

THE EFFECT OF ANTICIPATION GUIDE STRATEGY ON THE ELEVENTH GRADE STUDENTS' READING COMPREHENSION OF SMAN 3 PEKANBARU

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Abstract: *This pre-experimental research aimed to find out the significant effect of Anticipation Guide Strategy to the eleventh grade students' reading comprehension of SMAN 3 Pekanbaru. More than 50% students of SMAN 3 Pekanbaru often face some problems in comprehending the text caused by some factors such as: lack of background knowledge, lack of vocabulary, the technique in teaching reading comprehension, and students' background knowledge which has not been activated. To overcome the problems, the writer used Anticipation Guide Strategy in teaching and learning process. The population was the eleventh grade students of SMAN 3 Pekanbaru, while the sample class was XI IPS 2. The writer used cluster sampling technique to decide the sample and the instrument of this research was test in the form of multiple choice. The test included five aspects of reading comprehension which are; main idea, inference, reference, factual information, and vocabulary, and three aspects of narrative text which are; generic structure, purpose, and language features. The students' reading comprehension scores were analyzed using t-test formula. The writer used the level of significance at 0.05 (5%). After being calculated, the value of t-observed was 6.549, whereas the value of t-table on the df (degree of freedom) 33 was 2.021. Therefore, the alternative hypothesis that there is a significant effect of Anticipation Guide Strategy on students' reading comprehension of SMAN 3 Pekanbaru was accepted and its null hypothesis was rejected. In conclusion, using Anticipation Guide Strategy has a significant effect on students' reading comprehension of SMAN 3 Pekanbaru.*

Keywords: *Anticipation Guide Strategy, Reading Comprehension*

PENGARUH STRATEGI ANTICIPATION GUIDE TERHADAP PEMAHAMAN READING SISWA KELAS SEBELAS DI SMAN 3 PEKANBARU

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Abstrak: Penelitian ini merupakan pre-eksperimental riset yang bertujuan untuk mengetahui pengaruh signifikan dari strategi Anticipation Guide terhadap pemahaman reading siswa kelas sebelas di SMAN 3 Pekanbaru. Lebih dari 50% siswa di SMAN 3 Pekanbaru sering menghadapi beberapa masalah dalam memahami teks yang disebabkan oleh beberapa hal seperti: kurangnya pengetahuan, kurangnya kosa kata, teknik dalam pengajaran pemahaman reading, dan pengetahuan siswa yang sudah ada namun belum aktif. Untuk mengatasi masalah tersebut, penulis menerapkan strategi Anticipation Guide dalam proses belajar mengajar. Populasi dari riset ini merupakan siswa kelas XI SMAN 3 Pekanbaru, sedangkan sampel riset ini adalah XI IPS 2. Penulis menggunakan teknik cluster sampling untuk menentukan sampel dan instrumen penelitian ini adalah tes dalam bentuk pilihan ganda. Tes tersebut meliputi lima aspek pemahaman reading yaitu; Main Idea, Inference, Reference, Factual Information, dan Vocabulary, juga tiga aspek teks naratif yaitu; Generic Structure, Purpose, dan Language Features. Skor pemahaman reading siswa dianalisis dengan menggunakan rumus t-test. Level signifikan yang digunakan penulis berada pada level 0.05 (5%). Setelah dihitung berdasarkan rumus yang ada, nilai t-hitung adalah 6,549, sedangkan nilai t-table yang berada pada angka 33 df adalah 2,021. Oleh karena itu, hipotesis alternatif bahwa adanya pengaruh yang signifikan dari strategi Anticipation Guide terhadap pemahaman reading siswa di SMAN 3 Pekanbaru diterima dan hipotesis nol ditolak. Kesimpulannya, menggunakan strategi Anticipation Guide memiliki pengaruh yang signifikan terhadap pemahaman reading siswa di SMAN 3 Pekanbaru.

Kata kunci: Strategi Anticipation Guide, Pemahaman Reading

INTRODUCTION

It is not easy for students to catch the main point from the text in the form of English. In line with this problem, students also sometimes have low expectation of reading. They feel that they are not going to understand the text, especially when the text is quite long with many new vocabulary which they have never seen or heard before. It is bound to be difficult, and they predict that the whole experience will be frustrating and demotivating.

According to Cahyono et al. (2011), teaching reading is more influenced by interactive strategies. Teachers teach skills directly, especially in the beginning and provide plenty of opportunities for the students to experience by having them read whole books. In this regard, the teaching of reading indicates process interactive models of reading.

Furthermore, various teaching reading strategies are needed to improve students' reading ability, especially in reading narrative text. One of the strategies that can be used and appropriate in teaching reading is Anticipation Guide. This strategy has been recognized as an effective reading strategy since their development by H.L. Herber (1978). The guides were primarily used to activate students' prior knowledge of a subject. However today, educators are also using the strategy to increase motivation to read the text.

According to Bean, Readence, and Baldwin (2007), Anticipation Guide is one strategy that utilizes prediction and attempts to capitalize on controversy. The Anticipation Guide can be used to activate prior knowledge before reading, encourage readers to use that prior knowledge during reading, and continue students' involvement into a post reading stage by reacting again to the guide. Briefly, the Anticipation Guide is designed to introduce a chapter or lesson and cause readers to focus their attention on the topic that is to come.

The readers' previous thoughts and opinions about the concept are activated by their responses to a series of statements about the topic. These statements are carefully worded so as to challenge the students' beliefs, which are based on their past experience with the subject. The controversial nature of the statements serves to arouse their curiosity and to motivate them to read to resolve the conflict. Any misconceptions they have held prior to this time will be brought out, and subsequent reading can help the students to correct these inaccuracies. Additionally, teachers can use the statements after reading as a reaction guide, so that the students can observe how their thinking has changed as a result of the new information they have encountered.

RESEARCH METHODOLOGY

This is a pre-experimental research. There are two types of pre-experimental designs, 1) The one group pre-test post-test design 2) The two groups static design. This study is classified as pre-experimental design with one group pre-test post-test without involvement of a control group. In the one group pretest-posttest design, a single group is measured or observed not only after being exposed by a treatment, but also before. The pre-

test and post-test was given to take the score of the student's achievement before and after being taught by using Anticipation Guide strategy. Then both scores were computed by using t-test to find out if there is significant effect of teaching reading comprehension by using Anticipation Guide strategy.

The population in this research was all of eleventh grade students of SMAN 3 Pekanbaru. The number of population was 168 students. The total population consists of five classes from social program (IPS). In order to decide the sample, the writer used cluster sampling technique. Cluster sampling selects groups, not individuals (Gay and Airasian: 2000). The writer randomly chose the class to be the sample. The writer prepared five pieces of paper which one of those papers has been written "the sample" and the other one has been written "try out", and the writer folded all of the papers. Then, the writer called the chairman from each class to pick up one piece of paper. The chairman of class XI IPS 2 got the folded paper written "the sample", and the chairman of class XI IPS 1 got the folded paper written "try out". Therefore, the sample class of this study was 34 students of XI IPS 2, and the try out class was 33 students of XI IPS 1.

In this study, the writer used test as instrument. Test is a series of question, exercise or other means which are used to measure the skill, knowledge, intelligent, ability or talent that owned by individual or group. Thus the test is a method to gain the data by giving some questions to the respondent. Here, the writer used multiple choice test. The writer used multiple choice test to make the students easier to answer the questions, they had only make a mark on the paper. In this study, the items of the test were about the content of the narrative text. The test consisted of 6 narrative texts which each of the text consists of 6 to 8 multiple choice questions which cover 5 skills of reading that stated by King and Stanley (1989); vocabulary, reference, main idea, inference and factual information. The total number of questions is 40, which are 30 questions of the tests about skills of reading and 10 questions about generic structure, communicative purpose, and language features of the text.

In order to analyze the collected data, the writer used the following formula (Hatch and Lazaraton, 1991) :

- **To calculate Standard Deviation**

$$SD = \sqrt{\frac{\sum D^2 - (1 \div n)(\sum D)^2}{n-1}}$$

Where:

SD : Standard deviation

$\sum D^2$: Sum of squared frequency of difference between pretest and posttest

n : Number of students

- **To calculate Standard Error**

$$S\bar{D} = \frac{SD}{\sqrt{n}}$$

Where:

$S\bar{D}$: Standard error

SD : Standard deviation

n : Number of students

- **To analyze the data, the writer use t-test formula as follows**

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\bar{D}}$$

Where:

t : t-test formula

\bar{x}_1 : Mean score of pretest

\bar{x}_2 : Mean score of posttest

$s\bar{D}$: Standard error

FINDINGS AND DISCUSSION

a. The Result of Pre-test

A pre-test was conducted before the implementation of Anticipation Guide strategy. In order to calculate the mean score of the pre-test, the writer used Hatch and Lazaraton formula (1991) and it was found that the mean score was 50.66. The highest score gained by the student was 29 and the lowest score was 7.

b. The Result of Post-test

After the writer conducted the pre-test, then the writer taught the students by implementing Anticipation Guide strategy for five meetings. After that, the writer gave the students post-test.

From the post-test, it was found that the mean score was 74.04. Therefore, from the data, it can be concluded that the students' achievement in reading comprehension has been improved after the treatment was given to them. In other words, Anticipation Guide strategy affects students' achievement in reading comprehension.

In this research, the technique of data analysis is statistic calculation of t-test, with significance 5 % to decide significance of the difference result of teaching by using Anticipation Guide strategy.

After making the table of students' score of the sample class, the writer calculated the score. First, by determining Standard Deviation ($SD=8,26$). Second, by determining Standard Error ($SD=1,42$). Finally, by finding $t_{obs} = -6,549$.

Then, the writer found the degree of freedom which is formulated as follows:

$$\begin{aligned} df &= n-1 \\ df &= 34-1 \\ df &= 33 \end{aligned}$$

The df result (33) is not mentioned in t-table, for reason the writer used the closer value for 33 that is 40 as degree of freedom (df). t table at significance 5 % = 2,021 (Hatch and Lazaraton : 1991).

From the data calculation above, it was obtained that the result of t_{obs} is -6,549 and it is looked at the table of significant at 5 % as follows:

At significance 5 % is 2,021.

It means that $t_{obs} > t_{table} = 6,549 > 2,021$ in 5 %. Therefore, $t_{obs} > t_{table}$.

The result of statistic calculation showed that there is a significant effect of anticipation guide strategy on students' reading comprehension of narrative text. The average score of posttest is higher than pretest ($74,04 > 50,66$).

Therefore, it can be concluded that the hypothesis of this research was "there is significant effect between students' score on pretest and posttest by using Anticipation Guide strategy".

CONCLUSION

After analyzing the data of this study, the writer concluded that there is an effect of Anticipation Guide Strategy on the 11 grade students' reading comprehension of SMAN 3 Pekanbaru. The result showed that there was a significant effect between pre-test and post-test of the sample class (XI IPS 2). In pre-test, the average score of students was 50,66 and the average score of post-test was 74,04. Therefore, Anticipation Guide strategy can be applied as an alternative strategy in supporting teaching and learning through reading comprehension.

RECOMMENDATIONS

Based on the implementation of Anticipation Guide strategy in teaching reading to the eleventh grade students of SMAN 3 Pekanbaru, the activity of teaching English should

be more interesting, challenging, but enjoyable. After doing the research, the writer offers a suggestion as follows:

The teacher should realize that there are many strategies techniques for teaching reading skill, one of them is Anticipation Guide strategy. This strategy is expected to give contributions to the student in term of motivation, interest, enjoyment, and achievement as well. The teachers can develop their strategy to teach students in the teaching and learning process. It will be better to the teachers if they use any kind of techniques for teaching the students in class. Generally, teachers should be creative and innovative to avoid the monotone teaching technique in the class. And the teacher should have many ideas to make the students active and enthusiastic in order that they feel comfortable and spirit in the class. Practically, the English teacher of the XI IPS 2 students of SMAN 3 Pekanbaru suggested to keep up this strategy particularly for improving reading comprehension. The students are expected to focus their attention during the teaching and learning process so that they can get the point of learning. Furthermore, the students may use the Anticipation Guide strategy as a means for practicing their reading skill. In addition, for further researcher, Anticipation Guide can be applied in other skills like writing, listening, and speaking.

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