THE EFFECT OF USING ANTICIPATION GUIDE STRATEGY ON STUDENTS' READING COMPREHENSION AT SECOND GRADE OF SMA N 1 BATUSANGKAR

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Abstrak

Artikel ini bertujuan untuk menjelaskan pengaruh *anticipation guide strategy* terhadap kemampuan pemahaman membaca siswa pada teks *narrative, report* dan *analytical exposition*. Metode penelitian ini adalah penelitian eksperimen. Data penelitian adalah tes pemahaman membaca siswa terhadap teks *narrative, report* dan *analytical exposition* pada *posttest*. Dari penghitungan data, diperoleh hasil bahwa *t-obtained* pada *posttest* siswa kelas eksperimen adalah 3.8. Hasil analisa tersebut menunjukkan bahwa *t-obtained* pada *posttest* (3.8) > *t-table* (2.00). Selanjutnya, rata-rata hasil tes pemahaman membaca siswa berdasarkan 4 indikator yang digunakan lebih tinggi dibandingkan dengan hasil *pretest* sebelum melakukan penelitian. Hal ini menunjukkan bahwa *anticipation guide strategy* memiliki pengaruh terhadap kemampuan siswa kelas XI membaca teks *narrative, report* dan *analytical exposition*.

Kata kunci : *anticipation guide strategy, teaching reading comprehension, narrative, report, analytical exposition, senior* high school

A. Introduction

Reading is one of the language skills which is very essential, besides listening, speaking, and writing, that must be mastered by English language learners. There are some reasons why it is very necessary; first, it can help the learners to enhance their knowledge because they can learn many things through reading. They will get much information about things that happen surround them and also get involved in many aspects of life such as science, technology, business, politics, as well as in sociocultural and educational systems. Second, reading can support the learners to master the other language skills such as speaking, listening, and writing. In addition, reading can entertain the learners because it is not only done for academic purpose, but it can help the learners refresh their mind with various types of reading materials. In other words, reading is very crucial for the learners.

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Considering the importance of reading skill in language learning above, the Education Ministry of Indonesia includes reading as one of important skills in School-based Curriculum (KTSP 2006). Based on this curriculum, the reading materials at senior high schools include interactional and transactional, functional and monologue texts. At the first grade, the senior high school students learn functional texts such as: announcement, advertisement, invitation, and so on, and monologue texts such as: recount, narrative, procedure, descriptive and news item. Furthermore, at second grade, they learn some functional texts such as: banner, poster, pamphlet, and so on. For the monologue texts, they learn: report, narrative, analytical exposition, spoof and hortatory exposition. Then, at third grade, the functional text that they learn are formal and informal texts, and monologue texts such as narrative, explanation, discussion and review. Based on the information above, it can be concluded that the students must master twelve monologue texts in senior high school.

In fact, all of the senior high school students have learned English since they were in junior high schools. Even there are some students who have started studying English since in elementary schools. Therefore, it is expected that they can understand English text easily. However, there are still many senior high school students who get difficulty in understanding a text. Based on the preliminary observation and interview with some English teachers and some students at SMA N 1 Batusangkar when the researcher did teaching practice, it was found that the students' reading comprehension were low. It was seen from the students' scores on reading comprehension in mid-term test. This test consisted of 25 questions in multiple choice form. From the scores gotten by the teachers, 38 of 64 or about 59% students in social science class got score less than minimum passing standard (KKM) stated by the school, that is 78. It means that only 26 students got score above KKM. So, the class average score was just 74.

Meanwhile, the same problem was also found in natural science class. The result of their block test showed that from 68 students, 36 students got score less than the miminum passing standard or about 52%. It means that the students who passed the minimum passing standard were 32 students or around 48%. From these data, it is clearly seen that the students have a problem in understanding the written materials.

In addition, the interview result with the first and the second grade English teachers revealed that the condition which has been described above usually happened when they had the reading comprehension test. The result of the daily test showed that only 35% up to 40% students had good achievement in reading comprehension test and the other students did the remedial test. It can be concluded that reading is still a problem for the students of SMA N 1 Batusangkar.

Those problems was caused by some factors. First, it was probably caused by lack of students' background knowledge about the topic of the text. Based on the preliminary interviewed with the students, most students did not know what kind of the text that they were learning. It was difficult for them to predict the topic of the text in pre-reading activity before reading whole text. So that, in whilst reading stage, they faced some problems in catching ideas from the text. In

fact, the learners must have prior knowledge and activate it before reading a text as one of important stage in reading. If they have background knowledge about the topic, they may be able to guess the topic being discussed.

The second problem might be caused by students' limited vocabulary. Lack of amount of vocabulary made them difficult to get the main idea of the text. When the teacher gave them a text to be read, they just read it for a while and seemed confused because they did not know most of the words in the text. Therefore, they spent much time to consult in the dictionary more often and translate the sentence word by word. It made the meaning of the sentences change. So, misunderstanding could happen.

Furthermore, based on the interviewed result with the students, the third factor that influenced the students' ability in comprehending reading text was the students were not interested in reading. The students said that they did not really like reading because it made them bored and sleepy. It was because they thought that English text was hard to comprehend, so that the learners were not interested in reading the text. They preferred listening to their teachers' explanation than reading.

Then, the fourth factor was the technique that the teacher used in teaching reading. Based on the observation done at that school, it was found that the teacher applied in-text questions technique. In this technique, the teacher activated students' background knowledge by using picture that was related with the text to be learned and gave some questions about the picture. However, this technique did not improve the students' comprehension. Beside, the students also got bored with reading activity because the students just read the whole text first and answered some reading comprehension questions.

Based on the problems above, the teacher can use Anticipation Guide Strategy to help the students improve their ability in reading an English text. This strategy can be used in many kinds of the texts, like story genres; narrative, news story, exemplum, anecdote, recount, spoof, and also in factual genres; procedure, explanation, report, exposition, discussion, description, review, news item and commentary. However, some educators usually use this strategy to increase motivation to read argumentative text. Then, it have been recognized as an effective reading strategy since its development by Herber in 1978. Anticipation Guides Strategy helps students use their existing knowledge to predict ideas and content likely to be encountered in a passage. It is applied in pre-reading stage.

Anticipation guides take many forms; including true-false statements, agree-disagree formats, and categorizing key words and concepts from the text. Students consider the accuracy of their predictions as they read anticipation guide form. After reading, students evaluate their performance and discuss what they have read with the other students. This activity makes the students more interested in reading because they will interact with their friends in comprehending the text.

Based on the explanation above, the researcher thinks that anticipation guide strategy can solve some students' problem in reading comprehension. As the researcher stated before, the first problem was lack of background knowledge. By using this strategy, it will activate students' background knowledge well and made them think critically.

The next problem that can be solved by applying anticipation guide strategy was students' interesting in reading activity. In this strategy, most students actived in the classroom because something that the student already had in their mind will be recalled to response the statement. After that, in discussion stage, the students could use it to give some arguments about their answers and they will share it each other whether they agree or disagree. It revealed that, reading was not a such of boring activity anymore.

Another problem was the technique used by the teacher. Usually, the teacher use in-text questions technique. Anticipation guide strategy will lead and limit the students background knowledge that related with the text, so their response will be specific. Because of the reasons above, the researcher assume that anticipation guide strategy is an effective way to give positive impact on students' reading comprehension especially in narrative, report and analytical exposition texts as the researcher has been conducted.

1. The Nature of Anticipation Guide Strategy

Anticipation guide strategy is introduced first by Herber in 1978. He states that anticipation guide uses a series of statements to be actively involving students in making predictions about what will they read. To make predictions, students may rely on their prior knowledge.

According to Forget (2004:2) anticipation guide strategy are typically a list of statements related to the topic(s) presented in a section of text. The average number of statements will range from six to twelve. Before reading, the students review the anticipation guide and indicate if they agree or disagree with each of the statements. Most of the statements are clearly true or false, but two or three of them should be written to generate controversy and argument. It is in line with Dornan, et al (2004:252) who state that anticipation guide 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.

Furthermore, Cramer (2004:301) states that the anticipation guide is a strategy that help students to use their existing knowledge through prediction. Students use them 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.

In addition, since anticipation guide strategy was found by Herber in 1978, this strategy was developed by another expert. Yopp and Yopp (in Richardson, 2012:71) states that anticipation guide involve students in discussion and reading and can also ask students to respond in writing to the statements. 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 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 positions.

In conclusion, anticipation guide strategy is typically a form that contain a list of statements related to the topic presented in a section of text. The average number of statements will range from six to twelve. Before reading, the students review the anticipation guide and indicate if they agree or disagree with each of the statements. Most of the statements are clearly true or false, but two or three of them should be written to generate controversy and argument. Then, the students must verify their prediction after they read the text and discuss it with their group. Moreover, this strategy face the improvement and development.

2. The Advantages of Applying Anticipation Guide Strategy

There are some advantages of using anticipation guide strategy. According to Dornan, et al (2004:254) it can accomplish one or more of some purposes as well as provide a quick way to open up discussion. Especially when it touches on familiar ideas, it becomes a non-threatening tool, since it is usually not graded by the teacher. Second, it may be used as a starter for group work or journal writing. By using this strategy, it can lead them to work in group well to get comprehension and the students can also get interested to follow the lesson, especially in reading skill.

Furthermore, anticipation guide strategy helps the students activate their background knolwedge and experience, 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.

In short, it can be said that applying anticipation guide strategy can help the students activate their background knowledge and experience and think about the ideas they will read. This strategy also helps readers anticipate the big ideas in a text, set a purpose for reading, and promote discussions about important concepts. In addition, by using anticipation guide strategy, the students become familiar and comfortable with a topic before reading unfamiliar text.

3. Teaching Reading through Anticipation Guide Strategy

There are some procedures of teaching reading comprehension by using anticipation guide strategy based on Forget (2004:2).

a. Write six to twelve statements that focus on the important points of the reading selection.
b. Write general statements rather than specific.
c. Students review the anticipation guide individually and mark the guide lightly or with pencil to indicate if they agree or disagree with each statement.
d. After students finish marking their anticipation guide, they meet together in groups of three or four. They discuss why they respond to each statement, the way they did and are given the option of changing their response.
e. Then, the students are ready to read the text. The teacher must take advantage of the students' motivation to read the text and find information to argue their point.

f. Each student identifies evidence from the text to support their group's position on the statement. This can be done easily by writing the page or paragraph number by each of the statements to indicate where the supporting evidence is found.

g. The groups meet again to review their findings, and are given an opportunity to change their position on each of the statements. Groups should come to a consensus of agreement or disagreement on the statement. At this point, the group must choose to agree or disagree with the statement by modifying or giving qualifiers to the statement.

h. The teacher will show or copy of the anticipation guide into a screen either by overhead or LCD projector. While reviewing the anticipation guide, the teacher may act as a moderator. He/she does not refer to a key for the anticipation guide, but rather give the students chance to define their position. For questions that incite debate and argument, allow the students to re-write the statement so that it is correct and all can agree with the statement.

B. Research Method

This research was an experimental research design. Gay (2009:302) states that in experimental research, the researcher manipulate at least one independent variable, controlled other relevant variable and observed the effect on dependent variable. The aim of this research is to see the effect of anticipation guide strategy on students' reading comprehension.

The population of the research was students in five natural science classes at SMA N 1 Batusangkar enrolled on 2013/2014 academic year. The number of samples class was 40 students, they were XI IPA 4 and XI IPA 5. It was chosen by cluster random sampling. Creswell (2012:223) says that cluster random sampling is selecting representative individuals and then generalizing from these individuals to a population.

The instrument of the research was reading comprehension test. The test was multiple choices (A,B,C,D or E) that consisted 45 questions. There were 5 indicators used in constructing the test, namely topic, main idea, detail/specific information, reference words and vocabulary in context. The test was tried out first to out of the samples. From the try out result, there were 40 questions were valid.

Before administrating the test, the experimental group was taught by applying anticipation guide strategy, while the control group was taught by using in-text questions technique. After that, the researcher analyzed the students' posttest score by using statistical analysis at level significant 0.5. To see the effect of anticipation guide strategy, the mean score of each indicator used in the test was analyzed.

C. Research Findings and Discussion
1. Research Findings

The data of the research were taken from the result of students' pretest and posttest of narrative, report and analytical exposition texts. The data description showed the result of students' pretest and posttest in both groups, and the result of students' scores for each indicator used in experimental group.

a. The Result of Students' Pretest and Posttest Scores in Experimental Group

The students' pretest and posttest scores in experimental group can be seen in the following table:

Table 1. The result of Students' Pretest and Posttest Scores in Experimental Group

No	Students' Initial Name	Pretest Score		Posttest Score	
		X_1	X_1^2	X_1	X_1^2
1	AH	60	3600	70	4900
2	AHY	70	4900	80	6400
3	DH	83	6889	100	10000
4	DNP	58	3364	80	6400
5	FW	63	3969	88	7744
6	GA	83	6889	85	7225
7	HA	53	2809	80	6400
8	IL	65	4225	85	7225
9	MRS	70	4900	85	7225
10	MF	60	3600	88	7744
11	NR	80	6400	85	7225
12	NAS	80	6400	85	7225
13	NI	85	7225	95	9025
14	OAP	55	3025	70	4900
15	RRS	50	2500	70	4900
16	RBA	75	5625	85	7225
17	RGP	40	1600	65	4225
18	RSDG	65	4225	80	6400
19	TA	75	5625	85	7225
20	UM	65	4225	80	6400
		1335	91995	**1641**	136013
		66.75	4599.75	**82.05**	6800.7

From the table above, it can be seen in pretest result that the highest score was 85, while the lowest was 40 and only one student got these score. Then, the mean of pretest score was 66.75, while the sum was 1335. It means that, the students' reading comprehension in experimental group before getting the treatment still not good. This case can be seen from their mean score which below minimum passing standard (KKM) stated by the school, that is 78.

Besides, the result of students' posttest score in experimental group showed that the highest score was 100 while the lowest was 65. There was one student who got the highest and lowest score and 18 students who got scores between 70-95. The mean of the test was 82.05, while the sum of the test was 1641. It revealed that, the students reading comprehension in experimental group was increase significantly after getting the treatment. It increased from 66.75 to 82.05. Thus, the mean score was above minimum passing standard (KKM).

b. The result of Students' Pretest and Posttest Scores in Control Group

The students' pretest and posttest scores in control group can be seen in the following table:

Table 2. The Result of Students Pretest and Posttest Score in Control Group

No	Students' Initial Name	Pretest Score		Posttest Score	
		X_1	X_1^2	X_1	X_1^2
1	AA	80	6400	80	6400
2	DA	55	3025	60	3600
3	ERH	70	4900	75	5625
4	FA	80	6400	80	6400
5	FKP	68	4624	70	4900
6	HA	53	2809	60	3600
7	HDM	80	6400	85	7225
8	IQH	63	3969	70	4900
9	IH	60	3600	88	7744
10	JA	53	2809	70	4900
11	NDR	60	3600	68	4624
12	NF	80	6400	80	6400
13	PA	60	3600	70	4900
14	PP	80	6400	80	6400
15	PM	60	3600	75	5625
16	SFY	48	2304	60	3600
17	TE	63	3969	63	3969
18	UHZ	53	2809	60	3600

19	WM	70	4900	75	5625
20	YA	63	3969	65	4225
		1299	**86487**	**1434**	**104262**
		64.95	**4324.35**	**71.7**	**5213.1**

The table above describes that the students' reading comprehension in control group was also not good. Based on the result of students' pretest score, the mean score was 64.95 and the sum was 1299. So, it was still below KKM. While, from the result of students' posttest in control group, the highest score was 88 and only one student got this score. While, the lowest score was 60 and 4 students got it. There were 15 students who got scores between 63-85. The mean of the test was 71.7 and the sum was 1434.

After giving the posttest, the researcher analyzed the result by using t-test formula. The result of analysis can be seen in the followings:

Table 3. The analysis of students' posttest in experimental and control group

	Experimental Group (X_1)	**Control Group (X_2)**	
N	20	20	
X	82,05	71,7	**t-observed**
$\sum X$	1641	1434	
$\sum X^2$	136013	104262	**3.8**
SS	1368,95	1444,2	
SD	8,48	8,72	

The result of analysis showed that t-obtained was higher than t-table. It was 3.8 > 2.00. It revealed that there was difference on students' posttest in experimental group after applying anticipation guide strategy and in control group which not using this strategy.

c. The Result of Students' Scores for Each Indicator Used in Experimental Group

The explanation about the mean of each indicator for pretest and posttest in experimental group can be seen in the following:

Table 4. The Result of Students' Pretest Score for Each Indicator in the Experimental Group

No	Students' Initial	Indicators									
		Topic		Main Idea		Detail/specific information		Reference words		Vocabulary	
		I	S	I	S	I	S	I	S	I	S
1	AH	4	66	6	100	7	44	3	60	5	71
2	AHY	4	66	6	100	9	56	4	80	5	71
3	DH	6	100	4	66	13	81	4	80	6	86
4	DNP	4	66	5	83	7	44	3	60	4	57
5	FW	6	100	4	66	6	38	4	80	5	71
6	GA	5	83	5	83	13	81	4	80	6	86
7	HA	5	83	4	66	7	44	3	60	2	28
8	IL	4	66	5	83	8	50	3	60	6	86
9	MRS	6	100	5	83	9	56	4	80	4	57
10	MF	5	83	5	83	4	25	4	80	6	86
11	NR	6	100	4	66	13	81	5	100	4	57
12	NAS	6	100	5	83	12	75	3	60	6	86
13	NI	6	100	5	83	13	81	4	80	6	86
14	OAP	5	83	3	50	7	44	2	40	5	71
15	RRS	4	66	3	50	6	38	4	80	3	43
16	RBA	6	100	5	83	10	62	5	100	4	57
17	RGP	4	66	2	33	6	38	2	40	1	14
18	RSDG	3	50	4	66	11	68	3	60	5	71
19	TA	3	50	6	100	11	68	4	80	6	86
20	UM	4	66	4	66	10	62	5	100	3	43
	TOTAL	96	1594	90	1496	182	1135	73	1460	92	1314
	MEAN		79.7		74.65		56.8		73		65.65

The table above showed that the mean score for each indicator in pretest were; topic was 79.7, main idea was 74.65, detail/specific information was 56.8, reference words was 73 and vocabulary was 65.65. It can be concluded that the students' reading comprehension in experimental group before getting the treatment was low. It was proven by the mean score of those aspects that still below KKM.

Table 5. The Result of Students' Posttest Score for Each Indicator in the Experimental Group

No	Students' Initial	Indicators									
		Topic		Main Idea		Detail/specific information		Reference words		Vocabulary	
		I	S	I	S	I	S	I	S	I	S
1	AH	5	83	5	83	10	63	4	80	4	57
2	AHY	5	83	6	100	12	75	5	100	4	57
3	DH	6	100	6	100	16	100	5	100	7	100
4	DNP	6	100	5	83	13	81	4	80	4	57
5	FW	6	100	6	100	13	81	5	100	5	71
6	GA	6	100	6	100	12	75	5	100	5	71
7	HA	6	100	5	83	11	68	5	100	5	71
8	IL	6	100	6	100	12	75	5	100	5	71
9	MRS	6	100	6	100	12	75	5	100	5	71
10	MF	6	100	6	100	13	81	5	100	5	71
11	NR	6	100	6	100	13	81	5	100	4	57
12	NAS	6	100	6	100	12	75	5	100	5	71
13	NI	6	100	6	100	16	100	5	100	5	71
14	OAP	6	100	5	83	9	56	4	80	4	57
15	RRS	6	100	5	83	9	56	4	80	4	57
16	RBA	6	100	6	100	13	81	5	100	4	57
17	RGP	6	100	4	66	8	50	4	80	4	57
18	RSDG	6	100	6	100	11	68	5	100	4	57
19	TA	6	100	6	100	14	87	4	80	4	57
20	UM	6	100	5	83	12	75	5	100	4	57

TOT AL	**11 8**	**19 67**	**11 2**	**18 67**	**24 1**	**1504**	**9 4**	**18 80**	**9 1**	**1300**
MEA N		**98. 3**		**93. 2**		**75.1 5**		**94**		**64.7 5**

From the table above, it can be seen the result of the students' posttest scores in experimental group for each indicator were; topic was 98.3, main idea was 93.2, detail/specific information was 75.15, reference words was 94, vocabulary was 64.75. It means that there was a significant improvement on the students' score after getting the treatment.

Based on the explanation above, the students' score in experimental group improved significantly, it was from 66.75 to 82.05. It was also found that the effect of anticipation guide strategy influenced the mean of four indicators (topic, main idea, detail/specific information and reference words).

2. Discussion

Based on the finding above, it can be concluded that the effect of using anticipation guide strategy in pre-reading activity improved the students' reading comprehension. It is relevant with Lawson (in Kozen, 2006: 196) who states that anticipation guide strategy is better than other pre-reading strategies because it can be one of very effective teaching and learning tools. This strategy is effective in promoting decoding skills, and strengthening comprehension. In addition, as students move through the statements, they use prediction, controversy, and activation of prior knowledge about the topic as motivational devices to get them involved in the material they will read later and can be used in general, inclusive, and special education classroom. It is different from in-text question technique that only used some questions based on the picture that related to the text to be learned.

This research had several weaknesses. First, the limitation of time conducted the research. Second, the limitation of facility and tool, the researcher only used the manual one. It is better to use the modern one to make the learning process more interesting and challenging. Third, applying anticipation guide strategy did not improve all indicators used in reading comprehension test.

D. Conclusions and Suggestions

Based on the result of the data analysis, it can be concluded anticipation guide strategy give the effect on the students' reading comprehension. It can be seen from the students' score based on the calculation of t-formula. The result of analysis in posttest was 3.8 which means that t-calculated was higher than t-table which was 2.0. It was found that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.

In addition, the mean of students' scores on each indicator; topic, main idea, detail/specific information and reference words and vocabulary in context also increased. However, the improvement was not in all indicators. The significant improvements were in topic, main idea, and reference words. It is in line with the advantage of using anticipation guide strategy that is to activate background

knowledge. In order to make the students use their idea than translate the sentences word by word. So, it was easier for the students to decide the topic and main idea of the text.

After conducting the research, the researcher suggests the followings: (1) the teacher uses anticipation guide strategy in teaching reading comprehension, (2) the next researcher conducts a research by using anticipation guide strategy with different population, texts and in more meetings, (3) the next researcher conducts anticipation guide strategy by using modern tools.

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