# THE IMPLEMENTATION OF PREDICTION STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION IN ENGLISH RECOUNT TEXT AT SMP NEGERI 6 WONOMULYO

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## Abstract

To describe the implementation of prediction strategy in improving students' reading comprehension in the English recount text. To describe the improvement of students' reading comprehension through prediction strategy. The method of Classroom action research has a very important and strategic role to improve the quality of learning when implemented properly, it means that the parties involved in CAR (teacher) consciously develop the skill in detecting and solving the problem that happened when learning in the class through meaningful action. The subjects of this study were 30 students in the first year of SMP Negeri 6 Wonomulyo in the academic year 2021/2022. In this research, students' Reading test scores were calculated using the SPSS 25. The result showed that students' achievement in reading English words increased. This can be seen in the mean score of students on the pre-test which only reached 41 while after being given treatment three times, after being tested the mean score of their post-test increased to 68.5. This showed a significant increase so this method was effective in improving students' English reading. Meanwhile, the result of the questionnaire showed that students enjoyed learning English by using the prediction strategy even though they still had some problems such as being shy or afraid, there were still unfamiliar words, and the duration of learning English was limited. So, the writer concluded that the use of prediction strategy as the English learning media was effective.

*Keywords: Prediction strategy, Reading comprehension*

## Abstrak

Untuk mendeskripsikan implementasi strategi prediksi dalam meningkatkan pemahaman membaca siswa dalam teks bahasa Inggris. Untuk mendeskripsikan peningkatan pemahaman membaca siswa melalui strategi prediksi. Metode penelitian tindakan kelas memiliki peran yang sangat penting dan strategis untuk meningkatkan kualitas pembelajaran apabila dilaksanakan dengan baik, artinya pihak-pihak yang terlibat dalam PTK (guru) secara sadar mengembangkan keterampilan dalam mendeteksi dan memecahkan masalah yang terjadi pada saat pembelajaran di kelas melalui tindakan yang berarti. Subyek penelitian ini adalah 30 siswa kelas 2 SMP Negeri 6 Wonomulyo tahun ajaran 2021/2022. Dalam penelitian ini, nilai tes Membaca siswa dihitung dengan menggunakan SPSS 25. Hasil penelitian menunjukkan bahwa prestasi siswa dalam membaca kata-kata bahasa Inggris meningkat. Hal ini terlihat pada nilai rata-rata siswa pada pre-

test yang hanya mencapai 41 sedangkan setelah diberikan perlakuan sebanyak 3 kali, setelah diuji nilai rata-rata post-test mereka meningkat menjadi 68,5. Hal ini menunjukkan peningkatan yang signifikan sehingga metode ini efektif dalam meningkatkan kemampuan membaca bahasa Inggris siswa. Sementara itu, hasil angket menunjukkan bahwa siswa sangat menikmati pembelajaran bahasa Inggris dengan menggunakan strategi prediksi meskipun masih memiliki beberapa masalah seperti malu atau takut, masih ada kata-kata yang asing, dan durasi belajar bahasa Inggris yang terbatas. Jadi, penulis menyimpulkan bahwa penggunaan strategi prediksi sebagai media pembelajaran bahasa Inggris efektif.

*Kata Kunci: Strategi Prediksi, Pemahaman Membaca*

## INTRODUCTION

English is a very significant language that is used on a global scale. Many parts of scientific and technology-related activities also employ English. English has a significant part in education because so many books and articles are published in this language. Additionally, as the majority of genuine information is now communicated in English, most people have a sufficient command of it. Reading is the skill of deriving meaning from the printed page and properly interpreting this information. Since the main goal of reading is to understand the ideas expressed in printed material, the most crucial aspect of reading for pupils to understand is how to improve a book in written form. After their language studies, pupils have the greatest proficiency in reading. While reading, students might engage in a variety of tasks, including understanding the text's meaning and trying to debate its contents. Marliah (2007) claims that reading can help people with their language skills, it implies that the students emphasized grammar, pronunciation, and vocabulary related to structure. Sari (2009) states Reading is an active process that requires comprehension of the author's language use as well as their capacity to communicate. According to Nuttal, (2005) (in Edithia Gloria's book), reading is the process of deciphering the meaning behind written or printed linguistic symbols. It implies that reading is the outcome of the interaction between the reader's language skills, their knowledge of the world, and their ability to perceive graphic symbols. In this instance, the reader tries to infer the writer's intended meanings.

Ismail et al., (2017) state Understanding the language used by the author and their capacity to communicate are both key components of the active process of reading. Kartika et al., (2020) claim that different skills based on the assertion multiply understanding. The reader's ability to comprehend material depends on their ability to identify the key concepts that will define their level of reading comprehension. According to Shea & Ceprano (2017), Reading comprehension is the process of extracting conceptual knowledge from a text through cognitive engagement and motivational connection with the material. According to Saraswati et al., (2021), The researcher looked at five elements of reading: the main idea, specific information, reference, inference, and vocabulary. An understanding of words and how they are employed to convey meaning is necessary for comprehension. As you read, you should contextualize, analyze, synthesize, and evaluate words, phrases, sentences, and longer chapters. Construct meaning, includes fusing prior information with word knowledge. For conversation or test-taking purposes, the process also requires the capacity for long- or short-term memory. The teacher should split the reading assignments into pre-, during-, and post-reading activities to

accomplish the objectives (Wahjudi, 2010). According to Rombot et al., (2020) Literal level, interpretative level, critical level, and creative level are the four levels of comprehension that a reader needs to be aware of. The word recount means to tell. Recount text can therefore be seen as "text that tells." Therefore, a recount text is a narrative that recounts past events or activities that have already been experienced. Recount Texts are stories about events that truly occurred in our lives, as our professors may have told us in the past. The text's primary goal is to inform or amuse the reader, depending on the account.

Recount Text's general or linguistic structure is divided into three arrangements, namely: (1.) The Orientation section serves as an introduction to the content that will be discussed. Because this orientation describes the characters, the events, the setting, and the timing of the story. (2). The story's heart is found in the Event portion. This section details everything that occurred in chronological sequence from beginning to end. (3.) The Re-orientation portion includes the story's conclusion or the narrator's viewpoint. The conclusion or wrapping up of the story is another name for this reorientation (Aprilina et al., 2022).

**METHOD**

When properly implemented, classroom action research can play a significant and strategic role in enhancing the quality of learning. This is because it requires the teacher and other participants to intentionally develop the ability to recognize and address issues that arise during class instruction through meaningful action. The ideal technique to conduct lessons in the classroom was determined through classroom action. As a result, the student's learning capacity is enhanced. Action research in the classroom sought to enhance instructors' instruction of students (Khasinah, 2013). The data used in this study were the best. The researcher employed a pre-test to determine the student's knowledge before the treatment and a post-test to determine the student's achievement in reading mastery following the therapy in this experimental class. There were 10 multiple-choice questions on the test. This study was carried out in SMP NEGERI 6 WONOMULYO, which is located in Polewali Mandar, Kanusuang Sulawesi Barat. This study focused on the eight as its subject. The author made use of taking 30 students. The quantitative data are used in this research's data analysis method. By using the anagrams that the students were given, the researcher observed the students' behavior and used the quantitative data to analyze their scores.

**FINDINGS**

**Table1.** The Pre-test score

| Num | Pre-test Score | Number of Students |
|-----|----------------|--------------------|
| 1 | 65 | 4 |
| 2 | 60 | 3 |
| 3 | 55 | 2 |
| 4 | 50 | 2 |
| 5 | 45 | 2 |
| 6 | 40 | 4 |
| 7 | 35 | 2 |
| 8 | 30 | 3 |
| 9 | 25 | 2 |

| 10 | 20 | 6 |
|---|---|---|

(Source: Primary Data, Murtini, 2022)

Based on the data above, the research was concluded that the highest score of 65 achieved by student CN, FTR, HR, and MFG. They were diligent and quick to respond to English Learning. Other than that, there were 26 students who could not pass KKM (65) with the lowest score achieved by student names AN, RGT, LS, SLB, RN, and KDL with a score of 20.

**Table 2.** The Post -Test Score

| Num | Post-test Score | Number of Students |
|---|---|---|
| 1 | 85 | 4 |
| 2 | 80 | 3 |
| 3 | 75 | 5 |
| 4 | 70 | 5 |
| 5 | 65 | 4 |
| 6 | 60 | 3 |
| 7 | 55 | 5 |
| 8 | 50 | 1 |

(Source: Primary Data, Murtini, 2022)

Based on the data above, the research was concluded that the highest score of 85 achieved by students name EL, MRA, AYF, and HR. He was the fourth of the students that very diligent and quick to respond to English Learning. The total number of the student whose scores were above KKM (70 ) was  students, Namely, EL, MRA, AYF, and HR with scores of 85, CN, FTR, and SFD 80, AR, LNR, SLB, WLD, and MFG 75, YNT, SHL, GTR, FSL, and SHR got to score 70. They were students who focus on classroom learning and the treatment given by the researcher. The lowest score was achieved by Students WL with a score of 50, they were students who pay less attention when the researcher explained the material.

**Table 3.** Paired Sample Test

| | | **Paired Samples Test** | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | Sig. (2- |
| | | | Std. Deviation | Std. Error Mean | Lower | Upper | | | |
| Pair 1 | PRE-TEST - POST - TEST | -27.50000 | 14.48840 | 2.64521 | -32.91006 | -22.08994 | -10.396 | 29 | .000 |

(Source: Primary Data by using SPSS, Murtini, 2022)

The table above shows a relationship between the pre-test and post-test which can be seen in the significant value (2- tailed) which is .000 (less than 0.05). The result has a significant effect on the differences in the treatment given to each variable (pre-test and post-test). The

mean paired differences were -27.50000 and the standard deviation paired pre-test and post-test were 14.48840. Moreover, the interval of differences namely the lower score was -32.91006 while the upper score was – 22.08994 and the t score was -10.396.

**Planning:** The plan was created before the researcher began the investigation. Using the teaching resources from the topic discussion on descriptive text, the researcher initially came up with a lesson plan for three meetings. The researcher not only developed the lesson plan but also set up an observation sheet to monitor how the instructors and students performed during instruction and learning. A post-test was also designed by the researcher to see how much the students had improved after employing the strategy.

**Action:** Pre-testing was carried out on June 27, 2022. In the implementation phase, the researcher put a lesson plan into practice and used the prediction approach as the instructional strategy. The researcher first gave the pupils an introduction to descriptive text. Second, the researcher provided the students with readings and a paper to write about. Third, the researcher used the topic of descriptive writing to illustrate how to use this method. The fourth activity was a conversation prompt where the researcher invited the students to look at the image and make predictions. The researcher's invitation for them to read their forecast was then discussed by the group. Finally, the researcher provided a broad assessment of the data. In the most recent meeting, the researcher administered the post-test at its conclusion. The test consisted of 10 multiple-choice questions about a descriptive text with a figure. The purpose of the post-test was to gauge how much the pupils' reading comprehension had improved.

**Observation:** The observation attempted to take note of every activity taking place in the actual classroom. A prediction approach was used to notice how to solve a teacher's dilemma during the teaching and learning process. The majority of the pupils participated in the teaching and learning process successfully.

**Reflection:** Based on the students' observation and testing, the researcher examined the post-test results. Conclusion: By using a prediction approach, the researcher was able to increase the students' reading comprehension, and this increased their post-test scores.

**Table 4.** The result of the Questionnaire

| Num | Tabulation | | | Percentage | | |
|---|---|---|---|---|---|---|
| | **S** | **TS** | **Total** | **A(S)** | **B(TS)** | **Total** |
| 1 | 26 | 4 | 30 | 86% | 13% | 100% |
| 2 | 2 | 28 | 30 | 6% | 93% | 100% |
| 3 | 25 | 5 | 30 | 83% | 16% | 100% |
| 4 | 30 | 0 | 30 | 100% | 0% | 100% |
| 5 | 24 | 7 | 30 | 80% | 23% | 100% |
| 6 | 21 | 9 | 30 | 70% | 30% | 100% |
| 7 | 20 | 10 | 30 | 66% | 33% | 100% |
| 8 | 28 | 2 | 30 | 93% | 6% | 100% |
| 9 | 30 | 0 | 30 | 100% | 0% | 100% |

*(Source: Primary Data, Murtini, 2022)*

## DISCUSSION

The purpose of the study was to determine whether using the prediction approach had improved the students' reading comprehension. It was one of the strategies the English instructor may employ to help the pupils read descriptive texts with greater comprehension. According to research that had been conducted, the prediction technique was useful or may be applied to the teaching of reading. The tables that displayed the increase in pupils' test scores between the pre-test and post-test showed this. The teacher's ability to manage the class and produce a dynamic class improved the students' abilities. In addition, this approach made it simpler for the kids to understand the topic and material.

It was evident that from the first meeting to the next meeting, the student's reading comprehension skills for descriptive texts increased. the average student performance on the pre-test, or the average student performance. The quantifiable statistics demonstrating how the students' scores improved from the pre-test to the post-test may be seen. Quantitative evidence also supports this claim, showing that the students were more engaged and enthusiastic and that the class functioned efficiently. Based on the statement of the ninth item, "Pengetahuan saya tentang pelafalan mengalamai peningkatan". From the statement, from 30 students 30 students stated 'agree' (100%) and there was not a single student who had to 'disagree'. The researcher concluded that all students agreed that their knowledge of pronunciation improved. So, it can be concluded that the results of the study indicate that the application of predictive strategies improves students' reading comprehension.

## CONCLUSION

By tailoring the descriptive text content to the needs, interests, etc. of the students, the prediction technique can help the students' reading comprehension. As can be observed from the research's findings, students actively participated in the teaching and learning process and showed excitement and interest by using the prediction approach. As a result of the study, it was discovered that pupils' reading comprehension had improved. Pre-test and post-test results can be used to demonstrate it.

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