CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is the most important aspect of the life of all beings and it was used as a tool of communication to interact among people throughout the world to convey thoughts, ideas, and feelings. As an international language, English had a significant position in the international communication which was spoken by many people in the world.

English becomes a universal language. Realizing that many reference materials were written in English and how important this language is, reading become one of the most important skills to be acquired to the students. There are four skills in language learning, they are: listening, speaking, reading, and writing. Reading is one of four skills that can build our knowledge. By reading we could know everything by our needs and we understood and followed the progress of science and technology. Technology is like a spider web net that every single component is interconnected and it is developed constantly. This communication network can unify the different countries, and also facilitated international relations. Grabe and Stoller, (2001:188) state that reading is the ability to draw information from a text and interpret information appropriately. In reading, the students were expected to be knowledgeable and familiar with what the teacher had explained in the context, whereas in comprehension the students were expected to had more skills than to explain individual text or passage after comprehending   them.

In teaching reading, the teacher was known and understood the goal of the reading process which is comprehension. Prado and Plourde, (2005) define that comprehension is a process that involves thinking, teaching, past experiences, and knowledge. Incomprehension, the readers were asked to know and understand what they were reading. If persons had excellent decoding skills but they were not fully able to understand what they were reading, it was not truly reading. The reading ability become one of the problematic's Indonesian students in today's school. The problem showed that students read a text without understanding what they had read. According to The International Association for the Evaluation of Educational Achievement, the reading score of Indonesian students in East Asia is still low. Indonesian students were just capable of mastering 30 % reading material and find difficulty in reading item that were in the form of commentary requiring cognitive process (IAE for the Evaluation of Educational Achievement).

Based on the writer's experience in teaching practice in Junior High School, students' problem in reading was lack of interest. They were not interested in reading the text and answering the question. It was just making them talking to each other instead of doing the task. The researcher found that there were some problems of students in narrative text reading ability, the students could not comprehend the whole reading text, and it made some problem such as the students could not find out the main idea, the students understood what is the content of the text, and also the students did not answer the question that related to the   text.

Table 1.1

Student's score on pre-Observation on Eight graders of SMP N 13 Medan

NO	Initial Name of the Students	Number Of Question	Number of the correct answer	Score
1	AS	20	6	30
2	AF	20	5	25
3	A-AI	20	8	40
4	AM	20	10	50
5	CA	20	15	75
6	FN	20	15	70
7	G	20	12	60
8	AM	20	11	55
9	IA	20	8	40
10	KD	20	11	55
11	MA	20	13	65
12	MP	20	14	70
13	MA	20	9	45
14	MF	20	11	55
15	MZ	20	16	80
16	NA	20	6	30
17	NA	20	8	40
18	RR	20	17	85
19	RT	20	11	55
20	SS	20	15	75
21	SR	20	16	80
22	Y	20	17	85

KKM = 75

Total Score = 1275

Total Data= 22

Mean = 57,9

The writer simplified that to overcome the problem of teaching reading, particularly in reading comprehension of narrative text was needed a strategy to intend the enthusiasm of students in learning activities. The teacher was asked to choose a suitable strategy and apply it in teaching reading skills because a strategy made a subject easier for the students to learn and understand a text. For this purpose, Anticipation-Reaction Guide (ARG) becomes a suitable strategy that will be applied in improving the students' reading comprehension. Anticipation-Reaction Guide (ARG) is an excellent strategy for teaching students' reading comprehension and one strategy that utilizes prediction and attempts to capitalize on the controversy. A strategy helped the students to activate their prior knowledge by arousing their curiosity about the statements provided by the teacher. This strategy was done with the hope to build the students' knowledge and improve the students' reading comprehension by applying Anticipation-Reaction Guide (ARG).

Based on the explanation above, the writer wanted to commit research to find out whether Anticipation-Reaction Guide (ARG) had a significant effect on students' reading comprehension.

1.2 The Problem of the Study

In line with the background of the study above, the research problem is formulated as follows: "Does the use of Anticipation-Reaction Guide (ARG) strategy Affect the students' achievement on reading comprehension?"

1.3 The Objective of the Study

The objective of the study is aimed to find out if the application of the Anticipation-Reaction Guide (ARG) significantly affect students' reading comprehension.

1.4 The Scope of the Study

The main purpose of the study to be known the significance of students' achievement in reading narrative text by using the Anticipation Reaction Guide Strategy.Kozen, Murray, and Windell (2006) state that an anticipation guide is a pre-reading strategy that combines literacy instruction and content-area learning. It provides teachers with the skills and tools necessary to address the needs of all learners, including those with disabilities. It can be effective in promoting decoding skills, enhancing word meaning, and strengthening comprehension. The activity of this strategy was characterized by reacting to some statements before and after reading.

The researcher only focused on the narrative text. The narrative text consisted of social function, generic structure, and language features. But in this research, the writer focused on the generic structure of the narrative text. The generic structure consists of Orientation (introduction of the topic), Complication, Resolution, Re-Orientation/Coda. For the strategy related to improving students'

reading ability, the researcher took the term of finding out the specific information helped by using anticipation Reaction Guide Strategy. This strategy was a comprehension strategy that was used before reading to help the students to activate their prior knowledge and build curiosity about a new topic.

1.5 The Significance of the Study

The research finding will be expected to have both theoretical and practical significances.

Theoretically, the finding will contribute to the strengthening of the grand theory where the guide is derived from, which is the schemata theory.

Practically, the finding will be useful and relevant to:

1. For English teachers, it is expected that it will be a consideration in determining a suitable strategy which is Anticipation-Reaction Guide (ARG) is the problem solver strategy that the teacher should apply to students' reading comprehension.

2. For the students, it is expected that it will help the students to use their background knowledge to see the context of a text.

3. For other researchers, it is expected that this finding can be a reference for them to conduct a similar research study about reading comprehension.

1.6 Hypothesis

Ha: There is a significant effect of using Anticipation-Reaction Guide Strategy on students reading comprehension.

Ho: There is no significant influence of using Anticipation Reaction Guide Strategy on students reading comprehension.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter the researcher focused on the effect of direct activities related to the Anticipation-Reaction Guide Strategy (ARG) in reading comprehension at eight-grader students in SMP N 13 Medan. The researcher tried to explore the theories that support the study by finding in books, journals, and articles from the internet.

2.2 Reading

2.2.1 The definition of Reading

Reading is a very important activity in human"s life. This is because people mostly get information through reading. It is more than simply the activity of pronouncing the written text. It is a process of constructing meaning from a text.According to Elizabeth (2003), reading is about understanding written texts. It is a complex activity that involves both perceptions and thought. Reading is an interactive processthat goes on between the reader and the text. A reader in the reading term will use hisknowledge, skills, and strategies to determine what the texts are. It means the reader tries torecognize the words he meets in print and finds the meaning of the written text. So, readingbrings a maximum understanding of the authors' message. Understanding is very essentialin reading because the purpose of reading is the students can comprehend what theyread and get the information   of   the   text.

Burt (2003: 33) states that Reading is essentially the process of getting information from written text. It is helping the students to read when they have the opportunities to apply their knowledge of the text they are reading to understand the different types and the information of the written text. The students may discuss the vocabulary that they do not know while they are reading the text to get clear about the information of the text.

Nunan (2003) said that reading is a fluent process of readers combining information from a text and their background knowledge to build meaning. In this process, the readers bring their early thought to the next parts of the reading process to finally reach their understanding of the meaning of the texts that they read. It can be said that the readers' understanding of the text is the result of the interaction between their thought and the meaning of the texts they read. Reading is a communication process between the writer and the reader.

The focus in reading on purpose is reading for meaning or reading to use information and ideas. Reading is very useful and important for us, not only in the English subject but also in the other subjects because from reading we can access more information through reading.

According to the researcher, reading is an activity to get something new information and get knowledge from a text. Reading is the best source that gives more information to the readers from reading a text, comprehend the whole text is very important in reading some text types, the readers can understand and get the whole information if they comprehend some text types, so the writer concludes that reading comprehension is the process of constructing meaning from some text types   use   in   reading.

2.2.2 The Basic Type of Reading

There are basic types that can be learned by students step by step. The teacher gives some tasks to students, to begin with, an easier question. Teachers can use perceptive, selective, interactive, and extensive category in a series to give treatment to students.

In Language Assessment Principle and Classroom Practice, Brown (2004: 189) stated the basic types of reading are:

1) **Perceptive**

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other grapheme symbols. Bottom-up processing is implied.

2) **Selective**

This category is largely an artifact of assessment formats. The example tasks of selective are used: picture-cued tasks, matching, true or false, and multiple-choice. Stimuli include sentences, brief paragraphs, simple charts, and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

3) **Interactive**

Interactive reading is a process of negotiating to mean; the reader brings to the text a set of schemata for understanding it, and in-take is the product of that interaction. Typical genres of interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of this type is to identify relevant features (lexical, symbolic, grammatical, and discourse) within

texts of moderately short length to retain the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

4) Extensive

This category applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Top-down processing is assumed for most extensive tasks.

2.2.3 Reading Technique

Nunan (2003:68) states that reading is the process of readers combining information from a text and their background knowledge to build meaning. Based on the definition the researcher concludes the reading is interactive and thinking process of transferring printed letters meaning and applying the ideas to communicate a certain message between the writer and the reader, when comprehending a topic, getting information, or message effectively from the reading text.

There are two technique will help the readers understand the topic:

1) Skimming

Brown states (2003:308) stated that skimming consists of quickly running one's eyes across a whole text(such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas". Before the students are familiar with skimming skills, the teacher has to explain how to skim and give some exercises afterward. There are two important things to do in developing skimming skills: the time must be

strictly controlled and students must be prevented from reading the whole text. The purpose of skimming is to know whether the text meets the reader's needs.

2) Scanning

Brown (2003:308) defined that "Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercise may ask students to look for names or dates, to find a definition of a key concept or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

2.2.4 Model of Reading

Nunan (2003) argued that the models of the reading process can be divided into three categories; they are bottom-up models, top-down models, and interactive models. The following are the explanations of the three models of the reading process.

1)   Bottom-up Models Bottom-up models typically consist of lower reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer text, and finally meaning is the order in achieving comprehension. All reading material is carefully reviewed so that students are not exposed to vocabulary that is too difficult or that contains sounds that they have not yet been introduced to. A bottom-up approach to reading Within a bottom-up approach to reading, the most typical classroom focus is on what we call intensive reading. Intensive reading involves a short reading passage followed by textbook activities to develop comprehension and/or particular reading skill. Most textbooks used to

teach first and second language reading use an intensive reading approach (Nunan, 2003:70-71).

2)   Top-down Models, on the other hand, begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather than on mastery of words recognition. Extensive reading can be contrasted with intensive reading. Extensive reading means reading many books (for longer segments text) without a focus on classroom exercise that may test comprehension skills (Nunan, 2003:71-72).

3)   Interactive Models of Reading The models that are accepted as the most comprehensive description of the reading process are interactive models. This third type combines elements of what bottom-up and top-down models assuming "that a pattern is synthesized basic on information provided simultaneously from several knowledge sources". An interactive approach to reading would include aspects of both intensive and extensive reading. We need to provide learners with shorter passages to teach specific reading skills and strategies explicitly. We also need to encourage learners to read longer texts without an emphasis on testing their skills. Extensive reading provides opportunities to practice strategies introduced during extensive reading instruction (Nunan, 2003:72-73). Teachers should be aware that a single classroom textbook will not meet the needs of both intensive and extensive instruction. Materials will need to be selected that engage the learners in both types of reading.

Based on the definitions above, the researcher concludes that when the readers reada text, they make a connection with the texts. The readers will communicate with the text, they will understand what they read, get the meaning, and get the information from the text.In reading comprehension, a learner should know no only what each letter of the alphabet standsfor and the meaning of words, but also knows how to catch the ideas of the text whether it isstated explicitly or not, and should be involving the power of understanding.

2.3   Reading Comprehension

Reading is not only to get information but to understand and comprehend

some points from the text. In this case, reading and understanding are related to each other. Reading itself contains the activity to understand the text and information in the text.

The aim of reading is comprehension. People read the text not only to get information but also to learn from texts, integrate information, critique texts, even to get pleasure. Grabe and Stoller (2002:14) mentioned that "general reading comprehension is the most basic purpose of reading, underlying and supporting most other purposes for reading."

Brown (2004:188-189) states that there are some principal strategies for reading comprehension. They are:

1) Identify your purpose in reading a text.

2) Apply spelling rules and conventions for bottom-up decoding.

3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine to mean.

4) Guess at meaning (of words, idioms, etc.) when you aren't certain.

5) Skim the text for the gist and main ideas.

6) Scan the text for specific information (names, dates, keywords).

7) Use silent reading techniques for rapid processing.

8) Use marginal notes, outlines, charts, or semantic maps for understanding, retaining information.

9) Distinguish between literal and implied meanings.

10) Capitalize on discourse markers to process relationships.

Pardo (2004: 273) states that reading comprehension is a process in which readers construct meaning by interacting with him through the combination of prior knowledge and previous experience, the information in the text, and the stance of the reader takes in relationship to the text. If readers can real words of a text but do not understand what they are reading, they are not reading.

The researcher can conclude that that reading comprehension is a process of constructing meaning from the text, starts from understanding the meaning of the text, get new information from the text.

According to Snow (2002:13), comprehension entails three elements, they are the reader, the text, and the activity. The reader is the one doing the comprehending that has aa wide range of cognitive capabilities, namely: attention, memory, and visualization. (1) attention is the ability to sustain concentration on a particular object. (2) memory has two categories, they are short-term memory and long-term memory. Short term memory is an ability to put the exact wording is stored for brief periods and it has a limited capacity. Short term memory closely related to working memory and it takes a short time to keep something in mind before dismissing or transferring it too long term memory. Long term memory is

an ability where more permanent information is stored and it has an unlimited capacity (3) visualization is n ability to create pictures in our heads based on the text we read. The text is reading material like stories and nonfiction selections. The activity refers to the kind of comprehension skill, strategy, and concept of the reader, for example: discovering the author's main idea, understanding a sequence of events, and thinking about a character's intent in a story.

Pressly and Block (2002:390-391) state several basic principles of comprehension strategy instruction, they are:

1) Teach comprehension skills that are considered as the main value in reading and continue to teach comprehension strategies as long as the students need it.

2) Develop decoding skills in readers so that they give attention to understanding the meaning of the text that is being read.

3) Teach vocabulary which knowing the meaning of frequently encountered words and unusual words related to a particular reading task for improving overall comprehension.

4) Have students read the diverse texts (e.g, narrative text, descriptive, expository text). It is considered as a critical source of vocabulary development and also of the student's find general knowledge.

5) Teach students to related their knowledge to new text when prior knowledge can enhance their comprehension in reading.

6) Teach students to apply well-validated strategies and provide necessary instruction to group students regarding the strategies that they need.

7) Teach the students to monitor whether they understand the text that they are reading and ask themselves: (1) whether what they are reading makes a sense and (2) if they are remembering what they are reading.

2.3.1 Factors Influence Comprehension

Donoghue (2008:1755) defines that six factors influence the comprehension of all readers:

1. The first of these factors is a purpose that focuses on the reader's attentional helps them understand the text (e.g, in the classroom, students can make predictions about a text, "Do earthquakes only happen once a year"? and those predictions become the purpose of their teacher's direction. Outside of school, students may wish to assemble a toy for a younger sibling, and reading is the direction for the text to have a clear purpose. In both instances, comprehension is stronger when the purpose is specific.

2. The second is being an activereader because active readers, use their prior knowledge which stems from previous experience and their vocabulary as well as reading strategies to help them comprehend what they are reading.

3. The third facto affects comprehension is the type of text being used. Readers who have had experiences with story text may encounter difficulty with expository of informational materials. Therefore, they should be introduced to storybooks that have different vocabularies.

4. The fourth factor affects comprehension is the quality of literacy instruction. These instructors manage all aspects of classroom learning, including planning, scheduling,   and   reader's   behaviors.

5. The fifth-factor influences comprehension in an interest. When readers are curious about a subject, they will read to seek information and discover an answer to satisfy their curiosity.

6. The sixth factor is practice. Readers are allowed to choose their books and read them independently in class daily so that they have an opportunity to discuss and share them with classmates.

2.3.2 Levels of Reading Comprehension

Westwood (2001) states there are three different levels of comprehension, they are:

2.3.2.1 Literal Comprehension

Literal comprehension is the understanding of information and facts directly stated in the text. It is recognised as the first and most basic level of comprehension in reading. Students can employ literal comprehension skills (keywords, skim reading and scanning) to better locate information efficiently. Understanding the information which is contains explicitly. Explicit reading means reading with a clear purpose. That purpose is to determine the meaning of the text being read. When texts clearly state their purpose, they are explicit. When texts are vague, leaving many questions about their purpose, they are implicit. Explicit information is clear information that is found in the text. Explicit information questions enable to assess students' reading comprehension. At this level, the readers need to:

    1) Understand word meanings.

    2) Recognize the main idea.

    3) Understand the sequences of a text.

4) Recognize cause and effect they are mentioned in a text.

2.3.2.2 Interpretative Comprehension

Interpretative comprehension is the process of delivering ideas that are implied rather than directly stated. It involves reading between the lines of making inferences. The students are required to identify the ideas that are not explicitly stated in the written text.

2.3.2.3 Critical Comprehension

Critical comprehension requires readers to think of new ideas logically and develop new insights that have not been stated explicitly in a text. This level involves intense concentration. Critical reading, the reading must be an active reader by questioning critically, searching for facts, and suspending judgment until she/he considered all the material.

2.3.3   Teaching Reading Comprehension

According to Davies & Pearse (2009:92), teaching reading comprehension is done three stages, namely: pre-reading, while-reading, and post-reading activities. These three stages of reading comprehension are recommended to make reading more realistic and interesting.

1. Pre – Reading activities

   This stage is done to prepare learners before they start to read the text.

   Pre-reading activities do the following:

   1) Guess the text from the heading, the illustrations, etc.

   2) Predict what the text will say

   3) Write question which related to the text

2. While-Reading activities

   These stages help the learners interact with the text by using their background knowledge.

   While reading activities do the following:

   1) Do a scanning for information in the text

   2) Do a skimming for the general ideas

   3) Answer the question of the text

3. Post – Reading activities

   These stages provide students an opportunity to summarize, ask questions, and discuss.

   Post – Reading activities do the following

   1) Discuss what was interesting or new the text

   2) Ask a question with related to the text

   3) Summarize the content of the text

2.3.4 Student's Difficulties in Reading Comprehension

According to wong (2004:253), students can experience comprehension problems because of some difficulties.

1) Appropriate Use of Background Knowledge

The appropriate use of background knowledge is a crucial element in extracting meaning from text. Structured pre-reading activities serve to make the text accessible to students and enable them to remember what they have learned.

2) Vocabulary

In reading one needs to have vocabularies a lack of vocabulary knowledge or a mismatch between the reader's vocabulary and that of the text can also be a cause of reading comprehension knowledge of word meaning is an important contribution to reading ability because "knowing word meanings enable the reader to assemble and integrate proposition" from text and make sense of what is read.

3) Fluency

Fluency related to reading is most often conceptualized in terms of speed and accuracy. Students with learning disabilities often struggle to read fluently. Slow reading is debilitating because it prevents students from thinking about the text while reading. Fluency is a critical but neglected factor n many reading programs.

4) Strategy

Strategy instructions are concerned with student's awareness of their thinking and their ability to regulate strategy use while working to comprehend printed material. It is important for students to monitor their comprehension and to take steps in regaining clarity of understanding when meaning breaks down or becomes confusing. Comprehension strategies can explicitly teach students how to draw inferences from the text, summarize information, predict what will happen next in the text, formulate and answer questions about the text, and visualize what they read to improve comprehension.

2.4   Narrative Text

2.4.1   The definition of Narrative Text

The Narrative text is telling of a story or an account of a sequence of events and generally imaginative. Pardiyono (2007:94) states that narrative text is a kind of text which tell activities or events in the past time, there are problematic experience and resolution that has the purpose to amuse the reader. A narrative text relates a realistic, fiction, or imagine the story. The narrative can be divided into traditional fiction like folks, tales, parables, fables, moral tales, myths and legends, and modern fiction including modern fantasy and contemporary realistic fiction. It can be concluded that the social function of narrative text is to amuse (entertain) and give amoral value to the readers or listener about the story or event which happened in the past.

According to the researcher, narrative text is a story that tells about something interesting that has the purpose to amuse and to entertain for the readers or viewers.

2.4.2   The Generic Structure of Narrative Text

The generic structure of the narrative text is orientation, complication, a sequence of events, resolution, and coda. A more detailed generic structure of a narrative text is:

1. Orientation: Introducing the participants and informing the time and place.

2. Complication: sets off a chain of events that influences what will happen in the story.

3. A sequence of events: where the characters react to the complication.

4. Resolution: in which the characters finally sort out the complication.

5. Coda provides a comment or morally based on what has been learned from the story (optional).

2.4.3   Language Features of Narrative Text

The language features usually found in narrative texts are:

1. Nouns that identify the specific characters and places in the story.

2. Time words that connect to tell when they occur, the use of simple past tense and past continuous tense.

3. Using adverbs of time; once, once upon a time, formerly, in the former time, a long time ago, etc.

4. Verbs show the action that occurs in the story.

5. Descriptive words to portray the character and setting.

2.4.4   Types Of Narrative Text

1) Narrative- science fiction

 Purpose: to entertain and sometimes to speculate about the future.

2) Narrative- Historical fiction

Purpose: to entertain and sometimes to inform.

3) Narrative- contemporary fiction

Purpose: to entertain and sometimes to create empathy with familiar characters.

4) Narrative- Traditional tales

1. Myth

Purpose: To provide a fictional for natural phenomena. Many cultures use myths to explain the world and its mysteries by handing them down from one generation to the next one. Myths can also pass on cultural, religious, or spiritual beliefs and traditions.

2. Fairy tales

Purpose: fairy tales were originally intended for adults and children. They were passed down orally to amuse and to convey cultural information that influences behavior, such where it is safe to travel and where it is dangerous to go.

3. Legends

Purpose: to provide information about the way particular people lived. And what they believed. Legends also help us to reflect on our own lives because they often deal with issues that are cross-cultural and relevant today.

4. Fables

Purpose: a fable out to teach the reader or listener a lesson they should learn about life. The narrative drives toward the closing moral statement, the fable's a will there's a way, work hard, and always plan for lean times, charity is a virtue. The clear presence of a moral distinguishes fables from other folk tales.

2.4.5 Example of Narrative Text

The legend of Toba lake

Once upon a time, there was a handsome man. His name is Batara Guru Sahala. He like fishing, one day he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free. Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with the fish woman. The woman wanted to marry him and said that Batara Guru had to keep the secret which she has been a fish. Batara guru agreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found his mother and talked to her about it. The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. The earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba lake.

2.5 Anticipation-Reaction Guide Strategy

2.5.1 The Nature of Anticipation-Reaction Guide

Anticipation-Reaction Guide is classroom activities that are meant to get students to be interactive readers. Anticipation-Reaction Guide (ARG) firstly introduced by H.L Herber in 1978. ARG is a one-of-kind pre-reading exercise that contains a series of about ten to fifteen statements that reflect one narrow aspect of the material. The students must make binary choices to respond to the

statements: yes/no, likely/unlikely, then/now, agree/disagree. Cramer said that ARG is a strategy that helps students to use their existing knowledge through prediction. The Anticipation-reaction guide can be used to activate prior knowledge before reading, encourage readers to use that prior knowledge during reading, and continue students' involvement in a post-reading stage by reacting again to the guide.

Based on the explanation above, ARG also called by reaction or prediction guides is a way to prepare students before a reading assignment by asking them to react to a series of statements that are related to the content of the material. The students' previous thoughts and opinions about the concept are activated by their responses to a series of statements about the topic. The statements are carefully worded to challenge the students' beliefs, which are based on their experience with the subject. The controversial nature of the statements serves to arouse their curiosity and to motivate them to read to resolve the conflict.

Additionally, teachers can use the statements after reading as a reaction guide, so that the students can observe how their thinking has changed as a result of the new information they have encountered. The prior knowledge will not be useful for reading comprehension if it is not activated by the readers. The readers need help from the teacher to activate their prior knowledge when reading a text. There are three ways by which the teacher can help them to activate their prior knowledge, they are: (1) providing a brief description of the topic of the upcoming lesson before the readers start learning the topic. (2) Providing prior knowledge (what the readers already know) related to the topic that the readers will read.

(3) Providing an opportunity for the readers to connect their prior knowledge to what they have read in the text.

2.5.2 Procedures Of Applying The Anticipation-Reaction Guide

There is four procedure in applying Anticipation-Reaction Guide, Bouchard, (2005:66).

(1) Outline the main idea in a reading selection

(2) Write a clear, short, declarative sentence for each idea.

(3) Give each student a copy of the Anticipation-Reaction Guide, students are asked to read the guidance and tick down (in before reading column) if they agree or not. Then, going to read the text and tick down again (in after reading column). In discussing time, students' share their ideas have changed before reading to based on the text after reading.

(4) This activity can be done in a whole groups, it can also be done in a small group a whole group can be done to all students in the classroom by giving information and instruction for doing the Anticipation-Reaction Guide truly. The small group is done by dividing all students into some groups if twenty-five students in a classroom so the teacher can divide to become five groups in which five students for each group.

2.5.3 The Advantages And Disadvantages Of Anticipation- Reaction Guide

There are some advantages to using an anticipation guide strategy. ARG is a good strategy to teach fiction, non-fiction, procedural texts, and poetry. ARG can be effective in promoting decoding skills, enhancing word meaning, and strengthening comprehension. It shows that this strategy does not only activate students' prior knowledge but also other reading comprehension skills. Based on

the explanation above, ARG helps the students activate their background knowledge and experience, and then think about the ideas they will read. Also, an anticipation guide strategy can encourage students to make a personal connection with a topic or unit of work, so that they can integrate new knowledge with their background knowledge. Automatically, they will comprehend the whole text easier if they use their background knowledge

Moreover, ARG is potentially stimulating students' interest, not only because they can create controversy, but also because they help students clear up misconception and accommodate new information that may be at odds with their previous thinking. This benefit will bring a meaningful activity for the students.

Then, this activity can be applied individually, in pairs, or collaboratively. The strategy also combines both individual and collaborative activities. After responding to the statements, students then explain or elaborate on their responses in a collaborative group and whole-class discussion.This activity requires students actively involved during the teaching and learning process.

2.6   Conceptual Framework

Based on the explanation above, teaching students' reading comprehension using Anticipation-Reaction Guide (ARG) strategy meant that the teacher used Anticipation-Reaction Guide (ARG) strategy in the class to teach reading comprehension in narrative text. The Anticipation-Reaction Guide (ARG) strategy contributed as the teaching strategy to help the teacher convey the material easily. This strategy helped the students to activate their prior knowledge by arousing their curiosity about the statements provided by the teacher.
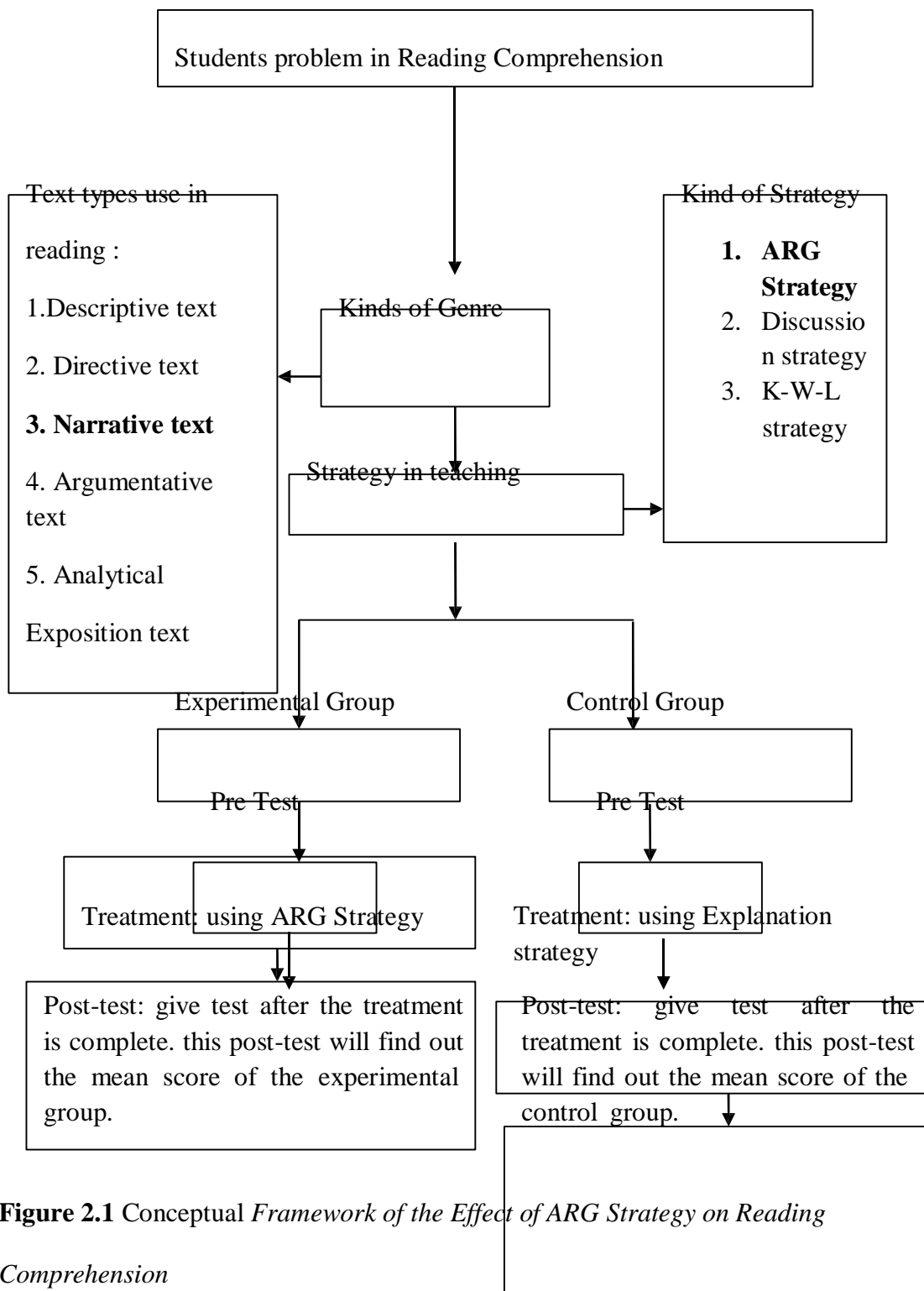
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┌─────────────────────────────────────────────────┐
│   Students problem in Reading Comprehension     │
└─────────────────────────────────────────────────┘
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Text types use in
reading :

1.Descriptive text

2. Directive text

3. Narrative text

4. Argumentative
text

5. Analytical

Exposition text

Kinds of Genre

Strategy in teaching

Kind of Strategy

1. **ARG Strategy**
2. Discussion strategy
3. K-W-L strategy

Experimental Group

Pre Test

Treatment: using ARG Strategy

Post-test: give test after the treatment is complete. this post-test will find out the mean score of the experimental group.

Control Group

Pre Test

Treatment: using Explanation strategy

Post-test: give test after the treatment is complete. this post-test will find out the mean score of the control group.

Figure 2.1 Conceptual *Framework of the Effect of ARG Strategy on Reading*

Comprehension

CHAPTER III METHODOLOGY

OF RESEARCH

3.1 The Research Design

This study aimed an experimental quantitative. To collect the data, groups of students will be involved. The experimental group will be taught by using the Anticipation Reaction Guide (ARG) Strategy. While the control group will be taught by explaining method.

The research design can be figured as follows:

Table 3.1
Table of research design

Group	pre-Test	Teaching	post-Test
Experimental group		ARG Strategy	
Control group		explaining method	

3.2 The Population and Sample

This research will be conducted at the students eight gradien in Marendal, Medan, and the research will be implemented in the eighth-grade students in the academic year of 2019/2020.

3.2.1 Population

Best (2002:13) states that a population is a group of individuals, namely: person, object, or item from which samples taken for the measurement. The population in this research was eight grade of students in Marendal, Medan. There are 80 students in Marendal, Medan. The total numbers of populations were 50 students.

3.2.2 Sample

A sample is a limited number of cases (Corbetta, 2003:211). The number of the sample was 20 students. They were divided into two groups namely: the experimental group and the control group. Each group consisted of 10 students.

3.3 The Instrument of Data Collection

The researcher explained about the instrument to gain the data in this research.

The researcher found out about the students' reading achievement by giving a reading test. The reading test was pre-test and post-test. The kind of the test was multiple-choice, the pre-test used to investigate students reading achievement before treatment. Besides, the post-test used to evaluate how far the students reading comprehension after treatment applied.

3.4 The Technique of Collecting Data

In this particular part, the researcher gave the test to students, the kind of test was multiple-choice, which was consists of 50 items of multiple choice. The maximum point or value was 100 and each correct answer gave 2 scores. The type of test was the T-test. The test will be held before and after the treatment applied.

3.5   The Technique of Analyzing Data

To know the difference between the two groups, the writer used t-test using the formula:

$$t = \frac{-}{\sqrt{[\frac{x^2 + ^2}{N + N - 2}][\frac{1}{N} + \frac{1}{N}]}}$$

In which: Mx: mean of the experimental group

My: mean of the control class

x: the deviation square of the experimental group

y: the deviation of the control class

Nx: the total number of samples of the experimental   group

Ny: the total number of samples of the control class

3.6   The Scoring of Reading

To know the score of students and saw the influence of the students reading comprehension, the writer used score ranging 0-100 by counted the correct answer and will be applied this formula:

$$S = \frac{}{} \text{ x } 100\%$$

Where: S = Score of the test

R = Number of the correct answer

N = Number of the test item

3.7   Validity And Reliability of the Test

3.7.1 The validity of the Test

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity defined as the extent to which an instrument measured what was claimed to measure. In general, a test valid to the extent that it measures what it claimed to measure. In this case, content validity as used. It refers to the degree to which the test measures. Thus, by applied content validity, the writer knew whether the test items valid or not to behavioral objectives.

Table 3.7
The table of specification of Narrative Text

Generic Structure of Narrative Text	Item of the Test	Score	Kinds of the test
Orientation	15	30	Multiple choice
Complication	10	20	Multiple choice
Resolution	15	30	Multiple choice
Re-Orientation/Coda	10	20	Multiple choice
TOTAL	50	100	

3.7.2 Reliability of the Test

According to Arikunto (2010:178), reliability shows as an instrument that can be trusted using as a tool of collecting the data because it has already a good enough. A good instrument was tendencies to lead the respondent in choosing a certain answer. If the data appropriate to the fact, the result were the same although it's an exercise many times. So the reliability was the way to collect data and found out whether the test was reliable or not.

$$r11 = \frac{n}{n-1} \times \left(1 - \frac{(n-)}{\sigma^2}\right)$$

Where: r11: The reliability of the test

n: Number of items

M: Mean

σ^2: Variance

The calculation of the reliability:

0.0-0.20: Very Low

0.20- 0.40 : Low

0.40- 0.60 : Fair

0.60- 0.80 : High

0.80- 1.0 : Very high