The Implementation of Prediction Strategy in Increasing Students' Reading Comprehension in English Recount Text at SMA Negeri 9 Wajo

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Abstract

The purpose of this study is to improve reading comprehension of English recount texts through predictive strategies in learning English. This study used a quantitative descriptive method. The data from this study were collected from the results of the pre-test and post-test. The subjects of this study were second grade students at the final secondary level consisting of 23 students selected using random sampling with the help of the teacher. The results of the data showed that there was an increase in post-test scores after the Prediction approach was used. This increases with an average score of understanding (32.2%) of the average score in the pre-test, which is 56.9 and the post-test is 84. This shows that the post-test understanding score is higher than the pre-test. The conclusion is predictive strategies are effective for increasing the reading comprehension of class XI students at SMA Negeri 9 Wajo. Therefore, predictive strategies to improve students' reading comprehension skills are very important and useful in the process of teaching and learning English.

Keywords: *Predictive Strategies, Improving Reading Comprehension, Reading Ability*.

1. Introduction

English is an Indo-European language that is a member of the West Germanic language family. Modern English, which is commonly regarded as the world's lingua franca, is the standard language in many industries, including computer coding, international trade, and education. Speaking, listening, writing, and reading are the four language abilities required for fluency in English. Nunan (1989) argues that there are several reading talents that may be used for a variety of reading-related objectives, proving that reading is not a skill that is universal. Thus, the researcher is certain that students have a variety of goals when engaging in reading activities in the classroom, among them the desire to graduate from high school and acquire the information necessary to pursue further education, whatever those goals may be. The capacity to read comprehension is required in order to accomplish the aim.

There are many methods that the reading process can use. Previous studies have focus on investigating other reading strategies. Then, the researcher will investigate how using a prediction approach impacts students' ability to understand what they read.

The study's overarching goal was to see if students' comprehension of primary ideas and conclusions in English recount texts might be enhanced through the use of a prediction strategy. While still urging students to consider predictions and text construction before and during reading, predictive strategies help

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students utilize their prior knowledge. It will improve students' comprehension of the material by reactivating prior knowledge. The researcher's use of recount text as a method of data collection is another feature that sets this study apart from earlier ones.

Researchers report having trouble comprehending the texts they read based on their experiences while still in high school. The text becomes challenging to anticipate as a result. Without creating any mental images of what is being said, the researcher simply scans the text word for word. It can be difficult for some readers to grasp the main ideas in each paragraph, where the main idea is one of the most crucial aspects of reading, as well as the meanings of different words and the grammatical construction of the reading text. Because of this, there are issues with the researcher's comprehension of the material.

The researchers chose the tenth-grade student in SMAN 9 Wajo as participant, because the tenth-grade student is currently learning about recount text and based on the researcher's experience, SMA 9 Wajo is one of reputable schools in Wajo because its accredited A. Recount texts are a type of English text that recount past events or experiences, making it simpler for students to anticipate the meaning of sentences. This is why the researchers selected recount texts as the sample. High levels of reading comprehension from students in recount texts, particularly imaginative recount texts, are crucial because they enable teachers to track their students' progress toward achieving curricular objectives. Because it tells imaginative tales, the researchers selected imaginative recount texts. Then, record the occurrences or incidents so that the predictive reading strategy can be used in this research.

As a result, researchers are looking for ways to help students improve their reading abilities, the by the title “The implementation of prediction strategy in increasing students’ reading comprehension in english recount text at SMA Negeri 9 Wajo”.

2. Literature Review

2. 1. Language

A reading is a language ability that is crucial for children to have because it gives them access to a wealth of knowledge. It is also the process by which readers obtain the meaning they require from textual sources. Reading has been defended by other authorities as "a delightful, intense, solitary pastime, from which great pleasure is to be derived, and in which one can be completely engrossed." Considering Alderson (2000).

This definition does not states what is transferred. Rather, it states the requirement of the process.

There are several types of reading, those are;

a. Skimming

Maxwell (1969) defines skimming as a reading strategy that allows a pupil to swiftly absorb the key points of a text by building their ability to draw inferences and anticipate what they will read via repeated practice. Thus, skimming can aid students in locating the essential words that allow them to deduce the general content of a book, thereby facilitating speedier interpretation and moving the reading process along.

b. Scanning

Scanning is regarded as a desirable reading skill. Students use this technique, according to Maxwell (1970). In this instance, the reader is skimming the phrases in an effort to locate a particular nugget of information. Scanning techniques rely on filtering or ignoring excess information in order to locate specific pieces of information in big text.

c. Intensive

Intensive reading, As stated by Dani et al. (2008), that significantly helps students comprehend literature, beginning with simple

passages and progressing to more difficult ones, demonstrating that students' reading interests and abilities are intertwined. While IR allows kids to read with ease and enjoyment, it also helps teachers avoid common problems. From these data, it can be inferred that IR and ER techniques can be applied to enhance pupils' comprehension of English reading across disciplines.

d. Extensive

Extensive reading which focuses on comprehending a text in its entirety, extensive reading is characterized by a greater focus on quantity and breadth of reading for its own sake. These two approaches to reading literacy differed in their central goals, emphasis on text, sources, types, number, reading speed, and technique of reading, among other factors. Fluency and precision are prioritized more in extensive reading than in brief reading. This is more of an extracurricular activity that usually includes reading for pleasure. Readers find it very difficult to peruse long texts that they don't like.

2. 2. Reading Comprehension

Understanding what has been read means being able to observe and understand it. According to Smith (2008). possess a sufficient vocabulary, understand the meaning of enough terms, is a crucial aspect of understanding. Strong comprehension readers are able to form inferences about what they read, such as what is most pertinent, what is most likely true, what likely led an event to occur, and who among the characters is most likely to make them laugh. Therefore, you need to integrate reading with your own thoughts and reasoning in order to comprehend it. The reader lacks a valid schemata, the author's hints are inadequate for the reader to come up with a workable schemahatita, and they are also criticized for identical interpretations that the author did not intend.

There are several types of reading, those are;

a. Previewing

This will help them make sense of the content they read moving forward. When students preview material, they draw on prior knowledge that will enhance their comprehension of the material they are about to read.

b. Predicting

Prediction is a crucial reading technique. Using cues from the text itself, like headings, headings, pictures, and diagrams, readers are able to anticipate events. The Bailey defense (2015). Readers use prior information to predict what they believe will happen next in the text when they make predictions. The act of making a prediction compels the reader to engage in proactive, forward-thinking thought and inquiry.

c. Reviewing

Reading is a solitary activity done in one's own head. Students require modelling, practice, and feedback to master comprehension skills. The best course of action may be to read, or reread, the damaged text. Truth be told, not everyone processes information sequentially, and not everyone benefits equally from reading even the best texts in a sequential order.

d. Resuming

Summarize in their own words the major ideas and a few of significant details after reading short chunks of texts, such as a few paragraphs, a page, or a block of material separated by a header or subheading. Take a break from reading to discuss what has been learned so far. Then, read on with summarization in mind, pausing to do so whenever necessary.

e. Discussion

It's helpful to try to talk about what a paragraph implies. This makes you think aloud about the issue at hand, which has been shown to be effective in solving problems. If you're having trouble making sense of a passage on your own, it may help to discuss it with a friend or group.

There are three primary reading strategies: the bottom-up strategy, the top-down strategy, and the interactive strategy.

2. 3. Prediction Strategy

Reading comprehension can be boosted by using predictions as another technique. Students can extrapolate information about a tale from what they have seen, read, or heard so far. As a result, children will be able to take an active role in their reading. Students should be prompted to reread parts of text to remember specifics about characters or events in the book if their predictions are correct.

The following stages are listed by Buehl (2001) for understanding the process through a prediction strategy:

a. The responsibilities of teachers and students in strategy prediction were asked for discussion by both academics and teachers.
b. The students guess the title that goes with the image after the teacher writes the appropriate title on the board and gives the class a chance to recite it.
c. After posing numerous questions to the class and recording their responses on the board, students discuss the image.
d. Students are required to deduce the specifics of the narrative supporting the image based on the info pattern. The instructor follows up with a few more inquiries to aid students in predicting the text's content by patterning additional hints and looking for the major arrangements.
e. A text that is not complete is given to the students, who are then requested to fill it in.
f. After the teacher distributes the entire text, it is expected of the pupils to read it out loud in class.
g. After reading the text, students are requested to discuss it with their friends and tell the teacher about any problems they have.

After receiving instruction, students are requested to practice and try it out.

2 .4. Recount Text

According to Coogan (2006), recount text is written to recount occurrences for educational, amusing, or both purposes. The informational essay that students are required to write must include their viewpoint on a recent experience or incident. Recount texts are described as "a story genre that allows Hartono (2005) to narrate events in order to inform or amuse Hartono." (2005). According to Anderson, "a recount text is a piece of text recalling past events, typically in the order in which they occurred." (2003). The recount text's main purpose is to describe what occurred and when.

3. Research Methodology

3. 1. Research Design

Researchers used a pre-experimental study design and quantitative method. Before therapy, students take a pre-test, and after treatment, they take a post-test. Predictive strategies' potential to enhance students' reading comprehension can be given as follows in this design:

$$O1 \rightarrow X \rightarrow O2$$

(Gay, 1991)

Where:
O1 = Pre-Test. Before beginning treatment, the pupils' reading ability was tested during the first meeting.
X = Treatment. Treatment used to help pupils comprehend the use of predictions. In order to teach reading skills, the prediction approach is used four times.
O2 = Post Test. A post-test was utilized to evaluate the students' development and understanding of the prediction approach after the course of treatment. Six meetings were held during this study's pre-test, therapy, and post-test phases.

3. 2. Population and Sample

The population of this research was the eleventh-year students of SMA Negeri 9 Wajo in Academic Year 2022/2023. This research

used random sampling, where the researchers took one class in class XI SMA Negeri 9 Wajo as an experimental research group.

3. 3. The Instrument of the Research

As a tool for learning, reading competence evaluation is provided. The reading test will yield information on the students' reading comprehension. While the post-test was provided after the prediction methodology for the treatment had been put into place, the pre-test was given to evaluate and gauge students' reading proficiency without using the prediction method for the prior treatment. The efficacy of the students' prediction strategies in enhancing their reading abilities was evaluated using the pre-test and post-test.

3. 4. Techniques of Data Collection

a. Pre-Test
b. The researcher used a multiple-choice test with a recount text to gauge the pupils' reading comprehension abilities.
c. Treatment
   Following the pre-test, the treatment was administered in four class sessions. The Following Treatments were:

1) First, students presented resources to their class and give instructions on what to do.
2) Second: The speaker explained and clarified the speaker's study routines and forecasting techniques.
3) Third: The teacher gave information about the recap text, gave an example, and described the predicate strategy to the subject as the media they use to teach the content.
4) Fourth: The teacher and the students discussed the material, and the teacher gave them a more thorough explanation of how to learn while utilizing prediction strategies.

d. Post test
   Students were provided a post-test with a recap text after the exam is finished. The pre-test and post-test material will be identical. Participants can enhance their knowledge of the students' abilities and themselves by completing the test.

3. 5. Technique of Data Analysis

Quantitative analysis is used to gather data. In quantitative research, data are collected continuously until all the data are collected from different sources using data collection techniques (Sugiyono, 2010).

Researchers employ the next process:

a. Using a method to score the students' responses on the pre- and post-test results.

$$S = \frac{R}{N} \times 100\%$$

S= Score
R= The number of correct answers
N= The number of questions

The outcome of the classification of the students' scores.

Table 1. Classification of the Students' Score

Score	Classification
76 -100	Excellent
51 – 75	Good
26 - 50	Fair
0 - 25	Poor

b. According to the research, the following formula is used to determine the average student score:

$$X = \frac{\sum x}{N}$$

Where:
X = mean score

ΣX= total score
N= the number of students

c. To determine the percentage of the students' reading comprehension achievement that has improved using the predicting strategy.

$$P = \frac{X2-X1}{X2} \times 100$$

(Gay, 2006: 320)

Notation:
P : Rate Percentage
X1 : The mean score of pre-tests
X2 : The mean score of post-tests

d. To calculate the normality of the result data of reading comprehension through predicting strategy using IMB SPSS Statistics 22 application. The researchers used the IMB SPSS Statistics 22 tool to calculate the test hypothesis for the students.

4. Findings

To assist students in responding to the study questions from the previous chapter, student researchers conducted two examinations. A pre-test was completed prior to starting treatment. Second, a test for after-care is given. After employing the Prediction Strategy to teach reading comprehension, students' scores greatly increased.

4. 1. Score of the Students in Pre-Test and Post-test

Table 2. The Results of the Experimental Class

No.	Name	Pre-Test	Post-Test	Gained
1	GNF	52	84	32
2	AUH	72	96	24
3	YTW	80	84	4
4	MH	36	92	56
5	MS	64	88	24
6	RD	84	92	8
7	MR	40	80	40
8	MSAM	52	80	28
9	AA	48	84	36
10	AW	48	100	52
11	AS	52	80	28
12	MH	48	80	32
13	DS	44	84	40
14	A	52	92	40
15	NA	56	84	28
16	R	52	92	40
17	A	40	72	32
18	AS	56	76	20
19	MH	68	72	4
20	AY	56	76	20
21	H	76	92	16
22	NA	68	80	12
23	AA	64	72	8
Total		1308	1932	624
Mean		56.9	84	

The results of the experimental class pre-test and post-test score is 84, and one student achieved the lowest score is 36. The average from the pre-test score was 56.9. Then, one

student received the highest post-test score is 100, another had the lowest is 72, and the post-test average was 84. The post-test score after the prediction approach is used is higher, according to student results. These computations yield the average experimental class, which grew by 27.1 on average between the pre- and post-test.

4. 2. The mean score of pre-test and post test

The method the researchers used to determine the experimental class's mean pre- and post-test scores was as follows:

$$X = \frac{\sum x}{N}$$

$$M_1 = \frac{\sum x1}{N1}$$

$$M_1 = \frac{1308}{32}$$

$$M_1 = 56.9$$

$$M_2 = \frac{\sum x2}{N2}$$

$$M_2 = \frac{1932}{32}$$

$$M_2 = 84$$

Prior to and following training utilizing the suggested methodologies in the table, the average student statistics test scores were compared. The average posttest score and the mean pretest score for students were both 56.86. (84). This demonstrates that the pupils' post-test average score was higher than their pre-test average.

4. 3. The Improvement Frequency and Percentage of Students' Score in Reading Comprehension

Students' rate of growth and percentage gain in reading comprehension were presented below:

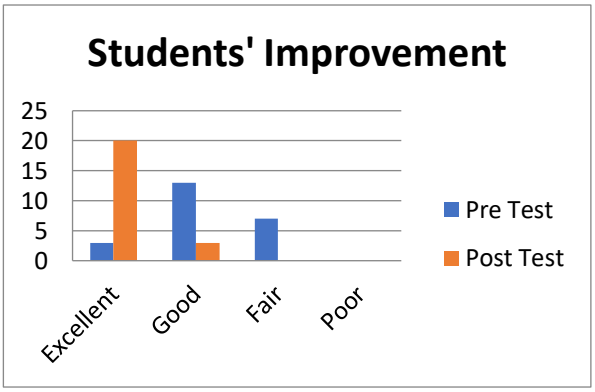

Figure 1 Students' Improvement

According to the statistics in the Figure 4.1, before 23 students were treated, just 3 were rated as "very good," while another 13 were rated as "good," seven were rated as "fair," and none were rated as "poor." Therefore, it may be concluded that students gave good levels on reading comprehension. However, following the dissemination of strategy forecasts, 20 students received very good classifications, 3 received good classifications, and none fell into the medium or poor classification groups. 17 additional students received very good grades, 10 additional students received very good grades, and no students received fair or low grades, according to previously collected data. This demonstrates that students' reading comprehension dramatically improved following treatment.

Table 3 Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	,179	23	,055	,951	23	,308
Post Test	,152	23	,180	,945	23	,230

Utilizing prediction tools, determine the growth of students' reading comprehension abilities.

$$P = \frac{X2-X1}{X2} \times 100$$

$$P = \frac{84-56.9}{84} \times 100$$

P = 32.3%

4. 4. Normality Test

Table 4. Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	,179	23	,055	,951	23	,308
Post Test	,152	23	,180	,945	23	,230

If there are no major deviations from typical standards, data can be distributed regularly. The variable is considered to be regularly distributed when performing statistical tests, such as the Kolmogorov-Smirnov test, if its significance value is larger than or equal to 0.05. On the other hand, if the variable's significance is less than 0.05 or if the data is not regularly distributed.

With a result of 0.308 for the pre-test and 0.230 for the post-test, the study's results show that the Shapiro-Wilk (Sig.) value is greater than

0.05, indicating that the data are normally distributed.

4. 5. Hypothesis Testing (t-test of Significant)

Table 5. Paired Samples Test

Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
-27,13043	14,36949	2,99625	-33,34427	-20,91660	-9,055	22	,000

If the value of Sig. (2-tailed) is 0.05, there is a significant difference between the learning outcomes in the pretest and posttest data. If the value of Sig. (2-tailed) is > 0.05, there is no statistically significant difference between the learning results on the pre-test and post-test.

It is reasonable to draw the conclusion that there is a significant difference between the learning results for reading English text using predictive algorithms in the pre-test and post-test data given that the Sig. (2-tailed) value is between 0.000 and 0.05.

5. Discussions

This paragraph covered the testing results that revealed how the students' reading comprehension had improved as a result of the data collected and analyzed in the preceding section.

The explanation of the prior analysis of the students' reading comprehension results on the prediction strategy of this study demonstrates that the students' proficiency before discovering how to use the prediction strategy is sufficient. The outcomes of the pre-test conducted prior to therapy provide proof of this. There were no students who received failing grades, seven (7) very good students, thirteen (130 good students, and just three (3) students who received fair results. However, there was a very large improvement in the post-test after the pre-test score therapy, where twenty (20) students had very good scores, three (3) students received good scores, and no students received moderate or poor scores.

Because there is significant student achievement following the implementation of the treatment, researchers believe that predictive tactics are particularly effective to increase students' reading comprehension. This is demonstrated by the data analysis findings, which showed a 32.3% rise in the proportion of increased student success. This shows that after being given treatment using the Prediction Strategy, students had better achievements and researchers already know that in applying this treatment students focus on learning and students easily understand lessons. From all the data above, it appears that the Prediction Strategy is employed successfully in the process of teaching and learning.

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Based on earlier studies, a journal article by Desy Wulandari, Muhammad Sukirlan, and Sudirman titled "Improving Students' Reading Comprehension in Descriptive Texts Using Prediction Strategies" revealed that there was a statistically significant difference in comprehension ability. The statistical findings indicate that most students were happy and concur that the prediction approach could help them become better readers. It is concluded that predictive reading tactics can aid students in developing their reading abilities, particularly when it comes to descriptive texts. This assertion is consistent with what the experts discovered. The results of the post-test, which were based on the information from the pre-test, revealed that they had improved their reading abilities.

Based on earlier research by Muhamad Dini Handoko, entitled Improving Students' Reading Comprehension Using Prediction Strategies, it was demonstrated that using prediction as a strategy can enhance students' English learning activities, particularly in reading comprehension. This assertion is consistent with what the experts discovered. Following the implementation of a reading prediction approach, the researcher observed that students' comprehension of memorizing texts improved.

According to Ziqrillah, Adisty Rizkya found that using prediction strategies could have an impact on the reading comprehension of Class X students at SMAN 8 Serang City in a prior study titled "The Influence of Using Prediction Strategies on Reading Comprehension of Class X Students of Serang." The researcher observed that all students found it beneficial to utilize anticipatory reading techniques when reading English texts, particularly recount stories, since this could assist them comprehend what they read in English.
The results of the research support the previous theory that the predicting strategy applied has an impact on the process of receiving lessons for students. This study contributes by exploring predictive reading strategies that will help students understand English texts, especially recount texts. The purpose of predictions in students' readings is to support or disprove their theory. In addition, it is made so that students can draw knowledge from practices that are already used. This enables students to predict what will happen in the narrative by using details from the text, such as titles, titles, pictures, and diagrams.

Referring to the theoretical contribution, it can be interpreted that students more understand used predicting strategies when studying, the easier it is to understand the meaning of text from a reading, especially recount text. Practical contribution of this research is the detailed insight provided by the researcher. The case study reveals that reading comprehension in English can be improved by using a reading prediction strategy in recount text. It implies that to be effective implementation, emphasis should be placed on understanding about recount text context. This will further help improve students' ability to understand the meaning of an English recount text. On the other hand, the teacher must also understand how to apply predicting strategies by paying attention to the structure and characteristics of a text. The more the teacher understands how to apply the predicting strategy, the level of students' understanding in understanding English reading texts will increase and can affect students' interest in being more active in participating in learning.

6. Conclusion

Based on the findings and discussions that has been put forward in the previous part, the following conclusion is predictive strategies are effective for improving students' reading comprehension in class XI SMA Negeri 9 Wajo. This rises with an average understanding score (32.2%) that is higher than the average on the pre-test, which is 56.9, and the average on the post-test, which is 84. This demonstrates that the knowledge score obtained after the test was higher than it was before.

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