

**A RESEARCH PROPOSAL**

**THE INFLUENCE OF USING  
ANTICIPATORY READING GUIDES STRATEGY  
ON THE STUDENTS' READING COMPHREHENSION  
AT THE EIGHTH GRADERS  
OF SMP N 1 PEKALONGAN EAST LAMPUNG**

**By :**

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**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1439 H / 2018 M**

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OF SMP N 1 PEKALONGAN EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1439 H / 2018 M**

**THE INFLUENCE OF ANTICIPATORY READING GUIDES  
STRATEGY ON THE STUDENTS' READING  
COMPREHENSIONABILITY  
AT THE EIGHTH GRADERS OF SMP N 1 PEKALONGAN  
EAST LAMPUNG  
IN THE ACADEMIC YEAR OF 2017/2018**

**ABSTARCT**

**By:  
TRI NURIANTO**

Reading comprehension ability is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies. The objective of this research is to know whether of using ANTICIPATORY READING GUIDES Strategy can influence the students' Reading Comprehension Ability at the tenth Grade of SMP N 1 Pekalongan in the Academic Year of 2017/2018. In this research the researcher gave pre-test to know how far the students' reading comprehensionability and post-test to know the result of the students in reading comprehensionability after giving the ANTICIPATORY READING GUIDES strategy.

This research was conducted toward 31 students among the Eighth Graders of SMP N 1 Pekalongan in the academic year of 2017/2018, in Class VIII.5 consist of 31 students as the experimental class. This research is quantitative research design in the form of experimental research. The researcher uses test as the data collection method. To investigate whether there is a positive and significant. Thereseacher analyzed the data by using  $t_{test}$  formula.

The average pre-test of score Experiment class is (49.09) and average post-test score of Experiment class is (73.33). It can be concluded that teaching in the experimental class using Anticipatory Reading Guides Strategy gave better result in teaching reading comprehension ability. The result of data analysis using t-test is that  $t_{- observation}$  is  $>$   $t_{- table}$  in 5% with the significant  $8.06 > 2.042$ . Therefore it can be inferred that  $H_a$  is accepted and  $H_o$  is rejected. It can be concluded that there is a positive and significant influence on using ANTICIPATORY READING GUIDES Strategy toward the students' reading comprehension ability at the eighth grade of SMP N 1 Pekalongan in Academic Year 2017/2018.

Key words : ANTICIPATORY READING GUIDES, Reading Comprehension Ability

**PENGARUH PENGGUNAAN STRATEGI ANTICIPATORY READING  
GUIDES TERHADAP KEMAMPUAN SISWA DALAM MEMBACA  
PEMAHAMAN  
DI KELAS DELAPAN SMP N 1 PEKALONGAN  
TAHUN AJARAN 2017/2018**

**ABSTRAK**

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Kemampuan pemahaman membaca adalah proses membangun makna yang melibatkan bahasa tertulis dengan menafsirkan informasi tekstual dalam pengetahuan dan pengalaman menggunakan strategi pemahaman yang tepat dan efisien. Tujuan dari penelitian ini adalah untuk mengetahui apakah menggunakan ANTICIPATORY READING GUIDES dapat mempengaruhi Kemampuan Siswa Dalam Membaca Pemahaman dikelas delapan SMP N 1 Pekalongan tahun ajaran 2017/2018. Dalam penelitian ini peneliti memberikan pre-test untuk mengetahui seberapa jauh kemampuan siswa memahami bacaan dan post-test untuk mengetahui hasil dari siswa dalam kemampuan pemahaman membaca setelah memberikan strategi pembelajaran berupa ANTICIPATORY READING GUIDES.

Penelitian ini dilakukan terhadap 31 siswa di Kelas delapan SMP N 1 Pekalongan pada tahun akademik 2017/2018, di Kelas VIII.5 terdiri dari 31 siswa sebagai kelas eksperimen. Penelitian ini merupakan desain penelitian kuantitatif dalam bentuk penelitian eksperimental. Peneliti menggunakan tes sebagai metode pengumpulan data untuk menyelidiki apakah ada studi perbedaan positif dan signifikan. Peneliti menganalisis data dengan menggunakan rumus  $t_{test}$ .

Skor rata-rata kelas eksperimen adalah (49.09) dan skor rata-rata kelas control adalah (73.33). Dapat disimpulkan bahwa mengajar di kelas eksperimen menggunakan Strategi ANTICIPATORY READING GUIDES member hasil yang lebih baik dalam pengajaran kemampuan pemahaman membaca. Hasil analisis data dengan menggunakan rumus t-test adalah bahwa pengamatan t-observation adalah lebih besar t-tabel di 5% dengan signifikan  $8.06 > 2.042$ . Oleh karena itu dapat disimpulkan bahwa  $H_a$  diterima dan  $H_0$  ditolak. Hal ini dapat disimpulkan bahwa ada pengaruh positif dan signifikan terhadap menggunakan Strategi Berpikir Berpasangan terhadap kemampuan pemahaman membaca siswa pada siswa kelas delapan SMP N 1 Pekalongan di Tahun Akademik 2017/2018.

Key words : ANTICIPATORY READING GUIDES, Kemampuan Pemahaman Membaca



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**APPROVAL PAGE**

Title : THE INFLUENCE OF USING ANTICIPATORY  
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GRADERS OF SMP N 1 PEKALONGAN EAST  
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Sudah dapat kami setuju dan dapat diajukan untuk dimunaqsyahkan,  
demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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**RATIFICATION PAGE**

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An Undergraduate thesis entitled: THE INFLUENCE OF USING ANTICIPATORY READING GUIDES STRATEGY ON THE STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADERS OF SMP N 1 PEKALONGAN EAST LAMPUNG, written by TRI NURIANTO student number 1293737, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Monday, July 09<sup>th</sup>, 2018.

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Metro, 30 May 2018

The Writer



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 30 Mei 2018  
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## MOTTO

.....إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

Allah does not change a people's not unless they change what is in their hearts.  
(Q.S Ar-Ra'd: 13:10)

## DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

- ✚ My beloved parents, Mr. Suyono and Mrs. Suwarti who always support me in their endless love, thank you very much.
  
- ✚ My beloved grandfather and grandmother, Mr. Tamin and Mrs. Nyaminem who always protect and advice my life, thank a lot.
  
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Hopefully, this undergraduate thesis can give many advantages to all of us properly.

Metro, 30 May 2018



Tri Nurianto  
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# CHAPTER I

## INTRODUCTION

### **A. Background Of The Research**

Language is an important element in human activity. Language is to express one's emotion, ideas, needs, thoughts, and attitudes and as a system of communication. In addition, there are many languages that used by people in the world. English become familiar as the international language and also used as formal and informal education. Almost all the countries in the world use and learn English as the main language in communication.

Then, In Indonesia English still becomes one of the difficult subjects at the elementary school up to university. There are four skills of the language that must be understood by students namely listening, speaking, reading and writing. Reading is one of the students skills have to master. Through reading, the students will get global information, such as science, technology, and culture. Many reading materials in developing reading ability are like magazines, newspaper, literary text and others.

After that, reading has an important role in learning process because the students' success in learning other subjects is very much determined by the high degree of mastering reading. It encourages students in finding the main ideas and supporting details, factual information, and meaning of the words. Therefore, reading requires more serious attention because there are many components which could not be separated when we learn reading. The students must have reading skills if they want to get more knowledge from

text or others. Therefore, teacher should try to make reading interesting, enjoyable, meaningful and challenging.

The students are expected to be able to comprehend a reading text. But many students find difficulties in learning reading. The problems are the students cannot read at a basic level, do not know how to learn reading well, and low in understanding the content of the reading text, low in understanding structure and grammar. They seldom do the reading activity at school and material for reading is not interesting for them. They assume that when they reading a text they need long time to comprehend each word or sentence of the text. The students difficult to analyze the text and difficult to get the main idea from the material and they are not active during teaching learning process.

Based on the problem above, it will make the students get low score. It can be seen from the pre survey data which was conducted on January 16<sup>th</sup>, 2017. The writer got the data of reading ability test score from English teacher, as follows:

Table 1  
The Pre-survey Data of Reading Comprehension Score Ability  
At the eighth Graders of SMP N 1 PEKALONGAN

NO	NAME	VALUE	NOTE
1.	AM	60	Average
2.	AAM	35	Fail
3.	ADA	30	fail
4.	AF	75	Average
5.	AMS	30	Fail
6.	CP	38	Fail
7.	CAN	35	Fail

8.	DA	40	Low
9.	DP	35	Fail
10.	DRS	55	Low
11.	EWP	32	Fail
12.	FF	65	Average
13.	HS	78	Average
14.	IFNA	30	Fail
15.	IB	32	Fail
16.	LMH	80	High
17.	MRA	45	Low
18.	NMD	32	Fail
19.	NA	30	Fail
20.	PUK	70	Average
21.	RAC	38	Fail
22.	RAC	32	Fail
23.	RAP	30	Fail
24.	RD	73	Average
25.	RDP	60	Average
26.	SAR	55	Low
27.	STP	55	Low
28.	SFA	32	Fail
29.	TDV	32	Fail
30.	VTD	30	Fail
31.	YLA	85	High

Source: Taken on Pre-survey on January 16<sup>th</sup> 2017

Table 2  
The Data of Students' Reading Comprehension Ability Test  
At the eighth grades of SMP N 1 PEKALONGAN

No	Score	Category	Frequency	Percentage
1.	80 – 100	High	2	6.45%
2.	60 – 79	Average	5	16,12%
3.	40 – 59	Low	7	22,58%
4.	0 – 39	Fail	17	54,48%
Total			31	100%

Based on the pre-survey data, the writer found many students obtain not well enough result, it can be seen from the score of the students, it less

than 75 as the minimum mastery criteria. Occasionally the writer wants to increase the students' reading ability.

To solve the problem above the teacher should choose a method or strategy that can attract the students' interest and encourage their involvement. Here, the researcher uses the anticipatory guide strategy.

An anticipatory guide strategy is operationally defined as a strategy to teach reading for junior high school that is used before reading to activate students' prior knowledge and build curiosity about a new topic. Before reading, students listen to or read several statements by teacher about key concepts presented in the text; they are often structured as a series of statements with which the students can choose to agree or disagree. Anticipatory guides stimulate students' interest in a topic and set a purpose for reading.

Based on the situation above the writer will conduct a research entitled:

“The Influence of Using Anticipatory Reading Guides Strategy on The Students' Reading Comprehension At The Eighth Graders Of SMP N 1 Pekalongan East Lampung”

## **B. Problem Identification**

Based on the background discussed above, the researcher would like to identify the problem as follow:

1. The students cannot read at a basic level.

2. The students do not know how to learn reading well.
3. The students are low in understanding the content of the reading text.
4. The students are low in understanding structure and grammar.

### **C. Problem Limitation**

From the problem above, the writer focuses on the influence of using anticipatory reading guide's strategy on the students' reading comprehension at the eighth graders of SMP N 1 Pekalongan East Lampung.

### **D. Problem Formulation**

Based on the background of the study and problems limitation above, the researcher formulates the problem in the research as follows:

Is there any positive and significant influence of using anticipatory reading guides' strategy on the students' reading comprehension at the eighth graders of SMP N 1 Pekalongan East Lampung?

### **E. Objective for Study**

The objective of research is to find out whether there is a positive and significant influence of using anticipatory reading guides' strategy on the students' reading comprehension at the eighth graders of SMP N 1 Pekalongan East Lampung.

### **F. Benefits of Study**

There are many benefit of study from this research for many side. The benefits of study are:

1. For students: The student can be more interesting in learning reading. So, the students can get more motivation in reading text.

2. For teacher: As additional information for teachers of English about application of anticipatory reading guides strategy.
3. For the head master: This study is hopefully will be able to give a positive contribution in teaching reading at SMP N 1 Pekalongan.



## CHAPTER II

### THEORETICAL REVIEW

#### D. The Concept of Reading Comprehension

##### 8. The Definition of Reading

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Much of what we know about reading is based on studies conducted in English and other alphabetic languages.<sup>1</sup> They also explain that what you bring to the reading of a selection is as important to your understanding of it as what the author has put into it. You bring a purpose for reading; you bring understanding of vocabulary, your ability to figure out meanings and your attitudes toward reading.

According to Anthony, Pearson, and Raphael in Thomas S.C Farrell state that “Reading is the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation”.<sup>2</sup>

Moreover, Frank Smith states that The word "reading" is properly employed for all manner of activities when we endeavor to make sense of circumstances; its original meaning was "interpretation."<sup>3</sup> It means that to get information of the text, the reader should comprehend more about written text

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<sup>1</sup>Elisabeth S. Pang et.al, *Teaching Reading, IAE*, (Switzerland: Palais des Academies, 2003), p.6

<sup>2</sup>Thomas S.C. Farrell, *Planning Lesson for a Reading Class*, (Singapore: SEMEO Regional Language Centre,2002), p.1

<sup>3</sup>Frank Smith, *Understanding Reading*, (London: LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS, 2004), Sixth Edition, p.2

meticulously and carefully. This statement is supported by Aebersold and Field who state that “Reading is what happens when people look at the text and assign meaning to the written symbols in that text”.<sup>4</sup> It is the interaction between the text and the reader that creates meaning.

Based on the quotations above, the researcher can make a conclusion that reading is a complex activity which is very important involving the language and thought in order to get meaningful message, science or information which is sent by the writer through printed language or text such as graphic, symbols, and written verbal symbols.

## **9. The Concept of Reading Comprehension**

### **a. The Definition of Reading Comprehension**

“Comprehension” is the ability to understand, an exercise that trains students to understand a language. It means that comprehension is exercising which train student to improve their ability in understanding language whether in written or spoken. Moreover, Elizabeth S. Pang and friends state that comprehension is the process of deriving meaning from connected text. It involves word recognition (vocabulary) as well as thinking and reasoning.<sup>5</sup>

According to Frank Smith. Comprehension is a kind of up-market synonym for understanding in discussions that are (or are intended to appear) technical and scientific. Comprehension may be regarded as relating aspects

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<sup>4</sup> Thomas S.C. Farrell, *Planning Lesson for a Reading Class.*, p.2

<sup>5</sup> Elizabeth S, Pang et.al, *Teaching Reading*, p.14

of the world around us—including what we read—to the knowledge, intentions, and expectations we already have in our head.<sup>6</sup>

Based on the quotations above, the researcher can make a conclusion that reading comprehension is unitary of process which requires delicate information, understanding and interpretation from reading text.

#### 10. Model Of Reading Comprehension

The model of reading comprehension consists of two steps. Top-down model and bottom-up model, the model of reading comprehension involve the following:

##### a. Top-down model

Top-down or conceptually driven, processing in which we draw on our own intelligence and experience to understand a text.<sup>7</sup>

##### b. Bottom-up model

Farell pointed out the bottom-up model explains that a reader reads the words and sentences and looks at the formation of the text (without connecting it to experience or prior knowledge) in order to compose meaning from what was written in the text meaning depends both on knowledge of vocabulary additional syntax.<sup>8</sup>In other word, in bottom-up processing the reader must recognize of linguistics signal.

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<sup>6</sup> Frank Smith, *Understanding Reading*, p.13

<sup>7</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* ( New York: Pearson Education Company, 2001), p.299

<sup>8</sup> Thomas S. C Farell, *Planning Lessons For a Reading Class*,(SEAMEO: Regional Language Centre, 2002), p. 2

### c. Interactive model

Interactive model argues that both top-down and bottom-up process to take when a person reads a text.<sup>9</sup> From the above two models it can be a single series of the reading process.

## 11. Types of Reading Comprehension

The types of reading comprehension consist of two steps. There is an intensive reading and extensive reading.

### a. Intensive Reading

Hedgcock explains that intensive reading is the accurate, purposeful test of a text for comprehension. Targets opposite promptly comprehension of a text consist of expanding and repeating effectual reading strategies, to make easier language progress settled reading by way of reading; and developing learner's confidence in second language reading abilities and motivation to read next and more widely".<sup>10</sup>

### b. Extensive Reading

Extensive reading is focus on quantity of reading matters. It discord to the distinct classroom teaching of reading another crucial aspect of the extensive reading definition is linked to student choice and pleasure in reading.<sup>11</sup> In conclusion, extensive reading is an activity where the students concentrate on material of reading.

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<sup>9</sup>*Ibid.*,p.3

<sup>10</sup> John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English Students, Texts and Contexts*, (New York: Routledge, 2009), p.191

<sup>11</sup> *Ibid*, p. 206

Based on the explanation above, it can be inferred that the readers can choose one of 2 types in reading to more understand what they read. Than the researcher choose the extensive reading comprehension for this research.

## 12. The Processing Of Reading

As it is mentioned before, reading comprehension is the process in which the reader constructs meaning from the text. There are at least three types of constructing meaning processes proposed by some experts. The three processes of constructing meaning of the text are presented below:

### a. Top-Down Processing

In top-down processing, the reader involves their knowledge of syntax and semantic to create meaning of the text.<sup>12</sup> The reader constructs meaning by bringing their early thought to the text being read. It means that the reader's background knowledge is very important in getting the meaning of the text. In top-down processing, the reader makes some prediction of the text. The process is continued by taking samples which will be confirmed or not to the predictions have been made before. Finally, the readers check the predictions.

### b. Bottom-Up Processing

Bottom-up processing views the process of reading as phonemic units. In bottom-up processing, the reader must recognize a multiplicity of

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<sup>12</sup> Hudson, T. *Teaching Second Language Reading*. (New York: Oxford University Press. 2007), p.37

linguistic signal such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers.<sup>13</sup> It means that the reader has to scan from letters to letters, recognize the words from one to another, associate among phrases, clauses, sentences, and finally it is processed into phonemic units representing lexical meaning and attains some comprehension of the text.

### c. Interactive Processing

According to Thomas, interactive processing is a reading process which argues that both top-down and bottom-up reading processes occur when person reads a text<sup>14</sup>. It means combination between top-down and bottom-up process. According to Brown says that Interactive processing is a combination of top-down and bottom-up processing. In interactive processes, the reader predicts the probable meaning of the text, then moving to the bottom-up processes to check whether that is really what the writer says.<sup>15</sup>

From the discussion above, it can be concluded that there are three types in the process of reading. They are bottom-up processing, top-down processing, and interactive processing. Bottom-up processing is deal with the word recognition. Top-down processing deals with the readers' background knowledge. The last, interactive processing combines the top-

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<sup>13</sup>H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy.*, p.299

<sup>14</sup>Thomas S.C. Farrell, *Planning Lesson for a Reading Class.*,p.2

<sup>15</sup>H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy.*,p.229

down and bottom up processing. Here, interactive processing combines word recognition and background knowledge of the readers. The three processes help the readers to comprehend the text they read.

### 13. Reading Comprehension Strategies

According to Grabe reading comprehension ability has major components such as discourse knowledge, and vocabulary knowledge.<sup>16</sup> The reading comprehension strategies involve the following steps:

#### a. **Activating Prior Knowledge**

In these cases teachers can play a vital role in seeing that the reader's knowledge about the new topic is built up so that they can successfully comprehend a new text.<sup>17</sup> It means that the students' knowledge is very important in reading comprehension.

#### b. **Predicting**

Prediction creates anticipation and gets students thinking about previous experiences they may have had about the topic before they read about it.<sup>18</sup> This is strategy that uses approximate or guess the contents of reading so that the learners can understand the text.

#### c. **Skimming**

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<sup>16</sup> William Grabe, *Reading in A Second Language: Moving From Theory to Practice*, (New York: Cambridge University Press, 2009), p. 195

<sup>17</sup> Thomas S. C. Farrel, *Planning Lessons For a Reading Class*, p. 24

<sup>18</sup> *Ibid.*, p.27

Skimming gives readers the advantage of being able to predict the purpose the passage, the main topic, or message and possibly some of the developing or supporting ideas.<sup>19</sup> It means that a strategy used to get the main idea quickly.

d. **Scanning**

The purpose of scanning is to extract specific information without reading through the whole text.<sup>20</sup> In other word scanning is strategy to get the specific information.

e. **Guessing meaning of unknown words using contextual clues**

Sometimes student may need to guess the meaning of a word they do not know while reading a text because they have no dictionary or they are in an examination type situation.<sup>21</sup> The reader only to guess the words in the reading without knowing the actual meaning.

f. **Identifying topics and main ideas**

The student practices these skills in a developmental sequence from simple to more complex cognitive tasks. For example, the sequence of exercises includes the following:

- 1) Finding the topic from a list words
- 2) Recognizing the topic of a paragraph
- 3) Identifying the main idea of paragraph<sup>22</sup>.

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<sup>19</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, p. 216

<sup>20</sup> *Ibid.*, p 209

<sup>21</sup> Thomas S.C Farrell, *Planning Lessons For a Reading Class*, p. 30-31

<sup>22</sup> *Ibid.*, p, 35



The learners must be follow the sequence above step by step, starts from level one to level three to get a good result.

**g. Use of Questions**

Another important strategy good reader use is questioning. Asking questions before reading and posing question while reading are reading strategies that have been identified as being effective by fluent readers of English.<sup>23</sup>

The strategy will help the weakness of the students in understanding the text. By using strategies the students easier to analyze the text and they will know the right way in reading and understanding of the text.

**14. Reading Comprehension Assessments**

The reading comprehension assessment consists of three steps. Reading literary texts, reading informational texts, and reading multiple texts. The reading comprehension assessment involves the following:

**a. Reading Literary Texts**

Literary passages come from three categories of literary texts: fiction, literary nonfiction (essays, speeches, and biographies and autobiographies), and poetry.

**b. Reading Informational Texts**

Informational texts come from three categories: exposition, argumentation and persuasion, and procedural texts and documents. The

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<sup>23</sup> Thomas S.C Farrell, *Planning Lessons For a Reading Class*. p, 38

documents may include graphic representations that ask readers to draw on information presented in varied formats. Embedded documents will be used in grades 4 and 8 and free-standing documents in grade 12.

**c. Reading Multiple Texts**

Reading and integrating information from more than one text is a common task for students at all grade levels. Therefore, the test includes inter textual passage sets to approximate the normal type of reading schools require.

Four cognitive tasks will be assessed:

- 1) Forming a general understanding of text.
- 2) Developing an interpretation of text.
- 3) Making reader–text connections.
- 4) Examining content and structure of text.<sup>24</sup>

Assessment helps us to make informed decisions regarding the level of materials our students can handle. But knowing what they can read is only the first step. We also need to know how they read, so we can build on strong strategies and good materials.

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<sup>24</sup> Camille Blachowicz and Donna Ogle, *Reading Comprehension Strategies For Independent Learners*, 2nd Edition (New York: The Guilford Press, 2008), p. 63-64

## E. The Concept of Anticipatory Guide Strategy

### 6. The Definition of Anticipatory Guide Strategy

Anticipatory guide strategy is a front-loading strategy that forecasts those active students' thoughts and prior understandings.<sup>25</sup> An anticipatory guide can be effective in promoting decoding skills, enhancing word meaning, and strengthening comprehension. In addition, as students move through the statements, they use prediction, controversy, and activation of prior knowledge about the topic as motivational devices to get them involved in the material they will later read. Anticipatory guides can be used across content areas, are liked by students, are fairly easy to implement, encompass the elements of effective instruction and can be used in general, inclusive, and special education classrooms. Anticipatory guides are not as well known as other pre-reading strategies, but they can be very effective teaching and learning tools.<sup>26</sup>

The aim of this strategy is to increase the probability of learning through informing students about what they need to pay particular attention to within the upcoming reading.<sup>27</sup> In conclusion, anticipatory guide strategy is typically a form that contains a List of statements related to the topic presented in a section of text. The average number of statements will range from six to twelve. Before reading, the review the anticipatory guides and indicates if they agree or disagree with each of the statements. Most of the statements are clearly true or

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<sup>25</sup> Yelmi Panggabean, *teaching reading comprehension of report text by combining anticipatory guide and check those facts strategies for junior high school student*, p, 4

<sup>26</sup> Kozen, Alice A. et . al. 2006. *Increasing All Students' Chance to Achieve: Using and Adapting Anticipatory guides with Middle School Learners*. (Texas) p.196

<sup>27</sup> Evan Ortlieb, *Using Anticipatory Reading Guides to Improve Elementary Students' Comprehension*, [evan.ortlieb@monash.edu](mailto:evan.ortlieb@monash.edu), July 2013 Vol.6, No.2, p, 149

false, but two or three of them should be written to generate controversy and argument. Then, they must verify their prediction after they read the text and discuss it with their group.<sup>28</sup>

Based on explanation above, anticipatory guide strategy is typically a form that contains a list of statements related to the topic presented in a section of the text.

## 7. Procedure of Anticipatory guide strategy

There is a procedure that the teachers have to do the Anticipatory guide strategy to identify in the classroom. The procedures involve the following steps:

- a. The teacher identifies the ideas and concepts in a text that the students will read. For example, teacher decides that the students study and focus attention on the following ideas as they read.
- b. Students might already know about the topic to ensure that they are able to respond to items on an Anticipatory guide.
- c. Teacher creates an Anticipatory guide with four to six statements that challenge or modifies students' pre-existing understanding of material.
- d. Present the Anticipatory guide lllon an overhead projector or as individual student handout.<sup>29</sup>

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<sup>28</sup> Yummi Meirafoni. Et.al, *the effect of using anticipatory guide strategy on students' reading comprehension at second grade of sma n 1 batusangkar*, [yummimeirafoni@yahoo.co.id](mailto:yummimeirafoni@yahoo.co.id), jelt vol. 2 no.2 serie b. march 2014. p,155

<sup>29</sup> Yelmi Panggabean, *teaching reading comprehension of report text by combining anticipatory guide and check those facts strategies for junior high school student*, p, 4

The teacher makes the procedure of anticipatory guide strategy above to practice in the class to know how to the successfully this strategy.

#### **8. Creating an Anticipatory Guide**

An anticipatory guide consists of a series of statements to which students are asked to respond as a way to activate students' prior knowledge about a topic. The general method of presenting an anticipatory guide is to choose a topic from a unit of instruction about which students will be reading.<sup>30</sup>

#### **9. The Advantages of Applying Anticipatory Guide Strategy.**

Reading process that is help students active their prior knowledge and arouses curiosity about the topic at hand. Then, students read to confirm or disconfirms their reaction to the statement presented before they read. They have opportunity to go back and change their responses based upon what they have learn from their reading. Anticipatory guide strategy can help students confront and later reflect upon their conceptions and also can be used with material from any content area.<sup>31</sup>

There are some advantages of using anticipatory guide strategy. It can accomplish one or more of some purposes as well as provide a quick way to open up discussion. Especially when it touches on familiar ideas, it becomes a non-threatening tool, since it is usually not graded by the teacher. Second it may be used as a starter for group work or journal writing. By using this strategy, it

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<sup>30</sup> *Ibid.*, 196

<sup>31</sup> Yelmi Panggabean, *teaching reading comprehension of report text by combining anticipatory guide and check those facts strategies for junior high school student*, p, 5

can lead them to work in group well to get comprehension and the students can also get interested to follow the lesson, especially in reading skill.

Furthermore, anticipatory guide strategy helps the students activate their background knowledge and experience, and then think about the ideas they will read. In addition, anticipatory guide strategy can encourage students to make a personal connection with a topic or unit of work, so that they can integrate new knowledge with their background knowledge. Automatically, they will comprehend the whole text easier if they use their background knowledge.

In short, it can be said that applying anticipatory guide strategy can help the students activate their background knowledge and experience and think about the ideas they will read. This strategy also helps readers anticipate the big ideas in a text, set a purpose for reading, and promote discussions about important concepts.

In addition, by using anticipatory guide strategy, the students become familiar and comfortable with a topic before reading unfamiliar text.<sup>32</sup>

#### **10. Teaching Reading through Anticipatory Guide Strategy.**

There are eighth of teaching reading comprehension by using anticipatory guide strategy based on Forget.

- a. Write six to twelve statements that focus on the important points of the reading selection.
- b. Write general statements rather than specific.
- c. Students review the anticipatory guide strategy individually and mark the guide lightly or with pencil to indicate if they agree or disagree with each statement.
- d. After students finish marking their anticipatory guide, they meet together in groups of three or four. They discuss why they respond to each statement, the way they did and are given the option of changing their response.

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<sup>32</sup> Yummi Meirafoni. Et, al, *the effect of using anticipatory guide strategy on students' reading comprehension at second grade of sma n 1 batusangkar*, jelt vol. 2 no.2 serie b. march 2014. p, 5

- e. Then, the students are ready to read the text. The teacher must take advantage of the students' motivation to read the text and find information to argue their point.
- f. Each student identifies evidence from the text to support their group's position on the statement. This can be done easily by writing the page or paragraph number by each of the statements to indicate where the supporting evidence is found.
- g. The groups meet again to review their findings, and are given an opportunity to change their position on each of the statements. Groups should come to a consensus of agreement or disagreement on the statement. At this point, the group must choose to agree or disagree with the statement by modifying or giving qualifiers to the statement.
- h. The teacher will show or copy of the anticipatory guide into a screen either by overhead or LCD projector. While reviewing the anticipatory guide, the teacher may act as a moderator. He/she does not refer to a key for the anticipatory guide, but rather give the students chance to define their position. For questions that incite debate and argument, allow the students to rewrite the statement so that it is correct and all can agree with the statement.<sup>33</sup>

## **F. The Theoretical Framework, Paradigm, and Hypothesis**

### **4. Theoretical Framework**

The researcher must have a theoretical framework, as a concept for basic in research, theoretical framework in this research is systematic thought to write some problem.

Therefore, in the research there are two variable, these all are independent variable (X) and dependent variable (Y). Independent variable is the influence of using Comic Strips as Media, and dependent variable is the student's Reading Comprehension.

In this research, If anticipatory guide reading strategy can use correctly in teaching reading comprehension, so student reading comprehension will be getting a good result. Otherwise, if anticipatory guide reading strategy cannot

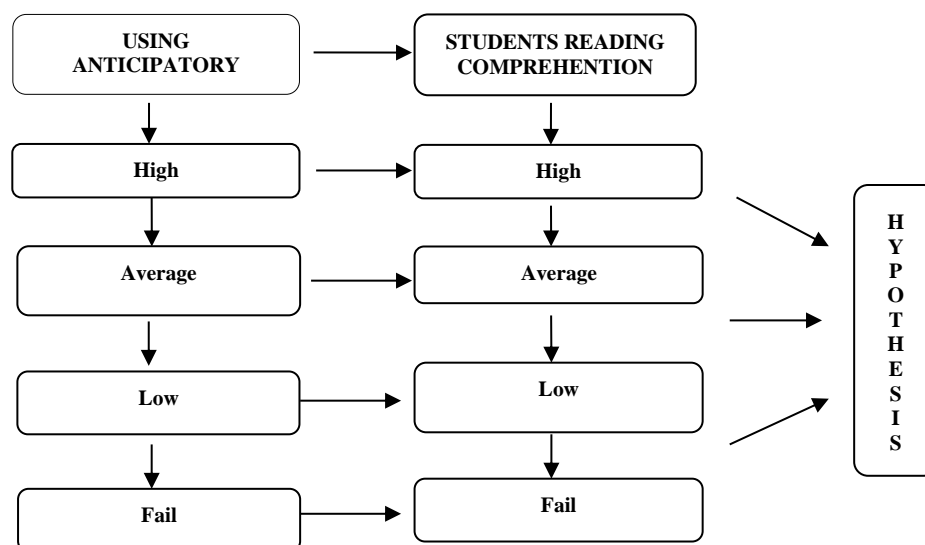
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<sup>33</sup> *Ibid.*, p, 5

used correctly in teaching reading comprehension, so student reading comprehension will be getting a bad result.

## 5. Paradigm

Based on the theoretical framework above the writer describes the paradigm as follows:



**Figure 1**

### **The Influence of using Anticipatory Reading Guides Strategy**

Based on the above figure, it can be described if anticipatory guide reading can used correctly in teaching Reading Comprehension, so student reading comprehension will be getting a good result or high result. Otherwise, if Anticipatory reading guides strategy cannot used correctly in teaching Reading Comprehension, so student reading comprehension will be getting a bad result or low result.

## 6. Hypothesis

### a. Hypothesis Formula



- 1) **H<sub>a</sub>** = there is positive and significant influence of using Anticipatory Reading Guides Strategy.
- 2) **H<sub>o</sub>** = there is no positive and significant influence of using Anticipatory Reading Guides Strategy.

b. **Statistical Hypothesis**

- 1) If  $F_o > F_t$ , **H<sub>a</sub>** is accepted and **H<sub>o</sub>** is rejected.
- 2) If  $F_o < F_t$ , **H<sub>a</sub>** is rejected and **H<sub>o</sub>** is accepted.

## CHAPTER III

### RESEARCH METHOD

#### G. Research Design

This research uses the quantitative research. “Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).”<sup>34</sup>It means that quantitative research was illustrating the fact or event by using numbers in gathering information.

This research is a quantitative research. This research will be conducted in SMP N 1 Pekalongan. In this research, the writer will investigate the tenth grades of students SMPN 1 Pekalongan in the academic year of 2017 / 2018.

This influence research focuses on the influence between independent variable and dependent variable. This research contained two variables, the independent variable that is using Anticipatory Reading Guides Strategy (X) and the dependent variable that is Reading Comprehension Ability (Y).



This research is experiment research by using true quantitative research design which consists of control group pretest posttest design. Therefore, in this research the researcher use two classes, the first classes the experimental class which receive treatment that is teaching reading using Anticipatory Reading

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<sup>34</sup>Daniel Muijs, *Doing quantitative research in education.*( London: Sage Publication,2004), p.1

Guides Strategy and the second class as the control class which doesn't received the special treatment.

## **H. Population, Sample, and Sampling Technique**

### **1. Population**

According to Kumar Singh, "population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed"<sup>35</sup>. It means that the population is all subject which will be presumed in this research.

Jack R. Frankel and Norman E. Wallen explain that "The population, in other words, is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study."<sup>36</sup>

The population of this research is students of the eighth graders of SMP N 1 Pekalongan in the academic year of 2017 / 2018. The total population in this research was 186 students which are divided into 6 classes.

### **2. Sample**

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<sup>35</sup>Yogesh Kumarsingh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Limited, 2006), p. 82

<sup>36</sup>Jack R. Frankel and Norman E. Wallen, *How to Design and Evaluate Research*, (England: McGraw-Hill Inc, 2008), p.80

In this research, the sample of the research is uses one class at the eighth grades of SMP N 1 Pekalongan in the academic year 2017 / 2018 in the class VIII-5 that consists of 38 students. So, the writer took from VIII-5 consist of 30 students as sample.

### 3. **Sampling Technique**

Sample is needed in this research to describe population condition. Gary Anderson defined sample as” a subset of the population.”<sup>37</sup> It means that sample is the part of population which represents that population which will be researched.

In this research, the writer uses purposive cluster sampling as the method in choosing a sample. Purposive cluster sampling is deciding a sample with certain opinion or some reason which can give the maximum data. The reason is based on the grade of the data pre-survey on the students’ reading comprehension ability, the students’ score in the class VIII-5 can be categorized into poor category than the others class.

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<sup>37</sup>Gary Anderson with Nancy Arsenault, *Fundamentals of Educational Research*, (USA: Falmer Press, 2005),), p.263

## **I. Operational Definitions of Variables**

### **3. Independent Variable**

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment. Independent variable of this research is Anticipatory Reading Guide Strategy which is defined as an instructional strategy where by the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students. In reading comprehension ability there are some indicators that indicated the students be able to comprehend a reading text as follows:

- a. The competence to determine the topic sentence and supporting sentence.
- b. The competence to determine the main idea of reading text.

Moreover, based on the explanation above, in this research the writer will use the Anticipatory Reading Guides Strategy to conduct a treatment for the students the tenth grades of SMP N 1 Pekalongan in the academic year of 2017 / 2018. In addition, the writer will collect the data by using a multiple choice test.

### **4. Dependent Variable**

Dependent variables are variables that depend on the independent variable: they are the outcomes or results of the influence of the independent variable. Dependent variable of this research is reading comprehension ability that is including content, main idea and supporting idea.

The indicators of students reading comprehension:

- a. Forming a general understanding of text.
- b. Developing an interpretation of text.
- c. Making reader–text connections.
- d. Examining content and structure of text.

## **J. Data Collection Technique**

### **3. Test**

Anderson and Arsenault said that “instrument includes test and questionnaire, observation schedules and any other tool used to collect data”.<sup>38</sup> It means that the valid data can be gained through several techniques of data collection method, one of which test.

Furthermore, the writer will use test to collect the data that consist of pre-test and post-test as data collection method to measure of the students’ reading comprehension.

#### **a. Pre-test**

The pre-test will be administered in the first meeting before doing treatments in order to know ability of the students before doing the anticipatory guide strategy’s treatment. Students think independently about the question that has been posed, forming ideas of their own.

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<sup>38</sup>Gary Anderson with Nancy Arsenault, *Fundamentals of Educational Research*, (USA: Falmer Press, 2005), p. 94

b. Post-test

The post-test will be administered in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. In Anticipatory Reading Guides Strategy, some texts are read together by all students. Students are grouped in pairs to discuss their thoughts.

After that the students write something on the paper, before saying something about what they have read, they have to turn on each other. Student pairs share their ideas with a larger group, such as the whole class. Moreover, this strategy can stimulate the potential capability of the students.

## 2. Documentation

Another method to collecting the data is documentation. Documentation is data collection method by form of articles, letters, memoranda, agendas, previous studies and news paper articles, is generally available.<sup>39</sup>

The writer uses the documentation method to get detail information about, condition teachers and official employee, the quantity of the students and the Structure Organization of the SMP N 1 Pekalongan East Lampung.

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<sup>39</sup>*Ibid.*, P.165

## Research Instrument

Creswell defines instrument is a tool for measuring, observing, or documenting quantitative data.<sup>40</sup> Furthermore, the researcher instrument involves:

### 1. Instrument Blueprint

The writer use Pre-test before treatment as a control and Post-test instrument after treatment as an experimental. The research about Anticipatory Reading Guides Strategy in reading comprehension ability so the research instrument which is used in present research is in the form of written test, here is the blue print:

- a. The instrument which is uses in test in this research, it included the pre – test and post – test about reading comprehension ability text result. The writer uses the objective test that is written tests. And give the text to the students. After getting the data from the student, the writer compared the scores in order to measure whether there is any significant influence between using Anticipatory Reading Guides Strategy toward the students reading comprehension ability.
- b. The instrument which is uses in documentation method was documentation guidance, as follow;
  - 1) Documentation about condition of the teachers and officials in the SMP N 1 Pekalongan in the academic year 2017 / 2018.

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<sup>40</sup> John W Creswell,. *Educational Research*.,P.151



- 2) Documentation about the students of the SMP N 1 Pekalongan in the academic year 2017 / 2018
  - 3) Documentation about the organization structure of the SMP N 1 Pekalongan in the academic year 2017 / 2018.
- c. The instrument which is us in observation method is observation guidance. In this technique, the data is taken from the observation list about everything happened during teaching learning process which are about the teacher's treatment to the students, which method the teacher use and how the process worked. The observation also is about students' responses and participation in teaching learning process.

## **2. Instrument Calibration**

Instrument calibration is the scale of measurement which will be used to decide the standard which will be used. The researcher uses Pre-test and Post-test instrument for the experimental class and the control class, to know whether the test have a good quality or not, the writer should know the validity of the test. Validity is the most complex criterion of a good test.<sup>41</sup>

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<sup>41</sup>H. Douglas Brown, *Teaching by Principles an interactive Approach to Language Pedagogy*, (The United States of New York: Longman, 2001), 2nd Edition, p.387

The writer took instrument from the books so the instrument was assumed to be valid and reliable. According to the expert, reliable is essentially a synonym for consistency and reliability over time, over instruments and over groups of respondents.<sup>42</sup>

The writer can conclude that the instrument that was taken from books must be valid and reliable because the instrument must examine from its validity and reliability.

#### F. Data Analysis Technique

To investigate whether there is influence of the using of Structured Dyadic Method on the students' reading ability at the seventh grade of SMP N 1 Pekalongan the research analyzes the data by using chi-square.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

t	: t (Ratio)
D	: Average Differences
$\sum D^2$	: Different scores squared, then summed
$(\sum D)^2$	: The scores summed, then squared
N	: Number of pairs

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<sup>42</sup>Cohen. Louis, at.al, *research method in education*, Routledge Falmer 11 New Fetter Lane, London, p.117

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **D. Descriptions of Data**

##### **1. Research Setting**

###### **a. Short History about the Establishment of SMP N 1 Pekalongan**

SMP N 1 Pekalongan is located in Jl. Rawa Mangun 37 Gantiwarno kec. Pekalongan East Lampung. It was established on Oktober, 30 2001. SMP N 1 Pekalongan has accreditation status of B and had been lead by the following principals:

- 1) 2001- 2002 had been lead by Mr. Drs. Syatbi Tahmid
- 2) 2002 - August 2010 had been lead by Mr. Drs. Deddy Irawan, M.Pd
- 3) August 2010 - January 2012 had been lead by Mr. Drs. Tri Hartoto, M.Pd
- 4) February 2012 – March 2017 till had lead by Mr. Drs. Puryanto, MM
- 5) March 2017 till now is lead by Hj. Aida aini,S.Pd., MM

SMP N 1 Pekalongan established with school statistic number 30 1 12 02 09 043. Now, SMP N 1 Pekalongan has three levels of class. Those are the eight; eleven, twelve grades with the total class are 24. SMP N 1 Pekalongan has 65 teachers and 10 official employees.

###### **b. The Condition of Teacher and Official Employees at SMP N 1 Pekalongan**

The number of teacher and official employee in SMP N 1 Pekalonganin academic year 2017/2018 are 65 teachers and 10 official employees that can be identified as follows:

**Table 3**  
**The Condition of Teachers and Official Employers**  
**In SMP N 1 Pekalongan in the Academic Year of 2017/2018**

No.	Name	NIP	Position
1	Hj. Aida aini,S.Pd., mm	196307141984122002	Headmaster
2	Puji astuti, M.Pd	19621029 1984122 001	Teacher
3	Nur imaningsih, S.Pd	19620209 198301 2 002	Teacher
4	Dra. Sumiyati	19621105 199601 2 001	Teacher
5	Dra. Mardiyah	19640518 199512 2 001	Teacher
6	Sri rejeki, S.Pd	19631231 198703 2 097	Teacher
7	Drs. Hi. Tumijo, M.Pd	19580826 198203 1 004	Teacher
8	Triyati sundawati,S.Pd	19610706 198403 2 005	Teacher
9	Sulistiyowati, Ba	19590928 198403 2 004	Teacher
10	Hi. Paino, Amd.Pd	19620407 198403 1 006	Teacher
11	Budiman,S.Pd	19650701 198803 1 008	Teacher
12	Suparni, B.a	19610203 198602 2 001	Teacher
13	Dewi anggraeni,S.Pd	19670819 198803 2 001	Teacher
14	Irama diyanto, Ba	19610131 198702 1 001	Teacher
15	Titin winarni,S.Pd	19700515 199512 2 003	Teacher
16	Endah tri utami, S.Pd	19650706 198803 2 005	Teacher
17	Lies fachlia, S.Pd	19591110 198403 2 007	Teacher
18	Endang Sari Triningsih, S.Pd	19631005 198803 2 011	Teacher
19	Sugiyo,S.Pd	19650614 199102 1 002	Teacher
20	Endang purwati,S.Pd	19721205 199903 2 007	Teacher
21	Nursiyah,S.Pd	19630126 198610 2 001	Teacher
22	Joko prihartono,S.Pd	19641013 1989 01 1 003	Teacher

23	Lelawati, S.Pd	19620905 198602 2 003	Teacher
24	Yuliani, S.Pd	19620713 198610 2 001	Teacher
25	Dra. Yuyun indrawati	19660617 199702 2 002	Teacher
26	Dra. Dini andriani	19661210 199802 2 001	Teacher
27	Sulistiyani,S.Pd	19750215 200012 2 002	Teacher
28	Rimma hasiana nasution, M.pd	19720821 200012 2 001	Teacher
29	Kusna, S.Pd	19630202 199103 1 012	Teacher
30	Sri wiyatin,S.Pd	19651001 199002 2 004	Teacher
31	Supoyo, S.Pd	19620605 199103 1 008	Teacher
32	Miratun,S.Pd	19670826 199103 2 006	Teacher
33	Sri mulyani,S.Pd	19691210 200701 2 039	Teacher
34	Febrika antrisia,S.Pd	19750211200903 2 002	Teacher
35	Nurhidayati,S.Pd	19841111 200903 2 002	Teacher
36	Musyrifah rosyidah, S.Ag	19731028 201001 2 001	Teacher
37	Zaenal abdani, S.Ag	19741231 201001 1 003	Teacher
38	Kadar lumintuwati,S.Pd	19870620 201001 2 004	Teacher
39	Budi prihtiati,S.Pd	19760403 201407 2 001	Teacher
40	Darmila, A.md.Pd	19790514 200903 2 002	Teacher
41	Willy oktora c., S.kom		Teacher
42	Lasmini, s,pd.i		Teacher

**Table 4**  
**The Formation of the official staffs in SMP N 1 Pekalongan in the academic year 2017 / 2018**

No.	Name	Position
1.	Hj. Aida Aini, S.Pd., mm	Head Master
2.	Rimma Hasiana Nasution, M.pd	Vice of Curriculum
3.	Hi. Paino, A.md.pd	Vice of Student
4	Dewi anggraeni, S.Pd.I	Treasurer
5.	Budiman, S.Pd	Administration and Operator

**c. Students Quantity of SMP N 1 Pekalongan**

The student's quantity of SMP N 1 Pekalongan in the academic year of 2017/2018 is that can be identified as follows:

**Table 5**  
**The Students Quantity of SMP N 1 Pekalongan**  
**In the Academic Year of 2017/2018**

NO	CLASS	SEX		TOTAL
		MALE	FEMALE	
1	IX-1	16	14	30
2	IX-2	15	14	29
3	IX-3	6	24	30
4	IX-4	16	15	31
5	IX-5	18	13	31
6	IX-6	18	13	31
7	VIII-1	13	18	31
8	VIII-2	9	21	30
9	VIII-3	4	28	32
10	VIII-4	14	17	31
11	VIII-5	24	7	31
12	VIII-6	19	10	29
13	VII-1	10	22	32
14	VII-2	8	22	30
15	VII-3	20	10	30
16	VII-4	17	14	31

17	VII-5	19	12	31
18	VII-6	18	13	31
19	VII-7	23	7	30
<b>TOTAL</b>		287	294	581

**d. The Condition of Facilities of SMP N 1 Pekalongan**

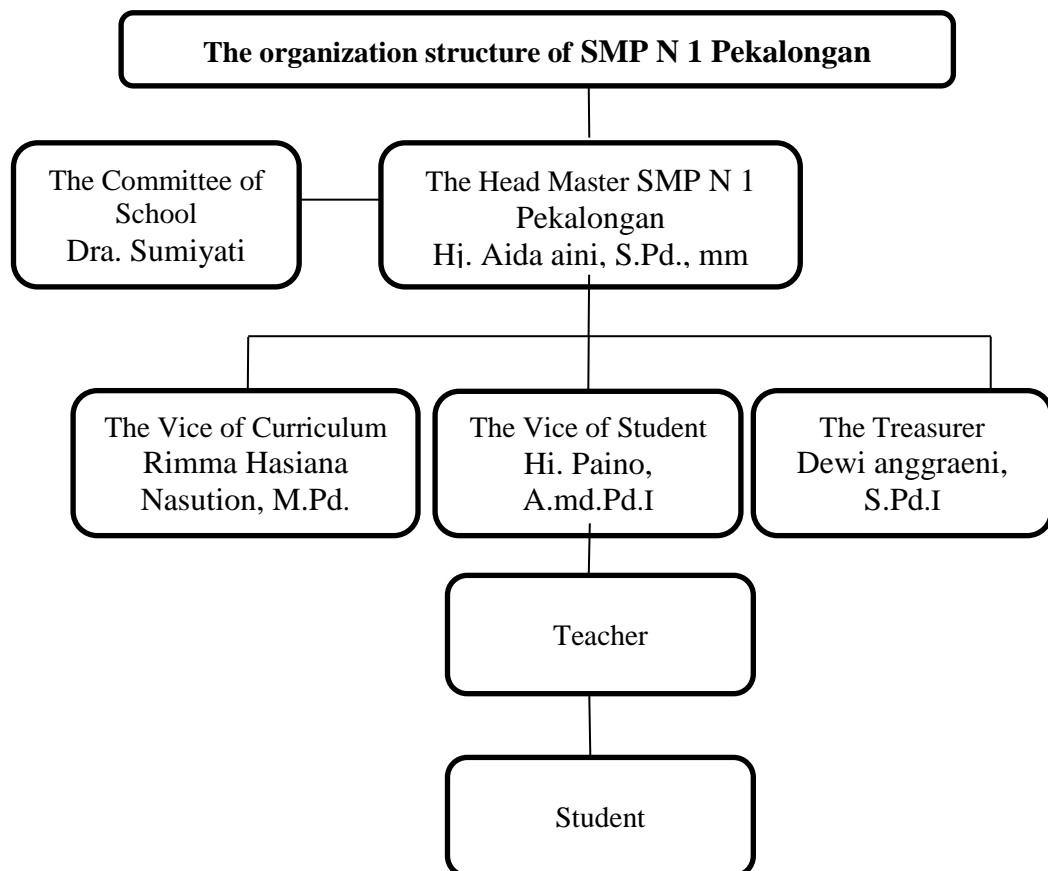
The condition of facilities in SMP N 1 Pekalongan in the academic year of 2017/2018 that can be seen on the table below:

**Table 6**  
**The Condition of Facilities in SMP N 1 Pekalongan**  
**In the Academic Year of 2017/2018**

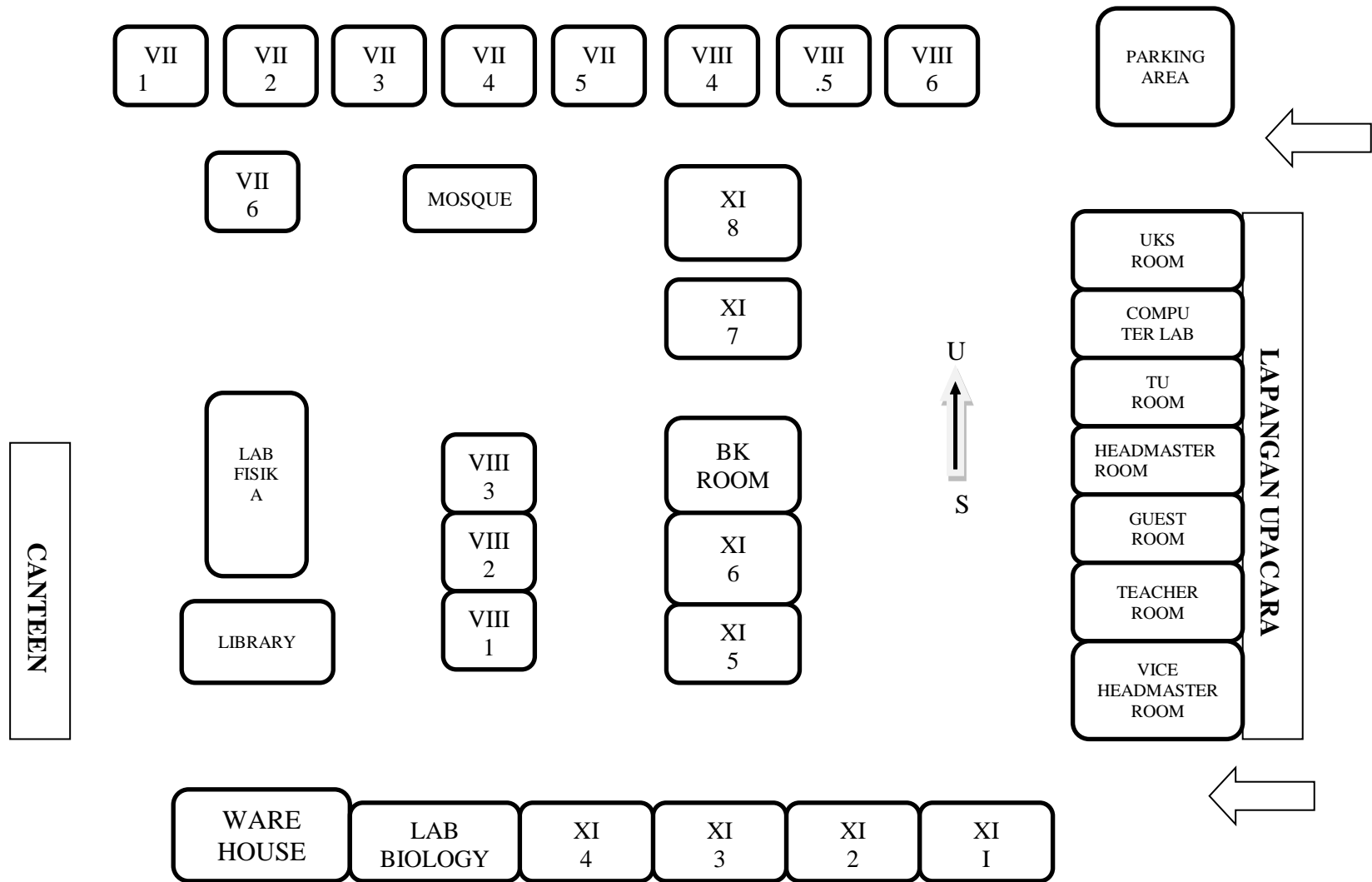
No	Facilities	Total (Room)	Condition
1.	Headmaster room	1	Good
2.	Vice Headmaster Room	1	Good
3.	Teacher Room	1	Good
4.	TU Room	1	Good
5.	Guest Room	1	Good
6.	Library	1	Good
7.	Lab. Biology	1	Good
8.	Lab. Chemical	1	Good
9.	Lab. Computer	1	Good
10.	UKS Room	1	Good
11.	BK Room	1	Good
12.	Mosque	1	Good
13.	Sport Room	1	Good
14.	Warehouse	1	Good
15.	Teacher Toilet	1	Good
16.	TU Toilet	1	Good
17.	Students Toilet	12	Good
18.	Parking Area	1	Good

No	Facilities	Total (Room)	Condition
19.	Canteen	10	Good
20.	Tower	2	Good
21.	Classroom	21	Good

e. Structure Organization Structure of SMP N 1 Pekalongan







## 2. Research Data

### c. The Pre-Test Result

The writer conducted pre-test in the first meeting of the research in order to find out the initial differences between the groups who have similar level. The pre-test used in this research is in the form of multiple choices.

The pre-test result can be identified as follows:

**Table 7**  
**The Pre-Test Result at VIII.5 (Experimental Class)**  
**of SMP N 1 Pekalongan in academic year 2017/2018**

NO	Student's Name	Question Number										Total Pre-Test Score Experimental Class
		1	2	3	4	5	6	7	8	9	10	
1	AM	10	10	10	-	10	-	-	-	10	-	50
2	AAM	10	10	10	10	-	-	-	10	-	-	50
3	ADA	10	-	10	10	10	-	10	-	-	-	50
4	AF	10	10	-	-	-	-	-	-	-	10	30
5	AMS	10	-	10	-	-	-	-	-	10	10	40
6	CP	10	10	-	-	-	-	-	-	10	-	30
7	CAN	10	10	10	-	10	-	-	-	10	10	60
8	DA	10	10	10	-	10	-	10	-	10	10	70
9	DP	10	10	10	-	10	-	-	-	10	10	60
10	DRS	10	10	10	-	-	-	-	10	-	-	40
11	EWP	10	10	10	-	-	-	-	10	10	-	50
12	FF	10	-	-	-	-	-	-	-	-	10	20
13	HS	10	10	10	-	-	-	-	10	10	10	60
14	IFNA	10	10	-	-	-	-	-	-	-	10	30
15	IB	-	-	10	-	-	10	-	-	-	-	20
16	LMH	10	10	10	-	-	-	10	10	10	-	60
17	MRA	10	10	10	10	-	10	-	10	10	10	80
18	NMD	10	10	10	-	-	10	-	10	-	10	60
19	NA	10	10	10	-	-	-	10	10	10	-	60
20	PUK	10	10	-	-	10	10	-	10	10	10	70
21	RAC	10	10	10	-	-	10	-	10	-	-	50
22	RAC	10	-	10	10	10	-	-	10	10	-	60
23	RAP	10	10	10	-	-	-	-	-	10	10	50
24	RD	10	10	-	-	10	10	10	-	10	10	70
25	RDP	10	-	10	-	10	-	10	10	-	10	60
26	SAR	-	10	-	-	10	10	10	-	10	10	60

27	STP	10	-	-	10	-	-	-	10	10	10	50
28	SFA	10	-	10	10	10	-	10	10	-	-	60
29	TDV	-	-	10	10	10	10	10	-	-	-	50
30	VTD	10	10	10	10	10	-	-	10	-	10	70
31	YLA	10	-	-	10	-	10	10	-	-	10	50
<b>TOTAL</b>											<b>1620</b>	
<b>AVERAGE</b>											<b>52,25</b>	
<b>HIGHEST SCORE</b>											<b>80</b>	
<b>LOWEST SCORE</b>											<b>20</b>	

Source: The result of pre-test in experiment class on March 28th, 2018.

The test is followed by 31 students which were cluster selected the highest score was 80 and the lowest score was 20 with total score was 1620 and the average of the score 52,25.

Based on the table above, the researcher measured the class interval.

R = Range

K = a lot of classes that will be created

P = class interval

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 80 - 20$$

$$= 60$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 31$$

$$= 1 + 4.92 \rightarrow$$

$$= 6$$

$$P = \frac{R}{K} = \frac{60}{6} = 10$$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

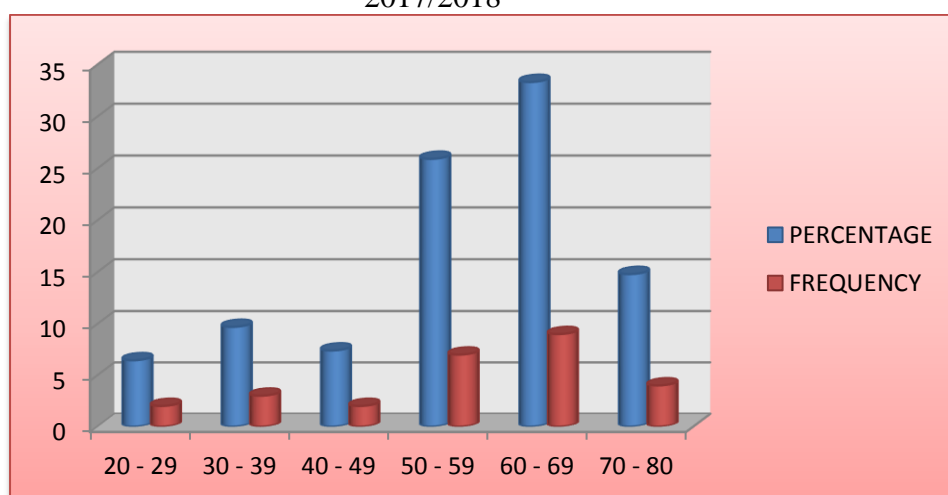
**Table 8**  
Frequency Distribution as the Pre-Test Result in VIII.5 (Experimental Class) of  
SMP N 1 Pekalongan in academic year 2017/2018

Class Interval	Frequency	Percentage %
70 - 80	5	16,12
60 - 69	10	32,25
50 - 59	9	29
40 - 49	2	6,45
30 - 39	3	9,7
20 - 29	2	6,45
<b>T o t a l</b>	<b>31</b>	<b>100 %</b>

Based on the table of frequency distribution above, it can be inferred that all of students got score below the value standard which is 70. Therefore, it can be inferred that the students reading comprehension ability is low.

**Figure 2**

Figure of Frequency Distribution as the Result of Pre-test in VIII.5 (Experimental Class) of SMP N 1 Pekalongan in academic year 2017/2018



The graph of table frequency distribution above described that the result of the student's score of pre-test. There was 2 students (6,45%) who got score 20-29, 3 students (9,7%) got score 30-39, 2 students (6,45%) got score 40-49, then 9 students (29%) got score 50-59, 10 students (32,25%) got score 60-69, and 5 students (16,12%) got score 70-80. In short, it can be inferred that the students reading comprehension ability in pre-test is low.

#### d. The Post-Test Result

Post-test was employed in the last program of this research after giving some treatments and exercises to the experimental and control class in certain period of time.

The test in present research is the same type as pre-test, it is multiple choice forms.

The students' post-test result can be identified as follows:

**Table 9**  
**The Post-Test Result at VIII.5 (Experimental Class)**  
**of SMP N 1 Pekalongan in academic year 2017/2018**

NO	Student's Name	Question Number										Total Post-Test Score Experimental Class
		1	2	3	4	5	6	7	8	9	10	
1	AM	10	10	10	10	10	10	10	10	10	10	100
2	AAM	10	10	10	-	10	10	10	10	10	10	90
3	ADA	10	-	10	10	-	-	-	10	10	10	60
4	AF	10	10	10	10	10	-	10	10	10	10	90
5	AMS	10	10	10	-	10	10	-	10	10	10	80
6	CP	10	10	10	10	10	-	10	10	10	10	90
7	CAN	10	-	-	-	-	-	10	10	10	10	50
8	DA	10	10	10	-	10	10	10	10	10	-	80
9	DP	10	10	10	10	10	10	10	10	10	10	100
10	DRS	10	10	10	10	10	10	10	10	10	10	100
11	EWP	10	10	10	-	-	10	10	10	10	10	80
12	FF	10	10	10	-	-	10	-	-	10	-	50
13	HS	10	10	10	10	10	-	10	10	-	10	80
14	IFNA	10	-	10	-	-	-	10	10	10	-	50
15	IB	10	10	10	-	-	-	10	-	10	-	50
16	LMH	10	10	10	-	-	-	10	10	10	-	60
17	MRA	10	10	10	10	10	-	10	10	10	10	90
18	NMD	10	10	10	-	-	10	10	10	10	10	80
19	NA	10	10	10	-	10	10	-	10	10	10	80
20	PUK	10	10	10	10	10	-	10	-	10	10	80
21	RAC	10	10	10	10	-	-	10	-	10	10	70
22	RAC	10	10	10	-	10	10	-	10	10	10	80
23	RAP	10	10	10	10	10	10	10	10	10	10	100
24	RD	10	10	-	10	10	10	-	10	-	10	70
25	RDP	10	10	-	10	10	10	-	10	10	10	80
26	SAR	10	10	10	10	10	10	10	10	-	10	90
27	STP	10	10	10	-	10	10	10	10	-	10	80
28	SFA	10	10	-	10	10	-	-	10	10	10	70
29	TDV	10	10	10	-	10	10	10	10	-	10	80
30	VTD	10	10	10	10	10	10	10	10	-	10	90
31	YLA	10	10	-	10	10	10	10	10	-	-	70
<b>TOTAL</b>												<b>2420</b>

<b>AVERAGE</b>	<b>78,06</b>
<b>HIGHEST SCORE</b>	<b>100</b>
<b>LOWEST SCORE</b>	<b>50</b>

*Source: The result of post-test of reading comprehension ability experimental class by anticipatory reading guides strategy toward the students' reading comprehension ability on March 28th, 2018.*

The test is followed by 31 students which were cluster selected the highest score was 100 and the lowest score was 50 with total score was 2420 and the average of the score 78,06.

Based on the table above, the researcher measured the class interval.

R = Range

K = a lot of classes that will be created

P = class interval

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 100 - 50 \\
 &= 50 \\
 K &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 31 \\
 &= 1 + 4,92 \longrightarrow \\
 &= 6
 \end{aligned}$$

$$P = \frac{R}{K} = \frac{50}{6} = 8,33 \longrightarrow 8$$

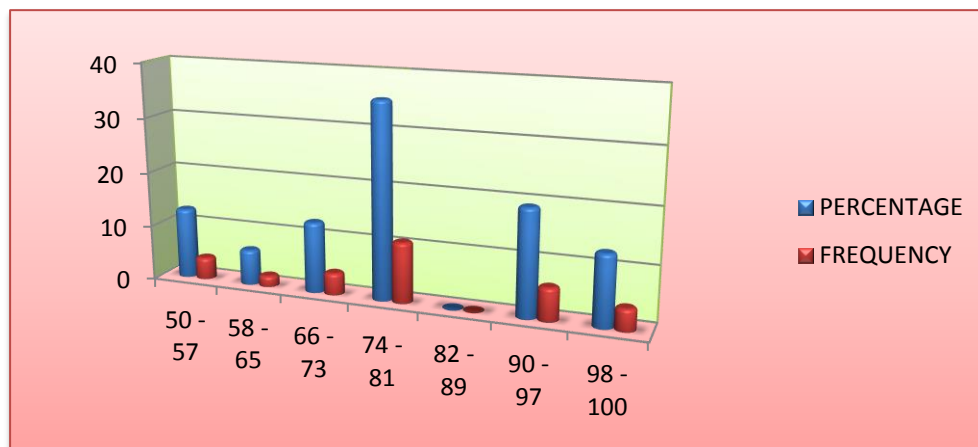
After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

**Table 10**  
Frequency Distribution as the Post-Test Result (Experimental Class)  
of SMP N 1 Pekalongan in academic year 2017/2018

Class Interval	Frequency	Percentage %
98 - 100	4	12,90
90 - 97	6	19,35
82 - 89	0	0
74 - 81	11	35,48
66 - 73	4	12,90
58 - 65	2	6,45
50 - 57	4	12,90
<b>Total</b>	<b>31</b>	<b>100 %</b>

Based on the table of frequency distribution above, it can be inferred that all of students have full fill of value standard, which is 70. Therefore, it can be inferred that the student's word formation in post-test was improved.

**Figure 3**  
Figure of Frequency Distribution as the Result of Post-Test in VIII.5  
(Experimental Class) of SMP N 1 Pekalongan in academic year  
2017/2018



The graph of table frequency distribution above described that the result of the student's score of post-test. There was 4 students (14,81%) who got score 50-57, 2 students ( 7,4%) got score 58-65, 2 students (7,4%) got score 66-73, then 10 students (37,1%) got score 74-81, 0 students (0%) got score 82-89, 5 students (18,51%) got score 90-97, 4 students (14,81%) got score 98-100.

#### E. Hypotheses Testing

After applying test method, the writer analyzed the data by using analysis of t-test in order to prove whether there is any influence of the experimental class at the eight class students of SMP N 1 Pekalongan in Academic Year 2017/2018 as follows:



### 1. Preparing the Table

In order to prove whether there is any difference between pre-test and post-test at the eight grade students of SMP N 1 Pekalongan in Academic Year 2017/2018. The writer use the table as the authentication of Influence between pre-test and post-test at the eight grade students of SMP N 1 Pekalongan in Academic Year 2017/2018.

**Table 11**

The Table as the Authentication of the Influence between Experimental Class at the Eighth Grade students of SMP N 1 Pekalongan in Academic Year 2017/2018

No	Subject	Pre-test	Post-test	D (X-Y)	D (X-Y) <sup>2</sup>
		(X <sub>1</sub> )	(Y <sub>1</sub> )		
1.	MQ	50	100	50	2500
2.	NEP	50	90	40	1600
3.	PFS	50	60	10	100
4.	RAP	30	90	60	3600
5.	APM	40	80	40	1600
6.	ASS	30	90	60	3600
7.	ADS	60	50	-10	100
8.	AAB	70	80	10	100
9.	ANP	60	100	40	1600
10.	AN	40	100	60	3600
11.	DIS	50	80	30	900
12.	DPS	20	50	30	900
13.	FA	60	80	20	400
14.	HD	30	50	20	400
15.	IF	20	50	30	900
16.	KF	60	60	0	0
17.	LN	80	90	10	100
18.	MF	60	80	20	400
19.	MNS	60	80	20	400
20.	NYP	70	80	10	100
21.	NDA	50	70	20	400
22.	PFB	60	80	20	400
23.	RS	50	100	50	2500
24.	RS	70	70	0	0
25.	RA	60	80	20	400
26.	SA	60	90	30	900
27.	SF	50	80	30	900
28.	TBI	60	70	10	100
29.	WRF	50	80	30	900
30.	WR	70	90	20	400
31.	RS	50	70	20	400

No	Subject	Pre-test	Post-test	D (X-Y)	D (X-Y) <sup>2</sup>
		(X <sub>1</sub> )	(Y <sub>1</sub> )		
Total		1620	2420	800	30200
Average		49,09091	73,33333	<b>d</b>	25,80645

## 2. Putting the data above into T – Test formula in order to get “t-observed”

To find the positive influence Peer Scaffolding Strategy toward students' reading comprehension ability at the eight grade of SMP N 1 Pekalongan, the writer used the t – test formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{25.81}{\sqrt{\frac{30200 - (800)^2}{31(31-1)}}$$

$$t = \frac{25.81}{\sqrt{\frac{30200 - 20645.16.3}{930}}}$$

$$t = \frac{25.81}{\sqrt{\frac{9554.83}{930}}}$$

$$t = \frac{25.81}{3.20} = 8,066$$

Therefore, T- observation is 8,06 as the result of the counting by using T-test formula above. To know critical value of T-test (T-observation).The researcher firstly counted df (degree of freedom).

The formulation of  $Df = (N - 1)$ . Meanwhile,  $N$  was the number of research sample.

$$\begin{aligned} df &= (N - 1) \\ &= (31 - 1) \\ &= 30 \end{aligned}$$

The table above illustrated that to  $df$  30, the critical value of  $t_{table}$  for the 5% level was 2.042.

$$t_{t-observed} = 8,06$$

$$t_{table} = 5\% (2.042)$$

Therefore, the data confirmed that  $t_{t-observed} 8.06 > t_{table} 2.042$  because  $t_{observed}$  is higher than  $t_{table}$  both  $df$  5 % = 2.042. It means that  $t_{observed}$  higher than  $t$  table or it can be written as  $2.042 < 8.06$  from the value above, it can be inferred that there is positive and significant of using peer scaffolding strategy on the students reading comprehension ability fro result those test, there was different score of students. It can be seen from the result the students' pre-test and post-test.

## F. Discussion

### 3. Interpretation to observation

The writer has formulated the Alternative hypothesis (Hi) and Null hypothesis (Ho) as follows:

#### a. Alternative hypothesis (Hi)

There is a significant the influence on using Anticipatory Reading Guides Strategy toward the students' Reading Comprehension Ability at the eight grade of SMP N 1 Pekalongan in Academic Year 2017/2018.

#### b. Null hypothesis (Ho)

There is not a significant the influence on using Anticipatory Reading Guides Strategy toward the students' Reading Comprehension Ability at the eighth grade of SMP N 1 Pekalongan in Academic Year 2017/2018.

After Hi and Ho above were formulated the writer consulted T-observation to T-table as follows:

- If  $t_{\text{observed}} > t_{\text{table}}$ , Ha is accepted and Ho is rejected.
- If  $t_{\text{observed}} < t_{\text{table}}$ , Ha is rejected and Ho is accepted.

Finally the data confirmed that " $t_{\text{observed}}$ "= 8.06 is higher than " $t_{\text{table}}$ " = 2.042. Therefore it can be inferred that Hi is accepted and Ho is rejected. It means that there is a positive and significant influence on using Narrative Text toward the students' Reading Comprehension Ability at the eight grade of SMP N 1 Pekalongan in Academic Year 2017/2018.

During the research, the writer observed that the children are interest in learning English material through using Anticipatory Reading Guides Strategy. They were enthusiastic during the learning process. They were also active in the class during the presentation of the material by using Anticipatory Reading Guides as strategy.

They were able to understand the English material through using Anticipatory Reading Guides as strategy more easily. The writer assumed that teaching and learning by using Anticipatory Reading Guides as strategy can influence students' Reading Comprehension Ability well. Through using Anticipatory Reading Guides as strategy, the students learn English easier way because the students can memorize it's more easily and effectively, they learned by seeing Anticipatory Reading Guides Strategy. So it has proved that using Anticipatory Reading Guides Strategy can influence the students' Reading Comprehension Ability than the other method especially for the students at the eight grade of SMP N 1 Pekalongan in Academic Year 2017/2018.

Furthermore, the result of this research confirmed about the influence of Anticipatory Reading Guides Strategy toward the Students' Reading Comprehension Ability was right. This research also clarified that the theory of the influence of Using Anticipatory Reading Guides Strategy on The Students' Reading Comprehension Ability at The Eight Grade of SMP N 1 Pekalongan in Academic Year 2017/2018. In other words, the result of the research may vary on the other educational institutions. It depends on several

factors such as condition, situation, research setting, and subject of the research.

4. **Limitation**

This research was conducted at The Eight Grade of SMP N 1 Pekalongan in Academic Year 2017/2018 class VIII.5 as Experimental Class. So, the result of this research was limited at that place, subject, theme, and time. Thus, the result of this research can't be generalized as the result of research generally.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the analysis of the research data, the researcher concludes in this research use Anticipatory Reading Guides as strategy is an alternative strategy that can influence the students' Reading Comprehension Ability. It can be seen from the result of the pre-test and post-test. The students at the tenth grade of SMP N 1 Pekalongan, especially class VIII.5. They have done pre-test and post-test. Before the post-test, the researcher gave a treatment to the students in experimental class and for control class the researcher doesn't give a treatment. The score that they get before and after the treatment is so different. In pre-test; the average Pre-test score of experimental class is 49.09 and the average score of post-test score of experimental is 73.33. The result of this research is  $t_{\text{observation}} > t_{\text{table}}$  ( $8.06 > 2.042$ ) Where is the  $H_a$  is accepted and  $H_o$  is rejected its mean that, there is positive and significant influence of using Anticipatory Reading Guides strategy on the students' reading comprehensionability at the tenth grade of SMP N 1 Pekalongan in the Academic Year of 2017/2018

Through using Anticipatory Reading Guides as strategy, the students learn new experience in study English. In brief, there is a positive and significant influence on using Anticipatory Reading Guides as strategy toward the students' Reading ComprehensionAbility because after treatments. The fact shows that there are change at amount of student that get the low category and the high category.

By using Anticipatory Reading Guides strategy in teaching reading comprehension ability made students easier in accepting the materials. It could be influence the students' reading comprehension ability through applied Anticipatory Reading Guides strategy. By using Anticipatory Reading Guides strategy the students will be interested so that the student is more active in learning process.

Furthermore, Anticipatory Reading Guides strategy can be solution for the teacher to teach the students in Reading Comprehension Ability, the students will be more active in learning process. They are given much more opportunities to explore all of their skill. By using this strategy, teaching and learning process is more interesting, enjoyable and relaxed and all of the students will take part actively in teaching and learning process.

#### **B. Suggestion**

The researcher had done the research at the tenth grade of SMP N 1 Pekalongan in the Academic Year of 2017/2018. The researcher would like to give some suggestion as follows:

##### **1. For the Headmaster**

The headmaster should support the English learning process by preparing some facilities of teaching and learning.



## **2. For the teachers**

The teacher can choose the Anticipatory Reading Guides an alternative strategy in teaching English especially in reading comprehensionability in order that the student can understand the material delivered by the teacher, because by an interesting strategy in teaching learning, it can automatically improved the students motivation in learning process and it can make them try best effort to accepting the material taught by the teacher.

## **3. For the students**

The students should be more active in learning English especially in Reading Comprehension Ability by using Anticipatory Reading Guides Strategy, because using Anticipatory Reading Guides Strategy can help the students to enjoy in following the material that the teacher given. So it can increase their knowledge in learning English.

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## CURRICULUM VITAE

The name of the writer is Tri Nurianto. He was born in Purworejo Kota Gajah, on January 23, 1995. He is the third child of married couple Mr. Suyono and Mrs. Suwarti. He has sister and brother. The name is Eni Porwati and Hadi Purwanto.



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