



**THE IMPLEMENTATION OF PREDICTION STRATEGY IN IMPROVING  
STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADE OF MTs.  
SWASTA MIFTAHUL 'ULUM SUKA MULIA DOLOK MASIHUL**

**SKRIPSI**

*Submitted to the Faculty of Tarbiyah and Teacher Training State Islamic University of  
North Sumatera as a Partial Fulfilment of the Requirement for the Degree of Sarjana  
Pendidikan (S-1 Program)*

**By:**

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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA  
MEDAN  
2018**



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**SURAT PENGESAHAN**

Skripsi yang berjudul : **“The Implementation of Prediction Strategy in Improving Students’ Reading Comprehension at the Eighth Grade of MTs. Swasta Miftahul ‘Ulum Suka Mulia Dolok Masihul** oleh **Hestu Purwati**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serah kan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

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Yang Membuat Pernyataan

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## **ABSTRACT**

**Hestu Purwati, “The Implementation of Prediction Strategy in Improving Students’ Reading Comprehension at the Eighth Grade of MTs. Swasta Miftahul ‘Ulum Suka Mulia Dolok Masihul” (2018).**

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***Keyword: Prediction Strategy, students’ Reading Comprehension***

This research aimed to improve the students’ reading comprehension in English by implementing Prediction Strategy. This research was applied by using Classroom Action Research (CAR). The subject of this research was the eighth grade of MTs. Swasta Miftahul ‘Ulum Suka Mulia Dolok Masihul which consists of 28 students. This research was conducted in two cycles which each consists of planning, action, observation, and reflection. The technique of analyzing data of this research was applied by using qualitative and quantitative data. The qualitative data were taken from observation sheet and diary notes. The quantitative data were taken from tests in form of multiple choices, which was carried out in the end of every cycle. The test was given to the students in form of pre-test, post-test in the cycle I and post-test in the cycle II. Based on the quantitative data, the result of this research showed that the score of students improved from the first post-test I to post-test II. It was showed from the mean of pre-test was 48,57, and the students who got point  $\geq 70$  were 7 students (25%). In post-test I, the mean was 69,28 and the students who got point  $\geq 70$  were 17 students (60,71%). In post-test II, the mean was 80,36 and the students who got point  $\geq 70$  were 23 students (82,14%). Based on the qualitative data, it was found that the students were active, enthusiastic, and interested in teaching and learning process. It can be concluded there was significant improvement of the students’ reading comprehension through Prediction Strategy at the eighth grade of MTs. Swasta Miftahul ‘Ulum Suka Mulia Dolok Masihul.

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This skripsi is written to fulfill one of requirement to obtain the *Sarjana Degree* at Department of English Education of Faculty Tarbiyah Science and Teachers Training State Islamic University of North Sumatera.

Finishing of writing this skripsi is actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this skripsi has finally been written. Then, I would like to thank Allah Subhanahu Wa Ta’ala for the blessing given to me so that the writing of this skripsi had been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

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Medan, August 2018

Hestu Purwati

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# CHAPTER I

## INTRODUCTION

### A. Background of The Study

English is a very important language and it is used as an international language. English is also used in many aspects of activities of science and technology. In education, English has an important role because many books and articles have been published in English. Besides that, most actual information is now conveyed in English which provides people with sufficient knowledge of the language.

In education especially in learning English process, students are expected to be able to master all language skills of English; listening, speaking, writing, and reading. Reading as one of the language skills that becomes more important and it is very necessary in the teaching learning process. The students need reading skill to get information from books, magazines, novels, essays, and internet. Besides other skills, reading becomes one of the mostly used skills in the tests of National Examination.

Reading is the ability to draw meaning from the printed page and interpret this information appropriately.<sup>1</sup> It means that in reading the text, comprehension is needed to know the meaning of the text. The message of the text to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material. Reading for meaning is also called reading comprehension.

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<sup>1</sup>W. Grabe and Stoller F.L. *Teaching and Researching Reading*, (England: Pearson Education, 2010). p. 9.

Reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are the written and how they trigger knowledge outside the text. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. Comprehension is a really important in reading skill. The ability of someone to comprehend is closely related to one's background knowledge.

Based on the research observation at the ninth grade of MTs. Swasta Miftahul 'Ulum Suka Mulia Dolok Masihul, the researcher found some problems. The first problem is the students had difficult to understand the text well. The second problem is the students were unable to comprehend the text and had less vocabulary to support them in comprehending the text. Another problem is the teacher used technique in teaching reading is monotonous. So, it makes the condition of the class is boring. Because the teacher just asked the students to read the text and answer the question from the text.

To solve this problem, the teacher of English should select the suitable strategy in teaching learning process. Strategy is a way that the teacher use when teaching. The strategy of teaching English is needed in order to improve the students' skills especially in reading skill. Therefore, teacher should possess effective reading strategy to teach the students to gain better skill in reading comprehension.

Here, the researcher considered that it is necessary to find out an alternative way to create suitable and interesting strategy to the students'



condition. They need any practices to interact and improve their achievement of reading comprehension. There are many strategies that can be used in learning process. One of them is Prediction strategy that will be applied because it becomes the students to actively think ahead and envision what will come next in the text, based on their prior knowledge.

Prediction is a pre-reading activity. Predicting by using picture is a strategy which has a high possibility in helping the students' reading achievement.<sup>2</sup> In using prediction strategy in comprehending the text, the students not only know to comprehend but also help students to make a prediction and explain what they believe will happen in the text before reading. This strategy activates students' background knowledge and starts engagement with key concepts. It also activates background knowledge and shows students that they were smart enough to figure things out in reading. Students are able to brainstorm how the information fits in with their previous knowledge. They learn to make connections between their own prior knowledge and the ideas in a text.

The prediction strategy is not one of general strategies that used in Indonesia. So, it is one of the reasons why the writer wants to conduct this study. The implementation of Prediction strategy will be perceived to help if it improves the students' comprehension. However, in the context of teaching reading comprehension the effectiveness of the evidence above need to found. In this case, to gain the evidence, the research needs to be conducted.

Based on the explained above, the writer is interested to conduct a simple research about reading with the title, **"The Implementation of Prediction**

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<sup>2</sup>Desy Wulandari, 2017. *Improving Students' Reading Comprehension of Descriptive Text By Using Prediction Strategy*, Journal of English Education FKIP Universitas Lampung, p.2

## **Strategy in Improving Students' Reading Comprehension at the Eighth Grade of MTs. Swasta Miftahul 'Ulum Suka Mulia Dolok Masihul'.**

### **B. Statement of The Problem**

Based on the background of study above, it could be identified some problems as follow:

1. The teacher teaches a reading skill to the students with conventional method, but the students still have difficulties to understand the text.
2. The teacher teaches a reading skill to the students with conventional method, but the students still low to mastering vocabulary in reading text.
3. The teacher has used the various strategy in teaching reading comprehension but the students still not interested study in learning English.

### **C. Limitations of The Study**

Based on the statement above, the writer limited to the implementation of prediction strategy in improving students' reading comprehension to the eighth grade of MTs. Swasta Miftahul 'Ulum Suka Mulia Dolok Masihul. The research is conducted by classroom action research.

### **D. Research Question**

In relation to the background of study, the problem in this research could be formulated as follow:

1. How is the implementation of Prediction Strategy in improving students' Reading Comprehension?
2. How is the improvement of students' reading comprehension through Prediction strategy?

#### **E. Purposes of The Study**

Considering to the research question above, so the purpose of the study as follow:

1. To describe the implementation of Prediction Strategy in improving students' reading comprehension.
2. To describe the improvement of students' reading comprehension through Prediction strategy.

#### **F. Significances of The Study**

The result of this study is expected to be useful for the teachers, students, and readers, or other researchers. It is expected that the result of the study will give some contribution in teaching reading. The significances of the study are elaborated as follow:

1. For the headmaster, as a contribution for the headmaster to improve the teachers' understanding of their function and responsibility as a teacher and to determine the efforts to make the next teaching and learning quality.

2. For the English Teachers, as a consideration and information for English teachers that prediction strategy can give some benefits to improve the students' reading comprehension achievement in a text.
3. For the Students, as an information for students in reading comprehension strategy which can improve their ability in comprehending the text.
4. For the readers or researchers; as information and comparison of the next researcher who want to conduct the relevant research.

## CHAPTER II

### LITERATURE REVIEW

#### A. Review of Literature

A researcher needed some theories to give relevant knowledge in the field. For this reasons, this chapter describes some theories related with the area of this study. Thus, the following explanation aimed toward the clear explanation.

##### 1. Definition of Reading

Reading is the skill in which the students have the great ability at the end of their language study. Students can do many activities while they are reading such as understand the meaning of the text, they try to discuss about the contents. Nuttal states that reading can be used to improve their language components.<sup>3</sup> It means that the students focus on the vocabulary of structure, pronunciation and grammar.

Christine Nuttal (in Edithia Gloria`s book) defines reading as the meaningful interpretation of printed or written verbal symbols.<sup>4</sup> It means that reading is a result of the interaction between the perception of graphic symbols and the knowledge that represent language and the readers' language skills, cognitive skills, and the knowledge of the world. In this case the reader tries to recreate the meanings intended by the writer.

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<sup>3</sup> Nuttal, C., *Teaching Reading Skills in a foreign Language*. (Macmillan Heneman, 1996). p.30.

<sup>4</sup> Edithia Gloria S. *Developing Reading Skills for EFL Students*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988). p.14

Reading is a skill which must be develop, and can only be developed, by means of extensive and continual practice.<sup>5</sup>

Deborah states Reading is an active process that depends on both author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written.<sup>6</sup>

Discussing about reading, it also appropriate to what Allah says in holy Qur'an at Al-Alaq verse 1-5 as follows:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾  
 أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ  
 الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Meaning: 1. Read! In the Name of your Lord, Who has created (all that exists), 2. Has created man from a clot (a piece of thick coagulated blood).3. Read! And your Lord is the Most Generous,4. Who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch)],5. He has taught man that which he knew not.<sup>7</sup>

From the verse above explained that, First, this Surah addresses the holy Prophet (S) and commands him to read or proclaim (the message). Then, it refers to the creation of Man out of a mere clot. Further, it refers to development of Man, who is taught from the bounty and by the Grace of Allah; the soul in him reaching out to knowledge sublime, and instrument of it, the sanctified Pen.

<sup>5</sup> Sukirah Kustaryo. *Reading Techniques for College Students*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988).p.13

<sup>6</sup> Deborah Daiek and Nancy Anter, *Critical Reading for College and Beyond*, (New York : McGraw-Hill,2004).p. 5

<sup>7</sup><http://www.noblequran.com/translation/>

Thereafter, it speaks about ungrateful Man, and that despite all the blessings and graciousness that Allah bestows on him, he rebels. Following this, it points to the painful chastisement of those who cause a hindrance on the road to guidance and righteous deeds. Then, the Surah ends with a command to prostration, and of drawing closer to Allah. Based on this explanation can concluded that this verse explain about the correlation history of Islam with reading, writing, and accounting.

Based on some statements above, it can be conclude that reading is a process to get the meaning and information from what we read or the meaning of the text. Reading also can develop other skills, like enrich vocabulary, pronunciation and grammar.

## **2. Aspects of Reading**

There are five reading aspects which observed by the researcher; Main Idea, specific information, reference, inference, and vocabulary.

### *a. Main Idea*

Finding a main idea of a paragraph is one of the most important specific comprehension skills. Ophelia Hannock defines that the main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader.<sup>8</sup> In other words, that is what the author wants a reader to know about. So, the main idea is the important idea that the author develops throughout the paragraph.

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<sup>8</sup>Hancock, J. *How To Teach English*, (London: Longman, 1987). p.54

*b. Specific Information*

Supporting sentences or specific information develops the topic sentence by giving definition, example, facts, comparison, analogy, cause and effect, statistic and quotation.

*c. References*

References are words or phrases used either before or after the reference in the reading material.<sup>9</sup> When such words are used, they are signals to the reader to find meaning in the text.

*d. Inferences*

An inference is an educational guess or prediction about something unknown based on available facts and information.<sup>10</sup> The reader will be able to do this by making use of the context in which the word occurs in order to give him a rough idea of the meaning.

*e. Vocabulary*

According to Wallace, vocabulary is the stock of word used by people or even person. Concerning those statements indeed vocabulary is fundamental for everyone who wants to speak or to product utterances for reading.<sup>11</sup>

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<sup>9</sup>Latulippe, D. *Comprehensive Reading Methods*. (New York: Bell and Howel Company, 1986) p.20

<sup>10</sup> Kathleen. *Reading Skills for College Students*. Engelwood Clippis, (New Jersey: Prentice Hall, Inc., 1986). p.31

<sup>11</sup> Catherine Wallace. *Reading*. (Oxford: Oxford University Press, 1993) p.30



### 3. Definition of Reading Comprehension

The essence of reading act is comprehension: it becomes a primary challenge in teaching or learning of reading skill. In order to learn or understand the message of the author, the students are hoped to have the ability to comprehend the written textbook. Comprehension means understanding the meaning or the point of a topic.

Reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see some good reason to read.<sup>12</sup> Otto states that reading comprehension is a multiplication affected by various skills based on the statement. In comprehending text, reader has to find the main ideas that will determine the quality of their reading comprehension.<sup>13</sup>

Allan states that reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text.<sup>14</sup> Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Comprehension entails three elements:

- The reader who is doing the comprehending
- The text that is to be comprehended
- The activity in which comprehension is apart.<sup>15</sup>

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<sup>12</sup>*Op.Cit.*, Edithia, p.4

<sup>13</sup> Wayne Otto, Addison-Wesley. *How to Teach Reading*, (Philippines,1997). p.241

<sup>14</sup> Allan Wigfield. *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*, (New York: Routledge, 2004). p.227

<sup>15</sup> Catherine Snow. *Reading for Understanding: Toward a R & D Program in Reading Comprehension*, (Pittsburgh: RAN,2002). p.11

#### 4. Process of Reading Comprehension

The comprehension process involves an understanding of words and how to those words are used to create meaning. It involves contextualizing, analyzing, synthesizing, and evaluating words, phrase, sentences, and longer passages during reading. It involves integrating prior experiences and knowledge of the word to construct meaning. The process also involves the ability to remember (short-term or long-term) what was read, for purposes of discussion or taking a test.<sup>16</sup>

To achieve the goals, teacher should divide the reading activities into their interrelated stages, those are: pre-reading, while-reading, and post-reading activities.

##### 1) Pre-reading activities

This phase of reading is intended to make learners be aware to the reason why they have to read the text. They need to see their background knowledge to encounter the text more easily.

##### 2) While reading activities

The aim of this activity is to help the learners to develop their reading strategies or skill so that they can be effective and independent readers. By implicating this activity, learner should be flexible in their ways of reading which are appropriate to the text given. Students interact to the text by the help of their relevant background knowledge such as interaction will help the students to understand the writer's purpose, to understand the text structure and to classify the content.

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<sup>16</sup> Jeanne Shay Schumm. *Reading Assessment and Instruction for All Learners*, (New York: The Guilford Press, 2006) p. 223

### 3) Post-reading activities

In this phase, learners are able to make a conclusion what the writer's meant, to measure how far the learners understand about the reading text in the whilst reading, to investigate and measure how far the students extend their prior knowledge. In this case, teacher will probably organize some kind of follow up students' task related to the text given.

## 5. Levels of Reading Comprehension

According to Shepherd a reader needs to know the four levels of comprehension skill namely: literal level, interpretive level, critical level, and creative level.

### 1) The Literal Level

Shepherd defines this level is the simplest level. It means that what the reader needs to do is to reproduce the facts as they are related by the author. The skills needed for this level understanding are noting factual data, sequence, chronology, and enumeration. To answer the question of this level, the students can state in a parrot-like manner what the author has written with little or no understanding.

### 2) The Interpretive Level

This level requires the reader to go beyond the information given by the author. The reader is now required to see the significance of the data, to note various relationships such as cause and effect and relation of the part to the whole, to make comparisons, to draw conclusions

and inferences and to make generalization. At this level, class discussion is vital for development of competence the comment and ideas of the students help development of competence. The comment and ideas of the students help develop each other's interpretation.

### 3) The Critical Level

At this level the student learns to evaluate and judge the information and the author's presentation of it. Skills at this level are aimed toward evaluating the author's bias, his qualification, his point of view, intent and truthfulness. Class discussion is valuable since the students need help in making evaluations and judgments. This standard may come from factual evidence, or from societies and from their own scale of values.

### 4) This Creative Level

This level requires the student's involvement with the information presented as the reader used it to formulate or to rethink ideas of his own. Obviously, the reader is able to think creatively about the information which the reader has read. When the reader knows what the author has written. She or he has made interpretation to her/his purpose, and she/he has evaluated the pertinence of the information. Questioning at this level might consist of open – ended queries the student to include his own knowledge, views and values.<sup>17</sup>

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<sup>17</sup>Sukirah Kustaryo.*Reading Techniques for College Students*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988). p.118-119

Relate to this study, the levels of reading comprehension are literal and interpretative level. The students are asked to understand the idea of the text oral directly and indirectly stated on the printed page.

## 6. Strategy

Students who are thought with a strategy will more highly motivated and can be lead to a more effective learning. The strategy is defined as a plan, method, or series of activities designed to achieves a particular educational goal.

Allah said in the Holy Qur'an in surah An-Nahl verse 125. It says:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِّ لَهُمْ بِالَّتِي  
هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ  
بِالْمُهْتَدِينَ ﴿١٢٥﴾

Meaning: *"Invite (all) to the way of thy lord with wisdom and preaching; and argue with them in ways that are best and most gracious, for thy knowledge best, who have strayed from his path, and who receive guidance."*<sup>18</sup>(Q.S. An-Nahl: 125)

From the verse above, Allah asked the human to give the lesson by wisdom, wisdom means the way by the right strategy. It can help the teacher to make teaching learning process run well.

According to Kemp explains that the learning strategy is a learning activity that must be done so that the teacher and student learning objectives can be achieved effectively and efficiently. In line with the above opinion Dick and

<sup>18</sup><http://Alquran/english-Trans>,

Carey also mentions that learning strategies it is a substance and procedures of learning materials that are used together to inflict on student learning outcomes.

There are two things we should look from the above understanding, first, learning strategy is a plan of action (set of activities) including the user of methods and utilization of various resources. This means that the preparation of a new strategy to the process of preparing the work plan has not come to act. Second, the strategy designed to achieve certain goals. That is, the direction of all decisions preparation of the strategy is the achievement of objectives. Thus, the preparation of the study, the use of various facilities and learning resources are all directed towards the achievement of objectives. Therefore, before determining the strategy needs to be formulated clear objectives that can be measured its success, since the purpose is the spirit in the implementation of a strategy.<sup>19</sup>

## **7. Prediction Strategy**

### **a. Definition of Prediction Strategy**

Prediction strategy is one of the strategies that can be used in teaching process of reading comprehension. Prediction is educated guesses about what will happen in the text, competent readers monitor the appropriateness of making a prediction, a strategy which includes an on-going assessment of applicable prior knowledge for the text and task at hand.<sup>20</sup> As predictions made without an appropriate prior knowledge base, and without subsequent monitoring of their accuracy, the reader will fail in predict a text.

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<sup>19</sup>Wina Sanjaya. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. (Jakarta : Kencana Perdana Media, 2006). p.126

<sup>20</sup> Afflerbach, P. *The Influence of Prior Knowledge and Text Genre on Readers' Prediction Strategies*. *Journal of Reading Behaviour*. Vol. XXII. No.2, 1990. p.2

Prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the content before we actually read. Books' cover give us a hint of what's in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word.<sup>21</sup> The moment we get this hint, our brain starts predicting what we are going to read. Expectation are set up and the active process of reading is ready to begin. Teachers should give students "hints" so that they can predict what's coming too. It will make them better and more engaged readers.

Predicting is a common pre-reading technique to activate background knowledge, focus the reader's attention, set the mood of the story, and establish a purpose for reading. Readers can often predict the content of a story by looking at the title or chapter headings, scanning the table of contents, and reviewing any pictures, tables, figures, or graphs.<sup>22</sup> Even if the predictions are wrong, the reader will be curious and want to start reading to check his or her predictions.

Prediction Strategy is also a strategy that supports the acquisition of comprehension in reading a text. Prediction is an educated guess as to what will happen. Block et.al in Zygoris states that by making prediction, readers are using the following processes:

- Prior knowledge
- Thinking on a literal and inferential level
- Adding to their knowledge base

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<sup>21</sup> Jeremy Harmer. *How to Teach English, An Introduction to the Practice of English Language Teaching*. (London: Longman, 1998) p.70

<sup>22</sup> Lyutaya, T. *Reading Logs: Integrating Extensive Reading with Writing Task*. English Teaching Forum Journal 2011. Vol.49, No.1. p.30

- Linking efferent and affective thinking processes
- Making connections
- Filling the gaps in the author's writing.<sup>23</sup>

Based on the explanation above, making predictions activates students' prior knowledge about the text and helps them make connections between new information and what they already know. By making predictions about the text before, during, and after reading, students use what they already know—as well as what they suppose might happen—to make connections to the text.

### **b. Purpose of Prediction Strategy**

In this study, prediction strategy has purposes to provide some students' opportunity to be active in the class, such as:

1. The students will predict more and more, so they will have a greater chance of being right.
2. The students will be motivated and have purpose in reading text by asking them to predict what will happen in the text.
3. The students will activate their prior knowledge to develop a deeper meaning in comprehending the text.

### **c. Advantages of Using Prediction Strategy**

There are some advantages of using prediction strategy in teaching reading process according to Kijhatzi, such as:

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<sup>23</sup> Zygouris-Coe, Vicky and Glass, Catherin. (2004). FOR PD's Reading Strategy of the Month: Prediction Wheel.p.1



- Prediction helps students to set a purpose for reading and anticipate what students will read.
- Making and reviewing prediction helps students to interact with the text.
- Prediction helps the students to connect their prior knowledge with the information being learned.
- Prediction helps students to develop their mental models that they can use whenever they read.
- Prediction helps students to pay attention to the sequence of events.
- By supporting students' prediction with evidence from the text, they develop critical thinking skills and improve comprehension.

#### **d. Disadvantages of Using Prediction Strategy**

There are some advantages of using prediction strategy in teaching reading process, such as :

- Applying this strategy need a lot time.
- Not all students can connect their prior knowledge with the information being learned.
- Only some students that have good mental models and able to attention the sequence of applying this strategy.

### **e. Procedures of Prediction Strategy**

The experts state the procedures of making prediction using different words, but exactly they have a same idea that is the implementation of the strategy in classroom. According to Buehl, the steps which must be done in applying making prediction in teaching as follow:<sup>24</sup>

1. The teacher establishes the students to make the characteristic of the solid prediction. Tell them that the prediction should be consistent with the available evidence.
2. Teacher gives the example of predicting activity to the students by showing the picture then asks the students about what they think based on the picture.
3. Students create their prediction which may or may not be validated in the text.
4. Read the text or material completely to find whether their prediction correct or not.
5. Share their prediction with a partner or in small groups.
6. Ask them to generate their own prediction based on the examining all information of their text.

### **f. Teaching Reading by Applying Prediction Strategy**

In teaching reading comprehension, the most important thing is to build up students' confidence and interest in reading text. With prediction strategy on

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<sup>24</sup>Buehl, Mc.Gregon. *Teaching Language Arts to English Language Learners*. (New York. Routledge, 2004). p.47

teaching reading comprehension in a text can improve the ability of students to comprehend the text. Prediction strategy helps students to make connection between their prior knowledge and information from the text that they read.

Zygouris explains that before reading, good readers make predictions about what they are going to read. Students should be encouraged to look at the front cover of the trade book and picture books, subheadings, illustrations and captions, and graphics and charts in informational text. Students should make logical predictions based on what they have seen. During reading, good readers gather evidence about their predictions; revising, abandoning, or creating new predictions based on what they are reading. The teacher should draw the student's attention to specific contextual features for making predictions rather than simply asking them to guess what will come next. After reading, the readers confirm or refining their prediction using the information they found in the text.<sup>25</sup>

Students also tend to be more comfortable with the text. However, the strategy is important for all types of text. Teachers should make sure to include time for instruction, modeling, and practice as students read informational text. They can also help students successfully make predictions about informational text by ensuring that students have sufficient background knowledge before beginning to read the text. Teachers can help students develop proficiency with this skill by making connections between predicting while reading and predicting before reading. Students will not necessarily make these connections independently, so teacher talk and questioning are important.

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<sup>25</sup> *Op.Cit.*, Zygouris-Coe, Vicky and Glass, Catherin. p.1

## **B. Conceptual Framework**

Reading is the important skill that the students have to master. One of the main key in reading is the important role of students' prior knowledge plays in order to understand written text. The students read in order to obtain information, but the actual process of reading is the coding of visual symbols into words according to a fixed system. Learning activities of English, especially in reading, often appears monotonous and boring because the teacher uses conventional method. The teacher just asks the students to open their textbook and ask them to read certain text without any strategy. After that, the teacher will ask the students to do the task from the textbook.

The success of teaching reading comprehension is influenced by the technique method, and strategy that are used in teaching learning process. It means that the teachers should choose and select the appropriate strategy in teaching process especially teaching reading. So, in this case to answer the problems, the researcher thinks that using prediction strategy will help the students comprehend the material better. It also helps the students to connect their prior knowledge with the information being learned, helps students to develop their mental models that they can use whenever they read, and helps students to develop critical thinking skills.

Using prediction strategy will also make the teaching and learning activity become fun, interesting and pleasing in the class. The teacher can take the advantage of it as the effective technique to help the students comprehend the text effectively. It is also as the way to attract the students' interest and make them more active in teaching reading comprehension activity. Prediction strategy can

be very helpful for the teacher to improve their performance in teaching reading and also for the students to improve their ability in reading comprehension so that they can easily get the message and information from that text.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

Research is a systematic effort in answering a problem. Research is usually divided three methodology, they are qualitative research, quantitative research, and Classroom Action Research (CAR). Based on the kind of its problem, so this research will be applied by using Classroom Action Research (CAR). Classroom Action Research or CAR is a research that be conducted in the class.

Classroom action research has a very important and strategic role to improve the quality of learning when implemented properly, its mean that the parties involved in CAR (teacher) consciously develop the skill in detecting and solving problem that happened when learning in the class through meaningful action.<sup>26</sup>

Classroom action is a method of finding out what the best way in the classroom. So, we can increase students' ability in learning process. The aim of classroom, action research is to improve the teachers' teaching their own

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<sup>26</sup>Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta: PT. Raja Grafindo Persada, 2016), p.41.

classroom or school. While there is no requirement that the findings be generalize to other situation, the result can add to knowledge base. Classroom action research consist of three words, they are:<sup>27</sup>

1. Research

Examine activities of an object, use the rules of particular methodology to obtain data or information to improve the quality of a thing that interest and important for the researcher.

2. Action

Some activities are deliberately made with specific purpose, which in this research formed a series of cycle activities.

3. Class

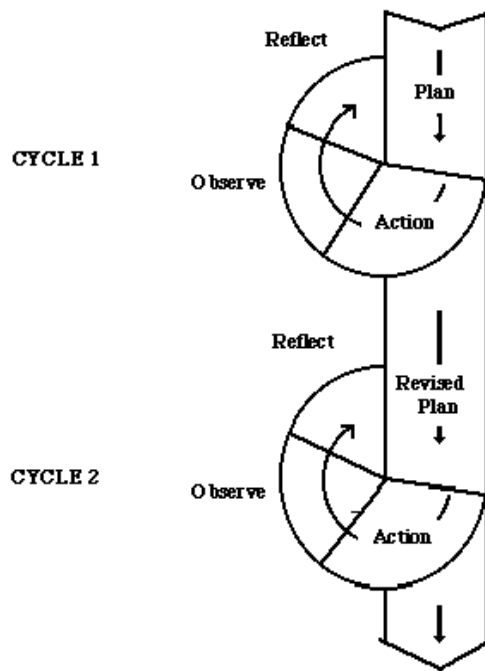
Class is group of students who are in the same time receive the lesson from the teacher. Constrains which written for understanding about the class is old interpretation, to immobilize a misconception and widely understood by the public with “room for the teacher to teach.” Class not just a room but a group of students who are studying.

By combining three words above, classroom action research reflection to activity which is intentionally appeared and happened in class.

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<sup>27</sup>Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana Perdana Media, 2009), p.25.

Here, the research used CAR designed by Kemmis and Mc. Taggart model from Ishak and Ugi's book that consists of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research is brought by the series of cycle.<sup>28</sup> The figure is bellow:



**Figure 3.1**

### **Action Research Spiral, Model from Kemmis and Mc. Taggart**

#### **B. Research Setting and Subject**

This research is conducted at MTs.Swasta Miftahul 'Ulum Dolok Masihul which location on SukaMulia, DesaTegal Sari, Dolok Masihul, Serdang Bedagai, Sumatera Utara. The reasons of the researcher choose the location because the researcher found the problems of this research in that school and before there is no researchers conduct with the same title. The subject of this research is the eighth

<sup>28</sup>Ishak Abdullah dan UgiSuproyogi, *Penelitian Tindakan Dalam Pendidikan Nonformal*, (Jakarta: Raja Grafindo Persada, 2012), p. 161.



grade at MTs.Swasta Miftahul ‘Ulum Suka Mulia Dolok Masihul in Academic Year 2018/2019 consists of two classes. In this research, the researcher took one class that is VIII-A. There are 28 students in this class that consists of 10 male and 18 female students.

### **C. Data Collection**

In this research, the data is collected by using quantitative and qualitative data.

#### **1. Quantitative Data**

In collecting data, the writer tested the students by giving reading test. This test consists of two kinds, pre-test and post-test. The pre-test is done before implementing Prediction Strategy in learning reading comprehension descriptive text. It means to measure students' comprehension in comprehending the text. Meanwhile, the post-test is implemented after using Prediction Strategy. The test is held on the end of every cycle.

In this research, the writer asked the students to read the text and answer the question based on the text. The researcher gave some questions in form of multiple choices. In scoring reading test, it is determined that the ranging from 0-100 by accounting the correct answer. The test is conducted to see the improving students' ability in reading comprehension.

## 2. Qualitative Data

### a. *Observation*

In this case, the researcher uses the unstructured or opened observation to know the occurrences within learning process. It may be about the teachers performance during classroom action research, class situation in the classroom activity, and students' response concerning the implementation of Prediction Strategy.

### b. *Diary Notes*

Diary notes will be written by the research in every meeting during the research. The researcher will write everything what happened during teaching learning process including reflection and evaluation of Prediction Strategy in teaching reading comprehension.

### c. *Documents*

Document is all of data are collected and interpreted by research and they also supported by some medias such as: photos, diary notes and documents which will be related to research focusing.<sup>29</sup>

## D. Data Analysis

The technique of analyzing the data of this research applied the quantitative and qualitative data. The quantitative data was used to analyze the score of the students, the researcher observed their activities by using anagram that given to the students.

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<sup>29</sup>Salim dan Syahrums, *Metodologi Penelitian Kualitatif*, (Bandung: Cita pustaka Media, 2007), p.124.

The quantitative data was used to analyze the students' scores by given reading test. There are about 10 questions for each cycle. In scoring reading test, it is determined that the ranging from 0-100 by accounting the correct answer. The correct answer is given 10 while the wrong answer is given 0 and by applying formula:

$$S = \frac{R}{N} \times 100\%$$

Where: S= score

R= the number of correct answer

N= the number of question

To know the mean of students' scores of reading in each cycle, the writer applied the following formula:

$$X = \frac{\sum X}{N}$$

Where: X = The mean of the students score

$\sum X$  = The total score of the students

N = The number of the students<sup>30</sup>

Next, the researcher tried to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gets score 70, which is adapted from the school agreement at MTs. Swasta Miftahul 'Ulum Suka Mulia Dolok Masihul, the researcher used the following formula:

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<sup>30</sup>Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2014), p.81

$$P = \frac{R}{T} \times 100\%$$

Where: P = the class percentage

R = the number of students who passed the KKM

T = the total number of students

And the qualitative data is analysed by using qualitative data analysis interactive model from Miles and Huberman. There are data reduction, data display, and conclusion drawing and verification.

### **1. Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcript. Data reduction is occurring as the researcher decides (often without full awareness) which conceptual framework, which case, which research questions, and which data collection approaches to choose<sup>31</sup>. In this phase, the researcher needed separate the accurate data from the inaccurate ones. Through the data reduction the researcher focused on the data that was analyzed. It could be easy for the researcher to continue the collecting the data.

### **2. Data Display**

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion, drawing, and action. Looking at displays helps us to understand what is happening and to do something-

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<sup>31</sup>Matthew B.Miles and A. Michael Huberman, *Qualitative Data Analysis*, (United States of America: SAGE Publications, 1994), p.10

either analyze further or take action-based on that understanding<sup>32</sup>. In this phase, the researcher presented the data into design that is done in form of short statement, charts, graphs, matrices, and networks.

### **3. *Conclusion Drawing or Verification***

The third stream of analysis activity is conclusion drawing and verification. Conclusion drawing, in our view is only half of a Gemini configuration. Conclusion is also verified as the analyst proceeds. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing. With a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among collages to develop "intersubjective consensus," or with extensive efforts to replicate a finding in another data set.<sup>33</sup>

In this phase, the researcher made a conclusion. The conclusion is a form of thick description. The conclusion is the answers of the researcher problems that had been formulated.

## **E. Research Procedure**

The procedures of data collection are administrated in two cycle. Each cycle consists of four divisions; 1) planning, 2) action 3) observation, and 4) reflection.

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<sup>32</sup>*Ibid.*,p.11

<sup>33</sup>*Ibid.*,p.11

## 1. Pre-test

Before the researcher begins cycle I, pre-test is administrated to identify the basic knowledge of the students about reading comprehension, the students' problem in reading, behavior, and attitude of the students toward English lesson.

## 2. Cycle I

### a. *Planning*

Planning is a plan to conduct treatments about the problem of the research. In planning, the researcher prepared some materials that needed in learning process. There are some points of the planning in the first cycle:

- Deciding the appropriate topic and material.
- Making and developing the lesson Plan.
- Preparing the media and facilities that is used in teaching and learning.
- Preparing observation sheet for the teacher and the students.
- Preparing post-test I.

### b. *Action*

Action is process of doing things. Action is the implementation of planning. In this step, the researcher implemented Prediction Strategy in teaching learning process for reading topic.

- Opening the class by greeting to the students.
- Explaining the structure of descriptive text.
- Explaining the instruction of practicing strategy.

- Applying Prediction Strategy.
- Asking the students to read their prediction of figure text.
- Evaluating and giving conclusion.

***c. Observation***

Observation is conducted to identify the classroom activity during the teaching and learning process. The observer discovers the problem by filling observation sheet and find out the problem answering the difficulties of the students in performing activity. The result of observation is collected as the data that is used as a basic of reflection.

***d. Reflection***

In this phase, the aim of reflection is to reflect or evaluation from three phases before. The reflection is able to be determined after implementing the action and observation result. If there still may find some problems, it needs to move to the next cycle until it solve.

**3. Cycle II**

Action research is cyclical. After cycle of planning, action, observation, and reflection in cycle I, the process in the cycle II is the same with the first cycle, with of course more improvement reading comprehension material. Cycle II is done if there is insignificant improvement of students' reading comprehension

## F. Trustworthiness

There are four indicators that was established to check the validity of data in qualitative research. Namely, credibility, transferability, dependability, and confirmability.<sup>34</sup>

1. Credibility is qualitative research that means the results of a qualitative study were believable and trustworthy from the perspective of a participant or subject in the research itself. In credibility, the researcher chooses triangulation. It was accomplished by asking the same research question of different study participants and by collecting data from different sources and by using different methods to answer those research questions. The researcher limited on methodological triangulation. It was accomplished by checking the data on the same source with different techniques.
2. Transferability is a trustworthiness concept that can be seen as external validity. In transferability, the researcher chosen can be applied in other situation. It was accomplished by the researcher in making the report might provide a detailed, clear, systematic, and reliable description.
3. Dependability is a trustworthiness concept that closely matches reliability. In positivist research, reliability was the extent to which a variable or a set of variables is consist with that it is supposed to measure when repeated multiple of times. In dependability, the researcher focused

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<sup>34</sup>Tohirin, (2013), *Metode Penelitian Kualitatif Pendidikan dan Bimbingan Konseling*. Jakarta : PT. Raja Grafindo Persada, p. 100



to audit dependability. It was accomplished by auditing the entire researcher's activities in conducting the research. How the researcher determined the data source, conducted the data analysis, and made the conclusion.

4. Confirmability referred to the degree to which the result could be confirmed or collaborated by others. The researcher focused to audit confirmability. It was accomplished by testing the result of the research associated with the process in conducting the research.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings**

The data of this study are qualitative and quantitative data. The qualitative data were taken from observation sheet, diary notes, and documentation. The quantitative data were taken from the mean of the students' score in taking test. The researcher conducted in one class with 28 students. This research held in two cycles. Each cycles consisted of four steps of action research, they are planning, action, observation and reflection. Before beginning the first cycle, the researcher held pre-test and gave test as post test I in the first cycle and post test II in the second cycle in the last meeting of each cycle.

#### **1. The Quantitative Data**

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle.

##### **1.1 Pre-Test**

The researcher gave a test. This test was conducted at the beginning of the research before treatment of using prediction strategy, on 12 July 2018. The purpose of pre-test was to check the students' ability in reading comprehension. The researcher noted that the score which passed of 70 was success depending on KKM in the school. It was found that the mean of students' score was kept improving from

pre-test until post test of the second cycle. There were 28 students who follow this test.

**Table 4.1 The Students' Score of Pre-Test**

No.	Initial of The Students	Score	Criteria of Succes $\geq 70$
1.	AK	40	Unsuccess
2.	AP	60	Unsuccess
3.	A	20	Unsuccess
4.	AA	20	Unsuccess
5.	DI	40	Unsuccess
6.	DAL	70	<b>Success</b>
7.	FH	50	Unsuccess
8.	H	50	Unsuccess
9.	IP	40	Unsuccess
10.	K	40	Unsuccess
11.	MAR	40	Unsuccess
12.	MADA	70	<b>Success</b>
13.	MZA	60	Unsuccess
14.	NS	50	Unsuccess
15.	PAD	50	Unsuccess
16.	RA	60	Unsuccess
17.	RA	40	Unsuccess
18.	SNLH	70	<b>Success</b>
19.	S	20	Unsuccess
20.	S	40	Unsuccess
21.	SA	70	<b>Success</b>
22.	SF	40	Unsuccess
23.	SNS	70	<b>Success</b>
24.	SAN	30	Unsuccess
25.	SD	40	Unsuccess
26.	TI	70	<b>Success</b>
27.	WW	40	Unsuccess
28.	WA	70	<b>Success</b>
<b>Total</b>		<b><math>\sum X=1360</math></b>	
<b>Mean</b>		<b><math>X= 48,57</math></b>	

From the table of pre-test, the students that got success the test was 7, and the students did not get success was 21. In this case, the total score of the students

was 1360 and the number of the students who took the test was 28. So, the mean of the students' score was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1360}{28} = 48,57$$

Based on the result of pre-test, the students' ability in reading comprehension was low. The mean score of pre-test was 48,57. The percentage of students' reading comprehension formulated as below:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{7}{28} \times 100\% = 25\%$$

$$P_2 = \frac{21}{28} \times 100\% = 75\%$$

**Table 4.2 Percentage of Students Score in Pre-Test**

	Criteria	Number of Students	Percentage
P <sub>1</sub>	Success	7	25%
P <sub>2</sub>	Unsuccess	21	75%
Total		28	100%

From the table above, the students' ability in reading comprehension was low. In this case, it could be seen from the mean score of students' pre-test was 48,57. The percentage of the students' score was 7 students that got success score or 25%. And 21 students got unsuccess score or it was 75%. The highest score was 70, and the lowest score was 20. The researcher concluded that the

students' reading comprehension in pre-test was low. Therefore, the researcher would conduct post-test in the Cycle I.

### 1.2 Post-Test I

The researcher gave test in post-test I, this test was given after implemented prediction strategy in reading comprehension. Here, the researcher found improvement of students' score in post-test of the first cycle. The result of the students' score in post-test I could be seen the following table:

**Table 4.3 The Students' Score of Post-Test I**

No.	Initial of the students	Score	Criteria of Succes $\geq 70$
1.	AK	50	Unsuccess
2.	AP	80	<b>Success</b>
3.	A	60	Unsuccess
4.	AA	50	Unsuccess
5.	DI	80	<b>Success</b>
6.	DAL	80	<b>Success</b>
7.	FH	60	Unsuccess
8.	H	80	<b>Success</b>
9.	IP	80	<b>Success</b>
10.	K	40	Unsuccess
11.	MAR	70	<b>Success</b>
12.	MADA	80	<b>Success</b>
13.	MZA	60	Unsuccess
14.	NS	80	<b>Success</b>
15.	PAD	70	<b>Success</b>
16.	RA	60	Unsuccess
17.	RA	70	<b>Success</b>
18.	SNLH	80	<b>Success</b>
19.	S	50	Unsuccess
20.	S	60	Unsuccess
21.	SA	80	<b>Success</b>
22.	SF	80	<b>Success</b>
23.	SNS	90	<b>Success</b>
24.	SAN	60	Unsuccess

25.	SD	60	Unsuccess
26.	TI	80	<b>Success</b>
27.	WW	80	<b>Success</b>
28.	WA	70	<b>Success</b>
<b>Total</b>		<b><math>\sum X = 1940</math></b>	
<b>Mean</b>		<b><math>X = 69,28</math></b>	

From the table above, the students that got success the test was 17, and the students did not get success was 11. The total score of students was 1940 and the number of students that took the test was 28. The mean of the students' score was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1940}{28} = 69,28$$

Based on the data analysis above, the students' reading comprehension in English lesson was good, but the success criteria still could not reach. It could be seen of the mean score of students was 69,28. To know the percentage of students who got success in reading comprehension was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{17}{28} \times 100\% = 60,71\%$$

$$P_2 = \frac{11}{28} \times 100\% = 39,29\%$$

**Table 4.4 Percentage of Students' Score in Post-Test I**

	<b>Criteria</b>	<b>Number of Students</b>	<b>Percentage</b>
P <sub>1</sub>	Success	17	60,71%
P <sub>2</sub>	Unsuccess	11	39,29%
Total		28	100%

From the table of students' score above showed that the students' score was low. It could be seen from the mean of the students' score was 69,28. The percentage of the students' score from this Post-Test I was 60,71%. Here, there were 17 students that got success score and 11 students still failed in the test. Based on the result of students' score, the researcher tried to modify the action in order 75% of students in the class could pass the KKM. In this case, the researcher would continue in the second cycle because the students' ability in reading comprehension descriptive text of post-test I in the first cycle was categorized unsuccess.

### **1.3 Post-Test II**

The researcher chosen to continue the research in the second cycle. Its aim was to improve the score of students in reading comprehension after doing post-test in the first cycle. The result of the students' score in post-test of second cycle could be seen on the following table below:

**Table 4.5 The Students' Score of Post-Test II**

<b>No.</b>	<b>Initial of The Students</b>	<b>Score</b>	<b>Criteria of Succes <math>\geq 70</math></b>
1.	AK	60	Unsuccess
2.	AP	80	<b>Success</b>
3.	A	60	Unsuccess
4.	AA	50	Unsuccess
5.	DI	100	<b>Success</b>
6.	DAL	90	<b>Success</b>
7.	FH	60	Unsuccess
8.	H	90	<b>Success</b>
9.	IP	90	<b>Success</b>
10.	K	60	Unsuccess
11.	MAR	70	<b>Success</b>
12.	MADA	80	<b>Success</b>
13.	MZA	70	<b>Success</b>
14.	NS	80	<b>Success</b>
15.	PAD	90	<b>Success</b>
16.	RA	90	<b>Success</b>
17.	RA	100	<b>Success</b>
18.	SNLH	80	<b>Success</b>
19.	S	70	<b>Success</b>
20.	S	70	<b>Success</b>
21.	SA	90	<b>Success</b>
22.	SF	90	<b>Success</b>
23.	SNS	100	<b>Success</b>
24.	SAN	90	<b>Success</b>
25.	SD	80	<b>Success</b>
26.	TI	80	<b>Success</b>
27.	WW	80	<b>Success</b>
28.	WA	100	<b>Success</b>
<b>Total</b>		<b><math>\sum X = 2250</math></b>	
<b>Mean</b>		<b><math>X = 80,36</math></b>	

The result of the post-test II in the second cycle, the total score of students was 2250 and the number of students who took the test was 28. Meanwhile, the students that got success the test was 23, and the students did not get success were 5. So, the mean of the students' score was:



$$X = \frac{\sum X}{N}$$

$$X = \frac{2250}{28} = 80,36$$

From the analysis data above, the students' reading comprehension in English lesson in post-test II was good. It could be seen from the mean score of the students was 80. It means that the score was categorized success. To know the students' who competent in reading comprehension was calculated by applying formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{23}{28} \times 100\% = 82,14\%$$

$$P_2 = \frac{5}{28} \times 100\% = 17,86\%$$

**Table 4.6 Percentage of Students' Score in Post-Test II**

	<b>Criteria</b>	<b>Number of Students</b>	<b>Percentage</b>
P <sub>1</sub>	Success	23	82,14%
P <sub>2</sub>	Unsuccess	5	17,86%
Total		28	100%

From the table above, the researcher concluded that the students' reading comprehension in English lesson was improved. It could be seen from the mean of students' score was 80,36. The percentage of the students' score was 82,14% for 23 students that got success of the test. And there are 5 students did not get success in the test or it was 17, 86%. In this case, it can be concluded that the students' reading comprehension in English lesson from the post-test of second

cycle was categorized success and had significant improvement. So, the researcher decided to stop in this cycle.

**Table 4.7 Percentage of Students Score in Pre-Test, Post-Test I and II**

<b>Name of Test</b>	<b>Number of Students who Got the Score <math>\geq 70</math></b>	<b>Percentage</b>
Pre-test	7	25%
Post-test I	17	60,71%
Post-test II	23	82,14%

Based on the data above, the result of analysis data showed that there was an improvement on the students' reading comprehension descriptive text in English lesson. In the pre-test, the mean of the students' score was 48,57, the mean of post-test I in the first cycle was 69,28, and in the post-test II of the second cycle, the mean of the students' score was 80,36. The percentage of the students' score in pre-test who got point up to 70 was 25% for 7 students that got improvement in the test. The percentage of the students' score in post-test of the first cycle who got point up 70 was 60,71% for 17 students that got improvement in the test. Then, the percentage of the students' score in post-test of the second cycle who got point up 70 here increase become 82,14% for 23 of 28 students that got improvement in the test.

From the data, the researcher indicated that Prediction Strategy was effective or could be used in learning reading comprehension, and the data above can be concluded that the students' reading comprehension have been improved by using Prediction Strategy.

## **2. The Qualitative Data**

The qualitative data was analyzed from observation sheet, dairy note, and documentation. The research was done into cycles, and each cycle consists of two meetings and one test.

### **2.1 Cycle I**

The researcher has done some steps in the first cycle they were planning, action, observation and reflection. Here the activities that have done in every step:

#### **2.1.1 Planning**

The plan was arranged before researcher conducting the research. First, the researcher prepared lesson plan based on the teaching material for two meetings, material which was took from internet that suitable with the topic discussion about descriptive text. Beside of making the lesson plan, the researcher also prepared observation sheet to observe the students and teacher's performances during teaching and learning process. The researcher also prepared the post-test I to collect the data in order to know the students' improvement after apply the strategy. The lesson plan is used to the teaching and learning process could be seen in Appendix I (Page 56).

#### **2.1.2 Action**

The action of cycle I was done on 17 July 2018. In action phase, the researcher implemented a lesson plan that had been made before, and applied Prediction Strategy as the strategy to teach. First, the researcher explained to the students about descriptive text. Second, researcher divided students into group

discussion and gave them the paper about the material. Third, the researcher demonstrated how to apply this strategy with the topic about descriptive text. Fourth, the researcher asked the students to observe the picture and make prediction in group discussion. Then, the researcher asked them to read their prediction and discussed it together. At last, the researcher gave general conclusion about the material.

In the second meeting, the researcher gave the post-test I in the end of cycle I. The test was about descriptive text with figure and ten questions in form of multiple choices. The post-test I was conducted to measure the improvement of students' reading comprehension ability.

### **2.1.3 Observation**

The observation tried to notice all activities in the physical classroom activity. It was done to observe how the teacher's performance, students' behavior and response, and what the students' problem during the teaching and learning process using Prediction Strategy. Most of the students had participated effectively during teaching and learning process. Although some of them did not practice with their group and still lack about descriptive text. Moreover, they made some noise while the other students read the text in front of the class. However, they were enthusiastic and enjoyable about the topic which discussed in the class even some students seen did not pay attention. The activity of students could be seen in observation sheet in Appendix VI (Page 73).

#### **2.1.4 Reflection**

The researcher evaluated the teaching and learning process in the end of the meeting based on the result of the action in the first cycle. In this case, the researcher felt satisfied enough because the effort to improve students' reading comprehension had been improved and it was proven by the scores they get. Then, based on observation sheet, the research still found the problems. Some of students still not response and attention when the research gave explanation, and the students did not active in joining the learning process.

So, by doing the reflection the researcher knew the result and the problems of the students when did action and test. Then, from the students' response and score above, the researcher continued this phase in the second cycle. In this case, the researcher hoped it could be better than before.

### **2.2 Cycle II**

The researcher also has done some steps in the second cycle. They were planning, action, observation, and reflection. To know the activities that had been done in every step could be seen as below:

#### **2.2.1 Planning**

In this phase, there were some activities had been done by the researcher as teacher, they are making lesson plan consistent of the action, preparing the teaching material which related to use of prediction strategy that was needed in action. Then, preparing the test to measure the result of the study, observation sheet, and diary notes. The lesson plan in Cycle II could be seen in Appendix II (Page 62).

### **2.2.2 Action**

The action of cycle II was done on 24 July 2018. In this phase, the researcher had been done some activities. First, the researcher explained about descriptive text, how describe a place, and give some example to make the students more understood. After that, the researcher asked the students to read and understand the text that is below of the picture. Then, the researcher collected the text and applied Prediction Strategy. They had to made prediction strategy in their groups and performed the result of their prediction in front of the class. Finally, each student has been given feedback and discuss together.

In the second meeting, the researcher gave post-test II. It also was multiple choices. The students read the text and choose the correct answer from the questions.

### **2.2.3 Observation**

The observation was still done for the last time. The activity of students was observed and it showed that the most of students did not have problems anymore about reading comprehension descriptive text. The students were enjoyable in learning the topic discussion and they were active during the teaching and learning process and more enthusiastically than before. The activity of teacher and students could be seen in observation sheet in Appendix VII (Page 75).

### **2.2.4 Reflection**

The researcher analyzed the result of cycle II based on the observation and test that done by the students. It could be concluded that the researcher was able to

improve the students' reading comprehension by implementing prediction strategy. And the students' score in the cycle II had improved.

Based on the teacher and students' observation sheet, the researcher concluded that the researcher as the teacher had done the activity of teaching and learning process very well. Then, the students also had improved in reading comprehension through Prediction strategy. Most of students responded the teacher actively and enthusiastic.

In this case, the researcher and the teacher were satisfied because the students had significant improvement from the score get from pre-test, post-test I, and post-test II. The researcher decided to stop the Classroom Action Research.

## **B. Discussion**

This research was conducted to find out the improvement of the students' reading comprehension by implementing Prediction Strategy. It was one of strategy that could be used by the teacher in teaching English to improve the students' comprehension in reading descriptive text.

The research that had been done by the research indicated that Prediction Strategy was effective or could be used in teaching reading. It could be seen from the tables that showed the improvement of students' score from pre-test, post-test I, and post-test II. The improvement of the students' ability was the teacher could control the class and created the active class. Besides that, this strategy also helped the students to comprehend the subject and text easily.

Based on the quantitative data, it could be seen the students' ability in reading comprehension descriptive text improved and became well in the first

meeting to the next meeting. The mean of the students' score in the pre-test was 48,57, the mean of the students' score in the post-test I was 69,28 and the mean of the students' score in the post-test II was 80,36.

The quantitative data above was also strengthened by the qualitative data taken from the observation sheet and diary notes. It was found that the class ran effectively. The students interested in the way of learning reading. They felt more enthusiastic and enjoy because they could interact with their friends in the learning process. In the other hand, Prediction Strategy made the students enjoy because they could think and developed mental models that they could use whenever they read. It indicated that Prediction Strategy could be motivate the students became more enthusiastic in learning English especially in reading.

So, it can be concluded that the result of the research showed that the implementation of Prediction Strategy improved the students' reading comprehension. It can be seen from the quantitative data proven by the students' score got better from the pre-test to the post-test I of cycle I and from the post-test I to the post-test II in cycle II. It also can be proven by the qualitative data, it was found that the students were more active and enthusiastic and the class ran effectively.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

After analyzing the data, it could be concluded that:

1. The implementation of prediction strategy could improve the students' reading comprehension by adapting the material about descriptive text with the students' need, interest, etc. It can be seen from the result of the research that the students were active in joining the teaching and learning process. And they were enthusiasm and interest in learning process by implementing prediction strategy.
2. From the result of the research, it was found that the improvement of students' reading comprehension was improved. It can be proved through some data such as; pre-test and post-test. The mean of the post-test I was 69,28 better than pre-test was 48,57 and the mean of post-test II was 80,36 better than post-test I. The percentage of students who got up 70 improved in each cycle.

#### **B. Suggestions**

This research showed that Prediction Strategy can improve the students' reading comprehension descriptive text especially at MTs. Swasta Miftahul 'Ulum Suka Mulia Dolok Masihul. There are following suggestions:

1. For the Headmaster, to encourage the teacher to apply Prediction Strategy in teaching English Reading.

2. For the English Teacher, it is better for the English teacher to apply Prediction Strategy in reading comprehension as one alternative teaching and do the variation of teaching and learning process so the students will feel enjoyable and more active.
3. For the Students, are expected to improve their reading comprehension because reading is one of important skill.
4. For the Researcher, should develop Prediction Strategy in problem-solving learning process.
5. For the Readers, as the information to get the good strategy to improve the students' comprehension in reading descriptive text and can be a reference for a new research.

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## APPENDIX I

### LESSON PLAN (CYCLE I)

<b>School</b>	: MTs.Swasta Miftahul ‘Ulum Suka Mulia Dolok Masihul
<b>Subject</b>	: English
<b>Class/Semester</b>	: VIII-A / I
<b>Aspect/Skill</b>	: Reading
<b>Time Allocation</b>	: 4 x 40 minutes (2 meeting)

**Standart Competence** : 5. To understand the meaning of a functional text and short simple essay in form of *descriptive* and *recount* related to the environment.

**Basic Competence** : 5.1 To read aloud meaningful functional text and essay in form of short and simple *descriptive* and *recount* with acceptable speech, pressure and intonation related to the environment.

**Indicators** : 5.1.1 reading aloud and meaningful short functional text in descriptive text.

5.1.2 Identifying the meaning and information in descriptive text.

#### 1. Teaching Objectives

After finishing the lesson, the students are supposed to be able to:

- Read the text in right pronunciation.
- Answer the question about the text.
- Comprehend text through application prediction strategy.

#### The Characteristics of Students

Trustworthiness, respect, and diligence

## 2. Materi of Teaching :

### Descriptive Text

- Definition: Descriptive text is a text that describes the characteristic of a specific thing, for example a specific person, animal, or object.
- Generic Structure:
  - Identification : identifies the object to be described
  - Description : describes parts, qualities, and characteristics of the object.

## 3. Method : Explanation Discussion Presentation

## 4. Strategy : Prediction

## 5. Teaching and Learning Activities

### a. Introduction

- The teacher greets the students.
- The teacher asks the students to pray together.
- The teacher checks students' attendance list.
- The teacher gives motivation to the students.

### b. Main Activities

#### • Exploration

- The teacher tells the topic of learning.
- Teacher gives stimulus to the students about the topic "descriptive text".
- Teacher asks the students about the previous knowledge that related to the topic "descriptive text".
- Teacher and the students discuss about descriptive text.
- Teacher directs the students to make some small groups that consist of four students.

- **Elaboration**

- The teacher uses Prediction strategy in learning process.
- The teacher shares copies of picture papers to every group.
- Then, the teacher asks students to look at the picture in the paper.
- After that, the teacher establishes the students to make the characteristic of the solid prediction based on the picture.
- Next, the teacher asks the students to create the prediction and discuss it with their small group which may or may not be validated in the picture.
- The teacher distributes the text to the students and asks them to read by heart.
- The teacher and students discuss about the result of their prediction if it is right or wrong.
- The teacher asks some students to reread the text.
- The teacher distributes copies of test to the students and asks them to write the answers.

- **Confirmation**

- The teacher asks the students to exchange the answers of test with the other friend.
- The teacher and students discuss the test and gives scoring.
- Teacher gives the motivation to students who don't understand about the material.

**c. Closing**

- Teacher asks the students about the material which has given.
- Concluding the material together.
- Closing the lesson.

**6. Resources and Media of Teaching**

- The relevant text books
- The relevant picture

**7. Instrument of Assessment**

**a. Instrument**





- 4 How can the visitors visit the zoo? They can visit the zoo ...
- a. Before 8 a.m. c. After 6 p.m.
- b. By looking at the animals d. By buying the ticket
- 5 According to the text, some imported animals are ...
- a. Camels and leopards c. Cow and birds
- b. Chicken and horses d. Horse and cow
- 6 At the zoo, visitors can also ... directly with some animals.
- a. Interact b. Catch c. Kill d. Fight
- 7 Where can we find swings and seesaws? We can find them ...
- a. In the flying fox b. In the playground c. At the duck boat d. In the special pond
- 8 One of the facilities in the Bandung Zoo is ...
- a. Post office b. School c. Hospital d. Special pond
- 9 According to the text, the visitors can ride ...
- a. Snake b. Horse c. Crocodile d. Bird
- 10 What is the purpose of the text? It is to ....
- a. Show the steps c. Describe something
- b. Entertain the readers d. Explain how and why

**Key answers :**

- |      |       |
|------|-------|
| 1. A | 6. A  |
| 2. C | 7. B  |
| 3. B | 8. D  |
| 4. D | 9. B  |
| 5. A | 10. C |

**b. Evaluation Rules**

For each correct answer will get 10 score

Maximal value = 100

$$\text{Score} = \frac{R}{N} \times 100$$

Where, S= score of test

R= number of correct answer

N= number of questions

Dolok Masihul, July 2018

**Known by,**

The Headmaster

English Teacher

Researcher

**Sugiarto, S.Pd., MM.**

**Asih Purwasih, S.Pd.**

**Hestu Purwati**

## APPENDIX II

### LESSON PLAN (CYCLE II)

**School** : MTs.Swasta Miftahul Ulum Dolok Masihul

**Subject** : English

**Class/Semester** : VIII-A / I

**Aspect/Skill** : Reading

**Time Allocation** : 4 x 40 minutes (2 meeting)

**Standart Competence** : 5. To understand the meaning of a functional text and short simple essay in form of *descriptive* and *recount* related to the environment.

**Basic Competence** : 5.1 To read aloud meaningful functional text and essay in form of short and simple *descriptive* and *recount* with acceptable speech, pressure and intonation related to the environment.

**Indicators** : 5.1.1 reading aloud and meaningful short functional text in descriptive text.

5.1.2 Identifying the meaning and information in descriptive text.

### 3. Teaching Objectives

After finishing the lesson, the students are supposed to be able to:

- Read the text in right pronunciation.
- Answer the question about the text.
- Comprehend text through application prediction strategy.

### The Characteristics of Students

Trustworthiness, respect, and diligence

#### **4. Materi of Teaching :**

##### **Descriptive Text**

- **Definition:** Descriptive text is a text that describes the characteristic of a specific thing, for example a specific person, animal, or object.
- **Generic Structure:**
  - **Identification** : identifies the object to be described
  - **Description** : describes parts, qualities, and characteristics of the object.

**8. Method** : Explanation  
Discussion  
Presentation

**9. Strategy** : Prediction

#### **10. Teaching and Learning Activities**

##### **d. Introduction**

- The teacher greets the students.
- The teacher asks the students to pray together.
- The teacher checks students' attendance list.
- The teacher gives motivation to the students.

##### **e. Main Activities**

###### **• Exploration**

- The teacher tells the topic of learning.
- Teacher gives stimulus to the students about the topic "descriptive text".
- Teacher asks the students about the previous knowledge that related to the topic "descriptive text".
- Teacher and the students discuss about descriptive text.
- Teacher directs the students to make some small groups that consist of four students.

- **Elaboration**

- The teacher uses Prediction strategy in learning process.
- The teacher shares copies of picture papers to every group.
- Then, the teacher asks students to look at the picture in the paper.
- After that, the teacher establishes the students to make the characteristic of the solid prediction based on the picture.
- Next, the teacher asks the students to create the prediction and discuss it with their small group which may or may not be validated in the picture.
- The teacher distributes the text to the students and asks them to read by heart.
- The teacher and students discuss about the result of their prediction if it is right or wrong.
- The teacher asks some students to reread the text.
- The teacher distributes copies of test to the students and asks them to write the answers.

- **Confirmation**

- The teacher asks the students to exchange the answers of test with the other friend.
- The teacher and students discuss the test and gives scoring.
- Teacher gives the motivation to students who don't understand about the material.

**f. Closing**

- Teacher asks the students about the material which has given.
- Concluding the material together.
- Closing the lesson.

**11. Resources and Media of Teaching**

- The relevant text books
- The relevant picture

## 12. Instrument of Assessment

### c. Instrument

Look at the picture below. Make your prediction! Work in group.



### Prambanan

Prambanan temple is the largest Hindu temple complex in Indonesia. The temple was built in the 10th century and was dedicated to Shiva. There are 8 big temples and 8 small temples at the main yard. There are also 222 smaller temples at the lower yard.

Inside the big temples, there are statues. There are statues of Shiva, Brahma, and Vishnu. They are the Hindu three highest Gods. There are also other statues. One of the most popular is the Jongsrang statues. The legend tells that it was actually a girl that cursed to be a stone.

There is also relief about Ramayana at the temple wall. And we can also see Ramayana Ballet Dance at the temple complex at night.

1. What is Prambanan temple?
  - a. It is the beautiful temple in Indonesia
  - b. It is the largest Hindu temple complex in Indonesia
  - c. It is the most popular temple
  - d. It is the relief of Ramayana
2. Based on the text, when was Prambanan built?
  - a. In 10th century
  - b. In 20th century
  - c. In 15th century
  - d. In 22nd century
3. How many temples are there at the main yard of Prambanan?
  - a. 6 big temples and 7 small temples
  - b. 2 big temples and 8 small temples

- c. 8 big temples and 8 small temples
  - d. 5 big temples and 7 small temples
4. Inside the big temples, there are statues of Sviva, Brahmana, and ....
- a. Hindust    b. Visnu    c. Relief    d. Statues
5. According to the text, what is one of the most popular statues?
- a. Brahma    b. Roro Jonggrang    c. Ramayana    d. Visnu
6. They are the Hindust three highest Gods.  
Pronoun “they” in paragraph 2 refers to....
- a. Sviva    b. Prambanan    c. Ramayana    d. Statues
7. What is the second paragraph about?
- a. The large Hindust temple in Indonesia
  - b. The statues of Prambanan temple
  - c. The relief of Ramayana
  - d. The legend of Roro jonggrang
8. “The legend tells that it was actually a girl that cursed ....”  
Pronoun ‘it’ in line 6 refers to ....
- a. Ramayana statues    c. Roro Jonggrang statue
  - b. Visnu statues    d. Prambanan temple
9. What is the third paragraph about?
- a. The relief of Ramayana at the temple wall
  - b. Ramayana Ballet Dance
  - c. Roro jonggrang statues
  - d. The largest Hindust temple in Indonesia
10. What can we see at the temple complex at night?
- a. Roro jonggrang Dance    c. Jaran Kepang Dance
  - b. Ramayana Dance    d. Ramayana Ballet Dance

**Key answer :**

- |      |       |
|------|-------|
| 1. B | 6. D  |
| 2. A | 7. B  |
| 3. C | 8. C  |
| 4. B | 9. A  |
| 5. B | 10. D |

**d. Evaluation Rules**

For each correct answer will get 10 score

Maximal value = 100s

$$\text{Score} = \frac{R}{N} \times 100$$

Where, S= score of test

R= number of correct answer

N= number of questions

Dolok Masihul, July 2018

**Known by,**

The Headmaster

English Teacher

Researcher

**Sugiarto, S.Pd., MM.**

**Asih Purwasih, S.Pd.**

**Hestu Purwati**



### APPENDIX III

#### INSTRUMENT OF PRE-TEST AND POST TEST 1

Name :

Class :

Read carefully and answer the questions below based on the text.

#### BANDUNG ZOO



Bandung Zoo is one of natural attractions in Bandung, West Java, Indonesia. It is located at Taman sari Street. It opens from 8 am until 6 pm. Visitors must pay the ticket for 20.000 to enter the zoo. The zoo occupies a land area of 13.5 hectares.

The zoo has collection of animals. There are hundreds of species. They are Indonesian's animal and imported animal, for example, camels, dragons, leopards, orangutans, bears, elephants, various species of birds, and many more.

At the Zoo, visitors can not only see the collection of animals. They can interact directly with some types of animals. They can also ride a camel, horse, or elephant accompanied by the officers. Zoo also provides several facilities. There are flying fox, playground for children with a variety of games, such as swings, a seesaw and special pond where the visitors can ride duck boat.

1. Where is Bandung Zoo? Bandung Zoo is located at ...  
a. Taman sari Street   b. Kebun Binatang   c. Dago   d. East Java
2. The zoo opens for ... hours.  
a. 8   b. 9   c. 10   d. 11

3. "They can interact directly with some types of animals" (paragraph 3 line 1) The word "they" refers to ...
  - a. Animals
  - b. Visitors
  - c. Officers
  - d. Species
  
4. How can the visitors visit the zoo? They can visit the zoo ...
  - a. Before 8 a.m.
  - b. By looking at the animals
  - c. After 6 p.m.
  - d. By buying the ticket
  
5. According to the text, some imported animals are ...
  - a. Camels and leopards
  - b. Chicken and horses
  - c. Cow and birds
  - d. Horse and cow
  
6. At the zoo, visitors can also ... directly with some animals.
  - a. Interact
  - b. Catch
  - c. Kill
  - d. Fight
  
7. Where can we find swings and seesaws? We can find them ...
  - a. In the flying fox
  - b. In the playground
  - c. At the duck boat
  - d. In the special pond
  
8. One of the facilities in the Bandung Zoo is ...
  - a. Post office
  - b. School
  - c. Hospital
  - d. Special pond
  
9. According to the text, the visitors can ride ...
  - a. Snake
  - b. Horse
  - c. Crocodile
  - d. Bird
  
10. What is the purpose of the text? It is to ....
  - a. Show the steps
  - b. Entertain the readers
  - c. Describe something
  - d. Explain how and why

## APPENDIX IV

### INSTRUMENT OF POST TEST II

Name :

Class :

**Read carefully and answer the questions below based on the text.**



#### **Prambanan**

Prambanan temple is the largest Hindu temple complex in Indonesia. The temple was built in the 10th century and was dedicated to Shiva. There are 8 big temples and 8 small temples at the main yard. There are also 222 smaller temples at the lower yard.

Inside the big temples, there are statues. There are statues of Shiva, Brahma, and Vishnu. They are the Hindu three highest Gods. There are also other statues. One of the most popular is the Roro Jonggrang statues. The legend tells that it was actually a girl that cursed to be a stone.

There is also relief about Ramayana at the temple wall. And we can also see Ramayana Ballet Dance at the temple complex at night.

1. What is Prambanan temple?
  - a. It is the beautiful temple in Indonesia
  - b. It is the largest Hindu temple complex in Indonesia
  - c. It is the most popular temple
  - d. It is the relief of Ramayana
2. Based on the text, when was Prambanan built?
  - a. In 10th century
  - b. In 20th century
  - c. In 15th century
  - d. In 22nd century
3. How many temples are there at the main yard of Prambanan?
  - a. 6 big temples and 7 small temples

- b. 2 big temples and 8 small temples
  - c. 8 big temples and 8 small temples
  - d. 5 big temples and 7 small temples
4. Inside the big temples, there are statues of Sviva, Brahmana, and....
- a. Hindust                      b. Visnu                      c. Relief                      d. Statues
5. According to the text, what is one of the most popular statues?
- a. Brahma      b. Roro Jonggrang      c. Ramayana                      d. Visnu
6. They are the Hindust three highest Gods.  
Pronoun “they” in paragraph 2 refers to....
- a. Sviva      b. Prambanan                      c. Ramayana                      d. Statues
7. What is the second paragraph about?
- a. The large Hindust temple in Indonesia
  - b. The statues of Prambanan temple
  - c. The relief of Ramayana
  - d. The legend of Roro jonggrang
8. “The legend tells that it was actually a girl that cursed ....”  
Pronoun ‘it’ in line 6 refers to ....
- a. Ramayana statues                      c. Roro Jonggrang statue
  - b. Visnu statues                      d. Prambanan temple
9. What is the third paragraph about?
- a. The relief of Ramayana at the temple wall
  - b. Ramayana Ballet Dance
  - c. Roro jonggrang statues
  - d. The largest Hindust temple in Indonesia
10. What can we see at the temple complex at night?
- a. Roro jonggrang Dance                      c. Jaran Kepang Dance
  - b. Ramayana Dance                      d. Ramayana Ballet Dance

## APPENDIX V

### KEY ANSWER PRE-TEST AND POST-TEST I

No.	Answer	No.	Answer
1.	A	6.	A
2.	C	7.	B
3.	B	8.	D
4.	D	9.	B
5.	A	10.	C

### POST-TEST II

No.	Answer	No.	Answer
1.	B	6.	D
2.	A	7.	B
3.	C	8.	C
4.	B	9.	A
5.	B	10.	D

## APPENDIX VI

### OBSERVATION SHEET

#### (CYCLE I)

Date : July 17<sup>th</sup> 2018

Students : VIII-A

School : MTs. Swasta Miftahul ‘Ulum Suka Mulia Dolok Masihul

Subject : English

FOCUS	TOPIC	YES	NO
<b>The Researcher as the Teacher</b>	1. Teacher greets the students.	√	
	2. Teacher absents the students.	√	
	3. Teacher motivates the students.		√
	4. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	√	
	5. Teacher tells students the goal of the study.	√	
	6. Teacher applies Prediction Strategy.	√	
	7. Teacher establishes the students to make the characteristic of the solid prediction.	√	
	8. Teacher gives the example of predicting activity to the students by showing the picture.		√
	9. Teacher asks the students about what they think based on the picture .	√	
	10. Teacher asks the students to create their prediction which may or may not be validated in the text.	√	
	11. Teacher asks the students to share their prediction in a small group and correct it.	√	
	12. Teacher concludes the material of teaching.	√	

FOCUS	TOPIC	YES	NO
Students	1. Students pay attention to the teacher's explanation		√
	2. Students are enthusiasm and interest in learning process by implementing Prediction Strategy	√	
	3. The students are active in joining the learning process		√
	4. Students interact and discuss about the topic of study.	√	
	5. Students ask the teacher about the topic that they do not understand.	√	
	6. Students do predicting activity seriously	√	
	7. Students able to generate their own prediction based on the examining all information of the topic.		√

## APPENDIX VII

### OBSERVATION SHEET

#### (CYCLE II)

Date : July 24<sup>th</sup> 2018

Students : VIII-A

School : MTs. Swasta Miftahul ‘Ulum Suka Mulia Dolok Masihul

Subject : English

FOCUS	TOPIC	YES	NO
<b>The Researcher as the Teacher</b>	1. Teacher greets the students.	√	
	2. Teacher absents the students.	√	
	3. Teacher motivates the students.	√	
	4. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	√	
	5. Teacher tells students the goal of the study.	√	
	6. Teacher applies Prediction Strategy.	√	
	7. Teacher establishes the students to make the characteristic of the solid prediction.	√	
	8. Teacher gives the example of predicting activity to the students by showing the picture.	√	
	9. Teacher asks the students about what they think based on the picture .	√	
	10. Teacher asks the students to create their prediction which may or may not be validated in the text.	√	
	11. Teacher asks the students to share their prediction in a small group and correct it.	√	
	12. Teacher concludes the material of teaching.	√	



FOCUS	TOPIC	YES	NO
<b>Students</b>	1. Students pay attention to the teacher's explanation	√	
	2. Students are enthusiasm and interest in learning process by implementing Prediction Strategy	√	
	3. The students are active in joining the learning process	√	
	4. Students interact and discuss about the topic of study.	√	
	5. Students ask the teacher about the topic that they do not understand.	√	
	6. Students do predicting activity seriously	√	
	7. Students able to generate their own prediction based on the examining all information of the topic.	√	

## APPENDIX VIII

### STUDENTS' ATTENDANCE LIST

No.	Name	Initial	Sex	Students Attendance				
				I	II	III	IV	V
1.	Ahmad Khasan	AK	M	✓	✓	✓	✓	✓
2.	Annisa Putri	AP	F	✓	✓	✓	✓	✓
3.	Apriliya	A	F	✓	✓	✓	✓	✓
4.	AqsolArizki	AA	M	✓	✓	✓	✓	✓
5.	Devi Iswanda	DI	F	✓	✓	✓	✓	✓
6.	DindaAzharaLubis	DAL	F	✓	✓	✓	✓	✓
7.	FikriHaikal	FH	M	✓	✓	✓	✓	✓
8.	Hardianti	H	F	✓	✓	✓	✓	✓
9.	IgoPrayogi	IP	M	✓	✓	✓	✓	✓
10.	Kurniawan	K	M	✓	✓	✓	✓	✓
11.	M. Abrar Ramdhanu	MAR	M	✓	✓	✓	✓	✓
12.	M. Ade Dwi Aditya	MADA	M	✓	✓	✓	✓	✓
13.	M. ZiddanArdika	MZA	M	✓	✓	✓	✓	✓
14.	Novita Sari	NS	F	✓	✓	✓	✓	✓
15.	Putri Amanda Damanik	PAD	F	✓	✓	✓	✓	✓
16.	Rani Anggraini	RA	F	✓	✓	✓	✓	✓
17.	Riska Amanda	RA	F	✓	✓	✓	✓	✓
18.	Saskia Novia Liza Hasibuan	SNLH	F	✓	✓	✓	✓	✓
19.	Sawaludin	S	M	✓	✓	✓	✓	✓
20.	Selvina	S	F	✓	✓	✓	✓	✓
21.	SeniaAnggriani	SA	F	✓	✓	✓	✓	✓
22.	Siti Fadila	SF	F	✓	✓	✓	✓	✓
23.	Siti NurhalizaSiregar	SNS	F	✓	✓	✓	✓	✓
24.	Sri Ayu Nabila	SAN	F	✓	✓	✓	✓	✓
25.	Sri Devi	SD	F	✓	✓	✓	✓	✓
26.	Tia Indriati	TI	F	✓	✓	✓	✓	✓
27.	WidyaWardani	WW	F	✓	✓	✓	✓	✓
28.	Wira Amanda	WA	M	✓	✓	✓	✓	✓

## APPENDIX IX

### STUDENTS' PRE-TEST SCORE

No.	Initial of The Students	Sex	Score	Criteria of Succes $\geq 70$
1.	AK	M	40	Unsuccess
2.	AP	F	60	Unsuccess
3.	A	F	20	Unsuccess
4.	AA	M	20	Unsuccess
5.	DI	F	40	Unsuccess
6.	DAL	F	70	Success
7.	FH	M	50	Unsuccess
8.	H	F	50	Unsuccess
9.	IP	M	40	Unsuccess
10.	K	M	40	Unsuccess
11.	MAR	M	40	Unsuccess
12.	MADA	M	70	Success
13.	MZA	M	60	Unsuccess
14.	NS	F	50	Unsuccess
15.	PAD	F	50	Unsuccess
16.	RA	F	60	Unsuccess
17.	RA	F	40	Unsuccess
18.	SNLH	F	70	Success
19.	S	M	20	Unsuccess
20.	S	F	40	Unsuccess
21.	SA	F	70	Success
22.	SF	F	40	Unsuccess
23.	SNS	F	70	Success
24.	SAN	F	30	Unsuccess
25.	SD	F	40	Unsuccess
26.	TI	F	70	Success
27.	WW	F	40	Unsuccess
28.	WA	M	70	Success
<b>Total</b>			<b>1360</b>	
<b>Mean</b>			<b>48,57</b>	
<b>Percentage</b>			<b>25%</b>	

## APPENDIX X

### STUDENTS' POST-TEST I SCORE

No.	Initial of the students	Sex	Score	Criteria of Succes $\geq 70$
1.	AK	M	50	Unsuccess
2.	AP	F	80	Success
3.	A	F	60	Unsuccess
4.	AA	M	50	Unsuccess
5.	DI	F	80	Success
6.	DAL	F	80	Success
7.	FH	M	60	Unsuccess
8.	H	F	80	Success
9.	IP	M	80	Success
10.	K	M	40	Unsuccess
11.	MAR	M	70	Success
12.	MADA	M	80	Success
13.	MZA	M	60	Unsuccess
14.	NS	F	80	Success
15.	PAD	F	70	Success
16.	RA	F	60	Unsuccess
17.	RA	F	70	Success
18.	SNLH	F	80	Success
19.	S	M	50	Unsuccess
20.	S	F	60	Unsuccess
21.	SA	F	80	Success
22.	SF	F	80	Success
23.	SNS	F	90	Success
24.	SAN	F	60	Unsuccess
25.	SD	F	60	Unsuccess
26.	TI	F	80	Success
27.	WW	F	80	Success
28.	WA	M	70	Success
<b>Total</b>			<b>1940</b>	
<b>Mean</b>			<b>69,28</b>	
<b>Percentage</b>			<b>60,71%</b>	

## APPENDIX XI

### STUDENTS' POST-TEST II SCORE

No.	Initial of The Students	Sex	Score	Criteria of Succes $\geq 70$
1.	AK	M	60	Unsuccess
2.	AP	F	80	Success
3.	A	F	60	Unsuccess
4.	AA	M	50	Unsuccess
5.	DI	F	100	Success
6.	DAL	F	90	Success
7.	FH	M	60	Unsuccess
8.	H	F	90	Success
9.	IP	M	90	Success
10.	K	M	60	Unsuccess
11.	MAR	M	70	Success
12.	MADA	M	80	Success
13.	MZA	M	70	Success
14.	NS	F	80	Success
15.	PAD	F	90	Success
16.	RA	F	90	Success
17.	RA	F	100	Success
18.	SNLH	F	80	Success
19.	S	M	70	Success
20.	S	F	70	Success
21.	SA	F	90	Success
22.	SF	F	90	Success
23.	SNS	F	100	Success
24.	SAN	F	90	Success
25.	SD	F	80	Success
26.	TI	F	80	Success
27.	WW	F	80	Success
28.	WA	M	100	Success
<b>Total</b>			<b>2250</b>	
<b>Mean</b>			<b>80,36</b>	
<b>Percentage</b>			<b>82,14%</b>	

## **APPENDIX XII**

### **DIARY NOTES**

#### ***First Meeting (Thursday, July 12<sup>th</sup> 2018)***

The first meeting of the research was the pre-test. The researcher gave pre-test to the students in order to know how far their capabilities in English especially reading. The researcher distributed a paper to every student. And then, the researcher asked them to read the text in paper before they did the questions. But, the students seemed very difficult to read the text. Some of them were good, but most of them could not read well, even though they already read the words like in the text. Many problems have been found during pre-test. The condition of the classroom was not controlled. So, it could be concluded that the students still had difficult in reading.

#### ***Second Meeting (Tuesday, July 17<sup>th</sup> 2018)***

In second meeting, the researcher explained the definition of descriptive text and gave the example of descriptive text. The students listen and attention the researcher's explanation. This lesson was focused on understanding of descriptive text and the example of it.

For this meeting, the students were serious and paid attention to the researcher's explanation. The students were taught how describe something or place that is in the environment by applying Prediction Strategy with descriptive text about the figure text of place as the material. The researcher gave the topic and divided the students into a group of pairs. The researcher applied Prediction Strategy during 30 minutes. They discussed and made prediction about the topic in paper that given by researcher before. Then the researcher and the students discussed the result of their prediction together. In teaching learning process some of the students were active, they gave a few questions to the researcher and they answered the questions from the researcher. Eventhough there were still some students made noise in the classroom. This meeting was better than the first meeting.

### ***Third Meeting (Friday, July 20<sup>th</sup> 2018)***

In the third meeting, the researcher gave post-test I to the students. The researcher shared the test paper to them, every student got one. The researcher gave time 35 minutes. This test was done to see and knew the students' progress on their reading comprehension after being taught by Prediction Strategy. In post-test I, the researcher asked the students to read the text and choose the best answer in form of multiple choice. Based on the result of the test in descriptive text, it was found that students' ability in reading comprehension was improved to develop as many as test they were able. It was better than the descriptive text test of pre-test.

### ***Fourth Meeting (Tuesday, July 24<sup>th</sup> 2018)***

After gave post-test I, the researcher started cycle II. The researcher explained more about descriptive text deeply and gave some modifications in the learning process. For this meeting students were serious and paid attention to the teacher explanation. The researcher divided the students into seven groups which consist of four students. The researcher also changed the topic. Then, the researcher also gave more explanation about how describe something, someone, or place and practiced the students to read the text. The students were more active and enthusiastic then before.

### ***Fifth Meeting (Thursday, July 26<sup>th</sup> 2018)***

In this meeting, the post-test II was given to the students. The researcher shared the test paper to them, and every student got one. The researcher gave new test for post-test II in this meeting. The test was given to know the students improvement after being taught by Prediction Strategy in two cycles. The result of the test was satisfied. It was better than the description text test of post-test I. Prediction Strategy had successfully worked in helping students' reading comprehension in reading descriptive text. Based on the reflection of cycle II, this research could be stopped because students' ability in reading comprehension had been improved.

## APPENDIX XIII

### DOCUMENTATION



(The Students did Pre-test)



(The Researcher explained the Material)





(The Students sharing each other in their group about the topic)



(One of members in group read about their prediction)



(The Students did Post-Test I)



(The research and the students discussed about the topic and read the result of their prediction)





(The Students did Post-test II)