

**IMPROVING READING COMPREHENSION BY USING  
ANTICIPATION GUIDE STRATEGY TO THE VIII B STUDENTS OF  
SMPN 5 CANDIPURO  
IN THE 2016/2017 ACADEMIC YEAR**

**NOVI DWI WULANSARI  
NIM 1310231055**

University of Muhammadiyah Jember  
Faculty of Teacher and Training and Education  
Language and Art Education Department  
English Education Program  
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Advisors:      1. Yeni Mardiyana Devanti, M.Pd  
                    2. Taufik Hidayah, M.TESOL

**Abstract**

Reading is by far the most important of the four skills in a second language, particularly in English as second or foreign language. But related to the condition and situation right now, there are some students who still unable to read comprehensively. To face this common problem there must be some ways and solutions to improve the students' reading comprehension through the available teaching strategy, in this case the researcher used Anticipation Guide Strategy to improve reading comprehension."

In this research the problem is "How can the use of Anticipation Guide Strategy improve the VIII B students reading comprehension at SMPN 05 Candipuro in the 2016/2017 academic year?" The purpose of this research is to improve reading comprehension by using Anticipation Guide Strategy at VIII B students of SMPN 05 Candipuro in the 2016/2017 academic year.

The design of the research is Classroom Action Research which uses test and observation checklist as the instrument of the research. The population of the VIII B students is 28.

The result of reading test data in cycle 1 was showed that from 17 students, who have scored > 70 was 60, 71%. It means the result did not achieved the target score. The researcher needs to revise lesson plan in cycle 2. All activities done with the partner both defining difficult word and discussion. In cycle 2 there were 23 students of the students who scored > 70 was 82, 14% . It means the target score in reading test achieved the target score. The action was stopped because requirement 75% students reading test could achieved the target scored.

It can be concluded that using Anticipation Guide Strategy can improve the VIII B students' reading comprehension at SMPN 05 Candipuro in 2016/2017 Academic year..

**Key words:** Students' Reading Comprehension and Anticipation Guide Strategy

## INTRODUCTION

In English, there are four skills namely listening, speaking, reading, and writing. Reading is one of skills in English that should be mastered by everyone who learn it. One of the reason is everyone need to learn reading in English because it is an important skill to improve the students' ability in get knowledge or information of the world, and reading is the window of the world. Bernhardt (2000:6) said that reading is about how to understand a written text. It is a complex activity that involves both perception and thought. Reading consists of two related processes word recognition and comprehension. Students will know all of the content in the text if they understand the text that they read because it is one of the activity in comprehend the text. Snow (2002:11) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. By reading comprehension, students are doing thinking process in understanding the meaning of the text, they can get new information about many knowledge without coming to those places directly.

Based on preliminary study at SMPN 5 Candipuro, most of the VIII B students still had difficulties in reading. The information was gained by interviewing the VIII B English teacher. The results of interview revealed that most of the VIII B students have difficulties in reading comprehension. Their average score of reading comprehension test was 64, 11 while the standard score of the researcher is 70. There was only around 39% of the students got score 70 in the reading comprehension test. Then, the English teacher said that only 45% of students who were active in reading class. To solve the students' problem, the English teachers are expected to be creative in applying teaching strategy or the media for students, English teacher should try to make reading interesting, enjoyable, meaningful and challenging during the teaching and learning process. Then, the English teacher must change situation in the class with new strategy, so students easier to comprehend the text.

In fact, most of the students found some difficulties in learning reading comprehension. They think that comprehending the text is a difficult task to do, need a lot of time to comprehend information in the text, and they do not understand the text. Consequently, the students become slow to comprehend the text, and do not focus in the text.

Thus, because of the problem detected, the researcher wanted to overcome this problem by using a new strategy that had never been used by the English teacher, this strategy is anticipation guide strategy. This strategy is a comprehension strategy that is used before reading to help the students to activate their prior knowledge and build curiosity about a new topic. According to Lawson (2002) in Kozen (2006:199), anticipation guide can easily fit into school improvement plans as part of a new reading strategy that might be introduced. Moreover, by learning a reading text with anticipation guide strategy, the learning activity in the classroom becomes fun and comfortable. Thus, the students can be active and they can find a new fresh situation in the classroom and they get easier to understand a reading text.

Based on the above information, it is known that anticipation guide strategy can help to improve the students in reading comprehension. Considering

the above description, this classroom action research will be conducted. It is entitled “Improving Reading Comprehension by Using Anticipation Guide Strategy at VIII B Students of SMPN 5 Candipuro in the 2016/2017 Academic Year”.

## **RESEARCH METHOD**

This research is a classroom action research, because it aims to improve the students reading comprehension by using anticipation guide strategy to the VIII B students of SMPN 5 Candipuro in the 2016/2017 academic year. Donald Ary (2010:514) states that action research is a process to improve education by incorporating change and involves educators working together to improve their own practice. According to Arikunto (2013:131), this classroom action research consists of four stages in each cycle, namely planning, implementing, observing, and reflecting.

## **RESULT AND DISCUSSION**

### **RESULT**

After calculating the result of the reading comprehension test, it was found that the average score of students in the preliminary study has improved from 64, 11 to 78, 89 in the reading comprehension test. The result of observation checklist showed that 81, 94% students were actively participated in the implementation of the action which consisted of three meetings used two cycle. This result proves that anticipation guide strategy can improve the students’ reading comprehension and the active participation of the students in the reading class.

### **DISCUSSION**

After implementing the action, it can be seen that the use of anticipation guide strategy was able to improve the students’ reading comprehension especially in narrative text. There were some improvements showed from the reading test in the preliminary study and the reading test of the two cycle.

The result of reading test in the preliminary study showed that most of the students still got low score in reading comprehension test. In the preliminary study, the students’ average score of reading comprehension test was 64, 11 while the standard score from researcher is 70. There was only around 39% of the students got score 70 in the reading comprehension test. Then, only 45% of students who were active in reading class.

This problem was caused by the difficulty of students in reading comprehension are they think that comprehending the text is a difficult task to do, need a lot of time to comprehend information in the text, they do not understand the text. Then, the students become slow to comprehend the text and do not focus in the text.

To solve the problem, the researcher prepared some actions. The researcher implemented the action by giving a clear explanation about narrative text and how to comprehend the text. Then, the researcher change situation in the class with new strategy, this strategy is anticipation guide strategy. Anticipation guide strategy could make the students to be more interested and paid attention

during the teaching and learning process. Then, the students more active participation in reading class. As stated by Roozkhoon (2013:132) anticipation guide strategy is an active process thought which individuals can make prediction and it is a beneficial strategy in content area settings. It can evoke individual interest and encourage them to have active participation in class arguments about the topic because it can be implemented in small groups and by using anticipation guide all students can engage in problem solving.

The result of reading test in the cycle showed that the average score of students reading comprehension text was improved. Based on the result, it can be seen that there was an improvement found in the average score of students' reading from the preliminary study and the reading test. The average score of the reading test in the first cycle was 66,78. There were 11 students or 39, 29 % of the students got score < 70 are failed, it means that they did not achieve the target score. And there were 17 students or 60, 71 % of the students got score  $\geq$  70 are success. So, the students did not achieve the target score. As the result, the action was continuing in cycle 2. The average score of the reading test in the second cycle was 78,89. There were 14, 29% of the students got score < 70 are failed, it means that they did not achieve the target score. But, there were 82, 14% of the students got score  $\geq$  70 are success, it means most of students achieved the target score. They were able to comprehend the word, sentence, paragraph and the text as whole because they used anticipation guide strategy. The result of observation checklist in the action showed that by implementing this strategy, the students were actively participated in the teaching and learning activities. By analyzing the observation checklist, it can be seen that 71, 83 % of the students were actively involved in the actions in cycle 1 and 81,94% of students were actively involved in the actions in cycle 2. The table below will show the students improvement from the result of preliminary study to the result of the each cycle.

There were some obstacles found in implementing anticipation guide strategy to teach reading. This strategy required the students to build prior knowledge and discuss with other friends, so that the researcher have to check their work individually and in group. Most of students embarrassed to shared ideas with other friend. After giving instructions, the researcher walks around the class to guide the students one by one, then group by group. This activity was taken a lot of time. While the time allocation of a meeting was very limited.

According to the discussion previously, it can be seen that teaching reading by anticipation guide strategy is worthy being applied in improving the students' reading comprehension. The improvement of reading comprehension is supported by Roozkhoon (2013:127) who found that through employing anticipation guide before starting to read first, students can activate their prior knowledge. Next, the students can promote their interest in text processing during reading. Then, anticipation guide can increase students' participation in post reading stage. The instructor can introduce a chapter by applying anticipation guide, in this way, learners can concentrate on topics mainly. This strategy helps the students to overcome their problems in reading comprehension text. There was an improvement from the average score between the preliminary study and the reading test in the cycle which already achieved the criteria of success of this research.

## **CONCLUSION AND SUGGESTION**

### **CONCLUSION**

Based on the discussion, the researcher concluded that the implementation of anticipation guide strategy improved the students' reading comprehension at VIII B students of SMPN 5 Candipuro in the 2016/2017 academic year. It can be shown by the improvement of students reading score from the preliminary study and the reading score after the action was taken. This strategy also engaged the students become actively involved in the reading activity, as stated in the discussion that there was an improvement of students active participation from the first until the last meeting. Those improvement are the evidence that this strategy is able to improve the students reading comprehension by prediction, reaction, and controversion of the text.

### **SUGGESTION**

The result of the research showed that the use of anticipation guide strategy can improve the students' reading comprehension, considering the result some suggestion are given to the English teacher, the students, and the other researcher as follow:

The English teacher was hopefully use anticipation guide strategy for new information and an alternative teaching reading strategy in the classroom.

The students are suggested to use anticipation guide strategy to increase the students' ability in reading comprehension because it can help them to understand and more focused of the text.

The future researchers who have some problems with the teaching of reading are suggested to conduct the use of anticipation guide strategy to improve the students' reading comprehension by using different research.

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