CHAPTER I
INTRODUCTION

A. The Background of the Study

Reading is one of the important skills to be taught to students because through reading they can get information from the text that can improve their knowledge. Reading doesn't only read the words but also understand the information from printed text. According to Grabe (2009:9) reading is the ability to draw meaning from the printed page and interpret this information appropriately. Reading comprehension is the goal of reading because the purpose of reading is to grasp meaning from the printed text.

Westwood (2008:31) states that reading comprehension is an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To be able to accurately understand the text, students need to decode what they read and then make connection between what they read and what they already know. It involves the students' experience and prior knowledge while comprehending the text. It is clear that reading comprehension is an ability that involves the background knowledge of the students while they comprehend text.

Nowadays, the expectation on the students' reading comprehension is high. But in fact, students' ability in reading is a significant problem in schools. Based on the writer's experience when he took a teaching practice program in SMA Sw Masehi Berastagi, he found that almost all students especially grade ten, cannot comprehend the text. It is shown by their score in which almost all student

get score below minimum criterion (KKM) that is 70. It is difficult for students to comprehend the text because they have problem in understanding the words and sentences in the text. They do not know how to activate and develop their prior knowledge when reading a text. And also the reading method that is used was not effective. In reading class, the students usually read a text that is given by the teacher silently or loudly, and then students have to answer the question based on the reading material. Consequently, the reading lesson becomes monotonous and boring that's why the students were not interested in reading and sometimes they were sleepy and makes noise in the classroom.

Dealing with the fact previously mentioned, the writer wants to try to carry out a research in teaching reading. In order to make teaching and learning process interesting and effective, teachers need a good technique, method or strategy in teaching reading. By using an appropriate technique, method, or strategy it is hoped that students' achievement on the reading comprehension will improve. The strategy that can be applied in improving students' achievement in reading is Prediction strategy.

Guisinger (2005) states that predicting is a strategy in which readers think about what they are going to read based on clues from the reading. It is an ongoing process that actively engages the reader in two ways: 1) the reader's mind is a jump ahead, trying to figure out what is coming next or making new predictions, 2) while at the same time the reader is revising and refining the old predictions.

Making predictions activates students' prior knowledge about the text and helps them make connections between new information and what they already know. By making predictions about the text before, during, and after reading, students use what they already know as well as what they suppose might happen to make connections to the text. According to Block et.al in Zygouris (2004:1) predicting involves previewing the text to anticipate what will happen next. By making prediction, readers are using the following processes: prior knowledge, thinking on a literal and inferential level, adding to their knowledge base, linking efferent and affective thinking processes, making connection, and filling the gaps in the author's writing. Making prediction while reading a text, keeps the mind actively focused on the author's meaning and provide the reader with motivation and a purpose for reading.

There have been some previous researches dealing with Prediction Strategy. Herdiana (2012) conducted a research with the title Teaching Reading Skill Using Predicting Strategy at The First Grade Students of MA Yanuris Ciranjang Cianjur. The result of her research indicated that Prediction Strategy improved students' reading comprehension. The improvement can be seen from students' reading score which fulfilled the minimum standard of learning success. The mean score of pre-test was 65.68 and the mean score of post-test was 77.95. Another researcher Perangin-angin (2013) conducted a research with the title Improving Students' Reading Comprehension in Descriptive text by Applying Prediction Strategy at the first grade students of SMA Negeri 1 Kisaran. Based on reading test score, students' score kept improving in every test. In the orientation

test the mean was 53.41, in the cycle I test the mean was 67.52, and in the cycle II the mean was 83.52.

The result of the research showed that prediction strategy significantly improved students' reading comprehension. That's way the writer wants to try to carry out the research by using prediction strategy but for different students and in different genre. In this research, the writer wants to find out the effect of prediction strategy on students' reading comprehension in narrative text. The reason why the writer chose narrative text because based on the senior high school syllabus; narrative text is learned in first grade and also in second grade. It shows that the students are expected to learn narrative text repeatedly. It means that it is very important for students to comprehend narrative text.

Guisinger (2005) states that in teaching reading narrative text by applying prediction strategy, firstly the students divide into group and give them prediction table. The prediction table contains the generic structure of narrative text as a clue for students to predict the text, secondly the teacher read the title of a narrative text then ask the students to write down their prediction in the left column with basic question of who, where, when, what, and how, thirdly giving the text and ask the students to write down in the middle column what fact they find that support or refute their prediction. In order to do this, they need to skim the generic structure of a text. Finally after reading whole the text they can fill in the right column confirming or refining their prediction using the information they found in the text.

In short, the writer simplifies that to overcome the problem of teaching reading, especially in comprehending the text, the teacher needs to apply prediction strategy. In which, it can be help students to activate their experience and prior knowledge while comprehending a text. If the students' experience or prior knowledge have been activated they will be easier to interact with the text. They will quickly understand what the text about because they have prior knowledge about it. Applying prediction strategy is expected to solve the problem and to bring good improvement in students' reading achievement.

B. The Problem of the Study

Based on the previous discussion in the background of the study, the problem of the study is formulated as the following: *"Is there any significant effect of applying Prediction Strategy on the students' reading comprehension in Narrative text?"*

C. The Scope of the study

In this research, the focus of the investigation is limited to the effect of Prediction Strategy on the students' reading comprehension. The genre is limited to Narrative text. There are four levels of reading comprehension, namely: literal comprehension, interpretative comprehension, critical comprehension and creative comprehension. In this study, not only limit to literal comprehension and interpretative comprehension but also for critical comprehension and creative comprehension. It means that all levels of comprehension will be tested.

D. The Objective of the Study

In relation to the problem, the objective of the study is to find out whether Prediction Strategy significantly affects the students' reading comprehension in Narrative text.

E. The Significance of the Study

The results of the study are expected to be useful for:

a. The English teacher to provide his/her as alternative method to improve his/her methods in teaching reading.

b. Other researchers who are interested in conducting further study to provide the information by looking at the result.