

**THE EFFECT OF APPLYING ANTICIPATION-REACTION GUIDE
STRATEGY ON STUDENTS' READING COMPREHENSION**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

By:

SRI KANDI

NPM.1402050107



**FACULTY OF TEACHERS' TRAINING AND EDUCATION
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**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umhu.ac.id> E-mail: fkip@umhu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Rabu, Tanggal 04 April 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Sri Kandi
NPM : 1402050107
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Anticipation-Reaction Guide Strategy on Students' Reading Comprehension

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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() Lulus Bersyarat
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() Tidak Lulus

PANITIA PELAKSANA

Ketua

Sekretaris

Dr. Elfrianto Nasution, S.Pd, M.Pd

Dra. Hj. Syamsuyurrita, M.Pd

ANGGOTA PENGUJI:

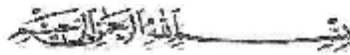
1. Dr. T. Winona Emelia, M.Hum
2. Rini Ekayati, SS, MA
3. Fatimah Sari Siregar, S.Pd, M.Hum

1.

2.

3.

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Sri Kandi
N.P.M : 1402050107
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Anticipation-Reaction Guide Strategy on Students' Reading Comprehension

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Sri Kandi

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Sri Kandi
N.P.M : 1402050107
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Anticipation-Reaction Guide Strategy on
Students' Reading Comprehension
sudah layak disidangkan.

Medan, 23 Maret 2018

Disetujui oleh:
Pembimbing

Fatimah Sari Siregar, S.Pd, M.Hum

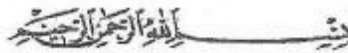
Diketahui oleh:

Dekan

Ketua Program Studi

Dr. Elfrianto Nasution, S.Pd, M.Pd.

Mandra Saragih, S.Pd, M.Hum



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Sri Kandi
N.P.M : 1402050107
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Anticipation-Reaction Guide Strategy on Students' Reading Comprehension

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
	Chapter 1 : Introduction	
	Chapter 2 : Theory	
	Chapter 3 : Method of Research	
	Chapter 4 : Data Collection Data Findings	
	Chapter 5 : Conclusion and Suggestion	
23/3/2018		

Medan, 23 Maret 2018

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

Dosen Pembimbing

(Fatimah Sari Siregar, S.Pd, M.Hum)

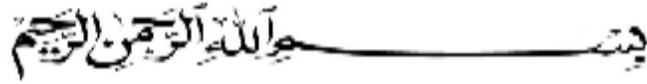
ABSTRACT

Sri Kandi, 1402050107. The Effect of Applying Anticipation-Reaction Guide Strategy on Students' Reading Comprehension. Skripsi. English Education Program of Teachers' Training and Education University of Muhammadiyah Sumatera Utara. Medan 2018.

This study deals with the effect of applying anticipation-reaction guide strategy on students' reading comprehension. It was conducted by using experimental research design. The population of this study was the tenth (X) grade students of SMK Negeri 9 Medan with one parallel class. The samples of the study were one class divided into one group, experimental group which were chosen by using cluster random sampling. Thirty-two students were taken as the samples. The experimental group was taught by Applying Anticipation-Reaction Guide Strategy. The instrument for collecting the data was a multiple choice test. The data of this study were taken from the students' score of reading test. They were pre-test and post-test. Then, after analyzing the data, it was found that the value of t_{observed} was 7,28 with the degree of freedom (df)=30 at the level of significance $p(0.05) = 2.04$. It means that t_{observed} is higher than t_{table} ($7,28 > 2.04$). The result of this study shows that Anticipation-Reaction Guide Strategy has a significant effect on students' reading comprehension. It means that the hypothesis is accepted. And the percentage of the effect of Anticipation-Reaction Guide strategy to the students' reading comprehension was 64% and 36% from the other factors.

Keywords: Anticipation-Reaction Guide Strategy, Reading Comprehension, Narrative Text

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The aim of writing this study is to fulfill of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program. In finishing this research entitle "*The Effect Applying Anticipation-Reaction Guide Strategy on Students' Reading Comprehension*", the researcher believes that this research still has much short coming because of some difficulties. It is impossible for her to finish it without much help from the other people. And thanks to her beloved father Abd Hakim and her mother Asmah for their moral, care attention, prayer, encouragement and heart they have given and material supports before, during and after her academic years at UMSU. May Allah the moat almighty always bless them, thanks for their love.

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The researcher realized that her study was still far from being perfect. So, the researcher hoped suggestions and comments for all the readers of the researcher who wanted to study about this study, finally, the researcher expected that her study would be useful for the readers, especially the students of English Department who want to do similar and also for the researcher herself. May Allah the most almighty bless of the researcher and them.

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The Researcher

Sri Kandi
(1402050107)

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is a skills that can build our knowledge, by reading we can know everything in a accordance with our needs and we are able to understand and follow the progress of science and technology. Technology like spider web net that every single component is interconnected and it is developed constantly, this communication network can unifies the different countries, and also facilities the international relations. Grabe and stoller (2001:188) state that reading is the ability to draw information from a text and interpret information appropriately. It means that without comprehending the meaning of the text the reading itself is useless. In reading, the students are expected to be knowledgable and familiar with what the teacher has explained in the context, where as in comprehension the students are expected to have more skills than to explain individual text or passage after comprehending them.

In teaching reading, the teacher should know and understand the goal of reading process which is comprehension. Plardo and plourde (2005) define that comprehension is a process that involves thinking, teaching, past experience, and knowledge. In comprehension, the reader are asked to actually know and understand what they are reading. If persons have decoding skills but they are not fully able to understand what they are reading it is not truly reading. The reading ability becomes one of problematic's Indonesian students in today's school. The problematic shows that students read a text without understanding what they have

read. According to the international association for the evaluation of educational achievement, reading skills of Indonesian students in East Asia is still low. Indonesian students is just capable of mastering 30 % reading materials, and find difficulty in reading items that are in the form of commentary requiring cognitive process (IAE for the Evaluation of Educational Achievement)

The lack the ability to understand the reading students show the weakness and difficulty in learning reading. This is because the students do not through the learning complete, namely prereading, during reading, and after reading. One of the actions that can be done to tackle it is persued a strategy of learning reading. The use of a strategy in reading can increase the motivation students to think critical. Ness (Harvey, 2013:5) suggest *“reading comprehension strategies also encourage students to becomes more responsible for their own learning, once the student has mastered the strategy”*.

Readers can use different tactics as reading strategies to activate their background knowledge in order to comprehend the text better, reading strategies are classified into three part, they are: prereading. During reading, and postreading strategies. Some researchers such as Anderson (1999), O’Brien (2007), and and ringler and Weber 1984 (as cited in Yusuf, 2011) found that using strategies especially some prereading strategies can assist students in constructing a link between the knowledge that they acquired previously and the new knowledge they will gain in future.

Based on the researcher’s experience in her teaching practice in SMK NEGERI 9 MEDAN, many students had difficulties to understand the text well.

This is due to various aspects, they are the lack of vocabulary mastery, lack of interesting in reading, the lack of availability of reading materials in accordance with the needs and students' development. They were not interested in reading text and answering the question. It just making them talking each other instead of doing the task. Harmer (2004) says that most students will not do a lot of extensive reading by the themselves unless they are encouraged to do so by because they can make interaction among group members so the learning process is more active.

The research observasion and data collection conducted at SMK NEGERI 9 MEDAN X grade, it will found that the students' achievement in reading is low. In this research used experimental design. The researcher took one class as the sample of the research. To collect the data the research used pre-test and post-test. The class as experimental group was taught by applying Anticipation-reaction Guide strategy.

In short, the reasearcher simplifies that to overcome the problem of teaching reading, particularly in reading comprehend of narrative text is need strategy order to intend the enthusiasm of students in learning activities. The teacher is asked to choose a suitable strategy and apply it in teaching reading, because a strategy will make a subject easier for the students to learn and understand a text. For this purpose, Anticipation–Reaction Guide (ARG) becomes the suitable strategy that will be applied in improving the students' reading comprehension. Bean (2007) states that Anticipation-Reaction Guide (ARG) is an excellent strategy for teaching students' reading comprehension and one strategy

that utilizes prediction and attempts to capitalize on controversy. A strategy will help the students to activate the prior knowledge by arousing their curiosity to the statement that provided by the teacher. This strategy is done with the hope to build the students' knowledge and improve the students' reading comprehension by applying Anticipation-Reaction Guide (ARG).

Based on the explanation above, the researcher want to commit a research to find out whether Anticipation-Reaction Guide (ARG) has significant effect on students' reading comprehension.

B. The Identification of the Study

Based the problem describe previously, then the problems were identified as follows:.

1. The students were not interested in reading.
2. The teachers use same strategy in teaching process.
3. The students are lack of vocabulary.

C. The Scope of the Study

The scope of the study was focused on reading comprehension and it was limited on narrative text.

D. The Formulation of the Study

Based on the explanation about the scope and limitation previously, the problem was formulated as “Is there any effect of applying Anticipation-Reaction Guide strategy on students’ reading comprehension?”.

E. The Objective of the Study

Based on the formulation of the study, the objective of this study was to investigate the significant effect of applying Anticipation-Reaction Guide strategy students’ reading comprehension.

F. The Significance of the Study

The research finding was expected to be useful for:

- a. Theoretically, the finding was contributed to the strengthening of the grand theory where the guide is derived from, that is the schemata theory.
- b. Practically, the finding was be useful and relevant to:
 1. For English teacher, it was expected that it was be a consideration in determining a suitable strategy which was Anticipation-Reaction Guide (ARG) was the problem solver strategy that the teacher should apply it on students’ reading comprehension.
 2. For the students, it was expected that it was help the students to use their background knowledge to see the context of a text.
 3. For other researchers, it was expected that this finding can be a reference for them to conduct the similar research study about reading comprehension.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

A research is consider as a scientific way to discover new facts or set additional information. As a scientific way, it need many theories of science fields. On this case to make it clear and accurate, this research need a theoretical justification applied in this study, this assumption helped to conduct a better analysis an limit the study, it is better avoid misinterpretation of some key terms in certain situation, so that this study is acceptable.

1. Definition of Effect

Effect can be difined as a phenomenon that follows and is caused by someone previous phenomenon. Effect is consequence or influence that is cause by some previous action. According Slamento (1995:15) effect in this research meant as any ability improvement after learning something. It is usually in expect method in which was idea or hyphothesis tested or varied by setting up situation in which the relationship between different subject and variable could be determined. The effect of teaching treatment in language is related to the changes of getting something in to the cognitive system.

2. Description of Reading Comprehension

Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in reader's head. Reading comprehension involves an active communication between writer and reader within meaningful context. The readers must be able to know how to get the basic information from a text. When reading a text the readers recreate the meaning of the text. To teach comprehension effectively, we need to understand what the process involves. Reading is seen as a process of constructing meaning through a dynamic interaction among the reader, the text, and the context of reading situation (Wixon, 1987:13). Meaning is actively created in the readers' mind as a result of his/her prior knowledge and information given in the text.

According to Snow (2002:13), comprehension includes three important elements, they are: the reader, the text, and the activity. The reader is the one doing the comprehending that has a wide range of cognitive capacities, namely: attention, memory, visualization. (a) Attention is an ability to sustain concentration on a particular object. (b) memory has two categories, they are: short-term memory and long-term memory, short-term memory is an ability to put the exact wording is stored for brief periods of time and it has a limited capacity, short-term memory closely related to working memory and it takes a short time to keep something in mind before dismissing or transferring it to long-term memory. Long-term memory is an ability where more permanent information is stored and it has an unlimited capacity. (c) visualization is an ability to create pictures in our heads

based on text we read. The text is the reading materials like stories and nonfiction selections.

To be successful at reading comprehension, students need to actively process what they read. Successful comprehension is argument when students have practiced with strategies for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading skill readers comprehended more successfully than less skill readers because skill readers used strategies such as activating prior knowledge to comprehend text and draw valid inferences about what they have read.

2.1 Factor Influence Comprehension

Donoghue (2008:175) defines that six factors influence the comprehension of all readers:

- 1) The first of these factors is purpose which focuses to the readers' attention and helps them understand the text (e.g, in the classroom, students can make prediction about a text, "do earthquakes only happen once year?" and those prediction become the purpose of their teacher's direction. Outside of school, students may wish to assemble a toy for a younger sibling and reading is the direction for the task has a clear purpose. In both instances, comprehension is stronger when the purpose is specific.
- 2) The second is being an active reader because active readers, according to Blachowits and ogle (2001) in donoghue, they use their prior knowledge

which terms from previous experiences and their vocabulary as well as reading strategies to help them comprehend what they are reading.

- 3) The third factor affect comprehension is the type of the text being used. Readers who have had experiences with story text may encounter difficulty with expository or informational materials. Therefore, they should be introduced to storybooks early because storybooks have the different vocabularies.
- 4) The fourth factor affect comprehension is the quality of literacy instruction. These instructors manage all aspects of classroom learning, including: planning, scheduling, and readers' behaviours.
- 5) The fifth factor influences comprehension is an interest, when readers are curious about a subject, they will read to seek information and discover answers to satisfy their curiosity.
- 6) The sixth factor is practice. Readers are allowed to chose their own books and read them independently in class daily so that they have an opportunity to discuss and share them with classmates.

2.2 Levels of Reading Comprehension

Westwood (2001) states there are three different levels of comprehension, they are:

2.2.1 Literal Comprehension

Understanding the informations which is contained explicitly. Explicit information is a clear information which is found in the text. Explicit information

questions enable to assess students' reading comprehension. At this level, the readers need to:

- (a) Understand word meaning.
- (b) Recognize the main idea.
- (c) Understand the sequences of a text.
- (d) Recognize cause and effect when they are mentioned in a text.

2.2.2 Interpretative Comprehension

Interpretative comprehension is the process of delivering ideals that are implied rather than directly stated. It involves reading between the lines of making influences. The students are required to identify the ideas that are not explicitly stated in the written text.

2.2.3 Critical Comprehension

Critical comprehension requires readers to think of new ideas logically and develop new insights which have not been stated explicitly in a text. This levels involves the intense concentration. Critical reading depends upon literal and interpretative comprehension. So to build critical reading, the readers must be active reader by questioning critically, searching for facts, and suspending judgment until she or he has considered all the materials.

2.3 Measuring Reading Comprehension

Albers (2012:379) describes that comprehension can be measured to access how well readers understand either the text-based or situation model of a text. Testing for both are very different and the result from a text for one will not necessary carry over for the other text.

Text-based measurements are the simplest. Text-based involves tests to what is able to remembered in a text, the drawback is the readers may remember the words which is getting a high scoring on a text-based measurement but if not understand the words it means that comprehending the text at only a superficial level.

Taylor (2007:343) state that comprehension in reading seems to be of major importance for two definite reasons, namely: (1) determine whether a student understands what is read and know what to teach so that comprehension may be improved. (2) several definitions of comprehension are not enough to say that reading comprehension is understanding the material which is read but it must be placed upon memory. In giving a text can be measuring how well the students understand what is read, how well they can remember what they have read. Actually, memory is not reading skill and it would be more properly in classifying as a face of intelligence.

2.4 Teaching Reading Comprehension

According to Davies & Pearse (200:92), teaching reading comprehension is done in three stages, namely: pre-reading, while-reading, and post-reading

activities. These three stages of reading comprehension are recommended to make reading more realistic and interesting.

- a. Pre-reading activities prepares students for learning by activating their prior knowledge. Pre-reading activities can benefit those whose background knowledge, command of key concepts and vocabulary may be insufficient.
- b. While-reading activities prompt students to visualize, make inferences and monitor their comprehension. While reading activities, the teacher can help students prioritize what is most essential and connect this information in a meaningful and organized way.
- c. Post-reading activities helping students summarize and understand what they are read.

Post reading activities do the following:

1. Discuss what was interesting or new in the text.
2. Ask questions which related to the text.
3. Summarize the content of the text.

2.5 Students' Difficulties in Reading Comprehension

According to Wong (2004:253), students can experience comprehension problems because of some difficulties.

1. Appropriate use of background knowledge.

The appropriate use of background knowledge is a crucial element in extracting meaning from text, structured pre-reading activities serve to

make the text accessible to students and enable them to remember what they have learned.

2. Vocabulary

In reading it is important for one to have vocabularies. A lack of vocabulary knowledge or a mismatch between the reader's vocabulary and that of the text can also be a cause of reading comprehension difficulties. Knowledge of word meaning is important contribution to reading ability because “ knowing word meanings enable the reader to assemble and integrate proposition” from text and make sense of what is read.

3. Fluency

Fluency related to reading is most often conceptualized in terms of speed and accuracy. Students with learning disabilities often struggle to read fluently. Slow reading is debilitating because it prevents students thinking about the text while reading. Fluency is critical but neglected factor in many reading programs. Accurate decoding is not enough, readers need to remember words and read quickly if they understand the connection between ideas in print.

4. Strategy

Strategy instructions are concerned with students' awareness of their own thinking and their ability to regulate strategy use. While working to comprehend printed material. It is important for students to monitor

their own comprehension and to take steps in regaining clarity of understanding when meaning breaks down or becomes confusing. Comprehension strategies can explicitly teach students how to draw inferences from text, summarize information, predict what will happen next in the text, formulate and answer question about text, and visualize what they read in order to improve comprehension.

2.6 Bloom's Taxonomy

2.6.1 Knowledge

Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is the bringing to mind of the appropriate information. Learning objectives at this level: know common terms, specific facts and basic concepts.

Question verbs: define, list, label, name, who? When? Where? What?

2.6.2 Comprehension

Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words or numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting, consequences or effect). Learning objectives at this level: understand facts and principles, interpret verbal material, and interpret charts and graphs.

Question verbs: explain, predict, interpret, summarize, and translate.

3. Narrative Text

In this research, the text is unlimited. But the sample of the text used is narrative text.

3.1 The Definition of Narrative Text

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative deals with problematic events, which lead to a crisis or turning point of some kinds, which in turn finds a resolution.

According to pardiono (2007:93), Narrative text is a kind of text of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listener about the story. For general purposes in semiotics and literary theory a “narrative” is a story or part of the story. It may be spoken, written or imagined, and it will have one or more points of view representing some or all of the participants or observers.

3.2 The Purpose of Narrative Text

The basic purpose of narrative text is to entertain, to gain and hold a readers' interest. Narrative sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

3.3 Generic Structure of Narrative Text

The generic structure of narrative text, they are:

1. Orientation, introducing the participants and informing the time and the place.
2. Evaluation, it is optional, used to a stepping back to evaluate the plight.
3. Complication or problem, describing the rising crises which the participants have to do with.
4. Resolution, showing the way of participants to solve the crises, better or worse.
5. Reorientation, it is optional.

3.4 Language Features of Narrative Text

Language features of narrative:

1. Using linking verbs and linking words of time.
2. Using temporal conjunction and temporal circumstances.
3. Using material processes, behavioral and verbal processes.
4. Using relational processes and mental processes.
5. Using mental verbs and action verbs.
6. Focus on specific and usually individualized participants.
7. Some dialogue may include, using present or future.
8. Connectives, linking words to do with time. Specific nouns, strong nouns, have more specific meanings, e.g 'oak' as opposed to tree.

9. Use of the senses, where appropriate, the senses can be used to describe and develop the experiences, setting and character, e.g what does it smell like, what can be heard, what can be seen-details, what does it taste like, etc.
10. Using simple past tense.

3.5 Type of Narrative Text

1) Narrative – Science fiction

Purpose: to entertain and, sometimes, to speculate about the future.

2) Narrative – Historical fiction

Purpose: to entertain and, sometimes, to inform.

3) Narrative – Contemporary fiction

Purpose: to entertain, and sometimes to create empathy with familiar characters.

4) Narrative – Traditional tales

a) Myths

Purpose: to provide a fictional explanation for natural phenomena. many cultures use myths to explain the world and its mysteries by handing them down from one generation to the next one. Myths can also pass on cultural, religious or spiritual beliefs and traditions.

b) Fairy tales

Purpose: Fairy tales were originally intended for adults and children. They were passed down orally to amuse and to convey cultural

information that influences behaviour, such as where it is safe to travel and where it is dangerous to go.

c) Legends

Purpose: to provide information about the way particular people lived. And what they believed. Legends also help us to reflect on our own lives because they often deal with issues that are cross-cultural and relevant today.

d) Fables

Purpose: a fable out to teach the reader or listener a lesson they should learn about life. The narrative drives towards the closing moral statement, the fable's a will there's a way, work hard, and always plan ahead for lean times, charity is the virtue. The clear presence of a moral distinguishes fables from other folk tales.

4. Anticipation-Reaction Guide Strategy

4.1 The Nature of Anticipation-Reaction Guide

Anticipation-Reaction Guides are classroom activities that are meant to get students to be interactive readers. This purpose is done by giving guidance in which the teacher activates the students' prior knowledge about the topic that is being read. The guidance is done by providing statements which are related to the topics and expected to activate the students' prior knowledge. To these statements, the students are asked to read and tick down if they agree or not. The statement made by the teacher should be belongs to salient node of the topic.

The ticking down of the statements, allows the students to have opportunity to check out their prior knowledge, whether they have prior knowledge or not related to certain topic before deciding to agree or not to agree. If they find out that they have the related knowledge then they will make decision. The decision for the agreement encourages them to do some judgements of their position toward the statements that should be ticked. Such cognitive activity may facilitate the activation of the students' prior knowledge.

Anticipation-Reaction Guide utilizes a twins strategy to increase reading comprehension: stimulate prior knowledge and experiences before reading and then reinforce key concepts after reading.

- a) The guide presents students with a series of leading questions to be answered in writing before reading.
- b) Students then share their answers in a class discussion designed specifically to "activate" or better "reactivate" prior knowledge helps students "connect" with the topic.
- c) Students read the text passage and then evaluate their written answers (prior knowledge). Students should note when their answers agree or disagree with the text's contents.
- d) Finally, students engage in a summarizing discussion, expressing how the reading selection reinforced or challenged their prior knowledge.

Huske (1995) state that prior knowledge is a combination of the learner's existing attitude, experience, and knowledge. Each of the three components includes some sub topics, namely: attitude, experience and knowledge. Attitudes

consist of (a) beliefs about our selves as learners/readers. (b) awareness to our individual interests. (c) motivation and our desire to read. Experiences includes (a) our activities everyday that relate to reading (e.g, newspaper, magazine). (b) family and society's experiences that are brought to school. And knowledge contains the knowledge of the reading process it self and the content (e.g, literature, science, and math).

According to Bean, readence, and Baldwin (2007) One strategy that utilities prediction and attempts to capitalize on controversy is the Anticipation-Reaction Guide strategy. The Anticipation-Reaction Guide strategy can be used to activate prior knowledge before reading, encourage readers to use that prior knowledge during reading, and continue students' involvement into a post reading stage by reacting again the to guide. Briefly, the Anticipation-Reaction Guide is designed to introduce a chapter or lesson and cause readers to focus their attention on the topic that is to come.

However, the prior knowledge will not be useful for reading comprehension if it is not activated by the readers. The readers need help from the teacher to activate their prior knowledge when reading a text. There are three ways by which the teacher can help them to activate their prior knowledge, they are: (1) providing brief description about the topic of the upcoming lesson before the readers start learning the topic. (2) providing the prior knowledge (what the readers already know) related to the topic that the readers will read. (3) providing an opportunity to the readers connect their prior knowledge to what they have read in the text.

Kozen, Murray and Windel (2006) states that an Anticipation-Reaction Guide is a prereading strategy that combines literacy instruction and content area learning. It provided teachers with the skill and tools necessary to address the need of all learners, including those with disabilities. It can be effective in promoting decoding skills, enhancing word meaning, and strengthening comprehension.

Moreover, Anticipation-Reaction Guide is a strategy in which students forecast the major ideas of a reading passage through the use of statements that activate their thoughts and opinions. This strategy is helpful in activating students' prior knowledge and stimulating students interest just before a reading assignment is given. Additionally, teachers can use the statements after reading as a reaction guide, so that the students can observe how their thinking has changed as a result of the new information they have encountered.

Attitude as a psychological tendency that is expressed by evaluating a particular entity with the some degree of favor or disfavor. A tendency is done to react something in a certain way whether like or dislike. In reading comprehension, readers need an attitude toward a particular topic which the readers should increase an attention to the information in a text. A positive attitude and good developed background knowledge toward a particular topic should cause readers to attend selectively conversely, a poor attitude toward a particular topic lead to losses in comprehension.

In the Anticipation-Reaction Guide it is believed that learners bring varied perspectives to the reading situation. Perspective is the way that people look at a

situation. It can be seen as their point of view. There are a number of factors that influence people's perspective, namely: previous experience, belief, and knowledge of the situation. The one student will have a different perspective with the other students about statements that they read. Students assume that everyone will see things of their way in doing something and try to understand the different perspectives. They need to see the different perspective whether it is right or wrong but it is helpful to expand each other's thoughts and ideas on a topic. This strategy allows students to identify their ideas and see them in a relation to the providing information in the text and it will attract an attention and curiosity of students to information in the text.

4.2 Procedures of Applying the Anticipation-Reaction Guide

There are four procedures in applying Anticipation-Reaction Guide:

4.2.1 Outline the main ideas in reading selection.

4.2.2 Write a clear, short, declarative sentence for each idea.

4.2.3 Give each student a copy of the Anticipation-Reaction Guide, students are asked to read the guidance and tick down (in before reading column) if they agree or not. Then, going to read the text and tick down again (in after reading column). In discussing time, students share their ideas have changed before reading to based on the text after reading.

4.2.4 This activity can be done in a whole group, it can also be done in a small group. A whole group can be done to all students in the classroom by giving information and instruction for doing the Anticipation-

Reaction Guide truly. Small group done by deviding all students in some groups, if twenty five students in a classroom so teacher can devide to become five groups in which five students for each group.

4.3 The Advantages and Disadvantages of Anticipation-Reaction Guide

Anticipation-Reaction Guide is a learning strategy which is applied by a whole group or small group.

Here are some benefits or advantages of Anticipation-Reaction Guide:

- a. The acknowledge students' interest, knowledge about the topic.
- b. It is usable across content area. Articles or selection from text can be taken from any content area.
- c. It can be used as formative evaluation devices.
- d. It is fairly easy to implement.
- e. It is a tool that can be used in a variety of disciplines.
- f. It can be multi-sensory and involve multiple intelligences.
- g. It create a community of learners.
- h. Every students get the role
- i. To train students' reading comprehension
- j. To train students' accuracy

Disadvantages of Anticipation-Reaction Guide

- a. It can be applied on particular subject
- b. It can't be applied on a pair group

B. The Procedure of Applying Anticipation-Reaction Guide strategy in Teaching Reading Narrative Text

There are some procedure of applying Anticipation-Reaction Guide strategy in teaching reading narrative text.

1. Teacher choose a text from narrative text.

This strategy works with most narrative texts. It works particularly well with texts that present ideas that are some what controversial to the readers.

2. Teacher write several statements that focus on the topic of the text.

Teacher write the statement 3 to 5 from the narrative text above that focus on the important points of reading selection.

3. Have students complete the Anticipation-Reaction guide before reading.

The students review guide by individually, or in small groups and mark the guide lightly or with pencil to indicate if they agree or disagree with each statements. Remind students that they should be prepared to discuss their reactions to the statements on the anticipation guide after they have completed it.

4. Have a class discussion before reading.

After students finish marking their Anticipation-Reaction Guide they meet together in group. They discuss why their respond to each statements. The way they did and are given the option of changing their responses. Encourage students who have differing viewpoints to debate and defend their positions.

5. Have students read the text.

The students are ready to read the narrative text, teacher must to take advantages of the students' motivation to read the narrative text and find information to argue their point. Encourage students to write down ideas from the text that either support their initial reaction to each statement, or cause them to rethink those reactions.

6. Have a class discussion after reading.

The groups meet again to review their finding, ask students if any of them changed their minds about their positions on each statement. Encourage them to use information from the text to support their positions. Groups should come to a consensus of agreement or disagreement on the statement.

7. The teacher will show or copy of the Anticipation-Reaction Guide in screen either by overhead or LCD Projector.

While previewing the Anticipation-Reaction Guide, the teacher may act as moderator and does not refer to a key for the ARG, but teacher give the students chance to define their position, for questions that incite debate and argument, allow the students to re-write the statement.

C. Relevant of Study

The researcher found some relevant studies to support this study that focus on Anticipation-Reaction Guide strategy on students' reading comprehension. The researcher will be took the skripsi and jurnal of education that have relation with

the title of this proposal. Those will be elaborate briefly to give support to this study.

Kiki Andriyani conducted in her research “The effect of Anticipation Guide Strategy on The Eleventh Grade Students’ Reading Comprehension of SMA 3 Pekanbaru”. This study is classified as pre-experimental design with one group pretest-posttest design. a single groups measured or reserved not only after being exposed by a treatment, but also before. The pretest and posttest was given to taken the score of the students’ achievement before and after being taught by using Anticipation Guide strategy. then both score were computed by using t-test to find out if there is significant effect of teaching reading comprehension by using Anticipation Guide strategy. In this study, the items of the test were about the content of the narrative text. The test consisted of 6 narrative texts which each of the text consist of 6 to 8 multiple choice question with cover 5 skills: vocabulary, reference, main idea, inference and factual information. The students can answer total number of questions are 40, which are 30 questions of the test about skills of reading and 10 question about generic structure, communication purpose, and language features of the text. It meant teaching reading by using Anticipation Guide strategy was effective to eleventh grade students.

Teso M. Urlyani (2014) conducted in the research “Improving Reading Comprehension Through Anticipation Guide Strategy of The Eight Grade of SMPK Santo Yoseph Denpasar in academic year 2013/2014. The present study was conducted by the fact that the subjects still faced problem in english reading. The classroom action research study made use of pretest and posttest in research

data collection. In this study that the class which teaching reading comprehension through Anticipation Guide strategy was effective helping the students to increase their reading ability. In summary, reading comprehension of eight grade students of SMPK Santo Yoseph Denpasar can gradually improve through anticipation Guide strategy changed positively.

Yummy Meirafoni (2014) “The Effect of Using Anticipation Guide Strategy at Second Grade of SMAN 1 Batusangkar”. In this case, research defined the effect of Anticipation Guide strategy on students’ reading ability in narrative, report, and analytical exposition. This research using experiment method. The population of research was students in five natural science classes at SMAN 1 Batusangkar at academic year 2013/2014. The number of sample class was 40 students, they were XI IPA 4 and XI IPA 5. The test was multiple choice that consist 45 question.

The result of students pretest and posttest score in experimental and control group.

Table 2.1

Pre-Post Test Result

No	Name of group	The average of Pretest	The Average of posttest
1	Experiment group	66,75	82,05
2	Control group	64,95	71,7

Based on the table above, the students’ score in experimental group improved significantly, it was from 66,75 to 82,05. It was also found that the

effect of Anticipation Guide strategy in prereading activity improved the students' reading comprehension.

From the relevant studies above, the researcher tells that this research is different from studies above, because this study will research the strategy on narrative reading comprehension.

However this previous study had supported the researcher to vary the aspects or problems investigated in order to bring the new one.

D. Conceptual Framework

This study focuses on the effect of using predict, prior knowledge, practice, and evaluate (ARG) strategy on students' reading comprehension. Generally, students' difficulties in reading comprehension relates to what the topic of the text is. Anticipation-Reaction Guide (ARG) strategy becomes an efficient way to develop students become interactive readers when reading a text through activate the students' prior knowledge which relates to the topic of the text in order to comprehend to content objective of lesson.

The goals of Anticipation-Reaction Guide strategy are to improve reading comprehension and increase conceptual learning in ways that maximize students' participant.

E. Hypothesis

Ha : "There is a significant effect of applying Anticipation-Reaction Guide strategy on students' reading comprehension."

Ho : “There is no significant effect of applying Anticipation-Reaction Guide strategy on students’ reading comprehension.”

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMK NEGRI 9 MEDAN on Jln. Patriot no.2A Medan Sunggal. It was conducted during the academic year 2017/2018. The reason for choosing this school because the researcher found the students' difficulties in reading narrative text.

B. Research Design

This research was used experimental group which pretest and posttest design. It has one group as a experiment group was taught by applying Anticipation-Reaction Guide strategy.

The experimental group was given pre-test before doing the treatment. In the experimental group, the treatment was taught by applying Anticipation-Reaction Guide as strategy. After the treatment, the experimental group could given post-test. The design was applied in order to investigation the effect of applying Anticipation-Reaction Guide strategy on students' reading comprehension.

Table 3.1
Table of research design

Group	Pre -test	Treatment	Post-test
Experimental Group	O ₁	ARG Strategy	O ₂

C. Population and Sample

1. Population

The population of this research are all the students of ten grade at SMKN 9 MEDAN at academic year 2017/2018. The population of this research which consist four classes from PEKSOS class. The total number are 132 students.

Table 3.2
Population

No	Class	Population
1	X PEKSOS-1	34
2	X PEKSOS-2	32
3	X PEKSOS-3	33
4	X PEKSOS-4	33
Total		148

2. Sample

The research used cluster random sampling. The sample was taken from X PEKSOS-2 as the experimental group. The experiment group was taught by applying Anticipation-Reaction Guide strategy.

Table 3.3
Sample

Class	Sample
X PEKSOS-2	32
Total	32

D. Instrument of Collecting Data

The data this research was collected by using multiple choice tests. It was used the multiple choice test to make the students easier to answer the questions. They had only make a mark on the paper. In this study, the items of the test were about the content of the narrative text. The multiple-choice test which consists of 10 items. Each correct answer will score 10 for multiple choice and the incorrect answer was scored 0. So, the incorrect answer was not be given score. So, the total of right answer is 100. So, the test was used for pre-test and post-test.

This collecting data used an important part in conducting a study. In collecting the data, pre-test, treatment and post-test was used. The test of pre-test and post-test was the same in the experimental group.

1. Pre- test

Before treatment, a pre-test was administrated to the experimental group. The function of pre-test was used to find out the students' critical reading comprehension Narrative text before having treatment. Multiple choice was used in pretest and posttest.

2. Treatment

The experimental group was taught by applying Anticipation-Reaction Guide strategy. The group was got reading material. the activities during the treatment to the experimental group can be briefly described as follows:

Tabel 3.4
Treatment In Experimental Group

No	Teachers' Activities	Students' Activities
1.	Opened the class by greeting the students and gave the explanation what the class is going to do in this meeting.	Respond to the greeting and then listened to the teacher's explanation
2.	Teacher introduced and demonstrated teaching reading comprehension in a narrative text by applying ARG strategy .	Students paid attention to the teacher's introduction and demonstration.
3.	Before reading teacher gave the guidance of the ARG to the students and asked them to read guidance and tick down.	Students read the guidance and tick down if they agree or not to the statements in the guidance.
4.	The teacher asked the students share their predictions.	The students share their prediction with their learning partner.
5.	Teacher gave the opportunity for asking the question.	Students asked the question which related to the guidance.
6.	Teacher asked the students to open their book, read the text and tick down.	Students open the book, read the text and ticked down if they agree or not after reading.
7.	Teacher asked the students discuss their responses.	Students discussed their responses which have changed before to based on the text after reading.
8.	Teacher gave the right answers.	Students checked their answer

3. Post-Test

After teaching the students' critical reading comprehension by using Anticipation-Reaction Guide strategy to the experimental group, the researcher was given the experimental group a post test in order to see the result whether the method is effective or not. The test of post-test and pre-test was the same.

E. Technique of Collecting Data

The technique of collecting the data in this research were given as follows:

1. Giving pre-test to experimental group.
2. Giving the treatment to experimental group by applying Anticipation-Reaction Guide strategy.
3. Giving post-test to experimental group.
4. Listing the scores of pre-test and post-test into table for the experimental group.

F. Technique of Analyzing Data

After collecting the data from the test, the data was analyzed by using the test. The following procedure was implemented to analyze the data:

1. Finding the correlation of the teaching method

$$\frac{r}{\frac{1}{n-2} \sqrt{1-r^2}}$$

2. Determining T-test by formulation

$$t = r \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

3. Testing Linear Regression

$$Y = a + Bx$$

With :

$$b = \frac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum X^2) - (\sum x^2)} \quad \alpha = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

Where: Y = Individual Work

a = Constant

x = Independent Variable

b = Correlation Coefficient

4. Finding the significant effect by formulation

$$D = (r_{xy})^2 \times 100\%$$

G. Statistical Hypothesis

In this research statistical hypothesis was used to describe whether the hypothesis was accepted or rejected. The statistical hypothesis formula:

$$H_0 : t_{\text{observe}} < t_{\text{table}}$$

$$H_a : t_{\text{observe}} > t_{\text{table}}$$

Where:

H_0 : “There is no significant effect of applying Anticipation-Reaction Guide strategy on students’ reading comprehension.” (The hypothesis is rejected)

H_a : “There is a significant effect of applying Anticipation-Reaction Guide strategy on students’ reading comprehension.” (The hypothesis is accepted)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

This study was conducted by applying an experimental research. There were one group in this research, namely experimental group. This research applied a multiple choice which the total score is 10. The pre test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students in the experimental group by applying Anticipation-Reaction Guide strategy.

Table 4.1
The students' pre-test and post-test score in experimental group

No	The Students' Initial Name	Scores		(X-Y)
		Pre-test (X)	Post-test (Y)	
1	AP	40	70	30
2	AS	30	70	40
3	IU	60	90	30
4	WR	30	70	40
5	WA	60	90	30
6	MD	60	90	30
7	IZ	40	70	30
8	TW	50	80	30
9	MA	70	90	20
10	MI	50	90	40
11	AR	30	80	50
12	FA	40	70	30
13	EN	70	90	20
14	AP	50	90	40
15	DT	40	80	40
16	SB	30	80	50
17	MR	50	90	40
18	PN	50	90	40
19	MR	40	70	30
20	MI	40	80	40

21	PS	70	100	30
22	LD	50	90	40
23	MG	30	70	40
24	AF	30	70	40
25	ID	40	80	40
26	AP	60	90	30
27	AN	50	80	30
28	AS	60	90	30
29	AD	40	80	40
30	BA	50	90	40
31	DO	60	100	40
32	MT	30	70	40
Total		1500	2640	1130

The table 4.1 above describes that the data showed that in experimental group, the total score of pre-test was 1500 and post-test was 2640. the lowest score in the pre-test was 30 and the highest score was 70. Meanwhile, the lowest score in the post-test was 70 and the highest score was 100. Therefore it can be summarized that the lowest and highest score in post-test is higher than in pretest.

B. Data Analysis

Based on the data from the test, the scores were analyzed in order to calculated differences of pre-test and post-test of the experimental groups.

Table 4.2
The Students' Score in Pre-Test and Post-Test in Experimental Group

NO	X	Y	XY	x^2	Y^2
1	40	70	2800	1600	4900
2	30	70	2100	900	4900
3	60	90	5400	3600	8100
4	30	70	2100	900	4900
5	60	90	5400	3600	8100

6	60	90	5400	3600	8100
7	40	70	2800	1600	4900
8	50	80	4000	2500	6400
9	70	90	6300	4900	8100
10	50	90	4500	2500	8100
11	30	80	2400	900	6400
12	40	70	2800	1600	4900
13	70	90	6300	4900	8100
14	50	90	4500	2500	8100
15	40	80	3200	1600	6400
16	30	80	2400	900	6400
17	50	90	4500	2500	8100
18	50	90	4500	2500	8100
19	40	70	2800	1600	4900
20	40	80	3200	1600	6400
21	70	100	7000	4900	10000
22	50	90	4500	2500	8100
23	30	70	2100	900	4900
24	30	70	2100	900	4900
25	40	80	3200	1600	6400
26	60	90	5400	3600	8100
27	50	80	4000	2500	6400
28	60	90	5400	3600	8100
29	40	80	3200	1600	6400
30	50	90	4500	2500	8100
31	60	100	6000	3600	10000
32	30	70	2100	900	4900
Total	$\sum x:1500$	$\sum y:2640$	$\sum xy:126900$	$\sum x^2:75400$	$\sum y^2:220600$

From the calculation above, the total of decrease from the pre-test is 1500 and post-test is 2640 in experimental group. Based on the data above, it

proved that there were different score between pre-test and post-test. Those differences an their statistical calculations were displayed by the formulation.

The step are below:

1. Finding the correlation of the teaching method

$$n = 32 \qquad \sum x^2 = 75400$$

$$\sum \mathbf{x} = 1500 \qquad \sum y^2 = 220600$$

$$\sum \mathbf{y} = 2640 \qquad \sum xy = 126900$$

Where:

n = number of sample

$\sum \mathbf{x}$ = total scores of pre- test

$\sum \mathbf{y}$ = total scores of post-test

$\sum x^2$ = total scores of pre-test quadrate of experimental group

$\sum y^2$ = total scores of post-test quadrate of experimental group

$\sum \mathbf{x y}$ = total scores of pre-test multiple post-test of experimental group

And the correlation of teaching method could be calculated shown below:

$$rx = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum x^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

$$rx = \frac{32.126900 - (1500)(2640)}{\sqrt{(32.75400 - (1500)^2)(32.220600 - (2640)^2)}}$$

$$rx = \frac{4060800 - 3960000}{\sqrt{(2412800 - 2250000)(7059200 - 6969600)}}$$

$$rx = \frac{100800}{\sqrt{(162800)(89600)}}$$

$$rx = \frac{100800}{\sqrt{14586880000}}$$

$$rx = \frac{100800}{120,776} = 0,8$$

After calculating the correlation by formulation $rx = 0,8$

2. Determining T-test

After testing the correlation continued with determining T-test.

$$t = r \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,8\sqrt{32-2}}{\sqrt{1-0,8^2}}$$

$$t = \frac{0,8\sqrt{30}}{\sqrt{1-0,64}}$$

$$t = \frac{0,8(5,47)}{\sqrt{0,36}}$$

$$t = \frac{4,37}{0,6} = 7,28$$

from the test above, that $t_{\text{observe}} = 7,28$, with $df = n-2$. So, $32-2=30$ and $\alpha = 0.05$, $t_{\text{table}} = 2.04$. if $t_{\text{observe}} > t_{\text{table}}$, the alternative hypothesis ($H\alpha$) is accepted and $7,28 > 2.04$, so the hypothesis is accepted.

3. Testing Linier Regression

$$Y = \alpha + Bx$$

Where:

$$n = 32 \qquad \sum x^2 = 75400$$

$$\sum x = 1500 \qquad \sum y^2 = 126900$$

$$\sum y = 2640 \qquad \sum xy = 220600$$

$$b = \frac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum X^2) - (\sum X)^2}$$

$$b = \frac{32 \cdot 126900 - (1500)(2640)}{32(75400) - (1500)^2}$$

$$b = \frac{4060800 - 3960000}{2412800 - 2250000}$$

$$b = \frac{100800}{162800} = 0,61$$

So,

$$\alpha = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

$$\alpha = \frac{2640}{32} - 0,61 \frac{1500}{32}$$

$$\alpha = 82,5 - 26,59$$

$$\alpha = 53,91$$

After finding the value of a and b , input the value and the finding as at the following:

$$Y = a + bx$$

$$Y = 53,91 + 0,61x$$

Note:

n = number of sample

$\sum x$ = total scores of pre-test

$\sum y$ = total scores of post-test

$\sum x^2$ = total scores of pre – test quadrate of experimental group

$\sum y^2$ = total scores of post-test quadrate of experimental group

$\sum xy$ = total scores of pre-test multiple post-test of experimental group

4. Finding the significant effect

$$D = (r_{xy})^2 \times 100\%$$

$$D = (0.8)^2 \times 100\%$$

$$D = (0.64) \times 100\%$$

$$D = 64\%$$

The determination above it was known that the effect of Anticipation-Reaction Guide strategy to students' reading comprehension was 64% and 36% from the other factors.

C. Hypothesis Testing

The basis for testing hypothesis is as following:

The testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the H_a is accepted if the $t_{observed} > t_{table}$. In this study the calculation of the scores uses t-test for the degree of freedom 30 ($df = N - 2$) at the level of significant 0.05 that the critical value is 2.04. So it can be seen that $t_{table} = 2.04$.

After the scores were calculated, it was found that in this study the $t_{observed}$ is higher than the t_{table} . It can be seen as follow:

$T_{observed} > t_{table} (0.05)$ with df 30

$7,28 > 2.04$.

From the result above, it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that reading by applying Anticipation-Reaction Guide strategy affect student's ability in reading narrative text.

D. Research Finding

It was found that the using of Anticipation-Reaction Guide Strategy on the students' reading narrative text gave the significant effect. The students'

taught after applying Anticipation-Reaction Guide Strategy got the higher score than taught before applying Anticipation-Reaction Guide Strategy. The result of the test showed that the t_{observe} was higher than t_{table} ($7,28 > 2,04$). It means that the Anticipation-Reaction Guide Strategy gave the significant effect on the students' reading narrative text.

So, the researcher concluded that alternative hypothesis (H_a) was accepted that "there was a significant effect of using Anticipation-Reaction Guide Strategy on the students' reading comprehension".

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the data analysis which were presented in Chapter IV, it was found that the scores of the students who were taught by applying Anticipation-Reaction Guide Strategy is accepted. The conclusions can be drawn as follows : the findings showed that $t_{-observed} (7,28)$ was higher than $t_{-table} (2.04)$ at level (df) 0.05. Therefore, teaching reading comprehension by applying Anticipation-Reaction Guide strategy significantly affect about 64% to the students' reading comprehension.

B. Suggestion

Based on the finding, it is suggested that:

1. Since Anticipation-Reaction Guide strategy is significantly effective, it is suggested that English teacher should use this strategy to improve the comprehension of the students.
2. The students are suggested to learn about the strategy of Anticipation-Reaction Guide as the guidance in order to improve their reading comprehension. Anticipation-Reaction Guide strategy helps the students activate their background knowledge and connect it with the new information provided in the text. Therefore, the students will be easier to comprehend the text.
3. Further researchers are suggested to identify the weakness of the current

research and make improvement for the application of Anticipation-
Reaction Guide strategy on students' reading comprehension.

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CURRICULUM VITAE

Name : Sri Kandi

Regard Number : 1402050107

Sex: : Female

Religion : Islam

Material Status :Single

Place/Date of Birth : Kutapanjang, 20 September 1995

Education :

- ✓ Elementary school at SD Rema Baru jln Kutapanjang-Terangun
- ✓ Junior High School at SMP Swasta Shalahuddiin
- ✓ Senior High School at SMAN 1 Kutapanjang
- ✓ Student of English Department of Faculty of Teacher Training and Education UMSU 2014

Hobby : Dancing

Father's Name : Abd. Hakim

Mother's Name : Asmah

Email : kandiy19@gmail.com

Phone : 082275901546

Address : Jln. Kutapanjang no. 04 Desa Rema Tue Kec.
Kutapanjang, Kab. Gayo Lues

Organization : -