

ANTICIPATION GUIDE TO IMPROVE READING SKILL OF JUNIOR HIGH SCHOOL STUDENTS

Dimas Wahyu Wibowo

English Language Education

Teacher Training and Education Faculty, Slamet Riyadi University,
Surakarta

Abstract

Reading is important for everybody, because ones can get new knowledge in this globalization era. The students can open up new world with reading and get new point with it. Reading is a basic life skill of students success in school and consequently through life. Without the ability to read effectively, the students can not improve their reading skill. Hence, the aims of the this research were to know whether Anticipation Guide strategy can improve students reading skill and to describe the class condition when Anticipation Guide strategy was implemented in teaching learning process at the Eight grade of SMP N 4 Sukoharjo in Academic Year 2017/2018. This research was conducted at the Eight grade of SMP N 4 Sukoharjo. The method of the study was classroom action research which was conducted from August to December 2017. The data was collected through test and non-test. In collecting data was used multiple choices in pre test, post test 1, and post test 2. Besides that to collect non-test was used observation, interview, and documentation. While, to analyze the data was used t-test. The results of the research showed that the implementation of Anticipation Guide strategy was successful to improve students reading skill. The mean score increased from 50.62 in pre-test became 60.15 in post test 1 until 76.15 in post test 2. T-test was used to compare the significance of teaching reading skill with $df = n-1 = 31$. In t-table values, significance 5% was 2.040 and significance 1% was 2.744. The result from pre-test and post-test 1 was significance which $2.040 < 3.10 > 2.744$. It can be concluded that there was significance difference from pre-test score and post-test 1. Then the result of analysis by using t-test between post-test 1 and post-test 2 was . Then t-test result between post-test 1 and post-test 2 were higher $2.040 < 4.80 > 2.744$. A significance improvement between post-test 1 and post-test 2 could be seen clearly from that. In addition, the findings of teaching and learning process showed that there was a change of classroom situation before and after Anticipation Guide was implemented. In addition, the understanding of teaching and learning process show that there is a change of classroom situation after Anticipation Guide strategy is implemented. It can be showed that the students are enjoyable in the learning process when the students active in learning process.

Key words: Reading Skill; Anticipation Guide (AG) strategy; Classroom Action Research

INTRODUCTION

English lesson has some skill namely reading, writing, listening, and speaking. Reading is important skill in learning English, because the ability to read the materials effectively contributes to the success of the learners at school and also in every phase through their life. That is why the reading skills are important to be mastered

. Reading is considered as the real core for reading process. According to Nunan (1989:33) "Reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading". Therefore, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are

In SMP N 4 Sukoharjo, most of the students still some problems in English lesson dealing with reading texts. The minimum passing score (KKM = *Kriteria Ketuntasan Minimal*) for English lesson is 70.

Most of students especially VIII F still have difficulty to achieve this KKM (*Kriteria Ketuntasan Minimal*) because the students still have low knowledge about English especially in reading.

There were some difficulties faced by the students in learning English. Based on the observation by the researcher at SMP N 4 Sukoharjo especially VIII F, the researcher found some problems. They still low of vocabulary and had difficulties in finding main idea, understanding detail information, understanding reference pronoun, and understanding meaning of vocabularies. And then the difficulties were based on some factors from the students themselves, the teacher, and the school. The problems from the students were as following; (1) Students were less of motivation to learn English; (2) The students still had wrong mindset about learning English; (3) The students were lack of confident; (4) The students felt difficult to comprehend the text. They still thought that English is difficult and

bored, so when the teacher asked the students to read loudly most of them would be quiet. In their learning process, the students were lazy to bring dictionary. They do not know grammar for understanding reading text and they also were lack of vocabularies. The problems from the teacher were as following; The teacher read the text, asked the students to repeat it, then translate it in Indonesian. It made the students got bored; (2) The situation of the class also made the students did not enjoy in teaching and learning process, so the students felt uncomfortable with the situation; (3) The teachers just used students' book (LKS) in teaching learning process. The other factors were from from school; (1) There were no any interesting media to support reading class; (2) There is no English book in the library which can support them those from the theacers.

As a result, the ways to solve the problems in English teaching is the use appropriate strategy in reading skill. Usage Anticipation Guide strategy is incorporates comprehension-enhancing strategies

by asking students to react to statements that focus their attention on the topic to be learned. According to Jacobs (2010:6), by using anticipation guide, students take part in class discussion about the subject matter and this strategy encourages them to discover their thoughts and opinions. Before reading, students listen to or read several statements about key concepts presented in the text; they are often structured as a series of statements with which the students can choose to agree or disagree.

He states that AG because with AG strategy the students will be easier to determine agree or disagree the statement in the text. The steps of Anticipation Guide strategy were described as follow; (Duffelmeyer, 1994): First, Identify the major ideas presented in the reading. Have students complete the anticipation guide before reading. They may work by themselves, in pairs or small groups. Remind students that they should be prepared to discuss and debate their reactions to the statements on the anticipation guide after they have completed it. Second,

consider what beliefs your students are likely to have about the topic. After students have finished the guide, encourage a class discussion of students' reactions to the statements. Remember, you want to activate their critical thinking about the topic, so dig deeper than students' answers and get to their justifications. Third, write general statements that challenge your students' beliefs. Have students read the text with their anticipation guide responses fresh in their minds so they can react to the text as they read. Encourage students to mark or write down where the text supports their initial reaction to statements, or causes them to rethink those reactions. Fourth, require students to respond to the statements with either a positive or negative response. Have a class discussion after reading. Ask students if any of them changed their position on any of the statements. Encourage students to share how they reacted to the text, given their initial responses captured in the anticipation guide. Make sure students share examples from the text where their initial responses were either supported or challenged.

RESEARCH METHOD

This classroom action research was conducted at SMP N 4 Sukoharjo. This school is located at Jl. Slamet Riyadi, Begajah, Sukoharjo. This research was conducted from August until December in 2017. The subject of this research is eight grade of SMP N 4 Sukoharjo especially VIII F which consisted of 32 students. The method of the study was Classroom Action Research. According to Burns, (2010:2) Action Research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of „reflective practice“ and „the teacher as researcher“. AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts“. It means that action research has main aims which is to identify a „problematic“ situation or issue that the participants consider worth looking into more deeply and systematically.

in the Classroom Action Research, the techniques of collecting data were test (pre-test and post-test)

an non-test (observation, interview, documents)

RESULTS

The researcher gave the pretest before implementing the *Anticipation Guide* and the mean score was 50.62 far under the KKM (*Kriteria Ketuntasan Minimal*). After that the researcher implementing the *Anticipation Guide* to improve their reading skill.

Hence, the researcher implementing the research and created with planning. It made the materials, the materials were lesson plans, students answer sheet, students activity and worksheet, and blue print of post test 1. The first meeting was held on Thursday, August 31st, 2017 at VIII F. The class began at 08.20 until 09.40. In the opening activity, the researcher gave the picture about Snow White to build the students background knowledge and asked the students related to the picture. After that, the researcher explained and learn about the purpose of narrative text, generic structure, and language feature. After he explained it the researcher gave a text about Snow White. The students made group in

pair and discussed the text to read carefully about the main idea or implicit and explicit also reference from the text. In closing activity, the researcher gave the students feedback how to apply *Anticipation Guide* by using question and answer related the topic because some students did not understand yet about it.

In the second meeting was held on Thursday, November 29th, 2017. The class began at 08.20 until 09.40. In opening activity, the researcher reviewed last meeting. The researcher asked the students to made a group in pair. Each pair answered the question using the *Anticipation Guide Strategy* and the researcher guided the student to answer the question. The researcher distributed the text about *The Story of Cinderella*. The students learnt about how to apply AG strategy to answer the question based on readings'' indicator. The students made a group, and then answered the activities. In the closing activity, the students told that they understood how to answer the question easily with AG strategy.

After did meeting 2 in the cycle 1, the students did post-test 1

was given on Thursday, September 21st 2017. The results of the post test 1 was 61.43 which is still lower than minimal score. The problems faced by the students were understood the detail information, understood the reference, and understood the meaning of vocabularies from the text. After the action was done, it can be concluded that in the first meeting, the students were confused to apply the AG strategy. But, in the second meeting the students were more understood and could applied the AG strategy to answer the activities. Based on the meeting, it can be concluded that the strengths from cycle 1 were the students were not lack and felt enthusiasm, the mean score of post test 1 higher than pre-test. Beside that, the weaknesses of the cycle 1 were some of students were noisy at the classroom, they were busy and did not pay attention to the time. It made them could not finish the work on time.

From the reflection above, there were many weaknesses found during cycle 1. To solve those problems, the researcher should revise the previous action. The researcher

decided to make a new plan and strategy were arranged in cycle 2. Cycle 2 held on Thursday, November 29th 2017. The class began at 10.15-11.45. In the opening activity, In the opening activity, reviewed the last materials. The researcher gave students about Little Brother, Little Sister. After that the students did it in pair using Anticipation Guide strategy. After they finished, the task submitted. In the closing activity, the students did summary from the lesson today. Post test 2 was held on Friday, December 7th, 2017 at 12.30 – 14.00. The students were answered 30 multiple choices. The results of the post test 2 76.15 were higher than post test 1. It can be concluded that the minimum score were passed 70 score. This research was completed. In the first meeting, to know how the students reached high score because students were felt enthusiasm, excited, and not lack in learning process. It made the students understood about the materials. In the second meeting, the result of mean score“ post test 2 reached the minimal score or KKM (*Kriteria Ketuntasan Minimal*).

In learning process the students were felt enthusiasm, excited, and not lack in learning process using Anticipation Guide. The students could find main idea and detail information. It means that this strategy is effective to help the students to understanding the narrative text. The main score of post-test 1 was 61.43 while mean score of post-test 2 was 76.15. it means that the students' score increased and the improvement of reading skill also increased. Beside that there were few students still make some noises and did not pay attention during learning process.

DISCUSSION

The improvement of the students mean score from the test can be seen from the table below:

Table 2. The Improvement of Students Mean Score

Pre Test	Post Test 1	Post Test 2
50.62	61.43	76.15

T-Value of Cycle 1	T-Value of Cycle 2
8.8	8.49

The table shows that the students reading skill improves gradually by using AG (Anticipation Guide) strategy. This strategy is suitable for enhancing the students achievements to use in reading learning process. From the results of students mean score, it can be calculated that . T-test was used to compare the significance of teaching reading skill with $df = n-1 = 31$. In t-table values, significance 5% was 2.040 and significance 1% was 2.744. The result from pre-test and post-test 1 was significance which $2.040 < 3.10 > 2.744$.

It can be concluded that there was significance difference from pre-test score and post-test 1. Then the result of analysis by using t-test between post-test 1 and post-test 2 was . Then t-test result between post-test 1 and post-test 2 were higher $2.040 < 4.80 > 2.744$. A significance improvement between post-test 1 and post-test 2 could be seen clearly from that. In addition, the findings of teaching and learning process showed that there was a change of classroom situation before and after Anticipation Guide was implemented.

In addition, the understanding of teaching and learning process show that there is a change of classroom situation after Anticipation Guide strategy is implemented. It can be showed that the students are enjoyable in the learning process when the students active in learning process. According to Blacklock (2010:2), Anticipation Guide Strategy is designed to activate students' knowledge about a topic before reading and provide a purpose by serving as a guide for subsequent reading. It attempts to enhance students' comprehension by having them react to a series of statements about a topic before they begin to read or to engage in any other form of information acquisition.

CONCLUSION

Based on the result of the research which aims to improve students' reading skill using Anticipation Guide (AG) strategy, the researcher draws conclusions as follow:

1. Anticipation Guide (AG) can improve the students' reading skill at eight grade of SMP N 4 Sukoharjo in 2017/2018 academic year. It could

seen from the improvement of the mean score of pre-test was 50.62, post-test 1 was 61.43, and post-test 2 was 76.15. It means, the mean score of post-test 2 were higher than pre-test and post-test 1 from the minimum score or (KKM) in that school which is 70.

2. The use of Anticipation Guide can improve students' motivation and class condition in learning process. It could be seen when they working in pair they can work cooperatively. Furthermore, the students also focused on how to apply AG strategy which help them to comprehending on narrative text.

REFERENCES

- Blacklock, Karen. (2010). *Idaho Comprehensive Literacy Assessment: Study*. Retrieved from <http://www.lcsc.edu>.
- Burns, Anne. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioner*. New York: Routledge.
- Duffelmeyer, F. (1994). *Effective Anticipation Guide statement for learning from expository prose*. *Journal of Reading*, 37, 452-455.
- Jacobs, V.A. (2010). *Pre-, Guided-, and Post- Learning Purposes & Strategies'*. Retrieved March 12, 2017 from: <http://www.isites.harvard.edu/fs/docs/icb.topic>.
- Nunan, David. (1991). *Language Teaching Methodology: A Textbook for Teacher* (2nd ed). Sydney: Prentice Hall.