

# The Effect of PLAN (Plan, Locate, Add and Note) Strategies on Students' Achievement in Reading Comprehension

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**Abstract**— This study focused on finding out the effect of Predict, Locate, Add and Note (PLAN) Strategy on Students' Achievement in Reading Comprehension at Madrasah Aliyah Swasta (MAS) Al Washliyah Tembung. This study was conducted in experimental Quantitative design. The population of the study was the students in grade XI of Madrasah Aliyah Swasta (MAS) Al Washliyah Tembung of 2019/2020 academic year. The total number of population in this study was 110 students. There were two classes consists of each 38 students were chosen as sample by purposive sampling technique. This study was conducted with two randomized groups namely Experimental Group and Control Group. The experimental group was taught by using PLAN Strategy, while control group was taught without PLAN Strategy. The instrument of collecting the data were questionnaire and the multiplechoice test of analytical exposition. The data were analyzed by using t-test. The calculation shown that t-observed (3.65) was higher than t-table (1.67) at the level of significance ( $\alpha$ ) 0.05. It means that there was a significant effect of PLAN Strategy on students' achievement in reading comprehension. So, the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) was accepted.

**Keywords**— plan strategy, reading comprehension

## I. INTRODUCTION

Reading is one of the important skills to be mastered by the students besides writing, speaking, and listening in order to be able use English as global language to communicate and get information well. It means that reading as one of the four basic language skills that must be mastered in language learning, especially in English learning. The awareness of the importance of reading comprehension have encouraged the Indonesia goverment to make a policy in educational system. Reading is a subject that must be taught from Primary until Senior High School. The students are expected to be able to comprehend the written text they read well through teaching and learning.

Although reading comprehension is very important, but reading is not an easy thing to do for the students. It was added that apart from the internal problem the failure of teaching and learning program, students sometimes struggle in building their

comprehension because of some external problems, such as their home circumstance, parental and family support, and their attitude toward reading. Referred to the previous evidence, the success or the failure of learning including reading lies on the strategies or techniques used and the personality of the learners themselves.

The reality is that there are so many students who are able to read texts with the appropriate pronunciation but do not know what they are reading about. It is because they do not apply the way they use when reading in their native language to reading in foreign language they are learning. They just spent their time to earn the meaning word by word, then consult the unknown vocabularies, continue with the meaning of each sentences. Actually, what it is done by them just touch the linguistic knowledge. This is actually the phenomenon teacher faced in the class included in Madrasah Aliyah Swasta (MAS) Al Washliyah Tembung. The researcher got the students' reading comprehension at the average scores. It can be seen in the following table :

TABLE 1. STUDENTS' READING COMPREHENSION AVERAGE SCORES

Academic Year 2018/2019	Average Score	Minimal Passing Grade Criteria (KKM)
XI IPA 1	65	75
XI IPS 1	60	75
XI IPS 2	63	75

Table 1 above shows that the average scores of students' reading comprehension in MAS Al Washliyah is still low and under Minimal Passing Grade Criteria (Kriteria Kelulusan Minimal : KKM).

By having some facts related to reading comprehension, the researcher conclude that they need strategies in order to overcome their lack desire of reading comprehension. One of the tools that can help student accomplish tasks to a higher standard with much more effort is teaching strategy (Harris & Graham, 2006). A teacher uses a strategy to do tasks better, more easily, or more quickly. In other words, in teaching

strategy there is strategy planning. That is, the strategy is still essentially conceptual about decisions to be taken in the implementation of instruction.

In reading comprehension, there are many strategies that can be used. One of them is PLAN strategy.. PLAN is an acronym for four distinct steps of Predict, Locate, Add, and Note. This strategy is involved before, during and after reading activities. The PLAN strategy is defined as a great strategy intended to start with an evaluation of students' prior knowledge and conclude with an appropriate culminating activity. There are several contributions of using PLAN in teaching reading. Seagrave (2006) found 5 contributions when use the PLAN strategy in teaching reading. First, PLAN strategy facilitates active reading. It means that the students interact more with the text they read while creating their predictions into a map. Then, it engages students' background knowledge of the topic that simultaneously build their interest and motivation to read. Seagrave (2006) also found that this strategy encourages students to take responsibility of their comprehension by requiring concrete evidence of their reading. Creating concept map helps the students to visualize the ideas in the text that will monitor their comprehension. It is also helps the students to recognize text construction easily.

Saputri (2016) found that there are differences significant of reading comprehension skills between students who learning used PLAN strategy and students who learning used conventional strategy. She stated that PLAN strategy is effective in learning reading comprehension.

The researcher is interested in this kind of reading strategy under the considerations that PLAN provides strategies in which the students comprehend the text by activating their background knowledge and experiences while learning. Furthermore, PLAN strategy encourages the students to self-assess what they know about a topic and provides them with an opportunity to organize and summarize what already know or have learned through their reading.

In relation to the background of the study, the research would like to find out whether PLAN strategy can affect the students' achievement in reading comprehension at Madrasah Aliyah Swasta (MAS) Al Washliyah Tembung grade XI Academic Year 2019/ 2020 or not.

The findings of the study are expected to be useful for, (1) Theoretically, it is hoped that the result of the study would add what has been found in the era of teaching English as a foreign language. (2) practically, for the students, hopefully this research can drive students to flexibility improve the reading comprehension skill. For English teachers, the result of this study would inform the them in their attempts to decide which of the best strategies in helping the students or learners to read comprehensively. For another researcher, This study is also expected to be useful as a trigger and as the grounds for further research in conducting a research related to the improvement of the students' reading comprehension to reach the highest level of comprehension.

The hypothesis of this study can be formulated as follow:

- There is significant effect of PLAN strategy on students' achievement in reading comprehension at Madrasah Aliyah

Swasta (MAS) Al Washliyah Tembung grade XI of 2018/2019 acedemic year.

- There is significant effect of PLAN strategy on students' achievement in reading comprehension at Madrasah Aliyah

## II. LITERATURE REVIEW

### A. *The Nature of Reading Comprehension*

Reading is one of the important skills, because without reading we are not able to find out or get the important of information from a text, understanding the meaning of the text includes magazines book story, newspaper and so on. If the students read a lot, they will be able to find the word meaning and understanding the text.

In daily activities, we are never separated from reading activity such as reading newspaper, magazines, advertisement, etc. By reading, we get knowledge and information and also in education activity, teacher and students cannot be separated from reading activity.

Reading is an interactive activity which is done by students to find the main idea in a text. Reading is an interactive activity for taking and comprehending the meaning that contains in writing texts. It will be difficult activity for students that do not have an ability to comprehend the reading texts (Somadayo, 2011). Reading also as an interactive process in which the reader is expected to follow and respond to the message of the author (Grabe, 2010).

Then, Westwood (2008) states, "Reading is a comprehension of the text, understanding draws and readers background experiences, general knowledge, vocabulary, syntactical awareness and word identification skills." It means that when we read we must understand about the draws and readers background experiences, general knowledge, vocabulary, etc.

Comprehension means to get, know and understand what reading contents about efficiently. Cashdan (2010) says, "Comprehension is the understanding something that one does." Dorn and Soffos (2005) state, "Comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences." It means that when we read the paragraph, readers must have emotional, perceptual and social experiences to improve the meaning.

Based on the explanation above, the writer concludes that Comprehension is process of negotiating to understand between the reader and the writer. The reader receives information from the author via the words, sentence, paragraph, and so forth, and tries to understand the inner feelings of the writer.

### B. *Teaching Strategies*

Teaching strategy is tools to help students accomplish tasks to a higher standard with much more effort (Harris &Graham, 2006). A teacher uses a strategy to do tasks better, more easily, or more quickly. In other words, in teaching strategy there is strategy planning. That is, the strategy is still essentially conceptual about decisions to be taken in the implementation of instruction.

In selection of teaching strategy, the teacher should fit among materials, goals, and the students. The selection intended in order the teacher will not be wrong in conveying instruction. The teacher should try to make the students to be active, eager, ready in following instruction that teacher given, thus the students will accept it effectively and efficiently.

In teaching reading comprehension, the teachers may decide the best way strategy to present the material in specific lesson is through class lecture. Whatever strategy is selected for the instruction, the teachers need to remember that the strategies must support the reading process. They will be very useful to compose lesson plans and to create and maintain an atmosphere of interest and variety in the classroom. Teaching is a complex and complicated activity. The effective teaching will provide the opportunities for students as the learners to develop or improve their use and understanding of reading skills and how well they can use the strategies and skills in the teaching learning process. A variety of different activities are used during each lesson is classroom activities gives the students opportunities to get feed back on their reading performance. Instructional activities relate to real-world reading purposes and the last instruction is learner focused.

PLAN is recognized as acronym represented by the four steps on Predict, locate, add and note (Caverly, et al. 1995). PLAN is reading strategy for informational text that helps students read. This strategy provides students with a way to illustrate the relationships between and among ideas in the text and to create a visual organizer they can use to take note while reading.

Caverly, Radcliffe, and Nicholson (2004) states that the PLAN strategy is shown to promote the students responsibility for reading as well as create an independent and individualized use of the strategy. It means that by using the PLAN strategy will help the students to transform what has been read into certain information independently and higher level thinking skills will be improved when they implement this strategy in raeding process.

### III. RESEARCH METHODOLOGY

This research was conducted by using a quantitative research with an experimental design. It means that there was two group or two classes that used in this research as the samples. The first was experimental class and the second was control class. The experimental class was a class or a group which receive the treatment by using PLAN Strategy. While control class, was class or a group which did not taught by using PLAN Strategy in reading comprehension.

The research is conducted in Madrasah Aliyah Swasta (MAS) Al Washliyah Tembung. This school is chosen because the students' achievement in reading is still under Minimal Passing Grade Criteria (Kriteria Ketuntasan Minimal: KKM). The population of the research was all XI students of 2019/2020 academic year. The research is administered in three classes of the total number of the students are 110 students.

The sample of research was taken by cluster random sampling technique. After doing a cluster sampling, the sample was going to be selected as the sample of this research were

two classes namely XI IPS 1 and XI IPS 2. They were selected as the representative of the population. There were 76 students of Grade XI IPS 1 and XI IPS 2 that become the sample which is divided into two groups. The first group that consisted of 32 students was given a treatment using PLAN strategy and the second group that also consisted of 32 students was the class didn't taught by using PLAN strategy.

Before the treatment is conducted, the similarities that influence the teaching and learning activities of both experimental group is observed first. The aim is to ensure that both experimental classes suppose to use have the same characteristic. The sample of the research are in the same school, in the same range of age and in parallel classes, They also have the same length of time for the treatment that is 5x45 minutes. The treatment is conducted in five meetings.

The treatment is conducted in both experimental classes with different teachers, the teachers taught in both experimental classes have the same education levels and experiences in teaching. Before giving the treatment to the students, the writer introduces and explains about step of PLAN strategies to the teacher who teach in experimental class.

In this research, there are two groups of students, namely experimental group and control group. At the first, the teacher prepares the reading comprehension pre-test to test each groups before beginning the treatment and the score will be used as a preliminary data which draw the students' reading comprehension. After that, the teacher gives the treatment for each experimental group (PLAN strategy) and control group (no PLAN strategy). To get the final data to be analyzed, post-test will be administered after giving the treatment to measure the effect of using PLAN strategy.

#### Validity of Reading Comprehension Test

Ary (2011) says, "validity referes to the extent to which an instrument measures what is intended to measure". In this case, the researcher used content validity to measure reading comprehension to establish the validity instrument. It was done because content validity refers to the extent to which the instrument represents the content of interest. To obtain the validity of reading comprehension test Product Moment Formula is used in this study. The formula is drawn as follow :

$$r_{xy} = \frac{N(\sum xy) - (\sum x \sum y)}{\sqrt{[N(\sum x^2) - (\sum x)^2][N(\sum y^2) - (\sum y)^2]}}$$

#### Notes :

- rx<sub>y</sub> = validity coefficient of the test
- $\sum x$  = total score of each items test
- $\sum y$  = total score
- $\sum xy$  = total product score for each items
- N = number of sample

#### Reliability of Reading Comprehension Test

Reliability refers to the consistency of the scores obtained that is how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.

The reliability of the characteristics of a good test refers to the consistency of the measurement. To acquire the reliability of the test, Ary (2011) suggested using Kuder Richardson's formula 21 as drawn below :

$$r_{11} = \left(\frac{k}{k-1}\right) \left(1 - \frac{\sum pq}{V_t}\right)$$

**Notes :**

- r11 = the reliability of the test
- k = the number of question
- Vt = variance of total score
- p = proportion of correct response on single item
- q = proportion of incorrect response on the single item

**The Technique Analyzing the Data**

The writer uses T-test in order to know the effect of this research, and the formula is as follow:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{dx^2 + dy^2}{Nx + Ny - 2}\right] \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

**Notes :**

- t = total score
- Mx = mean of experimental group
- My = mean of control group
- dx<sup>2</sup> = the deviation square of experimental group
- dx<sup>2</sup> = the deviation square of control group
- Nx = the sample of experimental group
- Ny = the sample of control group

**IV. FINDINGS AND DISCUSSION**

After knowing the score of experimental and control groups in pre-test and post-test, the data were analyzed. The total score of pre-test and post-test can be seen below.

Table II The Calculation of Experimental Group

	Pre Test	Post Test	Deviation	Deviation Square
Mean	54,79	68,02	13,34	
Total	2082	2585	507	9247

Standard Deviation :

$$dx^2 = \sum d^2 - \frac{d^2}{N}$$

$$dx^2 = 9247 - \frac{507^2}{38}$$

$$dx^2 = 2482,6$$

Table III The Calculation of Control Group

	Pre Test	Post Test	Deviation	Deviation Square
Mean	40,42	57,21	7,89	

	Pre Test	Post Test	Deviation	Deviation Square
Total	1536	2174	680	13002

Standard Deviation :

$$dy^2 = \sum d^2 - \frac{d^2}{N}$$

$$dy^2 = 13002 - \frac{680^2}{38}$$

$$dy^2 = 833,6$$

**Testing Hypothesis**

T-test formula was used to calculate the differences of the mean score in pre-test and post-test of both experimental and control group in order to find t-observed.

The calculation of t-test is follows :

$$t = \frac{Mx - My}{\sqrt{\left[\frac{dx^2 + dy^2}{Nx + Ny - 2}\right] \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

$$t = \frac{13,34 - 7,89}{\sqrt{\left[\frac{2482,6 + 833,6}{38 + 38 - 2}\right] \left[\frac{1}{38} + \frac{1}{38}\right]}}$$

$$t = 3,65$$

From the calculation, it is found that t-observed is 3,65 is higher than t-table is 1,67. If t-observed is higher than t-table, it indicates that null hypothesis (Ho) has been successfully rejected and alternative hypothesis (Ha) has been accepted. it means that PLAN Strategy gave significant effect to the students' achievement in reading comprehension.

The research finding showed that PLAN strategy have the effect on students' achievement in reading comprehension. Amelia (2018), in her research showed that PLAN strategy gave positive effect on students' reading comprehension of descriptive text. It could be seen from mean scores of students' test at experimental class was higher than mean scores of students' reading test at control class. This strategy gives more challenging activities and develops students' autonomy and made students' easier in comprehending descriptive text. Her research was similar with the result of this research that showed that PLAN strategy gave positive effect on students' reading comprehension.

**V. CONCLUSION**

Based on the result of the research and discussion that have stated in previous chapter, it is concluded that :

- PLAN strategy is one of strategy in teaching reading comprehension. Teaching the students how to comprehend the text by using PLAN strategy shows the better result than not using PLAN strategy.

- The mean of post-test of experimental group is 68.02 and the mean of post-test of control group is 57.21 showed that the mean of experimental group is higher than control group. This is supported by the result of data analysis in which t-observed (3.65) is higher than t-table (1.67) at the level 0.05 level of significance.
- PLAN strategy affects the students' achievement in reading comprehension in grade XI MAS Al Washliyah Tembung.

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