AN UNDERGRADUATE THESIS

AN ERROR ANALYSIS OF PREDICTION ON STUDENTS' READING COMPREHENSION AMONG THE ELEVENTH GRADERS OF MAN 1 EAST LAMPUNG

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H/2021 M

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Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

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The Honorable the Head of Tarbiyah Department
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to undergraduate thesis script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be examined on the munaqosyah. Thank you very much.

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Sudah kami setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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APPROVAL PAGE

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Metro, 14th October 2021
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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.

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An Undergraduate thesis entitled: AN ERROR ANALYSIS OF PREDICTION ON STUDENTS' READING COMPREHENSION AMONG THE ELEVENTH GRADERS OF MAN 1 EAST LAMPUNG, Written by: Jesiska Anggun Pratiwi, Student Number 1701070110 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on October 14th, 2021, at 08.00-10.00. AM

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AN ERROR ANALYSIS OF PREDICTION ON STUDENTS' READING COMPREHENSION AMONG THE ELEVENTH GRADERS OF MAN 1 EAST LAMPUNG

ABSTRACT

By:
Jesiska Anggun Pratiwi

The objectives of this research were to analyze the students' errors of prediction, to explore the causes of the students' errors of prediction, and to analyze the solution to solve the students' errors of predictionin reading comprehension among the eleventh graders of MAN 1 East Lampung. The researcher analyzed those phenomena based on the consideration of the students' problem in reading investigated in the process of pre-survey. Therefore, it is hoped that this research is beneficial in illustrating the phenomena of students' errors in prediction of the reading learning process.

The method of this research was qualitative research in the form of a case study carried out at MAN 1 East Lampung. The primary sources of this research are the result of interview with the students and English teacher, and the archieve of students' reading asignment. The researcher used documentation and interview in collecting the data. The interview was conducted to investigate the factors and the solutions to overcome the students'errors of prediction in reading comprehension of the research objectives.

The research results show the students' errors of prediction in reading comprehension there were 9 errors (10%) of not being to predict the vocabulary , 43 errors (50%) of not being to predict the grammar of sentences, 15 errors (17%) of not being able to remember the important information, and 19 errors (22%) of not being able to conclude the content in reading text. In addition, the second research result is about the factors that cause the students' errors of prediction in reading comprehension caused failing to match the sensory inputs of prior expectations and failing to match the inputs of prior belief because of the doubt in the prediction process. Furthermore, another research result is about the solutions to overcome the students' errors of prediction in reading comprehension by giving reading assignments, motivating the students, asking the students to read a lot.

Keywords: prediction,reading comprehension, qualitative research.

ANALISIS KESALAHAN SISWA DALAM MEMPREDIKSI PADA PEMAHAMAN MEMBACA SISWA KELAS SEBELAS DI MAN 1 LAMPUNG TIMUR

ABSTRAK

Oleh:

Jesiska Anggun Pratiwi

Tujuan dari penelitian ini adalah untuk menganalisis kesalahan siswa dalam keterampilan memprediksi, untuk mengeksplorasi penyebab kesalahan siswa dalam keterampilan memprediksi, untuk menganalisis solusi untuk mengatasi kesalahan siswa dalam keterampilan memprediksi pada pemahaman membaca. Peneliti menganalisis fenomena tersebut berdasarkan pertimbangan masalah siswa dalam membaca yang diselidiki dalam proses pra-survei. Oleh karena itu, diharapkan penelitian ini bermanfaat dalam menggambarkan fenomena kesalahan siswa dalam memprediksi dalam pemahaman membaca.

Metode penelitian ini adalah penelitian kualitatif dalam bentuk studi kasus yang dilakukan di MAN 1 Lampung Timur. Sumber utama penelitian ini adalah siswa kelas sebelas di MAN 1 Lampung Timur yang terdiri dari 15 siswa. Peneliti menggunakan dokumentasi dan wawancara dalam mengumpulkan data. Pengamatan dilakukan untuk mengetahui kesalahan siswa dalam keterampilan memprediksi dalam pemahaman membaca. Wawancara dilakukan untuk menyelidiki faktor-faktor dan solusi-solusi untuk mengatasi kesalahan siswa dalam keterampilan memprediksi cetak pada tujuan penelitian.

Hasil penelitian adalah tentang kesalahan siswa dalam keterampilan memprediksi pada pemahaman membaca yang terdiri dari tidak mampu memahami kosa kata; tidak mampu memahami tata bahasa; tidak mampu mengingat kalimat; dan tidak mampu menyimpulkan topic dalam teks. Selain itu, hasil penelitian kedua adalah tentang faktor-faktor yang menyebabkan kesalahan siswa dalam memprediksi yang disebabkan oleh kegagalan untuk mencocokkan ingatan awal pengetahuan sebelumnya dan kegagalan untuk menyesuaikan keyakinan diri dikarenakan keraguan dalam proses prediksi. Selanjutnya, hasil penelitian lain adalah tentang solusi untuk mengatasi kesalahan siswa dalam keterampilan memprediksi dalam pemahaman membaca yaitu dengan memberikan latihan tugas membaca, memberikan motivasi kepada siswa, dan memberikan siswa latihan untuk banyak membaca.

Kata kunci: prediksi, pemahaman membaca, penelitian kualitatif.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

"...because with difficulty is surely ease..."

(Q.S. Insyirah:6)

DEDICATION PAGE

This Undergraduate thesis specially dedicated to :
My beloved parents *Mr.Masri Folis* and *Mrs. Suherna* who always pray and support in their endless love.

My sponsor *Dr. Widhiya Ninsiana, M.Hum and my co-sponsor Aisyah Sunarwan, M. Pd thanks for guiding and the times*

My beloved friends, *Enggar Pinasti Priambodro, Nika Kurnia, Bela Fransiska, Fatimatul Latifah, Riza Merlinda, Sindi Anggun Lestari, Dewi Purwati,* and *all of C class who always support me*.

Finnaly, *my beloved almamater of state institute for islamic studies metro*.

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4. Aisyah Sunarwan, M.Pd, who has given the knowledge to complete this undergraduate thesis.
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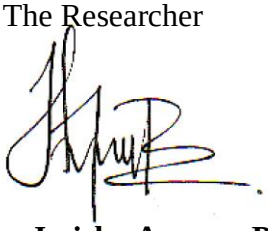
6. The Staffs of the English Education Department who helped the researcher in the process of administration.
7. The Teachers of MAN 1 East Lampung who gives the researcheropportunity to conduct this research.

As a human being, the researcher realizes that this undergraduate thesis still has a weakness. The researcher does for all mistakes she has done writing. The researcher hopes this undergraduate thesis can be beneficial for all readers.

Metro, August 11th 2021

The Researcher



Jesiska Anggun Pratiwi
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language used as basic language in many countries including Canada, Australia, United Kingdom, New Zealand, and United States. In other words, English is spoken as a second language in a number of nations, including India, Singapore, and the Philippines.[1]One of the foreign languages spoken in Indonesia is English. English is really important in education. Additionally, English is useful in a multitude of fields other than education, such as politics, diplomacy, international commerce and industry, science and technology, business, information technology, journalism, and popular culture.There are four skills that must be considered in learning English namely listening, reading, speaking and writing.

Moreover, one of the skill in English language is reading.Reading skill is a language skill that deals with decoding English word and enriching vocabulary.[2] Actually, reading skill is important after listening because reading skill can increase the knowledge, such as finding the main idea of the text.[3] Reading must be increased to increase the lack of vocabulary, the difficulty in finding the meaning, and felling bored in reading and understanding the text.

---

[1]Dr Geoffrey Broughton et al., *Teaching English as a Foreign Language.*, 2002, p.1-3.

[2]William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, 2nd ed, Applied Linguistics in Action (Harlow, England ; New York: Longman/Pearson, 2011) p.3.

[3]David Nunan, ed., *Practical English Language Teaching*, 1st ed (New York: McGraw-Hill/Contemporary, 2003) p.69.

In addition, as one skill in English, reading is an activity of spelling or reciting writing to find out the message or information that written. Moreover, reading is a way to get information from something written. Reading is a text processing that aims to explore information contained in the text and involves the components of language, ideas, tones and styles as well as those included in the context category, and components of context that are outside the linguistic component.[4]

Furthermore, one of the phenomenon in reading is the students' skill in prediction skill that they do in the process of reading. Prediction is when the readers hear the first part of an utterance, they may be able to surmise the exact meaning, if not the exact words, of its continuation.[5]Moreover, prediction is an activity readers that they do before reading a textwhere they predict what they are going to read.This gives them a reason to listen as they confirm or reject theirpredictions.

In addition, the researcher conducted a pre survey on 28 October 2020 to study students' error of prediction in reading subject on the eleventh graders at MAN 1 East Lampung. The researcher interviewed the English teacher to get information about students in reading comprehension especially in the students' errors of prediction in reading subject. The English teacher said that students have some problems in reading while the students read of the textthey have errors to read an important information is about. However, there are many factors of students problems in reading such as the students could

[4]Kate Paesani, "*English L2 Reading: Getting to the Bottom* . 2nd Ed by BIRCH, BARBARA M," *The Modern Language Journal* 92, no. 4 (December 2008): p.7.

[5]Penny Ur, "Teaching Listening Comprehension," n.d., 92 p.75.

not predict an information, unfamiliar with the topic, lack of vocabularies, difficult find the meaning, and then they are felt bored to read and understand about the text.

Based on the explanation above, the researcher assumed that reading of the text is not easy especially for students. Prediction skillrefers to making a guess about information in the reading process. However, prediction skill is usefull for students that related the reading input to their personal experiences, making meaningful and memorable. Therefore, the researcher constructed a study entitled An Error Analysis of Prediction in Reading Comprehension among The Eleventh Graders of MAN 1 East Lampung.

B. Research Question

Based on the background above, there are several problems of students that related students' errors of prediction in reading comprehension on the eleventh graders of MAN 1 East Lampung. Thus the researcher formulated the problems as follows:

1. What are the students' errors of predictionin reading comprehension among the eleventh graders of MAN 1 East Lampung?
2. Why do the students get errors of prediction in reading comprehension amongthe eleventh graders ofMAN 1 East Lampung?
3. How is to solve the students' errors of prediction in reading comprehension among the eleventh graders of MAN 1 East Lampung?

C. Objectives and Benefits of the Research

1. Objectives of the Study

Based on the research questions above, the researcher outlines of the research objectives, as follows:

a. To analyzethe students' errors of predictionin reading comprehension among the eleventh graders of MAN 1 East Lampung.
b. To explore the causes of the students' errors of predictionin reading comprehension among the eleventh graders of MAN 1 East Lampung.
c. To analyze the solution to overcome the students' errors of predictionin reading comprehension among the eleventh graders of MAN 1 East Lampung.

2. Benefits of the Study

This research has benefits not only for students, but also for English teachers and the other researchers:

a. For the students

This research wasmotivated to students in English learning by using the prediction skill in reading comprehension.

b. For English teacher

The English teacher could apply the prediction skill in reading comprehension.

c. For the other researchers

It is hoped thatthis researchcan give the contribution for other researcher to conduct the studies.

D. Prior Research

This research wasconducted by considering several prior researches as a reference. The first prior research entitled*The Use of Predictions Strategy in Improving Student's Reading* Comprehension by Rusli Sumirat, Cecep Fahmi Rahmat Padilah, and Acep Haryudin.The research used quantitative method. In addition, the aim of the research is to improve students' reading comprehension on the seventh grade of students at SMP Darussurur Cimahi through the use of prediction strategy. The sample of the research isthe seventh grade of students at SMP Darussurur Cimahi.There are 194 students from 6 classes and the sample was 36 students from 1 class.[6] This research has similarities and differences with the first prior research.

The similarity covers the same main research topic that is about prediction in reading comprehension. While the difference between the two research lies in the purposes, methods, variables, and samples. The purposes of the research are to analyze the students' errors of prediction, to explore the causes of the students' errors of prediction, and to analyze the solution to solve the students' errors of prediction in reading comprehension. Meanwhile, the purpose of the first prior research is to improve students' reading comprehension on the seventh grade of students at SMP DarussururCimahi through the use of prediction strategy. Another difference is related to the research sample. That is because the sample of this research is the eleventh

[6]Rusli Sumirat, Cecep Fahmi Rahmat Padilah, and Acep Haryudin, "The Use Of Predictions Strategy In Improving Students' Reading Comprehension," *PROJECT (Professional Journal of English Education)* 2, no. 4 (July 4, 2019): 521.

graders students. While the first prior research is the seventh grade of students at SMP Darussurur Cimahi.

Moreover, the researcher uses the prior research entitled*Teaching Reading by Making Predictions at Senior High School* by Evonda Kendari and Jufri. The research used Classroom Action Research (CAR) method. The aim of the study is to help teachers overcome one of problem in teaching reading at Junior High School.The sample of the research is the students Junior High School.[7] This research has similarities and differences with the first prior research.

The similarity covers the same main research topic that is about prediction skill in reading comprehension. While the difference between the two research lies in the purposes, methods, variables, and samples. The purposes of the research are to analyze the students'errors of prediction, to explore the causes of the students' errors of prediction, and to analyze the solution to solve the students' errors of prediction in reading comprehension. Meanwhile, the purpose of the first prior research is to help teachers overcome one of problem in teaching reading at Junior High School. Another difference is related to the research sample. That is because the sample of this research is the eleventh graders.

Furthermore, another prior research is *Improving Students' Reading Comprehension of Descriptive Text by Using Prediction Strategy* by Desy Wulandari, Muhammad Sukirlan and Sudirman. The research used CAR

[7]Evonda Kendari and Jufri.*Teaching Reading By Making Prediction At Senior High School*. Journal of English Language Teaching. Vol.06 No. 01.

(Classroom Action Research). The purpose of the research is to find out whether there was a statistically significant increase of comprehension after the students were taugh through prediction strategy and the students' response in the implementation of prediction strategy in reading.[8] Furthermore, this research has similarities and differences with the first prior research.

The similarity covers the same main research topic that is about prediction skill reading comprehension. Moreover, the difference between the two research lies in the purposes, methods, variables, and samples. The purposes of the research are to analyze the students' errors of prediction, to explore the causes of the students' errors of prediction, and to analyze the solution to solve the students' errors of prediction in reading comprehension.While the purpose of the first prior research isto find out whether there was a statistically significant increase ofstudents' reading comprehension after the students were taughtthrough prediction strategy and the students' response in theimplementation of prediction strategy in reading.The sample of the research isthe second grade studentsof SMP Negeri 18 Bandar Lampung. Another difference is related to the research sample. That is because the sample of this research is the eleventh graders students. While the first prior research is the second graders of SMP Negeri 18 Bandar Lampung.

[8]Desy Wulandari and Muhammad Sukirlan, "IMPROVING STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT BY USING PREDICTION STRATEGY," n.d., 7.

CHAPTER II

REVIEW OF LITERATURE

A. The Concept of Reading Comprehension

1. The Concept of Reading

a. The Definition of Reading

Reading is an active process of constructing meaning; those who understand the process best librarians, reading specialists, and teachers must make explicit and active what good readers do subconsciously and internally.[9] Reading is the process in understanding of the text that is to find the important information. Furthermore, reading is an important role in language education especially for students in learning process.

Moreover, reading is the logic of a person who expects his reading to be useful above all.[10] Reading is usefull for readers when they are read the text. They can get an important information from the text. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials.[11] Furthermore,

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[9]Sharon Grimes. *Reading Is Our Business How Libraries Can Faster Reading Comprehension.*American Library Association. United States. 200. p.18

[10]Robert D. Richardson.*First We Read Then We Write.*University of IOWA Press. United States of America. 2009.p.16

[11]Camille Blachowic and Donna Ogle.*Reading Comprehension Strategies for Independent Learners.*The Guildford Press. New York.2008. p.15

reading means an activity to help readers conclude the contents of the text that is read using their knowledge.

Based on the definition above, it is concluded that reading means an activity to help readers conclude the contents of the text that is read using their knowledge.

b. Types of Reading

There are two types of reading namely, intensive reading and extensive reading.

1) Intensive Reading

Intensive reading is usually a classroom-oriented activity in which students focus on the linguistics or semantic details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning.[12]

2) Extensive Reading

Extensive reading is required to have a general grasp of a typically lengthier material (long article, book or essays, etc). It is a reading exercise in which the teacher invites pupils to pick what they want to read for enjoyment and for general language progress.[13]

[12]H. Douglas brown,*Teaching by Principles an Interactive Approach to Language Pedagogy*, (USA : Longman, 2003, p. 312

[13]*Ibid.*

c. Models of Reading

There are some models of reading, such as:

1) Top-down

Top-down methods emphasize the relevance of these schemata and the reader's input above the incoming material.

2) Bottom-up

Serial models are used in bottom-up methods, in which the reader starts with the written word, recognizes graphic stimuli, decodes them to sound, recognizes words, and decodes meanings.

3) Interactive

In reality, neither the bottom-up nor the top-down approaches are acceptable characterizations of the reading process, and more appropriate models are interactive models, in which each component of the reading process can interact with any other component, whether it is 'higher up' or 'lower down'.[14]

d. Reading Strategis

Reading is one of the important skill that must be learned by the students. There are several reading strategies that it could be developed. These reading strategies could help the students to improve their skill in reading, including[15]:

1) Predicting

[14]J. Charles Alderson, *Assessing Reading*, (University Press : Cambridge, 2000) p.16-31 .

[15]H. Douglas Brown, *Taching by principles* (San Fransisco: San Fransisco state University, 2000), p.308.

The teacher discusses the title of the text that is read, displays an image of the text, and asks the students to anticipate what the book is about or what key information they expect to learn from the reading material. Students generate ideas using their imaginations depending on the information they have (titles or photos).

2) Skimming

Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or massage and possibly some of the developing or supporting ideas. It is skill of getting general idea of a text.

3) Scanning

Usually the students learn to read to entire text carefully word by word. It's waste of time. Sometime when we read, we do not read, we do not always want to know the meaning of sentence or text. The most important thing is based on our aim. Then we want to know some specific information, we do not have to read the whole passage. Scanning is reading skill in getting specific information from a text.

4) Identifying Topic and Main Idea

Students practice these skills in a developmental sequence, beginning with easy cognitive activities and progressing to more difficult cognitive tasks. This implies that pupils can apply their knowledge to the tasking of the reading process.

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

Reading comprehension is the process of understanding meaning from reading text.[16] Understanding reading is the ability to understand what is read. Students not only read, but students must also understand what they are read.

Moreover, reading comprehension is a complex process in reading that involves many interactions between readers and what they bring to the text. Reading comprehension is the process of reading when the readers use their previous knowledge and strategy as well as variables related to the text itself.[17] It means that reading is a process that involves interaction between readers with their prior knowledge using strategies related to the text being read.

Furthermore, reading comprehension is a common goal of reading courses we focussedon that in this section. Achievement tests, however, could test various reading strategies, speed of reading, word recognition, guessing, or note-taking from reading, depending on the goals of the course.[18] It means that the general aim of the reading process can test various strategies used in reading.

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[16]Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties* (New York: Springer, 2011), p.15.

[17]Janette K. Klingner, Sharon Vaughn, and Alison Boardman.Graham. *Teaching Reading Comprehensio to Student with Learning Difficulties. (*New york: The Guilford Press, 2007), p.8.

[18]I.S.P Nation. *Teaching ESL/EFL* Reading *and Writing*. (New York: Routledge, 2009), p.77.

Based on the definition above, it is concluded that reading comprehension is an activity to get an understanding of the meaning of the text which can then be translated into its own language.

b. Assesment of Reading Comprehension

Assessment is seen as the practice of detecting and defining the students' knowledge, understanding, abilities, and skills. It is a classroom activity used to stimulate learning by collecting data and offering constructive feedback.[19]Assessment as part of classroom activities is a fundamental process required to promote learning and ultimately achievement.[20]Assessment is the process of collecting and organising information from purposeful activities (e.g., tests on performance or learning) with a view to drawing inferences about teaching and learning, as well as about persons, often making comparisons against stablished criteria.[21]

Based on the definition above, it is concluded that assessment of reading is the process of gathering and processing information to determine students' ability to understand texts.

[19]Madani Habib, "Assessment of Reading Comprehension", *Revista Romaneasca Pentru Educatie Multidimensionala* VIII, no. I (27 June 2016): 126.

[20]Cheryl A Jones, *Assessment for Learning* (London: Learning and Skills Development Agency, 2005) p.4.

[21]Iasonas Lamprianou and James A Athanasou, *A Teacher's Guide to Educational Assessment* (Rotterdam; Boston: Sense Publishers, 2009), p.3.

There are several criterias generally used in indicating students' reading comprehension, those are:[22]

1) Inference (implied detail)
2) Grammatical features
3) Detail (scanning for a specifically stated detail)
4) Vocabulary in context

From the indicator above, the process of preparation in reading comprehension test must be considered completeness of the indicators of reading comprehension.

B. The Concept of Prediction

1. The Definitionof Prediction

Predictionis one of skill in reading when the readers read the text they may be able to get the information based on theirknowledge, life experiences or from reading other texts.[23]Moreover, prediction is refering to make a guess about the important information based on what is known from reading text. Prediction is a skill of readers to predict the meaning of the text and prediction can also involve readers' background knowledge.[24] It can be increased the readers'skill in reading by predicting to get the important information from reading text.

In addition, prediction is anactivity in reading that is like self-questioning in that it sets a purpose for learning and helps students use

[22]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2006), p.206.

[23]Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact* (Chicago: American Library Association, 2007), p.14.

[24]Moreillon p. 76.

existing knowledge to direct attention. The realizationpart of the lesson occurs as students interact with the new information. It can be thought of as reading in order to confirm or reject the predictions made before encountering the new information.[25]Prediction is a skill that the students use their background knowledge and clues from the text to figure out what happens.[26]Prediction is refering to make a guess about the important information which is based on personal their life experience and clues in the reading input. Prediction is a logical guess based on the facts. It is either confirmed or disproved by the text.[27]In addition, prediction is beating the contents and the message thatthe readers read.[28]Prediction is refering to make a guess about the content of reading based on personal their life experience and clues in the reading input.[29]

Based on definitions above, it is concluded that prediction is an activity to help the students in reading which the student could predict what their read is about. Thus, prediction is used to anticipate the student's predict in reading that the students could predict about information from text.

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[25]Diane Lapp, James Flood, and Nancy Farnan, *Content Area Reading and Learning: Instructional Strategies* (New York: Lawrence Erlbaum Associates, 2008) p. 91.

[26]Mailyn Evans and James Spears, *Daily Reading Comprehension.* (USA: EVAN-MOOR Educational Publishers, 2001) p. 8.

[27]Cris Tovani, *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers* (Portland, Me: Stenhouse Publishers, 2000).

[28]Larry Vandergrift and Christine C M Goh, "Teaching and Learning Second Language Listening," p,296.

[29]Kelly Hatfield, Rob Hatfield, and Kim Bradford, *Reading for Every Child: Comprehension, Grade k* (Grand Rapids, MI: Instructional Fair : School Specialty Publishing House, 2005), p.44.

2. The Function of Prediction

There are several functions of prediction in reading as follows:

a. Guiding the readers to know what's coming up next in the book they are reading. The readers expect specific information from the reading text based on what they have already read.[30]
b. Guiding the readers to interactwith the source of text input.
c. Guiding the readers for preparing their mental during read of text.
d. Helping the readers to relate the reading input to their personal experiences, thus making it more meaningful and memorable.
e. Settingthe readers to search for material confirming their forecast and hunt for facts to validate their forecast and pay attention before they have made any predictions.[31]

3. The Procedure of Prediction

There are some procedures of prediction making skill as follows:[32]

a. The readers must pay attention ofrising and falling in predictions.
b. The readers defend continuity of context to assist in predictions.
c. The readers set goals from reading text.
d. The readers make note the structure and organizing of reading text.
e. The readers must select clues from the text to complete a schematic prediction.

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[30]Tovani, *I Read It, but I Don't Get It*. Stenhouse Publishers. 2000, p.52.

[31] Karen Breitbart. *Reading for Every Child Comprehension.*(USA: Frank Schaffer Publications, 2005), p.46.

[32]Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, What Works for Special-Needs Learners (New York: Guilford Press, 2007, p.3.

f. The readers can predict of code to a narrative in the text.

g. The readers stay for finishing of text or statement before inferring inevitable knowledge connection to predict the knowledge structure which help understanding.

h. The readers can assist in a pre-reading phase to predict the form that the information take and anticipate the cues that precede the needed information.

C. The Concept of Error

1. The Definition of Error

In the subject of second language acquisition research, error analysis is one of the most important topics.Errors are an unavoidable aspect of learning a new language.The learner of English as a second language is completely unaware of the existence of a certain system or rule in the English language.Moreover, second and foreign language academics have been fascinated by learner errors.The essential task of error analysis is to illustrate how learning takes place by looking at the learners' output which includes both correct and incorrect statements.[33]

Error is a part of the methodical study of the learners' language, which is crucial for comprehending the second language learning process.[34]Error analysis is necessary to notice, analyze, and classify the errors committed by students. Moreover, analysis of errors may be used to

[33]Ali akbarkhansir, *Error Analysis and Second Language Acquisition,*Academy Publisher Manufactured, Finland, 2012, p.1

[34]S. P Corder, Error analysis and Interlanguage ,(London Oxford : Oxfor University Press, 1981) p.1

assess how well someone understands a language, how a person learns a language and to gather information about the obstacles of ordinary linguistic acquisition. It can also be used as a teaching aid or in the design of teaching materials.

Based on the statement above, it is concluded that error analysis is an activity to recognize, categorize and construed or explain the error created by someone in speaking, reading, and writing. It is conducted to gain informatin on general difficiulties faced by someone in English text.

2. The Differences Between Error and Mistake

The differences between error and mistake that errors reflect gaps in the student's knowledge, occurring because the student does not know what is correct, whereas mistakes reflect occasuinal lapses in performance, occurring because the student is unable to perform what he or she knows in a particular instance.[35] It means that, when the learners get error, it cannot be certained from learning about mistake.

Moreover, error and mistake are different because some people do not understand about the both. To make distinct the differences of error and mistake, a mistake as a failure by native speakers to appropriately use a recognized system as a result of a memory error, a bodily condition such as weariness, or a psychological condition such as strong emotion.Unsystematic or inconsistent deviation are similar terms used to describe a mistake. In this situation, the learner was taught the proper form

[35]Ibid, p.17

of the language; occasionally, pupils get it right, but occasionally, he makes a mistake and uses the incorrect form.[36]It refers to errors resulting from a lack of knowledge of the largest language (English) or false hypotheses about it, as well as errors resulting from temporary memory lapses, confusion, tongue slips, and so on. In other words, it is supposed that the former learner was not the one intended that is referred to as an error, if the student is inclined and capable of fixing a defect in their work. Furthermore, if the learner is unable or unwilling to make the adjustment, they infer that the form used was the one intended, which is referred to as an error.

3. Cause of Error

The mistake of learners in the target language becomes a matter of discussion among researchers. The learner is discussed why mistakes in the target language occur. Error can arise for a variety of causes. Examining the causes of error is one strategy for preventing the learner from repeating the same mistake.There are three causes of errors including mother tongue, interference, overgeneralization, and error encouraged by teaching material or method.[37]

a. Mother-tongue

The result of language transfer induced by the learner's first language or the transfer of grammatical elements from the learner's mother

[36]S. P Corder, Error analysis and Interlanguage ,(London Oxford : Oxfor University Press, 1981) p.125

[37]Peter Hubbard, et al A. Training Course for TEFL , (New York : Oxford University Press, 1983), p.140

tongue to the target language, such as at the morpological level, is mother-tongue interference. The plural suffix at the end of the word is frequently omitted by Indonesian students. For example, instead of "one students," use "wan student."

b. Overgeneralization

Overgeneralization is the result of incorrect or incomplete target language learning. Because they have not yet grasped the language, learners prefer to utilize two tense makers in one statement. For instance, “she comes here”. The use of the word “is” in the phrase is incorrect. If the sentence does not contain the verb “comes”, “is” is used. She comes here should be the sentence.

c. Error encouraged by teaching material or method

Students' errors can also be attributed to the teaching material or method used. Unfortunately, classifying these errors is much more difficult. There are no errors made by the pupil if the content is adequately chosen and delivered with meticulous attention. The error appeared to be caused by the teaching process itself. In other terms, it’s referred to as “teacher-initiated errors.”

4. The Sources of Error

Error is a failure of ineffective teaching or lack control, if material is well chosen, graded and presented with meticulous care, there should never be error.[38] The errors are the difficult to classify without studying

[38]Ibid

the teaching material and teaching technique or method. For example : I am go to market every morning. It is caused by teaching giving more emphasizing on one tense, present progressive tense, so learners overuse it when moving on to new patern**.** There are several causes of error as sources of error as follows:

a. Interlingual transmission is the initial source of mistake. It is the first step in learning a second language. It is the detrimental impact of the learner's mother tongue. Students are unfamiliar with the use of the target language at this stage, therefore they learn it using previous experience.
b. Intralingual transmission is the second source of mistake. It is the negative transfer of items inside the target language at this level; pupils have only learned a portion of the target language, therefore they apply and develop the structure in a new form that does not match to the target language or mother tongue.
c. The context of learning is the third source of error. It combines the two modes of transfer. The term “context” in this stage refers to the teacher or the textbook. The teacher or the textbook can lead pupils to make mistakes in the classroom. It is referred to as a “false concept.” It is because some of the teachers’ explanation or textbook presentations are incorrect.

d. Communication techniques are the final source of error. Students must use their production strategies to get the message across at this stage. Therefore, it can sometimes be a cause of inaccuracy.

From the explanation above, it can be concluded that error analysis is a method of using errors made by target language learners as a source of information for teachers, which helps them fix students' errors and increases their teaching effectiveness.

D. The Concept of Students' Errors Prediction

1. The Errors of Students'Errors of Prediction

There are several errors of students' prediction such as:[39]

a. Vocabulary

Vocabulary is an important aspect of reading in the English learning process. Failure in understanding vocabulary results in failure to understand the overall important information in a reading. The vocabulary element in the content of the reading problem consists of the equation of the word and the opposite of the word. Most of students experience errors in the process of understanding the words contained in a reading.

b. Grammar

Grammar is one of important aspects in the process of reading. The function of grammar is to arrange words by arranging them to convey an important information in a whole sentence but the

[39]Department of Behavioural Sciences and Learning, Education, Teaching and Learning, Linköping University and Åsa Elwér, *Early Predictors of Reading Comprehension Difficulties* (Linköping University Electronic Press, 2014), p.31-36.

aspect of grammar is very wide in English which includes understanding of nouns, morphem, and also verbs that are also wide broad types such as covering irregular and regular verbs therefore most students experience errors in English.

c. Verbal Memory

Students were required to remember the last digit and recite out the row of digits. The results indicated substantial differences between a sample of poorcomprehenders and a group of ordinary readers. Another possibility for those with weak comprehension and memory skills is that the issues are confined to tasks involving semantic language components. However, memory abilities of poor comprehenders were assessed using basic and complex tasks on both verbal and nonverbal information.It is discovered no indication that poor comprehenders performed worse than normal readers on tasks that evaluated general working memory.

d. Inferences

Text-connecting is the term for inference. In addition, gap-filling inferences must be drawn from text material to the reader's general knowledge in order to achieve global coherence. The pattern implies that inference issues arise before reading comprehension issues and are not a result of the poor comprehenders' low reading comprehension levels.

2. The Causes of Students' Errors of Prediction

There are two causes of students prediction in reading comprehension as follows:[40]

a. The error of prediction skill isbecause the certain sensory inputs fail to match the prior expectations because they contain information that disproves the current prediction.
b. The prediction skill error occurs when the inputs fail to match the previous belief due to uncertainty in the prediction process.

3. The Solution to Overcome the Students' Errors of Prediction

There are some solutions to solve students' prediction in reading comprehension such as:[41]

a. Giving reading assignments because the brain needs to estimate not only the errors of making inference in the process of reading, but also the correction of the errors.
b. Giving motivation to the students that motivation is the process for the brain optimizes accuracy of prediction.
c. Asking the students to read a lot as the way to minimize the students' specific prediction error.

[40]Hanneke E. M. den Ouden, Peter Kok, and Floris P. de Lange, "How Prediction Errors Shape Perception, Attention, and Motivation," *Frontiers in Psychology* 3 (2012).

[41]Katie Steubing, "Strategies Teachers Can Use to Help Support Comprehension in Struggling Readers," n.d., 31.

CHAPTER III

RESEARCH METHODOLOGY

A. The Types and Characteristics of the Research

It is commonly known that there are many research methods could be used in conducting the research, especially in researching into the matters in writing paragraph there are at least two types of research method include of quantitative and qualitative.

In addition, the researcher used qualitative method in this research. Qualitative method is one of method to investigate and know the meaning personal or community examined to social or people problem.[42]Qualitative research is a learn that could be investigated and knowing the matter of person or social by personal or community.

Moreover, this research focussed on descriptive qualitative research as a characteristics. The researcher took a survey that it can be used to explain phenomena and summarize. It means that the purpose of survey can be obtained a good role of definite things for descriptive research. In addition, the aim of descriptive qualitative is to explain the characteristics of data in the research.Descriptive qualitative research has

[42]John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks: SAGE Publications, 2014), p.4.

many benefits for getting an important information that related of individual or community.[43]

Based on the explanation above, the purpose of this research to explore the students' errors of prediction in reading comprehension among the eleventh graders of MAN 1 East Lampung.

B. Data Resources

In this research, the researcher classified the source into two parts, namely primary and secondary.

1. Primary sources

   Primary sources are essential tools used to collect data.[44] Moreover, it is direct evidence of a topic under consideration. They present information in its original form, not interpreted, or summarized or evaluated by other researchers. The primary sources are interview and students' reading assignment documents given by English teacher inthe eleventh graders of MAN 1 East Lampung. The total is 15 students. Besides, this research's primary sources is also the result of interview with the English teacher and students in obtaining data about students' errors of prediction in reading comprehension.

2. Secondary sources

   To complete this research, the researcher used some sources.In addition, the primary sources this research which consist of scientific

[43]Geoffrey R. Marczyk, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology*, Essentials of Behavioral Science Series (Hoboken, N.J: John Wiley & Sons, 2005).

[44]Edward Eller, "Educational Research Quarterly," *Educational Research Quarterly* 38 (2014): 47.

books, international journals, e-books, articles, and documented data related to English teaching and learning among the eleventh graders of MAN 1 East Lampung that are related to the research.

C. Data Collecting Technique

The researcher used two techniques to collect the data of this research such as interview and documentation.

1. Interview

The researcher conducted this research by interviewing, asks one or more participants open-ended, generic questions and records their responses. It implies that by interviewing participants, the researchers may get the most accurate picture of their experiences without being influenced by the researcher's point of view or previous study findings. Meanwhile, the researcher is unable to watch participants directly and allows them to explain specific personal details, an interview gives important information. As a result, the researcher conducted an interview with the students and English teacher in order to collect data for this study.Therefore, in this research the researcher used interview to collect the data from the students and English teacher.

Moreover, researcher conducted interview when asking one or more individuals common or open-ended questions and record their responses. It means that interviewers can best explain themselves without referencing the researcher's viewpoints or past study findings.

When researcher are unable to watch individuals firsthand, interviews give important information and allow researcher to explain personal information in detail.[45] In addition, the researcher interviewed fifteen students on the eleventh graders at MAN 1 East Lampung in order to know students' error of prediction in reading comprehension. Thus, the researcher interviewed to English teacher in order to know how to overcome student's prediction in reading comprehension.

2. Documentation

The researcher collected students' document in the process of collecting the data of this research. In addition, documents is an important source for getting information in qualitative research. Document is to describe about common and individual documents. Common documents can be provided in the form of minutes include of official memos, newspaper and meeting. There are several of personal documents including letters, journal, presonal notes, and diaries.[46]Thus, the researcher collected the data from the students' document of the eleventh graders of MAN 1 East Lampung in the academic year 2021.

D. Data Analysis Technique

One of the important section of research study is analyzing the data. It means that the result of the research would be complete by analyzing of data. In addition, analysis of data is used to know the tabulated substance

[45]John W. Creswell, *EducationalResearch: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4rd Ed*, (New Delhi: Pearson Education,2012),217.

[46]Jhon W. Creswell, *Research Design*(California: Sage Publications , 2000),p.180.

in command to choose character that wasused to decide between truths or meanings. Moreover, analysis of data divides of site aspects into plain elements that is used to organize the elements together in new formats for the aim of explanation. There are several form of words in qualiatative data such as descriptions, observations, impressions, recordings, and the others. Furthermore, the researcher organized and categorized data that is used to describe and interpretate. Qualitative research has two aspects of data analysis including text analysis and incriminate developing a representations and topics.

In this research, the researcher used Miles and Huberman model to analyze the data.[47]

The ilustration of this analysis model are described by this figure.

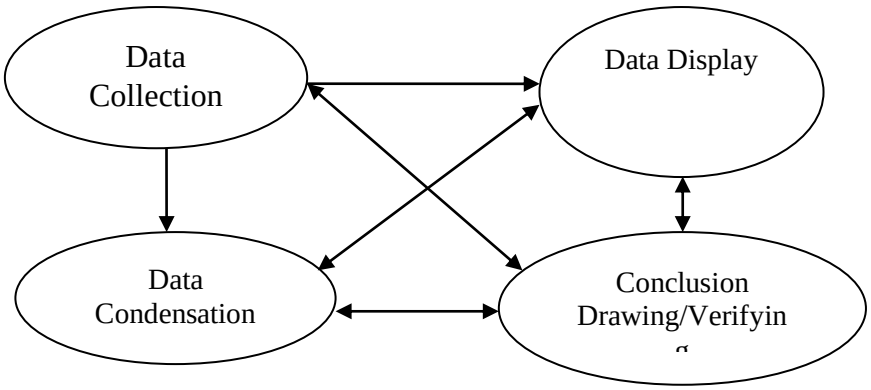


Figure 3.1 ***Analysis Components of Miles and Huberman Model***

[47]Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, Califorinia: SAGE Publications, Inc, 2014), p.7-9.

There are four steps of data analysis by Miles and Huberman model as follows:[48]

1. **Data Collection**

   Data collection is the step when the researcher gathers all data which are used to complete the research.Thus, data collection is one of the components used to collect and develop research.[49]The researcher collected the data in evidence of the students' errors of prediction in reading comprehension among the eleventh graders of MAN 1 East Lampung. In this case, the researchercollected the students' reading assignment given by the English teacher in order to know the students' error in making prediction.

2. **Data Condensation**

   Data condensation refers to the process of selecting, focusing, simplifying, abstracting or altering data that is closer to the entirety of the field notes in writing, interview transcripts, papers, and other empirical materials.[50]In the process of focusing the data, the researcher guided by the research question. In this study, there are three research questions, namely:

   a. The first is what arethe students' errors of prediction in reading comprehension. Meanwhile, the researcher focused on thedata collected to answer students'errors of prediction in reading

[48]Miles, Huberman, and Saldaña.

[49]Tam Tran et al., "Collaboration in Action: Measuring and Improving Contracting Performance in the University of California Contracting Network" 22, no. 1 (2017): 2.

[50]Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, Califorinia: SAGE Publications, Inc, 2014), 31.

comprehension. Thus, the researcher chose the data by this first research question.

b. The second, related to the causes of the students' errors, the researcher classified the data needed from interviews related to the factors that cause problems in prediction in reading comprehension.

c. Third, the researcher grouped the data according to the solution to answer and overcome students' errors of prediction in reading comprehension.

3. Data Display

In the display of the data, the researcher uses graphics, figures, or charts. The show should be able to describe the entire content of the data. For example, the researcher displayed data related to the answers in the research question using words, graphs, figures, and charts to explain each research question's answers in detail according to the correct interpretation.

4. Conclusion and Data Findings

The researcher examined the research by summarizing the data findings. Finally, the researcher made conclusions from the results of the study related to the three research questions. Therefore, data analysis has some functions in analyzing research data, including making them meaningful, raw data, testing the null hypothesis, getting the significant results, describing inferences, or making a generalization and calculating parameters.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of The Research

1. Desription of the Research Setting

a. The History of MAN 1 East Lampung

History of the establishment of MAN 1 Metro (MAN 1 Metro Lampung Timur) was founded in 1968, at first this Madrasah was named the Metro State Islamic Institute (SPIAIN) Preparatory School. This madrasah stands on the spirit of the Muslim community of Central Lampung to have a high school level school that is characterized by the Islamic religion. In 1970, this Madrasah was transformed into the Preparatory State Islamic Religion Aliyah Madrasah (MAAIN), with its headquarters in MAAIN Tanjung Karang which has now changed to MAN 1 Bandar Lampung. In 1978, this Madrasah was changed to Madrasah Aliyah Negeri (MAN) Metro Lampung Tengah, based on the Decree of the Minister of Religion of the Republic of Indonesia Number: November 30, 1978. In 1982, on SANURI, BA's leadership MAN Metro was able to buy a 1000 M2 plot of land and build a building on it. So that in 1983, MAN Metro moved to a location from MIN Metro to a new location in Banjarrejo Village 38B Batanghari, Lampung Timur Regency.In 1992, on Machrudi's leadership Period, MAN 1 Metro Lampung Tengah has developed a boarding school education pattern called Madrasah Aliyah Special Class (MAKK). All

students who enter the MAKK selection must live in a dormitory (boarding school). MAKK was born on the basis of the premise that the ability of MAN 1 Metro students can study more intensively and compete with other schools and MAN 1 Metro alumni can get more into their favorite universities, both at home and abroad. On this basis, MAN 1 Metro Lampung Timur has developed a boarding school education pattern until now.

In 1999, Central Lampung Regency was divided into the district of Central Lampung, East Lampung and Metro City, so MAN 1 Metro Lampung Tengah was included in the Batanghari District, LampungTimurRegency, so that it became MAN 1 Metro Lampung Timur. In 2005, at the time leadership of Drs. H. Moh. Luthfie 'Aziz Hf, MAKK (Boarding School) MAN 1 Metro received a charter for the establishment of a boarding school under the name Pondok Modern Al-Kahfi Banjarrejo. Giving this boarding school charter with the hope that the boarding school in MAN 1 Metro Lampung Timur get more support and attention from the community, local government and central government as well as favorite universities in selecting outstanding students and supporting facilities for learning activities.

The name MAN 1 Lampung Timur was officially used since 17 September 2014 based on KMA No. 157 of 2014 which was originally the MAN 1 Metro Lampung Timur. The leadership of MAN 1 Lampung Timur was continued by Rubangi, M.Pd.I definitively 6

February 2021, previously led by Drs. H. Imam Sakroni who entered retirement.

b. Vision and Mission of MAN 1 East Lampung

1) Vision

Having good attitude, Being Excellent in Achievement, Being Professional and Religious.

2) Mission

a) Carrying out learning and guidance effectively so that each student develops optimally, according to their potential.

b) Fostering the spirit of excellence intensively to all school members.

c) Encouraging and helping each student to recognize his / her potential, so that they can develop optimally.

d) Fostering and encouraging excellence in teh application of science, technology and art.

e) Fostering appreciation and practicing of the teachings of Islam and a good national culture so that competent students are created.

f) Creating graduates who are qualified, high achievers, have high morals, and have devotion to Allah SWT.

c. School Identity of MAN 1 East Lampung

Number of School : 10816299

Name of School : MAN 1 Lampung Timur

Adress : Jl. Lembayung 38 B Kec. Batanghari

Lampung Timur

Postal Code : 34381

d. The Teachers and Official Employers of MAN 1 East Lampung

The numbers of teacher and official employers in MAN 1 Lampung Timur can be displayed as follows :

Table 4.1

Total the Teachers and Official Employers at MAN 1 East Lampung

No.	Status	Amount
1.	Teachers	68
2.	Official Employers	18
Total		**86**

e. The Quantities of Students at MAN 1 East Lampung

The quantities of students at MAN 1 Lampung Timur are 909 students that can be identified as follows :

Table 4.2

The Quantities of Students

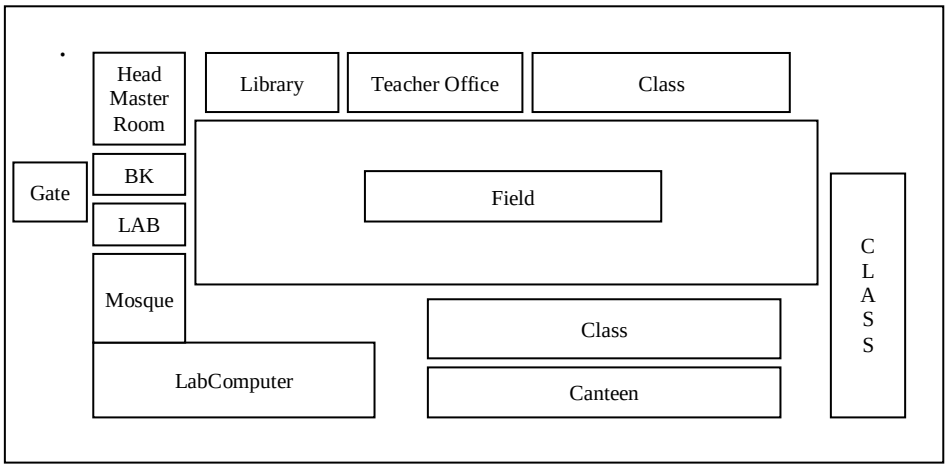
No.	Class	Male	Female	Amount
1.	Class X	120	191	311
2.	Class XI	94	210	304
3.	Class XII	92	202	294
Total		***909***		

f. The Building of MAN 1 East Lampung

MAN 1 Lampung Timur has following buildings : 1 head master's room, teacher's room, 1 administration's room, 1 living room, 27 classroom, 1 library, 4 laboratory, 1 canteen and 2 parking area.

Figure 4.1

The Building of MAN 1 East Lampung



2. Description of Research Result

Description of Research Result refers to the objectives of the research including of *to analyze the students' errors of prediction in reading comprehension; to know the causes of students' errors of prediction in reading comprehension; and to investigate the solution to overcome the students' errors of prediction in reading comprehension among the eleventh graders of MAN 1 East Lampung.*

a. The Students' Errors of Prediction in Reading Comprehension

In collecting the data of the first research question, the researcher used the techniques of documentation and interview. Therefore, the instruments are documentation and interview sheet.

1) The Data Analysis Based on Documentation Sheet

The data result of documentation sheet related with the students' errors of prediction in reading comprehension among the eleventh graders of MAN 1 East Lampung. The data analysis is illustrated in the following explanation.

a) The students have less comprehension of the vocabulary in reading text

The question of reading text in the aspect of vocabulary, such as:

1. Snow is the water that.....
   a. Evaporate
   b. Precipitate
   c. Freeze
   d. Boil
   e. Go out[51]

One of the students (AF) showed the error because he answered the question by choosing the answer A.It described that he could not understand the meaning of vocabulary in the other words so he has error in predicting the meaning of vocabulary in reading text. The appropriate answer is C.

Based on the result of documentation, it is investigated that there are nine errors in the aspect of vocabulary (10%) of

[51] Mahrukh Bashir. *Bahasa Inggris Kelas XI.* Jakarta. Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.p. 65

86 students' errors in the process of prediction in reading comprehension. Therefore, most of the students do not get error in the process of prediction to comprehend the vocabulary in reading text.

b) The students have less comprehension of the grammar in reading text

The question of reading text in the aspect of grammar, such as:

1. A: "Why are you so hurry?"

B: "I have arrived there on the time please ..... I by my friends there."

a. Waited

b. To be waited

c. I'm waiting

d. I'm waited

e. Waits[52]

One of the students (MFS) showed the error because he answered the question by choosing the answer B. It showed that he did not understand of the grammar so he has error in predicting the answer in reading text. The appropriate answer is D.

[52] I*bid*.,p.65

Based on the result of documentation, it is investigated that there are forty-three errors in the aspect of grammar (50%) of 86 students' errors in the process of prediction in reading comprehension. It means that most of the students get error in the process of prediction to comprehend the grammar in reading text.

c) The students have lessmemory to remember the important information in reading text

The question of reading text in the aspect of verbal memory, such as:

1. Seasons happen due to the influence of the.....

a. Sun

b. Moon

c. Earth

d. Air

e. Wind[53]

One of the students (NPR) showed the error because he answered the question by choosing the answer C. It showed that she did not to remember the important information in reading text so she has error in predicting the answer in reading text. The appropriate answer is A.

[53] *Ibid*

Based on the result of documentation, it is investigated that there are fifteen errors in the aspect of verbal memory (17%) of 86 students' errors in the process of prediction in reading comprehension. It is concluded that most of the students do not get error in the process of prediction to remember the important information of reading text.

d) The students have less comprehension to conclude the content in reading text

The question of reading text in the aspect of inference, such as:

1. Why does not all rain fall to the ground?

a. It is evaporate by hot air

b. The water's ascendancy from the sun heat

c. The cooling of air into droplets

d. The heat caused by the sun

e. The water boiling phenomenon[54]

One of the students (DPM) showed the error because she answered the question by choosing the answer D. It showed that she did not able to conclude the conten in reading text so she has error in predicting the answer in reading text. The appropriate answer is A.

[54] *Ibid*

Based on the result of documentation, it is investigated that there are nineteen errors in the aspect of inferrence (22%) of 86 students' errors in the process of prediction in reading comprehension. In the other words, most of students do not get error in the process of prediction to conclude the content in reading text.

2) The Data Analysis Based on Interview Sheet

The data result of interview sheet related with the students' errors of prediction in reading comprehension among the eleventh graders of MAN 1 East Lampung. The researcher found several errors faced by the students in reading comprehension. There are some errors by the students as follows:

a) Vocabulary

The first problem was that the students are limited in the aspect of vocabulary. Based on the interview with the students in the eleventh graders, his name is FAS, E, SNP, AFW, and IZM.

The Researcher :"Are there problems in comprehending of reading text? What are the problems?"
Interviewee (FAS) : " Yes miss, I do not know the meaning of vocabulary in the text."
Interviewee (E) : " I have lack vocabulary miss, so I could not to answer the question in the text."
Interviewee (SNP) : "I do not to understand the aim of the new vocabulary in the reading text."
Interviewee (AFW) : " I have found the similar word of the text but I do not know the meaning, so I always get errors when filling out the vocabulary session."

Interviewee (IZM) :“ I could not to translate of the sentences in the text, because I have lack vocabulary, miss.”

From the interview result with the eleventh graders of MAN 1 East Lampung, the students have problem of prediction in the aspect of vocabulary. Based on the result of interview with students, the students were not able to interpret some of the vocabulary in the text because many of the vocabularies are similar and misinterpreted. When understanding the text, the students got error because they have lack of vocabulary, so there are many errors in the translation of words in the reading text.

b) Grammar

The second problem was that the students are limited in the aspect of grammar. Based on the interview with the students in the eleventh graders, his name is AFW, SNP, FAS, DER, RL, and ES.

The Researcher : “ Do you face problem in comprehending of the reading text?”
Interviewee (AFW) : “ I have problem in grammar formulas, miss.”
Interviewee (SNP) :” I could not to able understand of grammar when filling out grammar session, miss.”
Interviewee (FAS) : “ I have lack grammar knowledge miss, because online learning process.”
Interviewee (DER) : “ I have problem in understanding of grammar structure in the text.”
Interviewee (RL) : “ I have difficult to understand grammar formulas in learning process, miss.”
Interviewee (ES) : “ I could not to inflict between v1 to v2, miss.”

From the interview result with the eleventh graders of MAN 1 East Lampung, the students have problem of prediction in the aspect of grammar.Based on the result of interview with students, the students explained that they do not understand the grammar of the sentences in the reading text. They were not really familiar with the sentence structure due to online learning. Therefore, it is hard to understand many grammar formulas so the students get errors in understanding the reading text.

c) Verbal Memory

The third problem was that the students are limited in the aspect ofverbal memory. Based on the interview with the students in the eleventh graders, his name is DER, SNP, ARSB, and FAS.

The Researcher : " When do you read the text, do you remember the important information in the text?"
Interviewee (DER) : " I could not to remember of the words in the sentences."
Interviewee (SNP) : " The senteces is too long miss, so I could not to remember the important information from the text."
Interviewee (ARSB) : " I have problem in remembering the sentences of the text, because the sentences is too long and I do not to understand of the topic."
Interviewee (FAS) : " I could not to remember the sentences in the text, so I have to read again until I found the topic in the text."

From the interview result with the eleventh graders of MAN 1 East Lampung, some of students have problems of

prediction in the aspect of verbal memory.Based on the result of interview with students, the students explained that they were not able to remember the important information of reading text if the text is too long. They do not understand the content of the topic in the reading so it is hard for them in remembering the information from reading text.

d) Inference

The last problem was that the students are limited in the aspect ofinference. Based on the interview with the students in the eleventh graders, his name is AFW, SNP, DER, and FAS.

The Researcher : " What problems do you face when working on reading text?"
Interviewee (AFW) : "I could not to conclude the meaning of the text, miss."
Interviewee (SNP) : " I have problem in concluding the content of the text."
Interviewee (DER) : "When I read the text usually I guess the answer based on my knowledge, miss."
Interviewee (FAS) : " I need to 2 until 3 times to understand of content in the text."

From the interview result with the eleventh graders of MAN 1 East Lampung, some of students have problems of prediction in the aspect of inference.Based on the result of interview with students,the students explained that they need to read 2-3 times to understand the reading text. The students explained that they were not able to look for the answer that they think closest and guess the answer of reading text. It influenced their skill that conclude the content of reading text by

using their prior knowledge in the reading text. However, inability to conclude the content in the text also affect the difficulty in predicting the content.

b. The Factors that Cause Students' Errors of Prediction in Reading Comprehension

The results of the interview with students in the data analysis related to the cause of students' errors of prediction in reading comprehension, including:

1) The error of prediction is because the certain sensory inputs fail to match the prior knowledge.

Based on the interview with the students in the eleventh graders, his name is AFW, ES, and SNP.

The Researcher : " Why do you face problems in predicting the content of the text?"

Interviewee (AFW): " I could not to comprehend the content in the text because the content is newfor myself.

Interviewee (ES) : " I have problem in understanding the content because it is so hard for myself."

Interviewee (SNP) : " I do not to understanding the meaning because I have lack knowledge about the text."

Based on the result of interview with students, it is investigated that the students could not comprehend the information in reading text because they did not understand the

topic and the content of the reading text. In addition, it is hard for them to conclude the important message of the text because the text contain information that disproves the current prediction.

2) The error of prediction is because the inputs fail to match the prior belief because of the doubt in the prediction process.

Based on the interview with the students in the eleventh graders, their names are FAS, SNP, DER,ES, and E.

The Researcher : "Do you feel unconfidence in predicting the content of the text?"

Interviewee (FAS) : " Yes miss, I feel not confidence when predicting process because I do not believe the answer is right.

Interviewee (SNP) : " I do not beleive in my self when predicting process because I have lack vocabulary.

Interviewee (DER): "I have lack grammar knowledge so I do not believe in myself."

Interviewee (ES) : " I feel not confidence when predicting process because I doubt with my answer."

Interviewee (E) : "I feel not confidence because I have lack knowledge about the text, miss."

Based on the result of interview with students, it is investigated that the students do not have self convidence in predicting the information in reading text. The causes of unself-

confidence are the limitation of vocabulary and grammatical structure so they are difficult in understanding the content of text.

c. The Solution to Overcome The Students' Errors of Prediction in Reading Comprehension

In collecting the data of the third research question, the researcher used the techniques of interview with the English teacher. Therefore, the instrument is interview sheet. Based on interview with English teacher of MAN 1 East Lampung related with the solution to overcome the students' errors of prediction in reading comprehension.

1) Giving reading assignment to students.

The Researcher : "What are the ways to overcome the students'errors of prediction in reading comprehension?"

English Teacher : " The way to minimize the students' errors of prediction in reading by giving reading assignment it is can train students to more easily understand the words in each reading.

The Researcher : "What are the contribution of drill in prediction skill to reduce of error in prediction?"

English Teacher : “ By providing practice questions, it is hope can reducestudents' errors in predicting abilities.

2) Giving motivation to students.

The Researcher : “ Is it important to motivate the students to give their full attention in the process of predicting the content of text?”

English Teacher :” Yes, it is very important to motivate the students in reading prediction by providing learning exercisewith the topic that happening. It is hope the students can more spirit to learn English especially in reading subject.

3) Asking the students to read a lot.

The Researcher : “What are the benefits of asking the students to read a loud in the students’ errors of predictionin reading comprehension?”

English Teacher :” By giving students assignments to read a lot and open dictionary can also provide benefits to students in reducing error in the process of predicting reading.

From the result of the interview with English teacher, it was investigated that there are solutions to overcome students’ errors of

prediction in reading comprehension.There are some solutions such as bygiving students reading assignment, practicing questions in learning reading process, giving motivation to students with the new topic, openning dictionary and giving students to read a loud that can hope reduce errors in the process of predicting reading.

B. Discussion

1. The Students' Errors of Prediction in Reading Comprehension

This research's first research question is about the students' errors of prediction in reading comprehension among the eleventh graders of MAN 1 East Lampung. The researcher investigated the students' errors of prediction in reading comprehension through documentation and interviews. In addition, the researcher conducted the documentation with the students, the researcher analyzed and concluded this research result. The researcher stated that the students' errors are caused by several problems when predicting in reading process. The researcher explains that the students get errors in predicting of the text to involve the vocabulary, grammar, verbal memory and inference. The problems were caused by the students have less in comprehending the meaning and comprehending the content in the text. This research is in line with the theory from Asa Elwer.

The students' errors of prediction in reading comprehension are mostly vocabulary, grammar, verbal memory and inferences.[55]

Based on the documentation result, each percentage of students' errors of prediction in reading comprehension, as follows:

a. The percentage of students' errors in prediction to comprehend the vocabulary in reading text is 10%.
b. The percentage of students' errors in prediction to comprehend the grammar in reading text is 50%.
c. The percentage of students' errors in prediction to remember the important information in reading text is 15%.
d. The percentage of students' errors in prediction to conclude the content in reading text is 17%.

Moreover, the second analysis of the students' errors of prediction in reading comprehension was conducted by interviewing the students. It was adopted from the theory taken from Hanneke, Peter and Floris about some errors got by the students' prediction in reading comprehension, including vocabulary, grammar, verbal memory and inference:[56] From the result of interview with the students about the students' errors of prediction in reading comprehension, the researcherconcluded that there are four errors of students' prediction in reading comprehension, as follows

[55]Department of Behavioural Sciences and Learning, Education, Teaching and Learning, Linköping University and Elwér, *Early Predictors of Reading Comprehension Difficulties*.

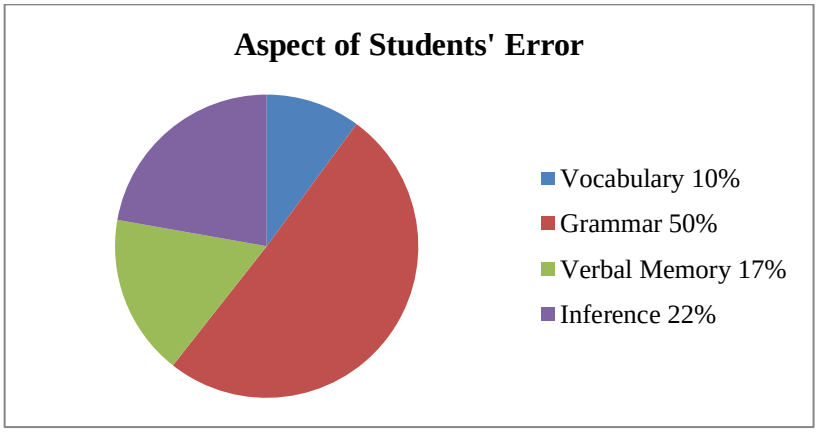
[56]Hanneke, Peter and Floris.*How Prediction Errors Shape Perception, Attention, and Motivation.*New York. Vol.11.No.05 December 2012

a. The students have less comprehension of the vocabulary in reading text.
b. The students have less comprehension of the grammar in reading text.
c. The students have less memory to remember the important information in reading text.
d. The students have less comprehension to conclude the content in reading text.

The explanation above is illustrated in the following chart:

Figure 4.2

The Students' Errors of Prediction in Reading Comprehension among the Eleventh Graders of MAN 1 East Lampung



From the explanation above, it was investigated that the most errors of students' prediction is the students have less comprehension of the grammar in reading text. It is because the highest percentage (50%) belongs to that errors.

2. The Factors that Cause Students' Errors of Prediction in Reading Comprehension

This research's second research objective is about the factor that causes the students'errors of prediction in reading comprehension. The researcher concluded the result of this research based on an analysis of students' interviews. The researcher found the factor that causes the students'errors of prediction in reading comprehension: failing to match the prior knowledge and failing to match the prior belief. In line with the theory from Hanneke, Peter and Floris Gulzar. They stated that the students' errors of prediction is because the certain sensory inputs fail to match the prior expectations.[57]Furthermore, the last factor causing the students' errors of prediction in reading comprehension is failing to match the prior belief. Moreover, the findings of this study are in line with those of theory from Alsa Elwer that the cause of students' errors is because theinputs fail to match the prior belief because of the doubt in the prediction process. Furthermore, there is a lack of English reading resources for students, so they could not read English texts well. Based on previous research and this research, the researcher concludes that the interview result about the factor that causes the students'errors of prediction in reading comprehension has a similiar factor, the students failing to match prior knowledge and prior belief.

[57]Den Ouden, Kok, and de Lange, "How Prediction Errors Shape Perception, Attention, and Motivation."

Based on the result of interview, the researcher analyzed the factors that cause the students' errors of prediction in reading comprehension, including the following:

a. The students were not able to comprehend the topic and the content of the reading text.
b. The students were not able to conclude the important message of the text because the text contain information that disproves the current prediction.
c. The students do not have self confidence in predicting the information in reading text.
d. The students have lack of vocabulary and grammatical structure so they are difficult in understanding the content of text.

In conclusion, the students' errors of prediction in reading comprehension are caused by having low vocabulary, having low knowledge of grammar, having low selfconfidence, having low to comprehend the content of reading text and having wrong aim to read.

3. The Solution to Overcome Students' Errors of Prediction in Reading Comprehension

This research's third research objective is about the solution to overcome students' errors of prediction in reading comprehension. The researcher concluded the result of this research based on an analysis of English teachers' interviews developed from theories taken fromKatie

Steubing. From the result of interview, the researcher analyzed the solution to overcome students' errors of prediction in reading comprehension including: giving reading assignments to students, it can train students to more easily understand the words in each reading with the aim of reducing students' errors in predicting abilities. By providing practice questions, students can minimize errors in the process of predicting reading. giving motivate to students, giving students assignments to read a lot can also provide benefits to students in reducing errors in the process of predicting reading. In line with the theory from Katie Steubing, she stated that there are some solutions to overcome students' errors of prediction in reading such as,the brain needs to estimate not only the errors of making inference in the process of reading,suggested that motivation is the process for the brain optimizes accuracy of prediction, and guessing as the way to minimize the students' specific prediction error.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it is concluded that the students' errors of prediction in reading comprehension, there were 9 errors (10%) of not being to predict the vocabulary, 43 errors (50%) of not being to predict the grammar of sentences, 15 errors (17%) of not being able to remember the important information, and 19 errors (22%) of not being able to conclude the content in reading text. In addition, the second research result it can be concluded that the causes students' errors of prediction in reading comprehension caused by failing to match the sensory inputs of prior expectations and failing to match the inputs of prior belief because of doubt in the prediction process. Furthermore, the third research resultit can be concluded the solutions to overcome the students' errors of prediction in reading comprehension by giving reading assignments, motivating the students, asking the students to read a lot.

B. Suggestion

The researcher provides some suggestion for the researcher, the students, the teacher and the headmaster, as follows: the first, it is proposed that the students to read a lot of English books, using dictionary in the process of reading that to know the meaning of new vocabulary in reading text. The second, it is recommended that the English teachers to

assist the students' errors of prediction in reading comprehension. The last, it is suggested that the headmaster to provide more interesting English reading sources including workbook, to motivate students to read more and add new vocabulary to understand in the teaching reading process.

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APPENDICES

1. Blue Print of Interview Sheet

Aspect	Sub Aspect	References	Question
The students' error of prediction in reading comprehension.	The students' errors of prediction in reading comprehension consist of the errors in understanding the vocabulary, grammar, memory, and inference in the process of prediction the content of the text.	Department of Behavioural Sciences and Learning, Education, Teaching and Learning, Linköping University and Åsa Elwér, *Early Predictors of Reading Comprehension Difficulties* (Linköping University Electronic Press, 2014).	1. Are there problems in comprehending of reading text? What are the problems? 2. Do you face problem in comprehending of the reading text? 3. When do you read the text, do you remember the important information in the text? 4. What problems do you face when working on reading text?
The factors that cause the students' error of prediction in reading comprehension	The error of prediction are because the certain sensory inputs fail to match the prior expectations and fail to match the prior belief because of the	Hanneke, Peter and Floris. *How Prediction Errors ShapePerception,Attention, and Motivation* New York.Vol.11.No.05December 2012.	5. Why do you face problems in predicting the content of the text? 6. Do you feel unconfidence in predicting the content of the text?

	doubt in the prediction process.		
The solution of the students' errors of prediction in reading comprehension	The solutions to overcome the students' errors of prediction in reading comprehension by giving reading assignments, motivating the students, asking the students to read a lot.	Hanneke, Peter and Floris. *How Prediction Errors ShapePerception,Attention, and Motivation* New York.Vol.11.No.05December 2012.	7. What are the ways to overcome the students' errors of prediction in reading comprehension? 8. Is it important to mativate the students to give their full attention in the process of predicting the content of the text? 9. What are the benefits of asking the students to read a loud in the students' errors of prediction in reading comprehension?

2. Blue Print of Documentation Sheet

No.	Documentation Points
1.	Thecondition of the Teacher and Official at MAN 1 East Lampung
2.	The total of Students of MAN 1 East Lampung
3.	The gender of teachers and officials at MAN 1 East Lampung

3. Research Data

Participants	Aspects Of Errors				Total
	Vocabulary	Grammar	Verbal memory	Infering	
AFW	2	5	2	3	12
IZM	-	-	1	-	1
SA	-	2	-	1	3
LNA	3	2	2	2	9
IFAM	-	1	-	-	1
ES	1	3	1	1	6
RL	1	4	1	3	9
DER	-	2	-	1	3
FAS	-	3	2	1	6
ARSB	1	5	1	3	10
DMK	-	4	2	-	6
SNP	-	4	2	-	6
D	-	1	-	-	1
ANS	1	5	1	2	9
ZR	-	1	1	2	4
Total	9	43	15	19	100%
Percentage	10%	50%	17%	22%	

The recapitulation the students' errors of prediction in students' reading comprehension assignment by English Teacher

4. The Condition and Gender of the Teacher and Official at MAN 1 East Lampung

No.	Status	Amount
1.	Teachers	68
2.	Official Employers	18
Total		**86**

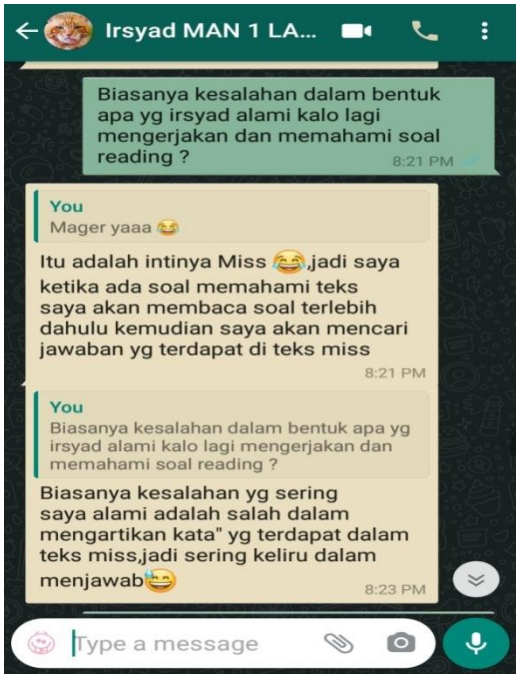
5. The total of Students of MAN 1 East Lampung

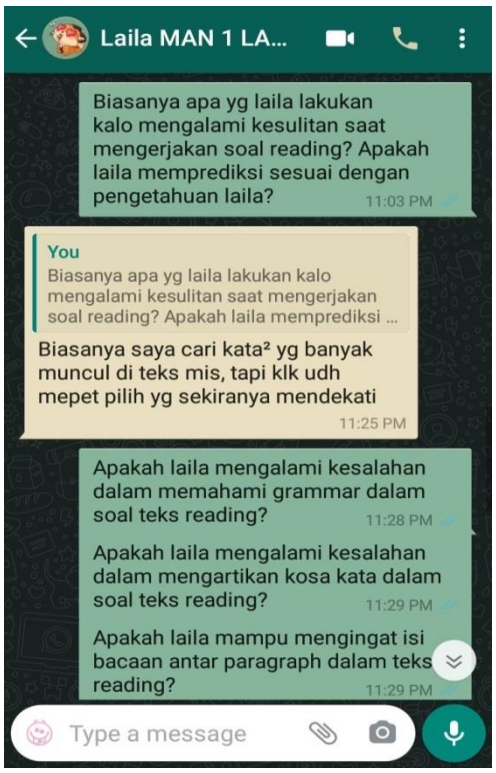
No.	Class	Male	Female	Amount
1.	Class X	120	191	311
2.	Class XI	94	210	304
3.	Class XII	*92*	*202*	*294*
Total		***909***		

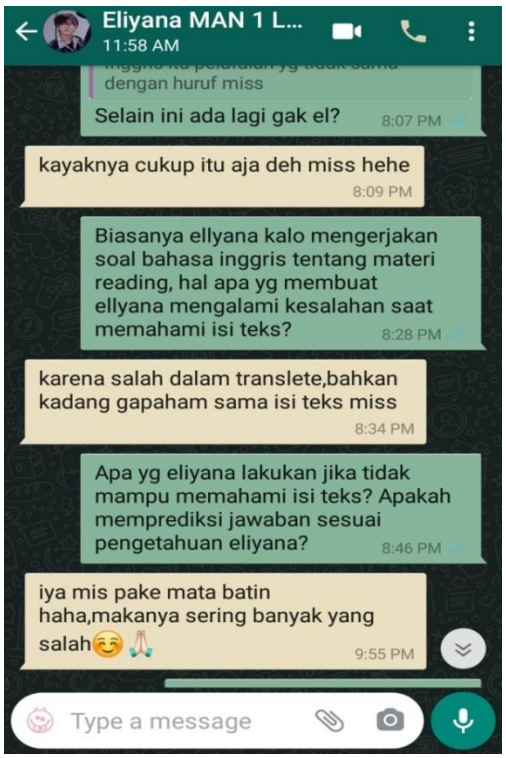
6. The Documentation of Research at the XI Class in MAN 1 East Lampung

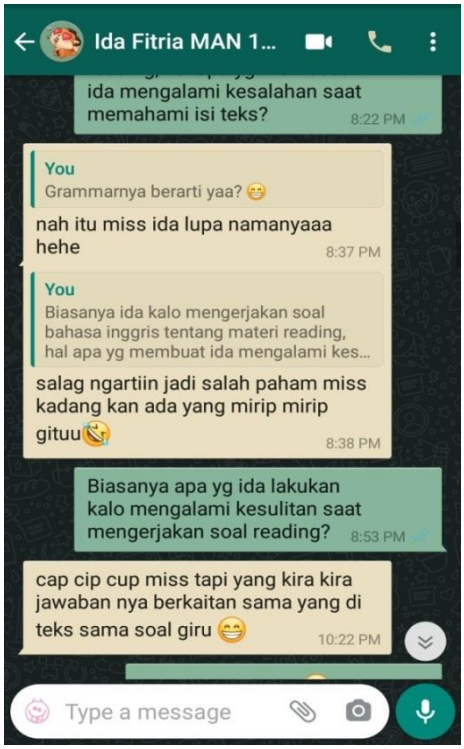
Interview with English Teacher

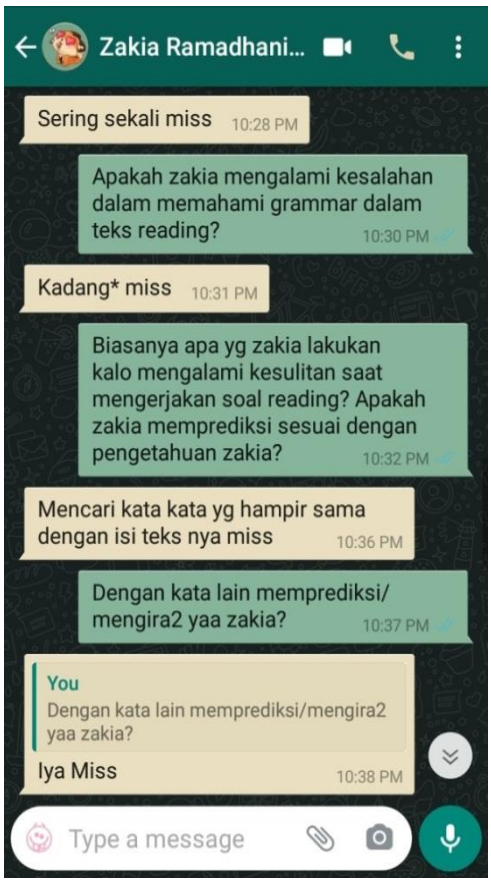
Interview with the students






Eliyana MAN 1 L...
11:58 AM
dengan huruf miss
Selain ini ada lagi gak el? 8:07 PM
kayaknya cukup itu aja deh miss hehe 8:09 PM
Biasanya ellyana kalo mengerjakan soal bahasa inggris tentang materi reading, hal apa yg membuat ellyana mengalami kesalahan saat memahami isi teks? 8:28 PM
karena salah dalam translete,bahkan kadang gapaham sama isi teks miss 8:34 PM
Apa yg eliyana lakukan jika tidak mampu memahami isi teks? Apakah memprediksi jawaban sesuai pengetahuan eliyana? 8:46 PM
iya mis pake mata batin haha,makanya sering banyak yang salah 9:55 PM
Type a message


Ida Fitria MAN 1...
ida mengalami kesalahan saat memahami isi teks? 8:22 PM
You
Grammarnya berarti yaa?
nah itu miss ida lupa namanyaaa hehe 8:37 PM
You
Biasanya ida kalo mengerjakan soal bahasa inggris tentang materi reading, hal apa yg membuat ida mengalami kes...
salag ngartiin jadi salah paham miss kadang kan ada yang mirip mirip gituu 8:38 PM
Biasanya apa yg ida lakukan kalo mengalami kesulitan saat mengerjakan soal reading? 8:53 PM
cap cip cup miss tapi yang kira kira jawaban nya berkaitan sama yang di teks sama soal giru 10:22 PM
Type a message


Zakia Ramadhani...
Sering sekali miss 10:28 PM
Apakah zakia mengalami kesalahan dalam memahami grammar dalam teks reading? 10:30 PM
Kadang* miss 10:31 PM
Biasanya apa yg zakia lakukan kalo mengalami kesulitan saat mengerjakan soal reading? Apakah zakia memprediksi sesuai dengan pengetahuan zakia? 10:32 PM
Mencari kata kata yg hampir sama dengan isi teks nya miss 10:36 PM
Dengan kata lain memprediksi/ mengira2 yaa zakia? 10:37 PM
You
Dengan kata lain memprediksi/mengira2 yaa zakia?
Iya Miss 10:38 PM
Type a message

Siska Amelia MA...
Assalamualaikum siska.. miss boleh minta waktunya sebentar gak? 7:18 PM
This message was deleted 7:57 PM
waalaikum miss 7:58 PM
bisa miss 7:58 PM
Menurut siska, apa kesulitan yg siska alami kalo lagi membaca soal teks bahasa inggris? 8:01 PM
kesulitan utama dalam membaca teks bahasa nggris saat kita mengucapkan kata nya ga sesuai dengan huruf nya miss itu aja sih miss menurut siska 8:28 PM
Lanjut yaa sis 8:34 PM
Biasanya siska kalo mengerjakan soal bahasa inggris tentang materi reading, hal apa yg membuat
Type a message

Interview Sheet

A. The Students' Error of Prediction in Students' Reading Comprehension

The questions that are given to the students, as follows:

1. Are there problems in comprehending of reading text?

Answer: All students had problem in the English text questions and could not understand the vocabulary in the text.

2. Do you face problem in comprehending of the reading text?

Answer: Most students have problem hard to understand many grammar formulas so the students get errors in understanding the reading text questions.

3. When do you read the text, do you remember the important information in the text?

Answer: Most students have problem in verbal memory. They do not understand the content of the topic in the reading so it is hard for them in remembering the information from reading text questions.

4. What are problems do you face when working on reading text?

Answer: Most students have problem inability to conclude the content in the text also affect the difficulty in predicting the content.

B. The Factors that Cause the Students' Error of Prediction in Students' Reading Comprehension

The questions that are given to the students, as follows:

1. Why do you face problems in predicting the content of the text?

Answer: Most students have problem concluding the important message of the text because the text contain information that disproves the current prediction.

2. Do you feel unconfidence in predicting the content of the text?

Answer: Most students do not have self convidence in predicting the information in reading text. The causes of unself-confidence are the limitation of vocabulary and grammatical structure so they are difficult in understanding the content of text.

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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2536/In.28.1/J/TL.00/09/2020
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**JESISKA ANGGUN PRATIWI**
NPM	:	1701070110
Semester	:	7 (Tujuh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ANALYSIS OF PREDICTION MAKING SKILL IN LISTENING COMPREHENSION AMONG THE ELEVENTH GRADERS AT MAN 1 LAMPUNG TIMUR

untuk melakukan *pra-survey* di MAN 1 LAMPUNG TIMUR.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 September 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
MADRASAH ALIYAH NEGERI 1
Jln. Kampus 38 B Banjarrejo Kecamatan Batanghari Lampung Timur Telp (0725) 44756
Website : www.man1lampungtimur.sch.id E-mail : man1lampungtimur@gmail.com

24 Oktober 2020

Nomor : B- 235 /Ma.08.01/PP.07.1/10/2020
Lamp : -
Hal : **Tanggapan Pra Survey**

Yth.
Dekan Fakultas Tarbiyah dan Ilmu Pendidikan
Institut Agama Islam Negeri Metro

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat dari Dekan Fakultas Tarbiyah dan Ilmu Pendidikan Institut Agama Islam Negeri Metro Nomor : B-2536/In.28.1/J/TL.00/09/2020 tanggal 11 September 2020 tentang Izin Pra Survey, Maka diberikan izin kepada:

Nama	: Jesiska Anggun Pratiwi
NPM	: 1701070110
Program Studi	: Pendidikan Bahasa Inggris

Kepada nama tersebut telah melaksanakan Pra Survey di MAN 1 Lampung Timur dalam rangka penyelesaian Skripsi dengan judul "An Analysis Of Prediction Making Skill In Listening Comprehension Among The Eleventh Graders At MAN 1 Lampung Timur"

Demikian surat ini diberikan untuk dapat dipergunakan semestinya.

Wassalamu'alaikum Wr. Wb.

Kepala,

Drs. H. Imam Sakroni
NIP. 19651204 19950 3 1001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1661/In.28.1/J/TL.00/06/2021
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Widhiya Ninsiana (Pembimbing 1)
Aisyah Sunarwan (Pembimbing 2)
di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**JESISKA ANGGUN PRATIWI**
NPM	:	1701070110
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ERROR ANALYSIS OF PREDICTION IN RADING COMPREHENSION AMONG THE ELEVENTH GRADERS OF MAN 1 EAST LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Juni 2021
Ketua Jurusan
Tadris Bahasa Inggris

Andianto, M.Pd
NIP 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2589/In.28/D.1/TL.01/07/2021

Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**JESISKA ANGGUN PRATIWI**
NPM	:	1701070110
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Melaksanakan observasi/survey di MAN 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF PREDICTION IN STUDENTS' READING COMPREHENSION AMONG THE ELEVENTH GRADERS OF MAN 1 EAST LAMPUNG".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa tersebut.

Demikian surat tugas ini dikeluarkan untuk dilaksankan dengan penuh rasa tanggung jawab.

Dikeluarkan di : Metro
Pada Tanggal : 02 Juli 2021

Mengetahui,
Pejabat Setempat

_____

Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2588/In.28/D.1/TL.00/07/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan dengan Surat Tugas Nomor: B-2589/In.28/D.1/TL.01/07/2021, tanggal 02 Juli 2021 atas nama saudara:

Nama	: **JESISKA ANGGUN PRATIWI**
NPM	: 1701070110
Semester	: 8 (Delapan)
Jurusan	: Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF PREDICTION IN STUDENTS' READING COMPREHENSION AMONG THE ELEVENTH GRADERS OF MAN 1 EAST LAMPUNG".

Kami mengharapkan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 Juli 2021
Wakil Dekan I,

Dr. Yudiyanto S.Si., M.Si.
NIP. 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
MADRASAH ALIYAH NEGERI 1
Jalan Lembayung Banjarrejo 38 B Kecamatan Batanghari Kabupaten Lampung Timur
Telepon 0725 44756 Website : www.man1lampungtimur.sch.id
E-mail : man1lampungtimur@gmail.com

17 Juli 2021

Nomor : B- 348 /Ma.08.01/PP.07.1/07/2021
Lampiran : -
Hal : **Tanggapan Izin Research**

Yth. :
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di Tempat

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-2588/In.28/D.1/TL.00/07/2021 tanggal 02 Juli 2021 tentang Izin Research maka Kepala MAN 1 Lampung Timur memberikan izin kepada :

Nama	:	Jesiska Anggun Pratiwi
NPM	:	1701070110
Program Studi	:	Tadris Bahasa Inggris

Kepada nama tersebut telah melaksanakan Research di MAN 1 Lampung Timur dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul "An Error Analysis of Prediction In Students Reading Comprehension Among The Eleventh Graders of MAN 1 East Lampung".

Demikian surat izin penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

An Kepala
Kasi TU,

Romadon
NIP. 19650925 199203 1 002

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp.(0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, Email: iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

Nama : Jesiska Anggun Pratiwi
NPM : 1701070110
Jurusan : TBI
Semester : IX

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Paraf
		I	II		
1.	29 July 2021	✓		- Revise Chopter IV$ - Adding Abstract - Revise Space	
2.	04 August 2021	✓		- Revise Bibliography - Revise Table of content	
3	11 Agst 2021	✓		-Ace to munaqasah	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

KEMENTRIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

Nama : Jesiska Anggun Pratiwi
NPM : 1701070110
Jurusan : TBI
Semester : VIII

No.	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Paraf
1.	09 Juni 2021			- Revise Chapter III - Secondary sources - Primary sources - lengkapi data APD	
2.	Friday, 11 June 2021			- Revise Chapter III - Data collection technique - Data APD	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp (0725) 41057 faksmili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;E-mail: www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Jesiska Anggun Pratiwi
NPM : 1701070110

Jurusan : Tadris Bahasa Inggris (TBI)
Semester : VIII / 2021

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Wednesday, 10-03-2021			- Revisi research question - Revisi data resources	

Mengetahui,
Ketua Jurusan TBI

AHMAD SUBHAN ROZA, M.Pd
NIP. 197506102008011014

Dosen Pembimbing I,

Dr. WIDHIYA NINSIANA,M.Hum
NIP. 197209232000032002

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksmili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;E-mail: www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Jesiska Anggun Pratiwi
NPM : 1701070110

Jurusan : Tadris Bahasa Inggris (TBI)
Semester : VIII / 2021

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Monday, 15-03-2021			- Cover - Revisi Prior Research - Penulisan referensi	
2.	Wednesday, 17-03-2021			- Chapter III data resources - Penambahan daftar isi	
3.	Friday, 19-03-2021			- Adding acknowledgement	
4.	Wednesday, 31-03-2021			ACC Seminar	

Mengetahui,
Ketua Jurusan TBI

AHMAD SUBHAN ROZA, M.Pd
NIP. 197506102008011014

Dosen Pembimbing I,

Dr. WIDHIYA NINSIANA,M.Hum
NIP. 197209232000032002

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp.(0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, Email: iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

Nama : Jesiska Anggun Pratiwi
NPM : 1701070110
Jurusan : TBI
Semester : IX

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Paraf
		I	II		
1.	Friday, 09 July 2021		√	- Revise Chapter IV - Revise Discussion - Revise Acknowledgment	
2.	Thursday, 15 July 2021		√	- Revise Discussion and Result Research - Revise Conclusion	
3.	Wednesday, 28 July 2021		√	- Continue to the next step	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing II

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111
Telp.(0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, Email: iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

Nama : Jesiska Anggun Pratiwi
Jurusan : TBI
NPM : 1701070110
Semester : VIII

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Paraf
		I	II		
	Friday, June 25, 2021	✓		Adding students' document ACC APD	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102201503 1004

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111
Telp.(0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, Email: iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

Nama : Jesiska Anggun Pratiwi
NPM : 1701070110
Jurusan : TBI
Semester : VIII

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Paraf
		I	II		
	Thursday June 10, 2021		✓	- Revise your instrument - Use the theories to construct your indicators	
	Friday June 25, 2021		✓	- ACC for instrument - Continue getting the data	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
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KARTU KONSULTASI BIMBINGAN PROPOSALMAHASISWA
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IAIN METRO

Nama : Jesiska Anggun Pratiwi
NPM : 1701070110
Jurusan : Tadris Bahasa Inggris (TBI)
Semester : VII / 2020

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday Oct 23, 2020		✓	- the problems should be based the pra. survey - Detail information about student's predic tion and their difficulties are need to convey as the early information - pay attention to the Quotation, you have to write the source where informations were taken	

Mengetahui,
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Semester : VII / 2020

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	friday Nov 6, 2020		✓	- Problems need to be sharpen do make it clear - problems related to the theory need to be explained.	
	Wednesday Nov 25, 2020		✓	- Add indicators of writing, strengths and weaknesses on chapter 1 - make the data collecting technique clear, add instrument - Revise the primary sure	

Mengetahui,
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Semester : VIII / 2021

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Friday Jan 8, 2021		✓	- prior research need to be clarified by adding more explanation about the result of prior research. clearly the difference to show the novelty - Add the urgency of study - Please make your primary research data, or person - explain about how will you analyze the data clearly	
	Monday Jan 11, 2021		✓	- ACC for chapter I - III - continue the next step	

Mengetahui,
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Nomor : P-505/In.28/S/U.1/OT.01/06/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: JESISKA ANGGUN PRATIWI
NPM	: 1701070110
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1701070110

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari segala administrasi di Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 16 Juni 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

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Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : JESISKA ANGGUN PRATIWI

NPM : 1701070110

Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 18 Agustus 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

AN UNDERGRADUATE THESIS

AN ERROR ANALYSIS OF PREDICTION IN STUDENTS' READING COMPREHENSION AMONG THE ELEVENTH GRADERS OF MAN 1 EAST LAMPUNG

By:

JESISKA ANGGUN PRATIWI
Student Number: 17010701 10

TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTEMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442 H/2021 M

AN ERROR ANALYSIS OF PREDICTION IN STUDENTS' READING COMPREHENSION AMONG THE ELEVENTH GRADERS OF MAN 1 EAST LAMPUNG

by Jesiska Anggun Pratiwi 1701070110

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CURRICULUM VITAE

The name of the writer is Jesiska Anggun Pratiwi. She was born in Bumi Harjo, on July 14, 1999. She is the fourth child of Mr. Masri Folis and Mrs. Suherna. She was enrolled in her study at TK Tunas Melati II Natar on 2004-2005. She continued her study at SD Negeri 1 Bumi Harjo on 2005-2011. Then she continued her study at SMP Negeri 3 Batanghari on 2011-2014. She continued her study at MAN 1 Lampung Timur on 2014-2017. After graduating from MAN 1 Lampung Timur, the writer continued her study at Metro City. In 2017, she was registered as a student of S1 English Education Department of State Institute for Islamic Studies of Metro.