states the validity of a test is the extent to which it measures what it is supposed to measure and nothing else. There are three kinds of validity that consist of content validity, construct validity, and empirical validity.

To obtain the data about to compare the result of the test between Prediction Guide and Conventional strategy on Reading Comprehension, the writer acquired to show each score. It was used based on the most important characteristic of an item to be accurately determined by its difficulty. Then, the test given to students was considered not too difficult or not too easy than often show the low reliability. Item difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly. The formula for item difficulty is as follows:

The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where

FV : Index of difficulty or Facility value

R : The number of correct answers

N : The number of examinees or students taking the test

The formula above was used to find out the easy of difficulties of each item test that researcher gave to the respondents. The item that do not reach the standard level of difficulty are excluding from the test and they are changed with the new items that are appropriate. Stated that prepared in practice to accept items with facility values between 0.30 and 0.70.

2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test.

Heaton explains that realibility is of primary importance in the use of both public achievement and proficiency test and classroom test.

There are some factors affecting the reliability of a test, they are:

1. They are extent of the sample of material selected for testing
2. The administration of the test, clearly this is an important factor in deciding reliability.

$$r_{ii} = \frac{N}{N-1} \left[1 - \frac{m(N-m)}{NX^2} \right]$$

r_{ii} = reliability

N = the number of item

M = the mean score 0 the test

X = the standard deviation of the test

In order find out whether or not there is a significant effect of using prediction guide strategy toward reading comprehension, the data were analyzed statistically. In analyzing the data, the writer used score of experimental group and

control group. The data were analyzed by using the statistical method. In this research, the researcher used "T" test as follows.³

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

- t_o : The value of T-obtained
 M_x : Mean score of experimental sample
 M_y : Mean score of control sample
 SD_x : Standard deviation of experimental class
 SD_y : Standard deviation of control class
 N : Number of the students

The t-test is obtained by considering the degree of freedom (df)= (n₁+n₂)-2 statistically the hypotheses are:

H₀: $t_o < t\text{-table}$

H_a: $t_o > t\text{-table}$

H₀ is accepted if $t_o < t\text{-table}$ or there is no significant effect of using prediction guide strategy toward reading comprehension.

H_a is accepted if $t_o > t\text{-table}$ or there is significant effect of using prediction guide strategy toward reading comprehension.

³ Hartono. *Statistik Untuk Penelitian*. Yogyakarta: Pustaka Pelajar.(2009),p.208

CHAPTER IV

DATA PERSENTATION AND ANALYSIS

A. The Data Presentation

1. The Technique of Data Collection

This research is to obtain the effect of using prediction guide toward reading comprehension of the first year students of Senior High School 14 Siak. The data of this research are the scores students' post test. The writer gave pre test to all of the population to determine two classes as the samples. It was found that class X.3 was the experimental group and X.4 was the control group.

The data were obtained by giving post test to the experiment and control group. The result of reading test was evaluated by concerning five components:

- a. Finding factual information
- b. Identifying main idea
- c. Locating the meaning of vocabulary in context
- d. Identifying references and
- e. Making inference from the text

The total of test for both classes was significantly different. The data of this research were gotten from the scores of the students' post test. The data were collected through the following procedures:

- a. Both group (Experimental group and control group) were asked to express their idea in reading comprehension.
- b. The teacher evaluated from the test based on reading comprehension aspects that consists of finding factual information, identifying main

idea, locating the meaning of vocabulary in context, identifying references, and making inferences from reading text. It was done to make the teacher easy to collect the data.

2. The Technique of Data Analysis

In order find out whether or not the significant effect of using prediction guide strategy toward reading comprehension, the data were analyzed statistically. In analyzing the data, the writer used score of experimental group and control group. The data were analyzed by using the statistical method. In this research, the researcher used “T” test as formula as follow.¹

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

t_o : The value of T-obtained

M_x : Mean score of experimental sample

M_y : Mean score of control sample

SD_x : Standard deviation of experimental class

SD_y : Standard deviation of control class

N : Number of the students

The t-test is obtained by considering the degree of freedom (df)= (n₁+n₂)-2 statistically the hypotheses are:

H_o : $t_o < t$ -table

H_a : $t_o > t$ -table

¹ Hartono. *Statistik Untuk Penelitian*. Yogyakarta: Pustaka Pelajar.(2009),p.208

H_0 is accepted if $t_o < t\text{-table}$ or there is no significant effect of using prediction guide strategy toward reading comprehension.

H_a is accepted if $t_o > t\text{-table}$ or there is significant effect of using prediction guide strategy toward reading comprehension.

3. The Data of Experimental Group

There were 25 items of reading comprehension test given to the 30 respondents in this research. From the test, it was obtained that the lower is 48 and the higher score is 84. The mean is 67.6, median 66, mode 76, and standard deviation is 10.11. The data were obtained from the research by using manual system.

The data description of reading comprehension test in experimental group.

TABLE 5

The Frequency Distribution of Reading Comprehension Test in Experimental group

Interval	Frequency	Percent	Valid Percent	Cumulative Percent
80-100	4	13.33	13.33	13.33
70-79	9	26.66	26.66	39.99
60-69	8	30.0	30.0	69.99
50-59	7	23.33	23.33	93.32
0-49	2	6.66	6.66	99.98
Total		100.0	100.0	

The above table shows that from 30 respondents, in interval 80-100 the frequency is 4 students (13.33%), 70-79 the frequency is 9 students (26.66%), 60-69 the frequency is 8 students (30%), 50-59 the frequency is 7 students (23.33%), 0-49 the frequency is 2 students (6.66%) .

4. The Data of Control Group

There were 25 items of English vocabulary mastery test given to the 30 respondents in this research. From the test was obtained that the lower was 44 and the highest score was 76 with finding out the mean 59.73, median 60, mode 60, and the standard deviation 9.50. These data were obtained from the research by using manual systems. The data description of English vocabulary mastery can be seen in the following table:

TABLE 6
The Frequency Distribution of Reading Comprehension Test in Control Group

Interval	Frequency	Percent	Valid Percent	Cumulative Percent
80-100	-	-	-	-
70-79	6	20.0	20.0	20.0
60-69	11	36.66	36.66	56.66
50-59	7	23.33	23.33	79.99
0-49	6	20.0	20.0	99.99
Total		100.0	100.0	

From the above table, it is shown that from 30 respondents, in interval 80-100 the frequency is no one in the interval students (0%), 70-79 the frequency is 6 students (20%), 60-69 the frequency is 11 students (36.66%), 50-59 the frequency is 7 students (23.33%), 0-49 the frequency is 6 students (20%).

5. The Influence of Prediction Guide Toward Reading Comprehension of the First Year at Senior High School 14 Siak

To obtain the data about the influence of prediction guide toward Reading Comprehension, the writer to acquired to show each score. It was used based on the most important characteristic of an item to be accurately determined by its difficulty. Then, the tests given to students were taken into account. Too difficult or too easy often show the low reliability. Item difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly.

The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where

FV : Index of difficulty or Facility value

R : The number of correct answers

N : The number of examinees or students taking the test

The formula above was used to find out the easy or difficulty of each item test that the researcher gave to the respondents. The items that did not reach the standard level of difficulty were excluded into new items appropriately. Heaton,² states that prepared in practice to accept items with facility between 0.30 and 0.70.

The standard level difficulty is < 30 and > 70 . Then, the proportion of correct is represented by “p”, whereas the proportion incorrect is represented by “q”. It can be seen in the following tables:

TABLE 7

THE STUDENTS’ ABILITY IN FINDING FACTUAL INFORMATION

Variable	Finding Factual Information					N
Item no.	2	6	12	17	20	30
Correct	17	14	18	16	19	
P	0.56	0.46	0.6	0.53	0.63	
Q	0.43	0.53	0.4	0.46	0.36	

Based on the table 8, the proportion of correct answer for item number 2 shows the proportion of correct **0.56**, item number 6 shows the proportion of correct **0.46**, item number 12 shows the proportion of correct **0.6**, item number 17 shows the proportion of correct **0.53**, item number 20 shows the proportion of correct **0.63**. Based on the standard level of difficulty “p” < 0.30 and > 0.70 , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

²Heaton, J.B. *Writing English Language Test*. New York. Logman Inc. 1988. P.178-179

TABLE 8**THE STUDENTS' ABILITY IN IDENTIFY MAIN IDEA**

Variable	Identifying Main Idea					N
Item no.	1	5	10	15	22	30
Correct	14	16	19	17	20	
P	0.46	0.53	0.63	0.56	0.66	
Q	0.53	0.46	0.63	0.43	0.33	

Based on the table 9, the proportion of correct answer for item number **1** shows the proportion of correct **0.46**, item number **5** shows the proportion of correct **0.53**, item number **10** shows the proportion of correct **0.63**, item number **15** show the proportion of correct **0.56**, item number **22** shows the proportion of correct **0.66**. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

TABLE 9**THE STUDENTS' ABILITY IN LOCATE THE MEANING OF VOCABULARY IN CONTEXT**

Variable	Locating the Meaning of Vocabulary In Context					N
Item no.	3	7	13	21	24	30
Correct	18	13	17	16	12	
P	0.6	0.43	0.56	0.53	0.4	
Q	0.4	0.56	0.43	0.46	0.6	

Based on the table 10, the proportion of correct answer for item number **3** shows the proportion of correct **0.6**, item number **7** shows the proportion of correct **0.43**, item number **9** shows the proportion of correct **0.56**, item number **21** show the proportion of correct **0.53**, item number **24** shows the proportion of correct **0.4**. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is

pointed out that item difficulties in average of each items number for finding factual information are accepted.

TABLE 10

THE STUDENTS' ABILITY IN IDENTIFY REFERENCES

Variable	Identifying References					N
Item no.	5	8	11	14	23	30
Correct	18	15	18	12	16	
P	0.6	0.5	0.6	0.4	0.53	
Q	0.4	0.5	0.4	0.6	0.46	

Based on the table 11, the proportion of correct answer for item number **5** shows the proportion of correct **0.6**, item number **8** shows the proportion of correct **0.5**, item number **11** shows the proportion of correct **0.6**, item number **14** show the proportion of correct **0.4**, item number **23** shows the proportion of correct **0.53**. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

TABLE 11

THE STUDENTS' ABILITY IN MAKE INFERENCE FROM READING TEXT

Variable	Finding Factual Information					N
Item no.	4	9	12	16	25	30
Correct	16	12	15	19	17	
P	0.53	0.4	0.5	0.63	0.56	
Q	0.46	0.6	0.5	0.36	0.43	

Based on the table 12, the proportion of correct answer for item number **4** shows the proportion of correct **0.53**, item number **9** shows the proportion of correct **0.4**, item number **12** shows the proportion of correct **0.5**, item number **16**

show the proportion of correct **0.63**, item number **25** shows the proportion of correct **0.56**. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

TABLE 12
THE CLASSIFICATION OF EXPERIMENTAL GROUP OF THE FIRST
YEAR STUDENTS AT SENIOR HIGH SCHOOL 14 SIAK

No	Categories	Score	Frequency	Percentage
1	Very good	80-100	4	13.33%
2	Good	70-79	9	26.66%
3	Enough	60-69	8	30%
4	Less	50-59	7	23.33%
5	Bad	0-40	2	6.66%
Total		-	30	100%

Based on the table 13, about the classification of experimental group of the first year students at senior high school 14 siak, the output from 30 students shows the category number 1 that the frequency 4 (13.33%), the category number 2 shows 9 (26.66%), the category number 3 shows 8 (30%), the category number 4 shows 7 (23.33%), and the category number 5 shows 2 (6.66%). The table above shows that the highest percentage of experimental group is 30%. Thus, the majority of the students in this regard is classified as **Good**.

TABLE 13
THE CLASSIFICATION OF CONTROL GROUP OF THE FIRST YEAR
STUDENTS AT SENIOR HIGH SCHOOL 14 SIAK

No	Categories	Score	Frequency	Percentage
1	Very good	80-100	-	-
2	Good	70-79	6	20%
3	Enough	60-69	11	36.66%
4	Less	50-59	7	23.33%
5	Bad	0-40	6	20%
Total		-	30	100%

Based on the table 14, about the classification of experimental group of the first year students at senior high school 14 siak, the output from 30 students the category the number 1 shows no frequencies (0%), the category number 2 shows 6 (20%), the category number 3 shows 11 (36.66%), the category number 4 shows 7 (23.33%), and the category number 5 shows 6 (20%). The table above shows that the highest percentage of experimental group is 36.66%. Thus, the majority of the students in this regard are classified as **Enough**.

B. The Data Analysis

The data of the statistical result were divided into parts. The data were obtained through pre-test and posttest. To analyze the data in chapter IV, the writer used the following statistical formula to get the mean score (M) and the standard deviation (SD).

The result of the mean score of each class was found by using the following formula;

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

While the formula of standard deviation is as follows:

$$SDx = \sqrt{\frac{\sum X^2}{N}}$$

The analysis of data of the students for Experimental Group and Control Group is explained in the following table:

TABLE 14
MEAN AND STANDARD DEVIATION

	Experimental		Control	
	Pre-test	Post-test	Pre-test	Post-test
M	59.6	67.6	59.2	59.73
SD	8.83	10.11	8.28	9.50
	13.42%		2.28%	

1. Experimental group

$$\begin{aligned} X &= \frac{67.6 - 59.6}{59.6} \times 100\% \\ &= \frac{8}{59.6} \times 100\% \\ &= 13.42\% \end{aligned}$$

2. Control group

$$\begin{aligned} Y &= \frac{59.73 - 59.2}{59.2} \times 100\% \\ &= \frac{1.35}{59.2} \times 100\% \\ &= 2.28\% \end{aligned}$$

From the table above, it can be seen that there is a difference between the mean score and the standard deviation and the percentage between experiment and control group. Where, the percentage from pre-test to post-test of experimental group is increasing 13.42% while the percentage from pre-test to post-test of control group is increasing 2.28%.

The result of test from the experimental and control group can be seen in the following table.

TABLE 15

THE STATISTICS OF EXPERIMENTAL AND CONTROL GROUP

Classes	Mean	Median	Mode	Std. Deviation
Experimental group	67.6	66	76	10.11
Control group	59.73	60	60	9.50

Based on the table, experimental group has mean (67.6), median (66), and standard deviation (10.11). Control group gets mean (59.73), median (60) and standard deviation (9.50).

TABLE 16

MEAN AND STANDARD DEVIATION FOR PRE-TEST

NO	SCORE		X	Y	X ²	Y ²
	X ¹	Y ¹				
1	64	64	4.4	4.8	19.36	23.04
2	60	68	0.4	8.8	0.16	77.44
3	72	56	12.4	-3.2	153.76	10.24
4	56	72	-3.6	12.8	12.96	163.84
5	52	52	-7.6	-7.2	57.76	51.84
6	48	68	-11.6	8.8	134.56	77.44
7	56	60	-3.6	0.8	12.96	0.64
8	68	60	8.4	0.8	70.56	0.64
9	68	64	8.4	4.8	70.56	23.04
10	72	60	12.4	0.8	153.76	0.64
11	56	52	-3.6	-7.2	12.96	51.84
12	60	44	0.4	-15.2	0.16	231.04
13	48	64	-11.6	4.8	134.56	23.04
14	64	68	4.4	8.8	19.36	77.44
15	52	52	-7.6	-7.2	57.76	15.84
16	52	72	-7.6	12.8	57.76	163.84
17	60	68	0.4	8.8	0.16	77.44
18	72	64	12.4	4.8	153.76	23.04
19	64	64	4.4	4.8	19.36	23.04
20	56	48	-3.6	-11.2	12.96	125.44
21	48	44	-11.6	-15.2	134.56	231.04
22	60	56	0.4	-3.2	0.16	10.24
23	68	60	8.4	0.8	70.56	0.64
24	64	44	4.4	-15.2	19.36	231.04
25	72	68	12.4	8.8	153.76	77.44
26	56	56	-3.6	-3.2	12.96	10.24
27	60	60	0.4	0.8	0.16	0.64
28	52	52	-7.6	-7.2	57.76	51.84
29	48	48	-11.6	-11.2	134.56	125.44
30	60	68	0.4	8.8	0.16	77.44
	X = 1788	Y = 1776	$\sum \frac{1.6}{0.4}$ $\sum x = 0$	$\sum y = 0$	$\sum \frac{134.}{0.}$ $\sum x^2 = 2339.3$	$\sum \frac{125.4}{77.4}$ $\sum y^2 = 2056.8$

X= Experimental class

Y= Control class

$$M_x = \frac{\sum X}{N} = \frac{1788}{30} = 59.6$$

$$M_y = \frac{\sum Y}{N} = \frac{1776}{30} = 59.2$$

$$SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{2339.23}{30}} = \sqrt{77.97} = 8.83$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{2056.8}{30}} = \sqrt{68.56} = 8.28$$

$$F_o = \frac{S_b^2}{S_u^2} = \frac{8.83^2}{8.28^2} = 1.13$$

The F computed was 1.13. To know whether or not the result is homogeneity, the writer compared with F table. The F table was compared by getting the degree of freedom (df). To get “df”, the writer uses the following formula:

$$\begin{aligned} df &= (N_1 + N_2) - 2 \\ &= (30 + 30) - 2 \\ &= 60 - 2 \\ &= 58 \end{aligned}$$

The degree of freedom is 58, see appendix to know degree of significant 1% and 5%, the test is homogeneity if the F table >F obtained. For the degree of significant 1% is 2.66 and the degree of significant 5% is 1.98. from data above, We can find $1.98 < 1.13 > 2.66$. In conclusion the test is homogeneity.

TABLE 17

MEAN AND STANDARD DEVIATION FOR POST-TEST

NO	SCORE		X	Y	X ²	Y ²
	X ¹	Y ¹				
1	80	76	12.4	16.27	153.76	264.71
2	76	56	8.4	-3.73	70.56	13.91
3	84	60	16.4	0.27	268.96	0.07
4	72	68	4.4	8.27	19.36	68.39
5	76	72	8.4	12.27	70.56	150.55
6	68	56	0.4	-3.73	0.16	13.91
7	64	76	-3.6	16.27	12.96	264.71
8	64	52	-3.6	-7.73	12.96	59.75
9	60	52	-7.6	-7.73	57.76	59.75
10	56	64	-11.6	4.27	134.56	18.23
11	56	64	-11.6	4.27	134.56	18.23
12	52	72	-15.6	12.27	243.36	150.55
13	68	56	0.4	-3.73	0.16	13.91
14	68	60	0.4	0.27	0.16	0.07
15	52	52	-15.6	-7.73	243.36	59.75
16	68	48	0.4	-11.73	0.16	137.59
17	76	44	8.4	-15.73	70.56	247.43
18	80	48	12.4	-11.73	153.76	137.59
19	72	72	4.4	12.27	19.36	150.55
20	52	60	-15.6	0.27	243.36	0.07
21	48	60	-19.6	0.27	384.16	0.07
22	76	52	8.4	-7.73	70.56	59.75
23	80	64	12.4	4.27	153.76	18.23
24	76	44	8.4	-15.73	70.76	247.43
25	60	60	-7.6	0.27	57.76	0.07
26	64	68	-3.6	8.27	12.96	68.39
27	84	48	16.4	-11.73	268.96	137.59
28	72	48	4.4	-11.73	19.36	137.59
29	56	72	-11.6	12.27	134.56	150.55
30	68	68	0.4	8.27	0.16	68.39
	X =2028	Y = 1792	$\sum_{i=1}^{30} X = 2028$	$\sum_{i=1}^{30} Y = 1792$	$\sum_{i=1}^{30} X^2 = 3073.2$	$\sum_{i=1}^{30} Y^2 = 2717.79$

X= Experimental class

Y= Control class

$$M_x = \frac{\sum X}{N} = \frac{2028}{30} = 67.6$$

$$M_y = \frac{\sum Y}{N} = \frac{1792}{30} = 59.73$$

$$SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{3073.2}{30}} = \sqrt{102.44} = 10.11$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{2717.79}{30}} = \sqrt{90.54} = 9.50$$

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$t_o = \frac{67.6 - 59.73}{\sqrt{\left(\frac{10.11}{\sqrt{30-1}}\right)^2 + \left(\frac{9.50}{\sqrt{30-1}}\right)^2}}$$

$$t_o = \frac{7.87}{\sqrt{\left(\frac{10.11}{\sqrt{29}}\right)^2 + \left(\frac{9.50}{\sqrt{29}}\right)^2}}$$

$$t_o = \frac{7.87}{\sqrt{\left(\frac{10.11}{5.38}\right)^2 + \left(\frac{9.50}{5.38}\right)^2}}$$

$$t_o = \frac{7.87}{\sqrt{(0.881)^2 + (0.775)^2}}$$

$$t_o = \frac{7.87}{\sqrt{(0.771)^2 + (0.601)^2}}$$

$$t_o = \frac{7.87}{\sqrt{1.372}}$$

$$t_o = \frac{7.87}{1.182}$$

$$t_o = 6.67$$

The computed was 6.67. So, it can be said that H_o is rejected and H_a is accepted because t obtained is bigger than Null. In other words, there is significant effect of using directed reading activity strategy on student's reading comprehension.

By observing the data analysis, it can be described that the coefficient T-test is 6.67 intended to prove whether or not there is significant effect of using prediction guide Strategy at the 5% grade of significance or not at the 1% grade of significance that the level of T-test is 6.67 at T-table, compared by getting the degree of freedom (df). To get the level of "df", the following formula is used:

$$\begin{aligned} df &= (N1 + N2) - 2 \\ &= (30 + 30) - 2 \\ &= 60 - 2 \\ &= 58 \end{aligned}$$

The degree of freedom is 58 (see appendix), because degree of freedom 58 is unfound in the table. So the writer took 60, because it is near as "df" that it can be seen in T-table at the 5% grade of significance that refers to 2.00. While in the level of significance are 2.65. So it can be analyzed that t_o is higher than T-table in either at 5% or 1%. It can be read that $(2.00 < 6.67 > 2.65)$.

Based on the score above, the writer can conclude that the first hypothesis can be accepted. It means that there is significant difference between Prediction guide and Conventional Strategy on student's reading comprehension at the First Year Student's of SMA Negeri 14 Siak.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

1. The students' reading comprehension taught by conventional strategy at the first year of Senior High School 14 Siak is categorized into enough with mean score, 59.73. and the students' reading comprehension taught by using prediction guide Strategy at the first year of Senior High School 14 Siak is categorized into Good with mean score, 67.6.
2. The second hypothesis is accepted because in T-Table at the 5% grade of significance refers to 2.00. While in the level of significance 1% is 6.67 so, it can be analyzed that t_o is higher than T-Table in either at 5% or 1%. It can be read that $(2.00 < 6.67 > 2.65)$. It means that there is significant effect of using prediction guide Strategy toward students' reading comprehension at the first year of Senior High School 14 Siak Tualang of Siak Regency.

B. SUGGESTIONS

Based on the conclusion that the writer obtained from this research, it is known that using Prediction Guide Strategy toward students' reading comprehension gives significant effect. It means that the students are not reluctant or awkward to verbalize their ideas in communication because they have been accustomed to reading out their ideas. Therefore, the writer suggests the teacher to use this strategy to improve students' reading ability.

1. Suggestion for Teacher

- a. It is recommended to English teacher to use Prediction Guide strategy in teaching and learning process, especially in reading subject,
- b. The teacher should have ability to guide and to construct creative learning for students,
- c. The teachers should support their strategies by using interesting media,
- d. The teacher can encourage students' awareness about the importance of reading for their life,
- e. The teacher makes reading as habitual activities for students in the school.

2. Suggest for Students

- a. The students should pay more attention to the lesson that has been explained by the teacher,
- b. The students should do the discussion and share information in order to improve their comprehension in reading the English text,
- c. The students should more often read the English books,
- d. Read the books wherever you are, because “the more you read, the more you get”.

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