

**THE INFLUENCE OF USING ANTICIPATION GUIDE STRATEGY
TOWARD STUDENTS' READING COMPREHENSION IN DESCRIPTIVE
TEXT AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMPN
32 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF
2019/2020.**

A Thesis

Submitted in a Partial Fulfillment of the Requirement for S1-Degree



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ABSTRACT

The initial action in knowing the students' reading comprehension was doing the preliminary research. From the data, the students' reading comprehension was lacking because students had difficulty in determining an English text. The data was retrieved by interviewing the teacher and the student. There was 70% of the students who got the score under 70 as the criteria of minimum mastery. The objective of this research was to know whether there was any significant influence of using Anticipation Guide Strategy towards students' reading comprehension on descriptive text at the Second semester of the eighth grade of SMPN 32 Bandar Lampung in academic year of 2019/2020.

Quasi experimental design was used in this research. The population was the eighth grader. The sample of the research were two classes consisting 24 students for experimental class and 23 students for control class. In the experimental class, anticipation guide strategy was used and in the control class used reading aloud. The treatments were held in 3 meetings for each classes. In collecting data, multiple choice question was done which had been tried out before the treatment. The instruments were pre-test and post-test. Before giving the treatment, pre-test was given for both classes. Then, after conducting the treatment, the instrument was given in post-test. After giving pre-test and post-test, the data was analyzed using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig. = 0.019$ and $\alpha = 0.05$. It means H_0 was accepted because $Sig. < 0.05$. Therefore, there was a significant influence of using Anticipation Guide Strategy towards students' reading comprehension on descriptive text.

Key words: Anticipation Guide Strategy, Reading Comprehension, Quasi Experimental Design



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DECLARATION

I hereby state that this thesis entitled “The Influence of Using Anticipation Guide Strategy towards Students’ Reading Comprehension on Descriptive Text at the Second Semester of the Eighth Grader of SMPN 32 Bandar Lampung in Academic Year of 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, January 2020
Declared by,



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MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ
(٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Read in the name of your Lord Who created (1) He created man from a clinging substance (2) Read and your Lord is Most Honorable (3) Who taught by the pen (4) Taught man what he knew not (5)¹



¹Muhammad Muhsin, *The Holy Qur'an English Translation of the Meanings and Commentary King and Fand Holy Qur'an printing complex* (Saudia Arabia: Ri'asatIdarat, 2000)P.1219

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Amir Faisal, S.E and Ms. Melinda Sariy who always pray, support and guide me to be successful in my study and in my life.
2. My beloved sister, Kurniati Muharrom Amir, S.E and brother, Muhammad Hafifuddin who always motivate me to succeed.
3. My beloved almamater, UIN Raden Intan Lampung which has contributed a lot to my development.



CURRICULUM VITAE

Farida Zein Amir was born in Bandar Lampung on June, 12nd 1997. Farida is the second child of Mr. Amir Faisal, S.E and Ms. Meilinda Sariy. She has one older sister, Kurniati Muharrom Amir and one younger brother, Muhammad Hafifuddin.

Farida began her school at MI Diniyyah Putri Lampung in 2003 and she graduated in 2009. In the same year, she continued her study to Darunnajah Islamic Boarding School and finished in 2012. After that, she continued her study to the same school, Darunnajah Islamic Boarding School and graduated in 2015. After finishing her study in Madratsah Aiyah, in the same year she was registered as the student of English Study Program of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.



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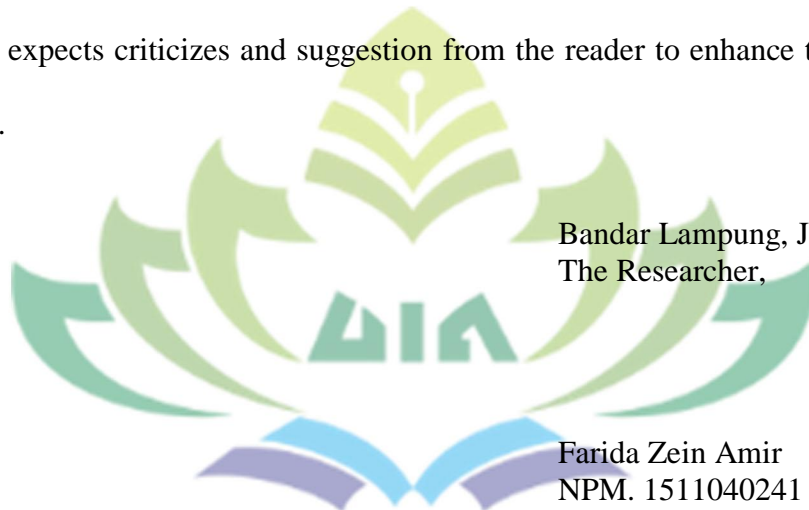
First of all, praise be to Allah SWT, the most Merciful and Beneficent, for His blessing and mercy given to me during my study and in completing this undergraduate thesis. Then, the best wishes and salutations be upon to the great messenger, prophet Muhammad SAW, his family and followers. This undergraduate thesis entitled “The Influence of Using Anticipation Guide Strategy Toward Students’ Reading Comprehension on Descriptive Text at the Second Semester of Eighth Grade of SMPN 32 Bandar Lampung in Academic Year of 2019/2020” 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. When finishing this thesis obtained so much help, assistance, support, love and valuable thing from various sides. Therefore, sincerely thanks to:

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Finally, there are still a lot of weaknesses in this undergraduate thesis. For this, truthfully expects criticizes and suggestion from the reader to enhance the quality of the thesis.



Bandar Lampung, January 2020
The Researcher,

Farida Zein Amir
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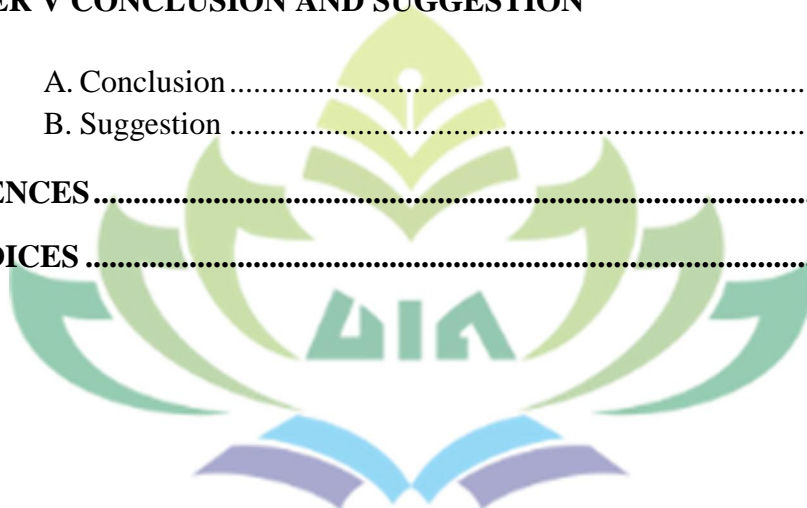
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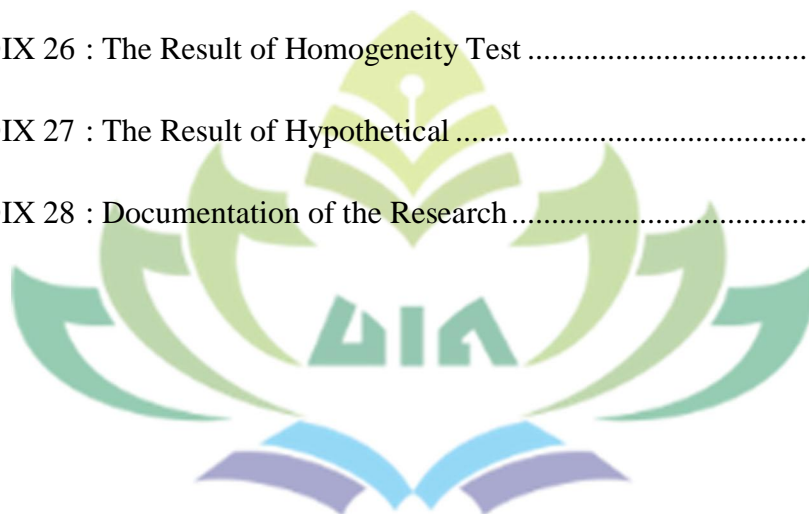
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CHAPTER I

INTRODUCTION

A. Background of the Problem

The student's background knowledge takes effect for student themselves to understand the meaning of text. Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning.² Reading is a pleasant way to success of learning English, because reading make the student find many words used memorably. According to Patel and Jain, reading skill is an important tool for academic success.³ The students have to know the process of reading to explain and understand what they read by identifying the meaning of words. The student's background knowledge integrates with the text to create the meaning. Therefore, Reading skill is important to be mastered by students, because the student must be able to read and understand an English text.

The goal of reading is comprehension. Karen said that comprehension is the center of reading.⁴ It means that comprehension is the essence of reading, comprehension has a great influence in reading so that the reader can get new information or knowledge from reading activities. Reading comprehension is the

²David Nunan, *Practice English Language Teaching* (New York : McGraw Hill, 2003), p.68

³M. F. Patel and Praveen M. Jain, *English Language Teaching*, (Vaishali Nagar: Sunrise,2008), p.113

⁴Karen Tankersley, *Threads of Reading Strategies for Literacy Development*, (New York : Association for Supervision and Curriculum Development, 2003), p. 2

most important thing in reading activity. Based on Anderson, in Klingner 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.⁵ It means that without reading comprehension the reader get difficulty in understanding the meaning of the text and the reader may not be able to understand the information from the text. So reading comprehension is the process to find out the meaning and the information that contained in a text and it becomes very important in reading activity.

The hardest point while reading is finding out the difficulties to understand the meaning of the text. Most students still have low in comprehending reading text. Meanwhile, students are one of classroom components that take an important part in teaching learning process. The objective of the lesson is to make students able to understand something. The students have to be independent and active in learning so they can be able to receive knowledge in the lesson and understand the objective of the lesson. Reading plays a key role in almost every course of study.

The students need to develop their understanding and creativity in English lesson, especially in English reading lesson. In the other words, the reader needs to be an active reader to comprehend text they have read. Based on the preliminary research at SMPN 32 Bandar Lampung in August 2019, the

⁵Jenette K. Klingner, Sharon Vaughn & Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007), p.2

researcher conducted an interview with the English teacher. The researcher also gave some questions to the students. The English teacher said that the students have low ability in reading. She stated that her students had difficulty in comprehending an English text by themselves. All students of junior high school have to learn all kind of text according to the syllabus. Based on the curriculum, descriptive text is one of text that students have to learn. Descriptive text is a text which talks about or describe on a particular person, place, or thing. Students of SMPN 32 Bandar Lampung had difficulties to comprehend the descriptive text. They was not understand the meaning of descriptive text because their lack of vocabulary.⁶

Besides conducting an interview with the English teacher, the researcher also asked some students for their opinion about reading English text in their English lesson.⁷ Based on the interview, some students said that reading was not interesting for them. The students usually felt that reading was very difficult and they easily gave up when finding a new or difficult word in English. Most of the students only keep silent when the teacher asked them to make a class discussion. The teacher never asked them to encourage their reading by themselves and to be more active to speak their mind about the texts. The researcher found that the

⁶Miss Yunita, an interview with the teacher, SMPN 32 Bandar Lampung, August 12, 2019.

⁷Putri, Renata, an interview with the students, SMPN 32 Bandar Lampung, August 12, 2019.

student difficult to understand the content of the texts and to get any information from the texts clearly by themselves.

From the interview, the researcher also found some teacher's problems in the teaching and learning reading process. In teaching reading process the teacher was not use specific strategy that focuses on reading comprehension. She only asked the students to read the text then she correct what students read and she gave an example how to read the text correctly. She only focused on pronunciation without asking the students to comprehend the text

Many students had no difficulty to comprehend text as reading material in Indonesian language, but they had difficulty comprehend text when they read text in English language. Many students confused when they had difficulties in reading comprehension of English language. The students at SMPN 32 Bandar Lampung also felt this problem. Based on preliminary research, the researcher found some students had low score in English. The students' score can be seen in Table 1.

Table 1.1
The Students' English score at Eighth Grade of SMPN 32 Bandar Lampung in the Academic Year of 2019/2020

No	Class	Score		Total
		<70	≥70	
1	VIII A	14	10	24
2	VIII B	15	8	23
3	VIII C	20	3	23
Total		49	21	70
Percent (%)		70%	30%	100%

Source : English Teacher at SMPN 32 Bandar Lampung

From Table 1, it can be known there was only 30% students who pass the score based on standard of minimum mastery (KKM) and there was 70% students who get scores under the standard of minimum mastery (KKM). The standard of minimum mastery (KKM) in SMPN 32 Bandar Lampung was 70. The data shows that 21 students of 70 students still got score under KKM. The researcher assumed that most of students found the difficulty in reading comprehension at SMPN 32 Bandar Lampung. Besides the students' reading score was low, the researcher found most of them get bored with the strategy by the teacher and also the students had difficulties when finding the meanings in a text and the student lack of vocabularies. So, it made the students confused in learning process.

Seeing the problem, the researcher wanted to help the English teacher to find out a good way to teach reading with good comprehension in order that the objective of lesson can be understood by students. In addition, there would be a creative and an active teaching and learning process in the classroom. Here, the researcher used a technique to help students comprehend English texts. The strategy in learning reading very important for students to help them more understand about their text. Anticipation Guide Strategy observed by the researcher to improve reading comprehension ability. Anticipation guide strategy was introduced first by Herber in 1978. He stated that anticipation guide uses a series of statements to be actively involving students in making predictions about

what will they read.⁸ To make predictions, students may depend on their prior knowledge. Anticipation guide strategy was typically a list of statements related to the topics presented in a section of text. The average number of statements will range from six to twelve. Before reading, the students review the anticipation guide strategy and indicate if they agree or disagree with each of statements.

Anticipation guide strategy also known as prediction guides, activate a student's prior knowledge and set a purpose or framework for the reading. It was most useful when the text contains controversial issues, problems, or opinions that do not have one easy answer.⁹ It means anticipation guide strategy could be used as suggested variation strategy in teaching reading comprehension which help students in comprehending the text and develop students' interest. Anticipation guide strategy is a good strategy to teach fiction, non-fiction, procedural texts, and poetry. Anticipation guide strategy can be effective in promoting decoding skills, enhancing word meaning, and strengthening comprehension. This strategy has many beneficial for the students. In this anticipation guide strategy, the students had to 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

⁸YummiMeirafoni, "The Effect of Using Anticipation Guide Strategy on Students' Reading Comprehension at Second Grade Of SMA N 1 Batusangkar", Journal of English Language teaching and Learning of FBS UNP, Vol 2, No. 2, (2014), p.154

⁹Jeff zwiers, *Building Reading Comprehension habits*, (New York : International Reading Association,2010), p72

controversial statement that challenge students to think and arouses students' interest to read.

The anticipation guide strategy attempts to enhance students' comprehension by having them react to a series of statements about a topic before they begin to read or to engage in any other form of information acquisition.¹⁰ It means the student used their prediction to understand the text. This strategy is a comprehension strategy that is use before reading to help the students to activate their prior knowledge and build curiosity about a new topic. By learning a reading text with anticipation guide strategy, the learning activity in the classroom became fun and comfortable. The student can show their opinion from the text. Then, the students more active and they found a new fresh situation in the classroom and they get easier to understand a reading text.

There were some previous studies about anticipation guide strategy that found by the researcher. First, Yummi Meirafoni conducted her research on title "*The Effect of Using Anticipation Guide Strategy on Students' Reading Comprehension at Second Grade Of SMA N 1 Batusangkar*". In this research Yummi used quantitative approach and used experimental design to know the result of reading comprehension using anticipation guide strategy. The result from research was found that the anticipation guide strategy has an effect to increase the students' reading comprehension. It was from 66.75 to 82.05. It was also

¹⁰Robert J. Tierner, Jonh E. Readence, *Reading Strategies and Practice*, (New York : paerson education, 2005), p.262

found that the effect of anticipation guide strategy influenced the mean of four indicators; topic, main idea, detail or specific information and reference words.¹¹

Second, Research from Maya Puspita Nasution was conducted with the title “*Improving Students’ Reading Comprehension in Descriptive Text through Anticipation Guide at SMP swasta Taman Harapan Medan*”. Maya was conducted this research by using class action research method where the instruments for collecting data were quantitative and qualitative data. The result of the research applying anticipation guide strategy to teaching was significantly effective to improve reading comprehension. Then, anticipation guide strategy was the one of strategy that can improve students’ reading comprehension.¹²

Based on the previous research above, researcher found the difference of this research with previous research is the methodology. Maya used Classroom Action Research to know the result of her research, and researcher use experimental research design. Considering the previous research above, the anticipation guide strategy can increase students’ reading comprehension to decrease some problems in reading learning. The researcher decided to do anticipation guide strategy in reading comprehension that used at SMPN 32 Bandar Lampung, the English teacher teach on eighth grade. This research was

¹¹YummiMeirafoni, “*The Effect of Using Anticipation Guide Strategy on Students’ Reading Comprehension at Second Grade Of SMA N 1 Batusangkar*”, Journal of English Language teaching and Learning of FBS UNP, Vol 2, No. 2, (2014), p.162

¹²Maya PuspitaNasution, “*Improving Students’ Reading Comprehension in Descriptive Text through Anticipation Guide at SMP swasta Taman Harapan Medan*”, Journal of English Language teaching and Learning of FBS UNIMED, Vol 3, No. 3, (2014), p.8

done to know influence of anticipation guide strategy as an alternative strategy that can be used for teaching English especially for teaching reading comprehension. Finally, the researcher conducted this research entitled: The influence of using anticipation guide strategy towards students' reading comprehension in descriptive text at the second semester of the eighth grade of SMPN 32 Bandar Lampung in the academic year of 2019/2020.

B. Identification of the Problem

Based on observation conducted by the researcher, there were some problems that can be identified:

1. The first problem came from the students. They did not like reading and lazy to read. The students had difficulties to determine meanings of the words, phrases, and sentences from the context. It was caused they low ability in reading comprehension. Then, they found the difficulty to comprehend the text.
2. The second problem was the teacher's problems in the teaching and learning reading process in the class. The teacher used ordinary strategy that less focus on reading comprehension. She only asked the students to read the text then she corrected what students read and she gave an example how to read the text correctly. Then, she gave the students new vocabulary from the text.

C. Limitation of the Problem

From the identification above, the researcher focused on the influence of anticipation guide strategy towards students' reading comprehension in descriptive text. The researcher wanted to find out whether the influence of anticipation guide can improve the students' comprehension of reading in descriptive text or not.

D. Formulation of the Problem

The researcher formulated the following problem: is there any influence of anticipation guide strategy toward students' reading comprehension in descriptive text?

E. Objective of the research

Based on the formulation of the problem, the objective of the research was to find out whether there is any significant influence of anticipation guide strategy toward students' reading comprehension in descriptive text.

F. Significance of the research

The result of this study was expected to give some benefits theoretically, and practically:

1. Theoretically

Theoretically is the statement according to an ideal or assumed set of facts or principles. The statement was got with theoretical way. This study explored to gain the literature and provide more information the alternative way of

learning reading by using anticipation guide, the findings of this research also can be used as the reference for those who want to conduct a research in English teaching and learning process. This research gave the information about the procedures on how to apply anticipation guide and the advantages of this strategy.

2. Practically

a. For the teacher

This research can inform English teacher about influence of using anticipation guide strategy and apply it to increase students' reading comprehension.

b. For the student

This research enables the students to get new experiences in developing their reading ability through anticipation guide. This research can motivate the students to learn and build up their reading comprehension especially using anticipation strategy.

c. For other researcher

This study can also be an inspiration and reference for other researchers in conducting similar research to increase the quality of the students' reading comprehension ability.

G. Scope of the problem

In this research, the researcher determined the scope of the research as follows :

1. Subject of the research

This research was conducted to the students of Eighth grade of SMPN 32 Bandar Lampung in the academic year of 2019/2020.

2. Object of the Research

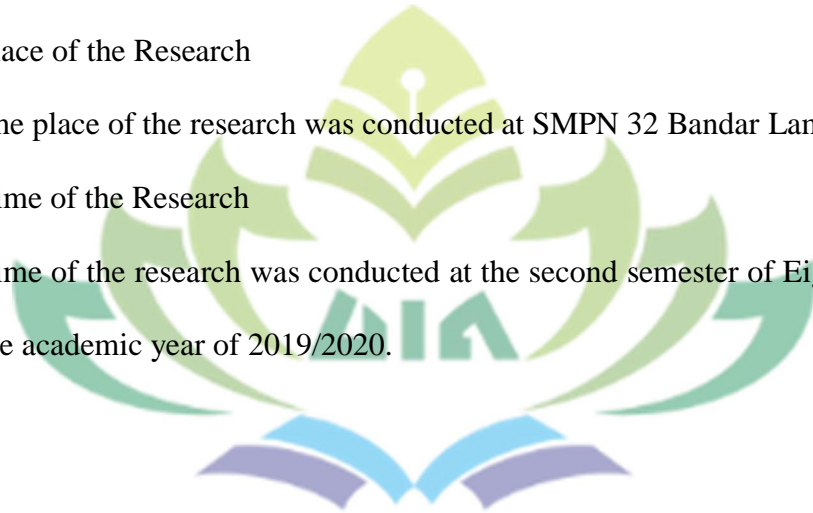
The object of the research was the use of anticipation guide strategy toward students' reading comprehension in descriptive text.

3. Place of the Research

The place of the research was conducted at SMPN 32 Bandar Lampung.

4. Time of the Research

Time of the research was conducted at the second semester of Eighth grade in the academic year of 2019/2020.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Concept of Teaching English as a Foreign Language

Language is a tool for human to communication with other people. That functions is a device to talk to each other and express their idea. It means that, language is very important to human life, because all interaction and activities will be run with language. In other word, language is an instrument of communication that should be learned by all people. According to Broughton, English is a second language but, in the rest of the world, English is a foreign language. It is taught in schools, often widely, but it does not play an essential role in national or social life.¹³ In Indonesia, English is as a foreign language and English has been a subject of learning in Junior High School, Senior High School, and University level. At Junior High School level, English is as a compulsive subject where the students study four skills they are listening, speaking, reading, and writing. English subject is one of lessons that have purposes to develop the students' competence.

In Teaching English as Foreign Language, teachers have big influence of the student comprehension of material. Bowman state that in recent year teachers of English as a Foreign Language have been paying increasing attention to

¹³Geoffrey Broughton, *et.al.*, *Teaching English as a Foreign Language* (NewYork : Routledge, 1980), p.6

identifying the needs of their students, to students' attitudes towards English and their reasons for learning it.¹⁴ In Teaching English as a Foreign Language (TEFL), one significant factor that influences most of the success in teaching and learning is the teacher. The teachers have to find the way how to make the students enjoy the lesson. In teaching English as a foreign language, the teacher should know what they do in order to make the student interested in English. So, the teacher should really prepare the materials, media, instruction and technique well. It is clear that the purpose of teaching learning English as foreign language is to make the students master the language. To make it happen, the students should actively involves in the teaching learning process. The teacher also should manage the class in a good way. The teacher should be creative in teaching by using variety of media or technique, so the students will not feel bored to learn.

Regarding to the explanations above, English is a foreign language, so it is not familiar yet for the beginner to learn. We need an accurate method, technique or strategy that gives enjoyable feeling for the students, so it can give the motivation for the students to learn English. With the strong motivation, it can give best result of learning yet, teachers have to know many kinds of teaching techniques, and they must know how to implement the techniques in the class. TEFL is a process to comprehend about content of English, so the students can be helped to understand about English. To achieve the goal of English teaching, it

¹⁴Brenda Bowman, Grace Burkart, and Barbara Robson, *TEFL/TESL: Teaching English as a Foreign or Second Language*, (Washington DC: Peace Corps, 1989), p.6

needs an accurate method, technique or strategy which can achieve the goal. In addition, the teaching should be interesting and appropriate for students.

2. Concept of Reading

a. Definition of Reading

Grabe stated that reading is the process of receiving and interpreting information encoded in language via the medium of print.¹⁵ From the statement above the researcher concluded that reading is the significant interpretation of printed symbol. In this process the reader tries to create the meaning of the text they read. The readers can get information from the text such as magazines, newspapers, novels or kinds of textbooks. It means, reading is a way of getting the knowledge, information or meaning from the text. To be successful reader, the readers have to comprehend or understand the information in written material.

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 messages.¹⁶ It means the reader should focus when they read so that they can get the meaning. Reading is similar to driving in that the brain, from processing pages and pages of text, develops a variety of strategies and connections that facilitate efficient comprehension.¹⁷ It means reading have a process to get the meaning. If reader wants to understand the text they receive word by word, sentence by

¹⁵William Grabe, *Reading In A Second Language*, (New York: Cambridge University Press,2009), p. 14

¹⁶*Ibid.* p.190

¹⁷Jeff Zwiers, *Building reading comprehension habits*,(New York : International Reading Association, 2010), p.3

sentence, transfer to the brain to understand it. Understanding the text will guide reader to understand the connections between sentences in different text types depending on what is read and for what reason. After that our prior knowledge takes over everything and produces the information we need. In the other word, we have to develop our reading ability, so that our knowledge is growing up to the next level.

According to Harmer, reading is incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them.¹⁸ It means that reading is process of receive and understand information of the text. Readers understand what they read because they have enough background knowledge for it. They have mastered vocabulary, grammar, punctuation, and understand the way to construct sentences, paragraphs and texts. The Graphic representation and assigns membership to an appropriate group of concepts already stored in their memories.

Related to those theories, it can be concluded that reading is the process of getting information and comprehend a text using eyes, brain and prior knowledge to understand what the messages of the text. It means reading is important skill for students. Reading will give the students new vocabulary to help them understand the meaning of a text. Reading is the ability to understand the meaning

¹⁸Jeremy Harmer, *How to Teach English*, (London: Longman, 2001), p.70

of a text so that students are required to be able to understand the meaning of words one by one in a sentence.

b. Types of Reading

There are four types of reading as below:

1) Perceptive Reading

Perceptive readings involve attending to the components of larger stretches of discourse: letters, word, punctuation and other graphemes' symbols. Bottom-up processing is implied.

2) Selective Reading

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical grammatical or discourse features of language within a very short.

3) Interactive Reading

Interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text. Bottom-up processing may be used.

4) Extensive Reading

Extensive reading as longer stretches of discourse, such as: a long article, and books that are usually read outside a classroom hour.¹⁹

¹⁹H. Douglas Brown. *Language Assessment Principle and Classroom Practices* (New York: Longman Person,2014), p.186

As concern to statements above, we know that there were four types of reading included perceptive reading, selective reading, interactive reading and extensive reading. In perceptive reading, the students have to analyze the letter, word and symbol separately. Selective reading is the process of read to know the grammatical or the paragraph in the short passage. In interactive reading, the students have to read some text and find the information from the text. Extensive reading is reading with the student's time them self and usually in a long text.

c. Reading Comprehension

The goal of reading is comprehension. Before we discuss about reading comprehension, there are some explanations about comprehension itself. Comprehension is not a single unitary process, the reader actively engages in a variety of simultaneous processes. First the reader moves from the words on the page to meaning in the mind. Kintsch and Kintsch refer to this activity as “decoding processes” involving both perceptual and conceptual components. The reader recognizes individual words, using memory and knowledge of letter and sound patterns, and matches the resulting pronunciations to meaning. The reader then connects these words into “chunks of meaning” or idea units, which are often referred to as propositions.²⁰ It means that comprehension is process of someone to understand of the context based on what they read. In which someone analyzes the text. When we read the text, we also think about the meaning.

²⁰Joanne Schudt Caldwell. *Comprehension Assesment A Classroom Guide*.(New York: The Guildford Press, 2008) p.5

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).²¹ It means a printed words and a reader will be connected by reading comprehension. The reader will understand some text using reading comprehension. It is very important to students to increase their reading comprehension. The students have to be able to understand some text with their reading comprehension.

Brown stated that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.²² It means we must to give the students an appropriate and efficient reading strategy to help students improve their reading comprehension. Reading is not only to get information but it needs understanding and comprehension to get some information from the text. Reading and comprehension are related to each other. We need to comprehend the text to understand what the text mean, and get information from the text. Furthermore, reading cannot be separated from comprehension. To increase comprehension of reading, the students have to be more active. Then, great strategy should be owned by the students.

²¹Janette K. Klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York : The Guilford Press, 2007), p.8

²²H. Douglas Brown, *Teaching By Principles An Interactive Approach To Language Pedagogy. (Second Ed)*.(San Francisco: Longman, 2000). P. 306

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. According to Brown, there are 8 aspects in reading comprehension test: main idea, expression/idiom/phrase in context, inference (implied detail), grammatical features (reference), detail (scanning for specially stated detail), excluding fact not written, supporting idea, and vocabulary in context.²³ It means that a good reader is a reader that can identify main idea, expression/idiom/phrase in context, inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary of the text.

In regard to the explanations above, the researcher concluded that reading comprehension is process of someone to understand and analyzes the text. It was connected the reader and what they read, so the reader understand the information from the text. To increase reading comprehension the students must to get the appropriate and efficient strategy. In addition, purpose of reading comprehension is to understand some printed words, and student's prior knowledge also affect to it. The students should have ability to identify main idea, expression/idiom/phrase in context, inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary of the text.

²³H. Douglas Brown, *Teaching By Principles An Interactive Approach To Language Pedagogy. (Second Ed)*, p. 313

d. Teaching Reading

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.²⁴ It means teaching is giving all the student need for learning. The teacher needs to help the student in the learning process. Teaching is a guide for the student to understand the lessons. Students have to enjoy the reading process. The teachers have to pay attention to teach reading text in classroom. Teaching reading is a complex process involving decoding skills, fluency and reading comprehension.²⁵ It means that teaching reading is help student to able to quick word recognition and ready knowledge of relevant vocabulary.

The principles can be standard to limit teachers when they teach reading. The principles of teaching reading that teacher have to attentive to, as follows:²⁶

1) Principle 1: Reading is not a passive skill.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do these things (and if students do not do these things) then we only just scratch the surface of the text and we quickly forget it.

²⁴H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Longman, 2000), p.7

²⁵K. Michael Hibbard, Elizabeth A. Wagner, *Assessing and teaching reading comprehension*, (New York : Routledge, 2003), p.8

²⁶Jeremy Harmer, *How to Teach English*, p.70-71.

2) Principle 2: Students need to be engaged with what they are reading.

As with everything else in lessons, students who are not engaged with the reading text (not actively interested in what they are doing) are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

3) Principle 3: Students should be encouraged to respond to the content of a reading text, not just to the language.

Of course, it is important to study reading texts for the way they language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic thus provoking personal engagement with it and the language.

4) Principle 4: Prediction is a major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actual read. Book covers give us a hint of what's in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word. The moment we get this hint (the book cover, the headline, the word (processed page) our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to

begin. Teachers should give students 'hints' so that they can predict what's coming too. It will make them better and more engaged readers.

5) Principle 5: Match the task to the topic.

We could give students Hamlet's famous soliloquy 'To be or not to be' and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list the ingredients alphabetically. There might be reasons for both tasks, but, on the face of it, they look a bit silly. We will probably be more interested in what Hamlet means and what the menu foods actually are.

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks (the right kind of questions, engaging and useful puzzles etc). The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

6) Principle 6: Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions etc. It doesn't make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for *Study* and later *Activation*.

Contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post- reading stages:²⁷

a. Pre-reading

Pre-reading stage helps in activating the relevant schema. Most teachers tend to neglect the pre-reading procedure claiming that there is not enough time. In fact, pre-reading activities motivate students before the actual reading takes place. For example, teachers can ask students questions that arouse their interest while previewing the text.

b. While-reading

The aim of while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Although some oppose the interactive activities carried during the while-reading phase, there are only few research studies that show the "effects of intervention and their outcomes".

c. Post-reading

A number of school-based post-reading activities which enhance learning comprehension through the use of matching exercise, cloze exercise, cut-up sentences, and comprehension questions. For the cloze activity, the teacher puts blanks in the story in place of some of the words, usually every fifth word but not the first or the last words in

²⁷Hesham Suleiman Alyousef, "Teaching Reading Comprehension to ESL/EFL Learners". The Reading Matrix, Vol. 5, No. 2,(September 2005), p.149-150

the text. A cut-up sentence activity uses sentences from the given text and helps learners to gain confidence by manipulating the text in various ways. The use of lines in matching can be sometimes confusing for beginners.

As concerns on the explanation above, teaching is a process to transfer knowledge. The teacher needs to give all students' need for learning and help the student in the learning process. Students have to enjoy in learning reading process and the teacher have to pay attention for it. The goal of teaching reading is not only teaching to read, understanding the text well is one of the reading goals. Teaching reading for English teachers can be the main lesson to help students how to comprehend English texts easily. In teaching reading process, teachers must be attentive to the principles of teaching reading. Then, the teacher can help the student well to able to quick word recognition and ready knowledge of relevant vocabulary.

3. Text

a. Definition of Text

According to Siahaan, a text is a meaningful linguistic unit in a context. A text is a both a spoken text and written text.²⁸ In a text contain of meaning morpheme, phrase, clause, sentence and discourse or another linguistic unit. A text is not only ideas that conveyed in form of written but also ideas or information delivered orally.

²⁸SanggamSiahaan, *Generic Text Structure* (Yogyakarta: GrahaIlmu, 2008), p.1

According Derewianka, A text is any meaningful stretch of language, oral, or written.²⁹ But of course not all texts are the same, and a functional model of language tries to describe the ways in which they differ. That means that text is an expression that has content or meaning but means differently. Because there are several different types of text.

Furthermore Anderson said that a text is when these words are putting together to communicate a meaning, a piece a piece a text is created. There are two main categories of texts-literary and factual.³⁰ Text is arranging of words to be a sentence in order to deliver a message or information.

From all the explanation above, it can be concluded that text is a contains expressions that have structure, content, purpose, which are conveyed in written form. The text also has several different types and meanings in its delivery. Therefore the structure of the text varies depending on the type of text itself.

b. Type of text

Gerot and Wignel classify the genre into 13 types. They are;

1) Spoof

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

²⁹Beverly Derewianka, *Exploring How Text Work*,(Laura street Newtown: primary English teaching association, 1990), p.17

³⁰Mark Anderson, Kathy Anderson, *Text Types in English* (Australia: Macmillan, 1997), p.1.

2) Recount

Recount is a text to retell events for the purpose of informing or entertaining.

3) Report

Report is a text to describe the way things are with reference to arrange of natural, manmade and social phenomena in our environment.

4) Analytical Exposition

Analytical Exposition is a text to persuade the reader or listener that something in the case.

5) News Item

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

6) Anecdote

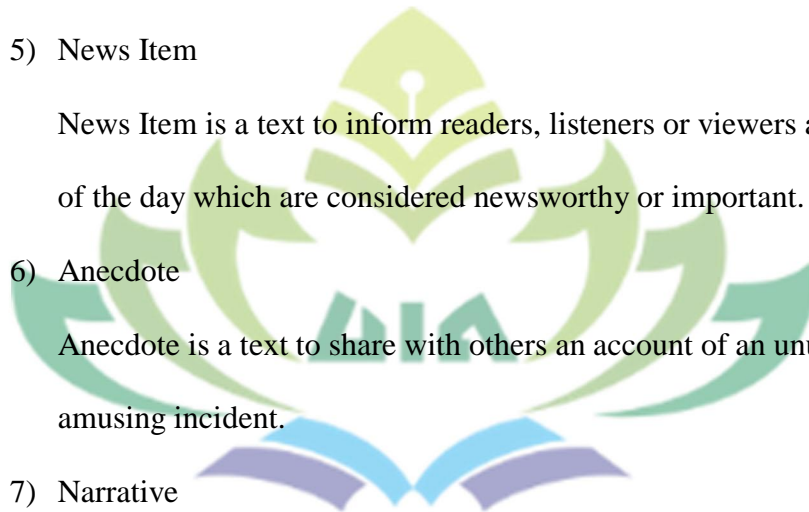
Anecdote is a text to share with others an account of an unusual or amusing incident.

7) Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8) Procedure

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



9) Descriptive

Descriptive text is a text to describe a particular person, place or thing.

10) Hortatory Exposition

Hortatory Exposition text is a text to persuade the reader or listener that something should or should not be the case.

11) Explanation

Explanation text is a text to explain the process involved in the formation or workings of natural or socio cultural phenomena.

12) Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13) Reviews

Reviews text is a text to critique an art work or event for a public audience.³¹

Based on the statements above, we can concluded that there were 13 types of reading : Spoof, Recount, Report, Analytical Exposition, News Item, Anecdote, Procedure, Descriptive, Hortatory Exposition, Explanation , Discussion, Reviews.

³¹Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*, (Sydney :GerdStabler, 1994), p. 192-220.

c. Concept of Descriptive Text

a. Definition of Descriptive Text

Descriptive text is one of kinds the text that students learn in the school. The students also should be mastered how to make descriptive text well. Descriptive is a text which talks about or describe on a particular person, place, or thing.³² It means descriptive text is a text to describe and reveal particular person, place, or thing. Descriptive text refers to the senses, it tells how something looks, feels, smells, tastes, and sounds. A good description a word pictures, the reader can imagine the object, place, or person in his or her mind.³³ The other opinion said that descriptive paragraph characterized by sensor details, which appeal to the physical sense, and detail that appeal to reader emotional, physycal, or intelectual sensibilities.³⁴ It can be concluded that descriptive text provides an illustration of people, place, situation, thoughts and feelings. The most important in description is to make it in good description thourgh specific detail that create appropriate with the picture.³⁵ It means that in descriptive text, the students must describe what is look like the object details. As the result, the readers get information about object or picture clearly.

³²Flora N, “*Modul 14 Pendalaman Materi Bahasa Inggris SMA*”,(FKIP : Universitas Lampung, 2010),p.24

³³Alice Oshima and Ann Houge,”*Introduction to Academic Writing, (3rd ed)* (New York : Longman, 2007), p.61

³⁴Faisal, *The effectiveness of FRESH Technique to teach Descriptive Paragraph, n.d,* p.242

³⁵Karen Blanchard & Chirstine Root , *Ready to Write* ,(Longman : Person to Education, Inc, 2003), p.69

Based on explanation above, it can be concluded that descriptive text is a text that describe of people, place, thing, or events using appropriate details. Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event.

b. General Structure of Descriptive Text

The generic structures of a description are as follows:

- a) Identification : identifies the phenomenon to be described
- b) Description of features : describes features in order of importance:
 - (1) Parts/things (physical appearance)
 - (2) Qualities (degree of beauty, excellence, or worth/value)
 - (3) Other characteristics (prominent aspects that are unique).³⁶

From explanation that, we know the students make a descriptive text based on rules of generic structure. There are identification and description.

c. Example of Descriptive Text

- **Describing people**

Victoria Caroline Beckham

Victoria Caroline Beckham is an English singer-songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in

³⁶Artono Wardiman, et. al. *English in Focus: for Grade VII Junior High School(SMP/MTs)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), p.122

Essex, England. She became famous in the 1990's with the pop group "The Spice Girl" and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham" and a range of handbags and jewelry. In addition she had written two best-selling books: one her autobiography and the other, a fashion guide

- **Describing place**

Masjid Sultan Suriansyah

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near Kampung Kraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from

any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

- **Describing animal**

My Pet

I have some pets. However, my favourite pet is Timmy. Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I am so happy to spend my time with him. Most of the time, he is a good cat. It is almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

d. Concept of Reading Comprehension on Descriptive Text

Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).³⁷ It means a printed words and a reader will be connected by reading comprehension. The reader will understand some text using reading comprehension.

³⁷Janette K. Klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, p.8

Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.³⁸ It means we must to give the students an appropriate and efficient reading strategy to help students improve their reading comprehension. Reading is not only to get information but it needs understanding and comprehension to get some information from the text.

Descriptive text refers to the senses, it tells how something looks, feels, smells, tastes, and sounds. A good description a word pictures, the reader can imagine the object, place, or person in his or her mind.³⁹ It can be concluded that descriptive text provides an illustration of people, place, situation, thoughts and feelings. The most important in description is to make it in good description through specific detail that create appropriate with the picture.⁴⁰ It means that in descriptive text, the students must describe what is look like the object details. As the result, the readers get information about object or picture clearly.

Based on the explanation above, reading comprehension on descriptive text is a process of understanding text to get the information of text that describe something, for example object, place, or person.

³⁸H. Douglas Brown, *Teaching By Principles An Interactive Approach To Language Pedagogy. (Second Ed)*, p. 306

³⁹Alice Oshima and Ann Houge, *Introduction to Academic Writing*, p.61

⁴⁰Karen Blanchard & Chirstine Root , *Ready to Write*, p.69

4. Concept of Anticipation Guide Strategy

a. Definition of Anticipation Guide Strategy

Anticipation guide strategy activates thought about the content before reading. Students must rely on what they know through previous study and experience to make educated guesses about the material to be read. Anticipation guide strategy, also known as prediction guides, activate a student's prior knowledge and set a purpose or framework for the reading.⁴¹ It means that this strategy make the students more active in learning reading. Anticipation guide is most useful when the text contains controversial issues, problems, or opinions that do not have one easy answer. The guides serve as springboards for modifying beliefs and opinions about a topic. They can be used to bring up and examine commonly held assumptions.⁴² The teacher can facilitate student-centered purposes by creating anticipation guide strategy about the meaning of what will be read. This strategy can use in many kinds of the text, like story genres; narrative, news story, exemplum, anecdote, recount, spoof and also in factual genres; procedure, explanation, report, exposition, discussion, description, review, news item and commentary.

The Anticipation Guide attempts to enhance students' comprehension by having them reach to series of statements about a topic before they begin to read or to engage in any other form of information acquisition. It utilizes prediction by

⁴¹Jeff Zwiers, *Building reading comprehension habits*, (2nded) (New York : International Reading Association,2010), p.72

⁴²*Ibid.*

activating student prior knowledge, and it capitalizes on controversy as a motivational device to get students involved in the material to be read.⁴³ The students take a big place for this process. Teacher facilitated all the needs of student, so that student can do reading process well. This strategy is a strategy that used before reading to activate students' prior knowledge and build curiosity about a new topic. Anticipation guide strategy can help students to get new topic or idea before read the text. The student also gets the new opinions from the statements that challenge the students' knowledge and arouse their curiosity. Students react to the same statements a second time using the information they read in the text.

Related to the explanations above, the researcher concluded that anticipation guide strategy is the strategy that can increase students' comprehension with responding the text. This strategy is a strategy that used before reading process to activate students' prior knowledge and build curiosity about a new topic. Anticipation guide strategy is the strategy that used a list of statement. The teacher carefully makes a statement based on the text. The statements include a combination of 5 to 10 accurate and inaccurate statements related to the content. The students have to respond every statement with their own prior knowledge. This strategy used "agree or disagree" choices. After that they engage in conversation with their peers about their opinions. As the students

⁴³Robert J. Tierner, Jonh E. Readence, *Reading Strategies and Practice*, (New York : Paerson education, 2005), p.262

converse, the teacher serves as facilitator, giving no hints regarding correct or incorrect responses.

b. Procedure of Anticipation Guide Strategy

Readence, Bean, and Baldwin recommend the following steps to implement an Anticipation Guide:⁴⁴

Teachers' activities

a. Identify Major Concepts.

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

b. Determine Students' Knowledge of these Concepts.

In order to determine how the main concepts support or challenge what the students already know, the teacher must consider the students' experiential background.

c. Create Statements.

The number of statements to be created varies with the amount of text to be read and, particularly, the number of concepts that have been identified, but not enough to make any of them a totally known entity.

Three to five statements are usually a good number to aim for.

⁴⁴Robert J. Tierner, Jonh E. Readence, *Reading Strategies and Practice*, (New York :Paerson education, 2005), p.263.

d. Decide Statement Order and Presentation Mode.

An appropriate order must be determined to present the guide.

Usually, the order follows the sequence in which the concepts are encountered in the text, but that is subject to each teacher's judgment.

Students' activities before reading

e. Present guide.

When presenting the guide to students, it is advisable to read the directions and statements orally. Students can work individually or in small groups to formulate a response

Anticipation guide : food and health

Direction : below are some statement about food and nutrition. Read each statement carefully and place a checkmark (✓) next to each statement with which you agree. Be prepared to defend your thinking as we discuss the statement.

- _____ 1. An apple a day keeps the doctor away.
- _____ 2. If you wish to live a long life, be a vegetarian.
- _____ 3. Three square meals a day will satisfy all your body's nutritional.
- _____ 4. Calories make you fat.

f. Discuss Each Statement Briefly.

A discussion ensues, with the teacher first asking for a show of hands from students to indicate their agreement or disagreement. The teacher tallies the responses.

Students' activity while reading

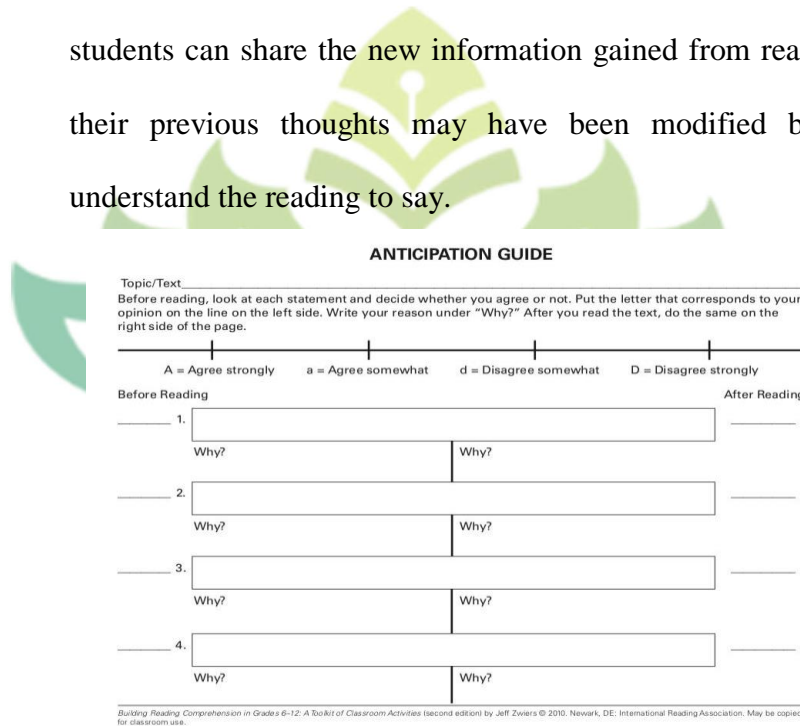
- g. Direct Students to Read the Text.

Students are now told to read the text assignment with the purpose of deciding what the author would say about each statement.

Students' activity after reading

- h. Conduct Follow-Up Discussion.

After reading, the students may respond once again to the statements. This time they should react in the light of the actual text. Thus, the guide now serves as the basis for a post-reading discussion in which students can share the new information gained from reading and how their previous thoughts may have been modified by what they understand the reading to say.



ANTICIPATION GUIDE

Topic/Text _____

Before reading, look at each statement and decide whether you agree or not. Put the letter that corresponds to your opinion on the line on the left side. Write your reason under "Why?" After you read the text, do the same on the right side of the page.

	A = Agree strongly	a = Agree somewhat	d = Disagree somewhat	D = Disagree strongly
Before Reading				After Reading
1. _____				_____
Why?				Why?
2. _____				_____
Why?				Why?
3. _____				_____
Why?				Why?
4. _____				_____
Why?				Why?

Building Reading Comprehension in Grades 6-12: A Toolkit of Classroom Activities (second edition) by Jeff Zwiers © 2010, Newark, DE: International Reading Association. May be copied for classroom use.

Figure 1

Sample of worksheet of anticipation guide from Zwiers's book.⁴⁵

⁴⁵Jeff Zwiers, *Building reading comprehension habits*, (2nd ed) (New York : International Reading Association,2010), p.93

c. Advantages of Anticipation Guide Strategy

The Anticipation guide strategy presents a versatile format for use by teachers to activate students' prior knowledge about a topic to be learned and to motivate them to pursue that information. In essence, the guide provides for the following:⁴⁶

- a. Active involvement by students in their own learning;
- b. The use of prediction as a means to stimulate comprehension, and
- c. Guidance in the form of purpose setting behaviors as students interact with the text in their effort to verify their predictions.

In addition, the Anticipation Guide has some diagnostic value for teachers in formulating and executing their instructional plan. As students discuss the statements before reading, teachers can assess the depth and breadth of students' knowledge about a topic. This allows teachers to make tentative instructional decisions about the time required for learning, the kind of materials that may be most appropriate, and what alternative strategies would be beneficial to the students.

d. Disadvantages of Anticipation Guide Strategy

The most difficult aspect of constructing appropriate statements an anticipation guide strategy is selecting to be used. Guide statements must be within students' previous knowledge and, therefore, must be on the experience-based level of comprehension. But the statements must also be on a higher level

⁴⁶Robert J. Tierner, Jonh E. Readence, *Reading Strategies and Practice*, p.264

of generality in order to be an effective teaching and learning strategy. Using statements that are merely fact-based is ineffective. Students should discuss reasons for holding or forming opinions, not simply recite easily found facts. Students must be allowed to use their prior experiences in order to benefit from the use of pre-reading statements. Teachers are cautioned that, though such statements are more difficult to construct, experience-based statements are crucial to the success of Anticipation Guides or any other guide based on prediction.⁴⁷

Based on the explanation above, we can conclude that disadvantages of anticipation guide strategy is teacher have to use higher level of text within students' prior knowledge. Then, teacher has to pay attention carefully to choose the statements for the guide.

5. Concept of Reading Aloud strategy

a. Definition of Reading Aloud Strategy

Reading aloud is a powerful shared learning time. The discussions before, during, or after reading aloud can give students the opportunity to test new ways of thinking with plenty of support from teacher.⁴⁸ It means reading aloud have a connection between teacher and student. The teachers have to pay attention to students' reading process.

Reading aloud is the perfect time to provide students with a window into the comprehension of a proficient reader so that they can begin to “construct a

⁴⁷ *Ibid.*

⁴⁸ Mary Lee Hahn, *Reconsidering read-aloud*, (New York : Stenhouse Publishers, 2002), p.6

network of techniques for themselves.”⁴⁹ It means reading aloud can be a way to help student to expand their comprehension. Students build their way to read by themselves.

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.⁵⁰ It means that reading aloud is a strategy that emphasizes students to read clearly with a good pronunciation on every word spoken by students.

Related to the explanations above, the researcher concluded that reading aloud is the strategy that has a connection between teacher and student. The teachers have to pay attention to students’ reading process to improve students’ comprehension. Students build their way to read by themselves. Reading aloud is a strategy that emphasizes students to read clearly with a good pronunciation on every word spoken by students.

b. Procedure of Reading Aloud Strategy

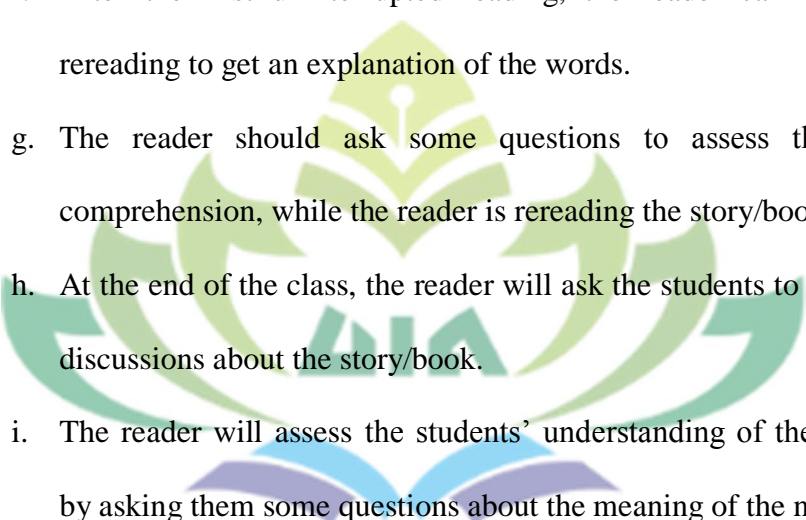
According to Teachersafeschools and Kailani, there are some important steps that may help readers understand more about reading aloud, specifically:⁵¹

- a. The teacher should choose a story or a book that will be interesting to the students.

⁴⁹*Ibid*,p.11

⁵⁰M. F. Patel and Praveen M. Jain, *English Language Teaching*, (Vaishali Nagar: Sunrise,2008), p.120

⁵¹Mohammed Alshehri , *Improving Reading Comprehension For Saudi Students By Using The Reading Aloud Strategy*, (New York : State University of New York, 2014) p. 13-14

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- b. The teacher should pre-read the story/book and highlight the words that are key to understanding the story/book.
 - c. The teacher should relate the story/book to the students' previous knowledge by asking them some questions pertaining to the story/book.
 - d. The reader should read the story/book once without interruption.
 - e. The teacher should read the text more than once because reading the same text several times will help the students comprehend.
 - f. After the first uninterrupted reading, the reader can interrupt the rereading to get an explanation of the words.
 - g. The reader should ask some questions to assess the students' comprehension, while the reader is rereading the story/book.
 - h. At the end of the class, the reader will ask the students to do reflective discussions about the story/book.
 - i. The reader will assess the students' understanding of the new words by asking them some questions about the meaning of the new words.

c. Advantages of Reading Aloud Strategy

Reading aloud has five advantages in foreign language teaching:⁵²

⁵²Liangguang Huang, "Reading Aloud in the Foreign Language Teaching" Asian Social Science, Vol. 6, No. 4, (April 2010), p.149

a. Practice pronunciation

Reading aloud is a kind of comprehensive practice of pronunciation. The material for reading aloud is the passage with certain content and circumstances.

b. Improve oral English

Reading aloud can help them overcome the faults of disfluency, repeat, improper pause, and develop natural and good pronunciation habit.

c. Get deeper understanding

In fact, reading aloud is reappearance of all the original content of idea, feeling, attitude and style in the form of voice.

d. Strengthen the knowledge

Reading aloud, which has relevant to listening, speaking, reading, is the practice of pronunciation, grammar and vocabulary.

e. Improve the classroom atmosphere

In class, especially in intensive class, students may feel tired and dull after some time. At that time reading aloud can help them back to the class.

d. Disadvantages of Reading Aloud Strategy

There are four disadvantages of Reading Aloud:⁵³

⁵³M. F. Patel and Praveen M. Jain, *Op.Cit.*, p.122

- a. Over crowded class is very big problem. The teacher cannot provide sufficient opportunities to all students.
- b. At earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at secondary stage.
- c. Only bright and intelligent students learn to read aloud very well because they get chance frequently while average/students hardly get the chanced of reading. So they become the passive learners.
- d. Reading aloud takes more time so it is time consuming. All students cannot read at a time so managing classroom becomes impossible.

There are another disadvantages of reading aloud. It is not useful at the secondary level because of the following reasons:⁵⁴

- b. It is very difficult skill. In unseen text or in other text there are many words which student does not know how to pronounce it
- c. If student have riot prepared himself for reading, it will be very difficult for him. The reading will be unnatural.
- d. Reading basically is reading silently.
- e. According to Venktes, only those text should be read aloud, which have been written to read aloud like poetry, dialogue, and other type of text. The texts which have no need not to read aloud should not be read aloud.

⁵⁴*Ibid.*, p.120-121

B. Frame of Thinking

Based on the theories above, the researcher preferred anticipation guide strategy to teach reading comprehension. Anticipation guide strategy could increase and help the students to build reading comprehension. This strategy can make the students more active in learning reading process. The students emphasize to use their prior knowledge to know the topic before learning reading process. Anticipation guide strategy is a strategy that used before reading process to activate students' prior knowledge and build curiosity about a new topic. Before reading a text, students respond to several statements that can challenge or support their ideas about key concepts in the text. Anticipation guide strategy set the behavior student interact with the text, and build the relationship between students and the teacher. The researcher also thought that this strategy more interested than another, because the student took a big place for learning reading process.

This strategy stimulated students' interest in a topic and sets a purpose for reading. Anticipation guide strategy can be revisited after reading to evaluate how well students understood the material and to correct any misconceptions. Anticipation guide strategy are loved by teachers because of their ability to engage all students in the exploration of new information by challenging them to critically think about what they know or think they know about a topic. In doing so, anticipation guide strategy set a purpose to the reading, even for those students who initially may not be engaged by the topic. They can also be used to drive

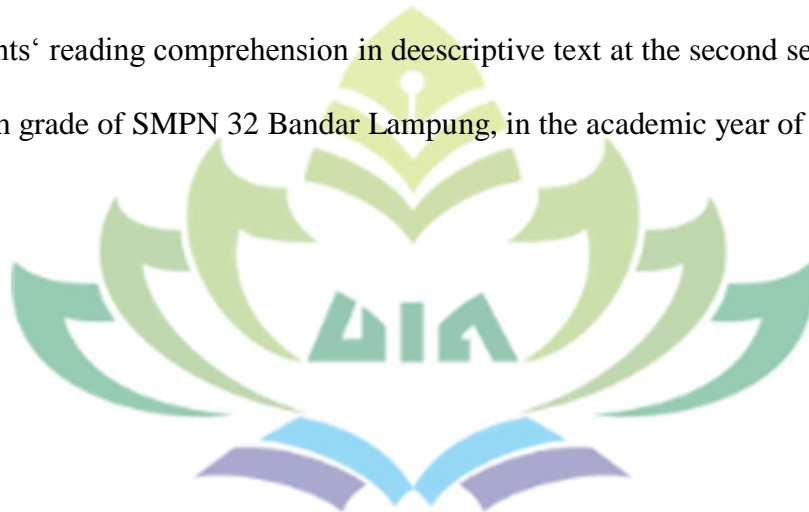
student discussion both before and after reading. Anticipation guide strategy can help students consider the conceptual message of the lesson.

C. Hypothesis

Based on the theories and the frame thinking above, the researcher made the hypothesis as follows:

H_a : There is a significant influence of using anticipation guide strategy towards students' reading comprehension in descriptive text at the second semester of the Eighth grade of SMPN 32 Bandar Lampung, in the academic year of 2019/2020

H_o : There is no significant influence of using anticipation guide strategy towards students' reading comprehension in deescriptive text at the second semester of the Eighth grade of SMPN 32 Bandar Lampung, in the academic year of 2019/2020



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