

**THE USE OF PREIDICATION STRATEGY TO IMPROVE STUDENTS'
READING COMPREHENSION IN ENGLISH DESCRIPTIVE TEXT AT
THE SECOND GRADE OF SMP NEGERI 18 BANDAR LAMPUNG**

A Script

By

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**ENGLISH EDUCATION STUDY PROGRAM
ARTS AND LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

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ABSTRACT

THE USE OF PREDICTION STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION IN ENGLISH DESCRIPTIVE TEXT AT THE SECOND GRADE OF SMP NEGERI 18 BANDAR LAMPUNG

Desy Wulandari

The aims of this research were (1) to find out whether there was an increase of students' reading comprehension achievement of descriptive text after being taught using prediction strategy, (2) to find out the aspect of reading that improve the most after the students being taught using prediction strategy, and (3) to find out students' response towards implementation of prediction strategy. The research was conducted on the second grade students of SMP Negeri 18 Bandar Lampung. The sample of this research was class VIII-G which consisted of 35 students in academic year 2016–2017. This sample was chosen randomly through lottery.

One group pretest and posttest was used as the design of the research. The instrument for collecting data were reading test and questionnaire. The test was reading test in form of multiple choice consisting of 40 items, and the questionnaire with 20 questions. Pretest and posttest were used to see the difference of students reading comprehension achievement before and after being taught through prediction strategy. The questionnaire was used to see the students' response in implementation of prediction strategy. The data were analyzed using paired sample t-test and the hypothesis was tested using SPSS version 16.

The result showed that there was an increase of students' reading comprehension achievement after being taught through prediction strategy. It was proven by the increase of students' mean score from pretest (41,92) to posttest (78,78). Vocabulary was the aspects of reading that improved the most than the other reading aspects. The result of questionnaire showed positive response from the students was 24 students (68%) and negative response from the students was 11 students (32%). It can be concluded that prediction strategy gave positive impact to the students in improving their reading comprehension in English descriptive text.

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THE SECOND GRADE OF SMP NEGERI 18 BANDAR LAMPUNG**

**By
Desy Wulandari**

A Script

Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree
in
The Language and Arts Department of
Teacher Training and Education Faculty



**ENGLISH EDUCATION STUDY PROGRAM
ARTS AND LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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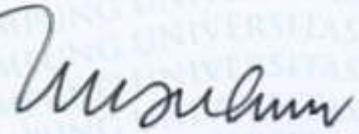
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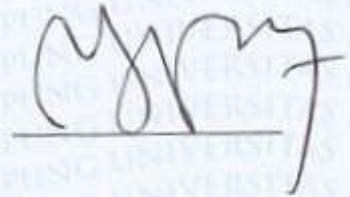
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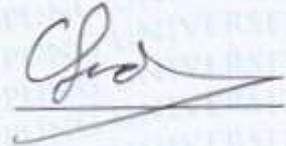
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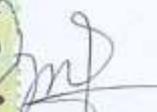
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CURRICULUM VITAE

Desy Wulandari was born on December 13th, 1994 in Bandar Lampung. She is the third child of parents, Rusli, B.Sc., and Maryunani, S.Pd. She has one brother and one sister. Her brother's name is Ferry Desparusmanto and her sister's name is Molina Dwi Dayanti.

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DEDICATION

This script is fully dedicated to:

1. My Beloved Parents, Rusli, B.Sc., and Maryunani, S.Pd.
2. My Brother, Ferry Desparusmanto
3. My Sister, Molina Dwi Dayanti
4. My Almamater, Lampung University

Motto

Every action has a reaction, every act has a consequence, and every kindness has kind reward.

(Tere Liye : 2016)

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There are many people who generously gave their suggestions, supports, encouragements, and assistances for improving this script. In this occasion, I would like to express my deepest gratitude to:

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I. INTRODUCTION

In this chapter, the researcher explains the background of the problems, research questions, objectives, uses, scope, and definition of terms.

1.1 Background

English comprises of four skills, i.e. listening, speaking, reading, and writing. Reading stands for the third skill and will always be discussed in here. It is a skill that works as a way of communication in a written text between a writer and a reader. By using this skill, the readers try to understand the idea or the information of a text that the writers want to deliver. Mastering reading skill also becomes a must for all of the students who are studying English as a foreign language.

Reading is one of the language skills that the students have to master when studying English. By reading, one can obtain much information. For the students who study English, reading is not only reading something but also comprehending its content. Reading comprehension is a process involving the understanding of the reading text itself. Broughton et al. (2002: 89) state, "Reading is a complex skill, that is to say that it involves a whole series of lesser skill."

By reading, students will be able to identify and to understand any kinds of text in English. Wahyudin (2011:53) also writes, "Since reading becomes one of the basic ways of obtaining information, it is therefore considered as an important

activity in any language classes.” Beside other skills, reading becomes one of the mostly used skills in the tests of National Examination.

Reading as one of the language skill is very important in language teaching and learning process but it is not easy to do. The skills must be taught integratedly as much as possible. Reading may be considered as the key to get information from books, magazines, newspaper and brochure. The development of science demands people to read a lot. Many science books written in English and reading skill will aid students to fulfill their need.

Teaching English is necessary to develop especially in teaching reading comprehension because the techniques of teaching influence the students’ success. Therefore, the English teacher must select the suitable way, method, and strategy to teach. The teacher needs a strategy to make the students comprehend and catch the idea of the text easily. In this case, pictures can be used as a media to help the students awake their background knowledge.

The students’ failure in passing the examination target is due to many factors; one of them is the strategy applied by the teacher. Students often find difficulty to understand the new text without having background knowledge. Therefore, teacher should stimulate them to predict and infer what the text is about. The students need to know many words to get the information on the text. The learning process of reading continuously involved the conventional activity in which the students should read the written text individually and the teacher

checked their fluency and pronunciation. That technique seems to be effective to gain a higher ability in reading a text in the accurate spelling; but it cannot reach the aspects of all the reading comprehension where the students should be able to find the main idea, making inference, making reference, and knowing the supporting details. Furthermore, that conventional technique absolutely made the teacher use the time more and could be stated as an inefficiency, because all the students need to read the text one by one.

The teacher needs a strategy to make the students comprehend and catch the idea of the text easily. In this case, pictures can be used as a media to help the students activate their background knowledge. Picture is one of visual aids. It is one of the media that can help the students develop their knowledge about the topic of the text. Many studies found that to help the students understand the meaning of words, it is better to use pictures as one of the visual aids.

Teacher should possess effective reading strategy to teach the students to gain better skill in reading comprehension. According to Anderson (2008), to make students become active and get involved in reading activities, it is needed to teach them the various reading strategies because reading with various strategies creates students to be creative and critical readers. Richard (2002) states in his book that reading strategy can be defined as plans for solving problems encountered in constructing meaning. It means that the strategy is a tool to achieve the reading goal. In other words, the goal of teaching reading strategies is to create students to

become strategic reader. Predicting by using picture is a strategy which has a high possibility in helping the students' reading achievement.

According to Smith (1994), prediction is the prior elimination of unlikely alternatives. It is the core of reading. All of our prior knowledge of places and situations enable us to predict when we read and thus to comprehend and enjoy what we read. Prediction brings potential meaning to text and reducing ambiguity.

The prediction strategy activates students' background knowledge and starts engagement with key concepts. It activates background knowledge and shows students that they were smart enough to figure things out in reading. Students are able to brainstorm how the information fits in with their previous knowledge. They learn to make connections between their own prior knowledge and the ideas in a text. Predicting and revising also assist students in thinking while they read, they pay attention to see whether they are right in their predictions or not. Giving the students time to revise their prediction support them to reread an important component of complete comprehension.

The strategy used by English teachers in teaching reading must be adjusted to the kinds of reading text. In the current curriculum. There are several texts which are ought to be learned by students. According to the Standard of Competence (SK) and Basic Competence (KD) in the current curriculum some of those texts are procedure, descriptive, argumentative and narrative text.

Among the texts which are mentioned above the researcher concerned on Descriptive text in teaching reading 8th grade students of junior high school. According to Oshima and Hogue (50;1997), descriptive text is writing about how something (or someone) looks. Descriptive writing appeal to the senses, so it tells how something looks, feels, smells, tastes, and or sounds. A good description is like a “word picture”. The reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader.

1.2 Research questions

Based on the background of the problems, the writer formulates the problems as follows :

1. Is there any significant difference of students’ reading comprehension achievement after implementing prediction strategy in teaching reading of descriptive text?
2. Which aspects of reading comprehension are improved the most after the implementation of prediction strategy?
3. What are the students’ responses in the implementation of prediction strategy?

1.3 Objectives

1. To find out whether teaching reading by using prediction strategy could improve students’ reading comprehension in descriptive text.

2. To find out the aspects of reading comprehension which are most improved by prediction strategy
3. To find out the students response in the implementation of prediction strategy.

1.4 Uses

The findings of the research may be beneficial both theoretically and practically:

1. Theoretically

The result of this research is expected to support the previous theory dealing with Prediction strategy.

2. Practically

The research is expected to be able to give the information for the teacher that prediction strategy can give some benefits to improve the students' reading comprehension achievement in descriptive text.

1.5 Scope

This research was conducted at SMPN 18 Bandar Lampung with the second grade students as the subject of this research. The researcher applied prediction strategy in this research to improve students' reading comprehension. The researcher used reading text in order to know prediction strategy improve students' reading comprehension. The materials for teaching media used in this research were taken from the internet. The materials used in

this research are based on the curriculum of the school and the material is descriptive text. There are five aspects which observed by the researcher in this research; main idea, specific information, references, inferences, and vocabulary.

1.6 Definition of terms

- 1. Reading comprehension** is an active process which involves the interaction between thought and language. The readers use their prior knowledge for connecting words to their thoughts to get information from reading the text.
- 2. Prediction strategy** is a learning strategy in which readers think about what they are going to read based on clues from the reading. It uses illustrative material (photograph, map, graph) and the title.
- 3. Descriptive text** is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

II. LITERATURE REVIEW

This chapter discusses several points related to the theories used in this study, such as concept of reading, aspect of reading, reading comprehension, teaching reading, prediction strategy in teaching reading, aspect of reading, descriptive text, prediction strategy, procedure of prediction strategy, advantages and disadvantages, theoretical assumption, and hypothesis.

2.1 Previous Researchs

There are many studies related to the researcher's study, such as research which was done by Trisia (2014) in the second grade of SMP Islam Kebumen, Tanggamus. The result showed that students' reading comprehension was improved after being taught through predictive technique. This research examined the improvement of students' reading ability after taught by using prediction strategy, and teacher performance in teaching learning process after using prediction strategy. Hastati (2013) conducted the research on first year students of Senior High School 1 Kisaran, Asahan. Based on her research, prediction strategy could improve students reading comprehension in descriptive text.

Both previous study above are classroom action research in which they used Predictive technique in teaching reading descriptive text. There are many

differences between those studies and the researcher's study such as the design of the research and the reading aspects.

In this study, the researcher tried to teach descriptive text with prediction strategy in reading. The purpose of this research is to know how the significant improvement of students' reading comprehension after implementing prediction strategy in teaching reading descriptive text. Therefore the researcher interested in taking this topic entitled "The use of prediction strategy to improve students' reading comprehension In English descriptive text"

2.2 Reading

Reading is one of the important skill which needed by the students from elementary school up to university. By reading, the students are able to get a lot of information based on what they are required in reading. Many experts define reading with different meaning. According to Urquhart in Grabe (2009: 14), "reading is the process of receiving and interpreting information encoded in language from the medium of print".

Dallman (1982:22) points out that reading is a verbal process interrelated with thinking and with all other communication abilities such as listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page of the ideas and information intended by the author. Reading is a transmitting of information process where the author tells all the readers about his ideas or message. Such as, the author is regard as the

informants (sender) and the reader on the other hand is receiver. During the reading process it means that the reader can be done during reading activity is only grasping and decoding information, meanwhile he can not as question or comment to the author directly.

Tinker and Cullough (1975:9) state reading is identification and recognition of print or written symbol, which serve as stimuli for the recall of meaning built up through past experience. From those definitions, it can be concluded reading is meaning getting process the reader always tries to catch what the writer says and means actually.

Moreover, Grabe (1986) states that reading is the ability to recognize vocabulary and syntax automatically, the ability to read at reasonably rapid rate, the ability to grasp the main idea and scan for piece of information and the ability to adjust rate and adapt strategies for careful analytic reading and critical evaluation.

Based on the statement above, it can be conclude that reading is an active process which the reader must make an active contribution by drawing upon and using concurrently various abilities he has acquired. In addition, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text she/he has read.

2.3 Reading comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. David Nunan says: “It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading” (1989:33). In order to achieve the goal, the comprehension ability in reading is needed. The concept of reading comprehension could be bottom-up and top-down approaches.

Nunan (1989:33) mentions that with the bottom-up approach, the reading is viewed as a process of decoding written symbols, working from smaller units (individual letter) to larger ones (words, clauses and sentences). According to Olson and Diller (1982:42), what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. This statement is supported by Harris and Sipay (1980:179), who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language.

Another opinion, Klingner et al (2007:8) states that reading comprehension involves much more than readers’ responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy

use) as well as variables related to the text itself (interest in text, understanding of text types).

2.4 Teaching Reading

Reading is one of four skills in English. Teaching reading is very difficult because it is related with understanding of a text. There are three ways in teaching reading; shared reading, gathered reading, and independent reading.

According to Moustafa (2002), shared reading is the learners gather around the teacher and the teacher reads a story to the learners from a very large blown-up book while showing them the pictures the written words. The teacher involves the learners in the reading by asking them what they think will happen next and getting them to comment on the story. Where they can, the learners read the words aloud together. The procedure is to attempt to make the shared book activity like a parent reading a child a bad time story,

The purpose of shared book activity is to get the learners to see the fun element in reading. In the activity, this fun comes from the interesting story, the interaction between the teacher and the learners in predicting and commenting on the story, and the rereading of favorite stories.

Second, gathered reading can be done silently or with a child reading aloud to friend, parent, or teacher. Before the reading the learner and the teacher talk about the book. Research by Wong and McNaughton (1980) showed that for the learner

they studied, pre-reading discussion resulted in a greater percentage of word initially correct and greater percentage of errors self-corrected. The teacher and the learner look at title of the book and make sure that all the words in the title are known. Then they talk about the pictures in the story and make prediction about what might happen in the story and talk about any knowledge the learner already has about topic. Important word in the story are talked about but need not be pointed to in their written form. So, before the learner actually starts to read the story, the ideas and important words in the story are talked about and clarified. Then the learners begin to read.

The last is independent reading. The learner chooses a book to read quietly gets on with reading. During this quiet period of class time, the teacher may also read or may use the time as an opportunity for individuals learner to come up to read to the teacher Krashen (1983). In beginners' classes there is a set time each day for independent reading and learners are expected to read out of class as well. Other names for extended independent reading are Sustained Silent Reading (SSR) and Drop Everything and Read.

2.5 Prediction Strategy in Teaching Reading

There are three ways in teaching reading; shared reading, gathered reading, and independent reading. In shared reading the students gather around the teacher and the teacher reads a story to the learners from a very large blown-up book while showing them the pictures. Gaither (2004:5) said that making predictions is a strategy in which readers use information from a text (including titles, headings,

pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next). Moreover, Chamot (1999) said prediction is thinking of the kinds of words, phrases, and information that you can expect to encounter based on your background knowledge and/ or information you encounter during task. This strategy also helps students make connections between their prior knowledge and the text.

Students also tend to be more comfortable with the text. However, the strategy is important for all types of text. Teachers should make sure to include time for instruction, modeling, and practice as students read informational text. They can also help students successfully make predictions about informational text by ensuring that students have sufficient background knowledge before beginning to read the text. Teachers can help students develop proficiency with this skill by making connections between predicting while reading and predicting before reading. Students will not necessarily make these connections independently, so teacher talk and questioning are important.

2.6 Aspects of Reading

There are five reading aspects which observed by the researcher; Main Idea, specific information, reference, inference, vocabulary.

a. Main Idea

Finding a main idea of a paragraph is one of the most important specific comprehension skills. Ophelia Hannock (1987 : 54) defines that the main

idea is the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, that is what the author wants a reader to know about. So, the main idea is the important idea that the author develops throughout the paragraph.

b. Specific Information

Supporting sentences or specific information develops the topic sentence by giving definition, example, facts, comparison, analogy, cause and effect, statistic and quotation.

c. References

According to Latulippe (1986 : 20), references are words or phrases used either before or after the reference in the reading material. When such words are used, they are signals to the reader to find meaning in the text.

d. Inferences

Kathleen (1986 : 31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. The reader will be able to do this by making use of the context in which the word occurs in order to give him a rough idea of the meaning.

e. Vocabulary

According to Wallace (1993 : 30), vocabulary is the stock of word used by people or even person. Concerning those statements indeed vocabulary is fundamental for everyone who wants to speak or to product utterances for reading

2.7 Descriptive Text

Descriptive Text is used to create a vivid image of something. It draws on all the senses, not merely the visual. The purpose is to enable the reader to share the writer's sensory experience of the subject (Salem 2001: 325). Descriptive writing portrays people, places, things, moment and theories with enough vivid detail to help the reader create a mental picture of what is being written about.

Moreover, Crimon (1983 : 163) stated that descriptive is a kind of text for presenting a verbal portrait of a person, a place, or a thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing a picture of "what it looks like". It means that when we describe something, we need to capture both details so that the reader can understand what we mean.

On the other hand, D'Angelo (1977 : 247) states that description is used to make the reader see or to point a verbal picture, and cover the significant physical or abstract quality of a person, a place, an event, an idea, or an object. It means that when we describe our subject we must be able to make the reader understands hat the writer means.

Furthermore, Mckay (1985 : 4)says that when writer want to describe something we must be able to make the reader understand what writer mean. She also mentions several common types of descriptive text, i.e. describing a process,

describing an object, describing a place, describing a personality, describing an event.

Based on the statement above, it could be concluded that by reading and understanding descriptive text enables students share what they have seen from someone, something or one information how it look, felt, smelled, and so on

2.8 Prediction Strategy

According to Smith (1999) prediction helps the reader to activate their awareness of the subject, and focus on their reading passage. In implementing the predictive reading technique, the teacher asks the students to apply their background knowledge and help them to predict the text in order to comprehend and to interpret contextual meaning beyond the passage.

Meanwhile, Markstain (1982 : 6) states that prediction strategy is a strategy by using illustrative material (photograph, map, and graph) and the title. In prediction strategy the students discuss about :

- a. What they think the subject is. The students are asked to predict the topic of the text based on the prior knowledge after the teacher shows the picture. This part can prepare the students for what they are going to read by providing clues to meaning.
- b. What the picture tells them about the subject. By using picture, the students are asked to encourage or to draw the content of the text on their mind to assist reading comprehension.

- c. How they feel about the subject, taking care to examine in detail their past experience or knowledge of the subject. By using the extra clues, elicit more details, the students can predict the content of the text effectively.

Moreover, Cowan (2010) says prediction is an educated guess as to what the text tells about. The readers are guided such kind of question, like “what the text tells about?”, “what was discussing in the text?” before they read the whole paragraph.

Based on the explanation above, making predictions activates students' prior knowledge about the text and helps them make connections between new information and what they already know. By making predictions about the text before, during, and after reading, students use what they already know—as well as what they suppose might happen—to make connections to the text.

2.9 Procedure of Prediction strategy

According to Buehl (2004), the steps of teaching reading comprehension through prediction strategy are :

- a. Procedure of prediction strategy is introduced to the students. The teacher and the students are asked to discuss the role of teacher and learner in prediction strategy
- b. The students are asked to guess the title based on the picture and teacher writes the correct title on the whiteboard and students pronounce the title.
- c. Students discuss the picture by asking the students some questions, for example “What does the text tells about?” and write the response on the board.

- d. The students are asked to guess the content of the story based on the picture by using their background knowledge. Then teacher asked a few more question to help students predict the content of the text by using extra clues, to find main idea and supporting details after teacher shows the text.
- e. The students are given the gapped text (incomplete text) and asked to complete the gapped text.
- f. The students are asked to read the text in front of the class after the teacher has distributed a complete text.
- g. The students are asked to discuss the text with their friends and share with the teacher about their problem
- h. The students are given the exercise and asked to do that

2.10 Theoretical Assumption

Reading is the important skill that the students have to master. The students read in order to obtain information, but the actual process of reading is the coding of visual symbols into words according to a fixed system. Learning activities of English, especially in reading, often appears monotonous and boring because the teacher uses conventional technique. The teacher just asks the students to open their textbook and ask them to read certain text without any strategy. After that, the teacher will ask the students to do the task from the textbook.

In order to answer the problems, the researcher thinks that using prediction strategy will help the students comprehend the material better. Using prediction strategy will also make the teaching and learning activity become fun, interesting

and pleasing in the class. The teacher can take the advantage of it as the effective technique to help the students comprehend the text effectively. It is also as the way to attract the students' interest and make them more active in teaching reading comprehension activity. Prediction strategy can be very helpful for the teacher to improve their performance in teaching reading and also for the students to improve their ability in reading comprehension so that they can easily get the message and information from that text.

2.11 Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follows:

Ho : There is no significant difference on students' reading comprehension before and after taught through prediction strategy

H1 : There is a significant difference on students' reading comprehension after taught through prediction strategy.

III. RESEARCH METHOD

This chapter discusses about the methods of the research, such as: research design, population and sample, research instruments, data collecting technique, research procedure, criteria of the test, Validity, reliability, scoring system, data analysis, and hypothesis testing.

3.1 Research Design

The researcher was intended to find out whether there was an improvement of students' reading comprehension of English descriptive text and what are the students' response after being taught by using prediction strategy. The design in this research is one *group pretest-posttest design*.

The researcher took one class as an experimental class. The students are given pretest before treatment, and a posttest was conducted after the treatment. Then, the students' increase was found by comparing the means (average score) between pre-test and post-test. The writer choose one class randomly by lottery as the sample from eight classes and the class consisted about thirty five students. The design of this research could be illustrated as follows:

T1 X T2

T1 : Pre-test

T2 : Post-test

X : Treatment (teaching reading using predictive technique)

(Hatch and Farhady, 1982:20 in Setiyadi 2006:44)

3.2 Population and Sample

3.2.1 Population

The population of this research was second grade students of SMP Negeri 18 Bandar Lampung in academic year 2016–2017. There were eight classes of the second grade in SMP Negeri 18 and each class consisted of 35 students. So, the populations at SMP Negeri 18 Bandar Lampung are 280 students.

3.2.2 Sample

Sample is a smaller group selected from population of scores (Coolidge, 2000: 24). The researcher took second grade students because the researcher assume that they have better knowledge about English than first grade. The sample of this research was 35 students of class VIII G in academic year 2016 – 2017. The researcher determined the sample by using random sampling to chose the experimental class.

3.3 Research Instrument

The instrument used for collecting data were reading test and questionnaire . There were pre-test and post-test. The test was arranged according to the material given. The purpose of the test was gaining the data. The data was the students' reading scores before and after the treatment through prediction strategy. The

purpose of the questionnaire was to find out the students' response in the implementation of prediction strategy.

3.4 Data Collecting technique

To collect the data the researcher used three technique they are pre test, post test, and questionnaire.

a. Pre Test

The pre-test was administered to the students before giving the treatment in order to know the basic of students' reading comprehension and to see the students mean score in reading comprehension before treatment. The result of reading test try-out is presented by the test administrator in order to determine the quality of the test as instrument of the research. Multiple choice questions were given in which the students are asked to choose one correct answer from the options a, b, c, or d.

b. Post Test

The test is administered after conducting the treatment for the students. The post-test was given in order to know the result of teaching learning process whether they would have progress or not after being taught through prediction strategy. The aim of the test was to find out the students' reading comprehension achievement after giving the treatment. Multiple choice questions were given to the students and they were to choose one correct answer from the options a, b, c, or d.

c. Questionnaire

After implementing prediction strategy the researcher gave the questionnaire to the sample (subject). The questionnaire was used to find

out the students response in the implementation of prediction strategy in teaching reading. There were twenty questions and the students have to checklist the optional based on their answer.

3.5 Research Procedure

In order to ensure that the result deals with its best procedures to maintain a good process, there are several steps as follows:

1) Determining the research instrument

The researcher checked the students' reading comprehension achievement by giving two reading tests to the students. The reading tests were pretest and posttest. Each test consisted of 40 items and each item had four alternative answers a, b, c, or d. Beside reading test the researcher using questionnaire to find out about students' response after prediction strategy was implemented.

2) Trying out the instrument

Try out of the instrument was conducted before the pretest and the posttest to investigate the quality of the test items, whether the test was appropriate for the students or not. The test was in form of multiple choices. There were 50 items that should be answered by the students with the options a, b, c, or d. It required 90 minutes for the try-out. The tryout was administered to measure the level of difficulty (LD) and discrimination power (DP) in order to find out the reliability and validity of the test.

3) Administering the Pre Test

Pre-test was conducted to find out the students' basic reading comprehension, how far the students' proficiency toward mastering reading comprehension. The test has given before conducting the treatment. The multiple choice test is prepared with the options a, b, c, or d.

4) Conducting the Treatments

After giving the pre-test, the treatment was conducted in three meetings. The researcher was taught descriptive text by applied prediction strategy.

5) Administering the Post Test

After the treatments, the post- test was conducted to find out whether there is an increase between students' score in the pre test and the post test. The questions were in form of multiple choice and the students are asked to choose one correct answer from the option a, b, c, or d. The material is descriptive text.

6) Distributing the questionnaire

The researcher distributed the questionnaire to the students in order to get the information about students' response and the students have to answer the questions based on the statement which are provided.

7) Analyzing the Data

After conducting the pre test and post test, the data of students' answer was analyzed by using Statistical Package for Social Science (SPSS). It was used in order to know whether or not prediction strategy able to increase the students' ability in reading comprehension.

3.6 Criteria of the test

The writer would know the students' success and the failure in doing this research by referring to the criterion of Department of Education and Culture. The criterion says that the students can be said to be successful if he or she can achieve 65% of the material and a class can be said to have mastered in learning if it can achieve 85% of the material presented (Depdikbud, 1994: 29). In this research, the writer would use that indicator to determine whether the test could be improve students' reading comprehension or not. A measurement of a good test considered several factors, such as validity (content validity, and construct validity) and reliability

3.6.1 Validity

The validity of a test is the degree to which it measure what it claims to measure. A test is valid to the extent that inferences made from it are appropriate, meaningful, and useful (Robert J. Gregory, 2004:116).

There are four types of validity that are: (1) Face validity, concerns with the layout of the test; (2) content validity, represent the materials to be included; (3) construct validity, measures certain specific characteristics in accordance with a theory of language learning; (4) criterion-related validity, concerns with measuring the success in the future as in replacement test.

Based on the types of validity above, the researcher uses content and construct validity in conducting this research.

3.6.1.1 Content validity

Content validity means that the test is good reflection of what has been taught and the knowledge which the teacher wants the students to know (Shohamy, 1985). To get the content validity of reading comprehension, the materials should be found based on the standard competence in syllabus for second grade of junior high school students.

The test determine according to the materials that had been taught to the students. In other words, the test is based on the materials in the English Curriculum, so that it could be said that the test had content validity since the test was good representation of material studied in the classroom.

3.6.1.2 Construct validity

Construct validity is concerned with whether the test is actually in the line with the theory of what it means to know the language (Shohamy, 1985). It means that the test items should really test the students or the test items should really measure the students' ability in reading comprehension.

Regarding the construct validity, it measure whether the construction had already referred to the theories, meaning that the test construction had already in line with the objectives of learning (Hatch and Farhady, 1982). Basically, the construct and content validity are overlap. It is a representation of the material from the subject. In line with Nuttal (1985) the relation validity of the instrument refers to construct validity in which question represent of specification in reading skill.

Criterion validity is not used in this research. It was used to predict the performance of another instrument. This validity is not used because it seemed difficult to find the similar valid test to be used in this research as comparison to find criterion validity.

3.6.2 Reliability

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score are (Hatch and Farhady, 1982). In other words, how far it can measure the subject at separated time, but it shows the same result relatively (Setiyadi, 2006). Reliability can be defined as the extent to which a test produces consistent results when administered under similar condition (Hatch and Farhady, 1982). The test was determined using Pearson Product Moment which measured the correlation coefficient of the reliability between odd and even number (reliability of half test) in the following formula:

$$R_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

Where:

R_{xy} = coefficient reliability between odd and even number

X = odd number

Y = even number

n = numbers of students who take part in the test

X^2 = square of X

Y^2 = square of Y

$\sum X$ = total score of odd items

$\sum Y$ = total score of even items

After getting the reliability of half test, the researcher used *Spearman Bown's Prophecy formula* (Hatch and Farhady, 1982) to determine the reliability of the whole tests, as follows:

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

Where:

r_k : the reliability of the whole tests

r_{xy} : the reliability of half tests

The criteria of reliability as follows:

0.90 – 1.00 = high

0.50 – 0.89 = moderate

0.00– 0.49 = low

(Hatch and Farhady, 1982)

3.6.3 Level of Difficulty

Level of difficulty relates to how easy or difficult the item taken from the point of view of the students who take the test. It is important since test items which are too easy (that all students get right) can tell us nothing about differences within the test population (Shohamy, 1985).

Moreover, the difficulty level of an item shows how easy or difficult that particular item done by the participants (Heaton, 1975). The students were divided into two groups that were upper and lower groups. The students' scores of try out were listed from the highest score to the lowest score. It is calculated by the following formula:

$$\text{LD} = \frac{U+L}{N}$$

Where:

LD : level of difficulty

U : the number of upper group who answer correctly

L : the number of lower group who answer correctly

N : the total number of students in upper and lower groups

The criteria are as follows:

<0.03 : difficult

0.03 – 0.07 : average

> 0.07 : easy

(Shohamy, 1985)

3.6.4 Discrimination Power

Discrimination power refers to the extent to which the items are able to differentiate between high and low level students on that test. It is used to differentiate between the students who have high ability and those who have low ability. A good item according to this criterion is the one in which good

students do well and bad students fail (Shohamy, 1985). The discrimination power was calculated by this following formula:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

Where:

DP : discrimination power

U : the number of students from the upper who answer correctly

L : the number of students from the lower who answer correctly

N : the number of the students

The criteria are:

DP : 0.00 - 0.19 = Poor items

DP : 0.20 - 0.39 = Satisfactory items

DP : 0.40 - 0.69 = Good items

DP : 0.70 - 1.00 = Excellent items

DP : - (Negative) = Bad items, should be omitted

(Heaton, 1975)

3.7 Scoring System

The scoring system that was used in this research was dividing the right answer by total items timed 100. In scoring the students result of the pre-test and post-test, the formula by Arikunto (1997) is employed:

$$S = \frac{R}{N} \times 100$$

Where:

S : score of the test

R : number of right answer

N : total number of items on test

3.8 Data Analysis

In order to know the students' progress in comprehending the text, the students' scores were computed by doing activities below:

1. The researcher made a scoring of students' pretest and posttest.
2. After the researcher got the raw score of pretest and posttest, the researcher tabulated the result of the test and calculated the score of pretest and posttest. The researcher used SPSS16 to calculate it. It could be found the score that indicated whether there was an improvement on students' reading comprehension after treatment using prediction strategy.
3. The researcher used students' score of questionnaire to measure the students' response which had been got treatment by using prediction strategy.
4. The researcher drew conclusion. The conclusion was developed from the result of statistical computerization, that is repeated measure T-test in SPSS16 and the researcher observation during teaching learning process.

3.9 Hypothesis Testing

The pre test and post test is compared in order to know whether the hypothesis proposed in this research is accepted or not. For testing the hypothesis the researcher used paired sample t-test. Research finding are used to test the hypothesis, they are:

Ho : there is no significant difference on students' reading comprehension before and after taught through prediction strategy. Ho was accepted if alpha level is higher than 0,05

H1 : there is significant difference of students' reading comprehension before and after taught through prediction strategy. H1 was accepted if alpha level is lower than 0,05

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the results in the research and also several suggestions which are elaborated in the following section.

5.1. Conclusion

After conducting the research at the second grade of SMP Negeri 18 Bandar Lampung and analyzing the data, the researcher draws the conclusion as follows:

1. There is a significant improvement of students' reading comprehension in descriptive text after the treatment was given while the result of hypothesis shows the sig. level is lower than alpha ($.000 < 0,05$). It could be concluded that the use of prediction strategy improved students' reading comprehension achievement.
2. Vocabulary becomes the most increased reading aspect because in vocabulary test item the students were asked to find the word which has close meaning with word on the question. It does not require them to make their own conclusion to find the answer.. It helped the students to build up their knowledge about the synonym of word that they does not before.
3. The result of the questionnaire shows that the students gave positive response to prediction strategy teaching technique in reading descriptive text.

5.2. Suggestion

1. Suggestion for the teacher
 - a. English teacher are recommended to apply prediction strategy as the alternative strategy in teaching reading using descriptive text because it can help the students in comprehending the text easier
 - b. Teacher should not too much concern about the students who must answer teacher's question using English, because it will be easier for them to express their idea using *Bahasa*. It can help the students easier to relate their prior knowledge to the material.
 - c. English teacher can use another type of text such as narrative, recount, report, etc. It will make the students easier to comprehend the text.
2. Suggestion for further researcher
 - a. Further researchers may conduct this strategy on different level of students. It can be applied in senior high school students or university students.
 - b. Further researcher can be use Prediction strategy in another English skill for example writing skill.

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