



ELITE Journal



(Journal of English Language Teaching & Education)

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ELTE Journal invites articles that have never been published before anywhere else. Manuscripts should be type-written, one and a half-spaced on quarto (A4) sized paper 9 - 20 pages in length; preferably on a standard floppy diskette with one hard copy. The article format should comply with the standard form of scientific writing. Articles will be reviewed by the Editors and/or Subjects Reviewers. The Editors reserve the right to edit articles for format consistency without altering the substance.

Preface

Welcome to the Journal of English Language Teaching and Education (ELTE Journal) Volume: 6 Number 1, February 2018. This journal presents some articles on the English Language Teaching and Education. This journal is intended to provide a platform both for established and early-career researchers. ELTE Journal provides a high profile, for academics, professionals, educators, practitioners and students in the field to contribute and disseminate innovative new work on language teaching and education. The contents included analysis, studies, application of theories reports from Teachers of English both Junior and Senior High School teachers, lecturers and students of Graduate Program PGRI University of Palembang.

The journal is published twice a year and accepts research papers and forum articles from the fields of English Language Teaching and Education. ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research. Research papers and forum articles are all subject to peer review before being accepted for inclusion.

For this edition, February 2018, the editors received 12 articles from the teachers, lecturers and students not only from Graduate Program PGRI University of Palembang but also from other schools, and universities. But there are only 8 articles are selected and published in this edition. Furthermore, in selecting the articles for this volume, the reviewers analyzed and selected them based on the requirements for journal writing.

Finally, the editors would like to thank several people and parties for their help, support and contribution. Any constructive comment, suggestion, criticism and contributions for future editions are welcome.

Editors

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Teaching Reading Comprehension through Anticipation Guides to the Eighth Grade Students of the State Junior High School 17 of Palembang

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Abstract

The problem of this study, "Is it effective to teach reading comprehension Through Anticipation Guides to the eighth grade students of the State Junior High School 17 of Palembang?" Therefore the main objective of this study was to find out whether or not it is effective to use anticipation guides strategy in teaching reading comprehension. This study was done through the pre-experimental method with the one group pre-test and post-test design. The population of this study was 124 eighth grade students with 30 students as the samples which were chosen through convenience non random sampling. The technique used in collecting the data was a written test, pre-test and post-test. The data were analyzed through the formula of matched t-test. The result of this study indicated that after teaching reading comprehension through anticipation guides, the students' mastery of reading comprehension improved. Their average level increased from the (6.32) to the (7.6). It was supported by the result of the data analysis that showed the t-obtained (9.14) which exceeded 1.697 as the critical value. It means that the H_0 was rejected, and H_a was accepted. In other words, teaching reading comprehension through anticipation guides to the eighth grade students of the State Junior High School 17 of Palembang was significantly effective.

Keywords: *teaching, reading comprehension, anticipation guides*

Background of the Study

English is an International language and becomes one of the most popular and most spoken in the world. Almost all of the people from many different countries around the world use English to communicate. Broughton (1980:1) said "Of the 4,000 to 5,000 living language, English is by most widely used. As a mother tongue, it ranks second only to Chinese, which is effectively six mutually unintelligible dialects little used outside China. On the other hand the 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speaker's, who use English for their day-to-day needs, total over 250 million. Finally, if we add those areas where decisions affecting life and welfare are made and

announced in English, we cover one-sixth of the world's population." English has become a very important language. It is an access to get into globalization era. Nowadays, science and technology development demands people to increase their knowledge and experience. One way to increase their knowledge and experience is through reading. Reading is the effective way to get information. If someone says the book is the window of the world, we can say that reading is the eye of the world because we can know all the things through reading.

Patel and Jain (2008:14) state that reading is most useful and important skill for people. This skill is more important than speaking and writing, reading is a source of joys. Reading is not only a source of information and a pleasurable activity but it is also as a means of consolidating and extending one's knowledge of the language.

Indonesian curriculum has been considered English as the essential subject to learn, where reading is the one of English skills that the students must master. As every language has its own system, the systems of English are different from those of Bahasa Indonesia. It is not impossible if the Indonesian learners have difficulties in learning English. Besides that in the last examination test of each school level almost 90% are reading test form where the students are asked to find out the information of text, therefore the teacher has to pay attention for this case or for reading subject even most of the students considered that reading is difficult subject.

The teachers usually have some strategies in teaching-learning process. The strategies are needed in teaching-learning process, especially in teaching reading comprehension. One of the strategies that can be applied by the teachers is Anticipation guides. Herber (in Virginia Department of Education 2004:135) states that anticipation guides can be used to activate and assess students' prior knowledge, establish a purpose for reading, and motivate students by stimulating their interest. They promote active reading and critical thinking. Meanwhile, according to Woolfolk (2004:133) anticipation guides can be used to help students to activate their prior knowledge and experience and think about the ideas they will be reading.

For this reason, the writer was interested in analyzing the use of

anticipation guides strategy in teaching reading comprehension. Hence, this study was entitled "Teaching Reading Comprehension through Anticipation Guides to the Eighth Grade Students of the State Junior High School 17 of Palembang.

As far as the writer knows that most of Junior High School students face some problems in learning English as foreign language. One of the problems that the students encounter is reading comprehension.

The systems of English are different from those of Bahasa Indonesia. It makes Indonesian students have difficulties in understanding the reading text in English. They often make errors in finding the main idea of the text or paragraph. Through anticipation guides in the classroom in reading comprehension allows the students to learn it easier.

Research Questions

The problem of this study dealt with teaching reading comprehension to the eighth grade students of the State Junior High School 17 of Palembang and limited on teaching reading comprehension through anticipation guides to the eighth grade students of the State Junior High School 17 of Palembang with the narrative texts with the themes of "Timun Mas, The King of The Jungle, The Lion and The mouse, Sangkuriang, The Monkey and The Crocodile and The Queen of The Southern Sea"

The problem of this study was formulated as "Is it effective to teach reading comprehension through anticipation guides to the eighth grade students of the State Junior High School 2 of Tanjung Batu?". The objective of this study was to find out whether or not it is effective to teach reading comprehension through anticipation guides to the eighth grade students of the State Junior High School 2 of Tanjung Batu.

Conceptual Framework

Concept of Teaching

According to Edmun Amidon, Teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity. Meanwhile, Gage said, Teaching is a

form of interpersonal influence aimed at changing the behavior potential of another person.

Furthermore, Brown (2007:8) states that teaching is guiding and facilitating learning, enabling the students to learn, setting condition for learning.

From statements above, the writer defines teaching is a concerned with the activities which are concerned with the guidance or direction of the learning of others. Here, the teacher assists the students to learn and understand something in order they can do it, and the teacher also provides the facilities which can support the students in learning such as interesting materials, circumstances, etc.

Concept of Reading

The word reading has complex definition. One simple definition will not be enough to explain it. Simpson and Weiner (2010:343) state reading is look at and comprehend the meaning (written or printed matter) by interpreting the characters or symbols of which it is composed.

According to Bennette (2001:23) reading is a visual process-vision a symbolic process of seeing an item or symbol and translating it into an idea or image. Images are processed into concepts and whole dimensions of thought.

Cunningham (1983:245) states reading is the process of using word identification, print processing, and language comprehension with written language to construct an internal text or to perform it for an audience so they can construct internal texts. She also states that reading is accomplished by identifying words, processing print, and comprehending language is produced which is consistent with both the text and the purpose for reading it.

Patel and Jain (2008:13) state reading means to understand the meaning of printed word ie. written symbols. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success.

According to WS Gay (in Patel and Praveen 2008:14) reading is form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences. Their recorded lines and the advancement made by them in various fields. Meanwhile, Hurmer (1998:68) states that reading is useful for other purpose, it provides opportunities to study language as like

writing, vocabulary, grammar, punctuation, and the way of construct sentences, paragraphs and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

Based on some definitions of reading by some specialists above, the writer concludes that reading is an activity to get information, increasing perception through written text and also interpreting and analyzing the text.

Concept of Reading Comprehension

For many students reading comprehension is a problem when students read in English, but since students can read in their own language, students tend to attribute their difficulties in comprehension to the English Language, or students may feel that the fault lies in their own lack of ability. In fact, the problem usually lies in their approach to a text. Reading comprehension is the degree to which students understand what students read.

According to Pang, et.al (2003:6) reading is about understanding written text. It is a complex activity that involves both perception and thought. She also states reading consists of two related processes, they are: word recognition and comprehension.

- Word recognition
Refers to the process of perceiving how written symbols correspond to one's spoken language.
- Comprehension
Is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Pang, et.al (2003:14) states comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. The actively engagement includes making use of prior knowledge. It involves

drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

According to Wainwright (2007:37) reading comprehension is process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration. Comprehension includes recognizing and understanding a main idea and related details. A good recognized that many ideas are implied and he must read between the lines to get the full meaning.

Meanwhile, according to Klingner and Vaughn (2007:2) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency.

Klingner and Vaughn (2007:8) add 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 as well as variables related to the text itself, interest in text, understanding of text types.

From the statement above, the writer concludes that reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consists of two related process, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbol correspondent to one spoken language. Comprehension is the process of making sense of words, sentences and connected text.

Concept of Anticipation Guides

Anticipation Guides is strategy in teaching reading comprehension that can build the students' motivation in reading. Anticipation guides have been recognized as an effective reading strategy since their development by H.L. Herber (1978). The guides were primarily used to activate students' prior knowledge of a subject. However today, educators are also using the strategy to increase motivation to read the text.

Herber (in Virginia Department of Education 2004:135) states anticipation guides can be used to activate and assess students' prior knowledge, establish a purpose for reading, and motivate students by stimulating their interest. They promote active reading and critical thinking.

According to Woolfolk (in Virginia Department of Education 2004:134) anticipation guides is a series of questions or statement related to the topic or point of view of a particular text. Students work silently to read and then agree or disagree with each statement.

(In Professional Development 2008) anticipation guides are typically a list of statements related to the topic(s) 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 and indicate if they agree or disagree with each of the statements. Most of the statements are clearly true or false, but two or three of them should be written to generate controversy and argument.

From the statements above, the writer defines anticipation guides is part of organizational methods strategy that can be used to establish student's motivation and encourage the students to be active in learning and it can increase their knowledge to understand the reading text.

The Procedures of Teaching Reading Comprehension through Anticipation Guides

Anticipation guides is one of visual methods strategy in teaching and learning process, especially in reading. Anticipation is a series of questions or statement related to the topic or point of view of a particular text. Students work silently to read and then agree or disagree with each statement.

The procedure of anticipation guides Herber (in Virginia Department of Education 2004:135) suggests the following steps:

1. Identify the major concepts that you want students to learn from a reading.
2. Determine ways these concepts might support or challenge the students' beliefs.
3. Create four to six statements about the topic for which students may have prior beliefs or experiences. Address important points, major concepts,

controversial ideas, and misconceptions. Do not include simple, literal statements that can be easily answered.

4. Share the guide with the students. Have the students react to each statement, formulating a response to it and preparing to defend their opinions.
5. Discuss each statement with the class. Ask how many agreed or disagreed with each statement. Have students representing opposing viewpoints explain their reactions.
6. Have students read the selected text in order to find supporting or contradictory evidence for their responses. Students may confirm their original responses, revise original responses if necessary, and decide if any additional information may be required.
7. Discuss with the class what was learned from the reading.

Based on the explanation above the writer makes the lesson plan in teaching reading comprehension through anticipation guides as follows:

1) Pre- activity

Teacher greets the students, checks the students' attendance and motivates the students to learn the reading comprehension by doing warming up that relevant with the topic of the text for example, the teacher gives some questions realize and short story that all of them relevant in the text, but most of language science suggest that the effective way in Pre-Reading use different question but have the same theme in the text.

2) Whilst activities

Teacher explains about anticipation guides and invites students to apply anticipation guide strategy. The basic steps of teaching reading through anticipation guides are as follows.

Step 1: The teacher prepare some topics about narrative text to be given for students with the themes of "Timun Mas, The King of The Jungle, The Lion and The mouse, Sangkuriang, The Monkey and The Crocodile and The Queen of The Southern Sea".

Step 2 : Before the students read the texts, the teacher give a guide that consist of a list of statements about the topic of the text, some of statements are made controversial. Then the teacher asks the students who disagreed to share their thinking, followed by those students who agreed with the statements.

Example

Respond to each statement twice: once before the lesson and again after reading it.

- Circle “Agree” or “Disagree” beside each statement below before reading the text.
- Following our class discussion of these statements, you will read the topic in the text.
- When you have finished reading, consider the statements again based on any new information you may have read. Circle “Agree” or “Disagree” beside each statement and check to see whether your opinion has changed based on new evidence.

Step 3 : After students finish giving response for the statements, the teacher let students to read the text of the topic and giving time for students to look for the right statements by reading the texts. The students may revise their previous responses.

Step 4 : The students are asked to discuss with the class what was learned from the reading, and comparing their previous responses before reading and their revise responses after reading.

3) Post activities

- The students make a conclusion and review the material.
- The teacher gives the students chance to ask some questions about the material being learned.
- The teacher gives the students homework.

Results and Discussion

Based on the findings above, the writer would like to interpret some points on the result of pre-test and the post-test. It was found that the most of students got progresses the reading comprehension through anticipation guides. It was indicated by the result of the test. It could be seen from the students' average Score was 7.6.

In the pre-test the writer got the fact that some of students still cannot increase the reading comprehension and the function of anticipation guides. It could be seen from the students' average score was 6.32. In the post-test most of the students were able to increase their reading comprehension. It could be seen from the students' average score was 7.6. In other words, the result of this study indicated that increasing the reading comprehension achievement through anticipation guides strategy to the eighth grade students of the State Junior High School 2 of Tanjung Batu in academic year of 2012-2013 was effective. It means that after teaching through anticipation guides strategy the students' achievement in reading comprehension increased.

Conclusion

Based on the finding of the study, it could be concluded that the use of anticipation guides strategy in teaching reading comprehension to the eighth grade students of the State Junior High School 2 of Tanjung Batu enable students to get better score and motivate them to be more effective in learning reading comprehension. It means that the use of anticipation guides strategy in teaching reading comprehension could improve the students' mastery and it could be effective. It can be seen from the students' average score in the pre-test was 6.32 and the students' average score in the post-test was 7.6.

The alternative hypothesis was accepted since the result of calculation of the matched t-test was 9.14 that were higher than critical value of t-table (1.697). Having analyzed the result of the test, the writer could conclude that teaching reading comprehension through anticipation guides to the eighth grade students of the State Junior High School 2 of Tanjung Batu gives good effect and contribution to the students' mastery in reading comprehension.

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