

CHAPTER I INTRODUCTION

A. The Background of the Study

Reading is one of the basic skills that should be mastered by the students in learning English. It has a significant contribution to be successful in learning. Reading is the reader's act to gain the information which is stated directly or indirectly in the text. Through reading, students will be able to increase their knowledge. They will get useful information so that they can think critically because they have a wide insight.

According to Snowling and Hulme (2011) reading is primary goal of learning education, in which the goal of reading is to get the competence in understanding and comprehending the text. In reading skill, the students are not only expected to read the text in good pronunciation or to find out the meaning of each word within the text but also to understand, to evaluate and to recognize the writer's ideas of the reading text.

Reading is thinking and understanding the meaning in the text. It means that in comprehending the text, the students should have the ability to go to beyond the word, to understand the ideas and the relationship between ideas conveyed in the text (Serravallo 2010:43). However, in process of getting the meaning, the students are not able to achieve those things. It can be caused of two factors, namely; internal factor and external factor.

The internal factor comes from students themselves such as minimum vocabulary, lack of knowledge and reading interest. This situation makes the students having difficulties in getting the meaning in the text. Another factor is external factor which comes from out of the students, such as teaching strategy and materials that the teacher uses in teaching reading. The teacher still uses conventional teaching. The teacher only asks the students to read the text, find out the difficult words, and translate the words into Indonesian. Then, last activity is answering the questions in the textbook. The materials that the teacher provides is also unattractive, therefore the students feel that reading is boring activity and they can't improve their knowledge.

However, according to The Nation's Report card: Reading 2013, there is only 33% of all eight graders which are in above a proficient level, while 42% at a basic level, and 23% at below-basic level. It means that more than 60% of students in eighth grade in 2013 were struggling to comprehend the text. It means that the ability of the students to comprehend is still lower; therefore, the students can't comprehend the text well.

The problem of students in comprehending a text was found in SMA Negeri 14 Medan while the writer did the observation. The writer asked the students' opinion about reading class. Most of the students said that reading text especially reading analytical exposition text was uninteresting activity and they thought that reading is useless activity because they do not understand the text. The teacher also taught the students by using conventional teaching, in which the teacher only asked the students to read the passage then, mark the generic

structure of the text and answer the questions in the text book. These strategies made the students feel bored and do not have willingness in reading the text. The writer found the data of XI grade students' score in the first semester at 2014/2015 academic year from English teacher. The students got the score below Minimum Competence Criteria (Kriteria Ketuntasan Minimum) of English lesson. The score of reading test from the students can be seen as follows.

Table 1.1 The Eleventh Grade Students' Score of Reading Test

Class	Semesters	Score	Students	Percentages
XI-IPA-1	2 nd Semester	≤ 75	10	33.3
	2014/2015	≥ 75	20	66.6
XI-IPA-3	2 nd Semester	≤ 75	8	26.6
	2014/2015	≥ 75	23	76.6

Source: SMA Negeri 14 Medan (2015)

The Minimum Completeness Criterion (KKM) in SMA Negeri 14 Medan was 75. From the data above, it can be concluded that students' reading comprehension is still low. From 60 students, there were only 18 Students got score of Minimum Competence Criteria and 42 students who did not get the score of Minimum Competence Criteria.

In addition, based on the writer's experience at Teaching Practice in PPLT 2014 in Vocational high school, most of the students were not able to read and comprehend the text. It was caused by the lack of vocabulary and teaching learning process isn't effective. Most of the students were passive in the class. They also have minimum score in English Subject.

Considering the condition above, the teachers should create the new ways of teaching reading. In order to achieve the learning purpose, the teachers have to use an effective strategy and attractive material which is appropriate with the

strategy. Prediction and Inference Strategy is one of the strategies that is useful to help the students to gain the meaning of the text.

Prediction and Inference strategy is an effective strategy to develop their mental models to combining the current text information with one's own experience in order to create meaning that not directly states in the text. It means creating connections and making educated guesses that go beyond the author's exact words or images.

Zwiers (2010: 99) states that the students use the text clues and our background knowledge to predict what will happen next in a text or what we will learn later in a text. Students then go through the text to confirm, discard, change, or make new predictions, based on new evidence that comes up. Prediction provides the students with motivation and purpose for reading. It also helps the mind preparing itself to understand the upcoming ideas in the text.

Through, Prediction and Inference strategy, the students would be effectively and automatically combine the text and their background knowledge to make good inferences and predictions. Prediction and Inference strategy facilitate the students to set up the purpose of reading and anticipate what the students will read. It can be concluded that Prediction and Inference strategy is an appropriate strategy to teach reading comprehension in order to help the students building their thinking process in comprehending the text.

The previous research by Thomas (2005) in ESL students' classroom. Prediction and inference used as a strategy to build the students' comprehension in balancing the author's use of words with their forecast and linking a new

concept with their implicit or personal knowledge. Another research by Baretta et, al (2009) proved that students in University of Auckland, New Zealand who taught by using inference strategy significantly better in comprehending reading expository text than when reading narrative text. The students generally bridging inferences more easily and were better of judging the unsuitability of expository text. In addition Linda (2007) concluded that prediction and inference strategy has significantly affected the students in sixth-graders from two Canadian urban centers in reading comprehension by establishing textual coherence or embellishing meaning in the text.

Based on the explanation above, the researcher was interested in conducting a study by applying Prediction and Inference Strategy on students' reading comprehension in analytical exposition text.

B. The Problems of the Study

Based on the background of the study, the research problem of this study was formulated as the following: "Is there any significant effect of prediction and inference strategy on students' reading comprehension in analytical exposition text?"

C. The Objectives of the Study

The objective of this study was to investigate whether there is a significant effect of Prediction and Inference strategy on students' reading comprehension in analytical exposition text.

D. The Scope of the Study

There were several strategies that can be used to improve reading comprehension. In this study, the writer only focused on applying Prediction and Inference strategy on students' reading comprehension in analytical exposition text.

E. The Significance of the Study

The findings of this study are expected to be useful as,

- a. Theoretically, the findings of this study are expected to enhance the theories of reading comprehension.
- b. Practically, the findings of this study is expected to give feedback to:
 1. English teachers, they can use this strategy as a reference in teaching reading to improve the students' reading comprehension especially analytical exposition text.
 2. Other researchers, this research can be as reference in doing research related to this study to improve the ability of the students in reading comprehension and explore the aims of prediction and inference strategy in reading comprehension of analytical exposition text.