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Improving students' ability in reading comprehension by using prediction strategy to the tenth grade students at one senior high school in Morotai

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Abstract
Predictions is a strategy in which readers use information from a text (including titles, headings, pictures, or diagrams) and their own personal experiences to make a good prediction before reading, while reading, and after reading. This research is a true experimental study that entails random technique sampling. The research aimed at answering the questions whether or not prediction strategy may improve students' ability in reading comprehension. This study involved tenth grade students of SMAN 1 Pulau Morotai. Random sampling method was applied, with 30 students. The result of this study showed that the score in experimental class which was taught by using prediction strategy was higher (46.3 to 71.9) than those of the control class which was taught without prediction strategy (46.06 to 49.33). In addition, based on the analysis the result of the questionnaire, most of the students gave positive response to prediction strategy. It could be concluded that prediction strategy is considered effective in improving students' reading comprehension.

Keywords: prediction strategy, high school students, reading comprehension

1. Introduction

In English as foreign language (EFL) classroom, reading is a kind of crucial activity since it has a role to improve the students' general language skills in English. Reading can enlarge students' vocabulary mastery, improve writing and speaking skills, and reading is a source for student to know new knowledge about language. Furthermore, reading appears in many kinds of exams such as school exam, national exam, and any other exams, so that it is a must for students to have good reading skills to pass the exams. One of the four skills in English is Reading. Reading must be with comprehension to obtain the meaning of the writer delivered. Without comprehension, reading is simply just following words on a page from left to right and has no meaning.

Problems in reading comprehension may be caused by several factors. Firstly, the students have lack in vocabulary and low to mastery the grammar in language. Secondly, the students lack interest in reading. Thirdly, the teacher has not yet taught the students a particular reading strategy. The students faced difficulties in reading comprehension since they do not use a certain reading strategy which is useful to help them to read.

Based on the problems stated above, the teacher needs to apply an appropriate strategy that can solve the problems, that is, a strategy that can activate students' background knowledge to facilitate students in reading comprehension. Ajideh (2003) [1] argue that the teacher must provide the students with appropriate schemata they are lacking, and must also teach the students how to build bridges between existing knowledge and new knowledge. Students need to be served with an adequate reading comprehension technique that they expect. They need a strategy which can make them fun with reading learning when it is practiced so they can achieve the objectives of the learning process. Thus, teachers need to use good strategies to enhance students' ability in reading comprehension and avoid the boredom while teaching. One of the good strategies is prediction.

Predictions oftentimes deal with background knowledge of the readers during their life experience or through reading any other materials (Moreillon, 2007) [7]. Smart readers usually anticipate what is coming next. Based on what they have already read, readers wish particular new events to happen. When an event does not suit a prediction, readers rethink and revise their thinking. More importantly, they are alerted to possible confusion. Sometimes misreading words throws the prediction off. When readers predict, they are aware meaning is breaking down. Instead of ignoring an incorrect prediction, they get back into the action by making a new guess. Predicting brings readers back on track. It keeps them involved so they are not surprised by incorrect conclusions (Tovani, 2000) [12].

Mikulecky (1990:2) [8] says that reading can even be defined as practically synonymous with reading comprehension. Accordingly, most of reading's goal is to comprehend a text. Westwood (2008:31) [14] states that reading comprehension is an active thinking process which a reader intentionally constructs meaning to form a deeper understanding of information presented in a text. In line with the statement, Klingner *et al.*, (2007:2) [6] claims that reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency." Weaver (1994:44) [3] adds that reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one's own comprehension, and reflecting.

There are three models of how the comprehension process works, those are, bottom-up processing, top-down processing, and interactive processing (Nunan, 1993) [9]. In the bottom-up processing, firstly readers have to identify the smallest units of language, which are next they would be linked together with the next highest unit. In the process of reading comprehension, first the readers have to identify each letter in a text, and then link them together to make up words. After that, the words are joined together to form sentences; sentences are tied together to form paragraphs; and paragraphs are connected together to form whole texts. Finally, comprehension is the last stage of this process. In contrary, top-down processing works from the highest units of analysis to the lowest. According to this theory, the readers make use of their background knowledge of the topic they are reading, the overall structure of the text, and the context it contains, rather than decoding letters or words of the text. The last model is interactive processing. Nunan (1993) [9] suggests that in comprehending discourse, the readers use information from more than one level simultaneously. It means that comprehension is not simply moving from lower to higher and vice versa, but it is an interactive process. Accordingly, this process requires both bottom-up processing and top-down processing.

Predictions is a strategy in which readers use information from a text (including titles, headings, pictures, or diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next). A reader involved in making predictions focuses on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. This strategy also helps students make connections between their prior knowledge and the text. All of the activities in prediction strategy will avoid the readers from boredom. (Gaither, 2011) [3]. In the line with that, Guisinger (2011) believes that predicting is a strategy in which readers think about what they are going to read based on clues from the reading. It is an ongoing process that actively engages the reader in two ways: The reader's mind is a jump ahead, trying to figure out what is coming next (making new predictions), while at the same time the reader is revising and refining the old predictions. In addition, Thomas (2005) [5] said that prediction is a strategy which activating background knowledge of the readers', peeking or previewing and over viewing or summarizing. Subsequently, Farrel (2002) [3] said that prediction is the strategy of activating prior knowledge. Prediction creates anticipation and gets students thinking about previous experiences they may have had about the topic before they read about it. As a strategy, prediction has benefits to improve readers' understanding and comprehending the texts. According to Guisinger (2011), by using prediction strategy, it will keep the students actively engaged in the reading process, and being engaged is the key to comprehend. The readers will be more interested in finding what will happen in the text ahead, whether or not it matches with their prediction. This will increase their curiosity to find it out. Thus, readers will read the texts more actively and enthusiastically. Furthermore, by constantly thinking about their prediction to confirm or revise, readers remain motivated and focused. In addition, Moreillon (2007) [7] believed that by using this strategy, it will encourage readers to generate thoughts or outcomes about how characters might act or react based on the setting, situation, events, or other characters. Readers will combine the clues that found in the text with their prior knowledge or experiences about the text and draw a connecting point between them.

Farrel (2002) [3] provided several steps that can help teacher in teaching reading by using Prediction strategy:

1. Step 1: Prepare a text as the material for reading
2. Step 2: Mark some stopping points of the text
3. Step 3: Show the students the title/ pictures/ first line. Have students to predict what the text is about or what is going to happen next.
4. Step 4: Ask students to read and stop in the first stopping point, and then have students to confirm or revise their previous predictions about the first stopping point.
5. Step 5: The teacher repeats the cycle 4, ask students to read and stop in every stopping point, then have them to confirm and revise their prediction before predicting what the next stopping point will tell about.

2. Research Method

This research is experimental design with 30 students of tenth grade as sample. According to Creswell (2012) an experimental design is the approach for conducting quantitative research. The writer applied three techniques; experimental teaching, test, and questionnaire. The result of this study was analyzed by using several statistic formulas. This type of experiment is true experimental study design in form of pre-test and post-test group design. The treatment refers to the use of prediction strategy in teaching reading comprehension.

3. Results and Discussion

The current research employed prediction strategy to help improve students' reading comprehension ability. The results of test both pre-test and post-test in experimental and control classes are shown in Table 1.

Table 1: The students' score based on pre-test and post-test in control class & experimental class

Students	Control Class			Students	Experimental Class		
	G	Pre-T	Post-T		G	Pre-T	Post-T
AP	M	60	70	DR	F	70	90
DU	M	60	60	MB	M	60	80
NR	F	50	50	NT	F	50	70
EK	M	40	50	IS	M	40	70
DK	M	40	40	FL	F	40	70
MS	F	30	30	DB	M	30	60
SR	F	30	30	WL	M	30	60
MT	F	30	40	DD	M	40	70
AB	F	40	50	NK	F	40	70
EW	F	50	50	MS	F	40	70

RD	F	50	60	YS	F	50	80
AM	M	60	70	SFD	F	60	90
ARW	M	60	60	FSD	F	60	80
AH	M	50	60	NP	F	50	80
RK	F	50	50	ES	F	40	70
FD	F	40	40	YP	M	40	70
BP	F	30	40	DK	F	40	60
JB	M	30	30	MB	M	30	60
FD	M	30	30	MM	F	40	70
FS	M	30	30	SNK	F	40	70
SNL	F	40	40	YR	F	50	80
RK	F	40	50	PM	M	60	80
HB	F	50	60	YR	F	70	90
RP	M	60	60	KK	M	70	90
TM	F	70	70	AK	F	60	80
RM	M	70	70	HP	F	50	80
HK	F	60	60	KM	F	40	70
MS	M	50	50	NW	M	40	70
MMK	M	40	50	AK	M	30	60
AM	F	40	40	JSK	M	30	50
LS 30 30				LS 30 50			
HS 70 70				HS 70 90			

3.1. Result of Pre-test & Post-Test in Control Class

To analyze the data of Pre-Test & Post-Test in the table above, the data collected were calculated using several steps: First, the pre-test and post-test data were arranged starting from the lowest to the highest score. Next, the formula to calculate the range was that the highest score was subtracted by the lowest score. Furthermore, the range of interval class was determined by the formula and then frequency distribution list of pre-test and post-test was made. It can be seen in the table 2.

Table 2: Frequency distribution of pre-test & post-test in control class

Pre-Test				Post-Test			
Class Interval	**Frequency**	**Median**	**fi.xi**	**Class Interval**	**Frequency**	**Median**	**fi.xi**
30-36	7	33	231	30-36	5	33	165
37-43	8	40	320	37-43	6	40	240
44-50	7	47	329	44-50	8	47	376
51-57	0	54	0	51-57	0	54	0
58-64	6	61	366	58-64	7	61	427
65-71	2	68	136	65-71	4	68	272
Total 1382				Total 1480			

The last step based on the table 2, the mean score of Pre-Test (xi) as follows:

$$\text{Means score (xi)} = \frac{\sum fi.xi}{\sum fi} = \frac{1382}{30} = 46.06$$

Besides that, the mean score of Post-Test (xi) is as follows:

$$\text{Means score (xi)} = \frac{\sum fi.xi}{\sum fi} = \frac{1480}{30} = 49.33$$

Based on the result of the data analysis, the pre-test means score was 46.06 while the post-test means score were 49.33. It showed that the students in the control class who were not taught by using prediction strategy increased 3.27 points (49.33-46.06= 3.27) for their means score.

3.2. Result of Pre-test & Post-Test in Experimental Class

To analyze the data of Pre-Test & Post-Test in the table 1, the data were calculated by using the several steps: First, the pre-test and post-test data were arranged starting from the lowest to the highest score. Next, the formula to calculate the range was that the highest score was subtracted by the lowest score. Furthermore, the range of interval class was determined by the formula and then he make the Frequency distribution list of pre-test and post-test. It can be seen in the table 3.

Table 3: Frequency distribution of pre-test & post-test in experimental class

Pre-Test				Post-Test			
Class Interval	**Frequency**	**Median**	**fi.xi**	**Class Interval**	**Frequency**	**Median**	**fi.xi**
30-36	5	33	165	50-56	1	53	53
37-43	12	40	480	57-63	5	60	300
44-50	5	47	235	64-70	12	67	804
51-57	0	54	0	71-77	0	74	0
58-64	5	61	305	78-84	8	81	648
65-71	3	68	204	85-91	4	88	352
Total 1389				Total 2157			

The last step base on the table 3, the means score of Pre-Test (xi) as follows:

$$\text{Means score (xi)} = \frac{\sum fi.xi}{\sum fi} = \frac{1389}{30} = 46.03$$

Besides that, the writer found means score of Post-Test (xi) as follows:

$$\text{Means score (xi)} = \frac{\sum fi.xi}{\sum fi} = \frac{2157}{30} = 71.9$$

Based on the result of the data analysis, the pre-test means score was 46.03 while the post-test means score were 71.9. It showed that the students in the experimental class who were taught by using prediction strategy have increased 25.6 points (71.9-46.03= 25.06) for their means score.

The result of pre-test in experimental class and control class showed that the mean score of both of the classes were slightly different. It proved that the ability of the students of both classes were homogeneous. In other words, the mean score in the post-test was 71.9 in experimental class and 49.33 in control class. It can be seen that the post-test score of experimental class had a higher improvement (49.33 to 71.9) than the improvement that the control class had (46.06 to 46.3). It could be argued that the data which had been analyzed answered the first research question that prediction strategy could improve students' reading comprehension at the tenth grade of SMAN 1 Pulau Morotai.

3.3. Questionnaire Result

In the second research question, the researchers distributed questionnaire to the experimental class was asking students' response after learning reading comprehension trough prediction strategy and to know specifically their opinions whether prediction strategy helped them to improved their understanding of the text or not. The questionnaire was formed in 10 questions starting from general to specific questions. The percentages of each question were 40% of the students who were very interested in English, 50% interested, and 10% less interested. Then, 30% of them very interested in reading, 60% were interested, and 10% were less interested. 80% of the students felt that prediction strategy activity was very interesting and 20% of them said that the strategy was interesting. Next, 60% chose very helpful and 40% of them chose helpful that prediction strategy could help them to understand text in general. 40% of them said that prediction strategy very helpful in finding main idea and 60% said it was helpful. 30% were strongly agree and 70% were agree that prediction strategy can help them in finding specific information 30% of the students were strongly disagree that prediction strategy make them feel bored when learning and 70% were disagree. There 60% were very motivated to study using prediction strategy. 60% of the students were strongly agreed and 40% of them were agreed respectively if the school teacher used prediction strategy in the teaching process. The last response that 70% of the students were very interested and 30% of them interested to use prediction strategy in their daily reading. The result of questionnaire after analyzing, the researcher found that prediction strategy made the students more enthusiasm in the reading activity because it made them feel more curious to continue reading the text.

4. Conclusion

The findings and the discussion lead to the conclusion that the use of prediction strategy can improve students' ability in reading comprehension to the Tenth Grade of SMAN 1 Pulau Morotai. It is proven from the pre-test and post-test mean scores which were given to both experimental and control classes. The improvement of the mean score in experimental class which was taught by using prediction strategy was higher (46.3 to 71.9) than those of the control class which was taught without prediction strategy (46.06 to 49.33). It can be concluded that the use of prediction strategy to the Tenth Grade of SMAN 1 Pulau Morotai can improve students' ability in reading comprehension. Furthermore, the responses to the questionnaire toward prediction strategy were positive. The majority of the students responded that they will try to use prediction strategy in their daily reading and they were interested in learning by using prediction strategy as it encouraged them in reading.

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