

A COMPARATIVE STUDY OF STUDENTS' READING ACHIEVEMENT BETWEEN THOSE TAUGHT THROUGH PREDICTIVE

By

Dini Kurnia Nursepti, Ujang Suparman, Sudirman
FKIP Universitas Lampung
kurnia.Dini@yahoo.co.id

Abstract: The objectives of the research are (1) to investigate whether there was difference of students' reading comprehension achievement between those taught through predictive technique and those taught through making inferences technique, and (2) to determine which one of the two techniques was more effective for teaching reading comprehension. The researcher applied pre-test and post-test control group design. This experimental method dealt with two groups: the experimental class and control class. The sample of the research was the second grade of SMAN 1 Kotagajah.

The findings of the research revealed that there was difference of students' reading comprehension achievement between those taught through predictive technique and those taught through making inferences technique. In addition, predictive technique was more effective than making inferences technique to encourage the students' motivation to be more active during the process of learning reading. It can be seen from the results of post-test in the experimental class was 81.50 which higher than the mean score of students' post-test in the control class which was 72.44, with mean difference of score was 9.06. The value of two tailed significant was 0.000. It means that H_0 was rejected and H_1 was accepted since $0.000 < 0.05$.

Keywords: *Reading, predictive technique, making inferences technique*

STUDI PERBANDINGAN PRESTASI SISWA MEMBACA PEMAHAMAN
DIAJARKAN MELALUI TEKNIK PREDIKTIF DAN TEKNIK
PEMMBUATAN KESIMPULAN

Oleh

Dini Kurnia Nursepti, Ujang Suparman, Sudirman
FKIP Universitas Lampung
kurnia.Dini@yahoo.co.id

Abstrak: Tujuan dari penelitian ini adalah (1) untuk menyelidiki apakah ada perbedaan prestasi pemahaman membaca siswa antara mereka diajarkan melalui teknik prediktif dan mereka diajarkan melalui teknik pembuatan kesimpulan, dan (2) untuk menentukan salah satu dari dua teknik yang lebih efektif untuk mengajar. Peneliti menggunakan desain pre-test dan post-test control group. Penelitian ini menggunakan dua kelas, kelas eksperimen dan kelas kontrol. Sampel penelitian adalah siswa kelas dua SMAN 1 Kotagajah.

Hasil penelitian menunjukkan bahwa ada perbedaan prestasi pemahaman membaca siswa antara mereka yang diajarkan melalui teknik prediktif dan mereka yang diajarkan melalui teknik pembuatan kesimpulan. Selain itu, teknik prediksi lebih efektif daripada teknik pembuatan kesimpulan untuk mendorong motivasi siswa untuk lebih aktif selama proses belajar membaca. Hal ini dapat dilihat dari hasil post-test pada kelas eksperimen adalah 81,50 yang lebih tinggi dari skor rata-rata siswa post-test di kelas kontrol yang 72,44, dengan perbedaan rata-rata skor adalah 9,06. Nilai dari dua ekor signifikan adalah 0,000. Ini berarti bahwa H_0 ditolak dan H_1 diterima sejak $0,000 < 0,05$.

Kata Kunci: Membaca, teknik prediktif, teknik pembuatan kesimpulan

INTRODUCTION

Reading was strongly recommended for all students who learn English subject. By reading, the students can get information and knowledge from the text. The students are expected to be good at reading. Good at reading means the students used their prior knowledge for connecting words to their thoughts. In line with the concept of reading as an active process which was important when reading process, the readers have to involve the interaction between thought and language. In fact, based on the information from the teacher when the researcher conducted pre research in SMAN 1 Kotagajah, the teacher said that some students were successful in comprehending the text like narrative text but the others still have some problems in comprehending the texts especially in getting the main idea and find the specific information from the text. In addition, their problems were also related to some factors such as, identifying the main idea of the passage. Moreover, the students also tended to be passive and the teacher was the centred, and they do not focus during the learning process. When the teachers give the students some questions and asked them to give the answer directly, they could not answer or gave the responds quickly.

Moreover, there was one important factor that might also influence the students' problems in reading that was the reading technique. Based on the information from the students, they said that they got bored because the teacher used the same technique in every reading activity. Therefore, the researcher assumed that the students' problems were also caused by the same old teaching technique used by

the teacher and the teacher do not try other various techniques to encourage the students' motivation to be more active in the classroom activities.

Predictive technique was one of the techniques which help the students to activate their awareness for the subject and also focus on their reading. Before the students read the whole text, they will be asked by teacher to predict what they will be read concerning the topic and the contents by giving some clues and supporting media like a picture. In addition, Forsten, Grant, and Hollas (2003) say that the prediction helps the readers connect what you know with what they are reading.

Meanwhile, according to Anne (2008) making inferences technique was also one of the techniques where the students are using all clues to draw conclusions while reading the text, so that they are able to answer the questions which the information are not explicitly stated in the text.

According to the explanation above, the researcher tried to solve the problems by comparing the two techniques they were predictive technique and making inferences technique in teaching reading. Those techniques might overcome the students' problems in comprehending the reading text quickly because it helped the students in comprehending the reading text quickly by predicting the content before they read the whole text.

METHODS

This research is quantitative study which is intended to find out the significant difference of the students' reading comprehension after the implementation of predictive technique and making inferences technique and to determine which of the two techniques is more effective. The design used two classes as the experimental class and control class which received the treatment of predictive technique and the other class received making inferences technique. The design of the research was as follow:

$$\begin{array}{l} G1 = T1 \quad X1 \quad T2 \\ G2 = T1 \quad X2 \quad T2 \end{array}$$

Notes:

G1 : Experimental group

G2 : Control group

T1 : Pre-test

T2 : Post-test

X1 : Treatment 1 (using predictive technique)

X2 : Treatment 2 (using making inferences technique)

The population of this research was the second grade of SMAN 1 Kotagajah. There are 224 of students and seven classes of second grade at SMA N 1 Kotagajah which consist of 32 students in every class. One class was taken as the tryout class and two classes were taken as the samples of this research, one as the experimental class and the other as the control class.

The research procedures of collecting data are as following:

1. Determining the Research Problems
2. Determining the Population and Sample
3. Preparing the Materials
4. Determining the Research Instruments
5. Administering Tryout Test
6. Administering the Pre-Test
7. Conducting the Treatments
8. Administering the Post-Test
9. Analyzing the Data

After collecting the data, the researcher recorded and analyzed them in order to find out whether there is a difference of students' achievement in reading comprehension of narrative text or not after the treatment. The researcher used independent group T-test to know the level of significance of the treatment effect by using this formula:

$$t = \frac{\bar{X}_e - \bar{X}_c}{S_{(\bar{X}_e - \bar{X}_c)}}$$

With:

$$S_{(\bar{X}_e - \bar{X}_c)} = \sqrt{\left(\frac{S_e}{\sqrt{n_1}}\right)^2 + \left(\frac{S_e}{\sqrt{n_2}}\right)^2}$$

Where:

\bar{X}_e : Mean from the difference pre-test and post-test of experimental class

\bar{X}_c : Mean from the difference pre-test and post-test of control class

$S_{(\bar{X}_e - \bar{X}_c)}$: Standard error of differences between means

n : Subjects on sample

The criteria are:

If the t-ratio is higher than t-table : H_1 is accepted

If the t-ratio is lower than t-table : H_0 is accepted

RESULTS AND DISCUSSION

Firstly the researcher administered the pre-test both in experimental class and control class in order to know the students' basic reading comprehension achievement before they were given the treatments. The first meeting in the experimental class (XI A1), the researcher encouraged the students' motivations and gave them some questions lead to the topic e.g. "Do you know about narrative text?". She asked the students about their technique in reading the text and their common problems in comprehending the text. During the process of three times treatments, the researcher discussed about narrative text. It was because the students' problems in comprehending the narrative text that was explained in the background of this research. For the first step, she showed them the pictures related to "Beauty and the Beast story" by using LCD to students and asked them "what the picture is it?". After the researcher heard the students' responses, she gave an explanation about why she showed the picture and introduced what predictive technique was. The students were very excited with the technique, as a good starting point to get the students attention for the subject.

In the second meeting, the researcher gave the students some related pictures about "Cinderella story". When the researcher distributed the pictures, some

students are able to deliver their opinion what the picture tells about directly before the researcher gave the questions related to the pictures. The researcher indicated that the students were able to predict by using their background knowledge independently. So, it would be easy for the researcher made discussions about the story without have to explain them how to use their prediction as the same like the first meeting.

For the last meeting, the researcher showed the picture of “Snow White” fairy tale. As the researcher taught before, the students were asked to guess the title and the content of story by applying their background knowledge and find the main idea of the paragraph from the text given by the researcher. At that time, found the improvement showed by the students, better than previous treatment. In line with the previous research conducted by Smith (1999), the researcher found that using this technique, the students could activate their awareness for the subject and they will focus on their reading. Besides that, the researcher also found the other results that is the students could comprehend the material well, and their curiosity lead them be the independent learner during the learning process. After finishing the treatments, the researcher conducted the post-test

After the post-test, the researcher found that there was a significant different from the students average score before conducting the treatments and after the treatments. From the result of pre-test, the students average score was 61.40 increased for 2010 points into 81.50 in the post-test.

In the first treatment in control class (XI A4), the researcher encouraged the students' motivations and gave them some questions lead to the topic e.g. "Did you have learn narrative text?". She asked the students about their technique in reading the text and their common problems in comprehending the text. For the first step, the researcher wrote the title of the story "Beauty and the Beast" on the white board, then she asked the students about "what did they know about the story?", "Who are the characters?", "What did happen in the story" and "how did the end of the story?". Some students could answer the questions correctly, but the rest are still confused what they were talking about.

In the second meeting, the researcher gave the students the text of "Cinderella story". As the same like the previous meeting, the researcher gave the students some questions about "what did they know about the story?", "Who are the characters?", "What did happen in the story" and "how did the end of the story?" Most of students could answer correctly because they were familiar with that story. Then continue to the next step, the students are asked to read the text and answer the questions who had given by the researcher directly. While this activity, the researcher observed some students were not enjoy by this activity. So, to make the situation be more relax, when the students couldn't answer the questions, the researcher would gave to other students who could answer the questions.

For the last meeting, the researcher gave the story of "Snow White" As the same like the previous meeting; the researcher gave the students some questions related

to the story. During the treatment, the teaching learning process in the class room ran smoothly. The students enjoyed the activities at the third meeting and also they are able to comprehend the text well.

After the post-test, the researcher found that there was a significant different from the students average score before conducting the treatments and after the treatments. From the result of pre-test, the students average score was 59.3 increased for 1281 points into 72.18 in the post-test.

CONCLUSIONS AND SUGGESTIONS

In line with the results of the data analysis and discussion, the following conclusions are drawn:

- a. There was a significant difference of students' reading comprehension achievement between those who are taught through predictive technique and those who are taught through making inferences technique at the second grade of SMAN 1 Kotagajah. The mean difference was 9.06 meaning that the experimental class gained 9.06 which was higher than control class based on the posttest result. Besides that, the significant value of the posttest in both classes was 0.000 that was lower than 0.05 ($0.000 < 0.05$). t-value was higher than t-table ($5.841 > 2.000$).
- b. Predictive technique was more effective than making inferences technique. It can be seen from the average score of students who were taught through predictive technique which was higher than those who were taught through

making inferences technique (2010 > 1328). It indicated that the increase in experimental class was higher than in control class.

Suggestions

In reference to the conclusions above, the researcher gave some suggestions as follows:

1. Predictive technique makes the teaching learning process more effective.
2. By using accompanied picture, the students give more attention to their lesson.
3. Predictive technique promotes feeling of well being and relaxation during the teaching learning process.
4. Predictive technique is also encourage the students to be active participants and stimulates the students to express their idea and learn to respect others opinions.

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