TEACHING READING BY MAKING PREDICTIONS AT SENIOR HIGH SCHOOL

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Abstrak

Reading is a process to review the contents understanding of a Text. Then, This paper writing aims to help teachers overcome one of problem in teaching reading atStudents Junior High School students. In addition, this paper also purpose to explain application of making predictions strategy in order to invite students to reading english text. This strategy is taught so that students were able to predict the information of the text in accordance with the students' knowledge. By using this strategy, students are trained to organize information obtained before reading the text, compared with the information that they had heard, and combine both the information after reading to make a conclusion. This strategy is expected to increase the ability of students understanding a text for teaching and learning process.

A. Introduction

Reading is one of skill that should be mastered by student in learning language. The students can expand their knowledge through reading. Moreover, reading is not only defined as a process of acquiring new knowledge but also how to connect the reader's prior knowledge but also how to connect the reader's prior knowledge with the text. According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The fluent process involves making meaning of text being read. In this case, the reader's background knowledge influence the way reader builds the meaning of the text. The reader has to be able to connect both of them in order to obtain the most appropriate meaning of the text.

Seyler (2004:3) states, "Reading is the process of obtaining or constructioning meaning from a word or cluster of word" . In the other words, in reading process, the reader will get the meaning from the passage that needs the reader's knowledge and language skill, when

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reading a text the reader reviews sounds and letters, vocabulary , and grammar, memories the spelling of word, the meaning of words and word combination to help reader solve words give students for understanding of text to get information.

On the other hand, Maceca (2007:4) state that reading is a complex act for humans. It means that reading activity which have complex, it have purpose. For human. However Dechant in Macceca (2007:4) out line that reading is visual process that begins with one's ability to use one's vision of interpret graphic symbol. Reading requires great visual acuity. To read, one most be able to visually distinguish each letter, to identify each letter, have a visual memory for each letter or associate sound with the letter. From the statement of the expert before, I means reading is complex act for human, it begins the process of ability to use one's vision to interpret graphic symbol and also ability to distinguish, identify, pronounce, and recode of the letter. Research related to teaching reading was also conducted by Zahra and Fitrawati in 2017.

Kathleen (2007:124) promote a strategy called as *making predictions* strategy. Inthis strategy, students will be guide to predict the text before reading, while reading text, and after reading (make conclusion). When students make these predictions, it means that they have interacted with the text actively. Jeremy (2007 :109) proposed predicting from words and pictures : students are given a number of words from a text. Working in groups, they have to predict what kind of a text they are going to read. They then read the text to see if their original predictions were correct. For sum up, the core of learning and understanding can be achieved when students succeed predicting what they have known to new information in the text.

Hence, Burke, Jim (2009:50) emphasizes that one final method to consider involves revisiting and monitoring predictions the students may have made before reading the text. Prior to reading, teachers often ask students to draw on their background knowledge and,'using the title and the subject of the text as a guide, make a prediction: at specific junctures throughout the reading, students should stop to evaluate the accuracy of their predictions, revising them if necessary in light of new information that leads to new insights.

The structured and well organized system that is had by making predictions strategy is explained by Ellery (2009:184) that making predictions strategy consists of three parts: my predictions, change in

predictions, and actual – what happened. Each column has a different the function as follows : (1) "my prediction" column will be filled by the students with the predict information from the text. The students can read the questions first, find the answers best their prediction and write them down in this column. (2) "Change in prediction" will be filled by the students with the information from the text that they read by changing their prediction about the text**.** (3) "Actual – What Happened" Column will be filled with the conclusion. In this part, the students are asked to compare or combine the information from the text with their background knowledge and come up with the conclusion as the answer to the questions.

B. Discussion

1. Implementing *Making* Predictions Strategy in Teaching Reading at Senior High school

Before implementing *making predictions* strategy, the teacher has to prepare material, media, and lesson plan. Teacher can use video and worksheet to activate students' background knowledge. Then, teacher also has to make lesson plane in order to make the process of learning flows smoothly.

2. Teaching procedures

a. Pre-teaching

Pre-teaching activity is the first stage in teaching process where teacher prepares the students' readiness to start the lesson mentally and physically.In this stage, the teacher will do several things. It begins with greeting, checking students' attendance, introduces the topic, explains the purpose learning process based on basic competence, and motivating students to study. After the students feel motivated, the teacher will introduce the topic and its objectives to the students.

b. Whilst-Teaching

Whilst – Teaching Activity is the main activity. In whilst-teaching activity the teacher applies the procedure of making predictions strategy. According to Kurikulum Tingkat Satuan Pelajaran/ KTSP 2006, this part is divided into three phases that are: exploration, elaboration and confirmation. These three phases can be repeated several times depend on the number of the texts that will be presented..

a. Exploration

In this part the teacher will lead students into the material or topic to be learning. The basic competence that used in this paper is about responding to the meaning and rhetorical stages of essays using a variety of

written language accurately, fluently and acceptable in the context of everyday life and to use science in text form: narrative, spoof, and hortatory exposition. As the material the teachers use hortatory exposition text. Here are steps in exploration :

a) The teacher can show the students some pictures of fast food as a general representation about the text (see appendix 2). Based on that pictures, the teacher should stimulate and build the students' background knowledge about the text by asking some questions.
b) Students answer what the teachers ask.
c) The teacher give students worksheet as a guide to understanding the pictures. Then, the teacher invite student to sharing their opinion toward the pictures.
d) The teacher explain the definition, generic structure, language features and social function of hortatory exposition text.

b. Elaboration

This phase is the core part in which the strategy will be implemented.Since this strategy needs chart as tool, the first thing should be done is introducing the chart to the students (see appendix 3)

a) The teacher shows a table of predictions types, in each of types consist of several questions that will help students predict the text with themselves.

Questions	Prediction	Change in Prediction	Actual–What Happened
1. What do you think you will learn after looking at the pictures ?			
2. What predictions can you make based on what you already know about the topic and the type of text ?			
3. How can you support your predictions with evidence from the text or your personal experience?			

4.Where in the text can you prove or disprove your prediction was correct?			
5.What conclusion can you draw from the information ?			

(the questions are adapted from I.C. Fountas and G.S.Pinnell)

b) The teacher explains the function for each column in chart and give an example in white board.

Question 1 : What do you think you will learn after looking at the pictures ?

Prediction	Change in Prediction	Actual–What Happened
I think this will be about spice food.	*I change my predict that spice food because I heard several badness of fast food.*	In this text we will learn about the badness of fast food.

a. The teacher asks the students to read the next question in chart.
b. Te teacher asks the students to make predictions about what they think related with question in "prediction" column without read the text.
f. The teacher asks students to write what they think in coloum "prediction". And students write some prediction in worksheet.
g. The teachers read of hortatory text aloud and the students listen to the teacher.
h. The teacher asks students if they need to make change prediction after she read the text, the students can write in "change prediction" column.
i. The teacher distribute the text to students. (see appendix 4)
j. The teacher asks the students to read the text again and asks students to sit in pair and discuss about the prediction that they get in the text. The teacher asks students to write what exactly happened depend on text in column "actual - what happened".

The table below is the summary of the students' possible answers :

Questions	Prediction	Change in Prediction	Actual–What Happened
1. What do you think you will learn after looking at the	I think this will be about spice	I change my predict that spice food because I	In this text we will learn about the badness

pictures ?	food.	heard several badness of fast food.	of fast food.
2. What predictions can you make based on what you already know about the topic and the type of text ?	I'm guessing this will be about kind of fast food.	After I heard my teacher read, I think this text about the negative effect of sweet food.	This is about the badness of fast food especially for our body.
3. How can you support your predictions with evidence from the text or your personal experience?	With connect it to my experience. I ever eaten some of kind fast food at mall.	I heard that fast food is to expensive rather than what we made.	In fact, fast food cam makes the people big body and high cholesterol
4.Where in the text can you prove or disprove your prediction was correct?	Maybe I prove in second paragraph.	I prove in every paragraph. Because every idea in the paragraph is happen in daily life.	the fast food can makes the people have big body and high cholesterol. It was occurred because the people always eat the fast food but their seldom to do exercise. So fat in our body does not burn, so just pile up in our body and it can be big body or obesity.
5.What conclusion can you draw from the information ?	Delicious food is not always good food.	In fact, Delicious food have high price and can threaten our body.	Based the reason mentioned on the text, we should not consume fast food regularly. It's not good to our body and health. The fast food contain hazardous substances, it can cause various diseases.

   k. To check students' comprehension, teacher gives several questions based on text. (appendix 5)

c. Confirmation
  1) Teacher and students discuss the answer together.

2) Teacher gives clarification toward students' answer. If there are several problems that students face during making predictions strategy, teacher will guide them to fix those problems.

3.Post-Teaching

Post teaching is the last part of teaching process. In this part, the teacher can give feedback, motivation and reinforcement about the whole lesson in the form of oral, written or gift. This is very important to let the students know that their effort during the teaching and learning is appreciated.

a) The teacher and students conclude the lesson together.
b) The teacher shares text 2 "Why you should eat breakfast " as homework (appendix 6) for students.
c) The teacher also can inform material for the next meeting so that they can prepare themselves.
d) After that, the teacher ends up the lesson by greeting them.

3. **Advantages of the *making connections* strategy**
    There are several advantages of *making predictions*strategy in improving students' reading comprehension :

1. Making predictionsstrategy can involve readers' background knowledge and readers find clues or connections points, make predictions or inferences.
2. Making predictions strategy makesthe studentsare cued into the major ideas of selection before they start reading.
3. By applying making predictionsstrategy, students are activated their background knowledge about a topic before they read, which they can share with classmates.
4. Making predictionsstrategy will motivate the students to read to determine whether the text will confirm or contradict their conjectures
5. This strategy helps readers to set expectations for reading, connect early with the text for meaning, and decide what they think will happen.

C. **Conclusion and Suggestions**

1.Conclusion

Reading is one of the important skills in English that should be mastered by the student.In order to teach reading, the teacher should be able to choose strategy that is suitable to be implemented in the classroom. "Making Predictions " strategy is an effective strategy that can be used by the teacher in teaching reading atext which helps students to organize their thoughts as they move from considering what is in the text to predicttheir background

knowledge. To implement this strategy, the teacher use a chart as tool to organize the students' thought and help them to think sistematically.

Thisstrategy begins giving the topic and introducing the chart to the students.There are three column of predictions that students should make when they want to comprehend the text. The first column is prediction. In this prediction, students have to predictthe information from the text with own experience. Next column of predictions is change in prediction column. Students re-predictthe students' background knowledge after reading text. The last connection that students make is Actual what happened that used to make the conclusion. This predictions make students see the topic in the based on background knowledge information. Through that predicting, students will more involve actively with the text and reading will make sense for them. So, their reading comprehension increase as well.

This strategy will bring some advantages to the students. It activates the students' background knowledge. Beside that, this strategy also trains the students to think sistematically as the write down the information in the chart. Furthermore, it also provides the students with critical thought by comparing the stated information with their own knowledge. By using this strategy, the students are hoped to have better ability comprehending text.

B. Suggestion

Based on conclusion above, the writer would like to give several suggestions to English teacher while teaching reading as the following: first, the teachers should prepare appropriate material and strategy that will be use in teaching reading in the classroom. Teacher should create motivate classroom' atmosphere. It will make students involve actively in learning teaching process. Then, Teacher has to select interesting text in teaching reading. More interesting and familiar topic that is chosen will make students easy to connect their background knowledge with the information that presented in the text.Teacher is suggested to check the prediction that students made to clarify whether the prediction is important or not in helping students comprehend the text. Next, Teacher have to master the text before teaching especially when she or he teach students how to apply *Making predictions* strategy. When teacher do not understand the text completely, it will make her or him difficult to model how to predict text. After that, There is always a possibility where students find trigger words that distract their attention and cause they make

unnecessary inferences. The students should to stop a while and check that word are important for meaning or not.

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