THE EFFECT OF ANTICIPATION GUIDE METHOD ON STUDENTS' READING COMPREHENSION

SKRIPSI

Submitted in Partial Fulfillment of the Requirments
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English Education Program

By

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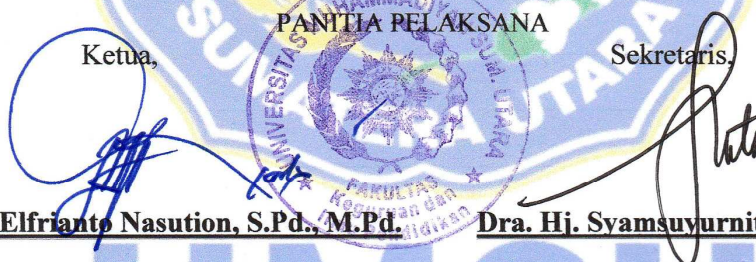Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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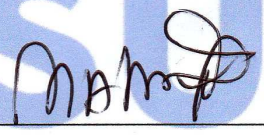   (   ) Memperbaiki Skripsi
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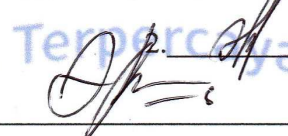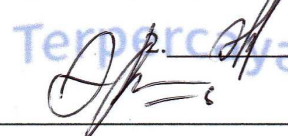
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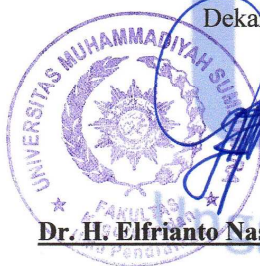Medan,   September 2019

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ABSTRACT

Manalu, Novita Sari : 1502050001. "The Effect of Anticipation Guide Method on Students' Reading Comprehension".Skripsi. English Department of Teacher Training and Education, University of Muhamamdiyah Sumatera Utara. Medan. 2019.

The study deals with the effect of using anticipation guide method in reading comprehension. The experimental research conducted to acquire the data. The research based on the quantitative method. The population was 2019/2020 of the two grade students Madrasah Tsanawiyah Negeri 1 Tapanuli Tengah. The number of population were 54 students. The limitation of research of narrative text.The test was ten items of questions multiple choice. Each correct answer was given 1 score and incorrect answer was given 0 score. The finding showed that the students who taught by using Anticipation guide method got the better score than those who taught by using reading method. From this research, it was found that using anticipation guide method could cause positive effect on the students' achievement in reading comprehension, which was proven from the result of analysis showed $t_{observed}$ was higher than t_{table} 15.87 > 2.00. the result showed that the hypothesis had significant effect of using Anticipation Guide Method on the students' achievement in reading comprehension.

Keywords *: Anticipation GuideMethod, Comprehension, Narrative Text.*

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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The Researcher

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CHAPTER 1

INTRODUCTION

A. Background of the study

Education is one of primary aspects in life. It is a primary need for people to prepare success in this globalization era. Education has many important requirements for the future of a nation. It is the reason why people are interested in seeking for the best education. Education needs changes in learning process because it is one of the important activities to achive education goal. One of the subjects which needs changes in learning process is English. English is very important to master, because it is an international language. People communicate in English in international level, and to master English, students must have the ability in the four languange skills, on of the skills is reading.

There are four basic skills in learning English. They are writing, listening, speaking, and reading. These four skills are important to be mastered by the students. They are expected to be able to write correctly in grammatical order. Further, they are pursued to be able to listen well in order to make a good interaction between the speaker and the order speaker. On the other hand, while they are reading, they are pronounce the words well and understand the meaning of the text. So that, reading has big role in mastering the four basic skills in learning English.

Reading is the key of children's knowledge in learning their world around them. Through reading, they learn many things especially about people, places and events outside their own experience, so that they can know how

different lives of human life are diffrent to their environment. They have a way of life, thoughts, and beliefs, about their own world that is different from their surroundings, which is a way of learning that is different from others. Therefore, the way they learn to read is by using their minds and daily habits, this is what makes them able to read.

As the previous study is about reading ability in english is one of done by innovation. (Alfitriani : 2016) its mean reading can be used as a tool of innovation for improving students' reading comprehension.

In Indonesia many students have deficiencies in understanding the text, namely the lack of vocabulary, structure and process of understanding ideas in the text. This deficiency can be caused by several factors such as background knowledge, interests, attitudes and teachers. It is well known that suitable techniques and methods can help teachers and students in the teaching process. In this case, the author tries to use the Anticipation Guide method in the classroom, especially in teaching narrative text.

Kozen, Murray and Windell (2006) discuss the use of Anticipation Guide not only for understanding content but also as a means of teaching literacy. This shows that the anticipation guide is not only for understanding content but a means of teaching literacy, which aims to make it easier for students to learn to understand text and literacy.The anticipation guidance method is a powerful tool for engaging readers who are struggling in class discussion. Because the content is initially discussed verbally, students who cannot read the entire text on their own can gain at least a surface level of understanding of the reading.

Kozen, Murray and Windell (2006) discuss the use of anticipatory guidance not only for understanding content but also as a means of teaching literacy. They argue that all elementary, junior and senior high school students are expected to have the literacy skills needed to learn content, but for students who lack these skills, we have a solution that is the anticipation guide learning method that helps bridge the gap in student knowledge. the anticipation guide helps direct students' attention to read meaning and find major themes. Another benefit highlighted by the author is that the anticipation guide is easily accepted by students because the methods are interesting, liked by students and easy to apply, otherwise they can be used as study guides. In addition to the meaning of that, the anticipation guide method is the best practice that meets the needs of all students, and the anticipation guide is the best practice for the needs of all students, and can be used as an assessment tool by subject teachers.

Jacobs (2010), using anticipatory guidance, students take part in class discussions about the subject matter and this method encourages them to find their thoughts and opinions. As a result, the anticipation guide also helps students to become critical thinkers and can understand various types of information. This method prevents students from becoming passive recipients of knowledge. This study also helps instructors to develop their capacity in finding various ways to eliminate curiosity. with this method, individual and group learning can work well because this method invites students to think critically, put out their ideas so that learning using the anticipation guide method can run

smoothly and its main goal is to make students smarter. with the anticipation guide method the learning objectives can be achieved.

In conclusion, the anticipation guide can be used to open student knowledge, generate student ideas in giving an opinion on the topic of learning and activate prior knowledge before reading, this method also encourages the reader to use prior knowledge during reading, and continue student involvement into the stages post read by reacting again to this guide. In short, the anticipation guide is designed to introduce the subject of learning and make the reader focus their attention on an upcoming topic. Previous readers' thoughts and opinions about the concept are activated by their response to a series of statements on the topic. These statements are given to students before learning begins to test students' beliefs, which are based on their past experiences with the subject. The controversial nature of the statement serves to arouse students' curiosity and motivate students to read to resolve conflicts. Any misunderstanding they have before entering the learning material and subsequent reading can help students to correct this inaccuracy. In addition, teachers can use statements after reading as a reaction guide, so students can observe how their thinking has changed as a result of new information they encounter.

Based on the explanation above, this study tries to describe "The Effect of the Anticipatory Guidance Method on Students' Reading Comprehension". The author assumes that students still have many problems in understanding reading texts, due to lack of prior student knowledge. The author uses this method not only for writers but also for teachers in teaching learning in

addition, this method can be used to teach narrative texts to students to solve problems in reading comprehension. In addition, the authors hope this method can improve their reading comprehension.

B. The Identification of the Problem

      The formulated of the study are formulated as follows:

1. The students difficult in learning and comprehend the text they read.

2. The students lack of prior knowladge and they are not able understand the text well.

3. The students is less motivation to listen teacher's explanation.

C. Scope and Limitation

      The scope of this study is on the reading comprehension. The limitation is narrative text.

D.   The Formulation of the Problem

      The problems of the study formulated as follows:

      Is there any significant effect of using Anticipation Guide Method on the students achievement in reading comprehension?

E. The Objective of the Study

      The objective of the study is:

      To investigate the effect of using Anticipation Guide Method could improve the students' ability in comprehending narrative text.

F.   The Significant of the Study

The findings of this research are expect to be useful theoritically and practically.

1. Theoritically

    Theoretically this research provides a very useful and interesting way to be used in teaching reading comprehension through the Anticipatory Guidance Method.

2. Practically, This study and result of the study are expect to be meaningful for:

    a. To give useful information to English teacher to encourage students' motivation.

    b. The students are more enjoyable in comprehending reading text by anticipation guide.

    c. The principal intention in this research is to increase the writer's knowledge in learning and teaching English subject.

CHAPTER II

REVIEW OF LITERATURE

A. The Theoritical Framework

1. Defenition of Reading

Hasnah,Yenni., Siregar, Alfitriani., & Ariani, ida (2016 : 2), Reading is to speech the oral interpretation of written language. That means reading is written oral langage and to understand it must read the text first.

Reading is languange process, it means reading is not just saying but also it must be meaning getting process. At an over simplified level, reading has been equated with word calling. At this level, reading includes only the pronounciation of a written. From An extention of this definition would be the correct pronounciation of the world aloud by the reader followed by comprehension of that word as it known spoken vocabulary.

Grabe & Stoller (2011: 9), reading is the ability to draw meaning from printed pages and interpret this information appropriately. That is, where the reader picks up the meaning of the text that is read by pervading the words he reads. so that the reader can draw conclusions and retell what he reads. The reader tries to reconstruct the meaning that the author states in the text. From an interaction perspective, it requires information from the context and incorporates elements into new contexts to construct meaning, to be more easily understood by readers.

Based on the quatation above, it can be conclude that reading is very complex process. Reading is more than just a visual task, not only see and identyfy the simbol it front of him, but he must interpret what he read in the light of this own background, associate it with past experience, rising up the ideas, judgements, applications and conclussion.

2. Definition of Comprehension

Understanding is a thought or idea that is obtained from a reading or context which is where a complex process that has been understood and explained in a number of ways. The RAND Reading Study Group (2002) states that understanding is "the process of extracting and shaping meaning simultaneously through interaction and involvement with written language" (p. 11). That is, according to the RAND reading study group, understanding is the process of extracting and forming meaning, where that understanding is the meaning we obtain from a reading and we form it in a sigficant manner.Duke (2003) adds "navigation" and "criticism" to his definition because he believes that readers actually move through the text, find their way, evaluate the accuracy of the text to see if it fits their personal agenda, and finally arrive at a location that handpicked. that is, where the reader moves through the text, then the reader reads while understanding the text slowly so that it can reach a conclusion. The general definition for the teacher might be that understanding is the process by which the reader constructs meaning by interacting with the text through a combination of prior knowledge and prior experience, information in the text, and the reader's attitude in relation to the text. . where the definition of

understanding for teachers is understanding is the process of thinking stages of students to get accurate information. Like students who read narrative text stories, students can take meaning from the story and can also retell the contents of the story. there are many interpretations of what it means to understand the text. These suggestions synthesize research on understanding and make connections to classroom practice.

3. Description of Reading Comprehension

Reading comprehension is the act of understanding a text. where this action is carried out by really understanding the contents of the text so that the reader can know the meaning of the text. This is a deliberate, active, interactive process that occurs before, during and after someone reads a particular post. Lorraine and Anne (2004: 253) define that reading comprehension is an important academic skill. This is the process of extracting and shaping meaning simultaneously through involvement with written language. Namely where the reader has academic skills that influence the reader in determining the meaning of the text.

Reading with understanding means understanding what has been read and can provide conclusions from the text being read. This is an active thought process that depends not only on the understanding of skills but also on student experience and prior knowledge. where students think broadly active. Understanding is a construction process because it involves all elements of the reading process that work together as text to make text representations in the reader's mind, ie the reader involves all elements to make text representations in

the reader's mind. Understanding is very strong because the ability to construct meaning comes from the reader's mind. therefore the reader must concentrate fully on reading to get the meaning of the text being read.

Correspondingly, John Lagan (2002) states that one misleading idea that some students have about reading is that understanding must occur at once. that understanding does not occur at once when we read the text but the understanding comes gradually from our thinking and when we read we should imagine in real life what we read it. But what these students don't realize is that good understanding is usually "a process". Very often, understanding is achieved in stages, when we move from a general feeling about something to a deeper level of understanding, which is where we get the understanding that we repeat the reading often but we must focus on the text.

Researchers have determined that early achievement of skills in the form of children's coding is a reliable predictor of reading achievement. where the predictor is relied upon is student reading skills. Subsequently (Juel 1998; Pressley 1998; Chapman and Tunmer 2003). It has been well established that skilled reading comprehension requires the reader to be able to process written text symbols at an appropriate level, which is where to state something using code and the reader must know the meaning of the code.This is reinforced by the fact that bad decoders, both inside and outside the school must be able to understand the code. (Beck and Juel 1992). However, reading and understanding text is a complex interactive process, and students read and understand more than just reading passwords or calling. in fact, many students read then

understand the text rather than reading more simple code, because students do not understand the meaning of the code.

4. The Level of Comprehension

Understanding level is referring to the level where the reader can be categorized as perfect as a bad reader, meaning that the extent to which students understand the information obtained from the text and which level has been reached.

According to Douglas, H. Brown (2004: 38) states that there are four levels of understanding, there is a literal understanding, interperative understanding, critical understanding, and creative understanding. Literal understanding is reading comprehension that is skilled and is obtained through a gradual and systematic learning process. and interperative understanding is the reader who can interpret the author's intentions in the text, and critical understanding is the ability of students to evaluate text material. and then creative understanding is the understanding that the reader uses his imagination.

Literal understanding involves the process of accepting ideas or understanding ideas, for example in a story containing meaning must help each other in society. so the reader knows the meaning or ideas of the text being read and knows the clarity of information in the text. The basis of the literal understanding is to recognize the main ideas of the text, the sentence, the breakdown of the text, cause, effect and squence. Mastering the basis of literal understanding can be done through understanding vocabulary, sentence meanings and paragraph meanings.

The literal level is the easiest level of reading comprehension because the reader does not need to go beyond what is actually said, the meaning of what does not need to be said is the reader does not have to know all the contents of the text, just understand the meaning. At this level, the reader knows the meaning of a word or remembers details directly in his own words.

Interpretive understanding refers to the ability to go beyond what is stated directly, ie a text that is stated or verbally expressed. to understand what the writer means by looking for meaning in the text. The reader identifies and obtains ideas and meanings from explicitly stated texts and obtains correct information. It can be said that interpretative understanding is the ability to get conclusions or implied meanings from texts, understanding ideas and information that are not explicitly stated in the text but are expressed explicitly oral.

Critical understanding is the ability to make analysis, evaluation and react personally about information ideas offered by the author in the section where the reader makes analysis and evaluation to enhance student understanding. Critical understanding must be carried out by the active reader, quistioning, searching for facts and delaying the assessment until he has considered all the material.

Creative understanding refers to the ability of the reader to use his imagination when reading, skills also need for creative reading comprehension including the causal relationship of understanding the problem solving story and producing creation. At this level the reader can create new ideas to develop new ideas through reading material. So, reading comprehension is the act of

understanding what you are reading. Reading comprehension is the process of extracting information from the text. The reader extracts this information using understanding skills. that is, reasonable understanding derived from texts and perceptive interactions.

There has been so many difinitions put forward by language specialist or language profesional concerning what reading comprehension actually. The various clarification given us many information to reading comprehension reflect and that has different definition forward of language speciallist or language profesional concerning it means that there is no enough word for explaining reading comprehension due to its complexity. Thought it is difficult to best define, however many language specialist especially whose concern is in the field of reading continuously make hard attempt in order to reach a complete, definite and acceptable definition of reading.

5. **Kinds of Reading Text.**

a. Narrative Text

Narrative Text is a type of text that tells a series of events that are chronologically interconnected. Usually this story is imaginative or just a story written by the creator with the aim to entertain the reader. Narrative Text Characteristics Here are 4 characteristics of the Narrative Text that you will find in the example narrative text below:

1) Tell a story in the past.

2) More is a folk lore or has been known and owned by the people as a shared story, although it can be retold in various types of stories.

3) Story elements consist of setting the time and place, the character of the story, the theme of the story, the atmosphere of the story, conflict and resolution.

4) Can continue to be arranged in one simple sequence or composed of several complex sequences.

Generic Structure of Narrative Text

Generic structure Narrative Text is several stages that are usually used in making a story.

Following are the stages of making a Narrative Text:

• Orientation

This section is a part that introduces the story through character recognition, place and time of occurrence of events in the story and so forth.

• Complications (complication)

This section is the part when the problems faced by the main characters in the story begin to

appear.

• Resolution

This section shows the story when the main character tries to solve the problem and the part

that will be the end of the story.

To make it easier to understand the structure above, see the example of the narrative text below because we have given the structure.

The Example Narrative Text

A Hungry Crocodile

Orientation

One day, there was a hungry crocodile waiting a prey near the lake in the jungle. That crocodile hiding under the surface of then lake for a long time, but there was not yet any prey approaching that lake to drink. That crocodile was so cruel and thus it had no friend and the other animals hate it so much.

Complication

At the afternoon, the crocodile could not stay any longer to the lake. It finally walked to the ground. But that day was unlucky day for that crocodile. After getting at the bank of the lake suddenly there was a big branch of the tree falling upon its neck. The crocodile could not move at all. Not long after the falling branch, finally there was a buffalo coming to the lake to drink. The buffalo saw the crocodile and the buffalo was afraid and would leave that lake soon. But the crocodile asked it sadly to help. The buffalo felt sad about it and decided to help the crocodile. But after helping the crocodile, the buffalo got something unexpected. The crocodile bit the buffalo's leg and the buffalo shouted loudly asking help for any other animal near it. Kancil that was at the way to go to the Lake heard the buffalo's voice. Kancil run quickly to see what had happened to the buffalo. Near the lake, kancil saw the buffalo and the crocodile. Kancil asked: "what happened?" And the buffalo answered: "the crocodile bite my leg after I help to remove the big branch from its neck". The crocodile also said:

"I'm hungry and you are at my territory, therefore I bit you poor buffalo." The crocodile laughed at the buffalo. Kancil said to buffalo, "It is impossible you had helped the crocodile, thus the crocodile had the right to bite you." The buffalo said, "I'm not telling a lie. I can prove it." Kancil said, "I believe that crocodile is right, but then you can try to prove your telling. But first crocodile must release your bite, okay?" Crocodile said, "Okay, it is easy, but after that I will eat the buffalo." Kancil said, "Okay, deal."

Resolution

The buffalo laid the big branch at the former position, upon the crocodile's neck. After that suddenly kancil said, "Lets run buffalo, lets run!" The buffalo and kancil run as fast as possible and the crocodile had realized that it is had been fooled by kancil.The crocodile was still trapped there and there was no one helped it.

b. Descriptive text

c. Report Text

d. Recount Text

e. Procedure Text

f. Review Text

g. Spoof Text

h. Announcement Text

i. Advertisement Text

6. Method of Language Teaching

Richard and Rodgers (1982) proposed a reformulation of the concept of "method". Their concept of method was the second of three hierarchical elements, namely approach, method, and technique. They state these term as follows:

a. Approach

The theoretical approach has a fairly good position and beliefs about the nature of language, the nature of language learning, and the application of both to pedagogical settings. therefore the theoretical approach is very influential on reading comprehension, because it has a pretty good meaning.

b. Technique

Technique is any of a wide variety of exercises, activities, or tasks in used on the language classroom for realizing lesson objectives. And than a technique is a particular method of doing and activity, usually a method that involves practical skills.

c. Strategies

Strategy is a specific method of approaching a problem or task, model, of operating particular end, a planned design for controlling and manipulating certain information. Strategies that discuss the implementation, planning and implementation of activities within a certain period.

d. Method

Method is generalized set of classroom specifications for accomplishing linguistic objectives. Method is a programmed procedure that is defined as part of a class and included in any object of that class.

7. Description of Anticipation Guide Method.

In Anticipation, a guide to the understanding method used before reading is to activate prior knowledge. Anticipatory guidance methods will arouse and build students' curiosity about new topics. Before reading, students listen or read several statements about the key concepts presented in the text; usually this statement is often structured as a series of statements by which students can choose to agree or disagree. Anticipation guides stimulate student interest in a topic and set goals for reading.

Kozen, Murray, and Windel (2006) state that anticipatory guidance is a pre-reading method that combines literacy teaching and content field learning.An anticipation guide is also called a reaction or prediction guide, and this anticipation guide aims to attract students' minds to bring out their ideas. Anticipatory guidance is a way to prepare the reader before reading the assignment by asking them to react to a series of statements related to the contents of the material.

Reasons for using anticipation guides include:

1. Relating prior knowledge to new information to enhance reading comprehension.

2. Creating interest which stimulates discussion on the topic, and creating possibilities for integrating reading and writing instruction.

7.1. The Advantages of Anticipation Guide Method

Murray and windell (2006) explain the benefits of using Anticipation Guide Method are:

1. It is a a tool that can be used in a variety of disciplines.

2. Anticipation guides can be multi sensory and involve multiple intelligences.

3. Anticipation guides create a community of learners.

4. Students have a record that they can use to evaluate how their understanding of a concept has changed.

7.2. The Disadvantages of Anticipation Guide Method

The only disadvantage I can think of is depending on a student's ability level, they may not be able to get the information they need from the guide prior to reading without some sort of scaffolding. Yet, I think the anticipation guide can be used in a classroom with below level students with scaffolding, small or guided groups and careful monitoring by the teacher.

7.3. The Steps of Applying Anticipation Guide Method in Teaching Reading Comprehension

Steps in the Anticipation Guide Method :

1) Read the passage of story

   Read and analyze the text to identify the major concepts (both explicit and implicit).

2) Decide on major concepts

   Decide which concepts are most important. Use these to create student interest and to agitate or stimulate reflection on prior knowledge and beliefs.

3) Write statements on major concepts

   Write short, declarative statements about the major concepts. There can be as few as 3-5 statements or up to about 15. The statements should be

thought-provoking and reflect the students' backgrounds. General statements are better than abstract or overly specific ones. Famous quotations and idioms work well. The statements should be written in a format that will elicit students to predict and anticipate.

4) Display the guide

To allow students time to react to each statement, display the guide either on the blackboard or on an overhead, or distribute individual worksheets. Give clear directions for what the students are to do with the guide, such as writing an "A" for agreeing or a "D" for disagreeing in the left-hand column for each statement. Make sure to leave space for responses on the sheet. Students can complete the guides individually, in pairs or small groups, or as a whole class.

5) Discuss

Conduct a class discussion about the concepts before the students read the text. Students are expected to support their answers with more than a "yes" or "no" response. Students are to give examples from past experience and explain the decision-making process by which they arrive at their answers.

6) Read

Have students read the selected text, evaluating the statements from the anticipation guide in light of the author's intent and purpose.

7) Revisit the guide

Revisit the guide after you have read the passage to allow students to compare and contrast their original responses with current ones. The objective is to see what information the reading of the passage has allowed them to assimilate or learn.

Hope in these steps the students can predict and giving some reasons the prediction with clear. The students can predict and giving some reasons they prediction with clear. The students hope for giving prediction that effective and can mark with logical. The students their knowledge must be active to tell their prediction by title and initial sentence from the text. so, the students hope giving the prediction about the text, according their knowledge.

Three question, adapted from (Murray and windell 2006), are usefulin guiding this post reading discussion:

1. What did you understand most from what you heard and read?

2. What did you understand least from what you heard and read?

3. What questions or thhought did the lesson raise in your mind about the content and/or about effective reading and learning?

Saveral variations on the Anticipation Guide Method have been designed to each other components of strategic teaching and strategic reading.

These variations also sarve to keep the learning process fresh and on-going for both teacher and students. The variations are listen below (Manzo, 1995:378):

1. Have students read the information covered in the Anticipation Guide Method formad rapidly to increase their speed of reading and though processing. Reading speed tends to rise as a result of increases in prior knowledge, although it can also be easily improved simply by systematic attention and practice.

2. Inform the class that as you tell them about the content material, you will intentionally leave out a few important details that they will need to read their text to discover. This gives practice in careful reading and in recognizing what is not yet known or experienced. This can be supplemented with an incomple graphic as know ahead.

3. Inform the clas that your presetation will cover all the details of the material, but that they will need to read to discover what questions these details answer. Thi is one way to teach students to actively seek an understanding of the concept, or main idea around which an area of study is focussed.

4. Inform that class that a quiz will follow the Anticipation Guide Method sequence. Allow a short study period. This is recomended to active a high level of focused attention, give practice in test taking, and set the stage for questions and discussion about how to study effectively. Invert the core process occasionally by having the class Anticipation Guide Method : read (for about 15 minutes), then listen, then discuss. This variations tends to focus and improve independent reading as well as the ability to learn from subsequent listening a frequent format in all further schooling. This can be

evan more effective when combined with the other listening activities and note taking techniques covered in the study strategies section of this chapter.

5. Watch an impormative video tape on a text topic before reading. This format is compatible with the habits of contemporary youngsters and can help them build new bridges to print.

6. Ask students which parts of the text seemed most difficult. Ask if it was poorly written or poorly organized, or just poorly explained. This can help students learn when to ask or help with reading. It also helps the teacher become more alert to students learning needs. Analysis of the writing in the text is also a good way to informally teach some of the basics of effective writing.

7. Give students clear purpose for reading and discussion that will require critical and/or creative expression.

8. Watch an impormative vidiotape on a text topic before reading. This format is compatible with the habits of contemporary youngsters and can help them build new bridges to print.

9. Ask students which parts of the text seemed most difficult. Ask if it was poorly written or poorly organized, or just poorly explained. This can help students learn when to ask or help with reading. It also helps the teacher become more alert to students learning needs. Analysis of the writing in the text is also a good way to informally teach some of the basics of effective writing.

10. Give students clear purpose for reading and discussion that will require critical and/or creative expression or application. State that purpose clearly on the chalkboard for easy reference. "As you read this section on the steam engine, try to figure out why it was sure to be replaced by the gasoline engine."

11. Watch an impormative video tape on a text topic before reading. This format is compatible with the habits of contemporary youngsters and can help them build new bridges to print.

Reading is a process of activating prior knowledge to help a reader in understanding certain text. Reading comprehension is the mental process by which readers take the words encoded by a researcher use to construct an interpretation of what they think the researcer intended to convey. As reading is one of the language ability that should be acquired by the students. But some the students have problems to comprehend the reading text. Therefore, it is necessary to find an effective strategy in teaching reading comprehension in order to let the students achieve better understanding in reading text.

The succes in teaching reading is influencedby the method used in teaching process. Anticipation Guide Method is a way to activate readers prior knowledge and encourage them to use it in making predictions about the material to be read.

It can improve students' reading comprehension achievement because this strategy helps students organize the meaning from the text. Through this strategy, the students can sellect appropriate information and make connection among words to organize the ideas of the text that they have been read.

Expert opinion in the language of schools in shiraz in the use of anticipation guide method is done by distributing worksheets. Reading sections in learners instructional book were through anticipation guide lesson to group B. Anticipation guide worksheet is composed of some statements in the center of the page and two columns would be in both sides of each statements, one column was true and the other column was false. The individuals completed the left side before reading the passage and the right side of the statements were completed after reading the text. Below a sample of anticipation guide worksheet is shown.

Table. 2.1. Anticipation Guide Worsheet.

Before reading	Statements	After reading
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-

Caption :

Before reading, the teacher asks students about the statements that will be made by students. After that, the students read the contents of the statement.

- Statements based on chapter 5 of canada. The story of Developing Nation, Toronto: McGraw-Hill Ryerson, 2000.

Table 2.2. Main Activities

Teachers' Activities	Students' Activities
1. Greet the students. 2. Teacher give motivation to students.	- Answer the teachers greeting. - Students listen to teacher motivation.
3. The teacher asks students about what students' predictions about the narrative text? And the teacher gives a pre-test of narrative text.	- Listen to the students explanation from the teacher. And find an answer.
4. The teacher draws the attention of students to compare their experiences of narrative texts before these times.	- Listen to the students explanation from the teacher.
5. The teacher distributes sheet of material about narrative text.	- student pay attention to the sheet of text.
6. The teacher explains the treatment of understanding the text narrative.	- listen to treatment.
7. The teacher tells students to read the narrative text.	- student read theory.

8. And the teacher gives example of narrative text and shows parts of their generic structure.	- Students listen well.
9. Then the teacher gives a narrative text post-test to test the students' abilities.	- Find an answer
10. Teacher asks the students to collect groups work and given them score. (authentic assessment).	- The students do the question given by the teacher.

B. Conceptual Framework

Reading is a process of activating prior knowledge to help a reader in understanding certain text. Reading comprehension is the mental process by which readers take the words encoded by a researcher use to construct an interpretation of what they think the researcer intended to convey. As reading is one of the language ability that should be acquired by the students. But some the students have problems to comprehend the reading text. Therefore, it is necessary to find an effective strategy in teaching reading comprehension in order to let the students achieve better understanding in reading text.

The succes in teaching reading is influencedby the strategy used in teaching process. Anticipation Guide Method is suitable to be applied in teaching process. It can improve students' reading comprehension achievement because

this strategy helps students organize the meaning from the text. Through this strategy, the students can sellect appropriate information and make connection among words to organize the ideas of the text that they have been read.

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        │  MADRASAH TSANAWIYAH     │
        │        NEGERI 1          │
        └──────────────────────────┘
                    │
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        │     VIII-1 AND VIII-2     │
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        │      ANTICIPATION         │
        │     GUIDE METHOD.         │
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        │        READING            │
        │     COMPREHENSION         │
        └──────────────────────────┘
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TO INVESTIGATE THE EFFECT OF ANTICIPATION GUIDE METHOD ON STUDENTS' READING COMPREHENSION COULD IMPROVE THE STUDENTS' ABILITY IN COMPREHENDING NARRATIVE TEXT.
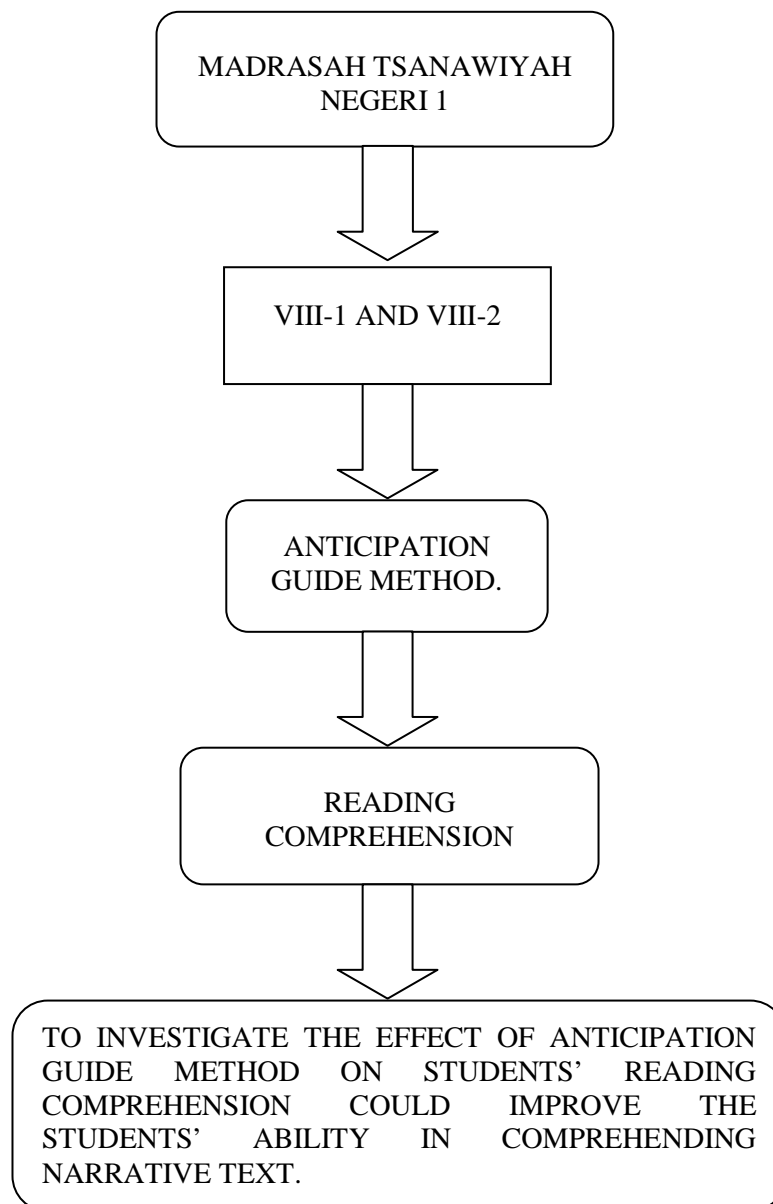
C. Hypothesis

Base on the explanation of both theoritically and conceptual framework above it can get hypothesis of the research. The hypothesis formulated as:

Ha : There is a significant effect of using Anticipation Guide Method on thestudents' achievement in reading comprehension.

Ho : There is no significant effect of using Anticipation Guide Method on the students' achievement in reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at Madrasah Tsanawiyah Negeri 1 Tapanuli Tengah Jl. Syekh Rukunnudin KP. Mudik Kec. Barus Kab. Tapanuli Tengah. Barus on academic year of 2019/2020. The school was selected because the reseacher found the problem in reading comprehension and same had never conducted before. So it was needed to find out whether the Anticipation Guide Method could improve the students' achievement in reading comprehension.

B. Population and Sample

1. Population

The population of this research was the VIII year students of MTSN Barus, academic year 2019/2020.   which consisted of two classes, they were VIII-A and VIII-B and the total numbers of population is 54 students.

Table 3.1.

Population

No	Class	Population
1	VIII-1	29
2	VIII-2	25
Total		**54**

2. Sample

If the subject less than 100, it is better all subject be sample in the research, then if the subject more than 100 it can take 10%-15% or 20%-50%, or more be sample in this research. So, the reseacher took all the population as the sample. The method in this reseach is called by total sampling by Arikunto.

Table 3.2

Sample

Group	Class	Sample
Experimental	VIII-1	29
Control	VIII-2	25

C. Design of Research

This research was conducted by applying experimental design. This experimental design showed whether using Anticipation Guide Method was a better method study. Experimental and control group was taught by different treatment. It could be seen from the following table.

Table 3.3

Pre-tes And Post Test Design

Group	Pre-test	Treatment	Post-test
Experimental	√	Anticipation Guide	√
Control		Reading Method	

X   : The experimental group, where the sample will be taught by using Anticipation Guide.

Y   : The control group, where the sample will be taught by using Reading Method.

Pre-test and post-test ware given to experimental and control group, then the experimental group was using Anticipation Guide Method in reading narrative text, while the control group was using reading method. Each group were given three components, they were pre-test, treatment and post-test.

D. The Instrument of the Research

The instrument for collecting data of this research was be multiple choice test. Students was read narrative text. The test was be given a score which is focus to testing the ability and achievement of students to comprehend about narrative text. This part will be divided into three steps, namely pre-test, treatment and post-test. The test consist 10 items, the score of the test was ranged between 1 to 10, each one correct will scored 1 and incorrect will 0.

1. Pre-test

Pre-test was given the class before giving treatment or teaching presentation. A pre-test was administrated to the experimental group and control group with the same test. The pre-test was useful to know the mean score of experimental and control group.

2. Treatment

The treatment was conducted to the experimental group. The experimental group was taught by using Anticipation Guide Method. Mean

while, the control group was taught by using reading method. The procedure of the treatment in each group could be seen in the Lesson Plan.

3. Post-test

Post-test was given to both groups, experimental and control group after treatment. In order to find out the students' achievement in reading comprehension by using Anticipation Guide Method and reading method.

E. The Technique of Collecting Data

The data were collected by giving the students a test that consisted of ten (10) items. the correct answer was given 1 score and highest score was 10, and incorect answer was given 0 score. In this reseach, the sample was devided in two groups, the experimental and control group. That consist of 29 students in experimental group (VIII-1) and 25 students (VIII-2). Each group was given pre-test and post-test.

The data of this reseach, the initial of students (sample) and students' score in the pre-test and post-test of two groups can be seen in table 4.1 that is the result of the pre-test and post-test in exprerimental group and table 4.3 that is result of pre-test and post-test in control group.

The result of computing the t-test showed that t-observed (15.87) was higher that t-table at the level of significant 0.05 (2.00), or 15.87 > 2.00. from the result of t-test above, it could be concluded that in the hypothesis, there was significant effect of using Anticipation Guide Method on the students' achievement in reading comprehension for the students' of Junior high School. It means that Ha was accepted.

F. The Technique for Analyzing Data

The data of this research was collected by using qualitative and quantitative data. The quantitative data was counted by analyzing the students' score. The quantitative data was used to narrative data that are not able to be counted or measure in an objective way, and therefore it is subjective.

The qualitative data was analyzed by observation sheet, interview sheet, and diary notes. The observation sheet was provided by the writer. It was filling by the collaborator by observing process in the class. The observation sheet is the reflection of how the teaching and learning have been done in the class. The diary contents comment about the teaching learning process.

The quantitative data was collected and analyze by computing the score of the reading test. It was use to know the development of the students, the percentage of students who get up to 75 is calculate.

The following steps will be applied in analyzing the data :

A. Scoring the students' answer for the correct answer is analyzed by using experimental method. The steps are follows :

$$S = \frac{R}{N} x\, 100$$

Note :

S = The score

R = The number of the correct answer

N = The number of test item

B. Listing score in two score table, first for the experimental group and second for the control groups scores.

C. Calculating the mean of the students' score by using formula :

$$M = \frac{\sum x}{y}$$

Where :

M = Mean

Σx = Total students' score

N = Total students'.

D. Measuring the standard deviation variable X and Y by using sudijono's formula (sudijono 2011 : 157)

    a. Standard deviation of sample 1 (experimental group):

$$SD_1 = \frac{\sqrt{\sum X^2}}{N}$$

      For Variable X

    b. Standard deviation of sample 2 (control group):

$$SD_2 = \frac{\sqrt{\sum Y_2}}{N}$$

      For Variable Y

Note :

SD_1 = The standard deviation of variable X (experimental group)

SD_2 = The standard deviation of variable Y (control group)

$\sum X^2$ = The total deviation $(X_2 - X_1)$

$\sum Y^2$ = The total deviation $(Y_2 - Y_1)$

N = Number of cases

E. The calculating the standard Error between both variable by using Sudijono's formula (Sudijono 2011:282)

a. Standard error of sample 1 (experimental group)

$$SE_{M1} = \frac{SDx}{\sqrt{N-1}}$$

b. Standard Error of sample 2 (control group)

$$SE_{M2} = \frac{SDy}{\sqrt{N-1}}$$

Note :

SE_{M1} = The standard error mean of variable X

SE_{M2} = The standard error mean of variable Y

SD = Standard deviation of the sample

N = Number of cases

F. Finding out the standard error deviation between M_1 and M_2 by using sudijono's formula (Sudijono, 2011 : 283)

$$SE_{M1-M2} = \sqrt{SE_{M_1}{}^2 + SE_{M_2}{}^2}$$

Note :

SE_{M1-M2} = The error of standard deviation

SE_{M1} = The standard error of X

SE_{M2} = The standard error of Y

G. Testing hypothesis by applying T-test by using sudijono's formula (Sudijono, 2011 : 284)

$$To = \frac{M_1 - M_2}{SE_{M_1-M_2}}$$

Note :

To = The score of T-observed

M_1 = The mean of X

M_2 = The mean of Y

SE_{M1} = The standard error of variable X

SE_{M1} = The standard error of variable Y

Df   = $(N_1 + N_2 - 2)$

$$t_{table} = \left(1 - \frac{1}{2}\alpha\right)df$$

Note :

SD$_x$ = Standard daviation of experimental group

SD$_y$ = Standard daviation of control group

X^2 = The total score of $\left(X1 - M_{\downarrow_1}\right)^{\uparrow}2$

Y^2 = The total score of $\left(X1 - M_{\downarrow_2}\right)^{\uparrow}2$

N_1 = Total sample of experimental group

N_2 = Total sample of control group

SE_{MX} = The mean of standard error in experimental group

SE_{MY} = The mean of standard error in control group

SE_{MX-MY} = The different of error standard daviation

To   = Test Observation

df   = Degree of freedom.

CHAPTER IV

THE DATA ANALYSIS

A. The Data Collection

The data were collected by giving the students a test that consisted of ten (10) Items. The correct answer was given 10 score and highest score was 100, and incorect answer was given 0 score. In this reseach, the sample was devided in two groups, the experimental and control group. In experimental group (VIII-1) is 29 students and control group (VIII-2) 25 students. Each group was given pre-test and post-test. The data of this reseach, the initial of students (sample) and students' score in the pre-test and post-test of two groups can be seen in table 4.1 that is the result of the pre-test and post-test in exprerimental group and table 4.3 that is result of pre-test and post-test in control group.

Table 4.1

The Students Score in Experimental Group

No	Initial Name	Pre-Test	Post-Test
1	FAS	7	10
2	YRP	3	8
3	KWS	3	7
4	PAS	0	6
5	SA	1	7
6	AS	2	8
7	MA	0	7
8	RMS	4	9
9	ARM	2	8
10	MR	3	9

11	WL	0	7
12	WS	0	8
13	MS	0	7
14	RE	2	8
15	NT	1	8
16	MM	3	9
17	PK	1	8
18	NSM	4	7
19	EML	0	8
20	KBL	2	8
21	MA	2	8
22	SS	1	7
23	SF	3	9
24	NAT	2	8
25	ML	2	8
26	NF	1	8
27	FA	2	8
28	IP	2	7
29	GS	2	7

On the table 4.1 showed the result of pre-test and post-test in experimental group. Based the table above, it can be seen that there was the differences between pre-test and post-test score in experimental group before conduct by the formula :

$$S = \frac{R}{N} x \, 100$$

Table 4.2
The Scores of the Pre-Test and Post-Test in Experimental Group

No	Initial Name	Score	
		Pre-Test	Post-Test
1	FAS	70	100
2	YRP	30	80
3	KWS	30	70
4	PAS	0	60
5	SA	10	70
6	AS	20	80
7	MA	0	70
8	RMS	40	90
9	ARM	20	80
10	MR	30	90
11	WL	0	70
12	WS	0	80
13	MS	0	70
14	RE	20	80
15	NT	10	80
16	MM	30	90
17	PK	10	80
18	NSS	40	70
19	EML	0	80
20	KBL	20	80
21	MA	20	80
22	SS	10	70
23	SF	30	90
24	NAT	20	80
25	ML	20	80
26	NF	10	80
27	FA	20	80
28	IP	20	70
29	GS	20	70
	Total	$\sum X_1 = 550$	$\sum X_2 = 2270$

The data in table 4.2 showed the result of the pre-test and post-test in experimental group. Based on the table above, it can be seen that there was the differences between pre-test and post-test score in experimental group. The highest score of the pre-test (VIII-1) in the experimental group was 70 and the lowest as 30. While the highest score of the post-test (VIII-2) was 100, after the treatment given and the lowest 60. After calculated the data for the experimental group above the score for the pre-test is $\sum X_1=550$ and the score for the pre-test is $\sum X_2=2270$, it means the score for post-test is higher than pre-test.

Table 4.3

The Students Score Control Group

No	Initial Name	Score	
		Pre-Test	Post-Test
1	NG	5	7
2	EBN	1	6
3	FAK	2	6
4	FM	2	4
5	CBH	1	5
6	SAS	3	6
7	HS	3	7
8	TR	1	4
9	AS	2	6
10	PDN	0	3
11	CKA	2	5
12	TH	2	6
13	F	2	5
14	ZA	2	4

15	F	2	6
16	HAH	1	4
17	YP	3	5
18	IN	3	6
19	YN	3	6
20	AFY	2	4
21	NA	2	3
22	SPN	4	7
23	SL	0	3
24	MA	0	2
25	KAS	1	5

On the table 4.3 showed the result of pre-test and post-test in control group. Based the table above, it can be seen that there was the differences between pre-test and post-test score in control group before conduct by the formula :

$$S = \frac{R}{N} x\,100$$

Table 4.4

The Students Score Control Group

| No | Initial Name | Score | |
		Pre-Test	Post-Test
1	NG	50	70
2	EBN	10	60
3	FAK	20	60
4	FM	20	40
5	CBH	10	50

6	SAS	30	60
7	HS	30	70
8	TR	10	40
9	AS	20	60
10	PDN	0	30
11	CKA	20	50
12	TH	20	60
13	F	20	50
14	ZA	20	40
15	F	20	60
16	FAH	10	40
17	YP	30	50
18	IN	30	60
19	YN	30	60
20	AFY	20	40
21	NA	20	30
22	SPN	40	70
23	SL	0	30
24	MA	0	20
25	KAS	10	50
	Total	$\sum X_1 = 490$	$\sum X_2 = 1250$

The data in table 4.4 showed the result of the pre-test and post-test in control group. Based on the table above, it can be seen that there was the differences between pre-test and post-test score in control group. The highest score of the pre-test (VIII-1) in control group was 50 and the lowest as 0. While the highest score of the post-test (VIII-2) was 70, after the treatment given and the lowes 20. After calculated the data for the experimental group above the

score for the pre-test is $\sum Y_1 = 490$ and the score for the pre-test is $\sum Y_2 = 1250$, it means the score for post-test is higher than pre-test.

B. The Data Analysis

Based on the table 4.1 and 4.3, the following table showed the different scores between pre-test and post-test of the experimental and control group.

Table 4.5
The Differences Score of the Pre-Test and Post-Test in
Experimental Group

No	Name	Score		
		Pre-Test	Post-Test	$t_2-t_2(X_1)$
1	FAS	70	100	30
2	YRP	30	80	50
3	KWS	30	70	40
4	PAS	0	60	60
5	SA	10	70	60
6	AS	20	80	60
7	MA	10	70	60
8	RMS	40	90	50
9	ARM	20	80	60
10	MR	30	90	60
11	WL	0	70	70
12	WS	0	80	80
13	MS	0	70	70
14	RE	20	80	60
15	NT	10	80	70
16	MM	30	90	60
17	PK	10	80	70
18	NSS	40	70	30
19	EML	0	80	80

20	KBL	20	80	60
21	MA	20	80	60
22	SS	10	70	60
23	SF	30	90	60
24	NAT	20	80	60
25	ML	20	80	60
26	NF	10	80	70
27	FA	20	80	60
28	IP	20	70	50
29	GS	20	70	50
Total				$\sum Y_1 = 1.710$

Based on the table 4.5 above, the mean scores (M_1) of experimental group were calculated as follows.

$$= \frac{1710}{29}$$

$$= 58.96$$

$$= 60$$

Table 4.6
The Differences Score of the Pre-Test and Post-Test
in Control Group

No	Name	Score		
		Pre-Test	Post-Test	$t_2 - t_2 (X_1)$
1	NG	50	70	20
2	EBN	10	60	50
3	FAK	20	60	40
4	FM	20	40	20
5	CBH	10	50	40
6	SAS	30	60	30
7	HS	30	70	40
8	TR	10	40	30

9	AS	20	60	40
10	PDN	0	30	30
11	CKA	20	50	30
12	TH	20	60	40
13	F	20	50	30
14	ZA	20	40	20
15	F	20	60	40
16	HAH	10	40	30
17	YP	30	50	20
18	IN	30	60	30
19	YN	30	60	30
20	AFY	20	40	20
21	NA	20	30	10
22	SPN	40	70	30
23	SL	0	30	30
24	MA	0	20	20
25	KAS	10	50	40
Total				$\sum X_1 = 760$

Based on the table 4.6, the mean score (M_x) of control group are calculated as follows.

$$= \frac{760}{25}$$

$$= 30.4$$

$$= 30$$

Based on the mean scores of both sample group, the following tables were the tables for calculating the correlation between scores in both group.

Table 4.7
The Calculation of Mean Standard Deviation
of Experimental Group

No	Name	Scores		
		$(t_2-t_1)X_1$	(X_1-M_1)	$((X_1-M_1))^2$
1	FAS	30	-30	0
2	YRP	50	-10	1600
3	KWS	40	-20	400
4	PAS	60	0	3600
5	SA	60	0	3600
6	AS	60	0	3600
7	MA	60	0	3600
8	RMS	50	-10	1600
9	ARM	60	0	3600
10	MR	60	0	3600
11	WL	70	10	3600
12	WS	80	20	3600
13	MS	70	10	3600
14	RE	60	0	3600
15	NT	70	10	3600
16	MM	60	0	3600
17	PK	70	10	3600
18	NSS	30	-30	0
19	EML	80	20	3600
20	KBL	60	0	3600
21	MA	60	0	3600
22	SS	60	0	3600
23	SF	60	0	3600
24	NAT	60	0	3600
25	ML	60	0	3600
26	NF	70	10	3600
27	FA	60	0	3600
28	IP	50	-10	1600
29	GS	50	-10	1600
Total				$\sum Y_1 = 86.000$

Table 4.8
The Calculation of Mean Standard Deviation of Control Group

No	Name	Scores		
		$(t_2-t_1)X_1$	(X_1-M_1)	$((X_1-M_1))^2$
1	NG	20	-10	100
2	EBN	50	20	400
3	FAK	40	10	100
4	FM	20	-10	100
5	CBH	40	10	100
6	SAS	30	0	0
7	HS	40	10	100
8	TR	30	0	0
9	AS	40	10	100
10	PDN	30	0	0
11	CKA	30	0	0
12	TH	40	10	100
13	F	30	0	0
14	ZA	20	-10	100
15	F	40	10	100
16	HAH	30	0	0
17	YP	20	-10	100
18	IN	30	0	0
19	YN	30	0	0
20	AFY	20	-10	100
21	NA	10	-20	400
22	SPN	30	0	0
23	SL	30	0	0
24	MA	20	-10	100
25	KAS	40	10	100
	Total			$\sum X_2=2.100$

Based on the calculation of the table, the following formula of t-test was implement to find out t-observed value of both groups as the basis t-test the hypothesis of this research.

1. SD Variable X

$$SD = \sqrt{\frac{\sum X^2}{N1}}$$

$$= \sqrt{\frac{86.000}{29}}$$

$$= \sqrt{2.96}$$

$$= 1.72$$

2. SD Variable Y

$$SD = \sqrt{\frac{\sum X^2}{N1}}$$

$$= \sqrt{\frac{21.00}{25}}$$

$$= \sqrt{84}$$

$$= 9{,}16$$

The calculation above shows the following facts

SDx	= 1.72
Sdy	= 9.16
N_1	= 29
N_2	= 25
M_1	= 60

$M_2 = 30$

$(X_1\text{-}M_1)^2 = 86.000$

$(Y_2\text{-}M_2)^2 = 2.100$

Therefore the following formula is implement

$$SEM_2 = \frac{SDx}{\sqrt{N-1}}$$

$$= \frac{1.72}{29-1}$$

$$= \frac{1.72}{\sqrt{28}}$$

$$= \frac{1.72}{5.28}$$

$$= 0.32$$

$$SEM_2 = \frac{SDy}{\sqrt{N-1}}$$

$$= \frac{9.16}{\sqrt{25-1}}$$

$$= \frac{9.16}{\sqrt{24}}$$

$$= \frac{9.16}{4.89}$$

$$= 1.87$$

Next the following formula is implemented to find out the error standard of deviation between M_1 and M_2 :

$$SE_{M_1-M_2} = \sqrt{SE_{M_1^2} + SE_{M_2^2}}$$

$$= \sqrt{0.32^2 + 1.87^2}$$

$$= \sqrt{0.1024 + 3.4969}$$

$$= \sqrt{3.5993}$$

$$= 1,89$$

The result above then be apllied to test hypothesis :

$$T_0 = \frac{M_1 - M_2}{SE_{M1-M2}}$$

$$= \frac{60 - 30}{1.89}$$

$$= \frac{30}{1.89}$$

$$= 15.87$$

$$df = \text{n1} + \text{n2} - 2$$

$$= 29 + 25 - 2$$

$$= 52$$

$$t_{table} = t\left(1 - \frac{1}{2}\alpha\right)^{df}$$

$$= t\left(1 - \frac{1}{2}0.05\right)^{15,87}$$

$$= t(0.975)16$$

$$= 2.00$$

Based on the calculating above, it showed that differences total score between pre-test and post-test experimental group was 1710 and the control group was 760. It showed that differences total score experimental group is higher than control group. At the calculation, it showed that t-observed is higher than t-table with number 15.87 > 2.00 it means that there was significant effect of using Anticipation Guide Method on the students' achievement in reading comprehension.

C.Testing Hypothesis

After analyzing the data, it was applied to see wheteher the extensive reading method significantly affected the students' achievement in reading comprehension compared to the students' achievement who were given the without teach by Anticipation Guide Method.

Furthermore, one of the characteristic of good hypothesis is test ability. It means that the hypothesis should be done in order to know whether it was accepted or rejected. In testing hypothesis, the basic for testing hypothesis as follows: hypothesis was acceptable if t-observed value was > t-table value and hypothesis was rejected if t-observed was < t-table value. Where t-table value for the degree of freedom (df) was = 58 (obtained from $N_1+N_2-2,:30+30-2 = 58$), in this case it was taken 15.87 at the level of significant 0.05.

The result of computing the t-test showed that t-observed (15.87) was higher that t-table at the level of significant 0.05 (2.00), or 15.87 > 2.00. from the result of t-test above, it could be concluded that in the hypothesis, there was significant effect of using Anticipation Guide Method on the students'

achievement in reading comprehension for the students' of Junior high School. It means that Ha was accepted.

D.The Findings

It was found that the students' who were taaught by using Anticipation Guide Method got higher score than those were taught without teach by extensive reading method. It was proved from reseult ot t-test, in which score of t-observed was 15.87, then t-table ($t_{-observed} > t_{-table}$: 15.87   2.00). it means that in teaching reading comprehension gave much effect to the students' achievement.

Therefore, if the score of the students were consistent, the test was considered reliable.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, it can be concluded that there was significant effect of using Anticipation Guide Method on the students' achievement in reading comprehension. It was evident from the score of the students who were taught by using Anticipation Guide Method was higher than their scores using the compential method (1710 > 760), and the calculation of the t-test showed that $t_{observed}$ was higher than t_{table} (15.87 > 2.00) at the level significant 0.05 and df Based on these, it was concluded that h-alternative (ha) is accepted and h-observed (ho) is rejected which said that there was significant effect of using Anticipation Guide Method on the students' achievement in reading comprehension.

B. Suggestions

From the conclusions above, the suggestion were presented as following:

1. It is recommended to the next reader or researcher to improve this method and use this method in learning narrative text. and improve student learning achievement in reading comprehension.

2. It is recommended that the english teacher must have a good method for students reading lessons, so students are more creative and attract students interest in reading. Because it's one of the main skills to master english.

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3. The teacher is the main facilitator in the class, therefore the teacher must play an important role in learning to communicate teaching language, and the teacher must facilitate communication in the classroom. The main responsibility is to establish situations that are likely to improve communication.

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LESSON PLAN (RPP)

CLASS EXPERIMENTAL

Name Of School : MADRASAH TSANAWIYAH NEGERI 1 TAPANULI

TENGAH

Subject   :B. inggris

Aspek / Skill   : Reading

Class / Semester :VIII / 1

Time Allocation : 2 X 40 minuets

Material   : Narrative Text

1. Standard Competence

The students are able to understand the meaning of the text if the functional text in form of narrative text is to give the information and communicate of teaching-learning process.

2. Basic Competence

The students are able to response to the meaning of short reading   text accurately.

3. Indicator Achievement

   a. Students are able to identify the tenses that are used from narrative text.

   b. Students are able to identify language feature and generic structure of narrative text

4. Objektive

    a. The students are able to define narrative text.

    b. The students are able to answer the question from the text

    c. The students are able to underline the difficult words from the text

    d. The students are able to mention and identify the generic structures of narrative text.

    e. The students are able to arrange the paragraph into a correct narrative text.

    f. The students are able to make sentences in form of simple present tense relating to the topics given.

    g. The students are able to make narrative text.

5. Aktivities

    A. Pre- activities

      a. Greet the students.

      b. Teacher give motivation to students.

    B. While activities

      a. The teacher asks students about what students' predictions about the narrative text? And the teacher gives a pre-test of narrative text.

      b. The teacher draws the attention of students to compare their experiences of narrative texts before these times.

      c. The teacher explains the treatment of understanding the text narrative.

       d. And the teacher gives example of narrative text and shows parts of their generic structure.

       e. Then the teacher gives a narrative text post-test to test the students' abilities.

       f. Teacher asks the students to collect groups work and given them score. (authentic assessment).

C. Post activities

   a. the teacher gives a pre-test of narrative text

   b. Then the teacher gives a narrative text post-test to test the students' abilities.

   c. The teacher closes the class while greeting the students.

D. Source

For Senior High School Students year VIII, English on Sky Erlangga 2006

Scoring

Reading aspect:

Penskoran :

- ■ untuk setiap soal, jawaban yang benar nilainya 1
- ■ Nilai maksimum adalah 10
- ■ Nilai untuk siswa adalah nilai perolehan Materials

Narrative Text Malin Kundang

- **Orientation**

Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

- **Complication**

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument… and finally he sailed with the bigship.Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cakewhich brought by his mother until scattered.

- **Resolution**

His mother very broken heart because MAlin rebellious to her, who had growth him. Then, his mother cursed Malin became stone.Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

Check your comprehension!

1. Where does Malin Kundang and her mother life ?

   a. Seashore   c. Lake said

   b. Forest   d. city

2. Did Mom Malin invite me to allow Malin to join work on a ship and go to the cross of the island?

   a. Yes, i do   c. Really

   b. No, i don't   d. Ok

3. Did Malin Kundang listen to her mother's words not to join in working on the ship?

   a. Yes, i do   c. No, i don't

   b. Of course   d. Yes, of course

4. Did Malin invite success after migrating?

   a. Yes, i do   c. No, i don't

   b. Really   d. Ok

5. does Malin come back to her age?

   a. Yes, i do   c. No, i don't

   b. No, i dont' no   d. Really

6. What did you do when I visited Malin?

   a. With pleasure his mother quickly approached Malin and brought a plate of cakes, Malin's favorite cake.

   b. Unhappily, his mother did not approach Malin and brought a plate of cake, Malin's favorite cake.

   c. Unhappily, his mother quickly approached Malin and brought a plate of cake, Malin's favorite cake.

d. Unhappily, his mother did not approach Malin and did not bring a plate of cake, Malin's favorite cake.

7. does Malin recognize the woman as her mother?

a. Yes, i do   c. Of course

b. No, i dont'   d. Seriously

8. how do you feel malin, when Malin does not recognize her own biological mother?

a. His mother was very heartbroken.

b. His mother was very sweety girl

c. His mother was happy

d. His mother was very happy.

9. Why did you invite Malin to curse Malin into stone?

a. Because Malin does not recognize his mother and disobey her mother.

b. because Malin likes to help his family.

c. Because Malin recognizes her mother and is kind to her mother.

d. because Malin likes to help her mother.

10. What meaning does the Malin text contain?

a. arrogant because of the possessions.

b. Life is a choice

c. Try to be successful.

d. Do not become an ungodly child to parents.

Barus,   Agustus 2019

Classroom teacher   Reseacher

Habsah S.Pd   Novita Sari Manalu

LESSON PLAN (RPP)

CLASS CONTROL

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c. The students are able to underline the difficult words from the text

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e. The students are able to arrange the paragraph into a correct narrative text.

f. The students are able to make sentences in form of simple present tense relating to the topics given.

g. The students are able to make narrative text.

5. Aktivities

A. Pre- activities

a. Greet the students.

b. Teacher give motivation to students.

6. While activities

a. The teacher distributes narrative text material, in the form of sheet.

b. The teacher tells student to read narrative text material.

c. Then the teacher gives a pre-test to student about the narrative text.

d. Then the teacher explains the meaning of narrative text.

e. And then the teacher gives a post-test back to student.

f. Teacher asks the students to collect groups work and given them score. (authentic assessment).

7. Post activities

a. the teacher gives a pre-test of narrative text

a. Then the teacher gives a narrative text post-test to test the students' abilities.

b. The teacher closes the class while greeting the students.

8. Source

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- **Resolution**

His mother very broken heart because MAlin rebellious to her, who had growth him. Then, his mother cursed Malin became stone.Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

Check your comprehension!

1. Where does Malin Kundang and her mother life ?

   a. Seashore   c. Lake said

   b. Forest   d. city

2. Did Mom Malin invite me to allow Malin to join work on a ship and go to the cross of the island?

   a. Yes, i do   c. Really

   b. No, i don't   d. Ok

3. Did Malin Kundang listen to her mother's words not to join in working on the ship?

   a. Yes, i do   c. No, i don't

   b. Of course   d. Yes, of course

4. Did Malin invite success after migrating?

   a. Yes, i do   c. No, i don't

   b. Really   d. Ok

5. does Malin come back to her age?

   a. Yes, i do   c. No, i don't

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   a. With pleasure his mother quickly approached Malin and brought a plate of cakes, Malin's favorite cake.

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    b. because Malin likes to help his family.

    c. Because Malin recognizes her mother and is kind to her mother.

    d. because Malin likes to help her mother.

10. What meaning does the Malin text contain?

    a. arrogant because of the possessions.

    b. Life is a choice

    c. Try to be successful.

    d. Do not become an ungodly child to parents.

Barus,   Agustus 2019

Classroom teacher   Reseacher

Habsah S.Pd   Novita Sari Manalu

Check your comprehension!

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Key Work Answer

1. A

2. A

3. B

4. A

5. C

6. A

7. A

8. D

9. D

10. C

Caption :

Photo with english teacher class VIII-1 and VIII-2.

Caption :

Is teaching class VIII-1.

Caption :

Is teaching class VIII-2.

Caption :

When learning using the Anticipation Guide Method in the classroom.

Caption :

When learning using the Reading Method in the classroom.