



**THE EFFECT OF ANTICIPATION-REACTION GUIDE (ARG)  
STRATEGY ON STUDENTS' READING COMPREHENSION AT THE  
EIGHT GRADE STUDENTS OF JUNIOR HIGH SCHOOL  
IN THE ACADEMIC YEAR OF 2019/2020**

**Skripsi**

*Submitted to Faculty of Tarbiyah and Teachers' Training, State Islamic  
University of North Sumatera as a Partial Fulfilment of The Requirement for  
Degree of Sarjana Pendidikan*

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MEDAN  
2019**



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Assalamualaikum Wr.Wb

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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.

Wassalam,

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

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## ABSTRACT

**Lili Khairiza. The Effect of Anticipation-Reaction Guide (ARG) Strategy on Students' Reading Comprehension at the Eight Grade Students of Junior High School in the Academic Year of 2019/2020**

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan 2020.

Keywords: *Anticipation-Reaction Guide (ARG) Strategy, the Students' Reading Comprehension.*

This study is an experimental which was conducted at MTs Muhammadiyah 04 Medan, in academic year 2019/2020. The objective of this study was aimed to find out whether the effect of Anticipation-Reaction Guide (ARG) strategy significantly affect students' reading comprehension. The population of this research was the second grade which is distributed into two classes with total 60 students. Experimental class consisted of 30 students and control class consisted of 30 students. The instrument for collecting data was reading comprehension narrative text in the form of multiple choice test, that consist of 20 questions. Pre-test and post-test were conducted in both experimental and control class. To analyze the data was used t-test formula. After analyzed the data, the writer got; (1) the students' achievement in reading comprehension by using ARG strategy got the mean 76.5 and standard deviation is 9.839. (2) the students' achievement in reading comprehension who were taught by discussion method got the mean 70.333 and standard deviation is 8.703, the value of "t" test is 5.430 and "t" table 1.671. So that, the "t" test is higher than "t" table and the alternative hypothesis ( $H_a$ ) proposed is accepted and null ( $H_0$ ) is rejected. The finding showed that the students who taught by Anticipation-Reaction Guide (ARG) strategy got higher score than those who taught by using discussion method. It means that there was significant effect of using ARG strategy on students reading comprehension in narrative text.

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This “*Skripsi*” entitled “The Effect of Anticipation-Reaction Guide (ARG) Strategy on Students’ Reading Comprehension” is presented to English Education Department, Faculty of Tarbiyah Science and Teachers’ Training State Islamic University of North Sumatera Utara as a partial fulfillment of the requirements for the degree of S.Pd.

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Finally, the writer realizes that this *skripsi* is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this study will give an important contribution to the Department of English Education. May Allah always bless us and lead us in His right path. Aamiin.

Medan, 13 Agustus 2018

**Lili Khairiza**  
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# CHAPTER I

## INTRODUCTION

### 1.1. The Background of Study

Reading is one of important skill for students to expand their knowledge of the language, cultures, and the world. Reading is an active process not a passive process to understand and get information of the text. It is an active process in which the reader has to know and understand every meaning of every word in a text.<sup>1</sup> Reading is what happens when people look at a text and assign meaning to the written symbols in that text, further the text and the readers are the two physical entities necessary for the reading process to begin.

In order to understand the text, comprehension is needed. Comprehension is ability to understand. It means that comprehension is the process in understanding the text. Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers. Based on the explanation above, reading comprehension is a process to gain the meaning of the text as whole in order to get information.

One types of text that must be learned by the students of junior high school is narrative text. Narrative text is a story talk the past activities or events which order

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<sup>1</sup> Yani Lubis, *The Effect of DRTA Teaching Strategy and Learning Style on Students' Achievement in Reading Comprehension at Faculty of Tarbiyah Science and Teacher Training State Islamic University of North Sumatera*, Vision: Journal of Language, Literature & Education, Vol. 13, No. 13, (2018), p. 2.

to problematic and to give lesson to readers. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It is a story which is aimed to entertain and engage the reader.

However, now days many EFL students find problems to understand English texts. They are still poor in reading English text. For example; most of students still had low reading interest since only a few students prepared themselves by reading the materials before coming to the class and lack of sufficient guidance may also be a major factor in low reading comprehension of particular reading assignments. The students often found difficulties in relating the texts information to what already have in their mind and often had lack of background knowledge about the text that they have read. Therefore, it becomes teachers' responsibility to apply appropriate strategy in order to gain the aim of reading comprehension for the students. With the use of appropriate strategies, students can also shorten the time in reading to get the information or knowledge needed.<sup>2</sup>

Anticipation-Reaction Guide (ARG) strategy becomes the suitable strategy that will be applied in this research because this strategy can increase motivation students' to read the text. ARG has the potential to stimulus interest, not only because they can create controversy, but also because they help students clear up misconception and accommodate new information that may be at odds with their previous thinking. This strategy will help the students to activate their prior knowledge by arousing their curiosity to the statements that provided by the teacher.

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<sup>2</sup> Utami Dewi & Maryati Salmiah, *Students Reading Strategies at English Educational Department*, Al-Ishlah: Jurnal Pendidikan, Vol 2, No. 1. (2019). p. 127.

In conclusion, the writer conducted a research entitled: **The Effect of Anticipation-Reaction Guide (ARG) Strategy on Students' Reading Comprehension at the Eight Grade Students of Junior High School in the Academic Year of 2019/2020.**

### **1.2. The Identification of Study**

Based on the background of the study, the writer identified some problems related to the students' reading comprehension based on her experienced in teaching at the eighth grade students of junior high school. They are as follows:

1. Most of students still had low reading interest since only a few students prepared themselves by reading the materials before coming to the class.
2. The students often found difficulties in relating the texts information to what already have in their mind and often had lack of background knowledge about the text they have read.
3. The students are boring with the strategy that is used in English subject.

### **1.3. The Scope of Study**

To avoid misinterpretation to the problems, the writer would like to limit the scope of the study. This research focused on student's reading comprehension narrative text by using ARG strategy.

### **1.4. The Formulation of Study**

Based on the background of the study, the formulation of study formulated as "Is there any effect of Anticipation-Reaction Guide (ARG) strategy on students' "

reading comprehension at the eight grade students of junior high school in the academic year of 2019/2020?.”

### **1.5. The Objective of Study**

The objective of the study was aimed to find out whether the effect of Anticipation-Reaction Guide (ARG) strategy significantly affect students’ reading comprehension.

### **1.6. The Significances of Study**

The result of this study was expected to give some benefits theoretically and practically:

#### **1. Theoretically**

This study expected to enhance the literature and provide more information the alternative way of teaching reading comprehension by using ARG strategy.

#### **2. Practically**

For the students, this strategy help the students to use their background knowledge to see the context of a text and also it will enrich their knowledge of learning reading in an easy and fun way. For English teacher, who wants to adopt this strategy as one of the alternative strategy in solving students reading problems and for other researchers, it is expected that this finding can be a reference to conduct the similar research study about reading comprehension and Anticipation-Reaction Guide (ARG) strategy.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the writer discussed the theories related to the research that conducted by the writer. The writer was tried to explore the theories that can support the study by finding in the books, journals and articles.

#### **2.1. Theoretical Framework**

In doing a research, the terms used must be clear in order to have a clear perspective of the implementation in the field. The terms may function to give a limited concept which is specifically meant order in particular context. In this case, it is very important to list the following terms for the purpose of the research.

##### **2.1.1. Reading Comprehension**

According to Elizabeth, reading is about understanding written texts. It is a complex activity that involves both perception and thought.<sup>3</sup> David Nunan said that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>4</sup> According to Grabe and Stoller, reading is the ability to draw meaning from the printed page and interpret the information appropriately.<sup>5</sup>

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<sup>3</sup> Elizabeth S. Pang, et.al, *Teaching Reading*, (France: International Academy of Education (IAE), 2003), p. 6.

<sup>4</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), p. 68.

<sup>5</sup> William Grabe & Fredricka L. Stoller. *Teaching and Researching Reading*. (Great Britain: Pearson Education, 2002). p. 9.



In this process, the readers bring their early thought to the next parts of reading process to finally reach their understanding about the meaning of the texts that they read. It can be said that the readers' understanding about the text is the result of interaction between their thought and the meaning of the texts they read. Reading is a communication process between the writer and the reader.<sup>6</sup>

The focus in reading on purpose is reading for meaning, or reading in order to use information and ideas.<sup>7</sup> Reading is very useful and important for us, not only in English subject but also in the other subjects because from reading we can access more information through reading. Al-Quran also states the important of reading in some of its verses. One of them is surah Al-'Alaq, verse 1-5:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) أَلَمْ نَكُنْ  
أَلْفَاكُومًا (5) الَّذِي عَلَّمَ بِالْقَلَمِ (3) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Meaning: 1) Proclaim! (or Read!) in the name of the Lord and Cherisher, Who created . 2) Created man, out of a leech-like clot. 3) Proclaim! And your Lord is Most Bountiful. 4) He who taught (the use of) the pen. 5) Taught man that which he knew not.<sup>8</sup>

The first word of the verse is "Iqra!" which is means "Read". Firstly, we are a human come to this world not can read everything, but with all our ability be permit

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<sup>6</sup> J. Estill Alexander. *Teaching Reading*. (USA: Scott, Foresman and Company, 1988). p. 3.

<sup>7</sup> Derliana Marbun . *Reading on Purpose*. (Medan: Fakultas Tarbiyah, 2014). p. 4.

<sup>8</sup> Abdullah Yusuf Ali. *Roman Transliteration of the Holy Qur'an*. (Beirut: Dar Al Furqan, 1934). p. 596.

from Allah we can read everything what we want. This verse also means that if Allah the Almighty asks to human to read because with reading something someone can know everything. If we want to know something we must read, if we want to get some information or knowledge can change our condition by ourselves, it is important to know that reading not only mean reading situation and condition in this world but also increase knowledge.

Al-Quran also states the important of reading in some of its verses. That is in Al-Isra verse 106:

وَقُرْآنًا فَرَقْنَاهُ عَلَىٰ لَتَقْرَأَهُ النَّاسُ عَلَىٰ مَكْثٍ ۖ وَنَزَّلْنَاهُ تَنْزِيلًا

Meaning: (It is) a Qur'an which We have divided (into parts from time to time), in order that you mightest recite it to men at intervals: We have revealed it by stages.<sup>9</sup>

The meaning of the content of that verse is the Qur'an which was revealed to the prophet Muhammad to be a differentiator between guidance and error, truth and falsehood; and to recite it to humans slowly and slowly, and Al-Quran is sent down in small increments, according to the events that occur and the demands of conditions. From the content of the verse, reading has many benefits for our lives, by reading we know and understand science. As well as reading can give us a clue between truth and falsehood.

Based on the explanation above, reading is process to understand a text and then interpret the meaning combining the readers' prior knowledge to build the

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<sup>9</sup> *Ibid*, p. 286.

meaning. To read successfully, you need to constantly connect what you already know about the information to the words the author has written. By reading anything, it can enlarge our knowledge. If we want to get some information that we do not know before, we must read first.

In reading a text we need comprehension to construct the meaning from the text. It is needed by the readers to get know what they read.<sup>10</sup> Comprehension is the process of deriving meaning from connected text.<sup>11</sup> It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. According to Smith, Comprehension may be regarded as relating aspects of the world around us – including what we read – to the knowledge, intentions and expectations we already have in our head. It is clearly the purpose of reading and of learning to read.<sup>12</sup>

The students' ability to understand is the students' power to get score based on the result of the test. Rosulullah said that as follow:

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<sup>10</sup> Maryati Salmiah, *Reading as an Important Skills for Students*, Vision, Vol 12, No. 12. (2017). p. 7.

<sup>11</sup> David Nunan, *Op.Cit*, p. 14.

<sup>12</sup> F Smith, *Understanding Reading: A Psycholinguistics Analysis of Reading and Learning to Read Sixth Ed.* (New Jersey: Lawrence Erlbaum Associates, 2004), p. 41.

عن ابني هريرة رضي الله عنه قال : قال رسول الله صلي : الله  
عليه وسلم : من سلك طريقا يلتمس فيه علما سهل الله به طريقا الى الجنة  
(رواه مسلم)

It means: "Abu Hurairah r.a reported Allah Messenger (May peace be upon him) as saying: He who treads the path in search of knowledge, Allah would make that path easy, leading to paradise for him. (HR. Muslim).

From the explanation above, it can be conclude that reading without understanding what is said in the text is useless. Therefore, comprehension in reading a text is important. If the reader can read the words but do not understand what they are reading, they are not really reading. So, comprehension is a process which is a readers' construct the meaning by interacting with the text by combining readers' prior knowledge and previous experience to gain the information.

According to Clarke, reading comprehension is situated within the text itself a develop understanding comes from the interaction between the text and the reader's response it.<sup>13</sup> It refers to the ability in interpreting the words, to understand the meaning and the relationships between ideas conveyed in a text. Reading comprehension is an extraordinary feat of balancing and coordinating many abilities

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<sup>13</sup> Paula J. Clarke, et al, *Developing Reading Comprehension*, (Malaysia: Wiley Blackwell, 2014), p. 2

in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers.<sup>14</sup>

Likewise, good reading comprehension will depend on good language understanding more generally. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency; furthermore, they state that reading comprehension involves much more than readers' responses to the text.

Based on the explanation above, reading with comprehension means understanding what has been read. Reading comprehension refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text. So, reading comprehension is a complex process that readers understand and interpret a text then construct the meaning which is combining their prior knowledge in order to get information or knowledge.

#### **2.1.1.1. Teaching Reading Comprehension**

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. Brown said that the following are the strategies which can be applied in the teaching reading comprehension in the classroom:<sup>15</sup>

##### **1. Identifying the purpose in reading**

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<sup>14</sup> William Grabe & Fredricka L. Stoller. *Op.Cit.* p. 29.

<sup>15</sup> H. Douglas Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy.* (New York: Longman, 2001). p. 306.

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students will know what information they want to know in reading the texts.

2. Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

At the beginning levels of learn English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent “e” such as (late, time, bite, etc).

3. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.

4. Skimming the text for the main ideas

Skimming consist of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

5. Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

6. Using semantic mapping or clustering

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading.

7. Guessing when you are not certain

Learners can use guessing to their advantages to guess the meaning of a word, guess grammatical relationship (e.g., a pronoun reference) guess a discourse relationship, infer implied meaning (“between the lines”), guess about a cultural reference, and guess content messages.

### **2.1.2. Bloom’s Taxonomy**

According to the Bloom’ taxonomy, there are six levels of cognition which can be applied to the reading comprehension level. The table below describes each of the cognitive level of reading comprehension proposed by Bloom based on Anderson and Kratwohl revision.<sup>16</sup>

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<sup>16</sup> L. W Anderson & D. R Kratwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Education Objectives*. (Boston: Pearson Education Group, 2001), p. 215.

**Table 2.1**  
**Bloom's Taxonomy of the Cognitive Levels**

No	Category	Expected Cognitive Levels	Key Concepts
1	Remembering	Recalling or recognizing information, ideas and principles in the approximate form	Memory, knowledge, repetition, description
2	Understanding	Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining	Explanation, comparison, illustration
3	Applying	Executing and implementing data and principles to complete a problem task with a minimum of directions	Solution, application and convergence
4	Analyzing	Differentiating, organizing and attributing the assumption, hypothesis, evidence, conclusion and structure of a statement or a question with an awareness of the thought process	Logic, induction and deduction, formal reasoning
5	Evaluating	Checking and Critiquing on a basis of specific standards and criteria	Judgment, selection
6	Creating	Generating, planning and producing	Divergence,



		ideas into a product, plan or proposal	productive thinking and novelty
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### 2.1.3. Narrative Text

According to Siahaan and Shinoda, narration is a text containing five components i.e., orientation, evaluation, complication, resolution, and reorientation by which a writer amuses, entertains people, and to deal with actual or various experience.<sup>17</sup> Montgomery said that narratives are stories involving a sequence of related events.<sup>18</sup> Narrative text is an imaginative story to entertain and engage the reader in an imaginative experience.<sup>19</sup> There are various kinds of relationship between events in a narrative. The most obvious kind is where one event causes another.

Based on the explanation above, narrative text is a text which is to amuse and entertain the reader that contains actual experience in different ways. It aims to get and retain the attention of the reader or listener of the story, to teach lesson, to explore social or moral values.

#### 2.1.3.1. The Generic Structure of Narrative Text

There are five steps for constructing a narrative text, like the following:

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<sup>17</sup> Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 73.

<sup>18</sup> Martin Montgomery, et.al, *Ways Of Reading*, (3<sup>rd</sup> Edition), (New York: Routledge, 2007), p. 252.

<sup>19</sup> Mawadda, *Teaching Reading Comprehension to the Eighth Grade Students of SMP Negeri 12 Palembang by Using Story Pyramid*, (Palembang: UIN Raden Fatah, 2013), p. 31.

1. Orientation: in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
2. Complication: sets off a chain of events that influences what will happen in the story.
3. Sequence of events: where the characters react to the complication.
4. Resolution: in which the characters finally sort out the complication.
5. Coda: provides a comment or moral based on what has been learned from the story (optional).<sup>20</sup>

#### **2.1.3.2. Language Features of Narrative Text**

The language features usually found in narrative texts are:

1. Nouns that identify the specific characters and places in the story.
2. Time words that connect to tell when they occur, the use of simple past tense and past continuous tense.
3. Using adverbs of time; once, once upon a time, formerly, in the former time, long time ago, etc.
4. Verbs to show the action that occur in the story.
5. Descriptive words to portray the character and setting.

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<sup>20</sup> A. Anderson & K. Anderson, *Text Types In English 2*, (South Yara: MacMillan Education Australia PTY LTD, 1997), p. 37.

#### 2.1.4. Anticipation-Reaction Guide (ARG) Strategy

Anticipation-Reaction Guide (ARG) firstly introduced by H.L Herber in 1978. ARG is a one-of-kind pre- reading exercise that contains a series of about ten to fifteen statements that reflect one narrow aspect of the material. The students must make binary choices to respond the statements: yes/no, likely/unlikely, then/now, agree/disagree.<sup>21</sup> Cramer said that ARG is a strategy that helps students to use their existing knowledge through prediction.<sup>22</sup>

Students use the guide to predict ideas and content likely to be encountered in a passage. Also, it takes many forms, including true-false statements, agree-disagree formats, and categorizing key words and concepts from the text. Moreover, Richardson said that ARG involve students in discussion and reading and can also ask students to respond in writing to the statements.<sup>23</sup> They suggest integrating technology by using an electronic response system, so the students respond through individual transmitters. The handled remote control devices that they use to convey their responses are often called “clickers.”

Teachers can poll their students for answers to the anticipation-reaction guide questions. This allows teachers to pool the responses and display group data. Teachers can have students refer to guide after reading to clarify or rethink previous

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<sup>21</sup> Reade Dornan, et al, *Academic Success for English Language Learners*, (Boston: Pearson Education, Inc, 2004), p. 252.

<sup>22</sup> Ronald L Cramer, *The Language Arts: A Balanced Approach To Teaching Reading, Writing, Listening, Talking, and Thinking*, (Boston: Pearson Education, Inc, 2004), p. 301.

<sup>23</sup> Judy S Richardson, et al, *Reading to Learn in the Content Areas*. (Victoria: Nelson Education, Ltd, 2012), p. 71.

positions. The Anticipation-reaction guide can be used to activate prior knowledge before reading, encourage readers to use that prior knowledge during reading, and continue students' involvement into a post reading stage by reacting again to the guide.

Based on the explanation above, ARG also called by reaction or prediction guides is a way to prepare students prior to a reading assignment by asking them to react to a series of statements which is related to the content of the material. The students' previous thoughts and opinions about the concept are activated by their responses to a series of statements about the topic.

The statements are carefully worded so as to challenge the students' beliefs, which are based on their past experience with the subject. The controversial nature of the statements serves to arouse their curiosity and to motivate them to read to resolve the conflict. Additionally, teachers can use the statements after reading as a reaction guide, so that the students can observe how their thinking has changed as a result of the new information they have encountered.

#### **2.1.4.1. The Advantages of Applying Anticipation-Reaction Guide Strategy**

There are some advantages of using anticipation guide strategy. ARG is a good strategy to teach fiction, non-fiction, procedural texts, and poetry.<sup>24</sup> ARG can be effective in promoting decoding skills, enhancing word meaning, and strengthening

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<sup>24</sup> Evan Ortlieb, *Using Anticipatory Reading Guides to Improve Students' Comprehension*, International Journal of Instruction, Vol. 6 No. 2, 2013, p. 145.

comprehension. It shows that this strategy do not only activate students prior knowledge, but also other reading comprehension skill.<sup>25</sup>

Based on the explanation above, ARG helps the students activate their background knowledge and experience, and then think about the ideas they will read. In addition, anticipation guide strategy can encourage students to make a personal connection with a topic or unit of work, so that they can integrate new knowledge with their background knowledge. Automatically, they will comprehend the whole text easier if they use their background knowledge

Moreover, ARG is potentially stimulus students' interest, not only because they can create controversy, but also because they help students clear up misconception and accommodate new information that may be at odds with their previous thinking. This benefit will bring a meaningful activity for the students. Then, this activity can be applied individually, in-pairs, or collaboratively. The strategy also combines both individual and collaborative activities. After responding to the statements, students then explain or elaborate on their responses in collaborative group and whole class discussion.<sup>26</sup> This activity requires students actively involved during teaching and learning process.

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<sup>25</sup> Alice.A. Kozen, et al, *Increasing All Students' Chance to Achieve: Using and Adapting Anticipation Guides with Middle School Learner. Intervention in School and Clinic*, 2006, p. 195.

<sup>26</sup> Doug Buehl, *Classroom Strategies for Interactive Learning Fourth Edition*. (New Jersey: International Reading Association.Inc, 2014), p. 59.

#### 2.1.4.2. The Procedures of Applying Anticipation-Reaction Guide Strategy

There are several preparations that should be done by the teachers in preparing an anticipation guide:

1. Prepare a text and read the passage of story. Read and analyze the text to identify the major concepts (both explicit and implicit).
2. Write statements on major concepts. Write short declarative statements about the major concepts. It can be as few as 3-5 statements or up to about 15. The statements should be thought-provoking and reflect the students' backgrounds. General statements are better than abstract or overly specific ones. Famous quotations and idioms work well. The statements should be written in a format that will elicit students to predict and anticipate.

After preparing the statements and the forms, Anticipation Guide reading activities can be applied based on procedure proposed by Kozen:<sup>27</sup>

1. Students can complete the guides individually, in pairs or small groups, or as a whole class.
2. Display the guide. To allow students time to react to each statement, display the guide either on the blackboard or on an overhead, or distribute individual worksheets. Give clear directions for what the students are to do with the guide, such as writing an "A" for agreeing or a "D" for disagreeing in the left-

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<sup>27</sup> Alice A. Kozen, et al, *Op.Cit*, p. 196.

hand column for each statement. Make sure to leave space for responses on the sheet.

3. Teacher asks students to react to each statement individually by agreeing or disagreeing with the statements before reading the text.
4. Discussion, conduct a class discussion about the concepts before the students read the text. Students are expected to support their answers with more than a "yes" or "no" response. Students are to give examples from past experience and explain the decision-making process by which they arrive at their answers.
5. Teachers ask students to read the text and try to prove their responses in before reading activity by looking for evidences from the text.
6. After the students have read the assigned passage, teacher asks the students to go back to their initial reaction. They may choose to maintain or change their original thought, but they must substantiate their point of view by using information from the text to supports their position. This activity is very important, here the students start to develop or enrich their vocabulary and increase their comprehension on certain materials
7. By the end of this activity, teacher discusses the new information they have learned and relate the prediction that they have made before reading activity.

## 2.2. Related Studies

The writer found some relevant studies to support this study which is focus on Anticipation-Reaction Guide (ARG) strategy on students' reading comprehension. They are as follows:

1. A research was done by Darvius Antoni (2015) conducted a research about "*The Effect of Anticipation Guide Strategy and Students' Reading Interest on Students' Reading Comprehension at Grade XII of SMKN 1 Pariaman*". It was conducted to find out the students' reading comprehension of procedure text. It was a quasi experimental research and using t-test formula and Two Ways Anova. He found based on the second hypothesis t-test calculation, the value of t-observed (2,39) was higher than t-table (2,13). The mean score of students with high reading interest in control class was 82,11, while students in control class was 75,61. The result of the t-test and mean score showed that Anticipation Guide had significant result on students' reading comprehension.
2. Maya Puspita Nasution (2014) conducted a research about "*Improving Students' Reading Comprehension in Descriptive Text through Anticipation Guide*". The subject of this study was grade VII students' of SMP Swasta Taman Harapan Medan with 30 students. It was an action research method. She found based on the test score of quantitative data, students' score kept improving in every evaluation. In the orientation test the mean was 51, in the cycle I test the mean was 67,6. In the cycle II test the mean was 79,6. The percentage of orientation test was 16,6 %, cycle I test was 30 % and cycle II



test was 73,3 %. The qualitative data show that the students were more interested and motivated on reading comprehension through anticipation guide. Therefore, applying anticipation guide significantly improved students' reading comprehension.

3. Yummi Meirafani, et.al (2014) conducted a research about "*The Effect of Using Anticipation Guide Strategy on Students' Reading Comprehension at Second Grade of SMA N 1 Batusangkar*". It was an experimental research. They found that the result of post-test analysis that t-obtained in the post test of the experimental class students was 3.8, the results of the analysis show that t-obtained in post-test (3.8) > t-table (2.00). Then the average test results of students' reading comprehension were higher compared to the pretest results before conducting the study. This shows that anticipation guide strategy has an influence on students' reading comprehension skills.
4. Kiki Andriyani, et.al conducted research about "*The Effect of Anticipation Guide Strategy on the Eleventh Grade Students' Reading Comprehension of Sman 3 Pekanbaru*". The alternative hypothesis that there is a significant effect of Anticipation Guide Strategy on students' reading comprehension of SMAN 3 Pekanbaru was accepted and its null hypothesis was rejected. In conclusion, using Anticipation Guide Strategy has a significant effect on students' reading comprehension of SMAN 3 Pekanbaru.
5. Lilis Rahayu (2018) conducted a research about "*The Use of Anticipation Guide Strategy in Reading Comprehension on Narrative Text at Tenth Grade Student of SMK PGRI 1 Tulungagung*". The research design of this research

was descriptive qualitative design. The result shows that anticipation guide strategy has an influence on students' reading comprehension skills.

### **2.3. Conceptual Framework**

Based on the explanation above, teaching students' reading comprehension using Anticipation-Reaction Guide (ARG) strategy means that the teacher used Anticipation-Reaction Guide (ARG) strategy in the class to teach reading comprehension in narrative text. The Anticipation-Reaction Guide (ARG) strategy contributed as the teaching strategy to help the teacher convey the material easily. This strategy will help the students to activate their prior knowledge by arousing their curiosity to the statements that provided by the teacher. It was expected that the material could be received by the students easily too.

### **2.4. Hypothesis**

The hypothesis of this research as follows:

Ha: There is significant effect of applying ARG strategy on students' reading comprehension on narrative text.

H<sub>0</sub>: There is no significant effect of applying ARG strategy on students' reading comprehension on narrative text.

## CHAPTER III

### RESEARCH METHOD

#### 3.1. Research Design

This study would be using quantitative method. Quantitative method is experimental research and survey where the research is done to find the influence of certain treatments.<sup>28</sup> This study would conducted by using quasi-experimental design. It has both pre-test and post-test and it has experimental and control group.<sup>29</sup>

**Table 3.1.**  
**Research Design**

Group	Pre-Test	Treatment	Post-Test
Experimental Group	✓	ARG strategy	✓
Control Group	✓	Discussion	✓

The study consists of two variables. The represented the independent variable is Anticipation-Reaction Guide (ARG) strategy and the reading comprehension as the dependent variable. So, there were two groups', experimental group is the class who taught by Anticipation-Reaction Guide (ARG) strategy and control group is the class who taught by another strategy.

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<sup>28</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*, Cetakan Ke-27, (Bandung: Alfabeta, 2018), p. 13.

<sup>29</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), p. 114.

### **3.2. Location and Time**

This research would be carried out at SMP Muhammadiyah 04 Medan. It is located on Jln. Kapten Muslim Gg. Jawa, Medan Helvetia, North Sumatera. The research would be conducted at the eighth grade students of SMP Muhammadiyah 04 Medan in the academic year of 2019/2020.

### **3.3. Population and Sample**

The important part of a research is population and sample. Population is all subjects that have certain quality or characteristics which is determined by the writer. Meanwhile, sample is a part of the number of characteristics owned by the population.

#### **3.3.1. Population**

Population is the total data of writer's object in current scope and current time.<sup>30</sup> The population of this research is the students of 2019/2020 academic year in SMP Muhammadiyah 04 Medan which is consist of two class, they are VIII-A and VIII-B and the total number of population are 60 students

#### **3.3.2. Sample**

Sample is a part of population, which is chosen by using one or some methods.<sup>31</sup> The sample of this research are VIII-A and VIII-B which is consist of 30 students in every class. This sample would be taken by using Sampling Jenuh

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<sup>30</sup> Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*, 1<sup>st</sup> edition, (Jakarta: Bumi Aksara, 2003), p. 53.

<sup>31</sup> Margono, *Metodologi Penelitian Pendidikan*, 4<sup>th</sup> edition, (Jakarta: Rineka Cipta, 2004), p. 118.

(Saturation sampling technique), because in the population there are only two classes. The way to determining this sample is all members of the population are sampled. The sample can be seen in the table below.

**Table 3. 2.**  
**The Sample of Research**

No.	Class	Sample
1.	VIII-A	30
2.	VIII-B	30
Total		60

#### **3.4. Instrument of the Research**

The type of the test is reading comprehension text in form multiple choices that consist of 20 items with four options in each item. The test would be taken from the reading text material based on the text book, and the test would be given for pre-test and post-test both of the groups.

#### **3.5. Procedures of Research**

In this study, there were three procedures are hold to collect the data. They are representatively as follows:

### **3.5.1. Pre-test**

Both experimental and control groups would be given a pre-test before the presentation of the material. The test would be applied for 60 minutes. It is to find out the homogeneity of samples and to know the mean score both of groups.

### **3.5.2. Treatment**

After having the pre-test, the experimental group would be treated by using Anticipation-Reaction Guide (ARG) strategy, while the control group would be treated by discussion method.

### **3.5.3. Post-test**

After conducted the treatment, both of the group would be tested by giving post- test. The test would be applied for 60 minutes. It would be intended to find out the mean of experimental and control group.

## **3.6. The Validity and Reliability of the Test**

In conducting a research, the validity and reliability of the test is very important. It purposes to know both the accuracy of measurement and the consistency of the text.

### **3.6.1. The Validity of the Test**

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity will define as the extent to which an instrument measured what it claimed to measure. In general, a test will valid to the

extent that it measures what it claims to measure. In this case, content validity as used. It refers to the degree to which the test actually measure. Thus, by applied content validity, the writer will know whether the test items will be valid or not to behavioral objectives. In this study, the writer did not measured the validity because the test taken by an English book at the eight grade of junior high school which is has been valid.

### **3.6.2. The Reliability of the Test**

Reliability refers to consistency of the result. Reliability is concerned with the effect of such random errors of measurement on the consistency of scores. The test is reliable when it can show stable outcome. The more reliable the test is, the more confidence the scores obtain from the administration of the test.

### **3.7. Technique of Collecting Data**

The data of this study would be collected by using multiple choice tests. The students' would answer the questions with four choices. Students would be asked to choose one correct option for each item. To collect the data, this study would be using pre-test and post-test. Data of pre-test would be administrated before the class treatment of control and experimental groups. Data of post-test would be administrated after the class treatment of control and experimental groups.

### 3.8. Technique of Data Analysis

To analyze the data the writer would be using t-test, before t-test uses, the researcher would be tested the analysis requirements namely normality and homogeneity. The normality would be tested by using parametric statistic by using Liliofors and the homogeneity would be tested by using Barlet test.

#### 3.8.1. Scoring the Test

For scoring the test, the score ranging from 0-100 are use. The rule is by counting the correct answer by using this following formula:

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

Where:

S = the score

R = the number of correct answer

N = the number of questions

Arikunto divided the score into four level, they are:

76% - 100% = High

56% - 75% = Middle

40% - 55% = Lower

< 40% = Lowest<sup>32</sup>

#### 3.8.2. Hypothesis Testing

After that, the data will be analyzed by using t-test for independent sample.

The formula of t-test is presented as follows:

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<sup>32</sup> Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi SKRP Aksara, 1997), p. 245.



$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$\bar{X}_1$  = average value of sample group owning highest

$\bar{X}_2$  = average value of sample group owning lowest score

S = Merger deviation

$N_1$  : The total number samples of experimental group

$N_2$  : the total number samples of control group

### 3.9. The Statistical Hypothesis

The statistical hypothesis will be used in order to know the result of observation about the sample quantitatively.

$$H_0 : \mu x 1 = \mu x 2$$

$$H_a : \mu x 1 < \mu x 2$$

Where :

$H_a$  : Alternative Hypothesis

$H_0$  : Null Hypothesis

$\mu$  : Mean of Population

$x$  : Mean of Sample

## **CHAPTER IV**

### **DATA ANALYSIS AND RESEARCH FINDINGS**

#### **4.1. Data Analysis**

The data of this study includes preliminary data and the results of the post test. The writer also analyzed the quantitative data were taken from pre-test and post-test.

##### **4.1.1. Description of Data**

The population of this research was the students of MTs Muhammadiyah 04 Medan. The experimental group was VIIIA consisted of 30 students and the control group was VIIIB consisted of 30 students. After conducted the research, the writer got the data from the students' scores in pre-test and post-test from both experimental and control group. The test was reading multiple choices test which are consisted of 20 items. Each group was given a pre-test and post-test. The students at experimental group were taught by using anticipation-reaction guide strategy while the students at control group were taught by using discussion method.

##### **4.1.2. The Data Students' Reading Comprehension Taught by Using Anticipation-Reaction Guide Strategy**

The calculation of the data was made to find out the total score before and after applying of ARG method for experiment group on students' reading

comprehension. The data about the students' score in reading comprehension by using anticipation-reaction guide strategy see on the following table:

**Table 4.1**

**The List of Pre-Test and Post-Test Scores of Experiment Class**

<b>NO</b>	<b>The Initial of Students</b>	<b>Pre Test</b>	<b>Post Test</b>
1	ATA	45	65
2	AF	50	75
3	AGS	45	60
4	AL	45	65
5	ALA	45	65
6	AM	55	70
7	APP	60	80
8	ARS	50	85
9	AZ	45	80
10	BI	55	75
11	DH	70	90
12	DPS	60	90
13	ER	65	70
14	FF	60	85
15	JAG	50	80

16	KN	50	95
17	LS	55	80
18	MA	60	85
19	MCP	45	60
20	MFA	65	90
21	MI	65	90
22	NS	50	75
23	NV	50	80
24	NZ	60	85
25	PZ	40	65
26	RRS	40	65
27	RTS	45	70
28	STA	50	70
29	WM	50	75
30	YS	45	75

The students' score in reading comprehension of pre-test in the experiment class (VIII A) show the lowest score 45 and the highest score is 70. The students' score in reading comprehension of post-test in the experiment class (VIII A) show the lowest score is 60 and the highest score is 95.

**Table 4.2**  
**Frequency Distribution Pre Test of the Experiment Class**

NO	Score ( $x_i$ )	$f_i$	$f_i x_i$	$x_i^2$	$f_i x_i^2$
1	45	9	405	2025	18225
2	50	7	350	2500	17500
3	55	5	275	3025	15125
4	60	5	300	3600	18000
5	65	3	195	4225	12675
6	70	1	70	4900	4900
<b>Total</b>		<b>30</b>	<b>1595</b>	<b>20275</b>	<b>86425</b>

Based on the data above, the result of  $\sum f_i x_i^2$  is 86425 and  $\sum f_i x_i$  is 1595.

Then the following is the calculation of mean, variant and standard deviation of pre-test in experimental group.

**Mean ( $\bar{x}$ )**

$$(\bar{x}) = \frac{\sum f_i x_i}{\sum f_i}$$

$$= \frac{1595}{30}$$

$$= 53.166$$

**Variant ( $S^2$ )**

$$S^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$= \frac{30 \times 86425 - (1595)^2}{30(30-1)}$$

$$= \frac{2592750 - 2544025}{870}$$

$$= \frac{48725}{870}$$

$$= 56.005$$

### Deviation Standard

Deviation standard was found by drawing root of variants that was

$$\sqrt{56.005} = 7.483$$

**Table 4.3**

**Frequency Distribution Post Test of the Experiment Class**

NO	Score ( $x_i$ )	$f_i$	$f_i x_i$	$x_i^2$	$f_i x_i^2$
1	60	2	120	3600	7200
2	65	5	325	4225	21125
3	70	4	280	4900	19600
4	75	5	375	5625	28125
5	80	5	400	6400	32000
6	85	4	340	7225	28900
7	90	4	360	8100	32400
8	95	1	95	9025	9025
<b>Total</b>		<b>30</b>	<b>2295</b>	<b>49130</b>	<b>178375</b>

Based on the data above, the result of  $\sum f_i x_i^2$  is 178375 and  $\sum f_i x_i$  is 2295. Then the following is the calculation of mean, variant and standart deviation.

### Mean ( $\bar{x}$ )

$$\begin{aligned}(\bar{x}) &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{2295}{30} \\ &= 76.5\end{aligned}$$

### Variant ( $S^2$ )

$$\begin{aligned}S^2 &= \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} \\ &= \frac{30 \times 178375 - (2295)^2}{30(30-1)} \\ &= \frac{5351250 - 5267025}{870} \\ &= \frac{84225}{870} \\ &= 96.810\end{aligned}$$

### Deviation Standard

Deviation standard was found by drawing root of variants that was

$$\sqrt{96.810} = 9.839$$

#### 4.1.3. The Data Students' Reading Comprehension Taught by Using Discussion Method

The calculation of the data was made to find out the total score before and after applying of discussion method for experiment group on students' reading comprehension. The data about the students' score in reading comprehension by using discussion method see on the following table:

**Table 4.4**  
**The List of Pre-Test and Post-Test Scores Control Class**

NO	The Initial of Students	Pre Test	Post Test
1	BC	45	60
2	DP	40	70
3	FR	35	55
4	GAP	50	75
5	MAR	50	80
6	ML	35	60
7	MRN	55	65
8	MR	50	70
9	MA	40	70
10	NA	60	85
11	NHH	40	85
12	PS	40	70



13	PA	35	70
14	RAS	45	60
15	RS	35	55
16	RP	45	75
17	RSA	60	75
18	RRD	35	85
19	SW	40	55
20	SY	55	70
21	SM	45	80
22	SW	45	70
23	SS	30	75
24	SMA	60	80
25	TMR	45	65
26	TNN	55	65
27	TAU	45	70
28	UN	50	65
29	YA	55	75
30	ZF	45	75

The students' score in reading comprehension of pre-test in the control class (VIII B) show the lowest score 30 and the highest score is 60. The students' score in reading comprehension of post-test in the control class (VIII B) show the lowest score is 55 and the highest score is 85.

Table 4.5

## Frequency Distribution Pre Test of the Control Class

NO	Score ( $x_i$ )	$f_i$	$f_i x_i$	$x_i^2$	$f_i x_i^2$
1	30	1	30	900	900
2	35	5	175	1225	6125
3	40	7	280	1600	11200
4	45	7	315	2025	14175
5	50	5	250	2500	12500
6	55	2	110	3025	6050
7	60	3	180	3600	10800
<b>Total</b>		<b>30</b>	<b>1340</b>	<b>14875</b>	<b>61750</b>

Based on the data above, the result of  $\sum f_i x_i^2$  is 6175 and  $\sum f_i x_i$  is 1340. Then the following is the calculation of mean, variant and standart deviation.

**Mean ( $\bar{x}$ )**

$$(\bar{x}) = \frac{\sum f_i x_i}{\sum f_i}$$

$$= \frac{1340}{30}$$

$$= 44.666$$

**Variant ( $S^2$ )**

$$S^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$= \frac{30 \times 61750 - (1340)^2}{30(30-1)}$$

$$= \frac{1852500 - 1795600}{870}$$

$$= \frac{56900}{870}$$

$$= 65.402$$

### Deviation Standard

Deviation standard was found by drawing root of variants that was

$$\sqrt{65.402} = 8.087$$

**Table 4.6**  
**Frequency Distribution Post Test of the Control Class**

NO	Score ( $x_i$ )	$f_i$	$f_i x_i$	$x_i^2$	$f_i x_i^2$
1	55	3	165	3025	9075
2	60	3	180	3600	10800
3	65	4	260	4225	16900
4	70	8	560	4900	39200
5	75	6	450	5625	33750
7	80	3	240	6400	19200
8	85	3	255	7225	21675
<b>Total</b>		<b>30</b>	<b>2110</b>	<b>35000</b>	<b>150600</b>

Based on the data above, the result of  $\sum f_i x_i^2$  is 150600 and  $\sum f_i x_i$  is 2110. Then the following is the calculation of mean, variant and standart deviation.

**Mean ( $\bar{x}$ )**

$$\begin{aligned}(\bar{x}) &= \frac{\sum fxi}{\sum fi} \\ &= \frac{2110}{30} \\ &= 70.333\end{aligned}$$

**Variant ( $S^2$ )**

$$\begin{aligned}S^2 &= \frac{n \sum fxi^2 - (\sum fxi)^2}{n(n-1)} \\ &= \frac{30 \times 150600 - (2110)^2}{30(30-1)} \\ &= \frac{4518000 - 4452100}{870} \\ &= \frac{65900}{870} \\ &= 75.747\end{aligned}$$

**Deviation Standard**

Deviation standard was found by drawing root of variants that was

$$\sqrt{75.747} = 8.703$$

**4.1.4. The Validity and the Reliability**

In conducting a research, the validity and reliability of the test is very important. It purposes to know both the accuracy of measurement and the consistency of the text.

#### **4.1.4.1. The Validity of the Test**

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity would define as the extent to which an instrument measured what it claimed to measure. In general, a test would valid to the extent that it measures what it claims to measure. In this case, content validity as used. It refers to the degree to which the test actually measure. Thus, by applied content validity, the writer would know whether the test items would be valid or not to behavioral objectives. In this study, the writer did not measured the validity because the test taken by an English book at the eight grade of junior high school which is has been valid.

#### **4.1.4.2. The Reliability of the Test**

Reliability refers to consistency of the result. Reliability is concerned with the effect of such random errors of measurement on the consistency of scores. The test is reliable when it can show stable outcome. The more reliable the test is, the more confidence the scores obtain from the administration of the test. In this study, the test taken by an English book at the eight grade of junior high school. So, this test has been reliable to be given for students.

#### **4.1.5. Hypothesis Testing**

After processing the data above, the next step is analyzing of the data. Analyzing of the data aimed to give answer about hypothesis which was proposed by the writer whether the hypothesis is accepted or rejected. Based on the analysis, those

data of students' achievement in reading comprehension between using ARG strategy and without using ARG have qualified the requirements of statistical hypothesis t, those have done normality test and homogeneity test. So, to test hypothesis in this research, it is used two average similarity test by using statistical t, as follows:

$$S^2 = \frac{(n_2-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}$$

Where :  $n_1 = 30$

$$n_2 = 30$$

$$\bar{x}_1 = 76.5$$

$$\bar{x}_2 = 70.333$$

$$(S_1^2) = 96.810$$

$$(S_2^2) = 75.747$$

$$s^2 = \frac{(30-1)96.810 + (30-1)75.747}{30+30-2}$$

$$s^2 = \frac{(29)96.810 + (29)75.747}{30+28}$$

$$s^2 = \frac{2.807.49 + 2.196.663}{58}$$

$$s^2 = \frac{5.004153}{58} = 0.086$$

$$S = \sqrt{0.086} = 0.293$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$\bar{X}_1$  = average value of sample group owning highest

$\bar{X}_2$  = average value of sample group owning lowest score

S = Merger deviation

$$t = \frac{76.5 - 70.333}{s \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{6.167}{0.293\sqrt{0.0666}}$$

$$t = \frac{6.167}{0.293(0.2580)}$$

$$= 5.430$$

The coefficient of  $t_{\text{observation}} = 5.430$  was compared with  $t$  table, where the coefficients of  $t$  table for real level  $\alpha = 0,05$  with  $dk = 30+30-2=58$  gained the coefficients of  $t_{\text{table}} = 1.671$  in the coefficient of  $t_{\text{observation}}$  ( $5.430 > t_{\text{table}}$  (1.671)). It showed that  $t$  table is in zero hypothesis rejection ( $H_0$ ). Thus, the alternative hypothesis ( $H_a$ ) was accepted. It means, that the alternative hypothesis that there is significant of the students' achievement in reading comprehension by using webbing strategy was accepted.

## 4.2. Research Findings

There were some findings from the analysis in this research, based on the result of the calculation above, it was found the students' achievement in reading comprehension taught by using ARG strategy had mean = 76.5 variant = 96.810 and standard deviation = 9.834. Based on the result of the calculation above, it was found that students' achievement in reading comprehension who taught by using discussion method had mean = 70.333 variant = 75.747, and standard deviation = 8.703

The conclusion of  $t$  test =  $t_{\text{observation}}$  (5.430)  $>$   $t_{\text{table}}$  (1.671) with the fact level  $\alpha = 0,05$  and  $dk = (n_1 + n_2 - 2) (30 + 30 - 2) = 58$ . The hypothesis above explain that there was significant to the effect of using ARG strategy on the students' achievement

in reading comprehension was accepted. The students' achievement in reading comprehension taught by using ARG strategy as experimental class (VIII A) is better than the students' achievement in reading comprehension discussion method as control class (VIII B).

### **4.3. Discussions**

There was significant difference on students reading comprehension by applying ARG strategy. The students that were taught by ARG strategy have higher score than the students were taught by discussion method. It was explained that this strategy can help the students to activate their prior knowledge by arousing their curiosity to the statements that provided by the teacher. ARG has the potential to stimulate interest, not only because they can create controversy, but also because they help students clear up misconception and accommodate new information that may be at odds with their previous thinking.

From the result, the writer found that there was significant effect that students' were taught by ARG strategy was better in comprehend the text than students' were taught by discussion method. Some previous writers also had conducted ARG strategy to teach reading comprehension. Antoni (2015) conducted a research about "*The Effect of Anticipation Guide Strategy and Students' Reading Interest on Students' Reading Comprehension at Grade XII of SMKN 1 Pariaman*". It was conducted to find out the students' reading comprehension of procedure text.



Another writers such as Nasution (2014) also conducted a research about *“Improving Students’ Reading Comprehension in Descriptive Text through Anticipation Guide”*. From the data showed that the students were more interested and motivated on reading comprehension through anticipation guide. Therefore, applying anticipation guide significantly improved students’ reading comprehension.

So from some previous related studies, the writer can compare the result of the study. From the previous related studies the result of the t-test and mean score showed that Anticipation Reaction Guide strategy had significant result on students’ reading comprehension and it is also same with the results of the study that have been conducted by the writer with the same procedures. It is also showed that ARG strategy can be applied in-pairs or collaboratively and ARG can be applied to some text such as narrative, descriptive, procedure and recount text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

There is significant effect of ARG strategy on students' reading comprehension at the eight grade students of SMP Muhammadiyah 04 Medan. It is showed from the students' achievement in reading comprehension by applying ARG strategy got the mean 76.5 and standard deviation is 9.839. The students' achievement in reading comprehension were taught by discussion method got the mean 70.333 and standard deviation is 8.703. The result of  $t_{\text{observation}}$  is 5.430 and  $t_{\text{table}}$  is 1.671 ( $t_{\text{observation}} > t_{\text{table}}$ ,  $5.533 > 1.671$ ). That shows if  $H_0$  is rejected and  $H_a$  is accepted. It means ARG strategy is significant to be used for increasing students' reading comprehension.

#### 5.2. Suggestion

Based on the result of the research, the writer would like to give some suggestions as follow:

1. Stakeholder

For the principle of SMP Muhammadiyah 04 Medan, it is good to motivate the teachers, especially teacher of English to teach the students by using ARG strategy.

## 2. Teachers

For teachers of English, the teachers can use ARG strategy as an alternative strategy in learning narrative text. So, teachers of English can make the learning activity not monotonous and enjoyable.

## 3. Students

For students, it is suggested to foster their reading comprehension. By applying ARG strategy, the students could improve their reading comprehension because this strategy give students guide to read a narrative text, and could stimulus the students' interest, not only they can create controversy, but also help students clear up misconception and accommodate new information that may be at odds with their previous thinking.

## 4. Further Researcher

For other researcher, the result of this research can give information or reference about the implementation of ARG strategy on the student's reading comprehension in reading narrative text.

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