

## THE EFFECT OF “ANTICIPATION GUIDE STRATEGY” AND STUDENTS’ READING INTEREST ON STUDENTS’ READING COMPREHENSION AT GRADE XII OF SMKN 1 PARIAMAN.

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### Abstract

This research was conducted to find out the effect of Anticipation Guide strategy and students’ reading interest on students’ reading comprehension of procedure Text. The design of this research was quasi experimental with 2x2 factorial design. The population of this research was the twelfth grade of SMKN 1 Pariaman, 2014/2015 academic year. Reading Comprehension test and reading interest questionnaire were used as research instruments. Then, the data were analyzed using t-test formula and Two Ways ANOVA. The result of this research shows that (1) students who were taught by using Anticipation Guide Strategy had better reading comprehension of procedure text than those who were taught by Small Group Discussion. It was proven by the result of the t-test which showed that tobserved was bigger than ttable, (2) students who had high reading interest taught by Anticipation Guide Strategy had better reading comprehension of procedure text than those who were taught by Small Group Discussion,(3) students who had low reading interest taught by Anticipation Guide Strategy had better reading comprehension of procedure text than those who were taught by Small Group Discussion, and (4) there was no interaction between both strategies and students reading interest toward students’ reading comprehension where F-observed was 0,53 which less than F-table 4,15. As conclusion, Anticipation Guide Strategy had a significant result on students’ reading comprehension than Small-Group Discussion and there was no interaction between teaching strategies and reading interest on students’ reading comprehension.

**Key words/phrases:** *Anticipation Guide, Reading Interest, Reading Comprehension*

### A. INTRODUCTION

In learning English, reading is one of the essential skills that is important to be learned and mastered by students. Reading cannot be separated from the process of acquiring the knowledge. Coon and Mitteres (2010:21) state that the more students elaborate as they read and study, the richer their understanding will be and the better they will remember the new concept.

Concerning the importance of reading comprehension skill at Vocational School (SMK), reading comprehension takes dominant part in English curriculum and also National Examination (UN). From several texts taught at SMK,

procedure text is mostly taught at grade XII. Procedure text is very important for SMK students, especially technical students, since they have to understand the manual of certain product and work based on Standard Operating Procedure. According to Keir (2009:8), procedural text is a text type which tells the reader how to make or to do something. The structures of the text generally consist of (1) goal, the purpose of the activity, (2) materials, things needed in making or doing something, and (3) steps, series of steps sequenced in logical order (Djuharie, 2007:435). If the students can comprehend the procedure texts well, it will be easier for them to do or make something related to their studies.

However, many students at SMKN 1 Pariaman still find difficulties in comprehending the texts, especially procedure text. It can be seen on students' reading comprehension achievement on most daily test, mid-term test, final test, and even National Examination.

The data of students' achievement on English National Examination (UN) in 2014 shows that only 83 of 284 students got English score more than 5,50. Since the portion of test items of reading is 70% in UN and the average of UN scores were under 5.50, it can be concluded that low achiever students at SMKN 1 Pariaman students were bad in reading comprehension including reading comprehension of procedure text.

In addition, students' difficulties in comprehending the procedure text can be found on UN Try-out in 2013/2014 academic year result. Only 30 of 284 students could answer all of the questions on reading comprehension of procedure text correctly.

Based on preliminary research data held at SMKN 1 Pariaman, it is found some phenomena that might cause students' problem in comprehending the text. First, many students still had low reading interest and low motivation in learning. As researchers' observation in the classroom, most of students at SMKN 1 Pariaman still had low reading interest since only a few students prepared themselves by reading the materials before coming to the class. The second factor was students' lack of vocabulary. Some of the students tended to use dictionary than trying to guess the meaning from the contexts. Third, the students often had lack of background knowledge about the text they have read. The students often found difficulties in relating the texts' information to what already have in their

mind. The last factor was teaching strategy used by the teacher was not totally successfully achieving the goal.

Based on the phenomena above, it is indicated that strategy used by the teacher in teaching reading might be one of potential factors that causes students problem in comprehending the text. Grabe in Alderson (2000:28) derives a general set of guidelines for reading teaching, (1) reading should be taught in the context of a content-centered integrated skills curriculum. (2) individualized instruction should additionally be provided in a reading lab (3) sustained silent reading should be encouraged to develop automaticity, confidence and enjoyment (4) reading lesson should take account of background knowledge through pre-, during-, and after reading tasks (5) specific skills and strategies should be practiced consistently (5) group work and cooperative learning should promote discussion of the reading and explorations of different task solution and textual interpretations and (6) students need to read extensively: student need to learn by reading.

Dealing with the guidelines of teaching reading above, English teachers at SMKN 1 Pariaman already applied Small-Group Discussion Strategy during teaching and learning process in order to make students actively discuss in group and achieve the learning goal. Small-Group Discussion can be defined as a number of people who think out some problems together through verbal interchange of ideas. According to Exley and Dennick (2004:3), in a small-group discussion students can be encouraged to talk, think, and share more rapidly in larger group. This activity allows both active and passive students to participate actively during teaching and learning process. In addition, there are several purposes of Small-group discussion states by Woolfolk, (1998:18), they are: (1) encourage active participation by all group members, (2) foster awareness of the various tasks necessary in a small-group discussion, and (3) make students comfortable in a variety of roles in a discussion group.

However, during the implementation of Small-Group Discussion at SMKN 1 Pariaman, this strategy seems not totally achieve its goal. From the data of English test at grade XII, the result of students reading comprehension achievement was still unsatisfactory yet. Many students still got reading comprehension test score under Minimum Achievement Criteria (KKM). In

addition, during teaching and learning process, the strategy did not totally encourage students to be an active reader and did not gain students reading interest. The high achievers students tended to dominate the discussion activities, while the low achiever students just keep silent during the activities.

Another potential factor that cause students' problem in comprehending the text is students' reading interest. According to Khairuddin (2013:162) "reading interest is one of the best predictors of child's growth in reading". This theory shows that reading interest indirectly influence students reading comprehension. Brophy (2010:184) states that interest implies focused attention to a lesson, text passage, or learning activity that occurs because the learner values or has positive affective responses to its content or processes. In addition, Ahira (2014) explains "reading interest can be classified as eagerness, good emotion, and response".

Concerning the theories of reading interest, on researcher's observation found that most students still had low interest in reading the materials or text. Most of the students seem not had full attention on a text or passage given to them. Most of the students did not read the text or selection given before coming to the class.

Having considered the problem above, in accommodating the successful teaching reading and learning process, teachers should try to find appropriate teaching strategies which can help students get better comprehension and make students interested in reading material or selection given by the teacher. The teachers can apply several teaching reading strategies in the classroom such as, anticipation guide strategy, reading log strategy, reciprocal reaching strategy, and etc. Since each strategy has their own characteristics, Anticipation Guide strategy can be used as suggested variation strategy in teaching reading comprehension which help students in comprehending the text and arise students' interest.

Anticipation Guide is a reading strategy firstly proposed by Herber in 1978. It is a reading activity which helps to activate students' prior knowledge and guide students in comprehending the texts. According to Ortiebs (2013), Anticipation guide is a good strategy to teach fiction, non-fiction, procedural texts, and poetry.

Besides, Anticipation Guide has many beneficial for the students. First of all, it strengthens comprehension skills. According to Kozen, et al (2006:195), "Anticipation guide is a pre-reading strategy that combines literacy instruction and content-area learning". He also says that Anticipation Guide can be effective

in promoting decoding skills, enhancing word meaning, and strengthening comprehension. It shows that this strategy do not only activate students prior knowledge, but also other reading comprehension skill.

Secondly, Anticipation Guides is potentially stimulus students' interest. Woolfolk, (1998:20) says that Anticipation guide is a series of questions or statements (usually 8 to 10) related to the topic or point of view of a particular text. The students will read the statements provided and then agree or disagree with the statement based on their prior knowledge. The statements can be factual information from the text, unstated information, or a controversial statement that challenge students to think and arouses students' interest to read. This statement is supported by Condy (1998:127) saying that anticipation guide 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 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. According to Buehl (2014:59) after responding to the statements, students then explain or elaborate on their responses in collaborative group and whole class discussion. This activity requires students actively involved during teaching and learning process.

The procedure of applying Anticipation Guide strategy into reading class can be divided into preparation and reading activities. There are several preparations that should be done by the teachers in preparing an anticipation guide (University of North Texas, 2008:1). First, prepare a text that is suitable with the curriculum. Second, write eight to ten statements that focus on the important information or the main point of the selection. Then, the statements should be designed to activate students' prior knowledge and make sure the students can reach the questions without having first read the text. Next, write factual statements or controversy statements that challenge the reader to predict, read, and arouse students' interest to the text. Finally, create an anticipation guide form which include before Reading (Agree or Disagree), statements, after reading (Agree or disagree), and Evidences.

After preparing the statements and the forms, Anticipation Guide reading activities can be applied based on procedure proposed by Kozen, et.al (2006:196). First of all, teacher introduces the topic and gives the Anticipation Guide worksheet to the students. Second, teacher asks students to read the statements silently. Third, teacher asks students to react to each statement individually by agreeing or disagreeing with the statements before reading the text. Fourth, teacher discusses each statement in the classroom by asking the students why they were “agree” or “disagree” with the statements.

Then, as the students converse, the teacher serves as facilitator, giving no hints regarding correct or incorrect responses. Next, teacher gives the selection to the students. After that, teachers ask students to read the text and try to prove their responses in before reading activity by looking for evidences from the text. 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.

After reading the passage, teacher asks the students to discuss their findings in group or in pairs. Teacher instructs them to correct the answer on their anticipation guide and they can revise them. 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.

Dealing with the importance of reading comprehension and benefits of Anticipation Guide Strategy above, the researcher is interested in applying Anticipation Guide Strategy for reading instruction.

The purpose of this research is to find out whether:

1. Students who are taught by using Anticipation Guide Strategy have better reading comprehension of procedure texts than those who are taught by using Small-Group Discussion.
2. Students with high reading interest taught by Anticipation Guide strategy have better reading comprehension of procedure texts than those who are taught by using Small-Group Discussion.

3. Students with low reading interest taught by Anticipation Guide strategy have better reading comprehension of procedure texts than those who are taught by using Small-Group Discussion
4. There is any interaction between teaching strategies (Anticipation Guide strategy and Small-Group Discussion Strategy) and students' reading interest toward students' reading comprehension.

## **B. RESEARCH METHODS**

This research is quasi-experimental research. In this design, entire classroom are assigned to treatments, not individual students (Gay, et al, 2011:270). The researcher used 2x2 Factorial Design. According to Gay, et al (2011: 272), "The purpose of the factorial design is to determine whether the effects of an independent variable are generalizable across all level or whether the effects are specific to particular level"

The population of this research was the grade XII of SMKN Pariaman enrolled in 2014/2015 academic year. The population consists of 6 classes with 4 different programs. The researcher took two classes by using cluster random sampling. XII GB 2 was taken as control class and experimental class. The instrument of the research was tried out at XII TITL 1 class. The try out was aimed in testing the validity, reliability, difficulty index, and discrimination index of the instrument. The research was conducted for 9 meetings, including 1 meeting for post-test. It was held on November, 11th 2014 to December 6th 2014.

The data were collected by using reading comprehension test and reading interest questionnaire. The test was given by the end of the research for both experimental and control class. Then, the data of students' reading comprehension post-test and students' reading interest were analyzed to know whether the data is homogenous using F-test formula and normally distributed using Liliefors Formula. Then, the hypotheses were tested by using Paired Sample T-Test and Two Ways ANOVA through SPSS version 20.

## **C. RESULT AND DISCUSSION**

Based on statistical analysis of hypothesis testing, the result of the research is illustrated in the following table:

**Table 1. Summary of Statistical Analysis of Hypothesis 1, 2, and 3**

Hypothesis	$t_{\text{observed}}$	$t_{\text{table}}$	Conclusion
Hypothesis 1	3.028	2.000	$t_{\text{observed}} > t_{\text{table}} =$ H1 Accepted
Hypothesis 2	2.329	2.000	$t_{\text{observed}} > t_{\text{table}} =$ H1 Accepted
Hypothesis 3	3.173	2.000	$t_{\text{observed}} > t_{\text{table}} =$ H1 Accepted

**Table 2. Summary of Statistical Analysis of Hypothesis 4**

Hypothesis	$F_{\text{observed}}$	$F_{\text{table}}$	Conclusion
Hypothesis 4	1.415	4.146	$F_{\text{observed}} < F_{\text{table}} =$ H0 Accepted

The finding on Table 1 and 2 indicate several important points dealing with the hypotheses of the research as follow:

- Students who were taught by using “Anticipation Guide strategy” had better reading comprehension of procedure text than those who are taught by using Small-Group Discussion**

From statistical analysis of hypothesis 1, the mean score of students reading comprehension in experimental class (66,79) was higher than control class (57,18). The result of first hypothesis is in line with a research conducted by Rahmawati, et al (2012) which was found that Anticipation Guide strategy had significant effect on students’ reading comprehension achievement at Eighth Grade of SMPN 2 Solok Selatan. This finding is in line with ideas proposed by Kozen, et al (2006:195). They said that Anticipation Guide Strategy can be effective in promoting decoding skills, enhancing word meaning, and strengthening comprehension.

Anticipation Guide Strategy helps students to activate their prior knowledge and challenge the students to reassess their thinking after reading. Buehl (2014:59) claimed that Anticipation Guide is a front loading strategy that forecast major ideas in a passage through statements that activate students’ thought and prior knowledge.



Furthermore, applying Anticipation Guide Strategy in teaching reading procedure text at SMKN 1 Pariaman could arouse students reading interest. Students in experimental class were actively involved in group discussion and challenged to read the text individually to prove their statements in before reading activity. As stated by Condy (1998:127) that anticipation guide have 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 benefit will bring a meaningful activity for the students.

Additionally, Anticipation Guide Strategy gives opportunity to the students to work both individually and cooperatively. During teaching and learning process, students work individually by reading the statements of Anticipation Guide worksheet, and then they decided their belief toward the statements. After that, students reassess their belief by reading the text, then they discussed in pair.

## **2. Students with high reading interest taught by “Anticipation Guide strategy” had better reading comprehension of procedure text than those who were taught by using Small-Group Discussion**

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.

The result shows that Anticipation Guide strategy could improve reading comprehension of students with high reading interest. Anticipation Guide Strategy provides opportunity for the students to think critically. Statements on Anticipation Guide form could activate students’ background knowledge toward the topics. Students with high cognitive interest would actively think about the topic. They were challenged to reassess their thinking on pre-reading activities.

On the other hand, students with high reading interest in control class were not challenged by challenging activity as in Anticipation Guide activity. Kintsch in Wade (1990:5) states that cognitive interest is also a function of the readers’ background knowledge-that is, interest tends to be low with little or no background knowledge, increases as more is known, and diminishes again as the

readers' background knowledge reaches the point that nothing new can be learned from the passage. From the statement, it can be seen that a successful reading comprehension process also depend on student interest on reading.

**3. Students with low reading interest taught by “Anticipation Guide strategy” had better reading comprehension of procedure text than those who were taught by using Small-Group Discussion**

The mean score of students with low reading interest in experimental class (55,11) was higher than control class (45,70). Statistically, reading comprehension of students with low reading interest in experimental class had significant result than control class. The value of t-test was (3,17) higher than t-table (2,13).

In Anticipation Guide strategy, students were required to read the statements and state whether they agree with the statements or not. Students from groups, high reading interest and low reading interest did the same activity. They had to activate their background knowledge about the topic. In addition, after stating their own response toward the statements, they had to reassess their thinking in pre-reading activities. These activities indirectly help students to comprehend the text. Buehl (2014:59) claims that Anticipation Guide engages students in examining their prior knowledge and beliefs about the topic and then prompts them to reassess their thinking after reading a text. Here, students' prior knowledge, critical thinking, and comprehension skills are indirectly trained while doing this activity.

In addition, students worked individually and collaboratively in experimental class. Students were required to read the text individually after responding to the statements in anticipation guide form to reassess their thinking on pre-reading activity. Then, both students with high reading interest and low reading interest work collaboratively to discuss the text structures, difficult words, questions, and conclude the text. Consequently, students with low reading interest are motivated to read since they have to accomplish the exercises given to them.

**4. There was no interaction between teaching strategies (Anticipation Guide strategy and Small-Group Discussion Strategy) and students' reading interest on students' reading comprehension of procedure text**

The result of fourth hypothesis shows that there was no interaction occurred between both teaching strategies and students' reading interest toward students'

reading comprehension of procedure text at SMKN 1 Pariaman. Statistical analysis showed that the value of F-observed was lower than F-table. It means that Null Hypothesis was accepted and alternative hypothesis was rejected.

In addition, graph of interaction between strategies, reading interest and reading comprehension of procedure text indicates that the line in interaction graph between strategies and reading interest are in parallel one. According to Irianto (2010:254), when there is an interaction between variables, the line of one factors toward dependent variables are cut one another. Based on this theory, it is concluded the position of each line in the graph of interaction shows that there was no interaction between two strategies and reading interest toward students' reading comprehension of procedure text.

Dealing with the result of hypothesis analysis above, it is concluded that Anticipation Guide and Small Group Discussion Strategy can be applied in teaching reading comprehension without considering students' reading interest since there was no interaction between the variables. It assumes that reading interest might not one of the variables that influence students' reading interest.

#### **D. CONCLUSION**

Based on the result of statistical analysis and research findings, some conclusions can be drawn. First, students who were taught by using Anticipation Guide Strategy had better reading comprehension of procedure text than those who were taught by using Small-Group Discussion. Second, students who had high reading interest taught by using Anticipation Guide Strategy had better reading comprehension of procedure text than those who were taught by using Small-Group Discussion. Third, students who had low reading interest taught by using Anticipation Guide Strategy had better reading comprehension of procedure text than those who were taught by using Small-Group Discussion, Fourth, there was no interaction between teaching strategy (Anticipation Guide and Small-Group Discussion) and Students' Reading Interest on Students' Reading Comprehension of procedure text.

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