

**THE EFFECT OF USING ANTICIPATION GUIDE STRATEGY
TOWARD STUDENTS' READING COMPREHENSION
AT THE SECOND YEAR OF SMAS
AL-MUSLIMUN SIKIJANG**



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PEKANBARU
1433 H/2012 M**

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A Thesis
Submitted to Fulfill One of Requirements
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(S.Pd.)



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SUPERVISOR APPROVAL

This thesis entitled “*The Effect of Using Anticipation Guide Strategy toward Students’ Reading Comprehension at the second year of SMAS Al – Muslimun sikijang.*” is written by Nur Afni NIM. 10714000789. It has been accepted to be examined in the final examination by the Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

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ABSTRAK

Nur Afni (2012): Pengaruh Dari Strategi Anticipation Guide terhadap Pemahaman Membaca Siswa Kelas 2 SMAS Al–Muslimun Sikijang.

Ada beberapa alasan mengapa murid sulit mendapatkan informasi dari reading text. Pertama, siswa tidak bisa merespon text fungsional pendek. Kedua, mereka tidak bisa merespon makna serta retorika teks secara akurat. Ketiga, mereka tidak paham dengan karangan sederhana dari teks narasi dan eksposisi. Keempat, mereka membutuhkan waktu yang banyak untuk memahami sebuah teks. Kelima, mereka tidak bisa menjawab pertanyaan yang diberikan sesuai dengan teks. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut. Penulis ingin mengetahui pengaruh strategi in terhadap peningkatan pemahaman membaca siswa. Penelitian ini adalah Quasi Experimen. Subjek penelitian ini adalah siswa kelas 2 SMAS Al–Muslimun Sikijang, dan objeknya adalah untuk menganalisa pengaruh dari strategi Anticipation Guide terhadap pemahaman membaca siswa kelas 2 SMAS Al–Muslimun Sikijang. Populasi dari penelitian ini adalah kelas 2 SMAS Al–Muslimun Sikijang. Mereka sekitar 30 orang yang dibagi menjadi dua kelas. Penulis mengambil semua populasi sebagai sample. Dalam menganalisa data penulis menggunakan rumus Anova.

Dari analisis data, yang telah dilaksanakan, dapat dilihat bahwa F hitung 7.79. Untuk membuktikan adanya pengaruh atau tidak, F_o dibandingkan kepada F table dengan derajat kebebasan 28. Pada derajat kebebasan 28 ditemukan F table adalah 5.45. Dengan kata lain, F_o lebih besar dari pada F table ($7.79 > 5.45$). Jadi, Penulis dapat menyimpulkan bahwa H_o ditolak dan H_a diterima. Maksudnya adalah adanya Pengaruh Dari Strategi Anticipation Guide terhadap Pemahaman Membaca Siswa Kelas 2 SMAS Al–Muslimun Sikijang.

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CHAPTER I

INTRODUCTION

A. Background

Reading is an activity with a purpose. A person may read in order to gain information verify existing knowledge, or criticize a researcher's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.¹

Reading is the active process of understanding printed and graphical texts. Reading is a thinking process. Effective readers know that when they read. What they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks.

Good readers can understand the individual's sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They already know most of the words in the text. They can also determine the meaning of many of the unfamiliar words from the context. They can use their dictionary effectively to do so. In summary, good readers can extract from

¹ Kalayo Hasibuan and Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: UIN SUSKA-Riau, 2007. p. 128.

the writing what is important for the particular task that they are employed in. And they can do it quickly.

All people include the students want to be a good reader but most of people or students always have problem and difficulties to comprehend the text. Especially the students at the second year students of SMAS AL – MUSLIMUN sikijang still have problem in reading lesson. In the school, English has been well known by students. The school implements English KTSP (Education Unit Level Curriculum). In the KTSP, reading is taught 2 meetings x 40 minutes in a week. In the curriculum, reading has at least three basic competences. The first is responding the meaning of functional short text accurately, fluently and accepting the relation to closest environment. The second is responding the meaning and step of rhetoric accurately, fluently and accepting a simple essay of closest environment in narrative text and expository text, and the third is reading aloud that have a meaning of functional text, narrative and expository short essay with utterance, intonation and pressure accurately.²

To implement the curriculum, the English teacher of SMAS AL – MUSLIMUN sikijang used conventional method in teaching reading. During the activity, the teacher asks the students to read the passage and find out the meaning of difficult words, and then to answer the questions according to the text. By implementing this method, students are expected to be able to understand an English

² Depdiknas, *Standard Kompetensi and Kompetensi Dasar Tingkat SMA/MA*. Pekanbaru: Dikpora, 2006. p. 25

text and answer the questions. Based on primary observation done by the researcher, the writer found that students could not respond the meaning of functional short text accurately. They could not respond the meaning and steps of rhetoric accurately. They could not accept a simple essay in narrative and expository text. They spent much time to understand the text. They could not also answer the questions given after reading a text. Finally, they were not able to get Total Minimal Value (KKM) that is 60.

In solving these problems, the researcher will try to use another method called as anticipation guide strategy. Anticipation guide is a series of statements based on key concepts of a reading.³ Students are asked to agree or disagree in order to activate prior knowledge, focus reading and motivate readers . By asking students to agree or disagree with these statements, you can determine what students know (and don't know) about the topic. This strategy can help generate discussion on the topic, identify students' experiences with the topic, and uncover misconceptions. It is used to activate students' prior knowledge and build curiosity about a new topic. 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. Anticipation guides stimulate students' interest in a topic and set a purpose for reading.

³ Strategic Reading in the Content Areas – Boosting Achievement in Grades 7-12 Copyright © 2003 International Center for Leadership in Education 1587 Route 146 • Rexford, New York 12148 (518) 399-2776 • fax (518) 399-7607 www.LeaderEd.com • info@LeaderEd.com

Based on the explanation above, the researcher is interested to conduct a research entitled “**The Effect of Using Anticipation Guide Strategy toward Students’ Reading Comprehension at the second year of SMAS AL – MUSLIMUN sikijang**”.

B. Definition of the Terms

1. Effect.

Effect is change caused by somebody or something.⁴ In this research, effect is defined as the result of teaching reading by Anticipation Guide strategy.

2. Anticipation Guide is Anticipation guide is a series of statements based on key concepts of a reading. Anticipation Guide Strategy orders students to think and activate their prior knowledge by answering the questions or responded the questions about key concepts of the reading text.⁵

3. Strategy is defined as a particularly way of doing something.⁶ In this study, method deals with the way used by the students to comprehend reading text.

⁴ Manser, H. Martin, *Oxford Learner’s Pocket Dictionary*. Oxprod: Oxford University Press. 1995. p. 135.

⁵Brenda,Hill.ActivatingStrategy-AcnticipationGuide.http://www.learningfocus.com/index.php/resource/news strategy-anticipation-guide.feb08,2010

⁶ Kalayo Hasibuan and Fauzan Ansyari. Opcit. p. 128.

4. Students

A student is a person who is studying for a formal or non formal school at some or other places of higher educational or technical training.⁷

5. Reading

Reading perceives the written text in order to understand its contents.⁸

6. Comprehension.

Comprehension is great skill or knowledge.⁹ In this research, the comprehension means the students knowledge in reading.

C. The Problems

1. The Identification of the problems

From the description of the background and the symptoms above, the problem can be identified as follows:

- a. Why cannot some of the students respond the meaning of functional short text accurately?
- b. Why cannot some of the students respond the meaning and steps of rhetoric accurately?
- c. Why cannot some of the students accept a simple essay in narrative and expository text?

⁷ Hornby, A.S. *Oxford Advanced Learners' Dictionary of Current English* Oxford. University Press. England. 1974. p.968

⁸ Richard et al.. *Longman Dictionary of Language Teaching and Applied Linguistics*. 2nd Ed. Malaysia: British Library Cataloguing. 1992. p.273

⁹ Manser, H. *Opcit*. p.256

- d. Why do not some of the students have utterance and intonation accurately?
- e. Why cannot some of the students answer the question given after reading the text?

2. The Limitation of the Problem

To avoid misunderstanding in this research, the researcher limits the problems to Anticipation Guide strategy toward students' reading comprehension at the second year of SMAS AL – MUSLIMUN sikijang.

3. The Formulation of the Problem

Dealing with the limitation of the problem above, the research questions are formulated in the following questions: “Is there any significant effect of using Anticipation Guide strategy and conventional strategy toward students' reading comprehension at the second year of SMAS AL – MUSLIMUN sikijang”?

D. The Objective and Significant of the Research

1. The Objective of the Research

To find out the significant effect of using Anticipation Guide strategy and conventional strategy toward students' reading comprehension at the second year of SMAS AL – MUSLIMUN sikijang.

2. The Significant of the Research

- a. To give information about the students' reading comprehension after being taught by using Anticipation Guide strategy.
- b. To fulfill one of the requirements of S.1 degree of English Education Department of Education and Teachers and Training Faculty of State Islamic University Riau.
- c. To increase students' reading comprehension.
- d. To enlarge the researcher's knowledge about the research especially the researcher's insight scientifically in the topic of Anticipation Guide strategy.

CHAPTER II

THEORETICAL FRAMEWORK

A. Nature of Reading Comprehension

1. The Nature of Reading Comprehension

Reading as one of the language skills is an important skill that students should master. There are many types of reading. Reading is the particular way in which reader understands a text or a book. It is the ability to understand and to find out the information presented in written form, even the information is explicitly stated or not in a passage. It is the way to compare the information with the reader's own knowledge. It is also the way to interpret the authors' purposes.

Reading means perceiving a written text in order to understand its contexts. This can be done silently.¹ In addition, reading is an action of a person who reads texts. By reading activities, students are required to have good interaction with the texts, and need more attention from the reader in order that students get exact or close meaning of the texts as well.²

Reading consists of a variety of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses, each of this can be further broken down into varying kinds of behavior. There are three definitions of reading.

¹ Richards, Jack C. et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. 2nd Ed. Malaysia: British Library Cataloguing. 1992. p. 306.

² Hornby, AS. *Oxford Advanced Learner's Dictionary (Sixth Edition)*. Oxford: Oxford university press. 2000. p. 104.

The first is pronouncing words, second is identifying words and the last is bringing meaning to a text in order to get meaning from it.

Based on the description above, it can be known that reading means pronouncing the words, identifying the words and finding the meaning from a text in order to get the information from the text. Reading can develop a person's creativity because reading consists of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses. Reading is also the way to interact with the researcher from a book or text.

Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context - fielding this, they can use their dictionary effectively to do so. In summary, good readers can extract from the writing what is important for the particular task they are employed in. And they can do it quickly.

2. Components of Reading Paragraphs

There are five reading components that may help students to read carefully. They are:³

³ Syafi'i., *et al. From Paragraph to a Research Paper: Writing of English for Academic Purpose*. Pekanbaru. Lembaga Belajar Syaf Intensive. 2007. p. 2.

a. Main Idea

The main idea of a paragraph is what the author wants you to know about the topic. Identifying the topic can generally help the reader to understand the main idea. The main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is usually expressed as complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

Main idea can be worded in many ways. For example, the following questions are asking for the same information: (1) What is the main idea?, (2) What is the subject? (3) What is the topic? (4) What would be a good title? Example:

Once upon a time, there was a great king of land far away in the east. He had a very beautiful daughter who was so proud, naughty, and conceited. She liked to make fun of any prince who asks her to be his wife.

What does the first paragraph tell about?

b. Factual of Information

The reader must be able to recognize the factual or certain information in details such as person, reason, and comparison. The factual of information questions are preceded by WH-questions (where, why, what, who, how, etc). For example, the following question is asking for the same information.

King Francis was a great lover of all kinds of sport; and one day he and his courtiers, noblemen and ladies, sat watching wild savage lions fighting each

other in the enclosure below. Amongst the courtiers sat count de large beside a beautiful and lively woman of noble birth, whom he loved and hoped to marry. The lions roared, and bit and tore each other with savage fury, until the king said to his courtiers, "Gentlemen, we are better up here than down there!"

What do you think the king Francis does in the first paragraph?

c. Locating Reference

In this item, you will be asked to find antecedent of a pronoun, an antecedent is a word or phrase to which a pronoun refers. The pronoun such as it, them, etc. You will be asked to locate the reference word or phrase in the passage; the meaning of the sentence in the context of the passage will not change when you substitute the correct antecedent. For example, the following questions are asking for the same information:

While fire is a blessing in many, it can also be a great danger to human life and property.

It can also be a great danger...It refers to...

d. Making Inference

The problem including in the test of English as a foreign language is making inferences. In this question type, you need to use the evidence that you have to make an inference. It means that after you have evidence from reading a passage, you can make a logical conclusion based on the evidences;

it can be about the author's viewpoints. For example, the following question is asking for the same information:

One important endocrine gland is the thyroid gland. It is in the neck and has two lobes, one on each side of the windpipe.

The thyroid gland is called an endocrine gland because it

e. Supporting Sentences

Supporting sentences/supporting details should also help you from an impression that will reveal the topic. The support can take the form of examples, reasons, statistics, explanations, or simply relevant information. It also supports of main idea in order that all contents of text can be understood easily.⁴ Here is the example:

I have three specific reasons for loving reading. First, reading is pleasure. It can lose my tired. In addition, reading will give me information. The last, reading will give me over view of researcher style.

The sentences are underlined above called supporting sentences or supporting main idea. From the components of reading above, it can be known that the students will understand the paragraphs and they must master the

⁴ Wassman, Rose and Rinsky, Ann Lee. *Effective Reading in Changing World*. Prentice Hall. Upper Saddle River, New Jersey. 2000. p. 116.

components of reading first. They should master main idea and supporting ideas of the paragraph, identify inference and telling the information.

3. The Characteristics and Skills in Reading Comprehension

When someone needs a success in reading she/he must know well about the characteristics of efficient reading. They are as follows:⁵

- a. Language, the language of the text is comprehensible to the learner.
- b. Content, the content of the text is accessible to the learners. They know enough about it to be able to apply their own background knowledge.
- c. Speed, the reading progresses are fairly fast: mainly because the reader has automatic recognition of common combination, and does not waste the time, working about each or group of new words.
- d. Attention, the reader concentrates on the significant bits, and skims the rest, may even skip part about what he or she knows to be significant.
- e. Incomprehensible vocabulary, the reader takes incomprehensible vocabulary in his or her stride: guessing its meaning from the surrounding text, or ignoring it and managing without using a dictionary only when these strategies are insufficient.
- f. Prediction, the reader thinks a head, hypothesizes and predicts.

⁵ Ur, Penny. *A course in Language Teaching*. Cambridge: University Press. 1993. p. 148.

- g. Background information, the reader has and uses background information to help understand the text.
- h. Motivation, the reader is motivated to read an interesting content or a challenging task.
- i. Purpose, the reader is aware of a clear purpose in reading to find out something, or to get pleasure.
- j. Strategies, the reader uses different strategies for a different kind of reading.

In reading the reader employs a number of specific skills when reading and their success at understanding the content of what they see depends on the large extent in these specific skills. The six skills of reading are:⁶

- a. Predictive skills.
- b. Extracting specific information
- c. Getting specific picture
- d. Extracting detail information
- e. Recognizing function and discourse patterns
- f. Deducing meaning from context

The main purpose of reading is to understand and to find out the information from the passage. To be able to understand and find the information, the readers

⁶ Harmer, Jeremy. *The Practice of English Language Teaching*. New Edition Longman Hand Books for Language Teachers. London and New. 1991. 183-184.

should know the characteristics and skills above because understanding the contents is not easy, but it will be overcome if we use the skills above when we read the contents in English. By using the skills, we will find the information or the authors' purposes.

4. The Purpose of Reading

Every activity done by someone has certain purpose. Reading also contains aims. Generally, the purpose of reading is classified into:

- a. Getting general information from the text
- b. Getting specific information from the text
- c. Reading for pleasure or for interest.
- d. Reading to compare the information with the reader's own knowledge.
- e. Reading as social control.

5. Techniques to Improve Reading Comprehension

Reading requires motivation, mental frameworks for holding ideas, concentration and good study techniques. Here are some suggestions.⁷

- a. Develop a broad background

Broaden your background knowledge by reading newspapers, magazines and books. Become interested in world events.

- b. Know the structure of paragraphs

⁷ Martin. *How to be a Successful Student*. <http://www.marin.edu/don/Study/7read.html>. 1991.

Good researchers construct paragraphs that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a framework for adding details. Also, look for transitional words, phrases and paragraphs that change the topic.

c. Identify the type of reasoning

Does the author use cause and effect reasoning, hypothesis, model building, induction or deduction, systems thinking.

d. Anticipate and predict

Really smart readers try to anticipate the author and predict future ideas and questions. If you're right, this reinforces your understanding. If you're wrong, you make adjustments quicker. Use it to look up new words. Or, you can keep a list of words to look up at the end of the day. Concentrate on roots, prefixes and endings.

e. Monitor effectiveness

Good readers monitor their attention, concentration and effectiveness. They quickly recognize if they've missed an idea and backup to reread it.

B. Students Reading Comprehension

According to Christina and Mary, reading is the most important skill of all for most students of English throughout the world; is a skill that has been much neglected

in audio-lingual tradition of language teaching.⁸ Reading is not an isolated process. Four language processes work together to enhance the development of each of the others: speaking, listening, reading, and writing. Listening and reading are the receptive processes (taking in information), and speaking and writing are the productive processes (giving out information). We might also include a fifth language process: thinking (language that takes place in your head).

Being a good teacher of reading starts with an understanding of what reading is. What exactly happens between text, brain, and eye when we engage in this delightful, magical practice called reading? a) Reading is the practice of using text to create meaning. The two key words here are creating and meaning. b) Reading is a constantly developing skill. Like any skill, we get better at reading by practicing. c) Reading integrates visual and no visual information. During the act of reading, the visual information found on the page combines with the no visual information contained in your head to create meaning. d) Reading is the act of linking one idea to another.

Reading is not easy leaning activities. Many factors can affect students' success in reading. In general, these factors can be identified, such as teacher, students, environment condition, subject matter and techniques to learn the lesson material. There are two components that should be known by the teacher in teaching

⁸ Christina Bratt Jaulston & Mary Newton Bruder. *Teaching English as A Second Language Techniques And Procedures*.(Massachusetts: Winthrop Publoshers, Inc). p. 203

reading. They are reading skill and reading comprehension. According to Celce and Murcia, the reading comprehension components are intensive and extensive reading, reading material, cultural issues and testing.⁹

C. The Factors That Influence Reading Comprehension

There are two factors that influences in reading comprehension are:

1 Internal Factor

The internal factor means the factor which come from the reader himself, or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self motivation and interest.

a. Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from text. Brown divided the motivation into two kinds, are; intrinsic and extrinsic motivation. Edward dice in brown defined intrinsic motivation, as follow:¹⁰

“Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing

⁹ Celce Mariane and Lois Murcia, *Teaching English as Second or Foreign Language*. Rowly, Massachusetts: Newburry House Publisher, Inc. 1979 pp. 150-152

¹⁰H. Douglas, Brown. *Teaching by Principles: An interactive Approach to Language Pedagogy*. Englewood Cliffs, New Jersey: Prentice Hall, Inc.1994. p.220

about curtaining internally rewarding consequences, namely, feelings of competence and self determination”.

On the other hand, extrinsic motivation is defined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self, such as; money, prize, grades, and even certain of positive feedback.

b. Interest

Interest is being one of the important factors in order to increase the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

2 The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

a. Reading material

The students' achievement in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

b. Teacher of reading

The teacher should be careful in choosing the text, strategy, and giving the tasks because they are related to the students' reading comprehension achievement.

In line with the explanation of the factors that influence students reading comprehension, in this study the writer is interested to use anticipation guide strategy to build up students' reading comprehension, and also want to see the effect of using anticipation guide strategy toward students' reading comprehension.

D. The Nature of Anticipation Guide Strategy

Reading strategies can often be divided in to three categories – before, during and after. Before reading, strategies tend to be those that activate students' prior knowledge. Anticipation guide is one of many strategies that activate students' prior knowledge. J .E Readence says that anticipation guide make students easier in comprehend in reading.¹¹ The anticipation guide attempts to enhance students' comprehension by having them react to a series of statements about the topic, before they begin to read or to engage in any other form of information acquisition. It utilizes prediction by activating students' prior knowledge, and it capitalizes on controversy as a motivational device to get students involved in the material to be read.

¹¹ <http://forpd.ucf.edu/strategies/stratAnt.html>

1. The Purpose of Anticipation Guide Strategy

Some purpose of Anticipation Guide Strategy, are:¹²

- a. Help students to activate their prior knowledge and think about the ideas they will be reading.
- b. Encourage students to make a personal connection with a topic or unit of work, so that they can integrate new knowledge with their background experience or prior knowledge.
- c. Students will answer questions that identify prior knowledge and misconceptions about a topic.

2. Procedure in Teaching Reading Comprehension Through Anticipation Guide Strategy

The anticipation guide is normally used prior knowledge to a reading passage. It can be used with expository or narrative text. The Anticipation Guide is used to activate thinking by asking students to respond to questions or statements on a selected topic prior to teaching the lesson. Students use their own background knowledge and life experiences to answer and respond to these prompts. Time may be provided for students to discuss and justify their answers based upon what they already know about the topic.

There are some steps in using this strategy, are :¹³

- a. Identify major concept;

¹² *When Kids Can't Read, What Teachers Can Do*, pp. 74-80

¹³ Saskatoon public school. <http://olc.spsd.sk.ca/de/pd/instr/strats/anticiguide/index.htm>. 24 march, 2011

The ideas to be learned by reading the text should be determined by a careful perusal of the material and of the teacher's manual, if one is available.

b. Determine students' knowledge of these concept

In order to determine how the main concepts support and challenge what the students already know, the teacher must consider the students experiential background. The whole class, as well as individual students, will have be considered in this step. In our nutrition example, socio economic level is one, but only one, factor that may have a bearing on the kinds of statements that eventually result.

c. Create statements

The number of statements can be created varies with the amount of the text to be read and particularly, the number of concepts that have been identified. In addition, the ability and maturity levels of the students influence make statements. Three or five statements are usually a good number to aim for. The most affective statements are generally those in which the students have sufficient knowledge to understand what the statements say, but not enough to make any of them a totally known entity.

d. Decide statements order and presentation mode

An appropriate order must be determined to present the guide. Usually, the order follows the sequence in which the concepts are encountered in the text, but that is subject to each teachers' judgment. The guide may be presented using the chalkboard, overhead, or a paper sheet that is handed out individually. A set of directions and blanks for students' responses should be included. The directions must be worded appropriately for the age and maturity level of the students.

e. Present guide

The guide can be completed by students individually, or in small groups. Remind students that they should be prepared to discuss their reactions to the statements on the anticipation guide after they have completed it.

f. Discuss each statement briefly

A discussion ensues with the teacher first asking for a show of hands from students to indicate their agreement or disagreement. The teacher tallies the responses. The discussion should include at least one opinion on each side of the issues per statement. As other students listen to the opinion offered, they can evaluate their own view in terms of the others.

g. Direct students to read the text

Students are told to read the text assignment with the purpose of deciding what the author would say about each statement. As they read, students should keep two things in mind; their own thought and opinion as well as those voiced by others, and the way in which what they are reading relates to what was discussed.

h. Conduct follow up discussion

After reading, the students may respond once again to the statements. This time they should react in the light of the actual text. Thus, the guide serves as the basis for a post reading discussion in which students can share the new information gained from reading and how their previous thought may have been modified by what they understand the reading to say. It should be made clear to the students that agreement with the author is not mandatory.

E. Anticipation Guide Strategy toward Students Reading Comprehension

Anticipation guides, according to Frank Smith (1978) allow the reader to make predictions about text that will be read by eliminating possibilities that are unlikely.¹⁴ The Anticipation Guide 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

¹⁴Smith, F. (1978). *Reading*. New York, NY: Teachers College Press

any other form of information acquisition. It utilizes prediction by activating students' prior knowledge, and it capitalizes on controversy as a motivational device to get students involved in the material to be read.

Numerous studies have pointed out the efficacy of activating students' knowledge about a topic before they read in order to enhance comprehension. Other ways to promote better comprehension have also been suggested. Herber and Nelson have recommended that statements be used in lieu of questions as an initial means to get students more involved in their learning because statements require students only to recognize and respond, while questions require students to produce a response.¹⁵ Production of their own questions and statements, which is a more sophisticated learning behavior than recognition alone, becomes the end goal of such instruction. In addition, Lunstrum suggested that controversy could be used as motivational technique for reading by arousing students' curiosity about a topic and getting them to use the text to corroborate their stance on an issue.¹⁶

The Anticipation Guide incorporates all of these comprehension-enhancing strategies by asking students to react to statements that focus their attention on the topic to be learned. Students' previous thoughts and opinions about that topic are activated by using statements that are carefully worded so as to challenge students' knowledge bases and to arouse their curiosity. Students then become motivated to

¹⁵ Herber, H. *Teaching Reading in Content Areas* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall, 1978

¹⁶ National Institute for Literacy. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read Kindergarten Through Grade 3*. Jessup, MD: ED Pubs.

read to resolve the conceptual conflict. In this way, misconceptions about a topic can be brought out and inaccuracies dealt with. Furthermore, the Anticipation Guide can also be used as the basis for post reading discussion wherein students react a second time to the statements, this time dealing with the text information as well.

F. Relevant Research

1. Cathy Harris Williams (2008)

Her research focused on the effect of Independent Reading on fourth graders' vocabulary and fluency. In her opinion, independent reading had a significant effect to improve vocabulary mastery and fluency in reading on fourth graders. From the research, she found that there was significant effect of independent reading on fourth graders' vocabulary and fluency.

2. Cinda Heringer (2011)

Her research focused on Increasing reading motivation and achievement in the intermediate classroom through independent reading, interactive book talks, and cooperative book activities. In her research, she stated that independent reading, interactive book talks, and cooperative book activities are some strategies in increasing reading motivation and achievement in the intermediate classroom.

G. Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are two variables used in this research, they are variable X and variable Y. Anticipation guide strategy is as Variable X that gives the effect on students' reading Comprehension as variable Y. The indicators that will be compared are about students' reading Comprehension before and after taught by Anticipation guide strategy. The indicators are as follow:

1. Variable X (anticipation guide strategy)
 - a. The teacher asks students to identify major concept.
 - b. The teacher asks students prior or background knowledge that relate to the topic.
 - c. The teacher creates or writes some statements that related or not related to the topic.
 - d. The teacher asks students to decide statements order and presentation mode.
 - e. The teacher asks students to present guide completely by individually or in small group.
 - f. The teacher asks students to discuss each statement briefly.
 - g. The teacher asks students to read the text.
 - h. The teacher asks students to respond the statements again.

2. Variable Y (students' reading Comprehension)

- a. Students are able to identify main idea.
- b. Students are able to find factual information.
- c. Students are able to identify references.
- d. Students are able to make inference from reading text.
- e. Students are able to identify supporting sentences.

H. The Assumption and Hypothesis

1. The Assumption

Before starting the hypothesis, the researcher would like to offer the assumption as using Anticipation Guide strategy can increase students' reading at the Second Year of SMAS AL – MUSLIMUN sikijang.

2. The Hypothesis

Based on the assumptions above the researcher formulates two hypotheses as follows:

Ha: There is significant effect of using anticipation guide strategy toward students' reading comprehension at the second year of SMAS AL – MUSLIMUN sikijang.

Ho: There is no significant effect of using anticipation guide strategy toward students' reading comprehension at the second year of SMAS AL – MUSLIMUN sikijang.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was quasi experiment design. The type used was nonequivalent control group design. This research was aimed to search whether there is or there is no effect of treatment which was done to the experimental subject without random assignment. This design required at least two groups, one that received a new (anticipation guide strategy) and another that received a traditional (reading aloud), or control treatment. Both groups were pre test and post tested. The experimental group received something while the control group received nothing. In this case, X_1 = in-service training and X_2 = no in-service training.¹ Pre test and Post-test score were compared to determine the effectiveness of the treatment. This research consisted of two variables; the independent variable symbolized by “X” that is the effect of using Anticipation Guide Strategy and the dependent one as “Y” which refers to students’ Reading Comprehension. These groups used different Strategies, but both experimental and control groups were tested with the same test. In brief, the research was designed by the following table.

¹ Gay, L.R and Peter Airasian. *Educational Research*, New Jersey: Prentice-Hall. Inc. 2000. ., p 389.

Table III.1
Research Design

Class	Pre-test	Treatment	Post-test
Experiment	X_1	T	X_2
Control	Y_1		Y_2

Where:

X_1 : The students' reading Comprehension before treatment of experimental class

Y_1 : The students' reading Comprehension before treatment of control class

T : Teaching reading by using Anticipation Guide Strategy

X_2 : The students' reading Comprehension after treatment of experiment class

Y_2 : The students' reading Comprehension after treatment of control class

After giving particular treatment to the experimental group by using Anticipation Guide Strategy, the scores between experimental and control groups were analyzed by statistical analyse. It aimed to know whether there was or not the effect of variable X into variable Y after giving them test (pre-test and post-test).

B. Location and Time of the Research

The research was conducted at the Second Year of SMAS AL-MUSLIMUN.

This research was conducted on July up to September 2011.

C. Subject and Object of the Research

The subject of this research was the Second Year of SMAS AL-MUSLIMUN Sikijang, while the object of this research was the students' reading Comprehension through anticipation guide strategy.

D. Population and Sample

Table III.2

The Population and Sample of the Research

No	Class	Population	Sample
1	XI 1	15	Experimental Class
2	XI 2	15	Control Class
Total		30	30

From the table above, it is seen that the total of population is 30. In addition, in taking sample of the population the researcher used random sampling technique. The researcher took all the classes as sample of the research. Furthermore, the sample of this research was 30 students. The sample was divided into two groups. The first group was experimental class, it consisted of 15 students and the other one was control class that consisted of 15 students. The writer named cards randomly as a sample research. It was XI.1 for experiment class and XI.2 for control class.

E. The Technique of the Data Collection

Table.III 3

Blue Print of the Data Collection

Reading Text	Reading's Component	Questions' Number
Reading I	<ol style="list-style-type: none"> 1. Identifying main idea 2. Finding factual information 3. Identifying references 4. Locating the meaning of vocabulary in context 5. Making inference from reading text 	<p>1, 2</p> <p>3,4</p> <p>5</p>
Reading II	<ol style="list-style-type: none"> 1. Identifying main idea 2. Finding factual information 3. Identifying references 4. Locating the meaning of vocabulary in context 5. Making inference from reading text 	<p>6</p> <p>7</p> <p>9</p> <p>8, 10</p>
Reading III	<ol style="list-style-type: none"> 1. Identifying main idea 2. Finding factual information 3. Identifying references 4. Locating the meaning of vocabulary in context 5. Making reference from reading text 	<p>12, 13</p> <p>14</p> <p>11, 15</p>
Reading IV	<ol style="list-style-type: none"> 1. Identifying main idea 2. Finding factual information 3. Identifying references 4. Locating the meaning of vocabulary in context 5. Making reference from reading text 	<p>20</p> <p>16, 17</p>
Reading V	<ol style="list-style-type: none"> 1. Identifying main idea 2. Finding factual information 3. Identifying references 4. Locating the meaning of vocabulary in context 5. Making reference from reading text 	<p>21</p> <p>22, 24, 25</p> <p>23</p>

F. The Research Procedure

Since the Anticipation Guide was used in learning and teaching English process to improve the students' reading comprehension, that helpend teacher to achieve the goal of teaching, the procedure of this research were devided into two phases:

1. Procedures of Collecting Data for Experimental Group

a. Pre-test

The pre-test was made to determine the ability of the students selected as the sample. Items used for pre-test consist of 25 items. The test was about reading comprehension.

b. Post-Test

Post test was done twice. The first time, post test was done, after given four treatments that were used for the experimental class. And the second time, the post test was done, after nine treatment that was used for the experimental class. The result of the post-test for experimental group was analyzed and used as the final data for this research.

2. The Procedures of Collecting Data for Control Group

a. Pre-test

The goals, items, and procedures of the test for control group are the same as those conducted for experimental group; the difference was only on the time.

b. Post-test

Post-test for both experimental group and control group were administrated after giving the treatment for experimental group. The result of the post-test for both experimental group and control group were analyzed and used as the final data for this research.

G. The Technique of Data Analysis

In analyzing test data, the researcher used score of pre-test and post-test of the students. According to Arikunto, there are some categories to evaluate the students' comprehension in understanding the reading text.² The test composed of 20 items and each item was given score 5. The scale is:

Table III.4

The Scale of students' reading comprehension by using Anticipation guide strategy.

THE SCORE OF COMPREHENSION LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

² Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan (edisi Revisi)*. Jakarta: Bumi Aksara, 2009. P. 245

After the score was classified, the scores were analyzed by using statistical analysis t_{test} , variance, and homogeneity should be found first. Homogeneity test was used to find out whether the two classes have homogenous variance or not. The process to analyze the data is as follows:

1. Find out t-test statistic. The formula is as follows:

$$F = \frac{RKa}{RKd}$$

H. The Reliability and the Validity of the Test

a. Validity

Every test, whether it is short, informal classroom test or a public examination should be as valid as the test constructor can make it. The test must aim at providing a true measure of the particular skill intended to measure.

Heaton states, the validity of a test is the extent to which it measure what it is supposed to measure and nothing else. There are three kinds of validity that consist of content validity, construct validity, and empirical validity.

To obtain the data about the comparison between anticipation guide strategy and conventional strategy on Reading comprehension, the writer acquired to show each score. It was used based on the most important characteristic of an item to be accurately determined by its difficulty. Then, the test given to students was considered not too difficult or not easy than

often show the low reliability. Item difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly. The formula for item difficulty is as follows:

The formula for item difficulty is as follows:

It was calculated by using the formula:

$$FV = \frac{R}{N}$$

Where:

FV = Facility Value (Difficulty level)

R = the number of correct answers

N = the number of students

The formula above was used to find out the easy of difficulties of each item test that researcher gave to the respondents. The item that do not reach the standard level of difficulty are excluding from the test and they are changed with the new items that are appropriate. Stated that prepared in practice to accept items with facility values between 0.30 and 0.70.

b. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heatons explains that reliability is of primary important in the use of both public achievement and proficiency test and classroom test.

There are some factors affecting the reliability of a test, they are:

1. They are extent of the sample of material selected for testing
2. The administration of the test, clearly this is important factor in deciding reliability.

$$r_{ii} = \frac{N}{N-1} \left[1 - \frac{m(m-N)}{N x^2} \right]$$

r_{ii} = the reliability

N = the number of items of test

m = the mean score of the test

X = the standard deviation of the test

Heaton³

³ J.B. Heaton. *Writing English Language Tests*. New York: Cambridge University Press, 1988, p. 164

CHAPTER IV

PRESENTATION AND ANALYSIS DATA

A. Description of the Research Instrument

To obtain the data from the sample of the research, the writer constructed and used the instruments of the research. It is a written test taken from English book material for 25 items. The kind of the test is multiple choices with four options, they are A, B, C, or D. The written tests were made from the indicators of reading comprehension. The indicators of reading comprehension are:

- a. Finding factual information
- b. Identifying main idea
- c. Locating the meaning of vocabulary in content
- d. Identifying references
- e. Making inference from reading text

Before giving the test for the sample of the research, the writer made *try-out* to the other class to determine the validity and reliability of the instruments. The test items which were not valid and reliable were changed to the other item.

1. Validity

To analyze the validity of data, the writer used item difficulty by using the formula below:

$$FV: \frac{R}{N}$$

Where = FV : Index of difficulty

R : The number of the correct answer

N : The number of students taking test

The standard level of difficulty is < 0.30 and > 0.70 . Then, the proportion correct is represented by “p”, whereas the proportion of incorrect is represented by “q”. It can be seen in the following tables:

Table IV.1

Indicator 1:

Students are Able to Find Factual Information

Indicator	Students are able to Find Factual Information					N
	Item no.	1	2	7	16	
Correct	10	9	9	10	10	15
P	0.66	0.6	0.6	0.66	0.66	
Q	0.33	0.4	0.4	0.33	0.33	

Based on table 4 above, the proportion of the correct answer for reading comprehension test, item number 1 shows the proportion of correct **0.66**, item number 2 shows the proportion of the correct **0.6**, item number 7 shows the proportion of correct **0.6**, item number 16 shows the proportion of correct **0.66**, and

item number 17 shows the proportion of correct **0.66**. Based on the standard level of difficulty “p” <0.30 and >0.70 , it indicates that item difficulties in average of items number for finding factual information from reading comprehension are accepted.

Table IV. 2

Indicator 2:

Students are Able to Identify Main Idea

Indicator	Students are Able to Identify Main Idea					N
Item no.	6	12	13	20	21	15
Correct	10	10	10	10	10	
P	0.66	0.66	0.66	0.66	0.66	
Q	0.33	0.33	0.33	0.33	0.33	

Based on table 5 above, the proportion of the correct answer for reading comprehension test, item number 6 shows the proportion of correct **0.66**, item number 12 shows the proportion of the correct **0.66**, item number 13 shows the proportion of correct **0.66**, item number 20 shows the proportion of correct **0.66**, and item number 21 shows the proportion of correct **0.66**. Based on the standard level of difficulty “p” <0.30 and >0.70 , it indicates that item difficulties in average of items number in identifying main idea from reading comprehension are accepted.

Table IV. 3
Indicator 3:
Students are Able to Identify Locating the Meaning of Vocabulary in
Context

Indicator	Students are Able to Identify Locating the Meaning of Vocabulary in Context					N
Item no.	3	4	9	14	23	15
Correct	10	9	10	10	10	
P	0.66	0.6	0.66	0.66	0.66	
Q	0.33	0.4	0.33	0.33	0.33	

Based on table 6 above, the proportion of the correct answer for reading comprehension test, item number 3 shows the proportion of correct **0.66**, item number 4 shows the proportion of the correct **0.6**, item number 9 shows the proportion of correct **0.66**, item number 14 shows the proportion of correct **0.66**, and item number 23 shows the proportion of correct **0.66**. Based on the standard level of difficulty “p” <0.30 and >0.70 , it indicates that item difficulties in average of items number for identify locating the meaning of vocabulary in context from reading comprehension are accepted.

Table IV. 4
Indicator 4:
Students are Able to Identify References

Indicator	Students are Able to Identify References					N
Item no.	18	19	22	24	25	15
Correct	9	9	10	10	9	
P	0.60	0.60	0.66	0.66	0.60	
Q	0.40	0.4	0.33	0.33	0.40	

Based on table 7 above, the proportion of the correct answer for reading comprehension test, item number 18 shows the proportion of correct **0.60**, item number 19 shows the proportion of the correct **0.60**, item number 22 shows the proportion of correct **0.66**, item number 24 shows the proportion of correct **0.66**, and item number 25 shows the proportion of correct **0.60**. Based on the standard level of difficulty “p” <0.30 and >0.70 , it indicates that item difficulties in average of items number for making evaluation from reading comprehension are accepted.

Table IV. 5**Indicator 5:****Students are Able to Make Inference from Reading Text**

Indicator	Students are Able to Making Inference from Reading Text					N
Item no.	5	8	10	11	15	15
Correct	9	10	10	10	10	
P	0.60	0.66	0.66	0.66	0.66	
Q	0.40	0.33	0.33	0.33	0.33	

Based on table 7 above, the proportion of the correct answer for reading comprehension test, item number 5 shows the proportion of correct **0.60**, item number 8 shows the proportion of the correct **0.66**, item number 10 shows the proportion of correct **0.66**, item number 11 shows the proportion of correct **0.66**, and item number 15 shows the proportion of correct **0.66**. Based on the standard level of difficulty “p” <0.30 and >0.70 , it indicates that item difficulties in average of items number for making inference from reading comprehension are accepted.

B. Data analysis

The data analysis presented the statistical result followed by the discussion about the Effect of Using Anticipation Guide Strategy toward

Students' Reading Comprehension at The Second Year of SMAS Al-Muslimun Sikijang.

Table IV. 6
Students Post test Scores

No	X_1	X_2	X_1^2	X_2^2
Student 1	88	60	7.744	3.600
Students 2	92	56	8.464	3.136
Student 3	80	54	6.400	2.916
Student 4	74	60	5.476	3.600
Student 5	64	40	4.096	1.600
Student 6	56	56	3.136	3.136
Student 7	64	60	4.096	3.600
Student 8	64	36	4.096	1.296
Student 9	60	80	3.600	6.400
Student 10	82	54	6.724	2.916
Student 11	64	40	4.096	1.600
Student 12	66	60	4.356	3.600
Student 13	56	60	3.136	3.600
Student 14	60	68	3.600	4.624
Student 15	50	56	2.500	3.136
TOTAL	$\sum x_1$ 1.020	840	71.520	48.760

$$N = 30$$

$$G = T_a + T_b$$

$$= 1.020 + 840$$

$$= 1.860$$

$$\sum x^2 = \sum x_1^2 + \sum x_2^2$$

$$= 71.520 + 48.760$$

$$= 120.280$$

$$JKT = \sum x^2 - \frac{G^2}{N}$$

$$= 120.280 - \frac{1.860^2}{30}$$

$$= 120.280 - 115.320$$

$$= 4.960$$

$$Jka = \sum \frac{T^2}{N} - \frac{G^2}{N}$$

$$= \frac{1020^2}{15} + \frac{840^2}{15} - \frac{1.860^2}{30}$$

$$= 69.360 + 47.040 - 115.320$$

$$= 116.400 - 115.320$$

$$= 1.080$$

$$JKd = JKT - Jka$$

$$= 4.960 - 1.080$$

$$= 3.880$$

$$Rka = \frac{Jka}{dk Jka}$$

$$\begin{aligned}
 &= \frac{1080}{1} \\
 &= 1080 \\
 RKd &= \frac{JKd}{dk JKd} \\
 &= \frac{3.880}{28} \\
 &= 138.57
 \end{aligned}$$

$$\begin{aligned}
 F &= \frac{RK\alpha}{RKd} \\
 &= \frac{1080}{138,57} \\
 &= 7.79
 \end{aligned}$$

By observing the data analysis, it can be described that F_o is 7.79, then to prove whether there is significant or not, F_o is turned to level in alpha decision level () 0.05 and with the degree freedom 28. in the degree freedom of 28 was found that F table was 5.45. it can be concluded that $F_o > F$ table (7.79 > 5.45). It means that H_a is accepted and H_o is rejected. In short, there is significant influence of using Anticipation Guide Strategy to increase students' reading comprehension at second year students of SMAS Al – Muslimun Sikijang.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students' reading Comprehension at the second year of SMAS AL – MUSLIMUN Sikijang by using Anticipation Guide Strategy.

A. Conclusion

Research findings about using Anticipation Guide Strategy show that there was a significant difference between students who were taught conventionally and taught by using Anticipation Guide Strategy. This can be seen in the comparison between the two groups clearly.

1. In the last formulation of the problem, is there any significant Effect of Anticipation Guide Strategy on students' reading Comprehension at the second year of SMAS AL – MUSLIMUN Sikijang ? It can be answered that there is significant influence of Anticipation Guide Strategy on students' reading Comprehension at the second year of SMAS AL- MUSLIMUN Sikijang. This statement can be seen from the result of F_o is higher than F table ($7.79 > 5.45$) in alpha decision level (α) 0,05 with the degree freedom (*d.f.* 28). It means that H_o is rejected and the H_a is

accepted. In other words, there is significant Effect of Anticipation Guide Strategy in increasing students' reading Comprehension.

B. Suggestions

1. Suggestion for the Teacher

The researcher hopes to English teacher to choose the effective method to increase students' reading Comprehension. Related to the result of the research, the researcher offers some suggestions as follows:

- a. Since the writer used of Anticipation Guide Strategy in teaching English, they found there is significant contribution in her teaching, especially for the students' attention that is more focus with her studying, and also the students' interest in studying English. So hopefully, English teacher always keep using different strategy in teaching and learning process.
- b. English teacher should have various methods and strategy in teaching and learning process especially in teaching reading Comprehension.

2. Suggestions for the Students

- a. The students may realize that reading is very important.
- b. The students may use Anticipation Guide Strategy to help their reading Comprehension.
- c. The students may be able to understand the written English.

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