

The Effect Of Using Anticipation – Reaction Guide Strategy On Students' Reading Comprehension In Recount Text At The Eighth Grade Of SMPN 3 Palembang

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Abstract. *This Research was done due to several problems found: Students ability in reading were low, lack of interesting in reading, and students were difficult to comprehend the text. Anticipation Reaction Guide strategy is related to this problem because the Anticipation Reaction Guide is enabled strategy to help the students who may hold misconceptions regarding a specific concept based on the lesson in reading. Therefore, this research was to investigate the effect of using Anticipation Reaction Guide Strategy on Students' Reading Comprehension. This research used quantitative method with quasi-experimental design by comparing two classes. The researcher used a cluster sampling technique because teacher recommendation and these class have similar characteristics. The total sample was 53 students of VIII 1 and VIII 2. The researcher used multiple test wich consisted of pre test and post test were applied in collect the data. Based on the data analysis used T- test Formula. The result from post test both of classes, it was t-obtained (2.73) was higher than the t-table (2.009). So it means that alternative hypothesis (Ha) was accepted while the null hypothesis (Ho) was rejected. So, it means that using anticipation-reaction guide strategy can help students to increase their reading comprehension.*

Keywords: *Reading Comprehension, Anticipation Guide. Recount Text*

Abstrak. Penelitian ini dilakukan karena ditemukan beberapa masalah yaitu: kemampuan siswa dalam membaca rendah, kurangnya ketertarikan siswa dalam membaca, siswa kesulitan memahami isi teks ketika pembelajaran sedang berlangsung. Anticipation Reaction Guide adalah salah satu strategi yang sesuai dengan masalah diatas, dimana strategi ini membantu siswa yang mengalami miskonsepsi terhadap konsep materi pembelajaran membaca. Oleh karena itu, penelitian ini ialah untuk mengetahui apakah ada pengaruh dari penggunaan strategi Anticipation Reaction Guide terhadap pemahaman membaca siswa. Penelitian ini menggunakan metode kuantitatif melalui desain quasi- eksperimental dengan membandingkan dua kelas. Penelitian ini menggunakan teknik cluster sampling dengan 53 siswa dari kelas VIII.1 dan VIII.2. Peneliti menggunakan test pilihan ganda yaitu pre test dan post test dalam mengumpulkan data. Berdasarkan data analisis menggunakan T- test formula. Hasil dari post test kedua kelas ialah t-obtained (2.73) lebih tinggi dri t-table (2.009). jadi, dapat diketahui bahwa the alternatif hipotesis diterima sedangkan null hipotesis di tolak. Jadi, dapat diartikan bahwa penggunaan anticipation reaction guide bisa membantu siswa dalam meningkatkan kemampuan pemahaman membaca siswa.

Kata kunci: Pemahaman Membaca, Anticipation Guide, Teks Recount

INTRODUCTION

Reading is one of the receptive language skills that should be learned by the students. According to Nunan (2003), reading is a fluent process of readers combining from a text and their own background knowledge to build meaning. According to Linse (2005), reading is a set of skills that involves the activity of making sense and deriving meaning from the printed word. It means that reading is a process to gain information from the writer that is expressed in the text. However, reading is not just reading aloud the text without any goal but the readers should set their reading purposes before they are going to read. Whether it is to get information, enhance the knowledge, and learn something. In order to understand the text, comprehension is needed. Comprehension is ability to understand. In an Educational Institution, reading which is taught by a teacher is led to reading comprehension. It requires the students to read for understanding the text. According to Syafitri stated reading comprehension is the process of communication that involves students in getting information from the text. It means that, reading comprehension is the activity of understanding the text by readers in getting the meaning from the text.

Anticipation reaction guide strategy will prepare themselves to be ready to student's comprehend the text in English. According to Tierney (2003), The anticipation guide attempts to enhance students' comprehension by having them react to a series of statement about a topic before the students begin to read the text. It utilizes prediction by activating student prior knowledge, and it capitalizes on controversy as a motivational device to get students involved in the material to be read. For instance, An anticipation guide is one of strategy to activate the prior knowledge and it gives contribution for students in learning reading comprehension process. In other words, This strategy was help the students to activate their prior knowledge by arousing their curiosity to the statements that provided by the teacher.

The researcher has done preliminary research conducted by doing observation in the Eighth grade classes of SMP N 3 Palembang on February 7, 2022. The researcher also interviewed some students at eighth grade on February 9, 2022 and interviewed English teacher on February 9, 2022. Based on the preliminary research, the researcher found some problems related to the student's reading comprehension.

The first problem that the researcher found was the students ability in reading comprehension were low. The teacher has explain the material in clearly, for example: teacher explained the main idea of text, explained the supporting sentence and also how to determine the stucture of text, but the students still did not understand. When researcher asked some qustion to students about their experience in semester holidays, students had difficulty explained in English. The teacher asked students to concluded and made summary from the text but students have not been able to conclude the contents of text. So, the student's reading comprehension was low.

The second problem was the students were lack of vocabulary and lack of interest in reading. The teacher helped students to translate meaning of the difficult word but students still did not understand content of text. If students still did not understad the teacher would interpret the text until they understand. Lack vocabulary has an impact on students understanding the text, when students did not know the meaning of word, the students difficult understand the text and it made their interest in reading was low.

The third problem was the students were difficult to comprehend the text. When the teacher asked the students about the main idea and topic, only 2 or 3 students answer the questions. The students could read text but not all of students comprehend the meaning content of text. They knew meaning some vocabulary in the text but they still did not understand, and it was made the student difficult in comprehend the text. Lack vocabulary could be affect of score students in reading comprehension test and exam. They were also difficult to decide the structure and the purpose of the text. The students read the text but they could not get information and message from the text well. Consequently, the students did not comprehend the text. As a result, only a few students were able to understand the text.

There are some several relevant studies conducted by some reseacher. First the research from Novi (2017), Basmantara (2018), lilis (2018), Fitriana (2020), did teaching on the students' reading comprehension used the anticipation reaction guide strategy and the result showed the teaching reading comprehension through anticipation reaction guide strategy gave more significant effect on student's reading comprehension.

METHOD

In this research, The researcher used quantitative method. According to Sugiyono, the quantitative research is the research collects data with numbers and use statistical analysis. In other word, The research presents with numeral data and used statistical formula in analysis it. The researcher used a quasi - experimental design consisting of the one group experimental class and one group control class. The population of this research is all of eighth grade students in SMPN 3 Palembang in the academic year 2022/2023. In this research, The researcher used cluster sampling technique and the researcher took two classes that have the similarity of characteristics. According to Gay, cluster sampling is an intact group of population members with similar characteristics. The sample in this research is the eight grade of SMPN 3 Palembang which consist of 53 students from two classes. The instrumentation of this research was multiple choice test.

The researcher collected data by giving reading comprehension on recount text test at two class. First of all, researcher gave the pre-test to the students both class. After that, the researcher gave different treatment in teaching reading. Only the experimental group receives the treatment using Anticipation-Reaction Guide Strategy. Then, researcher gave the post test the students both class as comparison and the evaluation of the studets' before and after treatment is done. In analyzing the data, the researcher analyzed the data for both classes. The researcher used T-test formula which is suggested by Gay. After calculated the data by using t-test formula, the result were compared with t-table with level of significance 0.05 and the degree of freedom (df)= N-2, N= Total number of population of experiment and control class. Then, the researcher answered the three hypothesis stated in this research and stated the data descriptions.

FINDING AND DISCUSSION

Findings

Table 1

The Comparison Of Pre-Test and Post-Test of the Both Class

Test result Class	Pre – test	Post – test	Gained score
Experimental class	= 43.81 Sd = 13.68 S ² =187.26	= 56.90 Sd = 14.18 S ² = 201.19	13,09
Control class	= 39.77 Sd = 10.41	= 50.91 Sd = 10.98	11,14

Based on the data above, it was shown that the degree of freedom (df) was 40, the level of significance was 0,05 and the t- calculated was 2, 16. T-table at of 40 (the close df) was 2.021. So, t-calculated was bigger than t-table (2, 16 > 2.021). In conclusion, the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected. It is mean that, there was any significant effect of using anticipation reaction guide strategy on students reading comprehension at the eight grade of SMPN 3 Palembang.

Table 2

The Calculation of First Hypotesis Testing in Experimental Class

Category	Value
Degree of freedom (df)	21 +21 – 2 = 40
Level of significant (a)	0,05
T- Claculated	2, 16
T- Table	2.021
T- Calulated > T-Table (2, 16 > 2.021)	

Based on the data above, it was shown that the degree of freedom (df) was 42, the level of significance was 0,05 and the t- calculated was 2,73. T-table at of 50 (the close df) was 2,009. So, t- calculated was greater than t-table ($2,73 > 2,009$). In conclusion, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. there was significant differences between students' reading comprehension who were taught by using anticipation reaction guide strategy than the students' reading comprehension who were not taught by anticipation reaction guide strategy

In the third hypothesis, it was found that the students' reading comprehension who were taught by using anticipation reaction guide strategy was better than students who were not taught by using anticipation reaction guide strategy. It can be seen from the post test score of experimental and control class. The improvement of mean score of experimental class was better than the improvement of the mean score of control class ($13,09 > 11,14$). On the other hand it can be seen that the mean score of post test of experimental class was greater than the mean score of control class on post test ($56,90 > 50,91$). So it can be concluded that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected.

DISCUSSION

In this research, the researcher found that there are some students got high difference scores between pre-test and post-test. These students got high score in their post-test after the treatment. After the treatment, the researcher gave the post test. After both of tests were done, the researcher got the mean score and the standard deviation of pre-test. Based on the analyzed data, the result of both tests were gained would be calculated by comparing the score and using t-test. It was found that there was significant effect of using anticipation reaction guide strategy on students' reading comprehension in recount text.

This result was also supported by Margaret that anticipation reaction guide strategy helps students who may hold misconceptions regarding a specific concept in improving their reading comprehension. Yummi also said that anticipation guide strategy makes students are interested in reading because they will interact with their friends in comprehending the text. This strategy will allow students to use their prior

knowledge before they reading the text. So, It can be concluded that Anticipation reaction guide strategy gave positive impact on students' reading comprehension.

CONCLUSION AND SUGGESTION

After conducting the research, researcher determined that utilizing anticipation reaction guide strategy on students reading comprehension in recount text at the eight grade of SMPN 3 Palembang. From the result and accounting of pre test and post test scores of the experiment class, it was found that the t - obtained (2.16) was higher than the t - table (2.021) with degree of freedom (df) = 40 and level of significant was 0,05. So, the alternative hypothesis (H_a) was accepted which mean that there was significant effect of anticipation reaction guide strategy to the students reading comprehension in recount text. Then, the calculation of post test both of classes, it was obtained that the t – obtained was (2.73) was higher than the t -table (2.009). The data was got through pretest and posttest to experimental and control class. In addition, the calculation improvement of the mean score control and experimen class is the experimen class (56.90 > 50.91) higher than control class (13.09 > 11.14). So it can be concluded that alternative hypothesis (H_a) was accepted which mean that anticipation reaction guide strategy is better than students conventional class in teaching reading comprehension in recount text. From the result of the data, teaching reading comprehension through anticipation reaction guide strategy gave more significant effect to improving students' reading comprehension.

Based on the result of the research, the English teacher is recommended to use anticipation reaction guide strategy as an alternative teaching strategy especially teaching reading comprehension. Students also need to improve their reading ability by using anticipation reaction guide strategy in order to improve their knowledge Further the researcher are suggested to conduct a study of the effect of anticipation reaction guide strategy in teaching of other genres of text to explore the used of the strategy in other contexts.

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