

**TEACHING AND LEARNING READING COMPREHENSION
BY USING ANTICIPATION REACTION GUIDE STRATEGY
AT THE EIGHTH OF THE SECOND SEMESTER
OF SMPN 15 KRUI IN THE
ACADEMIC YEAR OF
2021/2022**



**A THESIS
Submitted as a Partial Fulfillment of
the Requirement for S1- Degree**

By
Milda Rianti
NPM : 1611040311

Study Program : English Education
Advisor : Syofnidah Ifrianti, M.Pd
Co-Advisor : Sri Suci Suryawati, M.Pd

**ENGLISH EDUCATION STUDY PRGRAM TARBIYAH
AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2022**

ABSTRACT

The research was about teaching and learning reading comprehension by using anticipation reaction guide strategy at the second semester of the eighth grade of SMPN 15 Krui in the academic year of 2021/2022. The objectives of the research were to know the process in teaching and learning reading comprehension by using anticipation reaction guide strategy, to know the teachers problem in teaching reading comprehension by using anticipation reaction guide strategy, and to know the students problems in learning reading comprehension by using anticipation reaction guide strategy.

Qualitative research was used as the methodology. The people or participants were selected who known the phenomenon of the problem. The English teacher and student of the eighth grade were chosen as the participant of this research. There were two classes which consist of 40 students. The purposive sampling technique was used to determine the sample. The class VIII B was chosen as the sample because the class had lowest score. The data were gained by doing an observation, interviewing the teacher and giving questionnaire to the students. The three major phases were used in the data analysis, they were: data reduction, data display and conclusion drawing verification.

After analyzing the data, there were some points of the result. The first, there were some steps in teaching reading comprehension by using anticipation reaction guide strategy that were skipped by the teacher. The seconds, the problems faced by the teacher were the teacher had difficulty in choosing the teaching materials, modifying the exercise for the students, stimulating the students, giving feedback, and managing the time. Third, the problems by the students were students had lack vocabulary mastery, decode words, habit of slow reading, problem in making inference, in working memory and to follow teachers direction.

Keywords: Qualitative Research, Teaching and Learning, Reading Comprehension, Anticipation Reaction Guide Strategy.

DECLARATION

Hereby, I state this thesis entitled “Teaching and Learning Reading Comprehension by using Anticipation Reaction Guide Strategy at the Second Semester of the eighth grade of SMPN 15 Krui in the Academic Year of 2021/2022”. Certify that this thesis is definitely my own work. I am fully responsible for the contents of this thesis, and other researchers opinion or findings included in the thesis are quoted or cited in accordance with ethical standars.

Bandar Lampung, 2022
Declared



Milda Rianti
NPM. 1611040311





**KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG**
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

**Title : TEACHING AND LEARNING READING
COMPREHENSION BY USING
ANTICIPATION REACTION
STRATEGY.**

Student's Name : MILDIA RIANI

Student's Number : 1611040311

Study Program : English Education

Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

Was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University of Raden Intan Lampung

Advisor,

Syofnidah Ifrianti, M.Pd
NIP: 196910031997022002

Co-Advisor,

Sri Suci Suryawati, M.Pd
NIP:-

The Chairperson
of English Education Study Program

Dr. Mohammad Muhsin, M.Hum
NIP: 19770818 200801 1 012



**KEMENTERIAN AGAMA RI
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

ADMISSION

A thesis entitled: "TEACHING AND LEARNING READING COMPREHENSION BY USUING ANTICIPATION REACTION GUIDE STRATEGY", by: MILDIA RANTI, NPM: 1611040311, Study Program: English Education, was tested and defended in the examination on: Thursday, June 9 2022.

Board of Examiner:

Chairperson

: Dr. Moh. Muhsin, M.Hum. (.....)

Secretary

: Zakiyah, M.Pd (.....)

Primary Examiner

: Dewi Kuniawati, M.Pd (.....)

Secondary Examiner : Syofnidah Ifrianti, M.Pd (.....)

Tertiary Examiner : Sri Suci Suryawati, M. Pd (.....)

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. H. Surya Diana, M.Pd.

NRP 112061028198803 2 002



MOTTO

In the name of Allah, Most Gracious, Most Merciful.

الَّذِي جَعَلَ لَكُمُ الْأَرْضَ فِرَشًا وَالسَّمَاءَ بَنَاءً وَنَزَّلَ مِنَ السَّمَاءِ مَاءً فَأَخْرَجَ بِهِ مِنَ الظُّلَمَاتِ رِزْقًا لَكُمْ فَلَا
تَجْعَلُوا لِلَّهِ أَنْدَادًا وَإِنْتُمْ تَعْلَمُونَ ﴿٤٦﴾

In the name of Allah, Most Gracious, Most Merciful.
“It is He who made the earth manageable for you, so travel its regions, and eat of His provisions. To Him is the Resurgence”.¹



¹ Abdullah Yusuf Ali, *The Holy Quran English Translation of The Meanings*, (New Johar: the King Fahd Holy Quran Printing Complex, 1987), p. 300

DEDICATION

This thesis is dedicated to :

1. Allah SWT who always blessing and giving me for guidance and fluency in finishing this thesis.
2. The greatest inspirations in my life, my beloved parents, Mr. Bustari (Alm) and Mrs. Sumyati who never stop praying and supporting me time to time.
3. My beloved brother, Hendra Cipta and my beloved sister, Yoneka Putri and beti mayasari S,Pd who have already prayed, supported for my success and cheered me up until the completion of this thesis.
4. My beloved lecturers and Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Milda Rianti was born on April, 4th 1997 in Marang, West Pesisir of Lampung. Milda is the last girl of Mr. Bustari (Alm) and Mrs. Sumyati. She has one brother and two sister, their named are Hendra Cipta, Yoneka Putri and beti Mayasari

She accomplished her formal education at Elementary School of SDN 1 Marang and finished in 2009. She continued at Junior High School OF SMPN 1 Ngambur, and finished in 2012. After that she continued her school at Senior High School of SMAN 1 South Pesisir and graduated 2015, After finishing her study in Senior High School, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung.



ACKNOWLEDGEMENT

In the name of Allah, the most gracious, the most beneficent. Praise be to Allah , the almighty God. For blessing Me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

The thesis would never come into completion without help from others. It has obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. She wishes, however, to give his sincerest gratitude and appreciation to :

1. Prof. Wan Jamaluddin, PhD., the head of UIN Raden Intan Lampung.
2. Prof. Dr. Hj. Nirva Diana, M.Pd., the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his staff, who has given an opportunity when on going the study until the accomplishment of this thesis.
3. Prof. Dr. Mohammad Muhassin, M.Hum., the chairperson of English Education Study Program always patiently guided until the completion of this thesis.
4. Syofnidah Ifrianti M.Pd, the first Advisor who has been patiently providing the guidance and direction until the completion of this thesis.
5. Sri Suci Suryawati, M.Pd., the Co-Advisor, for the patience in giving guidance, and support for the finalization of the thesis.
6. Medi irawan, S. Pd the headmaster of SMPN 15 Krui. Iche Whike Rose, S.Pd., the English teacher, also teacher and staff there for allowing her to carry out this research in their instruction and for giving contribution while she was conducting the research there.
7. All the students of the second semester of the eighth grade of SMPN 15 Krui in the Academic Year of 2021/2022. For giving nice participation and great attention during the process in this research.
8. All lecturers of the English Departement of UIN Raden Intan Lampung who have taught the researcher since the first year of his study.
9. All of friends especially class F in English Departement 2016 of UIN Raden Intan Lampung who cannot be mentioned individually here.
10. Bbf Musairi Thank you for becoming a Bf that is so best, and always give many prayer, support and spirit.

11. Beloved friends, Resia Yuni Deviyanti, Anis Nurhasanah, Shinta Debi Billia, Ana Kristiana, Intan Reka Utami, Inatul Khoiriyah, Nita Ardiyanti, Ayu Azzahra and Annisa Irma Yunita who has contributed a lot support and help me in all condition.

Finally with fully aware, that there is still weaknesses in this thesis. Therefore, the criticisms, comments, corrections and suggestions from the readers are expected to make a better quality of this thesis.

Bandar Lampung, 2022
The Researcher



TABLE OF CONTENTS

	Page
COVER.....	i
ABSTRACT.....	ii
DECLARATION.....	iii
Persetujuan	iv
PENGESAHAN.....	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	xi
LIST OF APPENDICES	xiii
LIST OF TABLE	xiv
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	8
C. Limitation of the Problem	8
D. Formulation of the Problem	8
E. Objective of the Research	8
F. Significance of the Research.....	9
G. Scope of the Research	9
CHAPTER II REVIEW OF LITERATURE	
A. Teaching English as a Foreign Language	11
B. Concept of Teaching and Learning	12
1. Concept of Teaching	12
2. Concept of Learning	12
C. Concept of Reading.....	13
1.Types of Reading	12
2. Purpose of Reading	15
D. Concept of Reading Comprehension.....	16
E. Concept of Teaching Reading	18
F. Problem in Teaching and Learning Reading	19
1. Problem in Teaching Reading.....	19
2. Problem in Learning Reading	21
G. Concept of Anticipation Reaction Guide Strategy	24
H. Advantages and Disadvantages of ARG Strategy	26
1.Advantages of ARG Strategy	26
2.Disadvantages of ARG Strategy	27

I. Procedures of Teaching Reading of ARG Strategy	31
---	----

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	33
B. Research Subject	33
C. Research Procedures.....	34
D. Data Collection Technique	36
E. Research Instrument	40
F. Data Analysis	41
G. Trustworthiness of Data Analysis	42

CHAPTER IV RESULT AND DISCUSSION

A. Research Procedure	47
B. The Report of Observation	48
C. The Report of Interview	53
D. The Report of Questionnaire	59
E. Finding of Discussion.....	64

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	71
B. Suggestion	72
1. For the English Teacher	70
2. For the Students.....	70
3. For the Researcher	70

REFERENCES

APPENDICES

LIST OF THE TABLES

	Page
Table 1.1 Students Reading Score	5
Table 3.1 Number of Students.....	33
Table 3.2 Observation Guideline	36
Table 3.3 Interview Guideline for Teacher	38
Table 3.4 Questionnaire Guideline	39
Table 4.1 Observation Report	50
Table 4.2 Teachers Interview Results	58



LIST OF APPENDICES

	Page
Appendix 1 Preliminary Research Interview Result	78
Appendix 2 Observation Report	80
Appendix 3 Interview Result	82
Appendix 4 Lesson Plan.....	85
Appendix 5 Students Reading Score	93
Appendix 6 Questionnaire Report	95
Appendix 7 The Syllabus	97
Appendix 8 Documents of Photograph	105



CHAPTER I

INTRODUCTION

A. Title Affirmation

As the first step to understand the title of this thesis and to avoid misunderstandings in the discussion of the thesis entitled “teaching and learning reading comprehension by using anticipation reaction guide strategy in this study was explained and limit the terms, namely :

1. Teaching is a kind of activity to transfer knowledge to others. Harmer shows that teaching means to give (someone knowledge) or to instruct or train (someone). It is undertaking certain ethical tasks or activities the intention of which is to induce learning.¹ It means that teaching is the activity which teacher gives some information or knowledge in the school or institutions and the students can reach the goal of learning, for example learning English, as their English skill can be improved as well.
2. Learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and a result of reinforced practice.² It means that learning is an activity of getting knowledge in teaching, experience, and finding out about the skill in the English language as the object in the learning process to improve quality aspect in English.
3. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.³ It means, reading comprehension is the process to

¹ Jeremy Harmer, *English Language Teaching*, (New York: Longman, 2004), p. 57

²H Douglas Brown, *Principles of Languages Learning and Teaching*, (5th Ed), (San Francisco: Pearson Education, 2006), p.18

³Jannete K.Klinger, *Teaching Reading Comprehension to Students with Learning*

transfer the knowledge or information from the writer to the readers, then the reader understands what the writer conveyed.

4. Anticipation guide can be effective in promoting decoding skills, enhancing word meaning, and strengthen in comprehension.⁴ It means that this strategy do not only activate students prior knowledge, but also other reading. a series of questions or statements related to the topic or point of view of a particular text. The students will read the statements provided and then agree or disagree with the statement based on their prior knowledge.

Based on the description above, it can be conclude that the title are to know the process in teaching and learning reading comprehension, to know the teacher problem in teaching reading comprehension and to know the students problem in teaching reading comprehension by using guided imagery strategy.

B. Background of The Problem

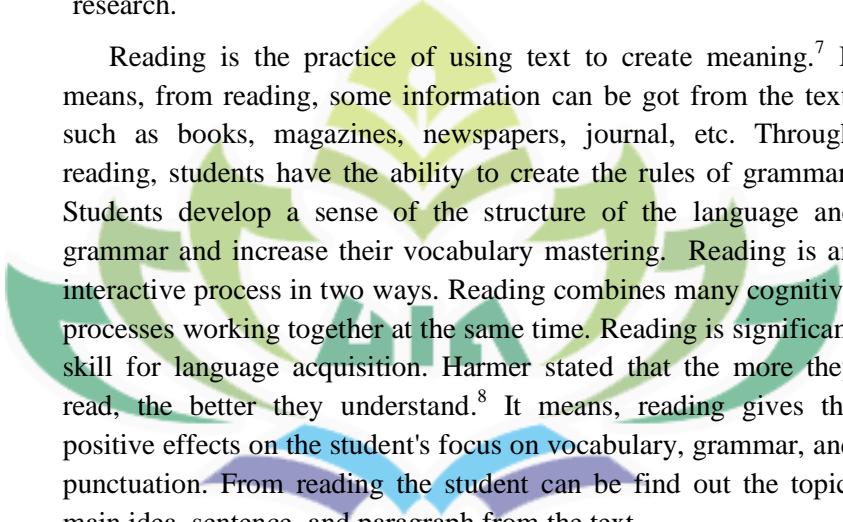
Language is a fundamental human ability for creative expression, face-to-face communication purposes, scientific purposes, and many other purposes. Human beings are born with the ability to acquire language automatically and effortlessly if provided the right input by their environment.¹ It means that, language is a tool that used to communicate with other people in the world, as the activity in daily life. Language is as the symbols of vocal and visual to give expression that happens in a situation. Brown stated that language is a complex, specialized skill, which develops spontaneously, without conscious effort or formal instruction and deployed without awareness of its underlying

Difficulties, (New York: The Guilford Press, 2007),p.8

⁴ Darvouis Antoni, *The Effect of “Anticipation Guide Strategy and Student Interest on Students Reading Comprehension at Grade XII of SMKN Pariaman, SMK Negeri 1 Pariaman Jl. Kol. Ahmad Hosen, Kec. Pariaman Timur, Kota Pariaman, Sumatera Barat Vol.1 No. 1 September 2017.*

Language is qualitatively the same in every individual and distinct from more general abilities to process information or behave intelligently.⁵ It means that language is a human ability to communicate and interact with others in all aspects of life.

English is increasingly used as a tool for interaction among nonnative speakers.⁶ Many people learn English because they think it would be useful for international communication in the world. There are four skills in Teaching and Learning English, namely listening, speaking, reading and writing. One of the language skills that should be learnt is reading, as important skill in our life. In this case, reading receives a special focus in this research.



Reading is the practice of using text to create meaning.⁷ It means, from reading, some information can be got from the text, such as books, magazines, newspapers, journal, etc. Through reading, students have the ability to create the rules of grammar. Students develop a sense of the structure of the language and grammar and increase their vocabulary mastering. Reading is an interactive process in two ways. Reading combines many cognitive processes working together at the same time. Reading is significant skill for language acquisition. Harmer stated that the more they read, the better they understand.⁸ It means, reading gives the positive effects on the student's focus on vocabulary, grammar, and punctuation. From reading the student can be find out the topic, main idea, sentence, and paragraph from the text.

Reading Comprehension is the process of simultaneously extracting and constructing meaning through interaction and

¹H Douglas Brown, *Principles of Languages Learning and Teaching*, (5th Ed), (San Francisco: Pearson Education, 2016), p.16

²H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 2nd Ed, (San Francisco: Longman, 2011), p. 118

³Andrew P. Johnson, *Teaching Reading, and Writing*, (USA: Rowman & Littlefield Education, 2018), p. 4

⁸Jeremy Harmer, *How to Teach English*, (London: Longman, 2001), p.99

involvement with written language.⁹ Problem is the deviation between what should be and what actually happens between theory and practice, between the rules and implementation and plan implementation. It could be concluded that the problem is the disparity between the expectation with a property in order to achieve goals with maximum result.¹⁰ The teaching reading to be understood what they read the topic and get the maximum result with the practice.

In this case, English teacher needs to teach students effectively, especially the students' reading skill, in order that the students have great motivation and enthusiasm to read. The teacher can do one of some ways in improving students' reading ability. It is through Anticipation Reaction Guide Strategies. To make understand the text easily needs certain strategies. Anticipation 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.¹¹ It means that this strategy is helpful in activating students' prior knowledge and stimulating student interest just before a reading assignment is given. The primary instructional purpose of an anticipation guide is to increase student comprehension of a text. A teacher would use this strategy to help students understand themes or ideas in a text.

The research relevance study related to the strategy to be used in reading comprehension. The thesis by Lili Khairiza. The objectives of this research are to find out whether the effect of Anticipation-Reaction Guide (ARG) strategy significantly affect

⁹Snow, C. D. *Reading for Understanding: Toward an R & D Program in Reading Comprehension*, (Pittsburg: RAND, 2012), p.123.

¹⁰Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011), p.32

¹¹Fatnia Ulul Afrianti, *Anticipation Guide Strategy to Increase Reading Comprehension on Narrative Text of the Eighth Grade Students of MTSN Boyolali in academic year 2017/2018*, (English Education Department Islamic Education and Teacher Training Faculty the State Islamic Institute of Surakarta 2018)

students reading comprehension. teaching students reading comprehension using Anticipation-Reaction Guide (ARG) strategy means that the teacher used Anticipation-Reaction Guide (ARG) strategy in the class to teach reading comprehension in narrative text. The Anticipation-Reaction Guide (ARG) strategy contributed as the teaching strategy to help the teacher convey the material easily. This strategy will help the students to activate their prior knowledge by arousing their curiosity to the statements that provided by the teacher. It was expected that the material could be received by the students easily too.¹²

Yummi Meirafani, the research was conducted about *The Effect of Using Anticipation Guide Strategy on Students Reading Comprehension at Second Grade of SMA N 1 Batu sangkar*". It was an experimental research. They found that the result of post-test analysis that t-obtained in the post test of the experimental class students was 3.8, the results of the analysis show that t-obtained in post-test (3.8) > t-table (2.00). Then the average test results of students' reading comprehension were higher compared to the pretest results before conducting the study. This shows that anticipation guide strategy has an influence on students' reading comprehension skills.¹³

Maya Puspita Nasution the research conducted about "*Improving Students Reading Comprehension in Descriptive Text through Anticipation Guide*". The subject of this study was grade VII students of SMP Swasta Taman Harapan Medan with 30 students. It was an action research method. She found based on the test score of quantitative data, students score kept improving in every evaluation. In the orientation test the mean was 51, in the

¹² Lili Khairiza, *The Effect of Anticipation-Reaction Guide Strategy (ARG) on Students Reading Comprehension at The Eight Grade Students of Junior High School in the Academic Year 2019/2020*, Departement English Education Faculty of Teacher Training State Islamic University of North Sumatra, Medan 2019.

¹³ Yummi Meirafani, "*The Effect of Anticipation Reaction Guide Strategy on Students Reading Comprehension at Second Grade of SMA N 1 Batu sangkar*", Departement English Education Faculty of Teacher Training State Islamic University of North Sumatra, Medan 2014.

cycle I test the mean was 67,6. In the cycle II test the mean was 79,6. The percentage of test was 16,6 %, cycle I test was 30 % and cycle II test was 73,3 %. The qualitative data show that the students were more interested and motivated on reading comprehension through anticipation guide. Therefore, applying anticipation guide significantly improved students reading comprehension.¹⁴

There are some differences between the previous research and the current research. The purpose of the previous research is a ARG strategy that will be done to teach reading comprehension by the researcher and the different methodologies. The current research is a ARG strategy that will be conducted to teach reading comprehension by the teacher. The purpose of the current research is to know the process, and the problem of the teacher and students in teaching and learning reading comprehension by using ARG strategy.

After doing preliminary research was conducted at SMPN 15 Krui, the information was obtained that teaching reading comprehension through Anticipation Reaction Guide Strategy has been applied by interview the teacher there. In this research, the result by interviewing the English teacher at the school, Iche Whike Rose, S.Pd, said that she used anticipation reaction guide strategy in teaching and learning reading comprehension, the students were lack of vocabulary mastery and confused to read material because they do not understand about the determining word meaning, they also find the difficulties to find the detail information and the main idea and take a long time when they read the whole paragraph of the text. The students are categorized as low levels students in reading comprehension.¹⁵

¹⁴ Maya Puspita, "Improving Students Reading Comprehension in Descriptive Text through Anticipation Guide"
<https://jurnal.unimed.ac.id/2012/index.php/jelt/article/view/1367>

¹⁵Iche Whike Rose,S.Pd, an Interview with English Teacher of SMPN 15 Krui, 11thJanuary 2021.

Based on the preliminary research at the eighth grade of SMPN 15 Krui than interviewed the English teacher and the students had a problem in reading skills. The table below shows the result of teaching and learning by applying this strategy to improve students ' reading ability. The data of students score in reading skill are as follows:

No.	Class	Score		Number of Students
		≥ 75	< 75	
1.	VIII A	16	4	20
2.	VIII B	12	8	20
Total		28	12	40
Percentage		70%	30 %	100 %

Source: The Score Data from English Teacher of SMPN 15 Krui

The table shows that from the total of the students of Eighth grade. 12 (30%) students achieved a score above standard, but more than 28 (70%) students got a score under a standard. Thus, the criterion standard of maximum (KKM) at the eighth grade of SMPN 15 Krui is 75. It could be inferred that most of the students still had difficulties in their reading comprehension although they had been taught by using anticipation reaction guide strategy. Moreover, by interviewing the students, it was found that most of the students at the Eighth grade of that school still had difficulties in comprehending the text. Sometimes they also did not focus on their lesson because they are lazy and less motivation in learning reading comprehension. English teacher there can be possibly find out the other ways with the strategy to run better.

Based on the background above, this research entitled "Teaching and Learning Reading Comprehension by Using Anticipation Reaction Guide Strategy at the Second Semester of

the Eighth Grade Students of SMPN 15 Krui in the Academic Year of 2021/2022.”

C. Identification of Problem

Based on the class observation and interview to the teacher and students of there are three major factors which cause the problem in SMPN 15 Krui, Those factors are described as follows.

1. The students reading comprehension was still low.
2. The students still get difficulties in comprehending the text.
3. The English teacher has used Anticipation Reaction Guide Strategy in teaching reading comprehension but it was not effective and not maximal yet.

D. Limitation of the Problem

This research focuses on the process in teaching and learning reading comprehension by using anticipation reaction guide strategy, the teacher problems and the student's problem in teaching and learning reading comprehension by using anticipation reaction strategy in the second semester of the Eighth grade of SMPN 15 Krui in academic year 2021/2022.

D. Formulation of the Problem

Based on the background and limitation explanation above, the researcher formulation the problem as follows:

1. How is the process of teaching reading comprehension by using Anticipation Reaction Guide Strategy?
2. What are the teachers problems in applying Anticipation Reaction Guide Strategy in teaching reading comprehension ?
3. What are the students problems in learning reading comprehension by using Anticipation Reaction Guide Strategy?

E. Objective of the research

The objectives of the research are follows :

1. To know the process in teaching and reading comprehension by using Anticipation Reaction Guide Strategy .
2. To know the teachers problems in applying Anticipation Reaction Guide Strategy in teaching reading comprehension.
3. To know the students problems in learning reading comprehension by using Anticipation Reaction Guide Strategy

F. Use of the research

The significance of the research as follows :

1. Theoretically

The results of the research, Anticipation Reaction Guide strategy that can be used as a reference and a strategy to improve the students reading comprehension and modifying the learning style especially in reading skills.

2. Practically

Giving information about the teachers and student's problems in teaching and learning reading comprehension by using Anticipation Reaction Guide strategy.

G. The scope of the research as follows:

1. The subject of the research

The subject of the research will be conducted the English teacher and the students

2. The object of the research

The Objects of the research will be conducted to know the process and the problems in teaching and learning reading

comprehension by using Anticipation Reaction Guide strategy.

3. Time of the research

In this research will be conducted in the second semester of eighth grade in the academic year of 2020/2021.

4. Place of the research

The research will be conducted in SMPN 15 Krui.



CHAPTER II

REVIEW OF LITERATURE

A. Teaching English as a Foreign Language

In learning English as a foreign language, the students are intended to not only able to understand the language, but also sending and receiving get information from the language about it. It is define by Harmer that English as a foreign language is generally taken to apply the students who are studying the general English at the schools and institutes in their own country or as a transitory visitor in a target language country.¹⁶ It means that English as a foreign language is the students only use English in institutions or schools but do not use English in their daily life.

Brown stated that teaching is the activity in guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹⁷ It means that teaching is the activity by the teachers and students to facilitate learning and giving instructions.

In conclusion, teaching English as a foreign language is the process of facilitating learning, and helping someone to learn how to do something about teaching English is the student's condition that is not as the native speakers. And this process was done to teach students based on the material preparation, knowledge and experience, and the students can achieve the goals of learning. Besides, the teacher as a notified of the students who use English as a foreign language has not familiar with English in daily activity.

¹⁶ Jeremy Harmer, *How to Teach Writing*, (New York: Longman,2004), p.39

¹⁷ H Douglas Brown, *Principles of Languages Learning and Teaching*, (5th Ed), (San Francisco: Pearson Education, 2012), p.8

B. Definition of Teaching and Learning

1. Teaching

Teaching is a kind of activity to transfer knowledge to others. Harmer shows that teaching means to give (someone knowledge) or to instruct or train (someone). It is undertaking certain ethical tasks or activities the intention of which is to induce learning.¹⁸ It means that teaching is the activity which teacher gives some information or knowledge in the school or institutions and the students can reach the goal of learning, for example learning English, as their English skill can be improved as well.

Moreover, Wilson and Peterson stated that teaching is shared work between students and teachers (teachers still have responsibility for making sure that students learn).¹⁹ It can be concluded that teaching English is the activity which the teacher shares the knowledge to teach English for the students. In order that they can understand English and be a prospect master an English. Teaching is not only sharing about knowledge but also teaching is the center educating to use wisely in all learning especially teaching English. Determining approach, technique, and strategy based on the needs to help and give knowledge for the students in learning, is important for them.

2. Learning

Learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and a result of reinforced practice.²⁰ It means that learning is an activity of

¹⁸ Jeremy Harmer, *English Language Teaching*, (New York: Longman, 2004), p. 57

¹⁹ Suzanne Wilson, Penelope L. Peterson, *Theories of Learning and Teaching What do They Mean for Educators?* (Washington DC: NEA, 2006), p.11

²⁰ H Douglas Brown, *Principles of Languages Learning and Teaching*, (5th Ed), (San Francisco: Pearson Education, 2006), p.18

getting knowledge in teaching, experience, and finding out about the skill in the English language as the object in the learning process to improve quality aspect in English.

Moreover, Wilson and Peterson stated that learning is a process of active construction: that learning is a social phenomenon, as well as an individual experience: and that learner differences, are resources, not obstacles.²¹ And the other side, learning is processed from not know to know. It is defined by Redfern, learning is similar to mind mapping in that it requires students to take different knowledge and explore how they are related to one another.²² It means that learning is the process of getting new knowledge from another person.

Based on the theories above learning is important in English because it is the activities that must be achieved by the students in school or institutions that aim to get information, knowledge, experience, social phenomenon and getting material from the teacher. And learning will be given effect for the students it makes them more change mindset and attitudes in their life.

C. Definition of Reading

1. Reading

Reading is a way of getting the meaning or knowledge from the printed page such as textbooks, magazines, and novels. The printed page is a text of writing in which there is information. It is supported by Grabe, reading is the process of receiving to receiving and interpreting information encoded in language via the medium of print.²³ It means that reading is

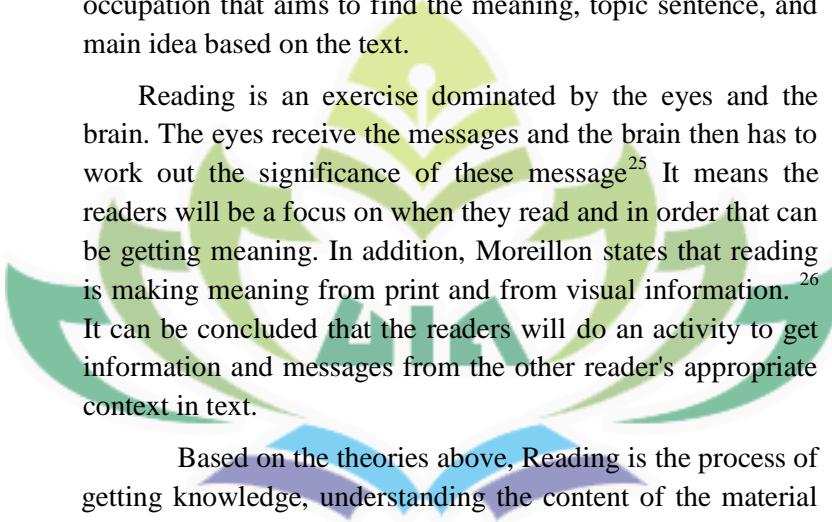
²¹Suzanne.Wilson, Penelope L. Peterson, *Theories of Learning and Teaching What Do They Mean for Educators?* (Washington DC: NEA, 2006), p.1

Andrew Redfern, *The Essential Guide to Classroom Practice*, (New York : Routledge, 2015), p.57

²³ William Grabe, *Reading In A Second Language*, (New York: Cambridge University Press, 2009), p.14

some process that is done by someone to get information or knowledge from a magazine, newspaper, novels and journals or internet.

To be a successful reader, one must comprehend or understand the information in written material. Reading is an incredibly active occupation. To do it successfully, we have to understand what the vocabulary mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them.²⁴ It means that reading is a habit in all activities when give and answer the question from the text. Reading is not only for education but also activity in an occupation that aims to find the meaning, topic sentence, and main idea based on the text.



Reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these message²⁵ It means the readers will be a focus on when they read and in order that can be getting meaning. In addition, Moreillon states that reading is making meaning from print and from visual information.²⁶ It can be concluded that the readers will do an activity to get information and messages from the other reader's appropriate context in text.

Based on the theories above, Reading is the process of getting knowledge, understanding the content of the material and getting some information from the text and appropriate context.

²⁴ Jeremy Harmer, *How to Teach English*, (London: Longman, 2001), p.70

²⁵ Jeremy Harmer, *The Practice of English Language Teaching*. (New York: Longman, 1991), p.190

²⁶Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p.10

2. Types of Reading

a. Perceptive reading

Perceptive reading involves attending to the components of larger stretches of discourse letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.²⁷ It means that Students more focus on word, sentence, punctuation, and symbol from the text. And otherwise, the processing from bottom-up is implied.

b. Selective reading

Selective reading is to ascertain ones reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.²⁸ It means that selective reading is the reader only reads some point of the text, does not all the content. Because selective reading is a reading to select a part of the text.

c. Interactive Reading

Interactive reading stretches of the language of the several paragraphs to one page or more in which the reader must interact with the text.²⁹ It means, the interaction between the reader and the text, and focus on the students read some text and finding information from the text.

d. Extensive Reading

Extensive reading as longer stretches of discourse, such as a long article, and books that are usually read

²⁷ H. Douglas Brown, *Language Assessment Principle, And Classroom Practices*, (New York: Person Education. 2004), p.189

²⁸ Ibid

²⁹ Ibid

outside a classroom hour.³⁰ It means extensive reading is the students can be read a lot of the text.

3. Purpose of Reading

Everyone has a purpose in reading the text either to get information about something or to get entertainment. Harmer says the purpose of reading in relation to the teaching of reading into purpose :

- a. Reading for information

This activity is teaching the recognition and interpretation of text type, which contains information. An overall emphasis on topics within each text type.

- b. Reading for meaning

This is purposed to teach the recognition and interpretation of the relationship between form and in text.

- c. Reading for pleasure

This is a benefit to teach the recognition and the ways of reading those texts often associated with reading for pleasure.³¹

Based on the theories above, the purpose of reading is to get the information and knowledge of the text and as the amusement. Reading is not only for information but also for meaning and pressure. It is the beneficial of teaching reading.

D. Definition of Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that

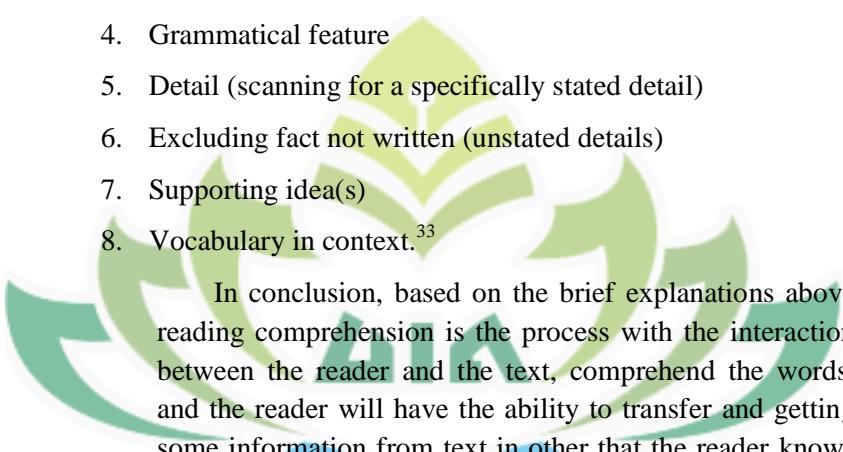
³⁰ Ibid

³¹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman,1991).p.56

include word reading, word and world knowledge, and fluency.³² It means, reading comprehension is the process to transfer the knowledge or information from the writer to the readers, then the reader understands what the writer conveyed.

Based on the theory of Brown in language assessment, there are some criteria commonly used in measuring students' reading comprehension ability, there are:

1. Main idea (topic)
2. Expressions/idioms/Phrases in content
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstated details)
7. Supporting idea(s)
8. Vocabulary in context.³³



In conclusion, based on the brief explanations above reading comprehension is the process with the interaction between the reader and the text, comprehend the words, and the reader will have the ability to transfer and getting some information from text in other that the reader knows about the main idea, topic sentence, inference, grammatical features, expression/idiom/phrases in context, detail meaning, supporting the idea, and vocabulary in context.

³²Jannete K.Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007),p.8

³³H Douglas Brown, *Language Assessment Principle, and Classroom Practices*, (San Fransico, California, 2004), p. 206

E. Definition of Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.³⁴ It means teaching is an activity to help someone or students to be more understanding about knowledge and as facilitating learning. Teaching is not only transferring the knowledge to the students but also hopefully can change the students' attitude.

Teaching reading must be for teaching comprehension skills and strategies, to develop background knowledge, to expand vocabulary and oral language and to build understanding and comprehension skills.³⁵ It means that the teacher should understand how to approach to all the types of text to help the students to make them know with the meaning of the text.

Based on the theories above, teaching reading is the process of facilitating, guiding and helping students to comprehend the text. And make them acquired the meaning and information from the writer in the text.

Besides, the teacher needs to notice the principles that can be a guideline in teaching reading. The principles in teaching reading according to Harmer are as follow:

- a) Principle 1: Reading is not a passive skill
- b) Principle 2: Students need to be engaged with what they are reading.
- c) Principle 3: Students should be encouraged to respond to the content of a reading text, not just to the language.
- d) Principle 4: Prediction is a major factor in reading
- e) Principle 5: Match the task to the topic

³⁴H. Brown Douglas, *Principles of Language Learning And Teaching*, (San Fransico,

California, 2004), p.8

³⁵KerenTanksley, *The Threads of Reading*, (Virginia: Literacy Development, 2003),p.144

- f) Principle 6: good teachers exploit reading texts to the full.³⁶

Based on the theories teaching reading, six principles can be a guideline in teaching reading. It means, teaching reading needs more than only reading the text, and we must know how to teach reading to teach students. In teaching reading, the students and the teacher can be a partner to make the process of teaching is effective.

F. The problem in Teaching and Learning Reading

1. The problem in Teaching Reading

Problem is the deviation between that should be and what happened, between and practice, between the rules and implementation, the plan and implementation.³⁷ The result of the problem in teaching reading is distinguishing between real fact or abstract with properly, to achieve goals maximum.

Baradja in Budiharso books stated that two facts exist as issues in teaching reading. The problem in teaching reading there are as follows:

a. Text Selection

In the text selection, teachers are not confident to choose the reading materials. The teacher mostly really upon English textbooks available by which modifications are not required. To use the textbook the teachers follow the contents and exercises on the book.

b. Exercise to include

Exercise following the reading passage has been questioned as they impose the teachers to implement the

³⁶Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman,1991).p.68

³⁷ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011), p.32

teaching. Strategies at the artificial some ways the format of exercises in the traditional comprehension are following passage, the writer provides some comprehension question text.³⁸

In addition, the teachers problems in teaching reading comprehension by Linane are:

- a. The teacher finds out the difficulty to make sure whether the students read the text or not. The teacher argues the students only pretend that they have read the text or assignment. But the reality, there are only several students who read or understand the text. The teacher feel overwhelmed to overcome and control the situation when the students do not have the willingness to read and keep neglecting what they are supposed to do. When the teacher gives a reading task as homework, the teacher does not know whether the students have answered the assignment by their selves or the student simply copying the answer from another student.
- b. The teacher does not give meaningful feedback to the students. It is even more difficult to give quick feedback on the student's comprehension. The alternative is to give low-tech, highly efficient verbal feedback during a class discussion.
- c. The teacher does not give an assessment with the proper standard. When the teacher have to validate that the assignment is aligned with the proper standards. This step could take some time depending on how familiar the teacher with their relevant

³⁸Teguh Budiharso, *Prinsip dan Strategi Pengajaran Bahasa*, (Surabaya: Lutfansyah Mediatama, 2004), p.54

standards. The worst is if the teacher takes a long time to assess with the proper standards.³⁹

Based on the explanation above, the problem in teaching reading is not an easy thing for the teacher, because the teacher finds out the problems while in teaching reading. They only include the text selection and practice to include.

2. The problem in Learning Reading

In learning reading usually, students also find out some problems. Klinger mentioned that students with learning disabilities often the poorest readers, including poor decoding, fluency, and comprehension. These students also exhibit characteristics of inactive learners who do not monitor their learning or use strategies effectively.⁴⁰ The explanation about the problem in learning reading based on Klinger as follows:

a. Word Reading (decoding)

Knowing how to read, or decode, words are not a small part of the reading process. It is a critical link whose absence inhibits understanding.⁴¹ Decoding is being able to use visual, syntactic, or semantic cues to make meaning from words and sentences.⁴² It means that the teacher gives support for the students with the aims of decoding skills students need initially to read more basic words.

³⁹MJ.Linane, “*6 Reading Comprehension Problems*”, (Online), Available at:<http://www.coolcatteacher.com/6-reading-comprehension-problem/> 9, (Accessed on January 9th, 2019)

⁴⁰Janette.Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p. 4

⁴¹ *Ibid*, p.6

⁴² Karen Tankersley, *The Threads of Reading*, (Virginia: Literacy Development, 2003), p.31

b. Fluency (accuracy and speed of reading)

Fluency is the ability to read a text accurately, smoothly, quickly, and expression.⁴³ It means that fluency is a student's ability quickly, accurately, smoothly and with an expression that students have to free up their think-aloud to concentrate on text meaning. One of the students' problems in reading is the habit of slow reading.

c. Comprehension

Comprehension is our ability to mentally interconnect different events in the text and form a coherent representation of what the text is about.⁴⁴ Thus, comprehension ultimately depends on the ability to decode and master sights words. When that word recognition becomes automatic, the readers are better able to concentrate on the meaning of whole sentences and paragraphs while they read.

There is four students problem in learning reading based on Nation as follows:

a. Inference making

To understand language, it is often necessary to make inferences to go beyond what is stated explicitly in the text or discourse to infer the intended message. Numerous studies have demonstrated that poor comprehension has difficulty drawing inferences when reading or listening, and it has been argued that such difficulties are causally implicated in children's poor reading comprehension.

⁴³ *Ibid*, p. 73

⁴⁴ William Grabe, *Reading In A Second Language*, (New York: Cambridge University Press, 2009), p.39

b. Working memory

Language comprehension places heavy demands on working memory resources. Verbal working memory weakness may be a consequence of poor language comprehension.

c. Knowledge

Knowledge is essential to comprehension. Without an appreciation of the meanings words, there can be no comprehension. There is evidence suggesting that poor comprehension has been a relative weakness in expressive and receptive vocabulary indicative of lack of knowledge at the word level.

d. Prior knowledge

Prior knowledge about a text predicts comprehension of it and it is plain that complete lack of knowledge will result in a complete lack of comprehension.⁴⁵

Based on the theories above, the conclusion about the problems in learning reading as follows:

1. The students have not good vocabulary mastery.
2. The students have difficulties to decode the text and sentence.
3. The students have a habit of slow reading.
4. The students have problems in making an inference.
5. The students have problems in working memory to remember the text
6. The students have a problem in lack of comprehension

⁴⁵Kate Nation, "Childrens Reading Comprehension Difficulties", (Online), Available at <http://www.pitt.edu/~perfetti/PDF/Nation.pdf>, (Accessed on January 22nd,2019)

G. Concept Genre of Text

In general, the text is an article we often read. We can say that human need to express their own in many ways that can be understood by others. Humans can use a text as one of the ways to express their own. It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts. In agreement with Gerot and Wignell, there are many kinds of texts that are recount, reports, analytical exposition, news items, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation, discussion, and reviews text. It means there are many texts that the students must know.

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount Text

Recount text is to retell events to inform or entertain.

3. Report Text

Report text is to describe the way things are, concerning a range of natural, and social phenomena in our environment.

4. Analytical Exposition

Social function of analytical exposition to persuade the reader or listener that something is the case.

5. News Items

This is text to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

An anecdote to share with others an account of an unusual or amusing incident.

7. Narrative Text

Narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

8. Procedure Text

It is a text to describe how something is accomplished through a sequence of actions or steps.

9. Descriptive Text

Descriptive text describes a particular person, place, or thing.

10. Hortatory Exposition

The purpose of hortatory exposition text is to persuade the readers or listeners that something should or should not be the case.

11. Explanation

The function of explanation text is to explain the process involved in the formation or workings of natural or sociocultural phenomena.

12. Discussion

Spoof has a social function of discussion to present two points of view about an issue.

13. Review

The social function of the review text is to critique an artwork or event for a public audience.⁴⁶

Based on the explanation above, the researcher concludes that there are many kinds of texts, each text has different characteristics and purpose. In this research, the researcher will focus on the descriptive text. Because the researcher wants to know the ability

⁴⁶Gerot and Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 2018), p.194 — 217.

of students to comprehend reading descriptive text. Descriptive text is a text to describe a person, place, or thing. The descriptive text includes the syllabus in the first semester of the eighth grade.

H. Concept of Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a kind of text with a purpose to give information. The descriptive text describes a particular person, place, or thing.⁴⁷ The description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be personalized, or an animal, or a tree, or a house, or camping. It can be about any topic. Descriptive text is a text that should be given a piece of specific information. Descriptive reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, place, even, of unit time, days. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.⁴⁸

Based on the explanation above the researcher conclude that descriptive is a kind of text with a purpose to give information. Descriptive is a kind of text which describes the character of something, someone, or somewhere. Descriptive text can tell an object is alive or dead. The purpose of this text to providing information about a certain with specific explanations. The context of this kind of text is the description of particular things, animal, person, or other.

⁴⁷Peter Knapp and Megan Watkins, *Genre-Text-Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd, 2020), p. 98-99.

⁴⁸*Ibid*, p.98-99.

2. Language Feature of Descriptive Text

Descriptive often use 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore.

Significant Grammatical Features:

- a. Focus on specific participants: it means that descriptive text just focuses on one object that will be described. For example, descriptive text about animal is Dolphins. So the text contains justt about Dolphins.
- b. Use attributive and identifying processes: Attributive of the position or use an adjective, noun, or phrase before a noun. For example, "Rahman is the diligent student in this class" (word "diligent" is an adjective that explains students as a noun. Meanwhile, the identifying process is a process of identity about an object that will be described, is like a story of an object, or what an object is. For example, "I really interested in the dolphins. They are one of the most playful and intelligent animals on our planet. Even though dolphins spend their lives in the water, they are not fish but are mammals. Dolphins can not breathe water like fish but need to come to the surface to breathe air.
- c. Frequent use of epithets and classifier in a nominal group: this is a good milk, one can have a glass of this milk. "Good" is epithets, "a glass of" is classifiers.
- d. Use of simple present tense: Dolphins eat other smaller fish, but they eat squid too.

3. Social Function of Descriptive Text

Descriptive is a written English text in which describes the characteristic of something, it can be person, place, or thing. With this genre text, the student learns about the social function, generic structure, and lexicogrammatical feature. The social

function of the descriptive text is to describe a particular person, place, or thing.⁴⁹

4. Generic Structure of Descriptive Text

A generic structure is a general form of the genre. Each of the genres has a generic structure. The generic structures of descriptive text are identification and description. Pardiyono says that to make the descriptive text the students must implement the important part of descriptive text, they are:⁵⁰

1. Communicative Purpose

The description is a type of writing text, which has a specific function to describe an object.

2. Rhetorical Structure

The rhetorical structures are the part text. Each part has its function. In other words, the rhetorical structures of the descriptive text are:

a. Identification:

Identification is a statement or a short paragraph that identifies the object that is going to be described. It is usually interesting and able to provoke the readers to be eager to read the text.

b. Description:

Description it may consist of one or several paragraphs. This part is used to give sufficient about the object as mention in the identification part of the object can be done according to different angles. Such as size, length, strength, height, color, weather, condition of the location, etc⁵¹

⁴⁹Linda Gerot and Peter Wignell, p. 165

⁵⁰Pardiyono, *Pasti bisa ! Teaching Genre-Based Speaking*, (Jakarta: Penerbit ANDI, 2019), p.123

⁵¹Pardiyono, *Ibid*, p. 123

This following is the example of descriptive text

Dolphins

Identification: I really interested in the dolphins. They are one of the most playful and intelligent animals on our planet. Even though dolphins spend their lives in the water they are not fish but are mammals. Dolphins can't breathe water like fish but need to come to the surface to breathe air.

Description: Dolphins eat other smaller fish, but they eat squid too, and some dolphins, like Killer Whales, will often eat small sea mammals like seals and penguins. Dolphins often hunt together, herding fish into packed groups or into inlets where they can be easily caught. Some dolphins will share their food with the young or let the young catch injured prey as practice. They don't chew their food, they swallow it whole. Dolphins get the water they need from the animals they eat, rather than drinking ocean water.

<Https://www.caramudahbelajarbahasainggris.net/2019/06/contohdescriptive-textkutabeach.html>

Figure 1.1

The Example of Reading Text Descriptive

Based on the explanation about the descriptive text above, the researcher takes the conclusion that the descriptive text is a text that describes person, thing, places, or an animal that have specific based on what they see, hear, taste, smell, or touch. There are two generic structures that should be contained in descriptive text, they are identification and description

I. Definition of Anticipation Reaction Guide Strategy

Anticipation guide is a reading activity which helps to activate students prior knowledge and guide students in comprehending the texts. Besides, anticipation guide has many beneficial for the students. Anticipation guide is a pre-reading

strategy that combines literacy instruction and content area learning. Anticipation guide can be effective in promoting decoding skills, enhancing word meaning, and strengthen in comprehension.⁵² It means that this strategy do not only activate students prior knowledge, but also other reading. a series of questions or statements related to the topic or point of view of a particular text. The students will read the statements provided and then agree or disagree with the statement based on their prior knowledge. The statements can be factual information from the text, unstated information, or a controversial statement that challenge students to think and arouses students interest to read.

J. The Advantages of Anticipation-Reaction Guide Strategy

There are some advantages of using anticipation guide strategy, as follows :

- a. ARG strategy helps the students activate their background knowledge and experience, and then think about the ideas they will read.
- b. ARG strategy can encourage students to make a personal connection with a topic or unit of work.
- c. Students can integrate new knowledge with their background knowledge.
- d. ARG is potentially stimulus students interest, not only because they can create controversy, but also because they help students clear up misconception and accommodate new information that may be at odds with their previous thinking.

⁵² Darvious Antoni, *The Effect of “Anticipation Guide Strategy and Student Interest on Students Reading Comprehension at Grade XII of SMKN Pariaman, SMK Negeri 1 Pariaman Jl. Kol. Ahmad Hosen, Kec. Pariaman Timur, Kota Pariaman, Sumatera Barat Vol.1 No. 1 September 2017.*

- e. This strategy will bring a meaningful activity for the students. Then, this activity can be applied individually, in-pairs, or collaboratively. The strategy also combines both individual and collaborative activities.⁵³

K. Procedures of Teaching Reading by Using Anticipation Reaction Guide Strategy

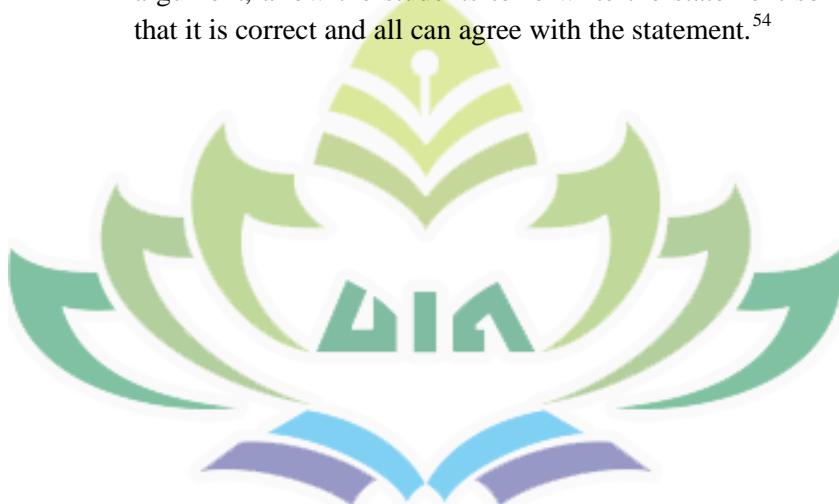
There are some procedures of teaching reading comprehension by using anticipation reaction guide strategy :

- a. Write six to twelve statements that focus on the important points of the reading selection.
- b. Write general statements rather than specific.
- c. Students review the anticipation guide individually and mark the guide lightly or with pencil to indicate if they agree or disagree with each statement.
- d. After students finish marking their anticipation guide, they meet together in groups of three or four. They discuss why they respond to each statements, the way they did and are given the option of changing their respond.
- e. Then, the students are ready to read the text. The teacher must take advantage of the students motivation to read the text and find information to argue their point.
- f. Each students identifies evidence from the text to support their groups position on the statement. This can be done easily by writing the page or paragraph number by each of the statements to indicate where the supporting evidence is found.
- g. The groups meet again to review their findings, and are given an opportunity to change their position on each of

⁵³Doug Buehl, *Classroom Strategies for Interactive Learning Fourth Edition*. (New Jersey: International Reading Association.Inc, 2014), p. 59.

the statements. Groups should come to a consensus of agreement or disagreement on the statement. At this point, the group must choose to agree or disagree with the statement by modifying or giving qualifiers to the statement

- h. The teacher will show or copy of the anticipation guide into a screen either by overhead or LCD projector. While reviewingn the anticipation guide, the teacher may act as a moderator. He she does not refer to a key for the anticipation guide, buut rather give the students chance to define their position. For question that incite debate and argument, allow the students to re-write the statement so that it is correct and all can agree with the statement.⁵⁴



⁵⁴ Yummi Meirafoni, Zainuddin Amir, and Fitrawati, *The Effect of Using Anticipation Guide Strategy on Students Readign Comprehension at Second Grade of SMA N1 Batusangkar, English Departement Faculty of Languages and Arts State University of Padang*, JELT Vol.2 No.2 Serie B. March 2014.

REFERENCES

- Arikunto, Suharsimi. (2012). *Prosedur Penelitian Suatu Pendekatan Praktik.* Yogyakarta:Rineka Cipta.
- Auerbach, Carl F. et.al, (2013). *An Introduction to Coding and Analysis*, New York :
- New York University.
- Bouchard Margaret. (2015). *Comprehension Strategies For English Learners.* USA: Scholastic Inc.
- Brown, H Douglas. (2016).*Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition.* San Francisco: Longman.
- _____. (2013). *Language Assessment Principles and Classroom Practice.* San Fransisco: Pearson Education.
- _____. (2016). *Principles In Language Learning And Teaching.* (5th Ed). SanFransisco: Longman.
- Budiharso, Teguh. (2014). *Prinsip dan Strategy Pengajaran Bahasa.* Surabaya: Lutfansyah Mediatama.
- Grabe, William. (2019). *Reading In A Second Language.* New York: Cambridge University Press.
- Harmer, Jeremy. (2011). *How to Teach English.* London: Longman.
- _____. (2011). *How to Teach Writing.* New York: Longman.
- _____. (2014). *The Practice of English Language Teaching,* London: Longman,

Jane Ritchie , et.al, (2013). *Qualitative Research Practice*, London: Sage

Publications.

Klinger, Jannete K. (2017). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.

Linane, MJ. “*6 Reading Comprehension Problems*”, (Online), Available at:

[http://www.coolcatteacher.com/6-reading-comprehension-problem/ 9](http://www.coolcatteacher.com/6-reading-comprehension-problem/)

Longhofer, Jeffrey, Etc. (2013). *Qualitative Methods for Practice Research*. New York:

Oxford University Press.

Marguerite, et.al. , (2016). *Methods in Educational Research: from Theory to Practice*.

San Francisco: Jassey-Bass.

McNamara Danielle S. (2016). *Reading Comprehension Strategies*. New York:

Universityof Memphis.

Miles, Matthew B. and A. Michael Huberman. (2014). *Qualitative Data Analysis*.

Thousand Oaks: Sage Publications. Page a31.

Setiyadi, A.g Bambang. (2018). *Teaching English as a Foreign Language*. Yogyakarta :

Graha Ilmu.

_____. (2017) *Metode Penelitian Untuk Pengajaran Bahasa Asing*.

Yogyakarta: Graha Ilmu.

Sugiyono. (2015) *Metode Penelitian Pendekatan Pendidikan Kuantitatif, Kualitatif dan*

R&D. Bandung: Alfabetika.

Tankersley, Karen. (2019). *The Threads of Reading.* Virginia:
Literacy Development



