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Use the Predict-O-Gram Strategy to Increase Student' Reading Comprehension

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Abstract:
The objective was to find out the students who were taught using the Predict-O-Gram strategy differed significantly from those who were not. The research was perfomed. The methodology used in the present study was a quasi-experimental. The total sample of the research was 54 students, which devided into two groups, namely experimental group (class VIII. B) and a control group (class VIII. C), each of them consisted of 27 students. To gather the data, the written exam was used in the design of multiplw choices. Before giving test, thye test was tried non-sampled students of the 8th year students of MT Subulussalam Kayuagung class VIII. A for the purpose of determining whether the test was valid and reliable for the non-sample. The resulting data were analyzed by t-test and the calculation was made with SPSS (Statistical Package for Social Science) version 20. It was found that the reading performance of students taught by Predict-O-Gram strategy and those who were not differed significantly based on the results of an independent sample t-test.
Keywords: Predict-O-Gram strategy, Reading comprehension

1. INTRODUCTION

Reading is also an exciting skill for students, as reading is one of the language abilities learning by students. According to Samo (2018), Reading is reflected primarily as a complex meaning-oriented interaction, where are the students expected to acquire the non-linear interpretation of a text. Reading exercises, therefore, gives students opportunities to learn the language and then build words,texts and paragraph .In addition, reading needs comprehension making connections as they read and make meaning of the text.

Haryati (2014) explains that reading comprehension is a method in which readers engage in an exchange of ideas with an author through writing. It could be concluded that reading is the way to understand the content of the text while reading it.

Some of the challenges students face in reading is understanding. When reading new discourses such as economic, political or legal texts, students are deficient in new vocabulary. Furthermore, as they fulfill complex structured texts, their grammar information problems. They are highly reliant on their teachers in this situation and have no opportunity of engaging actively in learning. To this end, lecturers should engage in a suitable education strategy to deal with these problems.

Furthermore, reading comprehension is very important for students, but students still have difficulties to understand what they have read. According to Klingner, Vaughn, and Boardman (2015), the difficulties that students faced with reading are often less read-interested in reading, they are also under motivated, and they have an insufficient history and vocabulary to connect new concepts and connect them with previous learning. In addition, according to Oktavia (2013) The difficulties faced by the students in reading are as follows. First, when the teacher asked them to describe the information in the document, the key idea, specifics and supporting details of the text were not known to most of them.. Next, the teacher does not have an appropriate strategy in teaching reading. Thirdly, they lacked

vocabulary. It could be concluded that reading is difficult to comprehend by the students because the students have low motivation, lack of vocabulary, and the students did not understand about the reading text.

Based on primary research in MTs Subulussalam Kayuagung, the writer found some problems related to the reading activity of the eighth grade students. Based on the teacher's interview at MTs Subulussalam Kayuagung, 80% of 75 the students had difficulty reading the text. It happened because they did not understand the elements of the text paragraph, such as; topic, main ideas, vocabulary is also a significant problem for the students. They could not comprehend and get the information because they did not know the meaning of the text and did not understand what the text told about.

According to the above statement, reading is very essential and required for students. In reading skill, students are required to understand different types of text. Based on the KTSP (2006), the standard reading proficiency in undergraduate high school is to understand the meaning of simplicity, short essay in the form of narration in the environment. Narrative text is the text that tells something imaginative to entertain the reader. According to Arberti (2014) Narrative text is a text used as a means to learn about reading comprehension in order to entertain readers or listeners. The narrative relates to something that has already occurred in the past, so a series of events is usually the underlying structure.

Depending on the preceding problems, the teacher should use appropriate methods to help learners understand what they have been reading and improve their reading comprehension. One strategy that can be used is a Predict-O-Gram strategy. The strategy introduces stories to the student in a way that will strengthen their ability to understand what they are going to read and develop their ability to use story elements to increase understanding.

Predict-O-Gram orients student discussion around a narrow selection of words to predict how those words will be used in the upcoming text. According to Fitriyani (2013), Predict-O-Gram strategy, the students can be helped to know the text quickly through the combination of vocabulary, phrase, place from the text that they already predict. Then, making predictions engages learners and links them to the text by asking them what they believe could happen throughout the story.

Duguay and Artzi (2012), Predict o gram helps students to use learning techniques such as estimation and self surveillance. Predict o gram is therefore a successful way of motivating students to predict how to develop their prior knowledge of the story. In summary, the author concludes that the Predict-O-Gram strategy provides an opportunity for students to share their prediction about the story. This strategy makes it possible not only to increase the reading ability of students, but also to improve their vocabulary.

In this research, the researchers aimed to Find out whether or not there was a significant different in the achievement of reading comprehension between the students taught using Predict-O-Gram Strategy and those who were not taught.

2. METHOD

The researcher used quasi-experimental design. Quasi-experimental design involves assignment, but not randomization of participants to groups. In fact, experience cannot artificially create groups for the experiment (Creswell, 2012). The researchers conducted the research at MTs. Subulussalam Kayuagung, in class VIII. It used two classes, that are: class VIII.B consist of 27 students and class VIII.C consist of 27 students. In this case, experimental class was class that got a treatment, that is giving Predict-O-Gram strategy and control class was not given Predict-O-Gram strategy. Both classes were applied pre-test before teaching, learning activity and posttest after teaching activity. Post-test and pre-test results were compared and calculated to determine the efficiency of using the Predict-O-Gram strategy in the reading process.

In collecting data, the researchers used test, observation, and documentation. The test was given to the students in the form of multiple choice test, that is the students asked to write given twice for pre-test and post-test. The observation was made on the application of meetings, learning activities, and the implementation of Predict-O-Gram strategy. The collected data in the documentation used to view the data includes, student data, various media literacy data, and the design of the follow-up activities of the literacy activities undertaken by students. The data collected was analysed by reducing the data, displaying it, and then concluding the data as a response to the formulation of the problem presented.

In the instrument test, the researchers used validity and reliability. Validity was used to measure the data. While reliability refers to the extent to which test score are free measurement errors. The researchers used face and content validity.

In technique analysis data the researchers, used t-test formula. Before applying t-test value in examining of hypotheses, the researchers done by test of normality and homogeneity to know whether or not the experimental class and regulated class data are typically distributed.

3. FINDINGS AND DISCUSSION

The researchers conducted the research at MTs. Subulussalam Kayuagung, in class VIII. It used two classes, that are: class VIII.B consist of 27 students and class VIII.C consist of 27 students. In this case, experimental class was class that got a treatment, that is giving Predict-O-Gram strategy and control class was not given Predict-O-Gram strategy. Both classes were applied pre-test before teaching, learning activity and posttest after teaching activity. Posttest and pre-test results were compared and calculated for the effectiveness of using the Predict-O-Gram strategy in the reading process. Below are the results of the effectiveness tests that were conducted. In the meantime, these assumptions are summarized as follows:

Ho: There was no significant different between students who are taught with Predict-O-Gram and those who are not, in reading comprehension.
Ha: Among students who were taught using the Predict-O-Gram strategy and those who were not, there was a substantial difference in reading comprehension efficiency.

From the result of the pre-test in the experimental group, it was found that the lowest score was 38.0, the highest score was 82.0, the mean score was 60.22, and the standard deviation was 11.69. Meanwhile, in the post-test, the lowest score was 60.0, the highest score was 94.0 and the average score was 80.00 with the SD 6.90.

From the result of the pre-test in the control group, it was found that the lowest score was 28.0, the highest score was 70.0, the mean sore was 49.55, and the standard deviation was 11.88. During this time, in the posttest, the lowest score was 40.0, the highest score was 74.0 and the average score was 57.51 with the standard deviation of 8.87.

On the normality of the data, Shapiro-Wilk test was used. This test was testing to see if the observed data fit a normal distribution. Based on the result normality test in the pre-test, it showed p value of the Shapiro-Wilk pre-test of the experimental group was 0.887 > 0.05. The distribution of the information was therefore normal. Meanwhile, it showed p value of the Shapiro-Wilk post-test of the experimental group was 0.268 > 0.05. It meant that the distribution of the data was normal.

On the normality of the data, Shapiro-Wilk test was used. This test was testing to see if the observed data fit a normal distribution. Based on the test normality result in the pre-test, he showed that the Shapiro-Wilk p-value in the pre-test in the control group was 0.145 > 0.05. The distribution of the information was therefore normal. Meanwhile, it showed p value of the Shapiro-Wilk in post-test of the control group was 0.150 > 0.05. It meant that the distribution of the data was normal.

To know the homogeneity of the test, Levene Statistic was used. The calculation homogeneity of variance data in experimental and control group found that the sign (0.135) was higher than p-value (0.05). It may be concluded that the experimental and control group data were homogenous. The following table presents the outcome of homogeneity of variance which was calculated using SPSS version 20.

The result of the homogeneity of the test using Levene's test method. Levene score shown in line based on Mean was 2.306 with a p value (Significance) was 0.135. Since the p value was higher than 0.05. It meant that there was the sameness of variant in each group. It meant that the test was homogeneous. Since the data distribution of the test was considered normal and homogeneous.

Based on the result of group statistics of independent samples t-test, the value of t-obtained was 10.39 at the significant level $p<0.05$ in two tailed testing with df = 52, the critical value of t-table = 2.0066. As the value of t obtained was above the critical value of the t - table, Ho was rejected and Ha was accepted. In other words, there was a significant difference in reading, understanding among students who were taught using the Predict-O-Gram strategy and those who were not.

The interpretation of the data collected in this thesis was taken from the results of the statistical analyses on both groups, experimental and control groups by using paired sample t-test and the analyses of the result difference on the post-test of experimental and control groups through independent sample t-test.

Based on the outcome of the matched sample on the experimental group, the resulting sample t (12.89) was found to be higher than the critical value in Table t (2.0555). This means that students who have been taught using the Predict-O-Gram strategy might enhance their comprehension of the reading. The students who were taught by using Predict-O-Gram strategy had improvement in reading comprehension achievement because they were guided by Predict-O-Gram strategy to comprehend the reading text given during the treatment. This strategy could develop students' thinking about a topic before the students start to read, since they predicted vocabulary that the teacher given from the text.

Based on the statistic result for matched samples in the control group, the resulting t (5.84) was found to be greater than the t-table (2.0555). It meant that the students in the control group haven't progressed after teaching reading using an explanation. The students in the control group did not have improvement in their reading comprehension achievement because the students were asked by the teacher to read the text and to find the meaning of the words.

From the independent sample t-test result, the mean difference between the experimental and control groups was found to be 22.48; t-obtained was 10.39. As t-obtained (10.39) was above the t - table (2.0066) and p value (0.000) was lower than avalue (0.05). This implies that the null hypothesis (Ho) was rejected and the other hypothesis (Ha) were accepted. It could be concluded that there was a significant difference in the achievement of reading comprehension between the students taught using Predict-O-Gram Strategy and those who were not at the eighth student of MTs Subulussalam Kayuagung. In other words, Predict-O-Gram Strategy could improve the eighth grade students reading comprehension at MTs Subulussalam in Kayuagung. Predict-O-Gram strategy helped students to explore new vocabulary, generate relationships between words, improve understanding of story elements, and increase comprehension of text.

Moreover, the students in the experimental group could comprehend the text and could answer the questions of the text because they could correlate their vocabulary and prediction with the text so that it made them easy to comprehend and answer the questions. This result was in line with the research conducted by Fitriyani (2013) Predict-O-Gram strategy can help the students know about the text quickly through a combination of vocabulary, phrase, place from the text that they already predict. Predict-O-Gram strategy given an

opportunity to the students to present their prediction about the story, and this strategy improve student's ability in reading and increase students' vocabulary.

4. CONCLUSION

The objective of the study was To find out whether there was a significant difference in the achievement of reading comprehension between the students who were taught using Predict-O-Gram Strategy and those who were not.The methodology used in the present study was quasi-experimental. The sample of the study was 54 students, which divided into two groups, namely experimental group (class VIII.B) and a control group (class VIII.C), each of them consisted of 27 students. For data collection, the written examination was used in the form of multiple choices. Before giving the test, the test was tried out to non sample students of the eighth grade students of MTs Subulussalam Kayuagung class VIII. A in order to know whether or not the test was valid and reliable for sample not. Before analyzing the data, the normality and homogeneity were found. After the data considered normal and homogeneous, then t-test was applied, which was calculated by using SPSS (Statistical Package for Social Science) version 20.

Both experimental and control groups had progress on their reading comprehension. It was observed on the basis of the paired t-test result which showed that the mean difference between pre-test and post-test within the experimental groups was 19.77. Whereas the mean difference of pre-test and post-test within the control group was 7.96.

Moreover, based on the result of independent sample t-test, the value of t-obtained was 10.39 at the significant level $p<0.05$ in two tailed tastings and df=52, the critical value of the t - table was 2.0066. The value of t obtained (10,39) being greater than table t (2,0066). In addition, null research assumptions (Ho) were rejected and other assumptions (Ha) were accepted. It could be concluded that between the students who were taught using Predict-O-Gram Strategy and those who were not, there was a significant difference in reading comprehension achievement.

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