

CHAPTER I

INTRODUCTION

1.1 The Background of The Study

Language is a tool of communication used by human being to communicate and interact with each other. Language has an important role in human life, both in written and spoken. By using a language one can gain information, knowledge, and express one's feeling, and emotions. Nowadays, most of people learn the international languages. One of the international language is English.

English as an important language or a universal language which is originally of England. As international language, English used to conduct communication in almost the entire world in many countries. English is the world's most important language. In Indonesia, English as foreign language has been taught formally from the primary level up to University level.

Teaching English in Indonesia starts from playgroup, primary school, junior high school, senior high school university level. Teaching English as a foreign language as well as mother tongue from childhood, every one learn how to pronounce a word and get the meaning of every word. The English curriculum in primary school until senior high school using *Kurikulum Tingkat Satuan Pendidikan* (KTSP). There are four basic skills in teaching English, namely listening, speaking, reading, and writing that should be achieved by students who learn English.

Teaching Reading is a foundation skill for learning, personal growth, and enjoyment. Student must be able to read and understand text in all formats. Nowadays there are many ways to get the information that students need by reading, such as from newspaper, magazines, novel, articles, journal and also other kind of reading book. In teaching reading, teacher should introduce the material to the students. Students are expected to be able to read simple text of descriptive, recount and narrative text. Narrative text is one of the text that should be learned by students.

Narrative is one of the most commonly read, though least understood of all genres. Narrative also has a powerful social role beyond that of being a medium for entertainment. In teaching learning process, the students must be able to: find ideas, convey message, express ideas coherently and use right vocabulary, grammar, punctuation and spelling.

During the teaching practice program (PPL) in SMA PARULIAN 2 MEDAN. When they had English class, the students were not interested to follow the process of English learning. The students were lack in vocabulary, they difficult to understanding the content of new text, as recently they learned narrative. The student always complained if the teacher asked them to read something. This condition made the teaching learning process became boring and uninteresting. The writer also observed the way of teacher in teaching reading to the students. In the class the teacher read the material about narrative text from the text book, he then asked the students to read again the text then the teacher asked students to explain the text without read the text, and then the teacher asked them to find out the meaning of the difficult word.

There are kinds of strategy in teaching reading ability, such as : previewing, predicting, inferring, skimming and scanning, guessing from context, and paraphrasing. One of the strategy to be focused is predicting. According to Magiliano (1993 : 35) stated that “prediction strategy involves thinking about what might be coming next in the text. It is applied by effective reader that mean, they used pictures, headlines and text as well as personal experience to make prediction before they begin to read”

Example of Narrative Text:

Fox and a Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog.

'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'

The fox sat silently under the tree, wondering which trick she should use. Before

she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces. Moral: A single plan that works is better than a hundred doubtful plans.

Here the result of the students that have answered the test to analyze the predicting information that are in the text.

Table 1.1.the Table of Rubik Score

No	Student's Name	Score
1	Andreas armando Nababan	50
2	Annisa Aulia Akhari	50
3	Alfina Hasyim Lubis	70
4	Asido Naibaho	60
5	Bataram Hutagalung	40
6	Daniel	40
7	Dipo	50
8	Domiko Saragih	50
9	Emil Salim Rangkutih	70
10	Faisal Rahman Harianja	50
11	Ibnu Ichwanul ihsan Hasibuan	70
12	Ichanul Ihsan Hasibuan	60
13	Jose	50
14	Jico Ferdison	50
15	Leli Margareta	50
16	Marchell.P	70
17	M.Riski Maulana	50
18	M.Sofyan	60
19	M.Syahli Rezky	60

20	Pramudia Bagaskara	50
21	Risky S.F	60
22	Rizky Pratama Budiman	60
23	Reo Maulana Manurung	50
24	Wahyu Riski Rahmat Dhani	50
25	Wiber Purnama Halawa	60
26	Yusri Andika Aulia	70

Total Score =1.450

Total Data =26

Mean = $1.450 / 26 = 55,76$

From the analyze above. The writer found 2 students got score 40, there are 12 students got score 50, there are 7 students got score 60 and there are 5 students got score 70. To reduce the problems that students do, the writer want to do the research with the title is “An Analysis of Ability in Predicting Information On Narrative Text Reading for Eleventh Grade at SMK Negeri 5 Medan”.

1.2 The Problem of the Study

Based on the background of the study,the problem of the study is formulated as the following: Are the eleventh grade students able to predict information on narrative text reading at SMK NEGERI 5 MEDAN ?

1.3 The Objective of the Study

The objective of the study is to find out whether the eleventh grade students at SMK NEGERI 5 MEDAN are able to predict information on narrative text reading.

1.4 The Scope of the Study

There are some types of reading that should be mastered by students, such as descriptive, narrative, persuasive, narrative, argumentative, etc. In this study the researcher focused on reading narrative text with predicting strategy through the text to find out whether using of predicting information strategy on reading narrative text. The researcher will do the research at eleventh grade SMK NEGERI 5 MEDAN. There are 26 students at eleventh grade class (XI IPA 1).

1.5 The Significances of the Study

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

1. Theoretically, for English teacher to know how far the abilities of the students to predicting information through text in reading text and the way to solve their problem for the researchers to use this study as reference for next research.
2. Practically, for the researchers to use this study as reference for next research.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, Theories are needed to explain some concepts which are applied to the research concerned. This theoretical framework which is presented in order to give some clearer concept applied in this study is the analysis of students' competence in predicting information from picture in reading text. These concept lead a much better understanding and analysis of the variable chosen because they help the researcher to limit scope of the study. Beside, the terms must be clarified to avoid misinterpretation.

2.2 Language

Language is very important tool of communication used to communicate. Language is a system of communication; it can be spoken or written and it can be understood and that is used every where. People talk, share, and express their feeling with language. It is a demand for them to able to communicate well, because they can convey their purpose to other people.

People (1999:4) stated, "Language is a purely human and non-instinctive method communicating ideas, emotions, and desires by means of a system of voluntary produced symbols". Language is the foundation for people to communicate with others. Language is not only a study of language and culture, but ultimately on the world of relations and influence. In daily life people can communicate by using language, so people can not separated with language.

According to Gleason and Ratner (1998:2), language is so basic to human existence that life without words is difficult to envision language as the system of words or signs that use to express thoughts and feeling to each other. The words.

Writer can conclude that language is means of communication where the people used it to communicate ideas, emotions, and desire. It can be in written form and spoken form. Language is basically a means to communicate ideas, thought, opinions, and feeling by the use of conventionalized signs, gesture, or marks having understood meaning.

2.3 English

English is the most important language in the world. There are so any foreign languages in the world. Such as, Dutch, Spain, English, etc. Such as, in Indonesia, English is used a foreign language. English has meaning the language of the people of England and the United States and many areas now or formerly under british control.

Patel (2008:7) english is the International language. International English is the concept of the English language as a global means of communication in numerous dialected, and also the movement towards an International standard for the language. It is spoken all over the world.

The writer summarizes them that English is the language of global term that need to be developed in Indonesia and has an important role in the students and support the job.

2.4 Reading

As a skill, reading is clearly one of the most important in many instances around the world. Harmer (2003:68) states that reading is a process of recognition or interpretation of written materials and it deals with language form. It involves letters, words, phrases, and clauses, through reading. People can increase their experience, develop new concepts, solve their problems, study how the words are used, how to implement the grammatical rules, and enrich their knowledge.

Patel and Jain (2008:113) state that reading is an active process which consists of recognition and comprehension skills, an important skill activity in life with which one can update his/her knowledge, and an important tool for academic success. In addition, Anderson in Nunan (2003:68) states that reading is a way that is done by a reader to get meaning of the text by merging information and their background knowledge.

Orr (2006:53) defines reading as a language process in which an individual constructs meaning through a transaction with written text that has been created by symbols that represent language. The transaction involves the reader's acting upon or interpreting the text, and the interpretation is influenced by the reader's past experience, language background, and cultural framework as well as the reader's purpose for reading.

Based on the explanation above, it can be concluded that reading is a process of communication between writer and the reader by using text as the media.

Grabe and Stoller (2002:13) argue there are seven purposes of reading, they are:

- a. reading to search for simple information
- b. reading for skim quickly
- c. reading to learn from texts
- d. reading to integrate information
- e. reading to write (or search for information needed for writing)
- f. reading for critique texts
- g. reading for general comprehension

2.4.1 Reading Comprehension

People read for general comprehension (whether for information or for pleasure). We might read a novel, short story, a newspaper, article, or report of some type to understand information in the text, to be entertained and/or use the information for a particular purpose. The overall goal is not to remember most of specific details but to have a good grasp of the main ideas and supporting ideas, and to relate those main ideas to background knowledge as appropriate.

Grabe and Stoller (2002:17) state that reading comprehension is the ability to understand information in a text and interpret it appropriately.

Samuels (2008:169) states that reading comprehension is a process in which the reader constructs meaning using as the building material the information on the printed page and the knowledge stored in the reader's head. It involves intentional thinking, during which meaning is constructed through interactions between text and reader.

Gadwell (2008:17) states that the ability to understand what we read it depending on the background knowledge that we apply in reading a text. If the readers know alot about a topic of the text, the readers can use that knowledge to interpret the text, to make inference, to create visual images, and evaluate the author's point of view. Trehearne (2004:423) states that prior knowledge affects comprehension. The more one already knows, the more one comprehends, and the more one comprehends the more one learns new knowledge to enable comprehension of an even broader array of topicts and texts.

Many factor's affect student's ability to comprehend the text, they are motivation/ purpose/ goals/ engagement, vocabulary/word knowledge/ background knowledge; automaticity of decoding; fluent reading; understanding and use of strategies employed by effective readers; the nature of the text itself (difficulty and interest); the type of genre of text (fiction, non-fiction; poem); the amount of reading done.

Based on the explanation above, reading comprehension means an understanding of what material that has been read to establish meaning from the text. It is an thinking process that depends not only on skill but also on students background knowledge.

2.5 Analysis

Analysis is students ability to analyze information that is given to them. Students are able to elaborate cause and effect of a problem based on their own knowledge and has understanding its link. The ability is analysis can be an ellement analysis, the relationship analysis and organizing principles analysis.

Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis the relationship between parts, and recognition of the organization principles involved. Learning outcomes here represents a higher intellectual level than comprehension and application because they require an understanding of both the content and structural form of the material. The verbs in this domain, they are analyze, breakdown, categorize, classify compare contrast, criticize, debate, deduce, determine, formulate, form, generalization, group, identify(parts), illustrate, infer, inspect, make inferences, order, outline, point out, put into(categorize), recognize, relate search, select, separate, simplify, subdivide, survey, take apart.

Benjamin S.Bloom divides the developing analysis into:

1. Analysis of elements

This analysis includes the ability of the reader to analyze element in a text.

There are many elements in a text. It can unstated which can only be inferred from analysis of parts in text.

2. Analysis of relationships

This analysis includes the ability of the reader analyze the relationships each of elements in a text. Much of analysis of relationships involve the consistency of part to part, element to element, the relevance of elements or parts to the central idea or in the thesis of text.

3. Analysis of organizational principles

This analysis include the reader ability to analyze the relation of materials and means of production to the elements and to organization. It also includes the ability to recognize form and pattern of a text.

2.6 Genres

Dirgayasa (2012:1) states that genre is a kind of text or writing work itself. It views that language must be related to social function of the text. Then implies to certain social environment and place, where and when the text is used.

Based on the curriculum, students should be able to read simple paragraph based on genres they learn in school. According to Pardiyono (2007:1) there are twelve types of text (genres) such as the following :

- a. Descriptive which purpose to describe something in detail
- b. Recount which purpose to inform past events
- c. Narrative which purpose to entertain the reader
- d. Procedure which purpose to give instruction of the process
- e. Explanation which purpose to give detail explanation of a nature or social phenomenon
- f. Discussion which purpose to give argument about phenomenon
- g. Analytical Exposition which purpose to argue that something in the case
- h. Hortatory Exposition which purpose to argue that something should be or ought to be
- i. News Item which purpose to give information of events which are considered newsworthy or important in form news

- j. Report which purpose to inform a phenomenon to give knowledge for the readers
- k. Anecdote which purpose to give information about ridiculous event
- l. Review which purpose to give such suggestion or critics or evaluation or something in a movie, books or article

All of those kinds of genre will be taught to students from Junior High School to Senior High School. Every genre has its own characteristics and specific purpose. In this study, the writer will be focus on Narrative text.

a. Narrative Text

Narrative is familiar in the humans life. People used the narrative to tell the events, information, stories, experience and feeling to entertain the other people. Pardiyono (2006:163), said that narrative is kind of the text that tell about world events, it can be informative and entertaining, and can be in the past world events or present happenings.

And then according to Sanggam and Shinoda (2008:73) narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in the different ways.

Based on explanation above, it could be conclude that narrative or narration simply tells a story a sequence of events. Generally, these events are told in chronological order, which they happened. It functions to entertain and amuse people.

b. The Generic Structure of Narrative Text

According to Sanggam and Shinoda (2008:73) there are five generic structure i.e., orientation, evaluation, complication, resolution, and re-orientation.

1. Orientation

Orientation is sets the scene and introduces the participants, personal attitudes, time and place.

2. Complication

Complication is crisis arises. The complication can be one or more.

3. Resolution

Resolution is the resolving if the crises (problem-solving) for better or for worse. The writer will get the resolution to resolve the problem that has appeared in the complication.

4. Re-orientation

Re-orientation is optional which is aimed to give or to submit a moral lesson to the reader.

c. Example of Narrative Text

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The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Moral: A single plan that works is better than a hundred doubtful plans.

2.7 Ability

Mendenhall (2012:22) states that the most important characteristic of ability is that measures learning rather than time. Student progress by demonstrating their ability, which means they proven that they have masterd the knowledge and skills (called ability) required for a particular course.

Learners work on one ability at time, which is like a smally component of a larger learning goal. The student is evaluated on the individual ability by doing a test or other instrument, and only once they have mastered it they move on to other goal. Ability is also used as a more general description of the requirementss of human beings in organization and communities. Ability is sometimes thought of as being shown in action in a situation and context that might be different the

next time a person has act. In emergencies, competent people may react to a situation following behaviors they have previously found to succeed. To be abilty a person wolud need to be able to interpret the situation in the context and to have a repertoire of possible actions to take and have trained in the possible actions in the repertoire, if this is relevant, Regardless of training ability would grow through experience and the extent of an individual to learns and adapt. Ability can help organizations align their initiatives to their overall business strategy. By aligning competencies to business strategies, organizations can better recruit and select employees for their organizations. Competencies have been become a precise way for employes to distinguish superior from average or below average performance. The reason for this is because competencies extend beyond measuring baseline characteristics and or skills used to define and assess job performance. In addition to recruitment and selection, a well sound competency model will help with performance management, succession planning and career development.

2.8 Predicting

As they read and pose questions, readers often find themselves answering their own question with predictions about what will happen next or with inferences drawn from the author's or ilustrator's creation. The "on the line" strategy of predicting and the "between the lines" strategy of predicting prompts readers to turn the page to find out if their hypotheses are correct.

Based on Moreillon (2007:76) prediction are educated quesses about what will happen next based on what is known from reading the text; prediction can

also involve reader's prior knowledge. Through this process, readers find clues or connecting points, make predictions or inferences, and draw conclusion.

Duffy (2003:52) affirms that prediction is fundamental to comprehension. Predicting is the strategy most relied upon as we begin reading. Good readers anticipate meaning. They do this by predicting what they think is going to happen in the selection and by revising their predictions as they read. As soon as a reader sees the title of a selection, looks at a picture on a cover, or even reads a first line, prior knowledge is sparked, and on the basis of that prior knowledge, predictions or hypotheses take flight. Duffy contends that the secret to making predictions as one begins to read is to combine the clues the author provides with previous experiences to make valid guesses about what will occur.

Predicting is universal in that emergent readers of all ages make predictions as they listen to stories read to them or read on their own. Successful readers pay attention to what is happening and anticipate that there might be a need to change a prediction. Frequent monitoring and re-predicting is repeated as readers process through text. Treheame (2004:458) states that good readers know how to use their prior knowledge and experiences to help them understand what they are hearing or reading.

Thomas (2005:5) states that a prediction strategy at its best is conceiving a prediction then, subsequently reading the next to find out what happens. That also includes activating background knowledge, peeking or previewing and over viewing, and over viewing or summarizing. Though often seen as a single strategy, it is actually a multifaceted on going process. This is reflective of

schema theory. The suppositin of moving from what the reader already knows with what it is anticipated the students will learn from the text. This type of text is substantial in the kindergartn classroom. Strategies like the ones mentioned previously encoure students to generate thoughts or outcomes about how characters might act or react based on the setting, situation, events, or other character. These techniques are found to be highly effective for less able readers or emergent/beginning readers. Research has found also that strategies that include prediction increase overall or global understanding of a story.

Underwood (1989: 30) said, “It is unfair to unpluge students into the reading text, even when testing rather than teaching reading comprehension, as this makes it extremely difficult for them to use the natural reading skills(which we all use in our native language) of matching what they read with what they expect to hear and using their previous knowledge to make sense of it. “Although there are many types of reading strategies (predicting, summarizing, distinguishing fact form, opinion interpreting tone, drawing inferences, etc.), this essay is going to dwell on prediction because it comes first and accounts for comparatively larger importance.

Based on Jiang (2009:94) Prediction, or looking ahead is a basic strategy for using prior knowldege to understand a text. The learner generates a hypothesis about the type, purpose, or a scope of a text to provide a framework for comprehension. Our interpretation of what we hear depends to a large extent on what we expect to hear. If what w hear does not meet our expectations, it may sometimes lead to misinterpretation. On the other hand, if we can predict accurately what we shall hear next, our listening will be much more efficient.

There are very few occasions when people listen without having some idea of what they expect to hear. The skill of prediction depends largely on one's prior knowledge of the world and of the language. How much one knows about the speaker's intent. Thus the initial stage of the training program for developing the predictive skill should concentrate on getting the students to become aware of their own prior knowledge and to use this prior knowledge as their basis for prediction and comprehension.

Predicting is an on-going process that actively engages the reader in two ways. The reader's mind jumps ahead, trying to figure out what is coming next (making new prediction). While at the same time the reader is revising and refining the old predictions (Guisinger, 2016:52).

Based on Mikulecky (1990:38) when readers predict, they find out:

- a. What kind of text they will read. Is it a newspaper or article, a story, an advertisement, a text book, a recipe
- b. What the readers already know about what they will read
- c. How carefully they want to read it. Will they read to remember every word?

Will they read to remember every word? Will they scan, for one or two pieces of information? Will they read for pleasure, with no need to remember?

Making prediction is more than just guessing what is going to happen next, it keeps the students actively engaged in the reading process, and being engaged is a key to comprehension. As Moreillon (2007:83) states when readers read on to test their hypothesis, their motivation, level of engagement, and

enjoyment of texts can increase significantly. Based on Balley (2014:62), some of the other benefits of teaching students to make predictions are:

- a. Helps students to ask questions while they are reading
- b. Encourages students to skim or re-read portions of the story to better understand it or to recall facts about the characters or events
- c. Provides a way for students to monitor their understanding of the material might look at a picture and try to guess what it shows.

2.8.2 Procedure of Predicting

Dallmann et al (1982:190) state that there are some steps for improving ability to predict as follows :

1. Look at the text of a story, stating that will happen in the story. Ask yourself what will happen next.
2. Tell what will happen in next story
3. Discuss why things happen
4. Make ending for the story
5. Compare the information that we have already had in our mind then diciding what will happen
6. What will happen after listening the part of the account of an experience other students
7. After reading the text, is the prediction correct?

2.9 Relevant Studies

The study of analyzing the students ability in predicting information on the text has been done by some researches. Retno (2013) who conducted research entitled, The Students competence in predicting Information from the text attached text at the second grade of SMPN 3 Kencong Jember in Academic Year 2012/2013. The result showed the competence in predicting information from the text is very good.

Mutia (2013) investigated the analysis of students competence in predicting information from text on reading text (Research on the second grade students of MTsN Langsa). This study showed that students pay more attention to text, because the function of the text is not only for entertaining but giving information.

Campbell and Cuba (2015) also investigated the importance of using text in predicting in their journal entitled “ Analyzing the Role of Visual Cues in Developing Prediction-Making Skills of Third and Ninth Grade English Language Learners”. The conclusion of this research is Visual Cues are useful tools in helping students to understand and comprehending the story.

In this study, the researcher wants to investigate how good students ability in predicting a text through text. The researcher will find out whether the students pay more attention to the text to get the information and whether their prediction is right or not.

2.10 Conceptual Framework

Reading is one of four skills should be learned by learners of EFL/ESL. Though reading is very supposed to be the most important skill, the students of Junior High School are still hard to master it. This condition is caused by many factors such as the lack of students interest to read the text, the lack of students prior knowledge about the reading text and the ineffectiveness technique which was applied by the teacher. Therefore, students are difficult to get the message releaved by the writer which is conveyed in the text.

Predicting is a strategy which has a high possibility in helping students reading achievement. Prediction is the prior elimination of unlikely alternatives. It is the core of reading. All of our prior knowledge of place and situations enable us to predict when we read and thus us to comprehend and enjoy what we read. Predicting brings potential meaning to text and reducing ambiguity. The predicting strategy activates students prior knowledge and starts engagement with key concepts. It activates prior knowledge and shows students that they were smart enough to figure things out in reading.

Students can be able to brainstorm how the information fits in with their previous knowledge. They learn to make connections between their own prior knowledge and the ideas in the text. It is beautiful for sstudents to see that sometimes their predictions were off and they have to stop think and might be revise their inference. Predicting and revising also assist students in thinking while they read. They paid attention to see whether they right in prediction or not.

Giving the students time to revise their prediction support them to reread an important component of completely comprehension.

This study of the research concentrates on the analysis of students competence to inference information from text in reading text. It is concerned about the students ability to use the text in the text to infer what the about, what happen is next, and revising as they read text. The text in a text is also useful to activate students prior knowledge in order to comprehend the text.

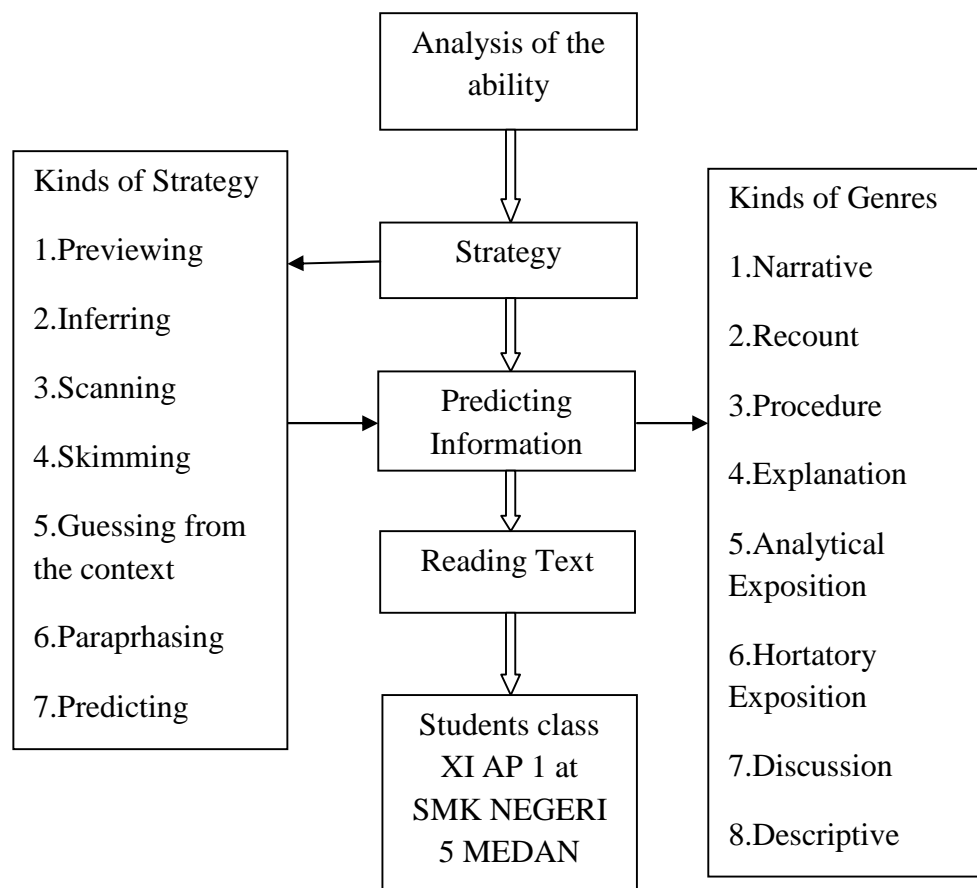


Figure 1. Conceptual Framework of Competence in Predicting information from the pictures on reading text (Issaura, 2017).

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research will be conducted in a descriptive quantitative research. According to Kunter (2007:13) descriptive quantitative research that collects the information about the status of phenomenon at the time of conducting research is a kind of research that collects the information about the status of phenomenon at the time of conducting research and the collected data are shown by numbers in order to obtain the percentage. It is a narrative one because it is used to describe phenomenon such as ability, competence and level of achievement. Besides, this study will be considered as quantitative because the result is described in frequencies, percentage and averages.

3.2 Population and Sample

In a research, the writer must determine the population and the sample. The population and the sample in this research are following:

3.2.1 Population

Population is any group of individuals that have one or more characteristics in common that are of interest to researcher. Arikunto, S. (2010:173), "*populasi adalah keseluruhan subjek, apabila seseorang ingin meneliti semua elemen yang ada dalam wilayah penelitian, maka penelitiannya merupakan penelitian populasi*" (population is a set of all elements possessing one or more attributes of interest if someone wants to observe all of elements in the

research area, so his research called population research. The population of this study is students grade XI of SMK Negeri 5 Medan. There are 4 classes of grade XI (XI API, XI AP2, XI AP3, XI AP4).

3.2.2 Sample

A sample is a group of individuals who represents the whole individuals in the population Arikunto, S. (2006:38) The total number of the sample will be taken by using random sampling technique. The writer chooses XI AP I as the sample of the research. The sample consists of 30 students.

3.3 Instrument of the Research

In this study, test will be used as the instrument of collecting the data. Ary et al (2010:216) state that test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. The researcher used a text to measure students' ability in predicting information through text before they read the text.

3.4 Procedure of collecting Data

For collecting the data, the researcher used a text to measure students' ability in predicting. The data will be collected based on the following steps:

1. Giving the text to the students
2. Students predict the text
3. Student write down their predicting
4. Students read the full text and revising their predicting
5. Students answer the question based on the text

6. Collecting the text

3.5 Scoring the Test

3.5.1 Scoring the Prediction

In scoring the prediction, the cumulative score is ranging from 1-100. In order to know students competence in predicting information through text, there is criterion is described specifically in a table as follows:

Very Good 76-100	Prediction is acceptable and based on details from the passage of can predict more than 5 details. Predictions are based on characters motivation/or characters history
Good 51-75	Prediction is acceptable, but there is only 3-5 details from the passage to support the prediction
Low 26-50	Prediction is acceptable, but there is at least 2 details from the passage to support the prediction
Very low 0-25	Student did not make a prediction nor was prediction based on details from the passage. The prediction is off topic

Furthermore, Lilehocolate write the details about the prediction score as follow:

Very Good (76-100): Predict morethan 5 details of information

100= predicting 10 or more information

95= predicting 9 details information

90= predicting 8 details of information

85= predicting 7 details of information

80= predicting 6 details of information

Good (50-75): Predict less than 5 details of information

75= predicting 5 details of information

70= predicting 4 details of information

60= predicting 3 details of information

Low (26-50) predict at least 2 details of information

50= predicting 2 details of information, the information is acceptable

40= predicting an information and it is acceptable

30= making predicting, but they are not acceptable

Very Low (0): Not make any prediction nor was prediction based on details from the passage. The prediction is off topic.

3.5.2 Scoring the Essay Test

In scoring the essay test, researches determines the cumulative score ranging 0-100 by counting the correct answer and applying the following formula.

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

Where:

S = Score the test

R = Number of corect answer

N = Number of Question

3.6 Validity and Reliability

Quantitative research always depends on measurement. Ary et al (2002:242) states that there are two essential criteria of the quality of any measuring instrument: validity and reliability. The validity and reliability determine how well a test is. These two factors will be fulfilled by a test before it can be used to derive valid data in a research. The establishment and procedure of each aspect are discussed in the following parts:

3.6.1 Validity of the Test

The concept of validity is refered to the next measured. Ary et al (2002:242) states that validity is extend to which an instrument measures what is supposed to measure. In general, validity is categorized into empirical and logical. This research will apply logical validity, specifically content validity.

Nurgiyantoro (1997:103) explains that content validity is whether the test has suitability with the purpose and the description of the subject that is though. In this case, the researcher wants to measure the students ability in predicting information through picture in reading text, it means that picture within text is the valid instrument to measure the samples ability.

Content	Kind of Narrative	Test Item	Kind of Test	Score
Narrative	Orientation	1 paragraph	ESSAY	25
	Complication	1 paragraph	ESSAY	25
	Resolution	1 paragraph	ESSAY	25
	Coda/Re-Orienttation	1 paragraph	ESSAY	25
TOTAL		4 paragraph		100

3.6.2 Reliability of the Test

The reliability refers to consistency of the result. The test is said to be reliable if it can show stables outcomes. The more reliable the text is, the more confidents the scores obtain from the administration of the test. To achieve the reliability to the consistency of measurement, the researcher uses Kuder Richardson (KR-21) formula as follows:

$$R = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{KS^2} \right]$$

Where:

K = number of the test item

M = mean of the score

Sx = the square of standard deviation of the evaluation of the test score.

According to Arikuto (2003:75) the criterion for the evaluation of coefficient reliability is :

0.00-0,20 : the reliability is very low

0.21-0,40 : the reliability is low

0.41-0,60 : the reliability is significant

0.61-0,80 : the reliability is very high

0.71-above : the reliability is very high

3.7 Technique of Analyzing the Data

The data will analyzed through some steps using Ary et al. (2002:517) theory, as folowing:

1. Collecting Data
2. Checking and asseing students answer
3. Calculating the data
4. Put the data into table and percentage
5. Interpreting the results