THE EFFECTIVENESS OF USING PREDICTING AS PRE-READING ACTIVITIES IN INCREASING STUDENTS' ABILITY IN READING AT MTs NEGERI LIPAT KAIN KAMPAR KIRI KAMPAR REGENCY

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ABSTRAK

Wira Irawan (2010) : Efektivitas dalam Penggunaan Prediksi Sebagai Aktivitas Pre-Reading dalam meningkatkan Kemampuan Siswa dalam Membaca di MTsN Lipat Kain Kampar Kiri Kabupaten Kampar

Salah satu pengajaran bahasa Inggris adalah membaca. Berdasarkan tujuan umum dari pembelajaran membaca, tujuannya adalah menciptakan kemampuan ataupun pemahaman siswa tentang bacaan bahasa inggris secara effektif dan efisien dan juga tujuan spesifik pembelajaran bahasa inggris tentang membaca adalah untuk menciptakan kemampuan siswa dalam mendapatkan informasi secara umum, informasi secara khusus dari teks, serta membaca dengan baik dan sebuah ketertarikan. Guru harus meningkatkan motivasi belajar siswa untuk belajar bahasa inggris dengan penerapan teknik yang simpel dan semenarik mungkin. Salah satu teknik yang menarik untuk diajarkan kepada siswa adalah memprediksi bacaan sebagai awal untuk membaca.

Subjek dari penelitian ini adalah siswa tingkat kedua dari MTsN Lipat Kain dan objek dari penelitian ini adalah penggunaan prediksi sebagai aktifitas Pre-Reading oleh guru di MTsN Lipat Kain. Penelitiaan ini adalah Pre-Experiment. Penulis memberikan pre test dan post test setelah melakukan percobaan dan penulis menggunakan statistik deskriptif dan t-test SPSS Windows versi 11.5

$$\frac{Mx - My}{\sqrt{\left\{\frac{SDx}{\sqrt{N-1}}\right\}^2 + \left\{\frac{SDy}{\sqrt{N-1}}\right\}^2}}$$

Terakhir, berdasarkan analisa SPSI, tampak bahwa rata-rata dari siswa yang diajarkan menggunakan aktifitas prediksi di subject reading ataupun grup aksperimen yakni 80 sedangkan yang tidak menggunakan yakni 53,28. Standar deviasi dari siswa yang diajarkan menggunakan prediksi dari subject reading yakni 8.477 dan yang tidak menggunakannya yakni 12.72. nilainya adalah 2000 yang memungkinkan 5% dari tingkat significant untuk 2 test. Rata-rata nilai tidak cukup untuk t-critical. Oleh sebab itu, ini cukup aman dalam menolak (Ho).

Pertimbangan dari hasil t-test dari analisa diatas, tampak bahwa tidak diterimanya Ho. Oleh sebab itu hipotesis lainya diterima. Yakni adanya signifikan efektifitas dari penggunaan prediksi sebagai aktivitas pre-reading dalam meningkatan kemampuan membaca siswa di MTsN Lipat Kain Kampar Kiri Kabupaten Kampar. T-perolehan (6.99) lebih tinggi dari t-critical 2.000.

ABSTRACT

Wira Irawan (2010): The Effectiveness of Using Predicting as Pre-reading Activities in Increasing Students' Ability in Reading at MTsN Lipat Kain Kampar Kiri Kampar Regency

One of English teaching is reading. Based on the general objective of teaching reading, it purposes to create students' ability in understanding English text effectively and efficiently and the specific objective of teaching reading is to create the students' ability to get general information, specific information from the text, and read for pleasure or for interest. Teacher needs to increase the learners' motivation to learn English by applying simple and interesting technique. One of interesting activities to teach the language ability is predicting as pre-reading activities.

The subject of this research was the second year students of MTsN Lipat Kain, and The object of this research was the use of pre-reading activities by the teacher at MTsN Lipat Kain.. This research is a pre-experiment. The writer give pretest and posttest after the treatment; and the writer used basic descriptive statistics and t-test using SPSS for Windows version 11.5.

$$\text{to}=\frac{Mx - My}{\sqrt{\left\{\frac{SDx}{\sqrt{N-1}}\right\}^2 + \left\{\frac{SDy}{\sqrt{N-1}}\right\}^2}}$$

Finally, based on the SPSS analysis, it was found that: The mean of students who were taught by using predicting as pre-reading activities in reading subject or experimental group was 80: while, the mean of students Control group without using predicting as pre-reading activities in reading subject was 53.28. The standard deviation of the students who were taught by using predicting as pre-reading activities in reading subject was 8.477, and the standard deviation of the students without using predicting as pre-reading activities in reading subject was 12.72. the value was 2.000 at the probability, 5% level of significance for two-tailed test. This means that the t-value is high enough from t-critical. Therefore, it is quite safe in rejecting the null hypothesis (Ho).

Considering the result of the t-test in the analysis above, it is found that the null hypothesis (Ho) is rejected. Consequently the alternative hypothesis is accepted. It means that there is a significant the effectiveness of using predicting as pre-reading activities in increasing students' ability in reading at MTsN Lipat Kain Kampar Kiri Kampar Regency. The t-obtained (6.99) is higher than t-critical 2.000.

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CHAPTER I

INTRODUCTION

A. The Background

English is one of the international language used by the people in the word especially to develop education. Indonesia is a developing country. Thus, every student should study English starting from Elementary School, Junior High School, Senior High School, and University level to increase the standard of education in Indonesia.

The success of the learning English is absolutely inseparable with the mastery of in English. In English, there are four skill that must be studied and in mastered by all students. They are Listening, Speaking, Reading, and Writing. From the statements above, we know that reading is one of important skill in English.

Reading is one of the most important language skill that should be developed inside and ouside the classroom. It is also one of the most common ways to get information. The ability to read ordinary text in an additional language is a crucial skill that students should master. Many reader can get pleasure in reading since they are able to comprehant and obtain information from the content of the reading as they read. In other hand, reading is an interactive process that goes on between the reader and the text.

Based on the writer's personal observation, not all English teachers give much attention to the reading skill, especially English teacher who teach as Senior High

School. It seems to happen because there are many problems that the teachers faced in the field, one of them is quite difficult to find reading material.

Reading goals for the students of MTsN Lipat Kain should include gaining word-study and comprehension skill, expansion of interest and improvement of taste, increase in reading speed, and development of the ability to adjust reading to meet the demands.

In reference to the pre-reading, Katheleen.T.Mcworther says: "pre-reading is a way of familiarizing yourself quickly with the organization and content of writing material before beginning[1].

The pre-reading can help the students understand about reading. Some students do not know how to understand the reading text, and they can not comprehend the text well. The main sources of this problem may be caused by the students' ability to get general information of the text to read. It might be caused by insufficient background knowledge provided before to make use of their knowledge to interpret the topic.

As a matter of fact, we can say that how well students had done in class depends mostly on how well they had been warmed up. From this point of view, English teachers should start taking concrete measures to reconsider the teaching techniques they can apply in their reading subject and try to improve their teaching of

[1]Mc Worther, Katheleen T. *Guide to College Reading*, Boston Toranto: Little, (Brown and Company.1986). p.48

reading from a new approach. We should use some techniques that are effective and interesting in teaching reading courses, thinking as much as possible about the needs of students focused on.

KTSP has been used by MTsN Lipat Kain. KTSP curriculum in MTsN Lipat Kain is allocated 3 meeting X 45 minutes in a week. Teaching English is allocated 14 meeting X 45 minutes. Especially for teaching reading by using KTSP curriculum, teacher-centered activities is dominated in the classroom, the teachers give the indicators to the students in teaching and learning process, such the teachers give the reading materials to the students, and the students should understand what the teachers said. In KTSP curriculum, the students should identify the main idea in the paragraph, and the students should get the factual information in the reading text. It means that it needs four weeks to learn English materials in developing reading ability[2]. So, in order to get further causes why the students difficult to read English in the classroom, especially in using pre-reading activities, It is needed a research dealing with the teaching and learning English especially in reading.

Based on the fore-mentioned, the writer has done a preliminary observation that students' ability in reading was poor, because the teachers used monotone activities to increase students' motivation in learning reading, the students still got

[2]DEPDIKNAS. *Kurikulum Berbasis Kompetensi Mata Pelajaran Bahasa Inggris.* (SMP/MTs. 2003).

difficulty in finding the factual information at MTsN Lipat Kain, and the symptoms can be observed as follows:

1. Some of the teachers used monotone activities to increase students' ability in reading.
2. Some of the students do not know the aim of pre-reading activities.
3. Some of the students' lack of ability toward reading class.
4. The students misplaced the correct part of speech in reading materials.
5. Some of the students still get difficulty in finding the factual information.

From the above symptoms, the writer is interested in carrying out a research with a title: **The Effectiveness of Using Predicting as Pre-Reading Activities in Increasing Students' Ability in Reading at MTsN Lipat Kain Kampar Kiri Kampar Regency.**

B. The Definition of the Terms

To avoid misunderstanding, it would be better for the researcher to define a number of terms used in this research:

1. Reading Comprehension

   Reading comprehension is "a process of making sense of a written text. However, it is not a passive one-way decoding process. Instead, it is an active two-way process in which the reader and the text interact"[3].

[3]Baumgartner, Jeffrey. *Reading Strategies Focus on Comprehension.* Katonah: (New York. 2005). p.21

2. Pre-reading

   Pre-reading is “a way of familiarizing yourself quickly with the organization and content of writing material before beginning”[4].

3. Predicting

   Predicting is a statement about the way things will happen in the future, often but not always based on experience or knowledge"[5].

4. Ability

   Ability is “the capacity or power to do something physical or mental”[6].

C. The Problems

1. The Identification of the Problem

Based on the above background and phenomena, the problem can be identified as the following questions:

1. Why did some of the teachers use monotone activities to increase students’ ability in reading?
2. Why do not some of the students know the aim of pre-reading activities?
3. Why are some of the students’ lack of ability toward reading class?
4. Why did the students misplace the correct part of speech in reading materials?

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[4] *Ibit*., p.48
[5] Katheleen.T.Mcworther. *op. cit*., p.52
[6] Hornby. *Oxford Advance Learners Dictionary of Curent English.* (Oxford University Pers. 1989). p.2

5. Why do some of the students still get difficulty in finding the factual information?

2. The Limitation of the Problem

To avoid misunderstanding, the writer needs to limit the problem. This study focuses on the effectiveness of using predicting as pre-reading activities in increasing students' ability in reading at MTsN Lipat Kain Kampar kiri Kampar regency.

3. The Formulation of the Problem

In this research, the problems are formulated as follows:

a. How is the students' predicting activities in increasing students' ability in reading at MTsN lipat kain Kampar kiri Kampar regency?
b. Is there any significant effect of using predicting as pre-reading activities in increasing students' ability in reading at MTsN Lipat Kain Kampar kiri Kampar regency?

D. The Objectives and Significance of the Research

1. The Objectives of the Research

a. To identify a significant effect of using predicting as pre-reading activities in increasing students' ability in reading at MTsN Lipat Kain Kampar kiri Kampar regency.
b. To identify how students' predicting activities in increasing students' ability in reading at MTsN Lipat Kain Kampar kiri Kampar regency is.

2. The Significance of the Research

The significance of this research is presented as follow:

a. To hopefully be used by teachers to increase students' ability in reading class
b. To give some contribution to educational practitioners, particularly to English teachers
c. To give information about the teaching reading by using pre-reading activities
d. Being one of the academic requirements to obtain bachelor degree at the English Education Department of UIN SUSKA Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Reading Comprehension

Reading comprehension is "a process of making sense of a written text. However, it is not a passive one-way decoding process. Instead, it is an active two-way process in which the reader and the text interact"[1].

Reading is very important as it is a mean of seeking knowledge. Reading is one of the four language skills. Edge states that reading as one of the receptive skills is the skill necessary in written communication and this is the main motivation for learners[2]. Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

According to Nunan, reading is an interactive process between what a reader already knows about given topic or subject, and what the writer writes[3]. Reading is a multi-dimensional cognitive process of decoding symbols for the purpose of deriving meaning (reading comprehension) and/or constructing meaning. Written information

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[1] *Ibit*., p.9

[2] Edge, *Reading in the 21st Century*. (New Jersey.1993). p.105

[3] Nunan, David. *Second Language Teaching and Learning.* Hongkong: (University of Hongkong. 1990). p.33

is received by the retina, processed by the primary visual cortex, and interpreted in Wernicke's area.

Reading is a means of language acquisition, of communication, and of sharing information and ideas. Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of language), and comprehension. Readers may use morpheme, semantics, syntax and context cues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory). Other types of reading may not be text-based, such as music notation or pictograms. Reading text is now an important way for the general population in many societies to access information and make meaning.

Reading is a useful activity in which students should have this skill. Understanding reading is not easy thing. We need to have techniques in order to get easy in comprehending reading text. According to Marianne Celce - Murcia:

> "Reading is to learn unique thinking skills in which ESLIEFL learners must have ability to comprehend the material from a text by using their own through activities which help them into an outline, be able to find comparison and contrast or cause and effect examples, following an argument in the text, choose relevant topic under discussion"[4].

Besides, by reading we will get science, experience, insight, and many others that we do not know before.

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[4]Cerce Marianne Murcia. *Extensive Reading for General Information.* (New York Cambridge University Press. Inc. 1991). p.201

The aim of teaching reading is to help students develop their ability, so that they can read English text effectively and efficiently, and also enable them to interpret what they read.

Effective reading is always purposeful. Donough and Shawn says that much of the current thinking on reading tend to focus primarily on the purposes of the activities even if reading is done for pleasure, it is purposeful. In general, the purposes of reading are classified into as follows:

1. Getting general information from the text
2. Getting specific information from the text
3. Reading for pleasure or interest[5].

In the development of the theory of reading comprehension bottom-up, and top-down processing strategies are important for readers. Nuttal says that Bottom-up is the process to find out the information only after the act of reading activities[6]. It means that the readers' understanding of the text will depend on the meaning of the words, sentences, and paragraph. The meaning of the words will contribute to the meaning or a sentence, a sentence to a paragraph and so on.

Reading text analysis involves the careful examination of a text in order to identify the specific elements that will support and or challenge students in their reading[7]. In order to understand a text, students need ability. Without ability, students

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[5]Donough. and Shawn. *Materials and Methods in ELT*, (Massachusetts, Blacwell Publisher. Inc. 1998). p.102

[6]Nuttal, Cristine. *Efficient and Flexible Reading*, (New York harper Collin Publisher. 1996). p.17

[7] Walter. *Reading Strategies Focus on Comprehension*. Katonah: (New York. 2004). p.60

must not be able to analyze a reading text completely. When this happens, they are presumably not able to comprehend the meaning stated in the text. In relation to this, Walter mentions that students' performance or ability in reading covers the following:

1. Vocabulary comprehension
2. Sentence structure and comprehension
3. Paragraph structure
4. Comprehension of the whole reading selection[8]

The person who can help students comprehend a text is a teacher. In this case, Brown says that teaching is showing or helping someone to learn how to do something, giving information, giving instruction, guiding in the study of something, providing with knowledge causing to know or understanding[9]. The teacher is the main factor that much influences the result of teaching and learning process.

If the teacher wants their students successful in teaching and learning process, of course, the teacher must know some points that can make them understand the

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[8]*Ibit.*, p.69

[9]Brown, H. Douglas. *Language Assessment: Principle and classroom Practices United States of America:* (Longman. 2004). p.70

lesson. Here, reading is focused. Therefore the teacher must know about the strategies and techniques that make the students understand the reading text easily.

Moreover, Brown says that there are 12 strategies used for reading comprehension:

1. Identifying the purpose in reading.

2. Using Grapheme rules pattern to aid in bottom-up decoding making the correspondence between spoken and written English is one of the difficulties encountered by students in learning to read. They may need to be given hints and explanations about certain English orthographic rules and peculiarities.

3. Using efficient silent reading technique for relatively rapid comprehension. In this strategy, there are some rules that can help the students increase their efficiency in reading as follows:

   a. You need to pronounce each word to yourself.

   b. Try to visually perceive more than one word at a time, preferably phrases.

   c. Unless a word is absolutely crucial to global understanding, skip over it and try to infer it meaning though its context.

4. Skimming

Skimming consists of quickly running one's eyes across a whole text to get the gist. The advantages of this strategy are as follows:

a. The students are able to predict the purpose of the passage.

b. The students are able to predict the main topic or message.

c. The students are able to predict some of the developing or supporting idea.

5. Scanning

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask student to look for names or dates, to find a definition of a key concept or to list a certain number of supporting details. The purpose of scanning is to extract certain specific information without reading thought the whole text.

6. Semantic mapping or clustering

This strategy helps the reader provide some orders to chaos. Making maps can be done individually. But they make for a productive group work technique as students collectively induce order and hierarchy to passage.

7. Guessing

The students can use the strategy of guessing to:

a. Guess the meaning of a word

b. Guess a grammatical relationship.

c. Guess a discourse relationship

d. Infer implied meaning (between the lines)

e. Guess about a cultural reference.

f. Guess content message

8. Vocabulary analysis

9. Distinguish between literal and implied meaning

In this strategy, the students asked to be find implied meaning from the passage because not all language can be interpreted appropriately by attending to its literal meaning. Implied meaning usually has to be derived from processing pragmatic information.

10. Capitalize on discourse markers to process relationship.

There are many discourse markers in English that signal relationship among ideas expressed though phrases, clauses and sentences. Clear comprehensions of such markers can greatly enhance learners' reading efficiency.

11. Extensive reading

Extensive reading is reading longer texts, usually for pleasure. This is fluency activity, mainly involving global understanding[10]

12. Intensive Reading

The different ways of reading are not mutually exclusive. For instance, one often skims through a passage to see what it is about before weather it is worth scanning a particular paragraph for the information that is looking for.

The skill in comprehending the reading text is different from every students, although he/she read the same material[11]. Therefore, the students should focus on massages, not on grammatical rules. Here, the students' skill in reading comprehension should cover :

1. Retelling passage in own words
2. Talk about the character
3. Recalling the main idea
4. Recalling the supporting details
5. Understanding story sequence
6. Understanding story structure
7. Making inferences[12]

In relation to this, Brown says the features of comprehension as the follows:

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[10]*Ibit.*, p.201
[11]*Ibit.*, p.110
[12]Walter. *op. cip*., p.75

1. The main idea (topic) of the text
2. The expression/idioms/phrases in context
3. The implied details (inference)
4. The grammatical features
5. The details (Specifically stated details)
6. The excluding facts not written (unstated details)
7. The supporting ideas
8. The vocabulary in context[13]

Top-down reading is the process where the reader can find out the information of the text and understanding the text based on their knowledge about the text. Many readers do not fully understand the text because they have not appropriate background knowledge about the text. In order to read confidently, students should understand what they read.

2. Pre-Reading

Pre-reading is a way of familiarizing yourself quickly with the organization and content of writing material before beginning[14].

The pre-reading can help the students understand about reading. Some students do not know how to understand the reading text and they cannot comprehend the text

[13]Brown. *op. cip*., p.206
[14]Katheleen.T.Mcworther. *op. cit*., p.48

well. The main sources of this problem may be caused by the students' ability to get general information of the text to read. It might be caused by insufficient background knowledge provided before to make use of their knowledge to interpret the topic.

The purposes of pre-reading are:

1. To encourage students to call upon their background knowledge and experiences relevant to the topic at hand

2. To foster students' predictions/ hypotheses about the material they are about to read

3. To ascertain the level of knowledge about the topic available to students in order to close the gap between their background knowledge and the demands of the text[15].

Direct prereading instruction is very like a script, or brief lecture or "chalk talk" that teachers would read to students in preparation for their reading of a difficult text. According to Grellet, Francios, a teacher-directed preview should have 3 components:

1. A framework for understanding the text to be read.

2. A brief discussion by the students about the topic of the reading.

3. Specific and general information about the content fo the upcoming text[16].

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[15]Harmer, Jeremy. *The Practice of English Language Teaching*, (England Longman. 2001). p.32

[16]Grellet, Francois. *Developing Reading Skill*. (Londoan: Canbridge University. 1981). p.25

The interactive strategy is more engaging of the students and more dependent on their prior knowledge. The discussion is centered on what the students know already rather than on what they need to know. (One student who was accustomed to this procedure was shocked one day when his teacher left it out and tried to launch directly into the reading. "Wait," he exclaimed. "We can't read yet. You haven't told us what we know.") Taking the interactive approach does not forbid the teacher's mention of important but missing information. In addition, the teacher is free to make explicit the links between the studentâs existing knowledge and the important information in the text they are about to read.

Pre-reading Strategies

1. Prior Knowledge:

What readers bring to the printed page affects their comprehension. Some insist that the prior knowledge of readers is the single most important component in the reading process[17].

Some claim that the printed page of the writer merely serves to stimulate ideas already in readers' heads and may cause, at best, only highlighting and possible restructuring of these ideas in a fresh way. Others believe that the text is simply a blueprint from which readers build their own meaning.

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[17] Broughton. *Strategies and Methods of Teaching in Contemporary Higher Education with Reference to Project Work Innovations in Educations and Training.* (New Jersey: Prentice Hall, Inc. 1978). p.28

Because current theories of comprehension recognize the importance if not the primacy of prior knowledge, activation of this must be included in the comprehension process.

Prior knowledge refers to all the knowledge which readers have acquired through their lives. Some theorists use the term prior knowledge synonymously with *world knowledge, background knowledge, memory storage,* or *experiential background*

Strategies to Activate Prior Knowledge:

Brainstorming: In these sessions, teachers ask students to examine together the title of the selection they are about to read. The teacher lists on the board all the information that comes to mind as students read the title. These pieces of information are then used to further recall, and in the process considerable knowledge will be activated.

Class Discussions: Class discussions and informal talks in and out of class all serve as techniques to discover more about what students bring to their reading. Over a period of time, teachers can begin to get some idea as to what their students know and can adjust how much time needs to be spent on background information.

Semantic Mapping: Students still use brainstorming strategies in semantic mapping; however this strategy is organized and controlled by the teacher. As students offer their personal ideas about a topic, the teacher writes these ideas on the board. In brainstorming, all ideas are written on the board. In semantic mapping, ideas are organized on the board underheadings. The diagram represents the information elicited from the students but created in such a way that qualities and

relationships are evident. During active reading, students may also use semantic maps. As they read, they include new information on their maps. During postreading, students can use their maps as a review of information gained.

Prequestions: Whenever teachers or students decided on questions to be answered by reading, they are activating prior knowledge. These questions tend to focus attention and provide for purposeful reading. Teachers can accomplish this by preparing questions in advance of reading. This will help in guiding students as they complete their reading assignment. The teacher can also help students develop their own questions which will help them establish purpose and focus attention.

Visual Aids: Pictures and other visual material can activate a students' prior knowledge. If a student has some schema for *fossils,* a simple picture may serve to retrieve appropriate knowledge. Thus a teacher may share this photograph of a fossil before students read a science textbook chapter on fossils. The picture serves to activate the students' schemata on fossils.

Advance Organizers: Advance organizers are specific types of cognitive organizers. They are a means of helping students relate the new reading material to something they already know. If material can be related to the learners background and experiences, it can be meaningful. Whense these organizers are skillfully prepared, these help to activate knowledge students possess while at the same time helping them to see it in relation to the material they are about to read. Many textbooks provide well-written advance organizers within their books to guide

students. If these are not available, teachers may create their own. Several ideas of uses of graphic organizers have been included within the various strategy sections.

Increasing Prior Knowledge

Accretion: Accretion involves putting new information into schemata already possessed. Each time something new is taught or even referred to it in class, traces of it are left in students' memory. Hopefully, over time and through enough classroom discussion and experience, the students' schema will become more fully formed and this will help them to better understand the text.

Tuning: Tuning happens when students reshape and modify information until it works for the them. Tuning involves only minor changes in schemata.

Reconstruction: Reconstruction represents major changes in schemata. When students learn something that goes against what they have previously thought to be true, reconstruction takes place. New schemata must be built to replace existing schemata. Reconstructing is the most difficult step in schemata adjustments because existing schemata tends to get in the way.

Strategies to Increase Prior Knowledge:

Build on What They Already Know: Question students as to what they already know regarding the assigned selection. Expand on the terms and information they already understand. Elicit a large number of associations from the students to the prior knowledge they already possess and help them see the connections.

Increase Background Information: Increase the amount of background information by providing more in-depth ideas regarding the topic. This will help the students understand the selection at a higher level.

Real-Life Experiences: Actual experience is the best way to develop and refine the schemata that make up readers' prior knowledge. To impact a students memory, they must see, touch, use, and experience real objects or situations. If possible, provide any real-life experiences that have to do with the assignment. Even something done on a small level will help with students' understanding.

Vicarious Experiences Through Wide Reading: Wide reading is important in providing students with information about people, places, events and situations. Even though direct experience is preferred, many times it is not possible. However, experiences lived vicariously through reading can produce tremendous results.

2. Schema Theory:

Of all the recent research and speculation about the comprehension process, that associated with schema theory seems to have had the most unique impact. Because of its influence, it is important to define and review it.

Schema theory is a theory about knowledge, about how knowledge is represented, and about how that representation facilitates the use of knowledge in various ways. According to schema theorists, all knowledge is packaged into units called schemata, and embedded into these units of knowledge is information on how this knowledge is to be used.

Each separate schema is a device for representing knowledge of a concept, along with specifications for relating it to an appropriate network of connections that seem to hold all components of that particular concept.

Individuals acquire schemata through their experiences - both real and vicarious. As individuals have more experiences, they refine, reshape, correct, and restructure their schemata. As adult's, schema for the word *teacher* is seldom the same as it is for a first grader. Through life experiences, schema adjustments are made as adults continue having more experiences with teachers. One of the major problems involved in comprehension is that all people hardly ever share the same schemata; one of the problems in reading comprehension is that readers do not always old the same schemata as do the writers.

3. Additional Prereading Strategies:

Overviews: Discussing information about the selection or assignment prior to reading must take place. This may take the form of class discussions, printed previews, photographs, outlines, or films. Never give an assignment before this step has been completed. Spend enough time before the students begin the assignment to insure understanding of it.

Vocabulary Previews: Unfamiliar key words need to be taught to students before reading so that new words, background information, and comprehension can improve together.

List all words in the assignment that may be important for students to understand. Arrange words to show the relationships to the learning task. Add words

students probably already understand to connect relationships between what is known and the unknown. Share information with students. Verbally quiz them on the information before assigned reading begins.

Structural Organizers: Before reading an assignment, basic frameworks which are included in the text should be pointed out such as cause-effect or problem-solution. It can be beneficial to call attention to specific plans of paragraph or text organization such as signal words, main idea sentences, highlighted phrases, headings and subtitles. A review of skimming techniques might also be appropriate as these various areas are covered.

A Purpose for Reading: When students have a purpose for reading a selection, they find that purpose not only directs their reading towards a goal, but helps to focus their attention. Purposes may come from teacher directed questions, questions from class discussions or brainstorming, or from the individual student. Along with the question, it is a good idea to pose predictions of the outcome and problems which need ot be solved. These may be generated by the student or the teacher, but the teacher should use these to guide students in the needed direction for the assigned selection.

Author Consideration: Depending upon the content area, a discussion of the author of the particular work can be helpful to the understanding of it. What is the author trying to say? What is his point of view and his reason for writing the particular work?

KWL: This strategy consists of three metacognitive steps for students to use with expository text:

What do I Know?What do I Want to learn?What did I Learn?

Columns should be written on a board with the three questions at the top of each column. A class discussion should follow as you ask the students these questions and how they relate to their assignment. Students may do this individually or placed into small groups to discuss the information. A class discussion should follow pointing out the individual group findings.

Direct prereading instruction is very like a script, or brief lecture or "chalk talk" that teachers would read to students in preparation for their reading of a difficult text. According to Grellet, Francois, a teacher-directed preview should have 3 components:

1. A framework for understanding the text to be read.
2. A brief discussion by the students about the topic of the reading.
3. Specific and general information about the content fo the upcoming text[18].

The interactive strategy is more engaging of the students and more dependent on their prior knowledge. The discussion is centered on what the students know already rather than on what they need to know. (One student who was accustomed to this procedure was shocked one day when his teacher left it out and tried to launch directly into the reading. "Wait," he exclaimed. "We can't read yet. You haven't told us what we know.") Taking the interactive approach does not forbid the teacher's

[18]*Ibit.,* p.79

mention of important but missing information. In addition, the teacher is free to make explicit the links between the studentâs existing knowledge and the important information in the text they are about to read.

3. Predicting

A prediction or forecast is a statement about the way things will happen in the future, often but not always based on experience or knowledge[19]. While there is much overlap between *prediction* and *forecast*, a *prediction* may be a statement that some outcome is expected, while a *forecast* may cover a range of possible outcomes.

Predictive reading skills are when the reader can predict or know in advance the most likely next word or words in a sentence or phrase before they actually read them. This skill is based on the way the brain knows that some words appear more frequently together. For example, the verb 'switch' invariably it is followed either by 'on' or 'of'.

Similarly,"She has blond (something)." The most commen word to follow a sentence in this form would be the word 'hair'. So someone with predictive skills would, not unreasonably, automatically predict that the next word after 'blond' in this sentence would be 'hair'. In this example we can see that 'cards' would be a natural follow-on to 'credit'. We could also probably guess that last word of the sentence. Of course, there are other words that could have been used after 'credit', but this example has been given to show how many words have other words that are naturally associated with them.

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[19]Katheleen.T.Mcworther. *op. cit*., p.52

Predictive reading skills come naturally with normal students' development, as students automatically recognize the emerging pattern of words that are used in communication. First they will doubtless hear to word patterns in the speech of its parents and associates. Then, when the children are able to read for themselves, the same word-pattern and word-associations will also be evident in what they are reading. Students of a new language will, in time, acquire predictive skills as they too are exposed to the patterns of 'word connections' in the spoken and written word of the language they are learning.

Without predictive skills, reading can be slow and laborious, as each successive word has to be interpreted in relationship with the preceding words and to the sentence as a whole. With good predictive reading skill, reading will be faster, understanding will come quicker, and unusual patterns of words, should they occur, will be more readily identified. The reader with predictive reading skills will more readily able to spot subtle differences in meaning conveyed by the actual choice of words of the writer.

Predictive reading skills are particularly relevant in the fields of:

1. Students' development
2. Cognitive ability or disability assessment
3. Learning a new language

4. Ability

According to Hornby state that ability is the capacity or power to do something physical or mental[20].

Hornby views that there are six characteristic of mental activity (ability): knowledge, comprehension, application, analysis, synthesis and evaluation[21]. In this paper, only the first three levels that are used, namely, knowledge, comprehension and application because they are related to the mastery and application of main idea of the paragraph. To measure the students' ability in identifying main idea of the paragraph, the writer classifies the students level in this study. They are: Excellent, Good, Fairly Good. Fair and Poor.

Based on the description above, the writer concludes that ability is the power of understanding a matter that involves both mental and physical after they get some experiences through learning. Learning ability here refers to the ability of students in identifying main idea of the paragraph.

B. The Relevant Research

Hasna Wilda (2005) conducted a research entitled "The Correlation between Students' Motivation in Learning Reading and Their Reading Ability at The First

[20]*Ibit.*, p.2
[21]Hornby. *op. cit*., p.41

Year of SMA 7 Pekanbaru". This research is equivalent with this topic since it is about correlation between students' motivation in reading to increase students' reading ability. She insisted that students' motivation to increase students' ability in reading is effective.

C. The Operational Concept

Operational concept of this research is based on two variables. Variable X is the effectiveness of using predicting as pre-reading activities and Variable Y is Students' ability in reading. Variable X is independent variable and Variable Y is dependent variable.

Variable X (The effectiveness of using predicting as pre-reading activities) can be seen on the following indicators:

1. The students' are able to predict the information about topic given.
2. The students' are able to develop their prediction become a new information
3. The students' are able to read the topic given
4. The students' are able to match their prediction about the topic with the topic given
5. The students' are able to conclude the topic by giving a new information

Variable Y (Students' ability in reading) can be seen on the following indicator:

1. The students' are able to find out the main idea in reading text.

2. The students' are able to find out the specific information about the topic given.

3. The students can predict/ hypothesize about the topic given they are about to read.

4. The students can ascertain the level of knowledge about the topic available to them in order to close the gap between their background knowledge and the demands of the text.

D. The Assumption and the Hypothesis

1. The Assumption

Before formulating the hypothesis as temporary answer to problem the writer would like to present some assumption. The assumption is that the effectiveness of using predicting as pre-reading activities will influence the students' ability in reading.

2. The Hypothesis

Ho: There is no significant effect of using predicting as pre-reading Activities in increasing students' ability in reading at MTsN Lipat Kain Kampar Kiri Kampar Regency.

Ha: There is any significant effect of using predicting as pre-reading Activities in increasing students' ability in reading at MTsN Lipat Kain Kampar Kiri Kampar Regency.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research design

This research is experiment research, which is intended to find out the effectiveness of using predicting as pre-reading activities in increasing students' ability in reading at MTsN Lipat Kain Kampar Kiri Kampar Regency. This research uses only two groups as the sample. This study is two groups pre-test post-test design and the so called "a pre-experiment".

This research intends to analyze and interpret a certain population by means of looking at the difference between teaching reading by using predicting as pre-reading activities and teaching reading by without using predicting as pre-reading activities

Before doing the experiment, the students were given pre test. After giving pre test, the students were treated for about eight times, then, post-test was be given to identify whether there is different students achievement after giving treatment.

Control Group of Research Design

Group	Pre-Test	Treatment	Post-Test
A	T1	X	T2
B	T1	-	T2

Where:

A: Experimental Group

B: Control Group

T1: the student' ability in reading before treatment

X: teaching reading by using pre-reading activities (treatment)

T2: the student' ability in reading skill after giving treatment

B. The Location and the Time of the Research

This research was conducted at MTsN Lipat Kain and the time of the research was on October 2009 up to February 2010.

C. The Subject and the Object of the Study

The subject of this research was the second year students of MTsN Lipat Kain Kampar kiri Kampar regency. The object of this research was the use of pre-reading activities by the teacher at MTsN Lipat Kain Kampar kiri Kampar regency.

D. The Population and Sample

The population of this study was all of the second year students of MTsN Lipat Kain Kampar kiri Kampar regency. that consisted of two classes, they are class A was an experimental group and class B was a control group. The experimental group consists of 30 students and the control group consists of 30 students, 60 students are representative enough to be sample of the research.

E. The Technique of the Data Collection

in collecting the data, the writer use test to collect the data. By using the test, the writer give to students some topics, after that they choose one of the topics, then the writer ask to students for predict some information based on the topic given, then they read the topic, and match their prediction to the topic given, and at leats, they give new information based on their prediction and the topic given.

F. The Technique of the Data Analysis

In analyzing the data, the writer uses scored of post-test of the experiment and control groups. These scores were analyzed by using statistical analysis. Before the data were analyzed with t-test, the writer firstly obtained basic descriptive-level information about data. These descriptive statistics are mean, median, mode, frequency, quartiles, sum, variance, standard deviation, minimum and maximum, and

range. Then, the different means of pre-test and post-test are analyzed by using T-test, so the formula is as follows:

$$t_o = \frac{Mx - My}{\sqrt{\left\{\frac{SDx}{\sqrt{N-1}}\right\}^2 + \left\{\frac{SDy}{\sqrt{N-1}}\right\}^2}}$$

Where:

t_o : the value of t- obtained

M_x : mean score of experimental sample

M_y : mean score of control sample

SD_x : the standard deviation of experiment group

SD_y : the standard deviation of control group

N : the number of students[1]

Here, the writer performs a paired samples t-test (also called a within-subjects t-test). It is used because the writer wants to determine whether a single group of participants differs on two measured variables; pretest and posttest. Probably the most common use of this test would be to compare participants' response on a measure before a manipulation to their response after a manipulation. This test works by first computing a difference score for each participant between the within-subject

[1]Hartono. *Statistik untuk Penelitian.* jogyakarta:Lembaga Studi Filsafat, Kemasyarakatan, Kependidikan dan Perempuan (LSFK2P). 2004. p.193

conditions (pretest and posttest). The mean of these difference scores is then compared to zero. This is the same thing as determining whether there is a significant difference between the means of the two tests.

The analysis outputs form will contain descriptive information about the two tests, including the sample size, mean, standard deviation, the standard error of the mean, the correlation between the two tests, and the results of a t-test comparing the means of the two tests. A significant t-test indicates that there is a difference between the two tests. It also contains the upper and lower bounds of a 95% confidence interval around the difference between the two means of pre and post tests.

Table III.2

The Classification of Students' Score

No	Classification	Score
1	Excellent	80 - 100
2	Good	61 - 79
3	Fair	41 - 60
4	Poor	21 - 40
5	Very Poor	0 - 20

Before applying the t-test, it is necessary to follow the following steps:

1. The first formula is to find the means of each group. It can be calculated by using formula:

The formula of mean experimental class A and control class B

$$Mx = \frac{\sum fx}{N}$$

$$My = \frac{\sum fy}{N}$$

Fx = Frequency of experiment group

Fy = Frequency of control group

2. The second formula is to find out the result of the standard deviation in each group:

The formula of standard deviation experimental class A and control class B is as follows :

$$SDx = \sqrt{\left\{\frac{\sum Fx}{N}\right\}^2 - \left\{\frac{\sum Fx}{N}\right\}^2}$$

$$SDy = \sqrt{\left\{\frac{\sum Fy}{N}\right\}^2 - \left\{\frac{\sum Fy}{N}\right\}^2}$$

SDx = Standard deviation of experimental group

SDx = Standard deviation of control group[2]

Score is a significant value. To find out the degree of, the following formula is used:

df = Nx + Ny - 2

df = Degree of freedom of two groups

[2] *Ibit*., p.59

Nx and Ny = The number of the individual experiment group (X) and individual control group (X)[3]

If the value of t- calculated is some or less then the t- table, the null hypothesis is accepted. On the other hand, if the value of t- calculated is more than the value of the t- table, the null hypothesis is rejected.

[3]Hartono. *op. cit*., p.60

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

This research is an experimental research on the effectiveness of using predicting as pre-reading activities in increasing students' ability in reading at MTsN Lipat Kain Kampar kiri Kampar regency. The data was taken twice, pre-test before carrying out predicting as pre-reading activities in teaching reading and the post-test after carrying out predicting as pre-reading activities in teaching reading. The writer gave treatment 8 times, and the writer finally gave a posttest to them. The data were obtained through pretest and posttest. The main purpose of this research is to find out the significant effect of using predicting as pre-reading Activities in increasing students' ability in reading at MTsN Lipat Kain Kampar kiri Kampar regency.

1. The Data of the test

Table 4.1

The students' score of Pre-test Class A

No	Classification		Frequency	Percentage
	Rank (%)	Level of Ability		
1	80 - 100	Very Good	1	3.33%
2	70 - 79	Good	4	13.32%
3	60 - 69	Fair	11	36.63%
4	50 - 59	Poor	11	36.63%
5	0 - 49	Very Poor	3	9.99%
	Total		30	100%

Based on the table, the writer found that level of ability range between 800-100 or very good was 1 (3.33%) students, ranges between 70-79 or good was 4 (13.32%) students, ranges between 60-69 or fair was 11 (36.63%) students, ranges between 50-59 or poor was 11 (36.63%) and ranges between 0-49 or very poor was 3 (9.99%) students.

Table 4.2

The students' score of Post test Class B

No	Classification		Frequency	Percentage
	Rank (%)	Level of Ability		
1	80 - 100	Very Good	11	36.63%
2	70 - 79	Good	13	43.29%
3	60 - 69	Fair	5	16.67%
4	50 - 59	Poor	1	3.33%
5	0 - 49	Very Poor	-	-
	Total		30	100%

Based on the table above, the writer found that level of ability range between 800-100 or very good was 11 (36.63%) students, ranges between 70-79 or good was 13 (43.29%) students, range between 60-69 or fair was 5 (16.67%)

students, range between 50-59 or poor was 1 (3.33%) students and ranges between 0-49 or very poor was (0%) students.

Table 4.3

The students' score of Pre-test Class B

No	Classification		Frequency	Percentage
	Rank (%)	Level of Ability		
1	80 - 100	Very Good	-	-
2	70 - 79	Good	3	9.99%
3	60 - 69	Fair	7	23.31%
4	50 - 59	Poor	15	49.95%
5	0 - 49	Very Poor	5	16.65%
	Total		30	100%

Based on the table, the range between 80-100 or very good was (0%) students, range between 70-79 or good was 3 (9.99%) students, ranges between 60-69 or fair was 7 (23.31%) students, range between 50-59 or poor was 15 (49.95%) students, and range between 0-49 or very poor was 5 (16.65%) students.

Table 4.4

The students' score of Post test Class B

No	Classification		Frequency	Percentage
	Rank (%)	Level of Ability		
1	80 - 100	Very Good	-	-
2	70 - 79	Good	6	20%
3	60 - 69	Fair	12	40%
4	50 - 59	Poor	10	33.33%
5	0 - 49	Very Poor	2	6.67%
	Total		30	100%

Based on the table, the writer found that level of ability range between 800-100 or very good was (0%) students, range between 70-79 or good was 6 (20%) students, range between 60-69 or fair was 12 (40%) students, range between 50-

59 or poor was 10 (33.33%) students, range between 0-49 or very poor was 2 (6.67%) students.

2. The Discussing of the Finding

The description of the student` answer for each kind of items tested in the test can be seen in the following tables:

Table 4.5

The percentage of the answer of the students in post-test

Experimental class A

No	Classification		Frequency	Percentage
	Rank (%)	Level of Ability		
1	80 - 100	Very Good	11	36.67%
2	70 - 79	Good	13	43.33%
3	60 - 69	Fair	5	16.67%
4	50 - 59	Poor	1	3.33%
5	0 - 49	Very Poor	-	-
	Total		30	100%

From the table above we know that level of ability range between 80-100 or very good was 11 (36.67%) Students, range between 70-79 or good was 13 (43.33%) students, ranges between 60-69 or fair was 5 (16.67%) and range between 50-59 or poor was 1 (3.33%). It means that the effectiveness of using predicting as pre-reading Activities in increasing students' ability in reading at MTsN Lipat Kain Kampar kiri Kampar regency in experimental group is classified into good category.

Table 4.6

The percentage of the answer of the students in post-test

Control class B

No	Classification		Frequency	Percentage
	Rank (%)	Level of Ability		
1	80 - 100	Very Good	-	-
2	70 - 79	Good	6	20%
3	60 - 69	Fair	12	40%
4	50 - 59	Poor	10	33.33%
5	0 - 49	Very Poor	2	6.67%
	Total		30	100%

Based on the table the range between 80-100 or very good was (0%) Students, range between 70-79 or good was 7 (20%) students, range between 60-69 or Fair was 13 (40%) and ranges between 50-59 or poor was 10 (33.33%), range between 0-49 or very poor was 2 (6.67%) students. It means that the effectiveness of using predicting as pre-reading Activities in increasing students' ability in reading at MTsN Lipat Kain Kampar kiri Kampar regency in Control group is classified into fair category.

In order to know whether there is a significant difference between the two groups of the sample, it is necessary to conduct a test of Null hypothesis. The formula used is t-test.

$$t_o = \frac{Mx - My}{\sqrt{\left\{\frac{SDx}{\sqrt{N-1}}\right\}^2 + \left\{\frac{SDy}{\sqrt{N-1}}\right\}^2}}$$

Before the t-test was used, the data collected were transformed into other formulas. The first formula was to find out the mean of each group and standard deviation (S), and the value of mean of variable X Experiment group.

Table 4.7

Pre-Test

Experiment Class

Score	F	Fx	fX^2
80	1	80	6400
75	2	150	11250
70	2	140	9800
65	8	520	33800
60	3	180	10800
55	5	275	15125
50	6	300	15000
40	1	40	1600
30	4	120	3600
Total	30	$\sum fX = 1805$	$\sum fX^2 = 107375$

Experimentation group:

$$Mx = \frac{\sum fx}{N}$$

$$Mx = \frac{1805}{30}$$

$$Mx = 56.40$$

Experimentation group:

$$SDx = \sqrt{\left\{\frac{\sum Fx}{N}\right\}^2 - \left\{\frac{\sum Fx}{N}\right\}^2}$$

$$= \sqrt{\left\{\frac{\sum 107375}{30}\right\}^2 - \left\{\frac{1805}{30}\right\}^2}$$

$$= \sqrt{3355.468 - 3180.96}$$

$= \sqrt{174.50}$

= **13.20**

The value mean of experimental group in pre-test experiment class is 56.40, and the standard deviation is 13.20

Table 4.8

Post-Test

(Experiment Class)

Score	F	fX	fX^2
90	2	180	16200
85	4	425	36125
80	5	480	38400
75	6	450	33750
70	7	490	34300
65	4	260	16900
60	1	60	3600
55	1	55	3025
Total	30	$\sum fX = 2400$	$\sum fX^2 = 182300$

Experimentation group:

$$Mx = \frac{\sum fx}{N}$$

$$Mx = \frac{2400}{30}$$

$$Mx = 80$$

Experimentation group:

$$SDx = \sqrt{\left\{\frac{\sum Fx}{N}\right\}^2 - \left\{\frac{\sum Fx}{N}\right\}^2}$$

$$= \sqrt{\left\{\frac{\sum 182300}{30}\right\}^2 - \left\{\frac{2400}{30}\right\}^2}$$

$$= \sqrt{5696.875 - 5625}$$

$= \sqrt{71.875}$

= **8.477**

The value mean of experimental group in post-test experiment class is 80 and the standard deviation is 8.477

Table 4.9

Pre-Test

(Control Class)

Score (Y)	F	Fy	fY^2
75	2	150	11250
70	5	350	24500
65	5	325	21125
60	7	480	28800
55	4	275	15125
50	5	250	12500
40	2	80	3200
Total	30	$\sum fY = 1910$	$\sum fY^2 = 116500$

Value mean and standard deviation of variable Y:

Control group

$$My = \frac{\sum fy}{N}$$

$$My = \frac{1910}{30}$$

$$My = 63.66$$

The value of standard deviation of control group can be calculated by using formula as follows :

Control group

$$SDy = \sqrt{\left\{\frac{\sum Fy}{N}\right\}^2 - \left\{\frac{\sum Fy}{N}\right\}^2}$$

$$= \sqrt{\left\{\frac{116500}{30}\right\}^2 - \left\{\frac{1910}{30}\right\}^2}$$

$$= \sqrt{3640.63 - 3562.89}$$

$$= \sqrt{77.74}$$

$$= \mathbf{8.81}$$

The value mean of control group in pre-test control class is 63.66, and the standard deviation is 8.81

Table 4.10

Post-Test

Control Class

Score (Y)	F	Fy	fY^2
75	1	75	5625
70	2	140	9800
65	6	390	25350
60	4	240	14400
55	6	330	18150
50	6	300	15000
40	2	80	3200
30	5	150	4500
Total	30	$\sum fX = 1705$	$\sum fX^2 = 96025$

Control group:

$$My = \frac{\sum fy}{N}$$

$$My = \frac{1705}{30}$$

$$My = 53{,}28$$

Control group:

$$SDy = \sqrt{\left\{\frac{\sum Fy}{N}\right\}^2 - \left\{\frac{\sum Fy}{N}\right\}^2}$$

$$= \sqrt{\left\{\frac{96025}{30}\right\}^2 - \left\{\frac{1705}{30}\right\}^2}$$

$$= \sqrt{3000.78 - 2838.76}$$

$$= \sqrt{162.02}$$

$$= \mathbf{12.72}$$

The value mean of control group in post-test control class is 53.28, and the standard deviation is 12.72

The next step is to compute the standard error of the difference between means. The formula is:

$$t - obs = \frac{Mx - My}{\sqrt{\left\{\frac{SDx}{\sqrt{N-1}}\right\}^2 + \left\{\frac{SDy}{\sqrt{N-1}}\right\}^2}}$$

$$= \frac{80 - 53.28}{\sqrt{\left\{\frac{8.477}{\sqrt{30-1}}\right\}^2 + \left\{\frac{12.72}{\sqrt{30-1}}\right\}^2}}$$

$$= \frac{15.31}{\sqrt{\left\{\frac{8.477}{\sqrt{29}}\right\}^2 + \left\{\frac{12.72}{\sqrt{29}}\right\}^2}}$$

$$= \frac{15.31}{\sqrt{\left\{\frac{8.477}{5.57}\right\}^2 + \left\{\frac{12.72}{5.57}\right\}^2}}$$

$$= \frac{15.31}{\sqrt{2.31 + 2.49}}$$

$$= \frac{15.31}{\sqrt{4.8}}$$

$$= \frac{15.31}{2.19}$$

= 6.99

The result calculation in t-test is 6.99.

The last step is to find the number of degree of freedom by using formula:

Df = (N1-1) + (N2-1)

= (30-1) + (30-1)

= 58

The degree of freedom is 58.

3. Automatic Technique (SPSS PROGRAM)

Table 4.3

S t a t i s t i c s

SCORE

N	Valid	30
	Missing	0
Mean		63.2500
Std. Error of Mean		2.02858
Median		60.0000
Mode		60.00
Std. Deviation		9.07208
Variance		82.30263
Skewness		-.474
Std. Error of Skewness		.512
Kurtosis		1.252
Std. Error of Kurtosis		.992
Range		40.00
Minimum		40.00
Maximum		80.00
Sum		1265.00

From the above table, it can be seen that the mean of the pretest score is 63.25. Moreover, the lowest score of the effectiveness of using predicting as pre-reading Activities in increasing students' ability in reading at MTsN Lipat Kain Kampar kiri Kampar regency based on the pretest is 40 and the highest one is 80. 10 or 50% of 60 students who got on the pretest.

Table 4.4

Frequency Table

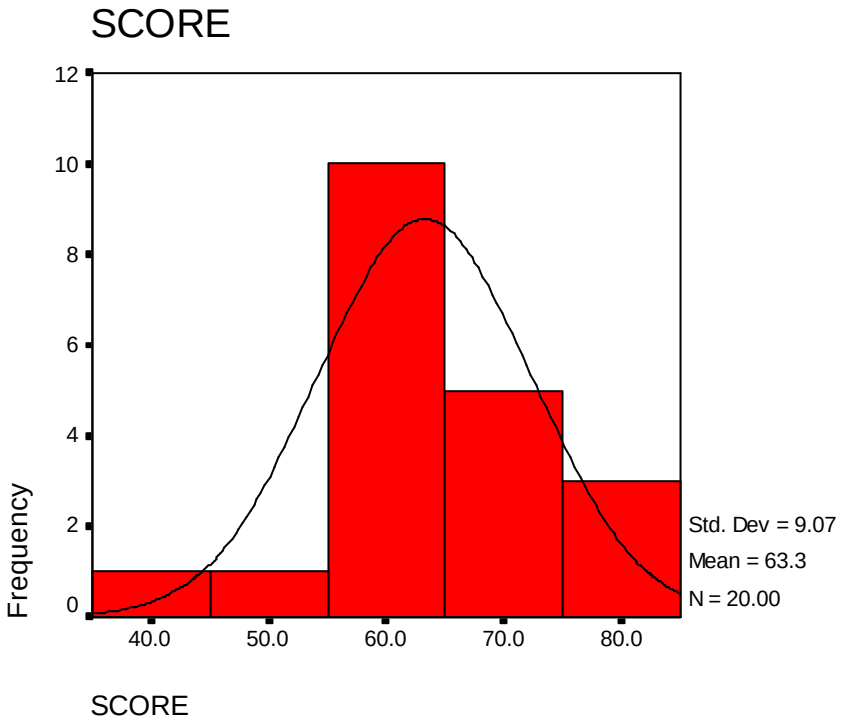
SCORE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	1	5.0	5.0	5.0
	50.00	1	5.0	5.0	10.0
	60.00	10	50.0	50.0	60.0
	65.00	1	5.0	5.0	65.0
	70.00	4	20.0	20.0	85.0
	75.00	2	10.0	10.0	95.0
	80.00	1	5.0	5.0	100.0
	Total	30	100.0	100.0	

Table 4.4. indicates that only one student (5%) got 40, one student (5%) got 50, 10 students (50%) got 60, one student (5%) got 65, four students (20%) got 70, two students (10%) got 75, and only one student (5%) got 80 in the pretest.

Diagram 4.1

Histogram



From the analysis for pretest, the ratio of *skewness* is:

Skewness ration = 1.252 : .992 = 0.26

the ratio of kurtosis is

Kurtosis ratio = -.474 : .512 = -.92578

Both ratios; *skewness* and *kurtosis* are between –2 to +2. It can be interpreted that the data are normally distributed.

2. Pos-test Score

Table 4. 5

Statistics

SCORE

N	Valid	30
	Missing	0
Mean		70.6500
Std. Error of Mean		1.33825
Median		70.0000
Mode		70.00
Std. Deviation		5.98485
Variance		35.81842
Skewness		-.190
Std. Error of Skewness		.512
Kurtosis		-.735
Std. Error of Kurtosis		.992
Range		20.00
Minimum		60.00
Maximum		80.00
Sum		1413.00

From the above table, it can be seen that the mean of the posttest score is 70.65. Moreover, the lowest score of the effectiveness of using predicting as pre-reading Activities in increasing students' ability in reading at MTsN Lipat Kain Kampar kiri Kampar regency based on the posttest is 60, and the highest one is 80. The majority of the reluctant students (30%) got 70 on the posttest.

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Table 4. 6

Frequency Table (Posttest)

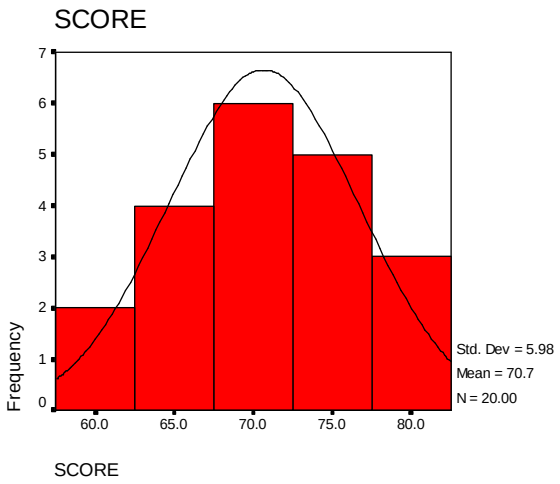
SCORE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	2	10.0	10.0	10.0
	65.00	4	20.0	20.0	30.0
	70.00	6	30.0	30.0	60.0
	75.00	5	25.0	25.0	85.0
	78.00	1	5.0	5.0	90.0
	80.00	2	10.0	10.0	100.0
	Total	30	100.0	100.0	

Table 4.5. indicates that two students (10%) got 60, four students (20%) got 65, six students (30%) got 70, five students (25%) got 75, only one student (5%) got 78, and two students (10%) got 80 in the pretest.

Diagram 4. 2

Histogram



From the analysis for pretest, the ratio of *skewness* is:

Skewness ration = -.19 : .512 = -.37109

and the ratio of kurtosis is

Kurtosis ratio = -.735 : .992 = -.74093

Both ratios; *skewness* and *kurtosis* are between –2 to +2. It can be interpreted that the data are also normally distributed.

Table 4. 7

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE	63.2500	30	9.07208	2.02858
	POST	70.6500	30	5.98485	1.33825

This table also indicates that mean of the pretest score of the students is 63.25 and the mean of the posttest is 70.65. The standard deviation of the pretest in 9.072 and the standard deviation of the post test is 5.98. Meanwhile, the standard error mean of the pretest is 2.028, and the posttest is 1.33. From this calculation, it can be inferred that there is different mean between pretest score and posttest one. Finally, the rank of both means is 7.4 (70.65 – 63.25).

Table 4. 8

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE & POST	30	.739	.000

		PRE	POST
PRE	Pearson Correlation	1	.739(**)
	Sig. (2-tailed)	.	.000
	Sum of Squares and Cross-products	1563.750	762.750
	Covariance	82.303	40.145
	N	20	20
POST	Pearson Correlation	.739(**)	1
	Sig. (2-tailed)	.000	.
	Sum of Squares and Cross-products	762.750	680.550
	Covariance	40.145	35.818
	N	32	32

** Correlation is significant at the 0.01 level (2-tailed).

Based on the above table, it can be known that the correlation between the score of the pretest and the score of posttest is .739. If this score is compared to the following table,

In the output group statistic, it shows that the subject of variable X (Experimental class) is 32 while the subject in variable Y (Control Class) is 32. Mean for variable X is 75.8125 and variable Y is 60.437. Standard deviation variable X is 8.4086, and variable Y is 8.83. While the standard error of variable X is 1.48646 and variable Y is 1.56153.

In the independent sample test, taking decision about H_0 and H_α based on :

- If probably > 0.05 the alternative hypothesis is accepted.
- If probability < 0.05 the alternative hypothesis is rejected.

From the result of the level's equality of variances. It shows that the significant is 0.911, it is higher than 0.05. it means that alternative hypothesis is accepted.

Based on the independent sample test table the t-test is 7.132, df = 62, mean difference = 15.37, standard error difference 2.156, t, with df = 62 is significant 5% = 2.00 and 1% = 2.65

B. The Data Analysis

In this research consist of two variables X (Experimental group) and Y (control group). Variable X is the students by using predicting as pre-reading activities in increasing students' ability in reading at MTsN Lipat Kain Kampar kiri Kampar regency; while, variable Y is the students' without using predicting

as pre-reading activities in increasing students' ability in reading at MTsN Lipat Kain Kampar kiri Kampar regency. The formulation of the problem in this research is finding out using predicting as pre-reading activities in increasing students' ability in reading at MTsN Lipat Kain Kampar kiri Kampar regency.

The formation about the means and the standard deviation of using predicting as pre-reading activities in increasing students' ability in reading and without using predicting as pre-reading activities in increasing students' ability in reading can be seen in the following table.

Group	N	M	SD	Tobs	Probability table
Experimental class (post-test)	30	80	8.477	6.99	2.000
Control class (post-test)	30	53.28	12.72		

The table shows the mean of students that who were taught by using predicting as pre-reading activities in increasing students' ability in reading or experimental group were 80, while the mean of students Control group without using predicting as pre-reading activities in increasing students' ability in reading was 53.28. The standard deviation of the students who were taught by using predicting as pre-reading activities in increasing students' ability in reading was 8,477 and the standard deviation of the students without using predicting as pre-reading activities in increasing students' ability in reading was 12.72. The value was 2.000 at the probability. 5% level of significance for two-tailed test. This

means that the t-value is high enough from t-critical that it is quite safe in rejecting the null hypothesis (Ho).

Considering the result of the t-test in the analysis above, it is found that the null hypothesis (Ho) is rejected. Consequently the alternative hypothesis is accepted. It means that, there is significant effect of using predicting as pre-reading activities in increasing students' ability in reading. The t-obtained, 6.99, is higher than t-critical 2.000.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the data persentation and data analysis is the previous chapter, it as conclude that:

1. How is the students' Predicting activities in increasing students' ability in reading at MTsN lipat kain Kampar kiri Kampar regency?

   The students who are taught by using predicting as pre-reading activities was categorized " High". The data has been explained in chapter 1V

2. Is there any significant effect of using predicting as pre-reading activities in increasing students' ability in reading?

   The result of this research is that there is a significance effect of using predicting as pre-reading activities in incrasing students' ability in reading at MTsN lipat kain Kampar kiri Kampar regency. The writer found that the students who are taught by using predicting as pre-reading activities in increasing students' ability in reading or experimental group was 80, while the mean of students control group without using predicting as pre-reading activities in increasing students' ability in reading was 53.28. The standard deviation of the students who were taught by using predicting as pre-reading activities in increasing students' ability in reading was 8,477 and the standard deviation of the students without using predicting as pre-

reading activities in increasing students' ability in reading was 12.72. the value is 2.000 at the probability, 5% level of significance for two-tailed test. This means that the t-value is high enough from t-critical; therefore, is quite safe in rejecting the null hypothesis (Ho). Considering the result of the t-test in the analysis above, it was found that the null hypothesis (Ho) is rejected. Consequently the alternative hypothesis is accepted. It means that, there is significant effect of using predicting as pre-reading activities in increasing students' ability in reading. The t-obtained (6.99) is higher than t-critical 2.000.

B. The Suggestion

After conducting and getting the result of the research, the writer want to provide some suggestion to the teacher as well as to the students. The suggestions as follows:

1. The suggestion to the Teacher.

The teacher need to be able to provide a variety of suitable or interesting technique to implement the technique in teaching personal reading and the teacher uses a good strategy in teaching and learning by using demonstration technique to make learning effective, enjoyable and impressive.

2. The suggestion to the students

The students must be able to choose method based on their purpose of study, so that they will be easy to learn reading in this technique, they are confident to be

active learner. They should read many books written in English, so they will be familiar with English words.

Finally, the writer hopes that all this research findings, conclusions, and suggestion will be beneficial contributions especially for both English Teachers and students at MTsN Lipat Kain, and all readers.

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