THE INFLUENCE OF PREDICTING STRATEGY TOWARD STUDENTS LITERAL READING COMPREHENSION

Ina Rohiyatussakinah

Universitas Banten Jaya
Inasakinah1987@gmail.com

ABSTRACT

This study aimed whether there was a significant influence difference between a class that used predicting strategy and a class that did not use it. The research conducted true experimental with pre-test and post-test design. The data which collected through pre-test and post-test were analyzed by using t-test. The data analysis of independent t-test shows that there is a difference between post-test mean for both of control and experimental group. The result of post-test mean in experimental class is higher than control class. The post-test mean in experimental class was 74.5 and in control class was 67.75. Therefore, it can be stated that the use of predicting strategy be is considered effective in teaching reading and it is able to improve students' reading comprehension. Moreover, there are some factors when using predicting strategy in reading comprehension. The first is related to students' inters and motivation to engage in reading activity using predicting strategy. From this result, it can be concluded that Ha is accepted and Ho is rejected. It means that predicting strategy influence students' in reading comprehension. Therefore, predicting strategy influences on students' achievement in reading. The conclusion of this research was, students have as a predicting strategy were having better comprehension than those who have not.

Keywords: *predicting strategy, literal reading comprehension*

PROBLEM BACKGROUND

Reading as receptive skill that very important for collage student to get more information from variety literature as their reference for learning all subject. The basic reading skill on collage students is literal reading comprehension. In this level student should have four skill to explore material, the literal comprehension skill are directed at the actual word written by author they are: selecting the topic sentences of paragraph, identifiying the main idea of a passage, identifiying the supporting detail of a passage, determining the meaning of words by context.

According to Richards and Renandya (2002:273), reading is skill which is highly valued by students and teachers alike. It means that reading is considered as a source to achieve and develop learners' knowledge. On the contrary with that goal, based on the writer observed at UNBAJA shows that students are lack of basic reading. It can be seen from their ability to

comprehend the text. The lecturer said that no more that 25% of students at Collage level are able in reading skill. Student able to read aloud a passage but they seem unable to catch the information of what they have read, whereas as a student they must be a good reader so that they can understand the text and get message from the text. They also still have difficulties to find out the main idea and supporting sentences of the text. It is not easy to teach reading comprehension to college students. Therefore, it is important to consider reading strategy that can make teaching learning process successful. The lecture usually uses the classical method such as translating each sentence in explaining a paragraph. According to students there, that method makes them feel bored and they think that learning reading comprehension is tiring activity. Another common method that makes students bored is the lecture always asks them to read aloud a passage and then at the end students are asked to answer the questions. Actually the teaching learning process will be running well if the teacher uses interactive way in the delivering the material.

In conclusion, those problems above have appeared because the teacher has not applied the effective reading strategies yet in other to motivate students become active and creative in learning reading. According to Anderson (2008:66), to make students become active and get involve in reading activities, it is needed to teach them the various reading strategies because reading with various strategies would create students to be critical and creative readers. To solve those reading problems, the writers applied the reading technique through scanning and skimming.

Scanning and Skimming is good technique to be applied in teaching. Weggman and Khnezefic (1996:24) state that skimming is good way to get general idea. It means that by scanning and skimming, students can glance rapidly through the text to determine its gust. While Douglas (1994:293) add that skimming give reader the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of developing of supporting ideas. It means that skimming can facilitate students to get the main topic and supporting details of the text.

Referring to description above, the writer would like to conduct a research in the influence of predicting strategy toward students reading comprehension study at first semester of UNBAJA. Writer hopes that this technique is expected to solve the student's problem in understanding the interpretation and comprehension of text in English.

RESEARCH METHOD

This research applied quantitative research method. According to Creswell (2009:1) "Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion."

This study tries to describe the influence of Predicting strategy toward reading comprehension; the research design is pre-test and post-test. Therefore, the design was called a pre-test and post-test control class design.

The study design is adopted from Ary, et.al (2002: 308).

Table 3.1 Randomized class, pre-test and post-test

Class	Pre-test	Independent variable	Post-test
E	Y_1	X	Y_2
C	Y_1	-	Y_2

Notes :

E   = experimental class

C   = control class

Y1 = pre-test

X   = treatment on the experiment class

Y2 = post-test

This research design was present several characteristics;

1) It has two class of experimental subjects or treatment class and control group;

2) The two class compared with respect two measurements of observation on the dependent variable;

3) Both class was be measured twice, the first measurement serve as the pre-test and the second as the post-test;

4) Measurement on the dependent variable for both class was be done at the same time with the same test; and

5) The experimental class manipulated with particular treatment.

This research used linear regression to investigate between the influence of predicting strategy and students' literal reading comprehension. Hence, linear regression is regression analysis which is used to learn the functional relationship between the variables. Therefore, linear regression is appropriate to be used to test the causal relationship between two

variables. Basically, linear regression is different with linear correlation; linear correlation is used to test between the relationship of two variables and the degree of variable X and Y can be changed their position or it can be said it is a vice versa relationship.

While the linear regression, the degree of the variables X and Y cannot be changed or it can be said it is a causal relationship. Furthermore, this study used F-test to test the hypothesis. F-test is used to examine the influence of independent variable and dependent variable. After getting the data, the writer analyzed data through quantitative analysis and statistical procedure. The data comes from the result of pre-test and post-test analyzed by using t-test application.

To find out homogeneity of variances, the formula of Levene's test from SPSS version 16 programs for window in this research. The steps are:

a. Setting the null hypothesis (H_0)
b. Setting the level of significant at (0,05)
c. Analyzing the homogeneity of variances by using Levene's test from the SPSS version 16.0 program for window.

If the asymptotic significance (0,05), the null hypothesis is accept which means the scores of experimental and control class are homogeneous. In contrast, if asymptotic (p) is less than the level of significance (0.05), the null hypothesis is reject which means the scores of experimental class were not homogenous.

RESEARCH RESULT AND DISCUSSION

The data were collected in four meetings of the research. The Pre-test was given to the both of the class at the first meeting of the research. Then the researcher did the treatment twice in experimental class. Finally, the post-test was given at the last meeting of the research.

Table I
The Result of Tests at Experimental and Control Class

Experimental Class		Control Class	
Pre Test	Post Test	Pre Test	Post Test
1225=62.75	1205=74.5	1205=60.25	1355=67.75

Table 1 show the result of the of experimental and control class. The score experimental group increased into 11.75 point and shows that the highest score of Post-test 74.5 and the Pre-test lowest score of experimental is 62.75. in control group the result increased into 7.5 point and the highest score of Post-test 67.75 and the Pre-test lowest score of is 60.25. the improvement can be seen in the following chart.
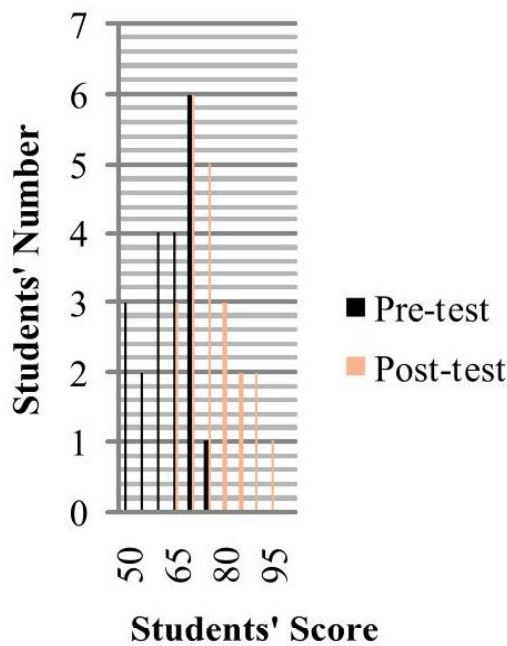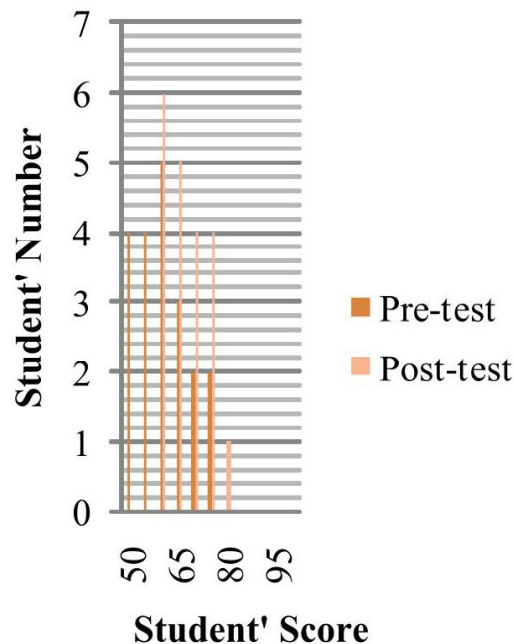
Figure I
Experimental Class

Figure 2
Control Class

Both of the chart above shows that there are the different result of pre-test and post-test between control class which did not get treatment and the experimental class which got treatment after pre-test. The result of pre-test in experimental class shows the highest score is 75 for 1 student and the lowest score is50 for 3 students. Then, the result of post-test shows that

the highest score is 90 and the lowest score is 65. While, the result of post-test in control class shows that the highest score was 80 and the lowest score were 60.

From both of chart above, it was assumed that there was the improvement in both of control and experimental class. But, in Experimental class the score is higher than the control class. It means that the ability of experimental class is better than the control class after getting treatment.

RESEARCH RESULT

To know the test whether are valid or not for control and experimental group, the writer used Pearson Product Moment formula and t_{count} formula. The scores were calculated (see appendix 3). The result of validity of the test: pre-test is 2.145 and post-test is 2.671 in control class. Then in experimental class, pre-test is 2.735 and post-test is 2.842.

Table 2
The Result of the Validity of the Tests at Experimental Class and Control Class

Class	Pre-test	Post-test
Experimental	2.735	2.842
Control	2.145	2.671

Based on the result, the researcher has obtained that t_{count} are higher that t_{table}. The distribution of t_{table} for 37 Students and for á = 0.05 is1.734. Thus, the researcher assumed that test in control and experimental Class is valid.

Reliability of the Test

To know the test whether was reliable or not for control and experimental class, the writer used Pearson Product Moment formula and Spearman brown formula. The scores were calculated (see appendix 3). The result of reliability of the test : Pre-test is 0.621 and post-test is 0.695 in control class. Then in experimental class, pre-test is 0.658 and post-test is 0.715.

Table 3
The Result of the Validity of the Tests at Experimental Class and Control Class

Class	Pre-test	Post-test
Experimental	0.658	0.715
Control	0.621	0.695

Having the researcher consulted it whit r_{table} value of product moment with N 20, significance is 5%. The researcher has obtained that r_{11} is higher than r_{table}. The distribution of r_{table} for 20 students and for level significance 5% is 0.444 thus the result of the of control and experimental class is reliable.

TEST OF ANALYSIS REQUIREMENT
Test of Normality

The researcher used Chi square to measure the data normally. Based on the result of the

calculation, the result of data normality of the test : pre-test in control class is 3.144d"9.488 and in experimental class is 6.356 d" 9.488. And for the post-test in control class is 3.246 d" 9.488 and in experimental class is 6.593 d" 9.488(see appendix 4) Therefore, it can be concluded that the data of pre-test and post-test shows that the distributions of both class were normal.

Table 4
The Result of the Validity of the Tests at Experimental Class and Control Class

Class	Pre-test	Post-test
Experimental	6.356	6.593
Control	3.144	3.246

Test of Homogeneity

The result of data sample homogeneity of the test; Pre-post test in control and experimental class of two variants by comparing the value of the highest variant and the lowest variant with significance level 0.05 for df=19 is 4.38. The significance value of pre-test data can be concluded that in both of class, control class and experimental class, f_{count} d" f_{table} or 1.687 d" 4.38. And the result of post-test is 1.402 d" 4.38. Therefore, the variances of two variable were in both class were homogeny.

DISCUSSION

The data presentedin this paper generally support the hypothesis that predicting strategycan influence the student' reading comprehension. There were difference research procedure between control and experimental class. In control class, the researcher did not give the treatment by using predicting strategy. English teacher commonly just explained the material forwardly than asked student some question related with the explanation. In early thirty minutes the students enjoyed the class, they made a note in their book. After that the condition of teaching learning is not effective. The students lack of attention. It can be seen from their gesture which were not comfortable sit in their chair and their eyes which are not be pointes to the teacher but to another thing in the class room.

On the country, in experimental class, during the learning process students gave more attentions than control class. It happened because predicting strategy was a kind of cooperative learning, so if ford and involved student to be more active, then, it will give influence to the students in their score of reading itself.

The first implementation of predicting strategy is teacher directed. In this case, the teacher served as the leader of the class, explaining the strategies and modeling students for others in the class. The teacher's task included modeling the strategies, monitoring students learning and understanding, scaffolding their effects, and providing students with feedback.

By predicting strategy, the students are offered an effective comprehension-building strategy that involves team effort and dialogue among lecturing and students using four skills: predicting, questioning, clarifying, and summarizing. In the process of fun predicting strategy,

student's enjoyment is very important. They are no longer doing read reading but look forward to learning new information with their peers. They learn how to work collaboratively with classmates. They are engaged and become more confident in theirs reading skills. Therefore it can increase students reading comprehension and improve their score in reading comprehension test. It can be seen from the post test in experimental class.

The pre-test experimental class was conducted on 2 May 2016. The result showed that the lowest score was 50 and the highest score was 75. This test had purpose to measure the ability of students in reading before they got treatment by using predicting strategy. From this test, most of the students still felt difficult to understand the text. Actually they know about the case given, but they still lack of comprehending the text. The students just answered the questions that the answer clearly stated in the text. They were not able to find the implicit information of the text. It could be seen after the research analyzed their answer of each items of the test. Thus, the result of the mean of the mean of pre-test only 62.75.

In post-test, the result showed that there are five students that got score 75, different from pre-test only a students who got score 75. Besides, there were students who got score 80.85 and 90. The result of post-test showed the lowest score was 65 for three students and the highest score was 90 for one students. The data showed that there was increasing of the lowest score 50 to 65 and 75 to 90. The post-test had purpose to measure the ability of students in reading after they got treatment by using predicting strategy. Based on the data, students' comprehension in reading increased. It could be seen from the different score of pre-test and post-test. Moreover, the mean also increased from 62.75 to 74. It can be concluded that predicting strategy can give good influence in process of learning reading.

CONCLUSION AND SUGGESTION
Conclusion

Based on the results of the research, the quantitative data showed that

a. Themeans of two groups in post-test were significant.

It was supported by the result of students reading test the mean of the post-test of students at experimental class is 74.5. This result is higher than the mean of the post-test of students at control class that got 67.75.

This means that there is the difference score gained between the students that have been given the treatment throught predicting strategy in reading process and the students that just did silent reading comprehension teaching.

b. The alternative hypothesis is received

According to the result of calculation, it canbe seen that t_{count} e t_{table} or 2.3539 e 1,688. It shows that the influence of predicting strategy toward student reading comprehension is significant.

In conclusion, the research could concluded that the use of predicting strategy give the good influence for the students in reading ability especially in comprehending the English text.

Suggestion

For other researcher, farther study is recommended

1. To find whether predicting strategy can be used to improve students reading comprehension in different context and level.
2. To apply predicting strategy in another skills such as speaking listening and writhing.

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