



**IMPROVING STUDENTS' READING COMPREHENSION
THROUGH PREDICTION STRATEGY
AT GRADE VIII SMP NEGERI 2 PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for the Degree of Graduate of
Islamic Education Scholar (S.Pd.I) in English*

Written by

NURHAZIZAH

Reg. No: 11 340 0068

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2016-2017**



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Written by

**NURHAZIZAH
Reg. No: 11 340 0068**



Advisor I

**Eka Sustri Harida, M.Pd.
NIP :19750917 200312 2 002**

Advisor II

**Fitri Ravani Siregar, M.Hum
NIP:19820731 200912 2 004**

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2016-2017**

Term : Munaqosyah
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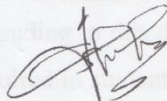
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Therefore, we hope that the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

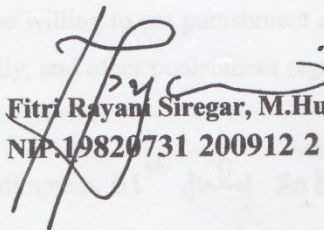
Wassalamu'alaikum Wr. Wb.

Advisor I



Eka Sustris Harida, M.Pd
NIP.19750917 200312 2 002

Advisor II



Fitri Rayani Siregar, M.Hum
NIP.19820731 200912 2 004

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : **NURHAZIZAH**

Reg. No. : 11 340 0068

Faculty/Department : Tarbiyah And Teacher Training Faculty/ TBI-2

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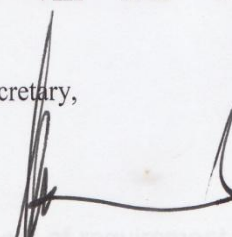
SCHOLAR MUNAQOSYAH EXAMINATION

Name : NURHAZIZAH
Reg. No : 11 340 0068
Faculty/Department : Tarbiyah and Teacher Training Faculty/English Education
Department
Thesis : IMPROVING STUDENTS' READING
COMPREHENSION THROUGH PREDICTON
STRATEGY AT GRADE VIII SMP N 2
PADANGSIDIMPUAN

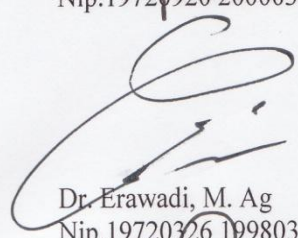
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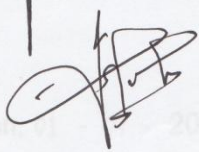

Dr. Lelya Hilda, M.Si
Nip.19720920 200003 2 002

Secretary,

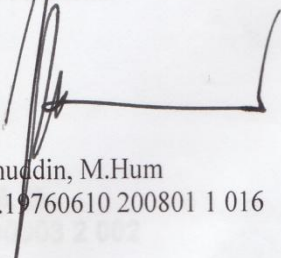

Zainuddin, M.Hum
Nip.19760610 200801 1 016

Members,


Dr. Erawadi, M. Ag
Nip.19720326 199803 1 002


Eka Susri Harida, M.Pd
Nip.19750917 200312 2 002


Dr. Lelya Hilda, M.Si
Nip.19720920 200003 2 002


Zainuddin, M.Hum
Nip.19760610 200801 1 016

Proposed :

Place : Padangsidempuan
Date : July, 18th 2016
Time : 14.00 until 17.00
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RELIGION MINISTRY
THE STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY

T. Rizal Nurdin Km. 4,5 Sihitang, Padangsidimpuan Telp. (0634) 22080 Fax.(0634) 24022
Kode Pos 22733

LEGALIZATION

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBT-1
Title of Thesis : Improving Students' Reading Comprehension Through
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Year :
NEGERI 2 PADANGSIDIMPUAN

Name : **NURHAZIZAH**

Reg. No. : **11 340 0068**

The thesis has been accepted as a partial fulfillment of requirement for degree
of Graduate of Islamic Educational Scholar (S.Pd.I) in English.

Padangsidimpuan, 01 - 07 - 2016

a. n Dean

Wakil Dekan Bid. Akademik



Dr. Lelya Lufda, M. Si

NIP. 19720920 200003 2 002

Name : NURHAZIZAH
Reg. No : 11 340 0068
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1
Title of Thesis : **Improving Students' Reading Comprehension Through Prediction Strategy at Grade VIII SMP Negeri 2 Padangsidimpuan**
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ABSTRACT

This research was done to solve the students' problems in reading comprehension. The purposes of this research were: to describe the students' reading comprehension through Prediction Strategy at Grade VIII-11 SMP Negeri 2 Padangsidimpuan and to identify the factors which influenced students' reading comprehension through Prediction Strategy at Grade VIII-11 SMP Negeri 2 Padangsidimpuan.

Research methodology that used in this research was classroom action research by implementing the Kemmis design which consisted of four steps as; planning, acting, observing, and reflecting. To solve the students' problems in reading comprehension, the researcher applied Prediction Strategy. The researcher used two cycles; every cycle consisted of two meetings. Moreover, the participants of this research were the class of VIII-11 (27 students) and there was collaboration with an English teacher. Meanwhile, the data was derived from reading comprehension tests, observation, and interview.

Students' score in cycle 1 was 66.85 (25.92%) and students' score in cycle 2 was 73.51 (51.85%). From the students' mean score in cycle 1, it did not pass the KKM (Minimum Mastery Criterion). Then, the researcher continued into cycle 2. Based on the research result in cycle 1 and cycle 2, it showed the improvement of students' mean score and students' percentage. So, students' improvement in reading comprehension through prediction strategy was enough category. Students' problems were students still low, students were lack motivation in reading, seldom to practice, and lack of attention about the important of reading. Problems solving were; taught them to reconstruct the words that they knew be an interpreting as predict the meaning of the words; asked them to learn more vocabulary items by them selves; asked them to use their background knowledge in understanding the text.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Beneficent and the Merciful

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Yours Truly

NURHAZIZAH
Reg. No. 11 340 0068

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

In Indonesia based on the current curriculum Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, the student is not only expected to be able to communicative both in written and oral language. Fluently, and accurately, but also expected to understand some kinds of functional written text. Based on curriculum in junior high school will get many reading text in examination. Therefore, the ability in reading plays a significant rule for them to gain success in the school test.¹

In studying English there are four skills to be learned, they are writing, reading, listening and speaking. Among of them, reading is use to acquire information and ideas. The students an activity to transfer the knowledge from the text to our mind, is one way to get and add knowledge by reading a book, journal, newspaper, magazines, and tabloids. After the students read and they can share with others and receive feedback their thought and ideas. Therefore, it takes the reader out of the book and encourages them to make connection and prediction, draw conclusion, summarizes thought, and ask question with other. Researcher focus on students' reading comprehension.

¹Depdiknas, *kurikulum 2004; Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama*, (Jakarta: Pusat Kurikulum, Balitbang Depdiknas, 2004), p.28.

Reading is also important language skill for educational, academic purpose or everyday life. Reading is cognitive process to find some information and ideas in written, can help the students to develop creative and critical thinking skills. Besides reading in educational language settings for daily activities, and make the brain relax and active.

Students' reading comprehension can active mind, giving update information and ideas to make prediction, connection, and news for all session for this life. For learners most important skill to be master in order to success not only in learning English. But also in learning any contents class where reading in English is acquire. Besides reading give information and improving the science or knowledge and also give pleasure for us.

Therefore, reading as a communication through the text includes knowledge, news about story, for communicating or sharing their idea with other students through giving opinion or idea. Students' reading comprehension can help speaking ability well the students seldom read the text cause the ability of the students' reading comprehension not so good. It makes them face difficulties in expressing what they are thinking in way of speaking. But, students like reading will get a good reading skill; they can mention what they know clearly in speaking. So, reading makes students speak well, researcher thinks that it will be better to give variation in teaching students' reading comprehension by using strategy.

However, reading comprehension mastery in the students was still problem in school, especially at SMP Negeri 2 Padangsidempuan at grade VIII-11 either in the aspect of achievement or motivation. The actual fact was proved in the following illustration, researcher also find the other problems. First, the English teacher has taught reading comprehension by using some strategies, such as skimming, scanning. But their ability was still low to understand the main ideas and give conclusion of they read.².

Second, most of the students did not understand the text that they read and did not know the strategies, stress in reading comprehension. They did not have the tricks to make them easier, read without pencil in hand, highlighting, jotting notes, and marking key vocabularies. So, they did not know how to improve their comprehension in reading, such as; reading assignment with same ways, unable to analyze the purpose of it, unable to adjust their speed to suit their purpose, and unable to make questions in their mind.

Next, most of the students were lack of reading motivation, it could be seen from daily marks of students, some students still got low grade with 65-75 grades, meanwhile the standard of English competency in this school is 80.³ Because the students did not understand about the teacher explanation, they were difficult to read, just one by one of the letters can say. Then, the students still

²Mrs Surya Sagiyo, English teacher at Grade VIII SMP Negeri 2 padangsidempuan, *Interview*, (SMP Negeri 2 Padangsidempuan), Thursday 26th November 2015. At 09.30.

³Daftar Nilai Siswa SMP Negeri 2 Padangsidempuan, (Padangsidempuan, Thursday 3th December 2015), p.5.

found difficult words when they read, because the students' words mastery were still low. So, the students did not understand the meaning what they read.

All the above problems would be solved in a way it was consider suitable and able to solve it. To solve the problem in reading, there are some alternative of reading strategies that are available and applicable. As researcher knew there were many techniques and many strategies that could solve students' problem in reading comprehension, and also could increase the students' ability in reading comprehension, such as prediction, skimming, and scanning strategy.

Then, all of the strategies are good to use, but there must be adjustment to the student's situation. So that, the reseacher was interested in Prediction strategy. The first, prediction means using clues before reading, to guesses what a text, and material, helps someone anticipate background knowledge of the topic, information and ideas in the text will come next. This strategy is to comprehend written material, especially to identify and get the information, connection from the text, and also this strategy can interest the students more active in reading, because it will give time for them explore their background knowledge in prediction, connection with the text.

The second, prediction strategy is educate guesses about the material to be read. It can make best is conceiving a prediction then, subsequently reading the text to find out what happens. That also includes activating background knowledge, peeking or previewing and over viewing or summarizing. Though

often seen as a single strategy, it is actually a multifaceted on going process. This is reflective of schema theory. The supposition of moving from what the reader already knows with what it is anticipated the students will learn from the text.⁴

Kevyn Collins Thompson and Jamie Callan had a journal about “A Language Modeling Approach to Predicting Reading Difficulty”. The researchers demonstrated a new research approach to the problem of predicting the reading difficulty of a text passage, by recasting read ability in terms of statistical language modeling. The research shows that reading difficulty can be estimated with a simple language modeling approach a modified naïve Bayes classifier. The classifier's effectiveness is improved by explicitly modeling class relationships and smoothing frequency data across classes as well as within each class.

Furthermore, Hoang Thi Kim Que also had a journal research about “M.A Thesis Linguistics: Improving students’ reading comprehension through predicting Strategy instruction: an action research at Ca Ba Quat Upper Secondary School”. The research showed that the predicting strategy instruction has made a slight improvement in the students’ reading comprehension. The students were significantly better at finding the topic of the text, answering the detailed questions with the help from the picture, and anticipating the upcoming information from the textual structure. In this study.

⁴Ursula Thomas, *The Power of Prediction Strategy*, (Atlanta: 2005), p.5.

Based on the illustration above, the researcher was highly motivated in investigating a Class Action Research (CAR) through **“Improving Students’ Reading Comprehension through Prediction Strategy at Grade VIII SMP Negeri 2 Padangsidempuan”**.

B. Identification of the Problems

Based on the background above, many problems include in reading, such as most of the students did not understand the text and did not know the strategies in reading comprehension. Besides that, the students’ words mastery were still low, students were lack motivation in reading, seldom to practice, and lack of attention about the important of reading. Continuously, the students also could not make the inference of the text and did not know what the text talking about, often faced the difficult in comprehending the text.

C. Limitation of the Problems

Based on the identification of the problems above, the research was limited on the problems based on their ability in reading comprehension and ability to use reading strategies. It would be solved through Class Action Reasearch (CAR) by using Prediction Strategy to improve students’ reading comprehension at grade VIII-11 SMP Negeri 2 Padangsidempuan.

D. Definition of the Key Terms

There are some terms that used in this research, they are:

1. Improving

Improving means become better than before.⁵ Therefore, improving is going through better work to achieve something. Generally, improving consist of three steps; doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a different way with a great quality and correctly. By crossing these in step by step process is called improving.

2. Students

Students are person who is studying at a college, polytechnic or university also boy or girl attending school.⁶ Indonesia dictionary the student is a learner especially on the grade of elementary, junior and senior high school.⁷ From the definition, the researcher concludes that students are person at grade VIII SMP N 2 Padangsidimpuan.

3. Reading Comprehension

Reading Comprehension is interaction between thought and language and based evaluation of success in comprehension on the

⁵A.S. Hornby, *Oxford Advanced Learned Dictionary 7th Edition* (New York: Oxford University Press, 2005), p. 781.

⁶A.S. Hornby, A P Cowie, et. al., *Oxford Advanced Learner's Dictionary of Current English* (New York : Oxford University Press, 1974), p. 859.

⁷Tim Penyusun Kamus Pusat Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2005), p. 1077.

extent the reader's reconstructed message agrees with the writer's intended message.⁸

4. Prediction strategy

Prediction strategy is a strategy at its best is conceiving a prediction then, subsequently reading the text to find out what happens. That also includes activating background knowledge, peeking or previewing and over viewing or summarizing.⁹ Prediction strategy is educate guesses about the material to be read, using clues before reading, to guess what a text may be, helps someone anticipate and knowledge of the topic in the text will come next.

E. The Formulation of the Problem

From the limitation of the problem above, the researcher formulated this problem was: "To what extent Prediction strategy can improve students' reading comprehension at grade VIII SMP Negeri 2 Padangsidempuan?."

F. The Objectives of the Research

Based on the formulation above, the objectives of the research generally was used to answer the formulation of the research. The research objective was "To improve sttudents' reading comprehension through Prediction strategy at grade VIII SMP Negeri 2 Padangsidempuan".

⁸Wayne Otto, et. at. *How to Teach Reading* (USA: Addison-Wesley Publishing Company, 1979), p.151.

⁹Ursula Thomas, *The Power of Prediction Strategy*.....

G. Significances of the Research

The significances of this research were:

1. For the Headmaster as a domain of measurement in teaching progress.
2. As an input to the teacher in teaching and learning process through prediction strategy at Grade VIII SMP Negeri 2 Padangsidimpuan. It would give the information to the teacher about their students' reading comprehension. It is also expect to be useful to the students to decrease their problems in reading comprehension.
3. As an input or reference for the readers especially the English learners that is expect to be able to improve their knowledge especially in reading comprehension.

H. Indicators of Action

Action research involves learning in and through action and reflection, and it is conducted in a variety of contexts, including the social and caring sciences, education, organization and administration studies, and management. Because action research is always to do with learning, and learning is to do with education and growth, many people regard it as a form of educational research.

Frost states that "Action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional

practice”.¹⁰ It means that Action research is referred to variously as a term, process, enquiry, approach, flexible spiral process and as cyclic.

In addition, action research develops in many fields of the social sciences and starts from a vision of social transformation and aspirations for greater social. Kurt Lewin States that “original cyclical model action research began with a process of reconnaissance to identify key features that shaped the activities of the social group under study”.¹¹

In this research, the researcher will make lesson plan and material that will use Prediction Strategy. Moreover, the researcher collaborated with English teacher to make a team work who works together for solving the students’ problem in improving reading comprehension at Grade VIII-11 SMP Negeri 2 Padangsidempuan. The indicators of action are topic sentence, supporting sentence, function of the text, exclude the facts, and meaning of difficult word/ idiom/ phrases by using prediction strategy. In addition, the researcher also will give reading comprehension test, interview and observation notes, to support this research.

I. Outline of the Thesis

The systematic of this research is divided in to five chapters. Each chapter consists of some sub chapters with detail as follow:

¹⁰ Patrik J. M. Costello, *Action Research*, (New York: Continuum, 2003), p. 3.

¹¹ Bridget Somek, *Action Research: a Methodology for Change and Development*, (New York: Open University Press, 2006), p. 11.

Chapter I discuss of Introduction; consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, the significance of the research, outline of the thesis, and theoretical description.

Chapter II contained about theoretical description with some sub theory about prediction strategy, reading comprehension, related findings, conceptual framework and hypothesis.

Chapter III is about methodology of the research that consisted of place and schedule of the research, research design, population and sample, the instrument of collecting the data, technique of collecting the data and technique of data analysis.

Chapter IV is the result of the research; data analyzing that consist of description of the data, discussion of the research and limitation of the research.

Chapter V is about the conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. The Nature of Reading Comprehension

a. Definition of Reading

Reading is an interaction between the reader and the text. Many linguists state about reading in different ways, such as Albert J. Harris says that reading is meaningful interpretation of written or printed verbal symbols. Reading is an existential of oral communication and a process involving meaning is self-evident, but it can hardly be overemphasized that meaningful response is the very heart of the reading process. Reading is a very complex process in which the recognition and comprehension of written symbols are influenced by the perceptual skills. The word analysis skills, the experience, the language background, the mind set and the reasoning ability of the reader.¹ In addition, Otto states that reading is not just saying words, but reading must always be a meaning getting process.²

Reading is an activity that done by someone to get information about something. It can and should embrace all types of thinking,

¹Albert J Harris, *How to Increase Reading Ability; A Guide to Developmental and Remedial Methods, Fifth Edition*, (New York: David Mc kay Company, 1969), p. 3-7.

²Wayne Otto, *How to Teach Reading*, (USA: Addison-Wesley Publishing Company, 1979), p. 147.

evaluating, judging, imagining, reasoning, and problem-solving. It is not only are intellectual meanings which involve, but also feelings may be aroused and emotional attitudes may be profoundly altered through reading. Moreover, reading can be seen as a kind of dialogue between the reader and the text or even between the reader and the author.³ The elements to do dialogue are the idea or topic, the people who do dialogue (two or more people), the connection between the idea is talking about and so on.

Furthermore, David Nunan states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.⁴ It means that how the reader combines every word to get a meaningful idea or information that they look for. In the other word, reading involves perceiving the written form of language, either visually or kinaesthetically (using Braille).⁵

Moreover, reading is a complex skill that is to say that it involves a whole series of lesser skills.⁶ First of these is the ability to recognise stylised shapes which are figures on a ground, curves and lines and dots in patterned relationships. The second of the skills involved in the

³Patricia Hedge, *Teaching and Learning in the Classroom*, (Hongkong: Oxford University Press, 2000), p. 8.

⁴David Nunan, *Practical English Language Teaching*, (New York: Mc. Grow Hill, 2003), p. 68.

⁵J Charles Anderson, *Assessing Reading*, (Cambridge: Cambridge University Press, 2000), p. 13.

⁶Geoffrey Broughton and others, *Teaching English as Foreign Language*, (London: University of London Institute of Education, 2003), p. 89-90.

complex is the ability to correlate the black marks on the paper the patterned shapes with language. It is impossible to learn to read without at least the capacity to acquire language. A third skill which is involved in the total skill of reading is essentially an intellectual skill; this is the ability to correlate the black marks on the paper by way of the formal elements of language, let us say the words as sound, with the meanings which those words symbolise.

From the explanation above, it could be concluded that reading is a process how to convey the meaning or interpret the information into a meaningful word. The readers also try to correlate a large group of words or sentence and try to develop to be efficient reading.

b. Kinds of Reading

There are many kinds of reading, each reader has different goals to read, these are two kinds of reading:

1) Silent Reading

Silent reading is reading without pronounce the words to get the meaning or information. It is a way that can be done when the readers only want to get a deep understanding. According to David Nunan, silent reading generally focus in the classroom should be on getting the meaning from print when comparison is the goal of reading.⁷ Then,

⁷David Numan, *Practical English Language Teaching*, (New York: Mc. Grow Hill, 2003), p. 69.

according to Oxford dictionary “Silent is condition of not speaking and a sound track”.⁸

It could be concluded that reading silently can develop students’ concentration and focus on the text, rather than the pronunciation of individual words. The situation of the readers either physical or mentally influence the reader concentration in silent reading. It has to concern by the reader to get the complex comprehension in this case.

2) Loud Reading

Aloud reading prevents students from self-pacing reading. Which means freely regulating the speed of reading and navigating freely across the text to read a passage. Loud reading is when the reader read the text orally or pronounce each word loudly. and it helps you with your oral expression According to H. Douglas Brown, “loud reading is the test – taker separate letters, word, and or short sentences and read them loud, one by one, in the presence of an administrator since the easement is reading comprehension, any recognizes able oral approximation of the target response is considered correct”.⁹

⁸AS. Hornby, *Oxford Advanced Learner’s Dictionary*, (New York: Oxford University Press, 2000), p. 887.

⁹H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (USA: Longman, 2004), p. 190.

Nowadays, the teachers still believe that oral reading is the best approach for teaching. It helps the reader either in pronunciation or understanding a text, they can do it in the same time. Henry Guntur Tarigan states that loud reading is activity to read, using voice and saying the correct intonation, so the listener and the reader can get information like thinking, feeling, attitude, or writer's experience.¹⁰

It could be concluded that loud reading is loud reading is a way to give the students a chance for thinking, feeling, attitude, or to get an experience through saying the words or the text loudly.

Loud or oral reading is relatively uncommon in modern language process, this type of reading still important in improving learner's pronunciation.¹¹ When the readers take aloud in reading they can give the information which they are reading to the listener. The listeners hear the information without read it again and it trains them in pronunciation or speaking ability.

Thus, loud reading is the activity of reading that using voice or pronounce it loudly until the reader and the people at they around listen what they are reading where it is relatively uncommon in

¹⁰Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Membaca*, (Bandung: Aksara, 1990), p. 22.

¹¹Bambang Setiadi, *Teaching English as a foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 67.

modern language process. It helps them increase their ability in pronunciation or speech.

c. Types of Reading

Albert J. Harris divides the three types of reading as following sentences;

- 1) Developmental reading
 - a) Skill in the mechanics of reading; developing of large sight of vocabulary, development of skill in identifying unfamiliar words, development of good eye movement habits, development of proper habits of posture, holding books, and soon, development of speed and fluency in silent reading, development of oral reading skill, phrasing, expression, pronunciation.
 - b) Skill in reading comprehension; acquisition of a rich, extensive, and accurate vocabulary, ability to grasp the meaning of unit of increasing size; phrase, sentence, paragraph, whole selection, ability to find answers to specific questions, ability to select and understand a sequence of events, ability to note and recall details, ability to grasp the organization of the author's plan, ability to follow direction accurately, ability to evaluate what one reads, ability to remember what one has read.
- 2) Functional reading
 - a) Ability to locate needed reading material; use of index, use table of content, use of dictionary, use of encyclopaedia, use of library card files, use of other bibliographic aids.
 - b) Ability to comprehend informational material, development of specific skills needed by special subject matter e.g.; reading of arithmetic problems, reading of maps, charts, and graphs, ability to select material needed, ability to organize what is read; ability to summarize, ability to outline.
- 3) Recreational reading
 - a) Development of interest; enjoyment of reading as a voluntary leisure time activity, skill in selecting appropriate reading matter for one self, satisfaction of present interest and tastes through reading.

- b) Improvement and refinement of reading interest; development of more varied reading interest, development of more nature reading interest, achievement of personal development through reading. Refinement of literary judgment and taste; establishment of differential criteria for fiction and nonfiction prose, and poetry and drama, development of appreciation for style and beauty of language, learning to seek for deeper symbolic messages.¹²

From the explanation above, there are minimally three kinds of reading. It is perhaps different with kinds of reading even though it seems similar. But, basically it should be different.

The first, developmental reading refers to how to develop the skill in identifying unfamiliar words, development of good eye movement habits, development of proper habits of posture, holding books and so on. The second, functional reading refers to ability to locate needed reading material; use of index, use table of content, use of dictionary, use of encyclopaedia, use of library card files, use of other bibliographic aids and ability to comprehend informational material, development of specific skills needed by special subject matter. The third, recreational reading refers to develop students' interest.

It could be concluded that types of reading are developmental reading is about the skill in developing, functional reading is about an

¹²Albert J. Harris, *How to Increase Reading Ability; A Guide to Developmental and Remedial Methods, Fifth Edition*, (New York: David Mc. kay Company, Inc, 1969), p. 9-10.

ability to locate and comprehend and recreational reading is about development of interest.

d. Definition of Comprehension

Comprehension is the ability to understand the meaning from written or spoken language. It can be stated that comprehension is the power of understanding. The process in understanding meaning of written or spoken language has the rules or steps to bring the reader in comprehending. The rules can know the meaning of word, having the background knowledge, knowing the implied or implicit meaning, analyzing the purpose of the author, and the other cases.

Comprehension is the process by which a person understanding the meaning of written or spoken language clearly.¹³ David Nunan states that monitoring comprehension is essential to successful reading.¹⁴ The main goal of reading is comprehension absolutely, either for details or not. The reader who has the background knowledge about something, it must comprehend firstly. In other words, it can be said that comprehend something to comprehend another case.

Moreover, Comprehension is an active to demonstrate understanding of the material through some type alternation of the material before answering a question. The comprehension or

¹³Richard A. Renandya. *Language Teaching methodology*, (Cambridge: Cambridge University, 2000), p. 24.

¹⁴David Nunan, *Practical English Language Teaching*.....

understanding may be evidenced by oral, written, pictorial, or concrete presentations.

In addition, comprehension is the primary purpose for reading to raise students' awareness of main ideas in a text and exploring the organization of a text is essential for good comprehension.¹⁵ It may let the students or readers can comprehend about the topic and get the purpose of reading itself.

In conclusion, comprehension is the process of understanding the meaning of written form or printed material where it is the main purpose of reading. It has the ways or the rule that has to reader had to do it easily. Either the situation or condition of the reader in process understanding must be concerned.

e. The Level of Comprehension

Comprehension is the main purpose of reading to get full understanding of the text or information. According to M. Friend and Bursuck, there are three levels of comprehension that must be achieved in reading comprehension, including analytical exposition text.¹⁶ They are:

1) Literal Comprehension

Reading for literal comprehension, which involves acquiring information that is directly stated in concerns in main ideas,

¹⁵ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (United Kingdom: Cambridge University Press, 2002), p. 177.

¹⁶ M. Friend and W. Bursuck, *Including Students with special needs: A practical guide for classroom teachers*, (Boston: Allyn and Bacon, 2006), p. 177.

details, causes and effect also sequences understanding vocabulary, sentences and paragraph meaning.

2) Interpretative Reading

Interpretative reading between lines or making inferences, it is the process of deriving ideas that are implied rather than directly stated. The skills of interpretative reading include:

- a) Inferring the main ideas of passages in which the main ideas are not directly stated
- b) Inferring cause and effect relationship when they are not directly stated
- c) Inferring relevant adverb
- d) Inferring relevant word
- e) Inferring committed words
- f) Detecting mood
- g) Detecting the author's purpose in writing
- h) Drawing conclusion

3) Critical Reading

The levels of critical reading comprehension are: the students can analyze, evaluate, and personally reaching to information presented in a passage. And also there are two abilities, namely personally reaching to information in a passage indicating its meaning to the reader and also analyzing and evaluating the quality of written information in terms of some standard. It can be concluded that critical reading includes the ability in:

- a) Distinguishing between the fact and opinion
- b) Evaluating the accuracy and the appropriateness of the information given in the text
- c) Recognizing persuasive statement

From the explanation above, it could be concluded that level of comprehension is divided into three levels, such as literal comprehension as an acquiring information, interpretative reading as the process of deriving ideas and critical reading as an analyzing or evaluating.

f. Reading Comprehension

Reading comprehension is considered as the real core for reading process. Reading comprehension is highest process from reading activity. According to H. Douglas Brown reading comprehension is primarily matter of developing appropriate, efficient comprehension strategies.¹⁷ It can be said that reading comprehension has the main goal of reading activity.

In addition, reading comprehension is complex process involves the exploitation of the other skills or ability either it works or fails.¹⁸ Teaching students to read with a good comprehension must be teachers' highest priority. It will work, if the readers apply the effective strategy in contrast it will fail, if the readers do not have the effective strategy in reading comprehension. In other words, it will fail if the readers do not have a strategy to do it. Thus, it must be balance between the readers and the application of the strategy.

Most of EFL teachers have wondered what might to do to improve students' reading comprehension achievement. The students can read words with lack of understanding of what they read. Without comprehension, reading for pleasure or knowledge is impossible. The

¹⁷H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (New Jersey: Prentice Hall, Inc Engle woods Cliffs, 1994), p. 291.

¹⁸Gordon Wainwright, *Speed Reading Better Recalling; Manfaatkan Teknik-teknik Teruji untuk Membaca Lebih Cepat dan Mengingat Secara Maksimal*, (Jakarta: PT. Gramedia Pustaka Utama, 2007), p. 42.

teachers of English often assume that students will learn to comprehend merely by reading. Students with good comprehension use strategies in reading to learn new concepts, get deeply involved in what they are reading, critically evaluate what they read, and apply their knowledge to solve practical as well as intellectual. But many students fail in doing these things.

Thus, it could be concluded that reading comprehension is the process of getting more knowledge by using some strategies to reach the main purpose of reading. Moreover, it can be said that reading comprehension is an ability to understand what the readers read that it will work if the readers apply the effective strategy in contrast it will fail, if the readers do not have the effective strategy in reading comprehension.

g. The Principles in Teaching Reading Comprehension

Reading is an active process, because it involves interaction between the reader and the text. To read effectively students need to integrate new material into their existing knowledge base, construct new understanding, and adapt existing conceptions and beliefs as needed.

David Nunan presents the principles for teaching reading, are;

1) Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text; life experiences, educational experiences, knowledge of how

texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on. If students are reading on an unfamiliar topic, you may need to begin the reading process by building up background knowledge.

2) Build a strong vocabulary base

There are three questions that enhance the vocabulary instruction, such as; what vocabulary do my learners need to know, how will they learn this vocabulary and how can I best test to see what they need to know and what they now know?

3) Teach for comprehension

In many reading instruction programs, more emphasis and time may be placed on *testing* reading comprehension than on *teaching* readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained.

4) Work on increasing reading rate

One focus here is to teach readers to reduce their dependence on a dictionary. The Skills such as scanning, skimming, predicting, and identifying main ideas get students to approach reading in different ways. Readers should spend more time analyzing and synthesizing the content of the reading, and not focusing on moving through the passage one word at a time. Part of the joy of reading is being able to pick up a book and comprehend it, without having to struggle through the task of reading.

5) Teach reading strategies

A good technique to sensitize students to the strategies they use is to get them to verbalize (talk about) their thought process as they read. Readers can listen to the verbal report of another reader who has just read the same material, and it is often revealing to hear what other readers have done to get meaning from a passage. I use this technique in my reading classes to get students to become

more aware of their reading strategies and to be able to describe what those strategies are.

6) Encourage readers to transform strategies into skills

An important distinction can be made between strategies and skills. Strategies can be defined as conscious that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

7) Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included in the reading classroom. Quantitative assessment will include information from reading comprehension tests as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys, and responses to reading strategy checklists.

8) Strive for continuous improvement as a reading teacher.

The quality of the individual teacher is integral to success of second/foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom.¹⁹

From the explanation above, the principles in teaching reading comprehension are exploit the reader's background knowledge, build a strong vocabulary base, teach for comprehension, work on increasing reading rate, teach reading strategies, encourage readers to transform

¹⁹David Nunan, *Practical English Language Teaching*, (New York: Mc. Grow Hill, 2003), p. 74-78.

strategies into skills, build assessment and evaluation into your teaching and strive for continuous improvement as a reading teacher.

h. Reading Evaluation

The skills and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability. There are micro and macro skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension, as;

The micro skills are;

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, pluralisation), patterns, rules and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.²⁰

The macro skills are;

- 1) Recognize the theoretical forms of written discourse and their significance for interpretation.
- 2) Recognize the communicative functions of written texts, according to form and purpose.
- 3) Infer context that is not explicit by using background knowledge.

²⁰H. Douglas Brown, *Language Assessment; Principles and Classroom Practices*, (USA: Longman, 2004), p. 187-188.

- 4) From described events, ideas, etc, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.²¹

From the skills of reading evaluation above, it could be concluded that there are two skills, they are macro skill and also micro skill. The different is in the pattern or the form. Then, there are indicators in reading comprehension that want to be developed in expressing the meaning of the words, content of message, and infer implied meaning. The indicators for reading comprehension through prediction strategy are the following sentences:²²

1) Topic sentence

Topic sentence is a sentence that refers to the main idea or message in the paragraph.

2) Supporting sentence

Supporting sentence is some important information from the text. It usually comes after the topic sentence and provide examples for the topic sentence.

²¹*Ibid.* p. 187-188.

²²Otong Setiawan Djuharie, *Essay Writing*, (Bandung: Cv. Yrama Widya, 2009), p. 151

3) Function of the text

Function of the text is to inform or describe a particular thing, person, place, plant, or animal.

4) Meaning of difficult word/ idiom/ phrases in context

Meaning of difficult word/ idiom/ phrases in context is a word or phrase that refers to lexical and contextual meaning, idiom and a pronoun that identifies a subject of the sentence.

5) Exclude the facts

Exclude the facts are looking for the facts which can be true of false statements.

i. Descriptive Text

A descriptive text is a text which portrays the image of a certain thing from which a writer wants to transfer it to readers. Mostly descriptive texts depict or describe the image of a certain person, animal, things, and location or place. The social function of description text is to inform the readers about the illustration of certain persons, places, or some things in specific ways.²³ The Generic Structure of Descriptive Text:

- 1) Identification: Identifies phenomenon to be described.
- 2) Description: describes parts, qualities, characteristics.

²³Otong Setiawan Djuharie, *Essay Writing*....

The language features of descriptive text include the following indicators:

- 1) Certain nouns, such as teacher, house, my cat, bridge, etc.
- 2) Simple Present Tense.
- 3) Detailed noun phrases to give information about a subject, such as It was a large open rowboat, a sweet young lady, the deaf person, and so on.
- 4) Various adjectives which are describing, numbering, classifying such as two strong legs, sharp white fangs, her curly hair, and so on.
- 5) Relating verbs to give information about a subject, such as My mum is really cool; It has very thick fur, the rest remains at home, and so on.
- 6) Thinking verbs and feeling verbs to reveal the writer's view, such as The police believe the suspect is armed; I think it is a clever animal, and so on.
- 7) Action verbs, such as; Our new puppy bites our shoes; It eats soft food, and so on.
- 8) Adverbs to give additional information about manner, such as fast, gradually, at the tree house, and so on.
- 9) Figurative language, such simile, metaphor, e.g. John is white as chalk, sat tight, and so on.

For Example:

My Pet	
Identification	I have a pet. It is a dog, and I call it Brownie. Brownie is a Chinese breed.
Description	It is small, fluffy, and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownies does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

Natural Bridge National	
Identification	Natural Bridge National Park is a luscious tropical rainforest. It is located 110 kilometers south of Brisbane, and is reached by following the Pacific Highway to Nerang, and then by travelling through the Numinbah Valley.
Description	This scenic roadway lies in the shadow of the Lamington National Park. The phenomenon of the rock formed in to a

	<p>natural ‘arch’ and the cave through which a waterfall cascades is a short one kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. The picnic areas offer toilets, barbecues, shelter sheds, water and fireplaces, overnight camping is not permitted.</p>
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2. Prediction Strategy

Prediction is say or estimate that a specified thing will happen in the future or will be a consequence of something.²⁴ Making predictions is a strategy in which readers use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next).²⁵ A reader involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. This strategy also helps students make connection between their prior knowledge and the text.

²⁴Oxford University Press, (Cambridge: Oxford University Press, 2016) retrieved <http://www.oxforddictionaries.com>, accessed on March, 16th 2016.

²⁵Jessica Fries-Gaither, *Making Predictions: A Strategy for Reading and Science Learning*, (The Ohio State University (College of Education and Human Ecology), retrieved <http://www.beyondweather.ehe.osu.edu/issue/the-sun-and-earths-climate/making-predictions-astrategy-for-reading-and-science-learning>, accessed at 23.15 p.m, March, 15th 2016.

Prediction itself can be applied as a strategy for the teacher to make students read easily. The teacher reads a story to students or has them read a story, stopping before getting to the story's resolution. Then the teacher asks students to predict what comes next in the unfinished story. This activity can be an open-ended, or the teacher can provide students with different possible endings from which they can choose.²⁶

Fielding, Anderson, and Pearson found that prediction activities promoted overall story understanding only if the predictions were explicitly compared to text ideas during further reading, suggesting that the verification process, in which knowledge and text are compared explicitly, may be as important as making the prediction.²⁷ These studies suggest a variety of productive ways of encouraging students to engage their knowledge and experience prior to reading.

Making predictions or “best guesses” about what will happen in a text is an important literacy strategy and skill. Students’ predictions are based on their prior knowledge and experiences about the topic, the genre, and what has happened so far in the text. Having students make predictions engages them in the reading task and encourages them to become active participants in the learning.

²⁶Karen R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p. 86.

²⁷Nell K. Duke and P. David Pearson, *Effective Practices for Developing Reading Comprehension*, (International Reading Association, 2002), p. 212-213.

According to Janette M. Hughes, the procedures of Prediction Strategy are:²⁸

a. Before Reading

- 1) Examine the cover illustration and read the title of the book.

Ask the students to predict what it might be about based on the cover illustration, the title or both. Sometimes the cover is not very helpful in giving students clues about the story might be about, so the teacher may have to provide a brief summary of the book.

- 2) The teacher might say: “Read the title of this book or text. What do you think this book is about?”.

b. During Reading

- 1) Students make predictions at several key points throughout the text as they read, they confirm or revise their predictions. In the guided reading clip, the teacher uses post-it notes to mark places in the text where the students might make a prediction.

- 2) The teacher might say: “what do you think (main character) is going to do? Or what do you think of the text about?”

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²⁸Janette M. Hughes, *Teaching Language and Literacy*, (Copyright Janette-Hughes, 2007) retrieved <http://faculty.uoit.ca/hughes/Reading/ReadingProcess.html>, accessed at 09.40, March, 17th 2016.

c. After Reading

1) The students compare the predictions to what text says.

Students can record their predictions on a chart as they read and they can see how accurate they were when they finish reading.

In addition, there are two strategies that relate to prediction strategy, here is the list of the activities to develop predicting strategies, they are;

a. Using Pre-reading

Pre-reading activities: activating prior knowledge, previewing and over viewing.²⁹

<p>Activating Prior Knowledge</p>	<ul style="list-style-type: none"> • Open prediction. • True or false prediction. • Pre-question. • Network. • If you don't know, Ask, Ok ?.
<p>Previewing</p>	<ul style="list-style-type: none"> • Look at the title and the headings for each section to predict what the reading text is about. • Look at the pictures to predict what the reading text is about.

²⁹Hoang Thi Kim Que, “ *M.A Thesis Linguistics: Improving students' reading comprehension through predicting Strategy instruction: an action research at Ca Ba Quat Upper Secondary School*”, p. 4-5.

Over viewing	<ul style="list-style-type: none"> • Read the first and the last paragraphs each paragraph to predict what is about.
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Pre-reading is similar to watching a film preview. After pre-reading you should be able to make prediction about the material.³⁰ It can apply this strategy. In the other words pre- reading are the preparing of activating prior knowledge about the meaning of written passages.

b. Using While-reading

While-reading activities: reading to confirm the prior predictions and predicting what to come next in text your reading.³¹

Reading and Confirming Prior Predictions	<ul style="list-style-type: none"> • Read and confirm or reject the prior predictions.
Predicting What to Come Next	<ul style="list-style-type: none"> • Use the prior knowledge about the topic to predict what to come next in the passage. • Use the prior knowledge about the text to predict what to come next.

³⁰*Ibid.*, p. 34.

³¹*Ibid.*, p.4-5

It can help the readers predict the meaning of what they read. It can be indicated of status which it is the aids for understanding the rest of the passage.

Others, text structure such as introductions, summarize conclusions, titles, transitions and ways of dividing the text. It is possible to obtain many procedures by noticing the author's structural use of words, true or false, phrases, numbers and letters that indicate importance or priority. Graphs, pictures, tables and appendices can help readers get an idea of the meaning.

The procedures which the researcher used for conducting the prediction strategy are;

1) *Using pre-reading*

- a) Asks the students to find the topic to predict what to come next the text.
- b) Asks the students to find the prediction strategy in the text.

2) *Using Other while-reading*

- a) Asks the students to find the form of transition and ways of dividing the text, such as true or false.
- b) Asks the students to see the structure of the text such as the introduction, conclusion, title, transition, proper name, grape, pictures and table in the text.

- c) Asks the students to use their general background knowledge such as about culture, politic, art, or literature.

B. The Review of Related Findings

Related findings which the researcher found in reading comprehension refer to the research that had same variable or same case. First, Kevyn Collins Thompson and Jamie Callan had a journal about “A Language Modeling Approach to Predicting Reading Difficulty”. The researchers demonstrated a new research approach to the problem of predicting the reading difficulty of a text passage, by recasting read ability in terms of statistical language modeling. The research shows that reading difficulty can be estimated with a simple language modeling approach a modified naïve Bayes classifier. The classifier's effectiveness is improved by explicitly modeling class relationships and smoothing frequency data across classes as well as within each class. The problem of reading difficulty prediction lies in an interesting region between classification and regression, with close connections to ordinal regression.³²

Second, Hoang Thi Kim Que also had a journal research about ‘MA Thesis Linguistics: Improving students’ reading comprehension through predicting Strategy instruction: an action research at Ca Ba Quat Upper Secondary School’. The research showed that the predicting strategy instruction has made a slight improvement in the students’ reading comprehension. The

³²Kevyn Collins Thompson and Jamie Callan, “A Language Modeling Approach to Predicting Reading Difficulty”, (*Journal*), Language Technologies Institute School of Computer Science Carnegie Mellon University 4502 Newell Simon Hall Pittsburgh, PA 15213-8213, p. 8.

students were significantly better at finding the topic of the text, answering the detailed questions with the help from the picture, and anticipating the upcoming information from the textual structure.³³

In conclusion, there were some similar problems from above researches. All of the researches had done by the researchers and it had improved significantly. The researcher tried to apply the other strategy which was prediction strategy as a guidance or completeness to do a research.

C. The Conceptual Framework

Based on the theoretical review and review of related findings, the researcher made conceptual framework of this research. Language teaching is one of the priority in learning process, especially in foreign language teaching.

The below scheme illustrates the conceptual in doing this research, as

:

³³Hoang Thi Kim Que, “ *M.A Thesis Linguistics: Improving students’ reading comprehension through predicting Strategy instruction: an action research at Ca Ba Quat Upper Secondary School*”, p. 6.

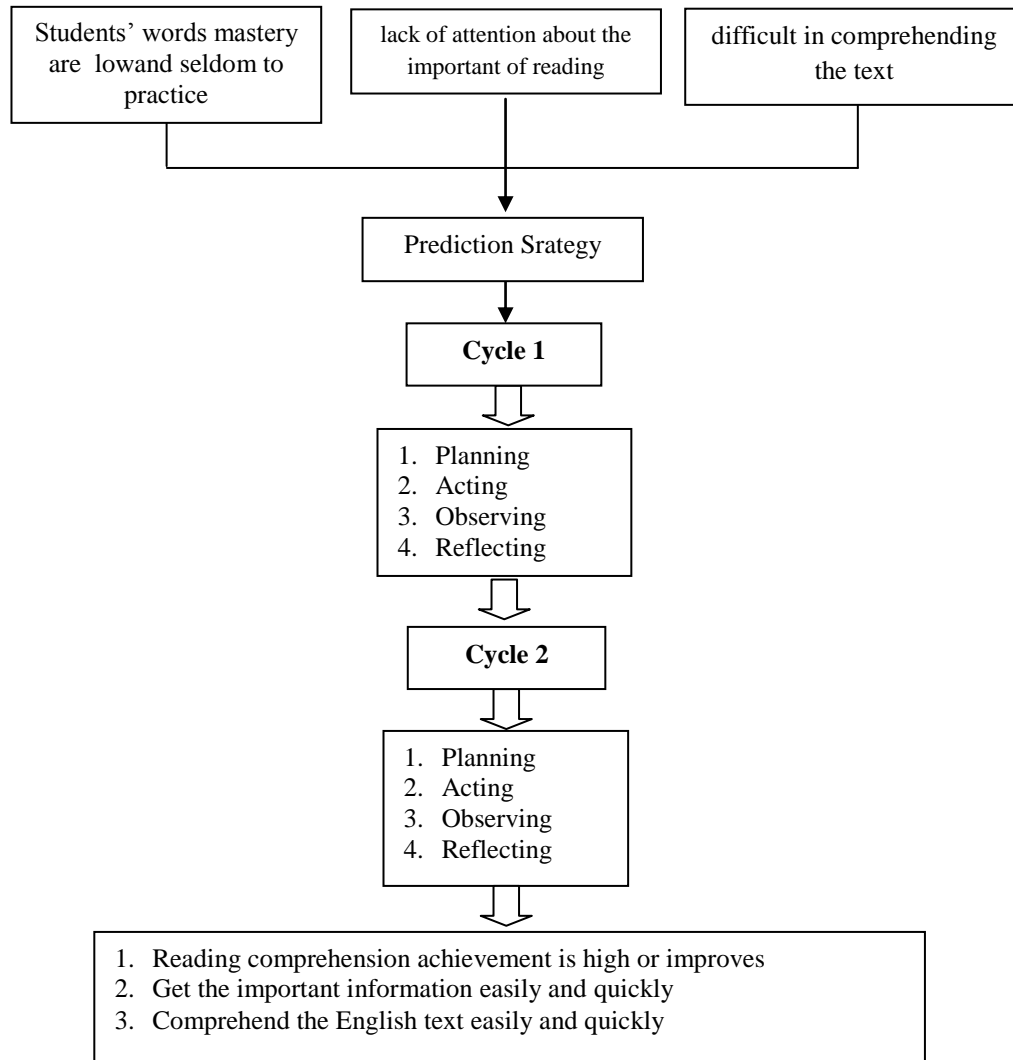


Figure 1: Research Conceptual Framework

Based on the figure above, this scheme illustrates the chronology of this research. It starts from the students' problems, the students' words mastery are still low and motivation in reading, seldom to practice, and lack of attention about the important of reading. Continuously, the students also could not make the inference of the text and do not know what the text talk about, often face the

difficult in comprehending the text. Thus, the researcher tried to improve students' reading comprehension through prediction strategy.

D. Hypothesis of the Action

Hypothesis is a researcher's guess about the situation of participants. It is a tentative supposition or provisional guess which seems to explain the situation under observation. Bruce W. Tuckman in Yogesh states that "A hypothesis is an expectation about events based on generalization of the assumed relationship between variables."³⁴

A hypothesis states what we are looking for. It is a proposition which can be put to a test to determine its validity. It may prove whether it is correct or incorrect. The hypothesis of this research was "Prediction strategy can improve students' reading comprehension at grade VIII SMP Negeri 2 Padangsidimpuan".

³⁴Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Limited, Publishers, 2006), p. 55.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Location and Schedule of the Research

The location of the research was at SMP Negeri 2 Padangsidempuan. It is located at Jl. Ade Irma Suryani Street, No. 1 Padangsidempuan. The research started from December, 3rd 2015 until July 01st 2016.

2. Research Design

This research has a purpose to improve students' reading comprehension through prediction strategy. It is called Classroom Action Research (CAR). It is one of the researches that are done in the classroom directly. It improves the students' ability by using an approach, strategy, technique, and another way to make an improving. According to Michael J. Wallace said that it is focused on individual or small group professional practice and it is not concerned by making general statement.¹ In addition, Anne Burns describes "Classroom Action Research is part of a broad movement that has been going on education; it involves taking a self-reflective, critical, and systematic approach to explore the teaching context".² This research will

¹Michael J. Wallace, *Action Research for Language Teacher*, (USA: Cambridge University Press, 1998), p. 18.

²Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2.

conduct to improve students' reading comprehension by conducting some steps.

According to Elliot in Wina Sanjaya states that classroom action research is a research about social condition to improve the quality of action through planning, action, observation and reflection.³ This design shows the improvement of practice in the classroom that was done through cyclical action to be implemented continuously to reach what the research wanted to do at first. It is part of a broad movement that has been going on in education generally for some time. The goal of the classroom action research is to improve one's teaching practice or to enhance the functioning of a school.

In conclusion, Classroom Action Research has four steps, they are: planning, acting, observing and reflecting. It is also a teaching, learning, and decision-making process that can be used in learning process of students and teachers. The main role of action research is to facilitate and to improve the learning process and learning strategies. Action research provides teachers with a systematic process to reflect, consider options, implement and evaluate potential solutions.

Moreover, research design of this research follows action research spiral by Kemmis because this form is one of the best models and the essential steps of the classroom action research process.

³Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana, 2009), p. 25.

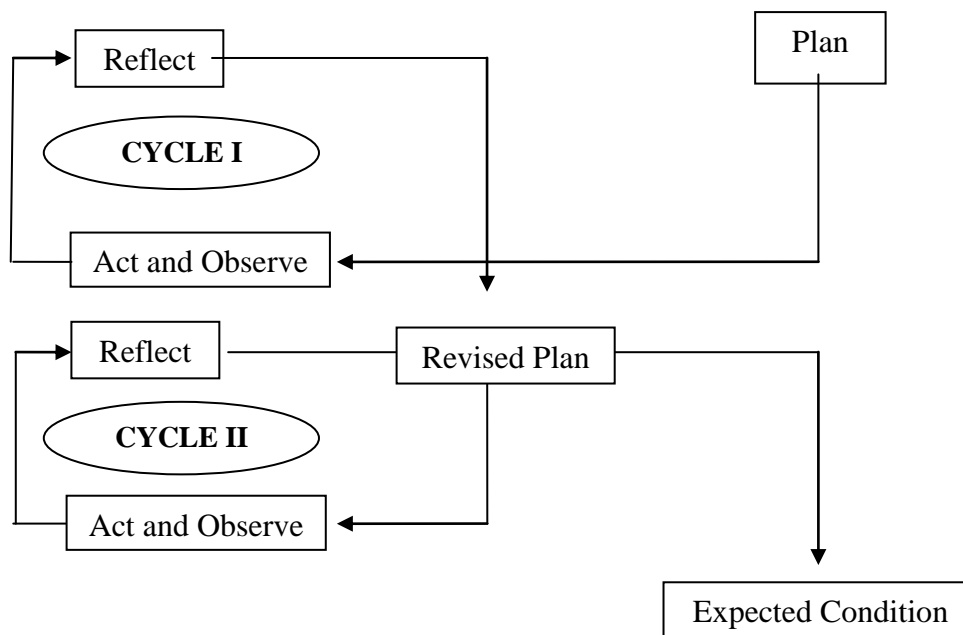


Figure 2: Action Research Spiral by Kemmis⁴

3. Participants

The participant of this research was grade VIII-11 of SMP Negeri 2 Padangsidimpuan. It consists of 27 students. There are 18 females and 9 males. This class was chosen because the researcher found the problems of reading in this class. Then, there was also collaboration with an English teacher of SMP Negeri 2 Padangsidimpuan.

4. Instrument of Collecting Data

Instrument is the tool to collect the research data where it is also named as the technique for collecting the data. According to Suharsimi Arikunto states that the instrument for collecting data is classified in two

⁴Anne Burns, *Doing Action Research in English Language Teaching.....*

major categories as test and non-test. In contrast, in this research choose the test as the instrument, because this research needs to test the students' ability especially in reading comprehension after conducting the guessing strategy.

In this research, the researcher uses three instruments of collecting data as below:

a. Test

Test is used to know the ability of students where it is sequence of question or practice that will be used for surveying the skill, intelligence, knowledge or trail that is owned by individual or group. As Brown defines "test as a method of measuring a person's ability; knowledge or performance in a given domain".⁵ In short, this research the form of test was essay test. The test consisted of 20 items by 5 indicators for reading comprehension. Each items get value 1. The test was about descriptive text. The indicator and score can be seen in the following table.

Table1
Indicators of Reading Comprehension⁶

No.	Indicators	Items	Score	Mean Score
1)	Topic sentence of the text	4	4 items X 5 score	20
2)	Supporting sentence	4		20
3)	Function of the text	4		20
4)	Exclude the facts	4		20
5)	Meaning of difficult word/ idiom/ phrases in context	4		20

⁵H. Douglas Brown, *Language Assessment*, (San Francisco: Longman, 2004), p. 3.

⁶ Otong Setiawan Djuharie, *Essay Writing*.....

Total	20	100
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Table2
Score of the Test Result

No.	Range of Real Score	Category
1)	80 – 100	Very Good
2)	70 – 79	Good
3)	60 – 69	Enough
4)	50 – 59	Low
5)	0 – 49	Fail

Reading test is to collect data that needed for the students' achievement in reading comprehension. In the first cycle, the researcher taught reading comprehension by using prediction strategy. The researcher gave example of descriptive texts and explained about how to identify topic sentence of the text, supporting sentence, the function of the text, exclude the facts, and meaning of difficult word/ idiom/ phrases by using prediction strategy. The researcher gave the time to the students to read the descriptive text. Then, the researcher gave the first test consists of 20 essay test (every question consist of indicator of reading test).

In the second cycle, the researcher taught reading comprehension by using prediction strategy. The researcher gave the time to the students to read the descriptive text. Then, the researcher gave the second test consists of 20 essay test (every question consist of indicator of reading test). The assessment of the test was focused on the topic

sentence of the text, supporting sentence, the function of the text, exclude the facts, and meaning of difficult word/ idiom/ phrases.

b. Observation

Observation is used to get information about phenomenon that occurs, by doing observation and recording toward visible phenomenon systematically. There are some kinds of observation; they are behaviour checklist, observation notes, reflective observation, analytical observation, and narrative observation. But in this research, the researcher used observation notes in application. As Anne Burn states that observation notes is a simple form and the data are not counted but using note to describe what happened in the classroom.⁷ The researcher observed students' activities and teachers' activities during the teaching-learning process and the factors which influenced the teaching-learning process.

Some students' activities in teaching learning process which observed were as follow:

- a. Students who makes noisy in the classroom.
- b. Students' who goes permission.
- c. Students' who sleeps in the class.
- d. Students' who walks around.
- e. Students who does not attend.

⁷Anne Burns, *Doing Action Research in English Language Teaching.....*

In addition, teacher's activities (researcher) will be observed by collaborator in teaching learning process, as follow:

- a. Teacher's appreciation in opening.
- b. Teacher's explaining learning procedures and steps of research.
- c. Teacher's explaining the material.
- d. Teacher's reinforcement and interaction with students.
- e. Teacher's motivating the students.

c. Interview

The third instruments were interview where it was a technique of collecting the data by using oral communication or a media to be certain. It could correct the data or information that got after doing test, conducted the strategy and the others activity.

According to Hornby states "interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/ she is suitable for job or study".⁸ The researcher asked the English teacher, students and the other information that interlocked with this research to get the supporting data.

There are some data that is taken in interview or it can be said as indicators of interview, as follow:

⁸A.S. Hornby, *Oxford Advanced Learned Dictionary 7th Edition*, (New York: Oxford University Press, 2005), p. 788.

Table3
Indicators of Interview

No	Indicators
1)	What are your difficulties in identifying the topic sentence of the text.
2)	What are your difficulties in identifying the supporting sentence.
3)	What are your difficulties in identifying the function of the text.
4)	What are your difficulties in identifying the meaning of difficult word/ idiom/ phrases in context.
5)	What are your difficulties in identifying the exclude the facts.
6)	Why don't you finish your task.
7)	Why don't you collect your task appropriately.
8)	Why do you make disturbance in the classroom.
9)	Why do you often get permission.

5. Procedure of the Classroom Action Research

Based on Kemmis the model was described in the following figure:

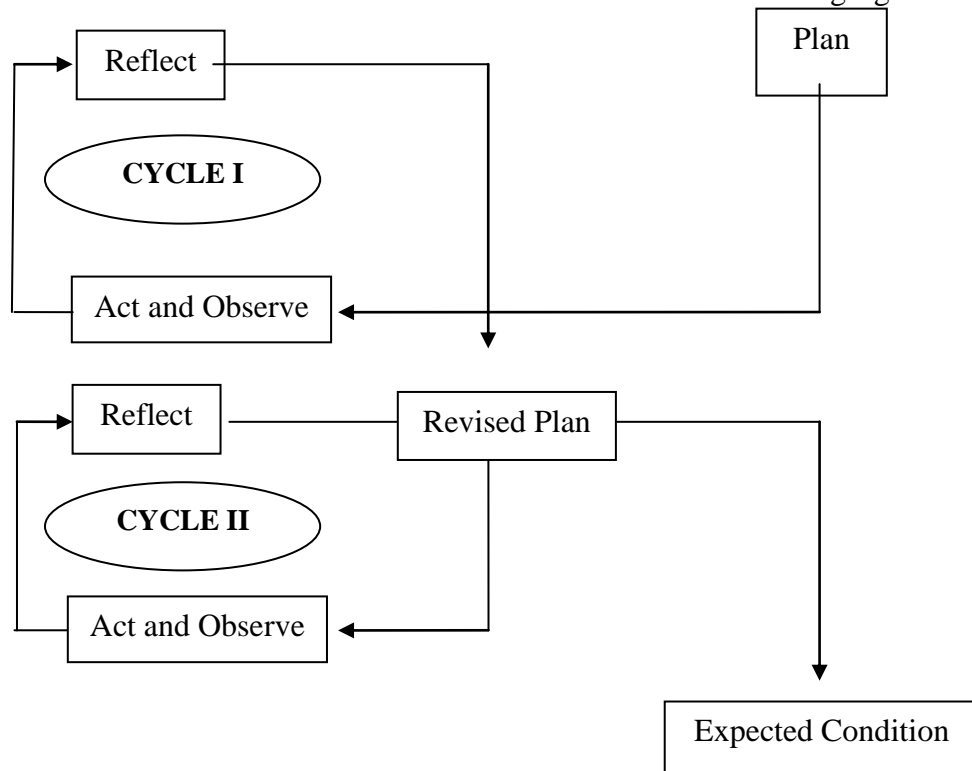


Figure 3: Action Research Spiral by Kemmis⁹

⁹ Anne Burns, *Doing Action Research in English Language Teaching.....*

In this research the researcher applied two cycles. Each cycle consisted of two meetings with 90 minutes for each meeting. In short, there were four meetings during research process. Then, each cycle consisted of four steps, as; planning, acting, observing and reflecting. According to the illustration above, in cycle 1, the students' reading comprehension is measured and their problems in reading comprehension are also analyzed. In the second cycle, the students would be easier to understand, to get important information and to comprehend English text in reading comprehension. It can be seen in the following illustration:

a. The First Cycle

In the first cycle, the procedures of research were conducted for two meetings, here are the procedures:

1) Planning

- a) Making lesson plan that consists of the step of action.
- b) Making learning planning approach by using prediction strategy.
- c) Preparing the topic to do prediction strategy along with first test reading to be given to the students and make an instrument as a tool to see the students' reading comprehension achievement improvement.
- d) Discussing how prediction strategy to be done in teaching-learning activity.

- e) Preparing all material that would be needed in teaching-learning process, such as lesson plan and value criteria.

2) Acting

- a) Explaining the purpose of learning.
- b) Giving learning material to the students.
- c) Explaining the aim of the research and prediction strategy to students.
- d) Conducting the prediction strategy to the students.
- e) Monitoring time allocation that would be needed in every activity.
- f) Preparing the solution if have problem when the action was done.
- g) Collecting the students discussion result.

3) Observation.

- a) Discussion with the English teacher to observe planning.
- b) Monitoring prediction strategy was done.
- c) Making note activity and different when prediction strategy using in teaching-learning was done.
- d) Discussing with the English teacher about the weakness or finding activity during observation was done.

4) Reflection

- a) Analyzing the finding during the observation was done.

- b) Analyzing the weakness and the teacher progress that using prediction strategy to determine the follow up of activity.
- c) Reflecting prediction strategy was used.
- d) Reflecting the teacher learning activity.
- e) Reflecting the students learning activity.
- f) Evaluating or interpreting the data gotten from the class and made any decisions for the next meeting.

a. Second Cycle

In the second cycle, the researcher evaluated all the activities in the first cycle and repairing the problem.

1) Planning

- a) Analyzing the reflection result in the first cycle.
- b) Preparing all the materials, such as lesson plan, instrument, and observation of teacher and students' activity that would be needed in the teaching-learning process for the third and fourth meetings
- c) Encoding the problem and progress in the learning process.

2) Acting

- a) Eliminating the problem findings in cycle 1 by motivating, encouraging, controlling and managing the class.
- b) Giving the text or learning material to the student.
- c) Applying the prediction strategy to the students.

- d) Asking the students some preview questions before they started reading the text.
 - e) Ask for predicting about what the topic was about.
 - f) Giving the prediction strategy worksheet.
 - g) Explaining to the student to predict better than in the first cycle.
 - h) Collecting the students' worksheet result.
- 3) Observing
- a) Monitoring the teaching learning by using prediction strategy.
 - b) Discussing the problem in the process of teaching and learning and found the solutions.
 - c) Making note activity and different when prediction strategy using in teaching-learning was done.
- 4) Reflecting
- a) Analyzing the weakness and the teacher progress when prediction strategy had conducted.
 - b) Reflecting the teaching and learning result of the researcher and students by using prediction strategy.
 - c) Evaluating or interprets the data that had gotten from the class.

6. Technique of Analysis Data

In this research the, the technique for analyzing data used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out

of text. It involves preparing the data analysis conducting different analysis, moving deeper into understanding of the larger meaning of the data. The qualitative data is used to analyze from the observation sheet. And then, Quantitative analysis to analyze the score of students in every their worksheet by using reading comprehension test.

To know the means of students' score for each cycle, the researcher will apply the following formula, as:

$$X = \frac{x}{N} \times 100 \%$$

Explanation:

X : The mean of the students

x : The total score

N : The number of the students

The percentage of the students' achievement in reading through prediction strategy is calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

Explanation:

P: the percentage of the students

R: The number of students

T: The total number of students.

After calculating and scoring students' answer sheets, their score are consulted based on the classification quality as the table below:

Table4
The Classification Quality of Students Score¹⁰

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

The criteria of students' value in reading comprehension test are the following sentences. After the researcher finds the mean scores of all students, it is consulted to the criteria as follows:

- a. If the value of mean score 81 – 100%, it can be categorized into very high
- b. If the value of mean score 61 – 80%, it can be categorized into high
- c. If the value of mean score 41 - 60%, it can be categorized into enough
- d. If the value of mean score 21 - 40%, it can be categorized into low
- e. If the value of mean score 0 - 20%, it can be categorized into very low¹¹

To test the significances of data, the researcher used t-test for both of small samples 27 students. The formulation of t-test as follow:¹²

¹⁰A.S. Hornby, *Oxford Advanced Learned Dictionary 7th Edition*, (New York: Oxford University Press, 2005), p. 788.

¹¹Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula* (Bandung: Alfabeta, 2005), p. 89.

¹²Anas Sudijono, *Pengantar statistic Pendidikan*, (Jakarta: PT. Raja grafindo Persada, 2008), p. 305-306.

$$t_o = \frac{M_D}{SE_{MD}}$$

M_D = Mean of difference

$$M_D = \frac{D}{N}$$

$\sum D$ = Number of difference Score Between Second Cycle and First Cycle

$$D = X - Y$$

N = Number of Students

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

SE_{MD} = Standard Error from Mean of Difference

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

SD_D = Standard Deviation from the difference score between First Test and Second test.

For analyzing and interpreting qualitative data, Miles and Huberman suggest a model which should guide you in your efforts to both make sense of the data and to share your interpretations with an audience. They define that there are three steps of summarizing qualitative data as in the following:¹³

- a) Data reduction: Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data.

¹³Valsa Khosy, *Action Research for Improving Practice*, (New Delhi: Paul Chapman Publishing, 2005), p. 113-114.

- b) Data display: Data displays can include different types of graphs, charts and networks.
- c) Conclusion drawing and verification: From the start, the researcher tries to decide what things mean and to note regularities, patterns and explanations.

CHAPTER IV

RESEARCH RESULT

This chapter presents the research result. The research data are presented the process of improvement students' reading comprehension and the result of students' reading comprehension by using Prediction Strategy at grade VIII SMP Negeri 2 Padangsidempuan in academic year 2015/2016. The descriptions are as follow:

A. Findings/ Data Presentation

1. Students' Achievement

The conduction for this research was two cycles. Each cycle consisted of 2 meetings which it was about 90 minutes for each meeting; there was 180 minutes for each cycle. Then, each cycle consisted of four stages they were planning, acting, observing and reflecting. In this section would described learning process and students' achievement in cycle 1 and cycle 2.

a. Cycle 1

In the first meeting, the researcher found some problems of students' learning process. Some students were not ready to study and they did not have motivation to study. Furthermore, the learning process consisted of four steps for doing research, such as planning, action, observation, and reflection. It would be explain as follow:

a) Planning

In this step, the researcher prepared lesson plan that consists of the step of action, made learning planning approach by using prediction strategy, divided the class into pairs, preparing the topic to do prediction strategy along with first test reading to be given to the students and make an instrument as a tool to see the students' reading comprehension achievement improvement, discussing how prediction strategy to be done in teaching-learning activity, preparing all material that will be needed in teaching-learning process, such as observation note, list of interview and value criteria.

b) Acting

In this step, the researcher Prediction Strategy to improve students' reading comprehension. It focused on students' problem in reading comprehension. The researcher ordered to see the pictures in the lesson. The students tried to predict what the picture about.

Next, the researcher tried to explain about the purposes of teaching learning process by using prediction strategy. The researcher gave some materials that would be given to the students. The material was about descriptive text "My Pet and Natural Bridge National". (It can be seen in Appendix I for Lesson Plan Cycle I). The students worked with their partner. When researcher was teaching, the collaborator observed the students' activities.

c) Observing

In this step, when the students were learning by using Prediction Strategy, the researcher monitored the steps of students' activities. It started from the learning materials, time allocation of introduction, explanation, and evaluation.

d) Reflecting

In this step, the researcher and the collaborator discussed about the implementation of action, analyzed the finding of observation, reflecting the students' learning activity to determine the followed up of activity.

1) Learning Process of Cycle 1

Learning process provided some stages that the researcher did during the lessons from the beginning until finish in order to reach the purpose or the aim of this research. This section would describe the learning process and the activity of researcher as the conductor in cycle 1. Description of learning process and teachers' activity had five criteria. They were; teacher's appreciation in opening. In the beginning of the lesson, the teacher and collaborator came to the class and greeted the students. After that, teacher greeted the students and ordered the students to pray together and it was led by the chief of the class. Teacher introduced her name, address, and the purpose of this research. All of the students were silent and listened to the teacher. It could be seen that the students were ambitious and spirit. Teacher also called the students'

name.

Then, Teacher explained the procedures or steps of research. It focused about what prediction strategy briefly, how to guess the context of text by using prediction strategy, and why they should use prediction strategy. Next, teacher explained the material. Firstly, Teacher divided the class into pairs. Then, teacher showed a picture of *a dog (my pet)*. Teacher asked the students what they could see. Then, students guessed with their partners what the text talked about by seeing the picture. After that, teacher asked students to read the first sentence and the last sentence. Then, teacher asked again what the text talked about. There were some students raised their hands and answered the question by the teacher. For example, Henny Masbulan answered "*Dog, Miss*". Then, the other students followed saying "*Dog... dog... dog*". The teacher said "*Yes. You are right*". Then, teacher gave the second picture, it was *Natural Bridge National*. Students guessed what the text talked about by seeing the picture. There was a student answered "*Sibolga, Miss*". it made the other students laughed. Some students also answered "*Bali, Bali, Bali*". But, the teacher immediately said "*nice trying, but this is not Sibolga or Bali*". then, students were noisy because they were wrong. Teacher told them to read the first sentence. And from the sentence they answered directly "*oh, Natural Bridge National, Miss*". Furthermore, teacher explained about the kind of text. It was about

descriptive text. Teacher explained how to identify topic sentence, supporting sentence, function of the text, Meaning of difficult word/ idiom/ phrases in context, and exclude the facts. Then, teacher asked students to find difficult words from the text and discussed with their pairs.

During the learning, teacher tried to make interaction with students. Classroom interactions were ways of the teacher and students work together in class where they gave feedback to each other actively. Next, teacher gave and the last teacher motivated the students. Teacher always walked around the classroom to make sure that all students were active. After the teacher explained the material, teacher gave them ten exercises related to the previous text that was given by teacher. After doing the excercises, teacher gave the first test to the students.

In this cycle, the researcher found some problems that occurred during the lesson, as follow:

Table 5
The Students' Problems in the First Cycle

No.	Students' Problems
1	There were some problems occurred in learning process in the first cycle, Such as:Students were not ready to study because some students did not know what the teacher had explained.
2	Students did not have motivation to study because their English words mastery were low. it made some students could not guess what the picture about.
3	Some students did not work with their partner. Because in this cycle, the teacher divided the class into pairs/partners. But, the

	students predicted the pictures by themselves.
4	Some students could not identify supporting sentence. Because they felt difficult to differentiate between topic sentence and supporting sentence.
5	Some students were passive in the class.

2) Students' Reading Comprehension Score of Cycle 1

Researcher analysed the students' achievement based on their reading comprehension activity prediction strategy in the test that has given. Below the students' reading comprehension score in the first cycle:

Table 6
Students' Reading Comprehension Scores in First Cycle¹

No.	Code	Reading Comprehension Score					Total	Score (Total X 5)
		1	2	3	4	5		
1	AA	2	1	3	3	4	13	65
2	AW	4	1	4	1	4	14	70
3	AL	3	1	3	3	4	14	70
4	DH	3	3	3	3	4	16	80*
5	DK	3	0	4	2	4	13	65
6	DS	3	2	4	3	3	15	75
7	DA	2	3	4	2	2	13	65
8	ES	2	1	1	1	3	8	40
9	EF	2	1	2	2	2	9	45
10	G	3	2	4	2	3	14	70
11	HM	3	2	4	4	3	16	80*
12	MS	3	1	0	3	1	8	40
13	N	4	3	4	4	4	19	95*
14	NA	3	2	4	3	3	15	75
15	GS	3	0	4	3	3	13	65
16	RUS	4	1	4	3	4	16	80*
17	SNP	2	2	4	4	4	16	80*
18	SAS	3	2	4	2	3	14	70

¹Approved by collaborator Mrs. Surya Sagiro Batubara, M.Pd

19	FA	3	2	4	2	3	14	70
20	RAS	3	3	3	3	3	15	75
21	FA	1	2	4	2	4	13	65
22	JS	3	2	4	2	3	14	70
23	E	3	3	3	3	4	16	80*
24	LH	4	1	0	1	3	9	45
25	IP	4	3	4	2	4	17	85*
26	NTL	3	3	2	3	0	11	55
27	J	1	2	1	1	2	6	30
Total score		77	49	85	67	84	359	1805
Mean		2.85	1.81	3.14	2.48	3.11	13.29	66.85
Percentage								25.92%

*: *The students who passed the KKM (80) in the first cycle*

In the table of students' score described students' achievement in reading comprehension. One student got 30 score, two students got 40 score, two students got 45 score, one student got 55 score, five students got 65 score, six students got 70 score, three students got 75 score, five students got 80 score, one student got 85 score, and one student got 95 score.

From the scores of students, two students were categorized into very high category, 19 students were categorized into high category, three students were categorized into enough category, and three students were categorized into low category. But, the standard minimum of English competency in SMP Negeri 2 Padangsidimpuan is 80. It could be concluded that the percentage of students' score who passed the KKM was about 25.92%. It meant that there were only seven students who passed the KKM. The

classification of students' scores would describe as the following table.

Table 7
The Classification of Students' Reading Comprehension Scores in the First Cycle

No	Classification	Predicate	Total of Student	Percentage
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	3 Students	11.11%
3	41% - 60%	Enough	3 Students	11.11%
4	61% - 80%	High	19 Students	70.37%
5	81% - 100%	Very High	2 Students	7.40%
Total				100%

After getting students' reading comprehension scores in the first cycle, the researcher found the students' achievement were categorized into low category. It means that the students still had problems in identifying text. So, the researcher would continue to cycle 2.

b. Cycle 2

Based on the reflection in the previous cycle, there were some problems that occurred when Prediction Strategy were applied in learning process, such as; students were not ready to study because some students did not know what the teacher had explained; students did not have motivation to study because their English words mastery were low. it made some students could not guess what the picture about; some students did

not work with their partner. Because in this cycle, the teacher divided the class into pairs/partners. But, the students predicted the pictures by themselves; some students could not identify supporting sentence. Because they felt difficult to differentiate between topic sentence and supporting sentence; some students were passive in the class.

In this case, the researcher had rearranged the lesson plan and had made a new material that was interesting to be discussed. In this meeting, the researcher made the steps of the action, as follow:

a) Planning

In this step, the researcher planned and designed learning activities and prepared the topic that was about descriptive text “Keraton Jogjakarta (Sultan Palace) and Cherry Blossom (Sakura)”. (It can be seen in Appendix II for Lesson Plan Cycle II). And then the researcher also divided the students into five groups. Each group consisted of five or six students. Then, the researcher prepared observation note sheet to the collaborator, redesigned the procedure of teaching reading by arranging the classroom into five groups.

b) Action

In this step, the researcher gave the topic to students. The researcher explained about the material, ordered the students to predict what the picture about with their group. The teacher gave each group the chance to answer their prediction about the picture.

The teacher gave appreciation to the students' performance, commented their performance, and gave the assesment and motivate the students for the sucessfull learning of contextual teaching and learning.

c) Observation

In this step, there was an improvement of students in learning process. Some students who were not ready to study in the first cycle, they had been ready to start the study.

Based on the observation note sheet, the students' activities in teaching learning process were more active than the first cycle because they had more idea to predict what they could see from the picture, the students also could analyze the topic sentence and supporting sentence, and they could find the difficult word from the text.

It was because the researcher had explained more about analyzing topic sentence, supporting sentence, find the function of text, how to exclude the facts, and how to analyze the difficult words/ phrase/ idiom.

d) Reflection

Based on the observation sheet, the teacher could explain the material better than the previous cycle even though there were some students were still confused. It caused of the students were difficult to understand the meaning of words or phrases.

Thus, the researcher discussed it again with the collaborator as the teacher and found out some resolution of the problems that occured

during the lesson.

Table 8
The Students' Problems in the First Cycle and Resolution in the Second Cycle

No.	Students' Problems	Resolution
1	There were some problems occurred in learning process in the first cycle, Such as: Students were not ready to study because some students did not know what the teacher had explained.	Teacher explained more about the material and gave new topic to make the students were ready to continue the lesson.
2	Students did not have motivation to study because their English words mastery were low. it made some students could not guess what the picture about.	Teacher motivated the students by appreciating their answer or their prediction even though they were wrong.
3	Some students did not work with their partner. Because in this cycle, the teacher divided the class into pairs/partners. But, the students predicted the pictures by themselves.	Teacher asked the students to work with their group and predicted the picture with their group.
4	Some students could not identify supporting sentence. Because they felt difficult to differentiate between topic sentence and supporting sentence.	Teacher explained more about topic sentence that always occur in the beginning of paragraph or in the end. And the sentence after topic is called supporting sentence.
5	Some students were passive in the class.	The students that were passive were combined with the active students.

1) Learning Process of Cycle 2

Learning process described the students' series to do something that would be expected in this research. In other word, it would be chronologically. In sum up, this section described the learning process and teachers' activity in cycle 2. As the first cycle, the criteria for it were; teacher's appreciation in opening, teacher's explaining learning procedures and steps of research, teacher's explaining the material, teacher's reinforcement and interaction with students, teacher's motivating the students.

Teacher's appreciation in opening was the way of teacher opened the classroom by greeting all of the students. Teacher always tried to give her smile for the students. While teacher were explaining, teacher used facial and hand gestures to enhance meanings of words and sentences that might otherwise be unclear.

Teacher's explaining learning procedures and steps of research. Before teacher explained the material, teacher introduced some procedures or steps of this research, gave instructions clearly and simply to make students understood what they were going to do and what they were going to study. It meant the teacher explained the aims of learning topic, the material that would be taught by the teacher. Then, teacher previewed the topic for stimulating their background knowledge about descriptive text. Next, teacher

connected learning material to the students' experience by using prediction strategy.

Teacher's explaining the material teacher's explanation was relevant to objectives and procedure. In other words, explanation of teacher was appropriate the objective and procedure of learning. In this stage, teacher gave students the opportunity to ask the questions about the material that unclear for them, then teacher answered it clearly. Last, teacher asked all the students to participate in teaching process and set down its result on paper that would be provided.

During the learning, teacher focused about explaining what prediction strategy briefly, how to guess the context of text by using prediction strategy, and why they should use prediction strategy. Next, teacher explained the material. In the first cycle, teacher divided the class into pairs, but in the second cycle teacher divided the students into 5 groups. Each group consisted of five or six students. Then, teacher showed a picture of *Keraton Jogjakarta (Sultan Palace)*. Teacher asked the students what they could see. Then, students guessed with their group what the text talked about by seeing the picture. After they discussed it, group A answered "*Gedung presiden, Miss*". teacher appreciated the answer and asked to the other group. Then, group C answered "*White house, Miss*". teacher also appreciated the answer. It meant that students

tried to guess what they could see. Whereas, group D answered "*Istana merdeka*", group B answered "*Hotel*", and group E answered "*house*". Because each group answered wrong, teacher asked them to read the first sentence and the last sentence. Then, students immediately answered together "*Keraton Jogjakarta. Miss*". and the teacher said "*Yes, you are right*". Then, teacher explained the text. It was about descriptive text. The function is to inform or describe the readers about Keraton Jogjakarta.

Then, teacher gave the second picture, it was *Cherry Blossom (Sakura)*. Students guessed what the text talked about by seeing the picture with their group. After they discussed it, firstly, group E answered and guessed the picture "*Orchid, Miss*". teacher appreciated the answer and asked to the other group. Then, group D answered "*flower, Miss*". every student laughed because Everybody knew that was flower. But teacher immediately said, "*good trying*". Teacher also asked the other group, group C answered "*Jasmine flower*", group B answered the same with group C, and group A answered "*Sakura*". Teacher said "*Yes, group A is right*". And all of the students gave applause because group A could answer well. It meant that students tried to guess what they could see. Even though their answers were wrong. Teacher gave some feedback to the students and explained more

about descriptive text. Furthermore, teacher explained about the kind of text. It was about descriptive text. Teacher explained how to identify topic sentence, supporting sentence, function of the text, Meaning of difficult word/ idiom/ phrases in context, and exclude the facts. Then, teacher asked students to find difficult words from the text and discussed with their pairs.

During the learning, teacher tried to make interaction with students. Classroom interactions were ways of the teacher and students work together in class where they gave feedback to each other actively. Next, teacher gave and the last teacher motivated the students. Teacher always walked around the classroom to make sure that all students were active. After the teacher explained the material, teacher gave them ten exercises related to the previous text that was given by teacher. After doing the excercises, teacher gave the second test to the students.

2) Students' Reading Comprehension Score of Cycle 2

Researcher analyzed the students' achievement based on their reading comprehension activity using prediction strategy in the test that has given. Below the students' reading comprehension score in the second cycle:

Table 9
Students' Reading Comprehension Scores in Second Cycle 2

No.	Code	Reading Comprehension Score					Total	Score (Total X 5)
		1	2	3	4	5		
1	AA	4	1	4	3	4	16	80
2	AW	4	3	4	4	4	19	95
3	AL	4	2	4	2	3	15	75
4	DH	2	1	2	3	3	12	60
5	DK	4	3	4	2	3	15	75
6	DS	4	3	2	4	4	17	85
7	DA	4	3	4	3	2	16	80
8	ES	4	1	0	1	3	9	45
9	EF	4	0	2	3	2	11	55
10	G	4	2	4	3	3	16	80
11	HM	3	3	4	4	4	18	90
12	MS	4	1	1	1	1	8	40
13	N	4	3	2	1	4	14	70
14	NA	3	3	4	2	4	16	80
15	GS	3	3	3	3	4	16	80
16	RUS	4	3	4	2	4	17	85
17	SNP	4	3	4	1	3	15	75
18	SAS	4	3	4	3	3	17	85
19	FA	1	0	4	2	4	11	55
20	RAS	3	2	4	2	3	14	70
21	FA	3	3	4	2	3	15	75
22	JS	4	3	3	4	4	18	90
23	E	4	3	3	3	4	17	85
24	LH	2	1	3	4	2	12	60
25	IP	4	3	3	3	4	17	85
26	NTL	2	3	3	4	4	16	80
27	J	2	1	3	2	2	10	50
Total score		88	57	86	71	88	397	1985
Mean		3.25	2.11	3.18	2.62	3.25	14.70	73.51
Percentage								51.85%

Bold name that did not pass the KKM (80) in second cycle

In the table of students' score, it could be concluded that the students' achievement in cycle 2 was increased. The mean score of

students in cycle 2 was 73.51 and the percentage of students' score was 51.85%. Students' achievement in reading comprehension was categorized enough. The students' score in cycle 2 got improvement from the cycle 1. It shown that cycle 1 was 66.85 (25.92%) and cycle 2 was 73.51 (51.85%).

From the scores of students, 8 students were categorized into very high category, 12 students were categorized into high category, 6 students were categorized into enough category, and one student was categorized into low category. The classification of students' scores would describe as the following table:

Table 10
The Classification of Students' Reading Comprehension Scores in the Second Cycle

No	Classification	Predicate	Total of Student	Percentage
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	1 student	3.70%
3	41% - 60%	Enough	6 Students	22.22%
4	61% - 80%	High	12 Students	44.44%
5	81% - 100%	Very High	8 Students	29.62%
Total				100%

c. Comparison of Students' Achievement in Cycle 1 and Cycle 2

There were two cycles that had been conducted of this research. Every cycle consisted of two meetings which it took 90 minutes for each meeting. Sum of it took 180 minutes for two meetings or one cycle. So,

for the both cycles, it took 360 minutes. In each cycle, for the first meeting; teacher did the opening, briefing, implementation of learning material, acting (guessing strategy procedures), evaluating and closing. In the second meetings, teacher did the opening, replying the explanation of material, acting (prediction strategy procedures), evaluating and closing and giving test. For the interviewing the researcher did it in the other time after giving test. In short, for the second cycle the teacher applied as same as the first cycle.

In analyzing the data of first test, the first step was to get the mean score of the class. It was calculated as following:

$$x = \frac{x}{N} \times 100\%$$

$$x = \frac{1805}{27} \times 100\%$$

$$x = 66.85$$

Based on the calculation, the mean score of the class in first test was 68.85. The second step is to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) 80 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{7}{27} \times 100\%$$

$$P = 25.92\%$$

It showed that the students' reading comprehension by using prediction still into low categories.

Next, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. In second test, most of the students were able in identifying main idea, supporting sentences, identifying function of text, excludes facts, and meaning of difficult word/ idiom/ phrases by using prediction strategy. It means that they had a progress to improve their reading score previously. In analyzing the data of second test, the researcher calculated the mean score of the class. It was calculated as following:

$$x = \frac{x}{N} \times 100\%$$

$$x = \frac{1985}{27} \times 100\%$$

$$x = 73.51$$

Based on the calculation, the mean score of the class in second test was 73.51. Then, to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) 80 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{14}{27} \times 100\%$$

$$P = 51.85\%$$

It showed that the students' reading comprehension by using prediction strategy was enough categories. Based on explanation above, it can be concluded that the mean score and the percentage of the second test (second cycle) showed the improvement from the first test (first cycle); in the first test the mean score was 66.85 (25.92%); it was included low category. The improvement of mean score in second test (second cycle) was 73.51 (51.85%); it was included enough category. For the Students' Achievement or reading comprehension score in Cycle 1 and Cycle 2 could be seen in the following table:

Table 9
Comparison of Students' Achievement in
Reading Comprehension in Cycle 1 and Cycle 2

No.	Code	Grade		State
		Cycle 1	Cycle 2	
1	AA	65	80*	Improved
2	AW	70	95*	Improved
3	AL	70	75	Improved
4	DH	80*	60	Declined
5	DK	65	75	Improved
6	DS	75	85*	Improved
7	DA	65	80*	Improved
8	ES	40	45	Improved
9	EF	45	55	Improved
10	G	70	80*	Improved
11	HM	80*	90*	Improved
12	MS	40	40	<i>Unchanged</i>
13	N	95*	70	Declined
14	NA	75	80*	Improved

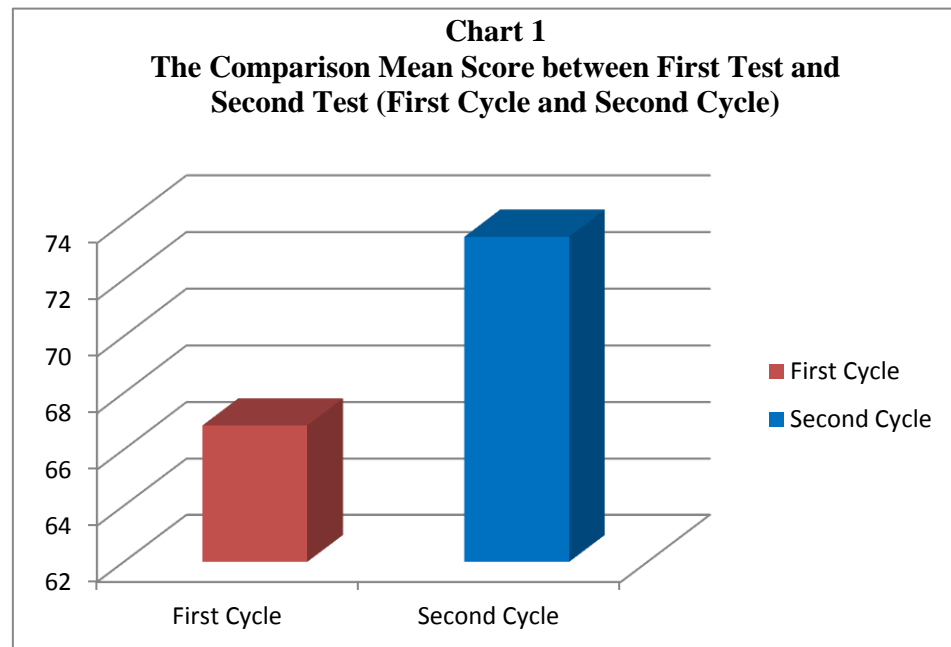
15	GS	65	80*	Improved
16	RUS	80*	85*	Improved
17	SNP	80*	75	Declined
18	SAS	70	85*	Improved
19	FA	70	55	Declined
20	RAS	75	70	Declined
21	FA	65	75	Improved
22	JS	70	90*	Improved
23	E	80*	85*	Improved
24	LH	45	60	Improved
25	<i>IP</i>	85*	85*	<i>Unchanged</i>
26	NTL	55	80*	Improved
27	J	30	50	Improved
Total score		1805	1985	Improved
Mean		66.85	73.51	Improved
Percentage		25.92%	51.85%	Improved

**The students who passed the KKM (80) in cycle 1 and cycle 2*

Bold name that declined from cycle 1 to cycle 2

Italic name that unchanged from cycle 1 to cycle 2

Based on the table of Comparison of Students' Achievement in Reading Comprehension in Cycle 1 and Cycle 2, 20 students got improvement, two students got unchanged, and five students got declined on their score. From the students' mean score; the first cycle students' mean score were 66.85 and the second cycle students' mean score were 73.51. From the students Percentage; the first cycle, there were seven students who passed the KKM (25.92%). The second cycle, there were 14 students who passed the KKM (51.85%). Summary, based on the table, the comparison of students' achievement could be seen in the following chart:



Based on the above chart, it can be concluded that the researcher's hypothesis that Prediction strategy improve students' reading comprehension at grade VIII SMP Negeri 2 Padangsidempuan was accepted. Here is the calculation of the cycle result can be looked from the table below:

Table 10
The Result of Difference Score between First Cycle and Second Cycle

No	Students' Initial	Cycle 1 First Test	Cycle 2 Second Test	D=X-Y	$\Sigma D=D-MD$	ΣD^2
1	AA	65	80*	15	-3.50	12.25
2	AW	70	95*	25	-13.50	182.25
3	AL	70	75	5	6.50	42.25
4	DH	80*	60	20	-8.50	72.25
5	DK	65	75	10	1.50	2.25
6	DS	75	85*	10	1.50	2.25
7	DA	65	80*	15	-3.50	12.25
8	ES	40	45	5	6.50	42.25
9	EF	45	55	10	1.50	2.25
10	G	72	80*	8	3.50	12.25
11	HM	80*	90*	10	1.50	2.25
12	MS	40	40	0	11.50	132.25
13	N	95*	70	25	-13.50	182.25
14	NA	75	80*	5	6.50	42.25
15	GS	65	80*	15	-3.50	12.25
16	RUS	80*	85*	5	6.50	42.25
17	SNP	80*	75	5	6.50	42.25
18	SAS	70	85*	15	-3.50	12.25
19	FA	70	55	15	-3.50	12.25
20	RAS	75	70	5	6.50	42.25
21	FA	65	75	10	1.50	2.25
22	JS	70	90*	20	-8.50	72.25
23	Total/N	1512/22	1625/22	253/22	0.36/22	979.5/22
24	Mean	M= 68.72	M= 73.86	M_D = 11.50	$\Sigma D=0.016$	$\Sigma D^2= 44.52$

**: The students who passed the KKM (80) in first cycle
 Bold name that did not pass the KKM (80) in second cycle*

To prove the significances, the researcher used t-test for samples 27 students. The procedures of interpreting the data were:

M_D = Mean of difference

$$M_D = \frac{D}{N}$$

$$= \frac{253}{22} = 11.50$$

ΣD = Number of difference Score Between Second Cycle and First Cycle,

$$D = X - Y$$

$N = 22$ Students

SD_D = Standard Deviation from the difference score between First Test and Second test.

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{979.5}{22} - \left(\frac{0.36}{22}\right)^2}$$

$$SD_D = \sqrt{44.52 - 0.00026}$$

$$SD_D = \sqrt{44.52}$$

$$SD_D = 6.67$$

SE_{M_D} = Standard Error from Mean of Difference

$$SE_{M_D} = \frac{SD_D}{\sqrt{N}}$$

$$SE_{MD} = \frac{6.67}{\sqrt{22-1}}$$

$$SE_{MD} = \frac{6.67}{\sqrt{21}}$$

$$SE_{MD} = \frac{6.67}{4.58}$$

$$SE_{MD} = 1.45$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{11.50}{1.45}$$

$$t_o = 7.93$$

$$\text{Degrees of freedom (df)} = N-1 = 22-1 = 21$$

The calculation result of $t_o = 7.93$, t_{table} with $df = 21$, level of significance in t table 5% is 2,080. It can be known that the result of t_o is bigger than t_t , it is $7.93 > 2.080$. Based on the result, it means that there is a significant improvement between students' reading learning process result in the first cycle and second cycle.

From analysis above, the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where mean of second cycle (73.51)

is greater than first cycle (66.85). It shows that “Prediction Strategy” influenced to improve the Students’ Reading Comprehension at grade VIII SMP N 2 Padangsidempuan.

B. Discussion

1. Students’ Achievement

Students’ achievement in reading comprehension by using prediction strategy at grade VIII SMP Negeri 2 Padangsidempuan was described in this research as one of the purpose. The researcher found the improvement of students’ mean scores and percentage in reading comprehension by using prediction strategy based on first cycle and second cycle.

Based on the related findings of this research in chapter II, the students’ achievements were: the first, Kevyn Collins Thompson and Jamie Callan had a journal about “A Language Modeling Approach to Predicting Reading Difficulty”. The researchers demonstrated a new research approach to the problem of predicting the reading difficulty of a text passage, by recasting read ability in terms of statistical language modeling. The research shows that reading difficulty can be estimated with a simple language modeling approach a modified naïve Bayes classifier. The classifier's effectiveness is improved by explicitly modeling class relationships and smoothing frequency data across classes as well as within each class.

The second, Hoang Thi Kim Que also had a journal research about “
M.A Thesis Linguistics: Improving students’ reading comprehension

through predicting Strategy instruction: an action research at Ca Ba Quat Upper Secondary School”. The research showed that the predicting strategy instruction has made a slight improvement in the students’ reading comprehension. The students were significantly better at finding the topic of the text, answering the detailed questions with the help from the picture, and anticipating the upcoming information from the textual structure. In this study.

Researcher also had found that the improvement of students’ achievement through the title “Improving Students’ Reading Comprehension through Prediction Strategy at grade VIII SMP Negeri 2 Padangsidimpuan”. It was 66.85 (25.92%) in first cycle, and it was 73.51 (51.85%) in second cycle. So, the cycle 2 was bigger than cycle 1 ($51.85\% > 25.92\%$).

C. Threats of the research

In doing the research, the researcher found some threats in this research, they were:

1. The data in this research were objective which the descriptions of students’ score were based on the test in essay test that had certain score for each question items.
2. The tool that used in collecting the result of students’ reading comprehension was complete because the researcher used the paper, whiteboard, board marker, phone camera. These tools are good enough to get the data which it could be more subjective and learning process more effective and efficient.

3. In teaching learning process was not running well because the students were less serious and enthusiasm in doing reading activities, some students still used their own strategies in reading comprehension where it could be seen from the result of research. There were 5 students were declined and 2 students were unchanged in the second test.
4. Prediction strategy gave chance to the students to use target language for meaningful purposes; developed the students' reading comprehension and also improved their concentration in reading a text so that they could be more active and interested in learning reading comprehension. So, the researcher hoped prediction strategy can be used in the classroom as one of the best strategies in teaching reading comprehension at grade VIII SMP Negeri 2 Padangsidempuan.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. The Conclusion

Based on the result of the classroom action research, it could be concluded that Prediction strategy improved students' reading comprehension at grade VIII SMP Negeri 2 Padangsidimpuan. It based on the students' reading comprehension score, the mean score in the first cycle was 66.85 (25.92%) and in the second cycle was 73.51 (51.85%).

The calculation result of $t_o = 7.93$, t_{table} with $df = 21$, level of significance in t table 5% is 2,080. It can be known that the result of t_o is bigger than t_t , it is $7.93 > 2.080$. Based on the result, it means that there is a significant improvement between students' reading learning process result in the first cycle and second cycle.

Therefore, the hypothesis in this research could be accepted because the score of students and the students' activity in learning process by using Prediction strategy at grade VIII SMP Negeri 2 Padangsidimpuan.

B. The Suggestion

The researcher gives some suggestion based on the conclusion above;

1. Based on the first conclusion, students' reading comprehension is improved by using prediction strategy at grade VIII SMP Negeri 2 Padangsidimpuan. The researcher suggests to the teacher to apply this strategy in teaching reading comprehension by looking at the students' problem in reading

comprehension, giving the solutions to the students' problem, and looking at the teacher's ways in teaching.

2. Based on the students' improvement during the learning process, the researcher hope that it can increase the strategies in learning and can help the students to be easier in identifying topic sentence, supporting sentence, the function of the text, exclude the facts, and also can be easier to identify meaning of difficult word/ idiom/ phrases.

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CURRICULUM VITAE

1. Personal Data

Name : Nurhazizah
Reg. Students Number : 11 340 0068
Place, Date of Birthday : Padangsidempuan, August, 17th 1992
Sex : Female
Address : Jln. Imam Bonjol, Lk.I Padangmatinggi
Padangsidempuan Selatan

2. Parents Data

Father's Name : Supami
Mother's Name : Sukiman

3. Educational Background

Primary School : SD Negeri 21 No. 200204 Padangsidempuan
(2005)
Junior High School : MTs Panca Dharma Padangsidempuan (2008)
Senior High School : SMK Panca Dharma Padangsidempuan (2011)
Institute : Institute Agama Islam Negeri
Padangsidempuan (2016)

APPENDIX I

SIKLUS I (CYCLE I) RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Negeri 2 Padangsidempuan
Kelas/ Semester : VIII-11/ 2
Subjek : Bahasa Inggris
Jenis Teks : Monolog *Descriptive Text*
Aspek/Skill : Membaca/ *Reading*
Alokasi Waktu : 4 x 45 menit (2 x pertemuan)

A. Standar Kompetensi

1. Memahami makna teks fungsional pendek dan esei berbentuk *descriptive* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

2. Kompetensi Dasar

- 1.1 Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

3. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Mengidentifikasi kalimat topik dalam teks.
- b. Mengidentifikasi kalimat pendukung.
- c. Mengidentifikasi fungsi text.
- d. Mengidentifikasi arti kata – kata yang sulit/ idiom/ prase yang terdapat dalam teks.
- e. Mengamati fakta yang berkaitan dengan teks dalam bentuk *descriptive text*

❖ **Karakter siswa yang diharapkan:** Toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air,

menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab.

4. Materi Pembelajaran

1. Bacaan teks deskriptif “My Pet”



My Pet

I have a pet. It is a dog, and I call it Brownie. Brownie is a Chinese breed.

It is small, fluffy, and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownies does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

2. Bacaan teks deskriptif “Natural Bridge National”

Natural Bridge National

Natural Bridge National Park is a lush tropical rainforest. It is located 110 kilometers south of Brisbane, and is reached by following the Pacific Highway to Nerang, and then by travelling through the Numinbah Valley.

This scenic roadway lies in the shadow of the Lamington National Park. The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades is a short one kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. The picnic areas offer toilets, barbecues, shelter sheds, water and fireplaces, overnight camping is not permitted.



5. Strategi Pembelajaran

- Prediction Strategy

6. Langkah-Langkah Kegiatan

Pertemuan Pertama dan Kedua

Aktivitas Guru	Aktivitas Siswa
1. Kegiatan Awal <ol style="list-style-type: none">Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing-masing.Guru mengabsen siswa.Guru menjelaskan tujuan pembelajaran	<ol style="list-style-type: none">Siswa memberikan salam dan berdoa sesuai dengan kepercayaan masing-masing.Siswa mendengarkan guru mengabsen.Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan

yang akan dicapai.	oleh guru.
<p>2. Kegiatan Inti</p> <p>a. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/ teks yang akan dipelajari.</p> <p>b. Guru mengaplikasikan <i>prediction strategy</i>.</p> <p>c. Guru menunjukkan beberapa gambar dan meminta siswa untuk menebak gambar tersebut.</p> <p>d. Guru memberikan beberapa pertanyaan dan siswa harus menjawabnya.</p> <p>e. Guru mengelompokkan siswa menjadi pasangan atau pairs.</p> <p>f. Guru memberikan tugas kepada siswa untuk membaca dengan menggunakan <i>prediction strategy</i>.</p> <p>1) <i>Using pre-reading</i></p> <p>a) Guru meminta siswa untuk melihat gambar dan bertanya gambar apakah yang mereka lihat.</p> <p>b) Guru meminta siswa untuk menebak teks yang akan mereka bahas dari gambar tersebut tanpa memperlihatkan judul teks.</p> <p>c) Setelah siswa memberikan jawaban, kemungkinan siswa akan menjawab dengan berbagai macam jawaban yang mungkin benar atau salah.</p> <p>d) Guru meminta siswa untuk memberi alasan atas jawaban mereka.</p> <p>e) Guru meminta siswa untuk membaca kalimat pertama dan kalimat terakhir lalu menebak isi teks.</p> <p>f) Guru meminta siswa untuk mencari kata-kata yang sulit atau belum familiar dengan mereka lalu meminta siswa untuk melihat kata sebelum dan sesudahnya.</p> <p>2) <i>Using Other while-reading</i></p> <p>a) Setelah siswa menebak judul dan memberi alasan, guru akan memberi</p>	<p>a. Siswa memperhatikan penjelasan guru mengenai judul dan gambaran umum tentang materi/ teks yang akan dipelajari.</p> <p>b. Siswa mengaplikasikan <i>prediction strategy</i>.</p> <p>c. siswa menebak gambar apa yang yang ditunjukkan guru.</p> <p>d. Siswa dikelompokkan menjadi pasangan atau pairs.</p> <p>1) <i>Using pre-reading</i></p> <p>a) Siswa melihat gambar dan bertanya gambar apakah yang mereka lihat.</p> <p>b) Siswa menebak teks yang akan mereka bahas dari gambar tersebut..</p> <p>c) Siswa memberi alasan atas jawaban mereka.</p> <p>d) Siswa akan memberikan jawaban yang berbeda-beda.</p> <p>e) Siswa membaca kalimat pertama dan kalimat terakhir lalu menebak isi teks.</p> <p>f) Siswa mencari kata-kata yang sulit atau belum familiar dengan mereka lalu meminta siswa untuk melihat kata sebelum dan sesudahnya.</p> <p>2) <i>Using Other while-reading</i></p> <p>a) Siswa mendengarkan jawaban yang akan diberi oleh guru.</p> <p>b) Siswa memprediksi apa yang akan dibahas lebih jauh lagi mengenai teks tersebut.</p> <p>c) Siswa mengidentifikasi <i>structure</i> yang terdapat dalam teks seperti teks pembuka atau introduction, judul atau title, fungsi teks atau function, menemukan fakta benar</p>

<p>jawaban yang benar mengenai judul teks tersebut.</p> <p>b) Setelah itu, guru meminta siswa untuk memprediksi apa yang akan dibahas lebih jauh lagi mengenai teks tersebut.</p> <p>c) Guru meminta siswa untuk mengidentifikasi <i>structure</i> yang terdapat dalam teks seperti teks pembuka atau introduction, judul atau title, fungsi teks atau function, menemukan fakta benar atau salah berdasarkan informasi yang ada dalam teks.</p> <p>g. Guru memberikan soal berdasarkan teks yang telah diberikan kepada siswa dengan menggunakan <i>Prediction Strategy</i>.</p> <p>h. Guru memberikan beberapa pernyataan benar atau salah berdasarkan teks yang telah siswa baca.</p>	<p>atau salah berdasarkan informasi yang ada dalam teks.</p> <p>e. Siswa mengerjakan soal yang diberikan guru menggunakan <i>Prediction Strategy</i>.</p> <p>f. Siswa menjawab beberapa pernyataan benar atau salah yang akan dibacakan guru berdasarkan teks.</p>
<p>3. Kegiatan Penutup</p> <p>a. Guru mengumpulkan soal yang telah dikerjakan siswa.</p> <p>b. Guru dan siswa bersama-sama menyimpulkan pelajaran.</p> <p>c. Guru menanyakan kesulitan siswa ketika menjawab soal dengan menggunakan strategi prediksi.</p> <p>d. Guru memberikan umpan balik terhadap hasil kerja siswa.</p> <p>e. Siswa memberi salam kepada guru.</p>	

7. Sumber Belajar

1. Teks yang berkaitan dengan bahan ajar
2. Kamus Bahasa Inggris
3. Internet

8. Penilaian

Indikator Pencapaian Kompetensi	Teknik	Bentuk	Instrumen
---------------------------------	--------	--------	-----------

	Penilaian	Instrumen	Soal
<ul style="list-style-type: none"> • Mengidentifikasi kalimat topik dalam teks fungsional. • Mengidentifikasi kalimat pendukung dalam teks fungsional. • Mengidentifikasi fungsi dari teks fungsional. • Mengidentifikasi kata – kata sulit/ idiom/ frase dengan teks fungsional. • Mengidentifikasi fakta-fakta yang berkenaan dengan teks fungsional. • 	Tes Tulis	Essay test	<i>Answer the following question based on the text above!</i>

Question

Choose the best answer based on the text! (a, b, c, or d)

Indicator	Number of Question
1. Topic sentence	1 and 6
2. Supporting sentence	2 and 7
3. Function of the text	3 and 8
4. Exclude the facts	4 and 9
5. Meaning of difficult word/ idiom/ phrases in context	5 and 10

➤ (My Pet Text)

1. What is the topic sentence of the first paragraph? 1
2. What is supporting sentence of the second paragraph? 2
3. What is the function of text? 3
4. TRUE or FALSE, brownie dislikes bones? 4
5. Brownie is really a sweet and friendly animal. (Paragraph 2). The underlined word means? 5

➤ (Natural Bridge National Text)

6. What is the topic sentence of the first paragraph? 1
7. What is supporting sentence of the first paragraph? 2
8. What is the function of the text? 3
9. TRUE or FALSE, people can not swim in the rock pools? 4

10. This scenic roadway lies in the shadow of the Lamington National Park. (Paragraph 2). The underlined word means? 5

1. Pedoman Penilaian

a. Untuk tiap nomor, tiap jawaban benar skor 1

Kategori Skor

1) Tepat sekali = 1

2) Mendekati = 0,5

3) Tidak tepat = 0

b. Jumlah skor maksimal x 5 = 100

c. Nilai maksimal = 100

d. Nilai siswa = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

e. Menghitung nilai rata-rata siswa

$$M = \frac{\sum fX}{N}$$

Explanation:

M : the mean of the students

$\sum fX$: the total score

N : the number of the students

Mengetahui
Guru Bahasa Inggris Kelas VIII

Padangsidimpuan,
Peneliti

2016

Surya Sagiرو Batubara, M.Pd
NIP

Nurhazizah
Nim. 11 340 0068

➤ **Lampiran Kunci Jawaban Soal:**

(My Pet Text)

1. The topic sentence of the first paragraph is I have a pet.
2. Supporting sentence from the second paragraph is it has got thick brown fur.
3. The function of text is to inform or describe the readers about my pet.
4. FALSE.
5. The underlined word is “ramah”.

➤ **(Natural Bridge National Text)**

6. The topic sentence of the first paragraph is Natural Bridge National Park is a lushious tropical rainforest.
7. Supporting sentence of the first paragraph is it is located 110 kilometers south of Brisbane, and is reached by following the Pacific Highway to Nerang, and then by travelling through the Numinbah Valley.
8. The function of the text is to inform or describe the readers about Natural Bridge National.
9. TRUE.
10. The underlined word is “bayangan”.

FIRST TEST

Nama :

Class :

Petunjuk :

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Jawablah pertanyaan-pertanyaan di bawah ini berdasarkan gambar dan teks deskriptif.
3. Bacalah dengan teliti petunjuk mengerjakan soal.
4. Periksa pekerjaan anda sekali lagi sebelum anda serahkan kepada guru.
5. Test ini disertakan dengan gambar dan teksnya secara langsung.
6. Test ini hanya bertujuan untuk mengetahui data dari murid – murid tentang kemampuan murid – murid dalam menguasai pemahaman membaca (reading comprehension).
7. Waktu yang tersedia 45 menit.

QUESTIONS!

Question 1-5: This text below is for question number 1 up to 5. And then answer the questions below!



Prambanan Temple

Prambanan temple is the largest Hindu temple complex in Indonesia. The temple was built in the 10th century and was dedicated to Shiva. There are 8 big temples and 8 small temples at the main yard. There are also 222 smaller temples at the lower yard.

Inside the big temples, there are statues. There are statues of Shiva, Brahma, and Vishnu. They are the Hindu three highest Gods. There are also other statues. One of the most popular is roro jonggrang statues. The legend tells that it was actually a girl that cursed to be a stone.

There is also relief about Ramayana at the temple wall. And we can also see Ramayana Ballet Dance at the temple complex at night.

11. What is the topic sentence of the first paragraph? 1
12. What is supporting sentence from the second paragraph? 2
13. What is the function of text? 3
14. TRUE or FALSE, there are three statues in front of the big temples? 4

15. There is also relief about Ramayana at the temple wall. (Paragraph 3). The underlined word means? 5

Question 6-10: This text below is for question number 6 up to 10. Answer the questions carefully!



The Elephant

The elephants are herbivores and eat all types of vegetation such as grasses, leaves, and fruits. They have almost hairless skin, four legs, and a distinctive long, flexible, prehensile trunk. The elephants which is also known as the largest of all land mammals usually live in groups consisting of adult female elephant as the leader of the group, their children and their relative female elephants.

The elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, Mahouts (elephant trainers) use their feet to steer or give commands to the animal via the knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.

16. What is the topic sentence of the first paragraph? 1
17. What is supporting sentence from the second paragraph? 2

18. What is the function of text? 3
19. TRUE or FALSE, they are able to hear sounds from tens kilometer. ? 4
20. The elephants also have very sharp auditory because...(Paragraph 2). The underlined word means? 5

Question 11-15: This text below is for question number 11 up to 15. Answer the questions carefully!



Rose

If you are in love, you may remember a rose. It is a symbol of romantic thing. However do you know the nature of this beautiful flower? Rose is in a family of Rosaceae. The flower is large and showy. The colours range from white through yellows and reds. Most species of rose are native to Asia, Europe, North America, and northwest Africa. Rose plants can grow in different size from compact, miniature, to climbers which reach 7 meters in height.

The popular species of roses are Banksianae, Caninae, Carolinae, Chinensis, Gallicanae. Banksianae is a rose flower from China which is white and yellow. Caninae is a species from Asia, Europe and North Africa which is pink and white. Carolinae is known from North America which has a white, pink, and bright pink colour. Chinensis is a white, pink, yellow, red and mixed-color rose from China and Burma. Gallicanae is a species of roses from western Asia and Europe which is pink to crimson.

Roses are best known as ornamental plants grown for their flowers in the garden and sometimes indoors. They have been also used for commercial perfumery and commercial cut flower crops.

21. What is the topic sentence of the second paragraph? 1
22. What is supporting sentence from the second paragraph? 2
23. What is the function of text? 3
24. TRUE or FALSE, roses can only grow in Asia? 4
25. Gallicanae is a species of roses from western Asia and Europe ...(Paragraph 2). The underlined word means? 5

Question 16-20: This text below is for question number 16 up to 20. Answer the questions carefully!



The Eiffel Tower

The Eiffel Tower is situated on the Champ de Mars in Paris. Inherent 1889, it has get to be both a worldwide symbol of France and a standout amongst the most conspicuous building on the planet. The tower is the most astounding building in Paris and the most-went by landmark on the planet; a huge number of individuals visit it consistently. The specialist Gustave Eiffel thought of his name for this tower. The tower was constructed as the passage curve to the 1889 World's Fair.

The tower is 324 meters (1,063 ft) tall, and as tallness as a 81-story building. Upon its finish, it is higher than the Washington Monument to expect the title of tallest man-made structure on the planet, a title it held for a long time, until the Chrysler Building in New York City was inherent 1930; be that as it may, because of the expansion in 1957 of the receiving wire, the tower is presently higher than the Chrysler Building and it is the second-tallest structure in France after the 2004 Millau Viaduct.

26. What is the topic sentence of the first paragraph? 1

27. What is supporting sentence from the second paragraph? 2
28. What is the function of text? 3
29. TRUE or FALSE, Eifel tower is the symbol of France? 4
30. The tower was constructed as the passage curve to the 1889 World's Fair.
(Paragraph 2). The underlined word means? 5

ANSWER KEY IN THE FIRST TEST

1. Prambanan temple is the largest Hindu temple complex in Indonesia. (1)
2. There are statues of Shiva, Brahma, and Vishnu. (1)
3. To inform or describe the readers about prambanan temple. (1)
4. FALSE. (1)
5. Dinding. (1)
6. The elephants are herbivores and eat all types of vegetation such as grasses, leaves, and fruits. (1)
7. By these ears, they can hear sounds from a distance about tens kilometer. (1)
8. To inform or describe the readers about elephant. (1)
9. TRUE. (1)
10. Pendengaran. (1)
11. The popular species of roses are Banksianae, Caninae, Carolinae, Chinensis, Gallicanae. (1)
12. Banksianae is a rose flower from China which is white and yellow. (1)
13. To inform or describe the readers about rose. (1)
14. FALSE. (1)
15. Bagian barat. (1)
16. The Eiffel Tower is situated on the Champ de Mars in Paris. (1)
17. Upon its finish, it is higher than the Washington Monument to expect the title of tallest man-made structure on the planet, a title it held for a long time, until the Chrysler Building in New York City was inherent 1930; (1)
18. To inform or describe the readers about Eifel tower. (1)
19. TRUE. (1)

20. Didirikan/dibangun. (1)

LIST OF INTERVIEW

Interviews to the Students

(First Cycle)

1. Apakah kesulitan anda dalam mengidentifikasi kalimat topik?

(What are your difficulties in identifying the topic sentence?)

Answer:

2. Apakah kesulitan anda dalam mengidentifikasi kalimat pendukung?

(What are your difficulties in identifying supporting sentence?)

Answer:

3. Apakah kesulitan anda dalam mengidentifikasi fungsi teks?

(What are your difficulties in identifying the function of text?)

Answer:

4. Apakah kesulitan anda dalam mengidentifikasi arti kata – kata yang sulit/ idiom/ frase yang sesuai dengan konteks?

(What are your difficulties in identifying the meaning of difficult word/ idiom/ phrases in context?)

Answer:

5. Apakah kesulitan anda dalam mengidentifikasi fakta-fakta yang berkenaan dalam teks?

(What are your difficulties in identifying the facts related to the text?)

Answer:

6. Mengapa anda tidak menyelesaikan tugas anda?

(Why don't you finish your task?)

Answer:

7. Mengapa anda tidak mengumpul tugas anda tepat waktu?

(Why don't you collect your task appropriately?)

Answer:

8. Mengapa anda membuat keributan di kelas?

(Why do you make disturbance in the classroom?)

Answer:

9. Mengapa anda sering permisi?

(Why do you often get permission?)

Answer:

10. Apakah kemampuan membaca anda meningkat setelah pertemuan pertama ini?

(Is your reading comprehension improved after this first meeting?)

Answer:

Padangsidempuan,

Validator

Surya Sagiro Batubara, M.Pd
NIP

APPENDIX V

**Observation Note Sheet
Teachers' Activity in Teaching Learning Process
Classroom Action Research**

Subject Matter : English
Class/ Semester : VIII-11
Days/ Date Of :
Cycles : I
Observer : NURHAZIZAH

No.	Activities	Yes	No	Notes
I.	A. Opening			Very Good
	1. Doing the apperception.	✓		
	2. Giving the motivation to the students.	✓		
	3. Explaining the purpose of the learning outcome.	✓		
	4. Explaining the steps teaching-learning reading process by using prediction strategy.	✓		
II	B. Implementation of Learning Material			
	1. Connecting learning material to the students' experience by using prediction strategy.	✓		

	2. Explaining reading material by using prediction strategy.	✓		The researcher did not give the motivation to the students to participate in teaching process.
	3. Giving the suitable example in reading material.	✓		
	4. Motivating all students to participate in teaching process and sets down its result on paper that is provided.		✓	
III	C. Evaluation			Good
	1. Asking the students to do test and researcher looks after the students during the test time.			
	2. After students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with lesson plan.			
IV	D. Closing			
	1. Making the conclusion based on reading material.			
	2. Asking the students about reading material.			

	3. Giving the motivation to the students in order to apply prediction strategy in reading comprehension.			Good
	4. Giving the information about reading material in the next meeting.			

**Padangsidimpu
an, 18 Mei
2016**

**Va
lidator**

Mrs. Surya

Sagiro

Batubara, M.Pd

NIP. 19760522

200502 1 002

APPENDIX VI

**Observation Note Sheet
Teachers' Activity in Teaching Learning Process
Classroom Action Research**

Subject Matter : English
Class/ Semester : VIII-11
Days/ Date Of :
Cycles : II
Observer : NURHAZIZAH

No.	Activities	Yes	No	Notes
II.	A. Opening			Very Good
	1. Doing the apperception.	✓		
	2. Giving the motivation to the students.	✓		
	3. Explaining the purpose of the learning outcome.	✓		
	4. Explaining the steps teaching-learning reading process by using prediction strategy.	✓		
II	B. Implementation of Learning Material 1. Connecting learning material to the students' experience by using prediction strategy.	✓		

	2. Explaining reading material by using prediction strategy.	✓		Very Good
	3. Giving the suitable example in reading material.	✓		
	4. Motivating all students to participate in teaching process and sets down its result on paper that is provided.	✓		
III	C. Evaluation			Very Good
	1. Asking the students to do test and researcher looks after the students during the test time.	✓		
	2. After students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with lesson plan.	✓		
IV	D. Closing			
	1. Making the conclusion based on reading	✓		

	material.			Very Good
	2. Asking the students about reading material.	✓		
	3. Giving the motivation to the students in order to apply prediction strategy in reading comprehension.	✓		
	4. Giving the information about reading material in the next meeting.	✓		

Padangsidempuan, 18 Mei 2016
Validator

Mrs. Surya Sagiro Batubara, M.Pd
NIP. . 19760522 200502 1 002

APPENDIX V

**Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research**

Subject Matter : English
Class / Semester : VIII-11
Days / Date Of :
Cycle : I
Observer : NURHAZIZAH

Students	Activities				
	Who makes noisy in the classroom	Who goes permission	Who sleeps in the classroom	Who walks around	Who doesn't attend
1.		✓			
2.					
3.					
4.				✓	
5.					
6.					
7.					
8.	✓				
9.					
10.					
11.				✓	
12.				✓	
13.		✓			
14.	✓				
15.					✓
16.					
17.				✓	
18.					
19.				✓	
20.					
21.				✓	
22.					
23.		✓			
24.				✓	
25.					
26.				✓	
27.					
28.					
29.					
30.					
31.					

32.					
Total	2	3		8	2
Condition of the classroom	ACTIVE AND VERY NOISE				

Padangsidimpuan, 18 Mei 2016

Validator

Mrs.Surya Sagiro Batubara, M.Pd
NIP. 19760522 200502 1 002

APPENDIX VI

Observation Note Sheet Students' Activity in Teaching Learning Process Classroom Action Research

Subject Matter : English
Class / Semester : VIII-11
Days / Date Of :
Cycle : II
Observer : Mrs. Surya Sagiro Batubara, M.Pd

Students	Activities				
	Who makes noisy in the classroom	Who goes permission	Who sleeps in the classroom	Who walks around	Who doesn't attend
1.				✓	
2.					
3.					
4.	✓				
5.					
6.					
7.		✓			
8.					
9.				✓	
10.					
11.					
12.					
13.					
14.					
15.	✓				
16.					
17.					✓
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					
31.					

32.					
Total	2	1	2		1
Condition of the classroom	ACTIVE				

Padangsidimpuan, 18 Mei 2016

Validator

Mrs.Surya Sagiyo Batubara, M.Pd
NIP. 19760522 200502 1 002

APPENDIX VIII

Students' Reading Comprehension Scores in First Cycle¹

No.	Code	Reading Comprehension Score					Total	Score (Total X 5)
		1	2	3	4	5		
1	AA	2	1	3	3	4	13	65
2	AW	4	1	4	1	4	14	70
3	AL	3	1	3	3	4	14	70
4	DH	3	3	3	3	4	16	80*
5	DK	3	0	4	2	4	13	65
6	DS	3	2	4	3	3	15	75
7	DA	2	3	4	2	2	13	65
8	ES	2	1	1	1	3	8	40
9	EF	2	1	2	2	2	9	45
10	G	3	2	4	2	3	14	70
11	HM	3	2	4	4	3	16	80*
12	MS	3	1	0	3	1	8	40
13	N	4	3	4	4	4	19	95*
14	NA	3	2	4	3	3	15	75
15	GS	3	0	4	3	3	13	65
16	US	4	1	4	3	4	16	80*
17	SNP	2	2	4	4	4	16	80*
18	SAS	3	2	4	2	3	14	70
19	FA	3	2	4	2	3	14	70
20	RAS	3	3	3	3	3	15	75
21	FA	1	2	4	2	4	13	65
22	JS	3	2	4	2	3	14	70
23	E	3	3	3	3	4	16	80*
24	LH	4	1	0	1	3	9	45
25	IP	4	3	4	2	4	17	85*
26	NTL	3	3	2	3	0	11	55
27	J	1	2	1	1	2	6	30
Total score		77	49	85	67	84	359	1805
Mean		2.85	1.81	3.14	2.48	3.11	13.29	66.85
Percentage								25.92%

*: The students who passed the KKM (80) in the first cycle

In analyzing the data of first test, the researcher calculated the mean score of the class and also calculating the percentage of first test in first cycle. It was calculated as following:

¹Approved by collaborator Mrs. Surya Sagiro Batubara, M.Pd

$$x = \frac{x}{N} \times 100\%$$

$$x = \frac{1805}{27} \times 100\%$$

$$x = 66.85$$

$$P = \frac{7}{27} \times 100\%$$

$$P = 25.92\%$$

The Classification of Students' Reading Comprehension Scores in the First Cycle

No	Classification	Predicate	Total of Student	Percentage
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	3 Students	11.11%
3	41% - 60%	Enough	3 Students	11.11%
4	61% - 80%	High	19 Students	70.37%
5	81% - 100%	Very High	2 Students	7.40%
Total				100%

APPENDIX IX

Students' Reading Comprehension Scores in Second Cycle²

No.	Code	Reading Comprehension Score					Total	Score (Total X 5)
		1	2	3	4	5		
1	AA	4	1	4	3	4	16	80
2	AW	4	3	4	4	4	19	95
3	AL	4	2	4	2	3	15	75
4	DH	2	1	2	3	3	12	60
5	DK	4	3	4	2	3	15	75
6	DS	4	3	2	4	4	17	85
7	DA	4	3	4	3	2	16	80
8	ES	4	1	0	1	3	9	45
9	EF	4	0	2	3	2	11	55
10	G	4	2	4	3	3	16	80
11	HM	3	3	4	4	4	18	90
12	MS	4	1	1	1	1	8	40
13	N	4	3	2	1	4	14	70
14	NA	3	3	4	2	4	16	80
15	GS	3	3	3	3	4	16	80
16	RUS	4	3	4	2	4	17	85
17	SNP	4	3	4	1	3	15	75
18	SAS	4	3	4	3	3	17	85
19	FA	1	0	4	2	4	11	55
20	RAS	3	2	4	2	3	14	70
21	FA	3	3	4	2	3	15	75
22	JS	4	3	3	4	4	18	90
23	E	4	3	3	3	4	17	85
24	LH	2	1	3	4	2	12	60
25	IP	4	3	3	3	4	17	85
26	NTL	2	3	3	4	4	16	80
27	J	2	1	3	2	2	10	50
Total score		88	57	86	71	88	397	1985
Mean		3.25	2.11	3.18	2.62	3.25	14.70	73.51
Percentage								51.85%

Bold name that did not pass the KKM (80) in second cycle

²Approved by collaborator Mrs. Surya Sagiro Batubara, M.Pd

In analyzing the data of first test, the researcher calculated the mean score of the class and also calculating the percentage of first test in first cycle. It was calculated as following:

$$x = \frac{x}{N} \times 100\%$$

$$x = \frac{1985}{27} \times 100\%$$

$$x = 73.51$$

$$P = \frac{14}{27} \times 100\%$$

$$P = 51.85\%$$

The Classification of Students' Reading Comprehension Scores in the Second Cycle

No	Classification	Predicate	Total of Student	Percentage
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	1 student	3.70%
3	41% - 60%	Enough	6 Students	22.22%
4	61% - 80%	High	12 Students	44.44%
5	81% - 100%	Very High	8 Students	29.62%
Total				100%

Appendix X

Comparison of Students' Achievement in Reading Comprehension in Cycle 1 and Cycle 2

No.	Code	Grade		State
		Cycle 1	Cycle 2	
1	AA	65	80*	Improved
2	AW	70	95*	Improved
3	AL	70	75	Improved
4	DH	80*	60	Declined
5	DK	65	75	Improved
6	DS	75	85*	Improved
7	DA	65	80*	Improved
8	ES	40	45	Improved
9	EF	45	55	Improved
10	G	70	80*	Improved
11	HM	80*	90*	Improved
12	<i>MS</i>	<i>40</i>	<i>40</i>	<i>unchanged</i>
13	N	95*	70	Declined
14	NA	75	80*	Improved
15	GS	65	80*	Improved
16	RUS	80*	85*	Improved
17	SNP	80*	75	Declined
18	SAS	70	85*	Improved
19	FA	70	55	declined
20	RAS	75	70	declined
21	FA	65	75	Improved
22	JS	70	90*	Improved
23	E	80*	85*	Improved
24	LH	45	60	Improved
25	<i>IP</i>	<i>85*</i>	<i>85*</i>	<i>unchanged</i>
26	NTL	55	80*	Improved
27	J	30	50	Improved
Total score		1805	1985	Improved
Mean		66.85	73.51	Improved
Percentage		25.92%	51.85%	Improved

*The students who passed the KKM (80) in cycle 1 and cycle 2

Bold name that declined from cycle 1 to cycle 2

Italic name that unchanged from cycle 1 to cycle 2

SIKLUS II (CYCLE II)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMP Negeri 2 Padangsidimpuan
Kelas/ Semester : VIII-11/ 2
Subjek : Bahasa Inggris
Jenis Teks : Monolog *Descriptive Text*
Aspek/Skill : Membaca/ *Reading*
Alokasi Waktu : 4 x 45 menit (2 x pertemuan)

B. Standar Kompetensi

2. Memahami makna teks fungsional pendek dan esei berbentuk *descriptive* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

3. Kompetensi Dasar

- 2.1 Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

4. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- f. Mengidentifikasi kalimat topik dalam teks.
- g. Mengidentifikasi kalimat pendukung.
- h. Mengidentifikasi fungsi text.
- i. Mengidentifikasi arti kata – kata yang sulit/ idiom/ frase yang terdapat dalam teks.
- j. Mengamati fakta yang berkaitan dengan teks dalam bentuk *descriptive text*.

❖ **Karakter siswa yang diharapkan:** Toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab.

5. Materi Pembelajaran

1. Bacaan teks deskriptif “ Keraton Jogjakarta (Sultan Palace)”



Keraton Jogjakarta (Sultan Palace)

Keraton Yogyakarta or Sultan Palace was built in 1756 by Prince Mangkubumi (Hamengkubuwono I) as a center of the Kingdom Ngayogyakarta. The palace building stretches from north to south. In the north front side of the palace you can find the square also called “Plaza North” and at the backyard is called “Southern Square”.

The inner Palace is the center of the compound and is decorated with beautiful ornaments and has teak wood structures in its interior. Inside the inner palace is the Sultan’s work room and library where he used to carry out his work. There is also a special room for royal weddings and for the inauguration of Princes or Princesses. The most important area in the inner palace is Bangsal Prabayeksa, a hall where sacred weapons are kept. On permanent display in the hall are a collection of keris, spears, knives, arrows, war uniforms and guns. Once a year, in the Suro month, a Javanese month, the weapons are cleaned during a sacred ceremony. If want to visit the palace we must pay 2500 rupiahs. And it is open from 9am until 2 pm

2. Bacaan deskriptif“

Cherry Blossom (Sakura)

Have you ever wondered how beautiful Japanese scenes are? Most of them are seen and dominated by the the beauty cherry blossom. Cherry blossom has scientific name as Genus *Prenus*. It has been called as Sakura in Japan. Cherry blossom belongs to the Rosacea family.

Now days, Cherry blossom is seen in some varieties such as; Yama Zakura, Oshima Sakura, Amerika Sakura and many other types. The main characteristic of cherry blossom is on the way it grows. The flower grows earlier than the leaves. Cherry blossom have many colors. There are white, little pink, and red.

Mostly cherry blossoms grow in moist low and highland. A place with a little bit moist and is protected from sunlight is best for its natural habitat.



3. Strategi Pembelajaran

- Prediction Strategy

4. Langkah-Langkah Kegiatan

Pertemuan Pertama dan Kedua

Aktivitas Guru	Aktivitas Siswa
4. Kegiatan Awal <ul style="list-style-type: none">d. Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing-masing.e. Guru mengabsen siswa.f. Guru menjelaskan tujuan pembelajaran yang akan dicapai.	<ul style="list-style-type: none">d. Siswa memberikan salam dan berdoa sesuai dengan kepercayaan masing-masing.e. Siswa mendengarkan guru mengabsen.f. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.
5. Kegiatan Inti <ul style="list-style-type: none">i. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/ teks yang akan dipelajari.j. Guru mengaplikasikan <i>prediction strategy</i>.k. Guru menunjukkan beberapa gambar dan meminta siswa untuk menebak gambar tersebut.l. Guru memberikan beberapa pertanyaan dan siswa harus menjawabnya.	<ul style="list-style-type: none">g. Siswa memperhatikan penjelasan guru mengenai judul dan gambaran umum tentang materi/ teks yang akan dipelajari.h. Siswa mengaplikasikan <i>prediction strategy</i>.i. Siswa menebak gambar apa yang yang ditunjukkan guru.j. Siswa duduk berdasarkan kelompoknya

<p>m. Guru mengelompokkan siswa kedalam 6 kelompok. Tiap kelompok terdiri dari 5 orang.</p> <p>n. Guru memberikan tugas kepada siswa untuk membaca dengan menggunakan <i>prediction strategy</i>.</p> <p>3) <i>Using pre-reading</i></p> <ul style="list-style-type: none"> g) Guru meminta siswa untuk melihat gambar dan bertanya gambar apakah yang mereka lihat. h) Guru meminta siswa untuk menebak teks yang akan mereka bahas dari gambar tersebut tanpa memperlihatkan judul teks. i) Setelah siswa memberikan jawaban, kemungkinan siswa akan menjawab dengan berbagai macam jawaban yang mungkin benar atau salah. j) Guru meminta siswa untuk memberi alasan atas jawaban mereka. k) Guru meminta siswa untuk membaca kalimat pertama dan kalimat terakhir lalu menebak isi teks. l) Guru meminta siswa untuk mencari kata-kata yang sulit atau belum familiar dengan mereka lalu meminta siswa untuk melihat kata sebelum dan sesudahnya. <p>4) <i>Using Other while-reading</i></p> <ul style="list-style-type: none"> d) Setelah siswa menebak judul dan memberi alasan, guru akan memberi jawaban yang benar mengenai judul teks tersebut. e) Setelah itu, guru meminta siswa untuk memprediksi apa yang akan dibahas lebih jauh lagi mengenai teks tersebut. f) Guru meminta siswa untuk mengidentifikasi <i>structure</i> yang terdapat dalam teks seperti teks pembuka atau introduction, judul atau title, fungsi teks atau function, menemukan fakta benar atau salah berdasarkan informasi yang ada dalam teks. 	<p>masing-masing dan bekerja sama untuk menebak topik berdasarkan gambar dan mengidentifikasi teks bersama teman kelompok.</p> <p>3) <i>Using pre-reading</i></p> <ul style="list-style-type: none"> g) Siswa melihat gambar dan bertanya gambar apakah yang mereka lihat. h) Siswa menebak teks yang akan mereka bahas dari gambar tersebut.. i) Siswa memberi alasan atas jawaban mereka. j) Siswa akan memberikan jawaban yang berbeda-beda. k) Siswa membaca kalimat pertama dan kalimat terakhir lalu menebak isi teks. l) Siswa mencari kata-kata yang sulit atau belum familiar dengan mereka lalu meminta siswa untuk melihat kata sebelum dan sesudahnya. <p>4) <i>Using Other while-reading</i></p> <ul style="list-style-type: none"> d) Siswa mendengarkan jawaban yang akan diberi oleh guru. e) Siswa memprediksi apa yang akan dibahas lebih jauh lagi mengenai teks tersebut. f) Siswa mengidentifikasi <i>structure</i> yang terdapat dalam teks seperti teks pembuka atau introduction, judul atau title, fungsi teks atau function, menemukan fakta benar atau salah berdasarkan informasi yang ada dalam teks. <p>k. Siswa mengerjakan soal yang diberikan guru menggunakan <i>Prediction Strategy</i>.</p> <p>l. Siswa menjawab beberapa pernyataan benar atau salah yang akan dibacakan guru berdasarkan teks.</p>
---	---

<p>o. Guru memberikan soal berdasarkan teks yang telah diberikan kepada siswa dengan menggunakan <i>Prediction Strategy</i>.</p> <p>p. Guru memberikan beberapa pernyataan benar atau salah berdasarkan teks yang telah siswa baca.</p>	
<p>6. Kegiatan Penutup</p> <p>f. Guru mengumpulkan soal yang telah dikerjakan siswa.</p> <p>g. Guru dan siswa bersama-sama menyimpulkan pelajaran.</p> <p>h. Guru menanyakan kesulitan siswa ketika menjawab soal dengan menggunakan strategi prediksi.</p> <p>i. Guru memberikan umpan balik terhadap hasil kerja siswa.</p> <p>j. Siswa memberi salam kepada guru.</p>	

5. Sumber Belajar

4. Teks yang berkaitan dengan bahan ajar
5. Kamus Bahasa Inggris
6. Internet

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
<ul style="list-style-type: none"> • Mengidentifikasi kalimat topik dalam teks fungsional. • Mengidentifikasi kalimat pendukung dalam teks fungsional. • Mengidentifikasi fungsi dari teks fungsional. • Mengidentifikasi kata – kata sulit/ idiom/ prase dengan teks fungsional. • Mengidentifikasi fakta-fakta yang berkenaan dengan teks fungsional. • 	Tes Tulis	Essay test	<i>Answer the following question based on the text above!</i>

Question

Choose the best answer based on the text! (a, b, c, or d)

Indicator	Number of Question
6. Topic sentence	1 and 6
7. Supporting sentence	2 and 7
8. Function of the text	3 and 8
9. Exclude the facts	4 and 9
10. Meaning of difficult word/ idiom/ phrases in context	5 and 10

➤ (Human Body Energy Text)

31. What is the topic sentence of the first paragraph? 1
32. What is supporting sentence from the second paragraph? 2
33. What is the function of text? 3
34. TRUE or FALSE, the weapons are cleaned during a sacred ceremony every year? 4
35. If want to visit the palace we must pay 2500 rupiahs. (Paragraph 2). The underlined word means? 5

➤ (Heart text)

36. What is the topic sentence of the second paragraph? 1
37. What is supporting sentence of the first paragraph? 2
38. What is the function of the text? 3
39. TRUE or FALSE, Cherry blossom is a variety of the Rosacea family? 3
40. Mostly cherry blossoms grow in moist low and highland. (Paragraph 3)? 5

2. Pedoman Penilaian

- f. Untuk tiap nomor, tiap jawaban benar skor 1

Kategori Skor

- 4) Tepat sekali = 1
 - 5) Mendekati = 0,5
 - 6) Tidak tepat = 0
- g. Jumlah skor maksimal x 5 = 100
- h. Nilai maksimal = 100
- i. Nilai siswa = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

j. Menghitung nilai rata-rata siswa

$$M = \frac{\sum fX}{N}$$

Explanation:

M : the mean of the students

$\sum fX$: the total score

N : the number of the students

Mengetahui
Guru Bahasa Inggris Kelas VIII

Padangsidimpuan,
Peneliti

2016

Surya Sagiyo Batubara, M.Pd
NIP

Nurhazizah
Nim. 11 340 0068

➤ **Lampiran Kunci Jawaban Soal:**

(Keraton Jogjakarta Text)

6. The topic sentence of the first paragraph is Keraton Yogyakarta or Sultan Palace was build in 1756 by Prince Mangkubumi (Hamengkubuwono I) as a center of the Kingdom Ngayogyakarta.
7. Supporting sentence from the second paragraph is inside the inner palace is the Sultan's work room and library where he used to carry out his work.
8. The function of text is to inform or describe the readers about Keraton Jogjakarta (Sultan Palace).
9. TRUE.
10. The underline word is "istana".

➤ **(Cherry Blossom Text)**

11. The topic sentence of the second paragraph is cherry blossom has scientific name as Genus Prensus.
12. Supporting sentence of the first paragraph is it has been called as Sakura in Japan.
13. The function of the text is to inform or describe the readers about cherry blossom.
14. FALSE.

The underline word is “dataran tinggi”

SECOND TEST

Nama :

Class :

Petunjuk :

8. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
9. Jawablah pertanyaan-pertanyaan di bawah ini berdasarkan gambar dan teks deskriptif.
10. Bacalah dengan teliti petunjuk mengerjakan soal.
11. Periksa pekerjaan anda sekali lagi sebelum anda serahkan kepada guru.
12. Test ini disertakan dengan gambar dan teksnya secara langsung.
13. Test ini hanya bertujuan untuk mengetahui data dari murid – murid tentang kemampuan murid – murid dalam menguasai pemahaman membaca (reading comprehension).
14. Waktu yang tersedia 45 menit.

QUESTIONS!

Question 1-5: This text below is for question number 1 up to 5. And then answer the questions below!



Lake Toba

Danau Toba or Toba Lake is one of the most popular destinations in Indonesia, especially in Medan, North Sumatra. Danau Toba is the largest volcanic lake in Indonesia, even in the Southeast Asia. Which make it more special is taken from the Samosir Island, an Island that settled in the middle of the lake.

Lake Toba is an area of 1,707 km², we can say that this is 1,000 km² bigger than Singapore. It formed by a gigantic volcanic eruption some 70,000 years ago, it is probably the largest resurgent caldera on Earth. Pulau Samosir or Samosir Island, The island in the middle, was joined to the caldera wall by a narrow isthmus, which was cut through to enable boats to pass; a road bridge crosses the cutting. Samosir island is the cultural centre of the Batak tribe, the indigenous from North Sumatra.

By the eruption of a super volcano (Mount Toba) was estimated to have caused mass death and extinction of several species of living creatures. The eruption of Mount Toba has led to changes in the earth's weather and the start into the ice age that affects the world civilization.

41. What is the topic sentence of the first paragraph? 1
42. What is supporting sentence from the third paragraph? 2
43. What is the function of text? 3
44. TRUE or FALSE, Singapore is bigger than Lake toba? 4
45. formed by a gigantic volcanic eruption some 70,000 years ago, (Paragraph 2). The underlined word means? 5

Question 6-10: This text below is for question number 6 up to 10. Answer the questions carefully!



Orchid

Orchidaceae are a family of Monocotyledon. They have a single sleeding leaf and their floral part in trees. Orchid family is the largest plant family which has more than 20.000 unique genera. Orchids are a cosmopolitan family found all the way from within the Arctic circle, the Island South of Autralia, and mostly in Asia.

Most orchids have leave of longitudinal parallel with visible crossing. The colour of orchids flower can be varigated and display many different marking like purple, white, yellow, pink, and nearly black hues. Orchids feature thick white roots that illustrate their origin as Epiphites, or the plants that grow on other plants. Orchids grow in almost all types of environment. They do not grow in soil, but they live on the ground while other grow perched on trees or rocks. Many others now growing in the green houses for sale to public.

The scent of orchids is frequently analyzed by perfume to identify potential fragrance chemical. The other important use of orchid is their cultivation for the enjoyment of the flowers. In China, orchids have been used in traditional medicine in an effort to treat many diseases. Orchids have biggest family. The orchids family includes Vanilla, Orchis, and many commonly cultivated plant, such as Palaenopsis and Cattleya.

46. What is the topic sentence of the first paragraph? 1
47. What is supporting sentence from the second paragraph? 2
48. What is the function of text? 3
49. TRUE or FALSE, orchid can grow on the ground? 4
50. In China, orchids have been used in traditional medicine in an effort to treat many diseases (Paragraph 2). The underlined word means? 5

Question 11-15: This text below is for question number 11 up to 15. Answer the questions carefully!



Tiger

Tigers are a wild animal. They are the biggest cat of their species. Male tiger can have weight at least 180-320 kilos and the female is 120- 180. so the female is more thin than the male.

They live in jungle. They can run faster from a lion but they still slower than a cheetah. Tigers are carnivore. They usually hunt in daylight. Their targets are deers, hogs, antelope and also mouse deers. the different between tiger is with other cats is their signature fur. they have stripes in their body. This stripes in natural use as camouflage to hunt in the jungle. they also have same function as finger print in human body.

if you want to see a tiger, you have to go to the zoo because they are very dangerous in wild live.

51. What is the topic sentence of the third paragraph? 1
52. What is supporting sentence from the second paragraph? 2
53. What is the function of text? 3
54. TRUE or FALSE, male is bigger than female? 4
55. This stripes in natural use as camouflage to hunt in the jungle. (Paragraph 2). The underlined word means? 5

Question 16-20: This text below is for question number 16 up to 20. Answer the questions carefully!



Tanjung Setia Beach

The shoreline is most likely not mainstream in light of the fact that it is put in a disconnected locale in Lampung, however the wave on the shoreline in Tanjung Setia are alluded as one of the most astounding waves on the planet by worldwide surfers. You ought to realize that the wave on this shoreline is equivalent with the waves in Hawaii.

On the off chance that you need to visit, you ought to go in around 273 km or if nothing else 6 hours from the city of Bandar Lampung by transport. This shoreline is straightforwardly nearby the Indian Ocean so this mind boggling spot has such a testing wave. By the by, notwithstanding this shoreline has waves with stature up to 7 meters, yet it is not as well known as some shorelines in Bali and Lombok.

56. What is the topic sentence of the first paragraph? 1
57. What is supporting sentence from the second paragraph? 2
58. What is the function of text? 3
59. TRUE or FALSE, Tanjung setia beach is the highest wave in the world? 4
60. This shoreline is straightforwardly nearby the Indian Ocean... (Paragraph 2). The underlined word means? 5

ANSWER KEY IN THE SECOND TEST

1. Danau Toba or Toba Lake is one of the most popular destinations in Indonesia, especially in Medan, North Sumatra. (1)
 2. The eruption of Mount Toba has led to changes in the earth's weather and the start into the ice age that affects the world civilization. (1)
 3. To inform or describe the readers about Lake toba (1)
 4. FALSE. (1)
 5. Gunung api. (1)
 6. Orchidaceae are a family of Monocotyledon. (1)
 7. The colour of orchids flower can be varigated and display many different marking like purple, white, yellow, pink, and nearly black hues. (1)
 8. To inform or describe the readers about orchid. (1)
 9. FALSE. (1)
 10. Penyakit. (1)
 11. Tigers are a wild animal. (1)
 12. They can run faster from a lion but they still slower than a cheetah. (1)
 13. To inform or describe the readers about tiger. (1)
 14. TRUE. (1)
 15. Penyamaran. (1)
 16. The shoreline is most likely not mainstream in light of the fact that it is put in a disconnected locale in Lampung. (1)
 17. This shoreline is straightforwardly nearby the Indian Ocean so this mind boggling spot has such a testing wave. (1)
 18. To inform or describe the readers about Tanjung setia beach. (1)
 19. FALSE. (1)
- Samudera/lautan. (1)

LIST OF INTERVIEW

Interviews to the Students

(Second Cycle)

1. Apakah kesulitan anda dalam mengidentifikasi kalimat topik?

(What are your difficulties in identifying the topic sentence?)

Answer:

2. Apakah kesulitan anda dalam mengidentifikasi kalimat pendukung?

(What are your difficulties in identifying supporting sentence?)

Answer:

3. Apakah kesulitan anda dalam mengidentifikasi fungsi teks?

(What are your difficulties in identifying the function of text?)

Answer:

4. Apakah kesulitan anda dalam mengidentifikasi arti kata – kata yang sulit/ idiom/ frase yang sesuai dengan konteks?

(What are your difficulties in identifying the meaning of difficult word/ idiom/ phrases in context?)

Answer:

5. Apakah kesulitan anda dalam mengidentifikasi fakta-fakta yang berkenaan dalam teks?

(What are your difficulties in identifying the facts related to the text?)

Answer:

6. Mengapa anda tidak menyelesaikan tugas anda?

(Why don't you finish your task?)

Answer:

7. Mengapa anda tidak mengumpulkan tugas anda tepat waktu?

(Why don't you collect your task appropriately?)

Answer:

8. Mengapa anda membuat keributan di kelas?

(Why do you make disturbance in the classroom?)

Answer:

9. Mengapa anda sering permisi?

(Why do you often get permission?)

Answer:

10. Apakah kemampuan membaca anda meningkat setelah pertemuan pertama ini?

(Is your reading comprehension improved after this first meeting?)

Answer:

Padangsidempuan,

Validator

Surya Sagiro Batubara, M.Pd

NIP

DOCUMENTATIONS

Teacher was explaining the material



Students' Learning Process



4. Teacher Was Giving the Test o The Students





FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

Nomor : In.19/E1.5/PP.00.9/Skripsi/2287/2014
Lamp :
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Padangsidimpuan, 5 Desember 2014

Kepada Yth: Bapak/Ibu:
1. Eka Sustri Harida, M. Pd.
2. Fitri Rayani Siregar, M. Hum

Di-
Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

Nama : **NURHAZIZAH**
Nim : **11 340 0068**
Fak/Jurusan : **FTIK/Tadris Bahasa Inggris**
Judul Skripsi : **Improving Students' Reading Comprehension Through Prediction Strategy at Grade VIII SMP Negeri 2 Padangsidimpuan**

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

Ketua Jurusan Tadris Bahasa Inggris

Sekretaris Jurusan Tadris Bahasa Inggris

Ravendriani Fahmei Lubis, M. Ag
NIP. 19710510 200003 2 001

Fitri Rayani Siregar, M. Hum
NIP. 19820731 200912 2 004

Wakil Dekan
Bidang Akademik

Dr. Lelva Hilda, M. Si
NIP. 19720920 200003 2 002

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/~~TIDAK BERSEDIA~~
PEMBIMBING I

BERSEDIA/~~TIDAK BERSEDIA~~
PEMBIMBING II

Eka Sustri Harida, M. Pd.
NIP : 19750917 200312 2 002

Fitri Rayani Siregar, M. Hum
NIP: 19820731 200912 2 004