



USING PARTNER PREDICTION STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT SENIOR HIGH SCHOOL

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Abstract

Membaca dalam bahasa Inggris merupakan kegiatan yang membosankan bagi siswa. Padahal, membaca adalah salah satu keterampilan bahasa dalam kurikulum pendidikan pada tingkat Sekolah Menengah Atas (SMA). Maka pentingnya penerapan strategi pembelajaran yang tepat dalam pengajaran membaca untuk membuat proses pengajaran di kelas menjadi aktif dan komunikatif tidak hanya bagi guru tapi juga bagi siswa. Salah satu strategi yang dapat digunakan guru dalam meningkatkan pemahaman siswa dalam membaca yaitu *Partner Prediction Strategy*. *Partner Prediction* adalah strategi pembelajaran dimana siswa berkerjasama dengan pasangannya memprediksi apa kejadian, isi cerita atau cerita selanjutnya dalam sebuah topic atau cerita. Strategi ini mampu meningkatkan pemahaman membaca siswa pada Sekolah Menengah Pertama. Strategi ini dapat mempermudah guru untuk meningkatkan motivasi dan keinginan siswa dalam membaca. Disamping itu siswa dapat menyampaikan dan bertukar informasi tentang apa yang mereka ketahui dengan pasangannya mengenai teks yang mereka baca. Strategi ini juga mempermudah siswa dalam mengerjakan tugas dengan cara berkelompok dan membuat siswa lebih aktif dan bersemangat dalam mengerjakan tugas. Penulis mengharapkan *Partner Prediction Strategy* bias menjadi panduan bagi guru bahasa Inggris dalam mengajar membaca dalam meningkatkan pemahaman siswa dalam membaca.

Key Words: *reading, reading comprehension, partner prediction strategy*

A. INTRODUCTION

Reading is one of the important language skills which have been taught at all levels of education from elementary school to university level. According to Harmer (2011:99), there are several reasons why reading becomes important. Students read texts for their careers, comprehend what they have read, and reading can be a model for good writing. Last, good reading texts can introduce interesting topics, stimulate discussion, excite imagination responses and provide the springboard for well-rounded, fascinating lessons.

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Reading is a skill which involves making sense and deriving meaning from sources. It involves the recognition of words, phrases, sentences, and also comprehends reading sources. According to Arianto (2017), in reading, readers have to “be able to build their mental activity to understand the messages by analyzing, synthesizing, and evaluating what is read.” In this chapter, the writer discusses several definitions of the experts that are related to reading. Carter, Bishop, and Kravitz (2001:144) state that reading is a process that requires to master concepts in a personal way. It means that the reader uses personal way for reading where the reader uses their background knowledge or life experience that related to the text to master the concept of the text.

Reading comprehension has multiple definitions and explanation. According to Snow (2002:11), reading comprehension is a complex activity that involves interaction between the reader and the text. It means that, to build comprehend there are two elements, the reader and the text. The readers build a connection with the text to know the writer's intention in the text. It is a process which involves the readers and the reading materials to get comprehension and meaning of the text. It will observe how far the readers' comprehension toward written sources.

In this article writer used Partner Prediction Strategy in teaching reading comprehension. According to Sadler (2001:22) Partner Prediction Strategy is a reading strategy gives students the opportunity to work with their peers and make prediction about a story or section. In this strategy, the students work together with their friends to predict the story. Their peers will share their idea to make good prediction about what will happen next in the text. It can be said, the students comprehend the text together.

B. THE IMPLEMENTATION OF PARTNER PREDICTION STRATEGY IN TEACHING READING AT SENIOR HIGH SCHOOL

1. Preparation

The teacher has to prepare everything related to the process of teaching and learning before coming into the classroom. By having good preparation, the teacher can make the teaching and learning process run well since the teacher will be able to manage the classroom activity. Also, a good preparation can help minimizing mistakes during teaching and learning process. In comprehending a text by using Partner Prediction Strategy in teaching reading, there are several things that should be done by the teacher. Those are:

a. Selecting Teaching Materials

The first thing that the teacher should do is selecting the material. The teacher should choose materials that are appropriate with syllabus and also curriculum. That material must be appropriate with the students' ability level and the students' interest. For example, the story is appropriate with teenager students so that it can help the students to understand the material and motivate them to read. Thus, the text should catch student's interest and it has moral values.

b. Preparing Media

The second thing that the teacher should do after preparing the material is media. In choosing media, teacher should choose the appropriate media with the topic that is going to be taught. By using media, it is easy for the students to understand the subject and it can help the teacher in teaching and learning process. The students are also interested in studying and they are not bored in study. The media must be appropriate with the material. It should be interesting for the students, so that it can gain the students motivation to the lesson. In order to help the teacher to teach reading comprehension by using Partner Prediction Strategy, the teacher can use the print page or teacher can use LCD or in focus while teaching.

c. Preparing a Lesson Plan

After selecting the materials and choosing the media, the teacher needs to make a lesson plan. It really helps the teacher to know what steps or procedures that she will do in the classroom. It can be used as a guideline for the teacher in order to make the lesson run systematically. In making a lesson plan, there are several essential elements in preparing lesson plan. The first element is objective. It is used to describe the particular skills that the students are expected to comprehend or perform at the end of the lesson. The second one is material. Not only the teacher does use the material that provided in the curriculum, but they also have to find other authentic materials from other sources, like internet, magazines, newspapers, etc., in order to achieve the objective.

The third, the limitation of time that is used by the teacher needs to be considered in each lesson in a meeting. The next one is what the students and teacher do in the classroom that is activities themselves. The teacher can do discussion in the class to make the students more active in the class or the teacher can also divide them into groups so they can share and discuss with others.

2. Teaching Procedures

To create a good environment in the class, the teacher has to know and understand how to present the lesson to the students. In order to make the process of teaching and learning more effective and efficient, the teacher and students should follow several procedures. Those are Pre-Activity, Whilst Activity, and Post Activity that are covered by *Peraturan Menteri Pendidikan Nasional no. 41 tahun 2007 tentang Standar Proses untuk Pendidikan Dasar Menengah*. Thus, the students have to follow the activities in learning based on the command from the teacher.

a. Pre-Teaching Activities

Pre-teaching activities are done at the beginning of the class. In this phase, there are some preparations that the teacher has to do before presenting the lesson in the classroom. The teacher should comprehend and master what they are going to teach in order to create more interesting teaching and learning process for the students. In teaching reading comprehension for senior high school by using Partner Prediction strategy, there are several things that a teacher has to do in pre-teaching stage:

- a. Preparing the students, both psychologically and physically to join in the learning process. The teacher can start the lesson by greeting the students in order to catch their first attention. The greeting can be saying “good morning students!” and asking students' condition. Then, check students' attendance.
- b. Before coming to the lesson, the teacher has to create a good atmosphere in the classroom in order to make them enjoy and comfortable to study. And, the teacher checks the readiness of the students and reviews the previous lesson.
- c. The teacher informs the objective of the lesson to the students.

b. Whilst-Teaching Activity

Whilst teaching activity is the main activity of teaching procedure where the topic is introduced, delivered, and practiced during the class. The teacher explains the learning objectives and the significance of learning materials to the students. The teacher also has to motivate them to participate actively and give them a chance to develop their independent and creatively based on their interest, talent and their development both in psychology and physically.

The whilst-teaching activity is the second stage of learning process. This activity needs active participation from all the class members. They have to develop their initiative and creativity based on their talent (Depdiknas: 2006). Based on *Peraturan Menteri Pendidikan Nasional no. 41 tahun 2007*, there are there processes involves in whilst-teaching activity:

1) Exploration

In this process, teacher facilitates the students to develop their background knowledge.

1. Teacher asks the students work in group. The members consist of 3 students of each group.
2. Teacher gives different pictures that have a clue sentence to each group. (*See Appendix 2*)
3. Teacher gives some questions about the picture to help student predict the story. (*See Appendix 3*)
4. After distribution the pictures, teacher asks students to predict the story from the pictures by sharing the ideas with the partner. Teacher allows the members of each group to choose someone of his/her member to read aloud the clue sentence.

Teacher : “Students, I have a very special story to share with you today. It’s about a little girl who has a unique name. Her name is Timun Mas. Have any of you ever known this story?”

Student A : “Yes, ma’am, my mother told when I was child”.

Students B : “No, ma’am”.

Teacher : “Well, today we are going to find out what happen to Timun Mas, but we are also going to learn to do something called Partner Prediction”.

The teacher turns on the overhead projector on which has been placed several questions like, *Who? What? When? Where? How?*

Teacher : “These question words are the words that we use when we want to make sure we gather all the information we get about a topic.

Then, teacher shows the questions that have been given to the students.

Teacher : “These are the questions we will ask ourselves as we look and read a clue sentence in the picture. Now, I need you to sit in group. First, one of members in your group read aloud the clue sentence and then, you and your partner will just be asking each other the questions, finding the answers, talking about them and write down to make sure you understand the story based on the picture.

5. After the students finish predicts activity, the teacher asks each group to read the story that they have written before.

2) Elaboration

In elaboration process, the teacher presenting the real story (*see appendix 4*) by the overhead projector and asks students to compare the real story with story that they have made. The teacher and students discuss their predictions correct or not. Also, in this section, teachers elaborate strategy in order to make students get the skills. Example in reading skills, students have to answer some questions about the content of text, identify the main idea, or detail information. In discussing the content of the text, the teacher asks the students about the difficult words. Then, they discuss about them.

3) Confirmation

The last process in whilst-teaching activity is the confirmation. Confirmation is a part to give students feedback. Teacher may review some errors and give enforcement about the language used. In this process, the teacher checks students’ comprehension with reading test or making summary and then, gives some rewards for the students as the achievement of the learning.

c. Post-Teaching Activity

In post-teaching activity, the teacher and the students evaluate the process of learning. The teacher creates conclusion about the materials by doing reflection of the activities that have been done. Teacher gives feedback about process and the output of learning. In teaching reading, evaluating the task can be gotten from the teacher and the students. At the end, the teacher may give the students homework as follow up activities and conveys briefly the lesson for the next meeting.

C. DISCUSSION

There are several reasons why the writer believes that this strategy can improve students' reading comprehension. According to Buis (2004:113) the Partner Prediction Strategy can give students a chance to work with a partner in guessing what will happen in the text. Moreover, students can interact and share their ideas with their partner. Last, students are used to think critically.

In addition, the Partner Prediction strategy can activate students' background knowledge. Through this strategy, the students can use their prior knowledge to relate what they have known to the content of the story. Picture and clue sentence are very important in this strategy. The student and their partners look at the pictures and read the clue sentences. After that, they will also answer the questions given along with the pictures by asking each other. They will discuss the answers of the questions given together. When the students make connections to the picture and the clue sentence they are reading, their comprehension increases. They have a foundation, or scaffold, upon which they can place new facts, ideas, and concepts. Good readers constantly try to make sense out of what they read by seeing how it fits with what they have already knows. In this way, they build upon the schema that they already have developed.

Furthermore, by dividing the students into groups, it allows the students learn how to interact and communicate with their friends. Through this strategy, the students are demanded to work together to try to answer the questions and predict what will happen in the story. The teacher can assign the student who has more understanding about English to work together with those who have less understanding. So that, those who lack of understanding will feel helped and assisted. This strategy can also help the students who always feel less confident in giving opinions. By working in a group, those students can freely express their opinions because it is more comfortable for them to talk with their partners in small group than to talk to the teacher in front of the class.

The interaction of students during predicting and comprehension processing provides an excellent scaffold for developing reading skill. For English learners it also provides an opportunity for language development in a supportive and cooperative environment. They begin to see through the eyes of another and to more readily understand the processes that might be necessary to obtain a deeper understanding of reading material. They also begin to see that even informational text can include elements of personal interest and involvement. Encouraging students to think and share thoughts together can help them develop stronger tools for relating to and understanding text.

This strategy can be applied not only limited to narrative text, but also can be applied to many kinds of texts. Also, this strategy is applicable to any levels of senior high school. Based on the explanation above, the writer believes that this strategy can improve students' reading comprehension.

D. CONCLUSION AND SUGGESTION

1. Conclusion

Partner Prediction Strategy is an alternative strategy in improving students' reading comprehension. This strategy can be applied in the classroom in order to make the learning process more effective and efficient; Partner Prediction Strategy is reading strategy that gives students a chance to work with a partner guessing what will happen in the text. This strategy can be helpful for the teacher to create good teaching and learning atmosphere since it keeps the students engaged with the material to fulfill their curiosity. This strategy is better to use in teaching longer monolog texts.

2. Suggestion

Based on the conclusion above, the writer gives some suggestions for the senior high school teachers in using Partner Prediction Strategy as follow:

1. The teacher should be able to create interesting strategy during teaching and learning process. The interesting strategy can help the teacher to attract students' interest in order to the students have full attention to the lesson.
2. The teacher should give the motivation to express and explain their idea about what they know and what they want to know about the topic.
3. When the students' generate their background knowledge about the topics, the teacher must accept all of the students' ideas even though it is incorrect ideas. It is aimed to motivate students to practice their speaking ability.
4. The teacher is suggested to apply Partner Prediction optimally. If this technique is applied optimally, all of the students participate; it will be easy for the teacher in explaining the lesson because it will promote critical thinking by requiring students to confront different ideas, so that the students will understand the material better.
5. The teacher is suggested to be more creative. For example, they have to find an interesting topic which is in line with the curriculum and can help the students in using their own imagination related to the topic, so that the material about the narrative text can be understood easily by the students.
6. The teacher is suggested to make sure that all students are involved and participate in the performance.

The teacher is suggested to use simple language so it will be easy for them in understanding the text. However, in this suggestion, the teacher should pay attention to the students (are good in English or not) and the schools (in the suburb or in the downtown) before the teacher chooses a strategy in teaching reading in order for the students can learn it easily.

Note: This article is written based on the writer's paper with the advisor Dr. Jufri, M.Pd

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