

**THE IMPLEMENTATION OF PREDICTION STRATEGY IN
IMPROVING STUDENTS' READING COMPREHENSION IN
ENGLISH RECOUNT TEXT**

THESIS

Submitted by

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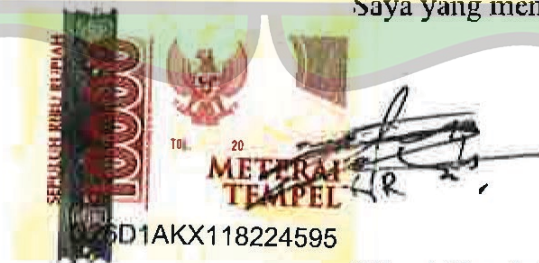
Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

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ABSTRACT

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Key Words : Prediction Strategy, Reading Comprehension, Recount Text.

This study aimed to determine students' reading comprehension in English recount texts by applying prediction strategies and to determine students' difficulties in understanding reading recount texts. This study used a pre-experimental research design to obtain accurate research results and carried out pre-test, treatment, and post-test designs as well as questionnaires as reinforcement of research results to investigated student perceptions. The sample was class X Multimedia SMK 5 Telkom Banda Aceh, which involved as many as 31 students. The findings showed that prediction strategies improved students' reading comprehension. The average value of the pre-test was 56.51, which was moderate; the post-test was 78.58, which was classified as good; and with a percentage of 80.65% who were successful in answering the post-test. Based on data analysis, it was known that there was an increase in the results of significant student learning from the hypothesis that the value of the t-score was 38.10, which was higher than the value of the t-table was 2,000. This means that the hypothesis was accepted. It could be concluded that the used of prediction strategies could improve students' reading comprehension skills, moreover, the questionnaire result indicated that the students' difficulties in reading comprehension were based on lack of vocabulary, understanding of English, and students' lack of interest in English. Therefore, there was a significant improvement in students' reading comprehension through prediction strategies in the class.

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Finally, the researcher hopes this thesis will be useful to the readers. The researcher realizes that this writing still has shortcomings. The researcher sincerely appreciates and will accept all criticism and suggestions.

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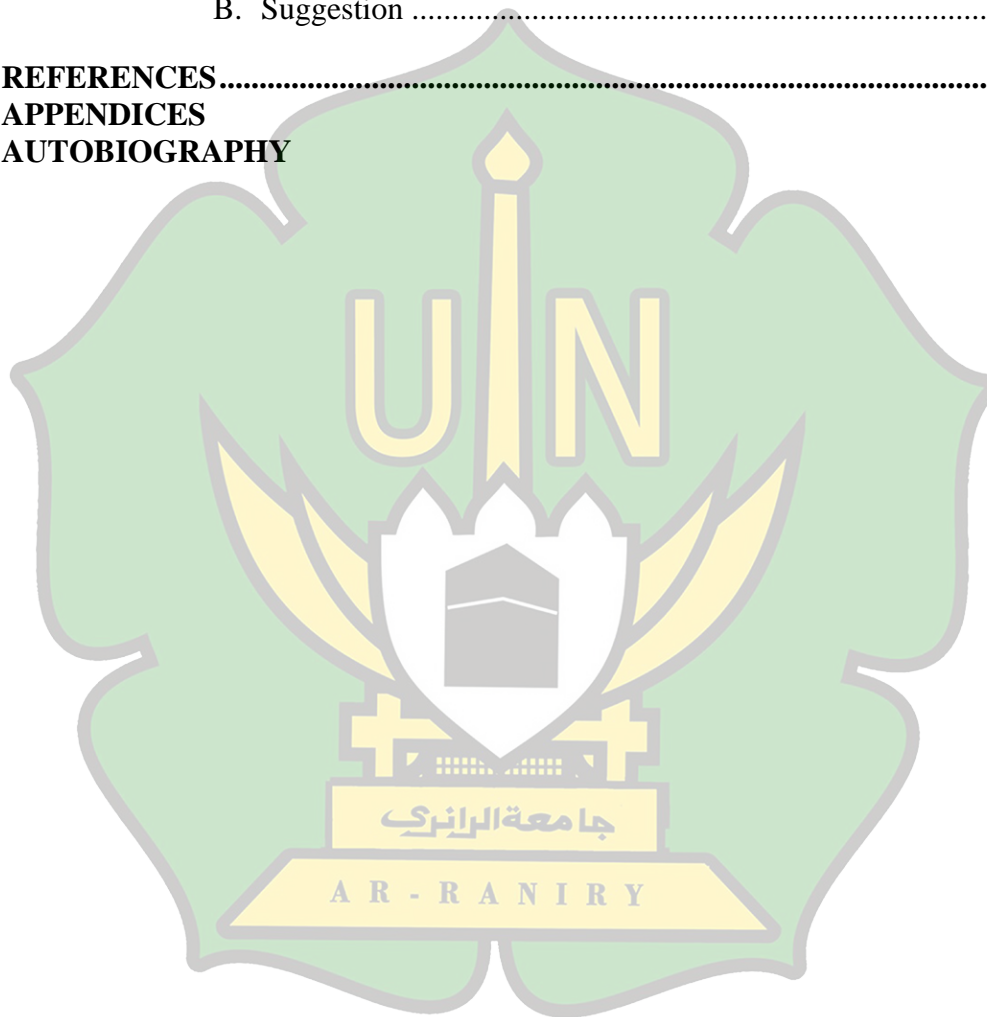
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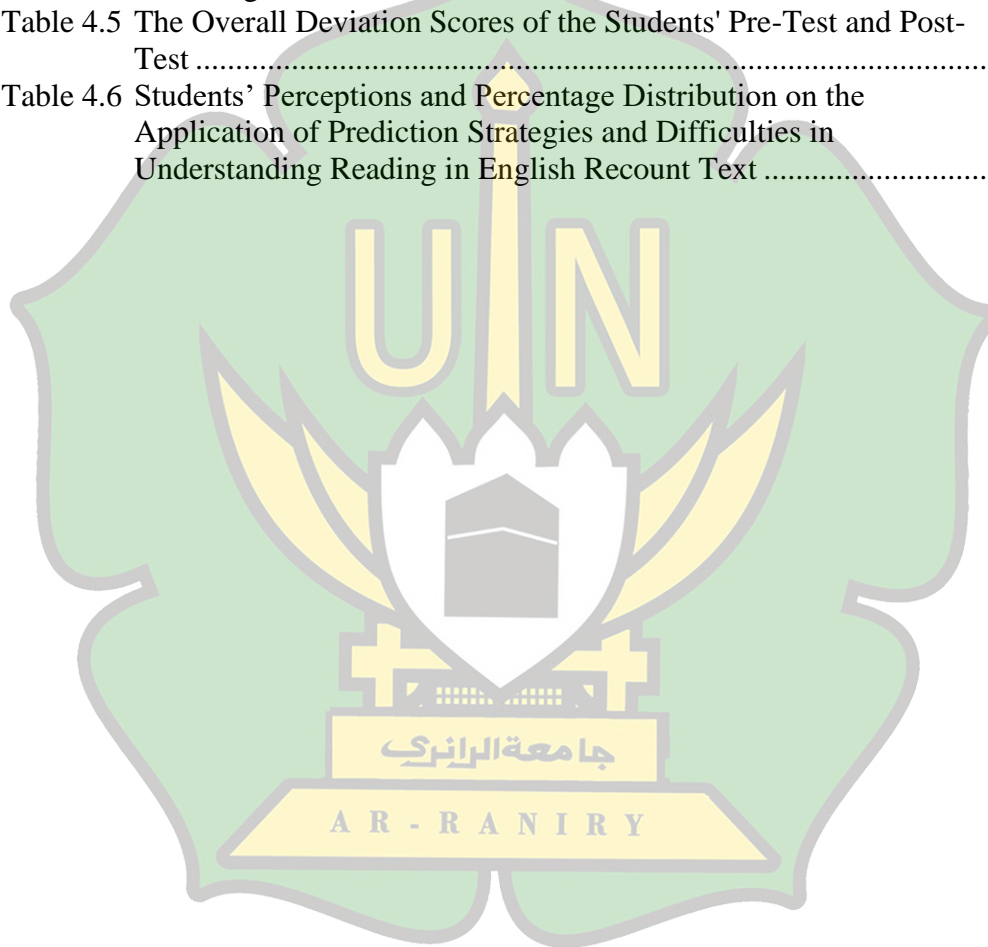
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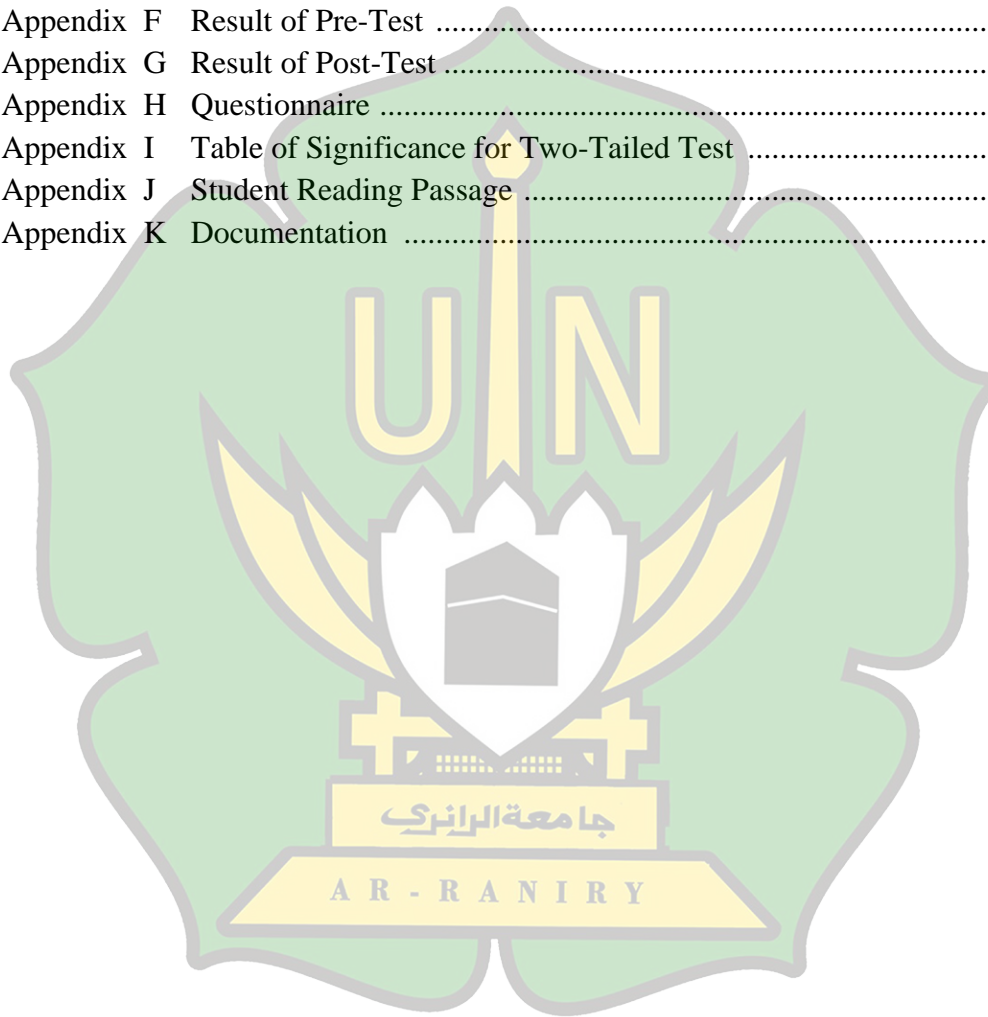
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CHAPTER I

INTRODUCTION

This chapter presents an introduction that consists of the background of the study, research questions of the study, research aims of the study, significance of the study, and research terminologies of the study.

A. Background of Study

Reading comprehension is considered one of the essential skills that students need to acquire, as it involves processing or digesting the text, understanding its meaning, and integrating it with past knowledge (Apsari and Yana, 2015). Reading comprehension is an integral part of functional literacy. The ability to understand what they read enables people to live safely and productively, as well as thrive socially, emotionally and intellectually. The basic skills that are important and needed in efficient reading comprehension are to comprehend the meaning of words, understand the context of discourse, follow the organization of sections, and identify antecedents (clauses) and references. According to Tarigan (2015), reading comprehension is reading that aims to understand literary standards, critical reviews, printed dramas and patterns of fiction. Rusni (2014) argues, reading comprehension is very important because it can be measured by the percentage of correct answers about reading content.

In reading, students' poor reading comprehension skill is the primary issue that causes them to become troubled when reading. In this case, several facts support this issue which can be seen from the students' reading achievement. Limited

number of students who are interested in reading, the trigger for the low reading interest of students also occurs because of the surrounding environment, gadgets, and social media because of the instant generation. Our generation wants everything to be fast or instant and is starting to not appreciate the process. In short, if they do not read the book in depth and continue, then the results they will understand must be only to the extent of their knowledge. Furthermore, the text is difficult for students to comprehend. They struggle to comprehend sentences, determine the meaning of words, or even comprehend the general structure of writings in the passages. Third, pupils are lethargic and bored with reading since reading learning strategies are monotonous. Teaching students in a different and fun way will certainly make students enjoy and understand learning more providing learning using interesting strategies can also help students' interest in the learning process.

The learning process is also triggered by the teacher's willingness to prepare reading texts. English texts are divided into 13 categories in the 2013 Indonesian curriculum. Narrative, descriptive, report, recount, explanation, procedure, discussion, anecdote, analytical exposition, hortatory exposition, review, spoof, and news item are some types of writing that fall under this category. The text in paragraphs can contain stories, news, or someone's experience depending on the background of the writing to be made. Each of these types of texts has its own structure, function, characteristics, and purpose. The aim, structure, and linguistic characteristics of a text determine its type. The researcher in this study chose recount texts to be used as texts to improve students' reading comprehension

which this text aims to tell the reader about events that have occurred in the past. According to Knaap (2005), recount texts are written to report an experience of a series of connected occurrences. A recount is written to provide information about an event or entertain readers.

Recount Text is a text that serves as a historical story, which also provides a social function. Recount text an incident for the readers' information or entertainment is the goal of a social function (Sanggam, 2008). Recount describes a sequence of events and, in some way, assesses their importance. The audience is also given a narrative of what happened and when it happened. Recount texts have linguistic characteristics or language aspects in English. Saragih, Silalahi, and Pardede are supported this assertion (2014). They use nouns and pronouns to identify animals, people, and things, past action verbs to refer to events, simple past tense to identify events related to their experiences, Using conjunctions and tense connectors, the order of events, adverbs and adverbial phrases to denote place and time, and adjectives to describe nouns are all examples of linguistic features of recount text. Recount texts fall under the definition of "the story genre that functions to repeat events to instruct or entertain" (Hartono, 2005). Giving the viewer an explanation of what happened and when it happened is the goal of a recount text. According to Knapp and Watkins (2005), recount texts have a basic structure for sequencing informational components. According to Mukarto, Murwani, and Kiswara (2007), a recount text's generic structure or rhetorical features are divided into three sections. An orientation that provides background information to the reader, events that describe what happened (Biber & Conrad,

2009) and reorientation a type of conclusion that includes a comment or a summary and evaluation of the story's topic.

In teaching reading comprehension, different teaching styles provide different experiences and student learning outcomes (Syahabuddin, Yusni, & Zahara, 2019). Teachers must implement strategies to help students understand reading and improve students' reading comprehension. The strategies and methods provided must be appropriate and effective for students. In this case, the writer uses a prediction strategy to improve students' reading comprehension in English recount text. This prediction strategy technique is fundamental to be applied in learning to help improve students' reading comprehension, which can make students active in thinking and predicting even more in a text. Prediction is a method that can be used to teach reading. Prediction involves previewing text in anticipation of what will happen next. Predictive thought processes help students make a meaning of text (Block, Rodgers, & Johnson, 2004). Prediction is a thought process designed to help students understand and activate relevant background knowledge they are processing about a topic. Prediction strategies are human attitudes related to the ability to think based on previous experience and knowledge. According to Suciarti (2010), when making predictions, students are asked to search for information (titles, pictures, summaries or figures) and make guesses about ideas or concepts that may appear in the text. Understanding cues such as book covers, book titles, and book pictures can help students predict something correctly. This prediction strategy allows students to use information

from the text such as figures, pictures, diagrams, titles and headings to predict what will happen in the story.

One of the previous studies done by Khaki (2014) was entitled “Improving Reading Comprehension in a Foreign Language: Strategic Reader”. Based on his research it was found that this research focused on two strategies to improve reading comprehension: summarizing and generating questions while reading the text with the help of the teacher asking students to prepare a reading summary to help them improve their reading comprehension. Next, another study by Tawali (2021), “Improving student reading comprehension through Listen-Read-Discuss (LRD) strategy”, in this study many students had difficulty understanding some reading texts and this study used the Listen Read Discussion (LRD) strategy to teach reading comprehension to solve the problem. Another study done by Yulianingsih, Apriliawati and Arifin (2014) was entitled “Improving students’ reading comprehension on recount text by using the RIDER strategy”. This study aims to improve reading comprehension in finding detailed information and comprehension of language features in recount texts through the RIDER strategy. Through RIDER Strategies, students look at text and visualize it, drawing in their minds and using the 5W&1H formula to help them make questions and help them understand what they are reading. Lastly, another study has done by Handoko (2018) with the title Increasing Students' Reading Comprehension Using Prediction Strategy. This research used prediction strategies that can be used as an alternative to improve students' reading comprehension by using classroom action research.

Based on that previous research, there are several strategies to enhance reading comprehension. In order to realize teaching and learning activities and accomplish the stated goals, Djamarah (2006) emphasized that strategies might also be interpreted as general patterns of student-teacher activities. However, it is different from previous studies which used several strategies to improve students' reading comprehension then tended to use descriptive text and other texts, while in this study, the researcher attempted to incorporate prediction strategies into the learning process to enhance students' reading comprehension and concentrated on English recount texts, using prediction strategies to encourage students to actively think ahead and examine the text in light of prior knowledge. With this method, students are instructed to anticipate the reading's substance before actually reading the text that will be provided. As a result, after students match predictions with previously read readings, their comprehension skills improve (Bunadi, 2014). The researcher was motivated to carry out a comprehensive study titled *"The Implementation of Prediction Strategy in Improving Student Reading Comprehension in English Recount Text"* in light of the reasoning mentioned above.

B. Research Question

Related to the background of study the research question are:

1. How does the implementation of prediction strategy improve students' reading comprehension in English recount text?
2. What are students' difficulties in understanding reading in English recount text?

C. The Aim of Study

Related to the research question the aim of this study are:

1. To investigate whether the implementation of prediction strategy improves students' reading comprehension in English recount text
2. To find out what are the students' difficulties in understanding reading in English recount text.

D. Significance of Study

This research provides useful information for students, including information on reading strategies that can improve their ability to understand texts. Teachers can benefit from prediction strategies to improve students' understanding of the text. Researchers, on the other hand, can use them as information or as input to other researchers conducting more complex studies.

E. Terminology

1. Prediction Strategy

Prediction is an important reading strategy. This strategy allows students to use information from the text, such as titles, images, figures, and diagrams, to predict what will happen in the story (Bailey, 2015). Improving student reading comprehension using predictive strategies can determine the ability of students to improve their reading comprehension through predictive strategies. When making predictions, students imagine what will happen next in the text based on prior knowledge. This strategy encourages children to proactively. It also allows students to understand the story better, connect

with what they are reading, and interact with the text. Judi (2007) states that a prediction is an educated guess about what will happen next, based on what is learn from reading text. Predictions can also be evaluated by the reader's background knowledge.

2. Reading Comprehension

Reading can make someone understand written text. Reading must be with comprehension. To understand the material, there must be an interaction between the reader and the text. (Pang, Muaka, Bernhardt & Kamil, 2003). Text contains characters, words, sentences, and paragraphs that encode meaning. Readers use knowledge, skill, and strategy to determine meaning, this means that reading is one of the skills that must be mastered. Because reading helps students understand what the author is telling the reader. Snowball (2005) defines comprehension as the process by which a reader constructs meaning by interacting with a text through a combination of prior knowledge and experience, information within the text, and the reader's attitude to the text.

F. Hypothesis

Alternative hypothesis (Ha): There is a significant difference of students' reading comprehension skill after they learn reading using the Prediction Strategy.

Null hypothesis (Ho): There is no significant difference of students' reading comprehension skill after they learn reading using the Prediction Strategy

CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature review related to this research. The theories discussed including the reading comprehension, prediction strategy and recount text. Relevant previous studies will also be reviewed in this chapter

A. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is essential for English learners, especially those learning to speak English as a foreign language. Adjusting the reader's prior language and world knowledge is the process of reading comprehension. Examples include anticipating, probing, summarizing, figuring out lexical meaning in context, checking comprehension, and reflection. McNamara (2007) states that reading comprehension is a cognitive or behavioral act applied in specific circumstances. According to Grabe and Stoller (2013), reading generally helps us understand information in text and interpret it accurately. Meanwhile, reading comprehension is very complex and varies in many ways depending on the task, motivation, purpose, and language skills. Reading comprehension is strongly influenced by interactions between readers and text variables.

According to Snow (2002), "comprehension is the process of extracting and constructing meaning through engagement and interaction with the written language." According to Cowell (2012), reading comprehension is defined through a combination of prior knowledge and prior experience,

information in the text, and the attitudes he or she adopts during or after the reader interacts with the text. The process of building relationships through text and social interaction and direct, remember or anticipate communication. According to Woolley (2011), reading comprehension is the process of giving meaning to text. The goal, therefore, is not to derive meaning from individual words and phrases, but to fully understand what the text describes. The main purpose of reading is comprehension, and without it reading does not take place (Jesum, 2021). According to Nanda and Azmy (2020) the decline in reading comprehension is due to three factors: lack of student motivation, lack of initial knowledge, and lack of English Vocabulary.

2. Kind of Reading

Reading has many variables that should we know, according to Praveen (2008) there are four kinds of reading, as follow:

1. Intensive Reading

According to Brown (2007) defines intensive reading as a classroom activity in which students concentrate on language or semantic detail sections. Intensive reading draws students' attention to grammatical forms, discourse markers, and other details of surface structure to understand literal meanings, implications, rhetorical relationships, and more.

2. Extensive Reading

Extensive reading is done to achieve general goals understanding of texts which are usually somewhat longer (books, articles, essays, etc.). Most of the extensive reading is performed outside of class time pleasure reading is often

extensive reading (Brown, 2007). Extensive reading is the activity of reading text that occurs not only in the classroom but may also outside the classroom. In extensive reading, the reader may read the other source, not only the academic book but other books like long articles, newspapers, magazines, etc. It may make the extensive reading enjoyable and exciting because it focuses on the meaning of the text rather than the text language feature or grammatical structure.

3. Reading Aloud

Reading aloud also plays an important role in English classes. Teachers should know that reading aloud training is the basis for pronouncing words and should therefore be offered at the elementary level. Reading aloud helps teachers restore fragile student concentration in the classroom atmosphere.

4. Silent reading

Silent reading is an essential skill in teaching English. Silent reading were made to get more information. The teacher should have them read quietly so that they can read without difficulty. Reading activities should be used to improve students' ability to read information.

3. The Purposes of Reading Comprehension

Grabe and Stoller (2013) list the following as the reasons of reading: To find basic information, skimming, learn from texts, integrate knowledge, write (or look for information essential for writing), evaluate texts, and read for general comprehension. Furthermore, According to Asdam (2016), reading comprehension also aims to: connect new knowledge with one's schema; give

someone the chance to experiment with something that is described in a reading text; respond to questions raised in the reading text; appreciate the beauty of the reading; read aloud to give someone the chance to enjoy the reading text; use specific strategies to understand the reading text; and gather data while putting together a reading.

4. Aspects of Reading

According to Wulandari (2022) there have been five readings aspect such as:

1. Main Ideas

The main idea is something that makes it easy for readers to understand the contents of the important parts of the paragraph. The main idea is a sentence that states the contents of the essay or article. The main idea of managing the core, or ideas, of articles included in the initial paragraphs.

2. Specific Information

Specific information is information that is important or specific and that refers to facts and descriptions that are appropriate and accurate in the text. General information is usually vague and represents a broad description of something. Such as quotes, numbers, facts, analogies, etc.

3. Reference

According to Indonesia Dictionary Reference is defined as a source of reference, reference, or source of guidance in an activity to write or learn something. Generally, references are used for research or study purposes. Reference can be interpreted in the form of information or is trusted

reference material and can be used as support for the better. In addition, the Merriam-Webster Dictionary defines reference as the act of referring or consulting, which refers to something or other sources of information such as books or other people. Reference is a source of information or work containing facts or valuable information. According to the Cambridge Dictionary, a reference is as an author, or a book, article and other mentioned in an article.

4. Inference

Inference (conclusion) is the task of the listener to make inferences in order to have an interpretation of meaning with the speaker, which shows the process of deciphering the pragmatic meaning of an utterance.

5. Vocabularies

According to Richards and Renandia (2002), vocabulary is a core component of linguistic competence, providing much of the basis for a learner's speaking, listening, reading, and writing. Harmer (2007) stated that the vocabulary is the linguistic component that stores all the information about the meaning and usage of words in the language. This means that vocabulary is an integral part of language. Without a vocabulary, a language cannot store all the information. Vocabulary is a crucial function in language acquisition (Wahyuni & Ratmanida, 2020). It is an essential part of language proficiency and determines how well learners can speak, listen, read and write (Rahmatika, Pertiwi, Karmala, & Nastiti, 2017). Vocabulary is essential for learners in learning English. Additionally, vocabulary is an

important micro-skill to develop, including grammar, vocabulary and pronunciation.

B. Prediction Strategy for Recount Text

1. Definition of Prediction Strategy

Prediction is an essential strategy in reading (Bailey, 2015). Through this strategy, students get information from text, diagrams, images, and titles to find out what will happen in the story by predicting or guessing first before reading the text. Prediction strategy is a human attitude that refers to the ability to think and relies on previous experience or knowledge. Efforts to be successful in predicting something can be helped by understanding the clues on the cover of the book, the title of the book, the pictures on the book, etc. In addition, Peter (1990) believes that prediction is a verbalization expressed in the future form. Especially for texts that are read, predictions are statements about what will happen relative to the text's content, structure, the author's intent, plot, characters, or settings. In Echol (2003), prediction means forecast, estimation, or prediction. According to Farrel (2016), prediction is a strategy for activating prior knowledge. Prediction creates expectations and encourages students to think about their previous experiences with the topic before reading about it. It's true that good readers use predictions as they continue reading the story, trying to confirm or adjust their previous intuitions on the subject. Therefore, prediction works both before and during reading.

Prediction is a strategy that readers uses information from text (headlines, titles, images, graphs.) and personal experience to predict what they will read

(or what will happen next). Zaini (2008) says that prediction is a strategy to actively involve students in the learning process from beginning to end during material delivery. Students are required to match their predictions with the material presented by the teacher. A person's ability to make predictions depends on how much someone recognizes the speaker and how aware they are of their previous knowledge (Jiang, 2009). Implementing this prediction active learning strategy makes students actively required to express their predictions so that they can be enthusiastic about finding answers to each of the problems. Thus, with this prediction, the children will be active in discussions so that they can see the reality of the actual lesson concepts so that they do not get the wrong concept.

According to Thomas (2005), the best prediction strategy is to make predictions, then read the text to find out what happened. It also includes enabling background knowledge, peeking or previewing, and reviewing or summarizing. While often seen as a single strategy, it is actually a multifaceted, continuous process. This strategy assumes moving away from what the reader already knows to what is expected to be learned from the text. Likewise, Gaither (2011) believes that strategy prediction allows learners to consider what will happen based on text, author, and context information; in other words, allow students to arouse their interest, trigger their prior knowledge, or pre-teach vocabulary or concepts that may be difficult. Wina (2007) states that learning strategies are learning activities that must be carried

out by teachers and students in order to achieve learning objectives effectively.

2. Advantages of Using Prediction Strategy

According to Purwati (2018), it has the following advantages:

- a) Prediction is the goal, predicting what students will read.
- b) Predictions help keep students interested in the text.
- c) Prediction helps connect previous knowledge to obtain learned information.
- d) Predictions can develop a mental model that you use every time you read a book.
- e) By supporting students' predictions with text-based evidence, developing critical thinking, and improving comprehension.

3. Teaching Using Prediction Strategy

In Farrell (2002), *The Strategic Approach to Reading Teaching*, published by the National Institute of Education, offers several steps to help teachers use predictive strategies to teach reading.

Step 1: prepare the text for reading

Step 2: Mark some text break points

Step 3: Display a title, image, figure, or first line to students. Then, ask students to predict or guess what will happen next based on the contents of the text. Teachers can use questions such as "What do you think this text is about?" why? How? The purpose of the questions is not to find the right answer but to stimulate student thinking and participation and make students more involved in the class. The

teacher then writes the student answers on the board and collectively reviews or corrects the student answers.

Step 4: Ask students to read the text and stop at the first stopping point. Then ask students to confirm or revise their previous predictions about the first stopping point

Step 5: The teacher repeats step 4, asking students to read the text and stop at each stop point, then asks them to confirm and revise their predictions before predicting what the next stop point will be again.

4. Definition and Purpose of Recount Text

A Recount text is text that tells the reader or listener what happened in the past through a series of events (Grace, & Sudarwati 2007). According to Derewianka (1990), recount text must provide information and be able to entertain the reader. The text should have an orientation that lets the reader know what it is and lets them retell the sequence of events in chronological order. Recount texts belong to the genre of texts that apply to the school curriculum. In student life, it is common to learn from their experiences. Anderson and Kathy (2003) states that recount text is the act of speaking and writing down what happened in a past situation, usually in the order in which it happened. According to Derewianka (2004), a recount text is a text that presents past events and experiences in a chronological sequence of events. A recount is writing that tells the events in chronological order. Recount text is similar to narrative text in that the story can be events or situations that occur on a particular day. A recount can be entertaining and

informative. A recount retells past events or experiences in the order in which they occurred, as stated by Rebecca (2021). The purpose of this text is to give information and entertain the reader. According to Knapp (2005), Recount text is written to tell the experience of a series of related events. There is a social function in recount text. The purpose of its social function is to convey events as information that keeps the reader entertained. According to Priyana, Irjayanti, and Renitasari (2008), recount text is a text that retells what happened. The purpose of this text is to record a series of events related to the events that occurred. Hafiz, Harahap, and Ansyari (2018) states that recount texts are texts intended to entertain the reader. From this we can conclude that recount texts are texts that contain information about past events. Past events are presented in chronological order to convey information that includes both personal experience and historical records.

Recount text differed from narrative texts in the sequence of events problem (Knapp and Watkins, 2005). According to Gerot and Wignell (1995), Recount text is text that tells past events written to entertain or tell the reader in detail what happened and when. From this statement, it can be said that the author explores his own compelling experience in a story intended to inform the reader of his experience. The recount text assesses its meaning and explains what happened to the audience. The story has an attitude or feeling that the narrator expresses about the events. Hammond (1992) explains that the purpose of recount texts is to record events and inform the reader. The recount text can be provided orally or in

writing. There are many examples of recounted text, they are: Letters, newspaper reports, conversations, speeches, television interviews, eyewitness accounts.

According (Roison, 2004), he clarifies that there are three types of indicators for recount texts. They are purpose, organization and content text, and language features. The purpose is to reflect personal experiences and record details of events. Text organization and content of recount text include orientation, events, and re-orientation (evaluative comments and summaries).

5. The Type of Recount Text

- a. Personal recount means that the author or speaker was personally involved in the oral anecdote or diary.
- b. Factual recount are details of scientific incident reports. Such as: experiments, police reports, news reports, and historical accounts.
- c. Imaginative recount is an imaginary story recounting the details of a day's events in one's life.

6. The Generic Structure of Recount Text

According to (Knaap, 2005) A text covers some generic structure. The generic structures of recount text are:

- a. Title, it usually summarizes the text and informs specific participants.
- b. Setting or orientation, providing the reader/listener with the background information needed to understand the text (involved, where it happened, when it happened).

- c. List of events, it shows what people are doing. It's telling the events chronologically. Use connections such as: first, then, next, finally, etc.
- d. Reorientation, the concluding comments on the incident are shown. The personal opinion of the writer on the events described.

7. The Languages Feature of Recount Text

According to Hartono (2005) the language features of recount text are

1. Using the simple past tense, past continuous tense, past perfect tense, and past perfect tense continuous tense.
2. Using temporal sequence, example: On Saturday. On Monday, On Sunday.
3. Focus on specific participant, example: (the writer).
4. Using the conjunctions, such as: then, before, after, etc.
5. Using action verb, example: went, stayed.

C. Review of Previous Studies

Many previous studies have been carried out and related to this research about the use of prediction strategies to improve students' reading comprehension in English texts (Sumirat, Padilah, & Haryudin (2019); Hasruddin (2021); Gustina, Bambang & Wayan (2018); Wulandari, Sukirlan, & Sudirman, (2017); Prastika & Ismiyati, (2020); Simanjuntak, Hutabarat, Lamhot, & Situmeang, (2021); Firhamsyah, (2020); & Rahmawati (2019)).

In their research (Sumirat, et al., 2019) conducted a study to determine the improvement of students' reading comprehension by using prediction strategies in English descriptive texts in class VII SMP Darussurur Cimahi. Their research

used a quantitative design, and they found that prediction strategies have a significant effect on students' reading comprehension, so teachers should consider prediction strategies as an alternative technique for teaching reading.

Another study conducted by Hasruddin (2021) found that using predictive strategies improved the reading comprehension of students in Class VIII of MTs Negeri Luwu Timur in terms of main ideas and conclusions. This study involved 28 students participated and performed a pre-test, treatment, and post-test design to collect data. Therefore, students' reading comprehension of the English recount text is improved in terms of the main ideas and conclusions.

Gustina, et al., (2018) conducted a study to determine the improvement of students' reading comprehension by using the POSSE strategy (predict, arrange, search, sumring, evaluation) on recount texts in Class X at SMAN 5 Bengkulu Selatan. From their research, the instruments used are the reading test, student observation checklist, teacher observation checklist, and questionnaire. Their research was carried out in two cycles, which included planning, action, observation, and reflection. From their research, it was proven that this strategy was effective in improving students' reading comprehension in classrooms where students tend to be more active.

In their study, (Wulandari et al., 2017) aimed to find that students' reading comprehension significantly improved after being taught a prediction strategy. Her research results showed that predictive strategies could help students improve their reading and comprehension skills, especially in descriptive texts. In addition,

a previous study by Plastika and Ismiyati (2020) on the effect of predictive strategies on reading comprehension of 10th grade students was conducted by SMAN 8 Muaro Jambi. The research methodology in this study was an experimental study involving experimental and control classes. The research found that prediction strategies had a significant impact on students' reading comprehension.

Another study by Simanjuntak et al., (2021), which discussed the effect of prediction strategies on students' reading skills and which aimed to determine the effect of prediction strategies significantly on students' reading skills, especially in descriptive texts. This research involved the experimental class and the control class. There were 17 students in the control class who were taught without using prediction strategy, and there were 17 students in the experimental class who were taught with prediction strategy. The results of the study showed that there was a significant effect of prediction strategies on students' reading ability.

Furthermore, a previous study by Firhamsyah (2020) in his research using pre-experimental research, which aimed to determine the application of prediction strategies in improving students reading comprehension in class VIII of SMP Satap 4 Bulukumba. His research used 30 students in the class as a sample and used quantitative data with reading text instruments and students' reading comprehension tests. His research found that the use of effective strategies significantly improved students' reading comprehension.

Another study from Rahmawati (2019) aimed to improve students' reading skills using the "think, predict, read, connect" (TPRC) strategy. In her research

used a reading test as a data collection instrument, referring to classroom action research (CAR) which consisted of two cycles. Each cycle consisted of action planning, action implementation, observation, and reflection. The results of her research showed that the think, predict, read, connect (TPRC) strategy improved students' reading skills.

Based on previous research on students' difficulties in understanding reading in English recount text, (Masri, & Sandika 2016; Fisher, 2016; & Yenita, 2018). Previous research from Masri and Sandika (2016), which explained the students difficulties in reading recount texts. The research used 30 students using the purposive cluster sampling technique as the research sample. In his research, students had difficulty reading the information code from the recount text, causing them difficulty in answering questions in the text. This study provided tests and questionnaires as a medium to find out students' problems in getting grades on the passing standard of reading English recount text. This study showed that students didn't to understand the text well because of their inability to decode the recount text.

Fisher (2016) stated that the most difficult reading technique in recount texts was made conclusions. This research used a qualitative research design. In her research, the factors that cause poor reading comprehension were lack of understanding words and sentences, how sentences relate to each other, how information is put together, and lack of interest and concentration. In another study by Yenita (2018), about students' difficulties in understanding recount texts, in her research there were five problems faced by students, including vocabulary,

working memory, generic structure, lack of background knowledge, and text types. This research used qualitative research. The data was taken from SMP Negeri 4 Pekanbaru by taking 32 respondents from IX-6 as a sample. The results showed that the students' difficulties in reading comprehension of recount texts were: (32.50%), working memory (28.13%), generic structure (45.32%), lack of background knowledge (84.38%), and text type (43.75%). Thus, the highest percentage was the lack of background knowledge, and working memory was the lowest percentage in this study.

After reviewing the literature related to the application of prediction strategies to improve students' reading comprehension and seeing the students' difficulties in understanding recount text, several conclusions could be drawn. First, in the teaching and learning process, teachers need appropriate strategies or techniques and teaching media. The right strategy or technique makes more active and interested, including teaching and learning in reading. Second, in dealing with teaching and learning in the reading class, the use of prediction strategies has been proven to improve students' reading comprehension and greatly assist students and teachers in the teaching and learning process. Third, there were also challenges that must be faced by students regarding students' difficulties in understanding recount texts. As explained in previous research, student difficulties can arise from various aspects, such as lack of vocabulary, lack of background knowledge, not knowing the meaning. However, the use of prediction strategies was very beneficial for both teachers and students, which can make teachers and students

active in predicting reading comprehension and increase students' motivation to read texts.

Then, different from previous studies that applied a prediction strategy used descriptive texts, narrative texts, and other English texts in conducting research, this study used recount texts to conduct research. This study used a research sample of class X Multimedia students at SMK 5 Telkom Banda Aceh. Tests and questionnaires are used as data collection techniques.



CHAPTER III

RESEARCH METHOD

This chapter reviews the research methodology, research design, participants, data collection techniques, and data analysis techniques of the study.

A. Research Design

The research design used in this study was a quantitative method that carried out with an experimental research design. The experimental research method according to Sugiyono (2018) is a research method used to determine the effect of certain treatments on other treatments under controlled conditions. This method aimed to show the relationship between the cause and effect variables and to observe and measure the effect of one or more manipulations in an experiment. In this study, the researcher conducted a study using an experimental design because the researcher wanted to see the use of the implementation of prediction strategy in improving students' reading comprehension in English recount text. The type of design in this research was pre-experimental. Students were given a pre-test before treatment and a post-test after treatment. A pre-experimental design applied treatment to research subjects in the absence of a control group (untreated comparison)

B. Research Location

This research took place at SMK N 5 Telkom Banda Aceh which is a Telkom vocational school located on JL. H. Dhimurtala, Lampineung, Kuta Alam, Banda Aceh. Almost all students at SMK 5 Telkom Banda Aceh are students coming from outside Banda Aceh but some of them are from Banda Aceh.

C. Population and Sample

1. Population

According to Howell (2011) the population is as a collection and events in which you are interested in these events. According to Sugiyono (2013), "population is a generalized domain consisting of objects or subjects of specific size and characteristics that researchers investigate and draw conclusions about." The population in this study were students of ten grades SMK Negeri 5 Telkom Banda Aceh which consisted of 6 classes. Class X TJA 1 is 24 students, X TJA 2 is 24 students, X RPL 1 is 24 students, X RPL 2 is 23 students, X RPL 3 is 23 students and X MULTIMEDIA is 31 students. It can be seen in the following table.

Table 3.1 *Population of the ten grade of SMK Negeri 5 Telkom Banda Aceh*

NO	Class	Number of Students'
1.	X TJA 1	24
2.	X TJA 2	24
3.	X RPL 1	24
4.	X RPL 2	23
5.	X RPL 3	23
6.	X MULTIMEDIA	31

Source: SMKN 5 Telkom Banda Aceh

2. Sample

According to Sugiyono (2018), a sample is part of the number and characteristics of a population. Sugiyono (2018) suggests that the appropriate sample size in a study is between 30 and 500. The researcher took one class at SMK Negeri 5 Telkom Banda Aceh as an experimental research group. The samples in this study were 31 students (X Multimedia) at SMK Negeri 5 Telkom Banda Aceh.

D. Technique of Data Collection

Data was collected by giving multiple choice tests. A test is a tool or a set of methods used with rules to measure student work results by using them (Arikunto, 2012). The researcher conducted two kinds of tests, namely Pre-test and Post-test. The pre-test was conducted before the researcher conducted the experimental class and the post-test after the treatment. Each test consisted of 15 questions. The test included 4 choices, namely a, b, c, and d. Students are asked to choose the correct answer by crossing out the correct answer. In this study, the test assessment used scores ranging from 0 – 100 by calculating the correct answers and applying the formula. Based on the test results, each of which consisted of 15 questions, the test results were obtained with the following formula:

$$\text{Score} = \frac{\text{correct number}}{15} \times 100$$

- TESTS

- 1) Pre-test, the researchers take a multiple-choice test by recount texts to know the students' reading comprehension.

Name :

Soal pre-test Recount text Bahasa Inggris

Vacation to Malang

Last holiday, I went to Malang with my friend for vacation. We went there on a night bus. When we arrived in Malang, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago. I tried to call my friend on my cell-phone, but the battery was running low. I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

1. What is the topic of the text above?
 - a. My vacation
 - b. Vacation to Malang
 - c. Vacation with family
 - d. Vacation to foreign country
2. What did the writer do when the bus stop for rest in Lamongan?
 - a. The writer bought some souvenirs
 - b. The writer drank some cold lemonade
 - c. The writer went to the toilet
 - d. The writer got off the bus to get a cup of ginger tea
3. What did the writer feel when the bus is not there?
 - a. Disappointed
 - b. Ashamed
 - c. Shocked and confused
 - d. Sad and Angry
4. How many friend that the writer had to join the vacation?
 - a. One
 - b. Two
 - c. Three
 - d. Four
5. ...The bus was not there. It had gone!
The word it in paragraph three refers to?

Figure 3. 1: The Example of Pre-Test

2) Treatment after giving pre-test, treatment would be conducted in 4 meetings in classroom. The treatments are as follow:

- a. The researcher formed students into several groups so that researchers could explain the steps/procedures of prediction strategies.
- b. The researcher described about the recount text use prediction strategy.
- c. The researcher gave an example about the recount text.
- d. the researcher invites students to discuss recount text through pictures and titles and the content of the story
- e. The researcher asked the students to guess or predict the key words from the content of the reading to be described.
- f. Students are asked to identify material that matches their guesses.
- g. Students are asked to count how many of their guesses match the material.
- h. The researcher gave appreciation and praise as well as prizes to the group of students who guessed the most.



Figure 3. 2: The Example of Treatment

- 3) Post-test, the researcher gave a test in the form of a recount text as a post-test after treatment. The material for the post-test was similar to the material for the pre-test. The Researcher assessed students' ability and help them improved their reading comprehension by administering tests.

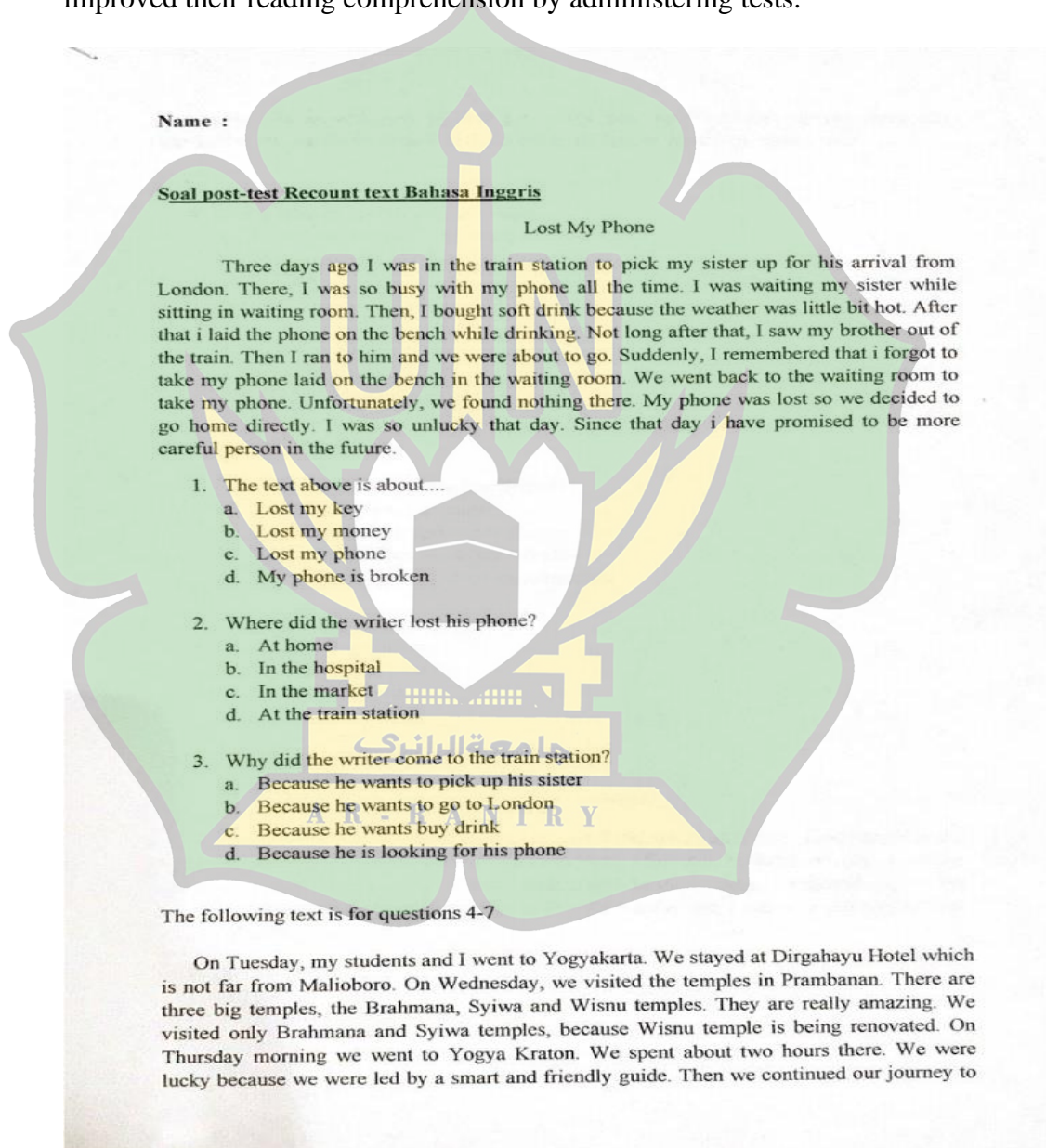


Figure 3. 3: The Example of Post-test

- QUESTIONNAIRE

The questionnaires was used to get feedback about increasing students' reading comprehension using prediction strategy and students' difficulties in understanding reading in English recount text. The researcher used Likerts scale to make questionnaires. According to Sugiyono (2016), the likert scale is used to assess the attitudes, views, and perceptions of the social phenomena of a person or group. This study used a Likert scale questionnaire, where questions were tabulated and students showed the right scale with their responses. The frequency of students' responses was used to interpret data. Through a questionnaire given online form, researchers also get research answers and get research conclusions from the data.

Questionnaire

Semua perubahan disimpan di Drive

Pertanyaan Jawaban 31 Setelan

Research Questionnaire SMKN 5 TELKOM Banda Aceh

Assalamualaikum Wr. Wb
 Saya Rika Alfisyahri mahasiswa UIN Ar-raniry jurusan pendidikan bahasa inggris sedang melakukan penelitian untuk mendapatkan data dalam penelitian, mohon diisi dengan sejujurnya dan nama partisipan akan dirahasiakan.

Nama : *

Teks jawaban singkat

Pertanyaan

Kisi pilihan ganda

1. Saya suka membaca text recount denga... ☐ Sangat setuju
2. Menggunakan strategi prediksi membant... ☐ Setuju
3. Menggunakan strategi prediksi dalam pr... ☐ Tidak setuju
4. Saya merasa sulit untuk memahami baca... ☐ Sangat tidak setuju
5. Yang membuat saya sulit memahami ba... ☐ Tambahkan kolom
6. Saya rendah dalam pemahaman bacaan ... ☐
7. Menggunakan strategi prediksi dalam m... ☐

Kirim

Figure 3. 4: The Example of Questionnaire

E. Technique of Data Analysis

The data analysis technique of this research used quantitative data which were used to analyse student scores. According to Sugiyono (2013), data analysis technique is the process of searching data systematically, compiling the data obtained. In this stage the researcher gave a test and questionnaire.

1. Test

This test was consisted of a pre-test and post-test. The pre-test was conducted at the beginning of the research before treatment by using prediction strategy whilst post-test was conducted at the end of the study after treatment by using a prediction strategy. This test aimed to determine the students' ability in reading comprehension. There were 15 questions for each cycle. In the assessment of the reading test, the number of correct answers was counted and judged from 0-100. The formula for calculating the mean score of students' pre-test and post-test was below:

$$\bar{X} : \frac{\sum X}{N}$$

\bar{X} : The mean of the students score

$\sum X$: Total score of frequency

N : The number of sample

(Gay, 1991)

Furthermore, the researcher looked for the percentage of classes that passed the Minimum Completeness Criteria (KKM) or got a score of 75. Which was adjusted to the school agreement at SMKN 5 Telkom Banda Aceh, the researcher used the following formula:

$$P = \frac{R}{T} \times 100 \%$$

P : The class percentage

R : The number of students who passed the KKM

T : The total number of student

Calculating the improvement of the students' score of pre-test and post- test, the researcher used the following formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

X1 = Mean score of pre-test

X2 = Mean score of post-test

P = Improvement

(Gay, 1991)

2. Questionnaire

Questionnaire is the most common data collection method. To analyse the questionnaire data, the researcher classified the data based on the students' answers as respondents. The data obtained were analysed from each answer to the question of each item of the questionnaire. The items used in the questionnaire were Likert scale questions with 4 choices: (score: 1) Strongly Disagree, (score: 2) Disagree, (score: 3) Agree, (score: 4) Strongly Agree. The mean score refers to the number that selects the options mentioned earlier with statements regarding the application of prediction strategy in improving students' reading comprehension and about students' difficulties in reading English texts, especially in recount texts. The researcher also guided and provided direction to students about the statements in the questionnaire to make it easier for them to answer these statements.

Table 3.2 *Likert's scales*

No	Alternative answer	Score	
		Positive statement	Negative statement
1.	Strongly agree	4	1
2.	Agree	3	2
3.	Disagree	2	3
4.	Strongly Disagree	1	4

(Sugiyono, 2016)

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research result of the process of students' improvement and the students' difficulty in reading comprehension by using prediction strategy. The result of the study was based on tests and questionnaires.

A. Findings

To analyse the data that were collected, the researcher used quantitative data by looking at the results of the pre-test, post-test, and questionnaires. This was used by researcher to see the improvement in students' reading comprehension by using this prediction strategy. Researcher used the results of the average pre-test of students before treatment and the post-test of students after treatment, as well as a questionnaire on students' perceptions.

1. Pre-tests' score of students' reading test without using prediction strategy

The score from the pre-test that was done by all students before applying prediction strategy in the learning proses. There was one class that takes this test with a total of 31 students. The score that was considered successful was 75 which depending on the KKM in the school. It has been given the concluded from the pre-test average score in the form of a table the following:

Table 4.1 *The Students' Score of Pre-Test*

No	Initial of the student	Score
1.	RA	60
2.	FJ	47
3.	ZR	60
4.	ARP	33
5.	TN	80
6.	FZ	80
7.	FG	53
8.	PL	33
9.	DS	80
10.	FA	80
11.	AM	33
12.	CR	33
13.	IL	33
14.	KD	53
15.	KK	80
16.	ASH	53
17.	AF	80
18.	PJ	47
19.	NA	47
20.	FL	53
21.	NJ	80
22.	NAD	47
23.	FDL	80
24.	IHP	47
25.	FR	27
26.	MG	80
27.	ZA	53
28.	LY	60
29.	SK	80
30.	HR	33
31.	EW	47
Total		$\sum X = 1752$
Mean		$X = 56,51$

From the pre-test table, there were 10 students who succeed the test and 21 who did not succeed, in this case the total student score was 1752. There were 31 students in total. Therefore, the mean of students score was:

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

$$X = \frac{1752}{31} = 56,51$$

Based on the results of the pre-test, the students' reading comprehension was medium. The mean pre-test score was 56.51. To calculate the percentage of students' reading comprehension was formulated as follows:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{10}{31} \times 100\% = 32,26\%$$

$$P_2 = \frac{21}{31} \times 100\% = 67,74\%$$

Table 4.2 *Percentage of Students Score in Pre-Test*

Criteria		Number of students	Percentage
P1	Success	10	32,26%
P2	Unsuccess	21	67,74%
Total		31	100%

From the table above, it could be seen that the students had low reading skills, as evidenced by their average pre-test score of 56.51. In this case, the percentages of students' scores were 10 students (32.26%) who successful in answering the test and 21 students (67.74%) who did not succeed. The highest scoring student had a score of 80 and the lowest score was 27. The researcher concluded that the students reading comprehension on the pre-test was low. Therefore, researchers conduct post-test.

2. Post-tests' score of students' reading test using prediction strategy

The score from the post-test that was done by all students after treatment or applying prediction strategy in the learning proses. The researcher found an increase of students score in the post-test and also it has been given the concluded from the post-test average score in the form of a table.

Table 4.3 *The Students' Score of Post-Test*

No	Initial of the student	Score
1.	RA	80
2.	FJ	60
3.	ZR	80
4.	ARP	60
5.	TN	80
6.	FZ	80
7.	FG	67
8.	PL	60
9.	DS	86
10.	FA	80
11.	AM	86
12.	CR	80
13.	IL	67
14.	KD	86
15.	KK	80
16.	ASH	80
17.	AF	80
18.	PJ	80
19.	NA	80
20.	FL	86
21.	NJ	80
22.	NAD	73
23.	FDL	86
24.	IHP	80
25.	FR	80
26.	MG	93
27.	ZA	80
28.	LY	86
29.	SK	80
30.	HR	80
31.	EW	80
Total		$\Sigma X = 2436$
Mean		$X = 78.58$

From the post-test table above, there were 25 students who succeed the test and 6 students who did not succeed, in this case the total score of students was 2436 and there were 31 students in total. So the mean of the students' score was:

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

$$X = \frac{2436}{31} = 78.58$$

Based on the above data analysis, students' reading comprehension, especially in English recount text was very good and the score was categorized succeed. This could be seen from the students' mean score was 78.58. The percentage of students who succeed in reading comprehension was calculated using the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{25}{31} \times 100\% = 80,65\%$$

$$P_2 = \frac{6}{31} \times 100\% = 19,35\%$$

Table 4.4 *Percentage of Students Score in Post-Test*

	Criteria	Number of students	Percentage
P1	Success	25	80.65%
P2	Unsuccess	6	19.35%
	Total	31	100%

From the table above, the researcher concluded that students' reading comprehension in learning English has increased; this could be seen from the student mean score was 78.58 and with a percentage was 80.65% who successful in answering the test or as many as 25 students in the class. The percentage of students who did not succeed in taking the test exam was 19.35% or as many as 6 people. In this case, the student's reading comprehension in English learning, especially in recount text which was seen from the post-test scores, it was categorized as successful and had significant increased, so that researcher could conclude that from the data, the application of this prediction strategy was particularly effective or could be used in reading comprehension learning. From the data above, it concluded that students' reading comprehension by using the prediction strategies.

3. Improvement between pre-test and post-test score of students' reading test using prediction strategy

The results showed that total scores of students pre-test was 1752 and the mean of the students' pre-test scores was 56,51. While The total scores of students post-test was 2436 and the mean of the students' post-test scores was 78,58. So that the improvement between pre-test and post-test score of students' reading tests using prediction strategy:

$$P = \frac{X_2 - X_1}{X_1} \times 100 \%$$

$$P = \frac{78,58 - 56,51}{56,51} \times 100 \%$$

$$P = 39,05 \%$$

Based on the results above, the improvement of the pre-test and post-test was 39.05%, it concluded that the using prediction strategy was able gave greater contribution in teaching and learning reading comprehension.

4. Test of hypothesis

The formula from the T-Score was utilized by the researcher to analyze the hypothesis. According to Sudjana (2008), a t-test is necessary to locate and see the results of study hypotheses. The T-score played a significant role in this study's analysis. The T-score tried to detect a significant difference between the pre-test, which served as the first test, and the post-test, which functioned as the second test, in order to compare data, scores, and the effectiveness findings from the study. After deciding the calculation's outcomes, the researcher compared the calculated t-test results with the t-table value. In this instance, the researcher could determine whether the t-test results were higher than those of the t-table, in which it could be stated that there are extremely noticeable and significant changes and differences.

Table 4.5 *The Overall Deviation Scores of the Students' Pre-Test and Post-Test*

Students	Pre-test	Pre-test ²	Post-test	Post-test ²
1	60	3600	80	6400
2	47	2209	60	3600
3	60	3600	80	6400
4	33	1089	60	3600
5	80	6400	80	6400
6	80	6400	80	6400
7	53	2809	67	4489
8	33	1089	60	3600
9	80	6400	86	7396
10	80	6400	80	6400
11	33	1089	86	7396
12	33	1089	80	6400
13	33	1089	67	4489
14	53	2809	86	7396
15	80	6400	80	6400
16	53	2809	80	6400
17	80	6400	80	6400
18	47	2209	80	6400
19	47	2209	80	6400
20	53	2809	86	7396
21	80	6400	80	6400
22	47	2209	73	5329
23	80	6400	86	7396
24	47	2209	80	6400
25	27	729	80	6400
26	80	6400	93	8649
27	53	2809	80	6400
28	60	3600	86	7396
29	80	6400	80	6400
30	33	1089	80	6400
31	47	2209	80	6400
	$\Sigma = 1752$	$\Sigma = 109362$	$\Sigma = 2436$	$\Sigma = 193332$
	$\Sigma^2 = 30695$		$\Sigma^2 = 59341$	

a. Calculating the Standard Deviation of Post-Test

$$\begin{aligned}\Sigma SD_1 &= \Sigma X^2 - \frac{\Sigma X^2}{N} \\ &= 59341 - \frac{59341}{31} \\ &= 59341 - 1914,3 \\ &= 57426,7\end{aligned}$$

b. Calculating the Standard Deviation of Pre-Test

$$\begin{aligned}\Sigma SD_2 &= \Sigma Y^2 - \frac{\Sigma Y^2}{N} \\ &= 30695 - \frac{30695}{31} \\ &= 30695 - 990,2 \\ &= 29704,8\end{aligned}$$

$$\begin{aligned}SX-Y &= \sqrt{\frac{\Sigma SD_1 + \Sigma SD_2}{N + N - 2} - \left[\frac{1}{N} + \frac{1}{N} \right]} \\ &= \sqrt{\frac{57426,7 + 29704,8}{60} - \left[\frac{1}{31} + \frac{1}{31} \right]} \\ &= 38,10\end{aligned}$$

- c. Calculating T-Table used level (0,05) with df:

$$df = N + N - 2$$

$$df = 31 + 31 - 2 = 60 \quad \text{the value of the t-table} = 2,000$$

In the t-table, the score with df 60 was 2,000 at the level of 0.05 significance. Additionally, the t-score result of 38,10 was higher than the 2.000 result of the t table ($38,10 > 2,000$). This showed that, based on the evidence of the comparison of the t score and the t table, Alternative hypothesis (Ha): was accepted that there was a significant difference in students' reading comprehension skills after using the prediction strategy. Naturally, Null hypothesis (Ho) which states that there was no significant difference in students' reading comprehension ability after they using the prediction strategy definitely rejected.

5. Analyzing data from the questionnaire

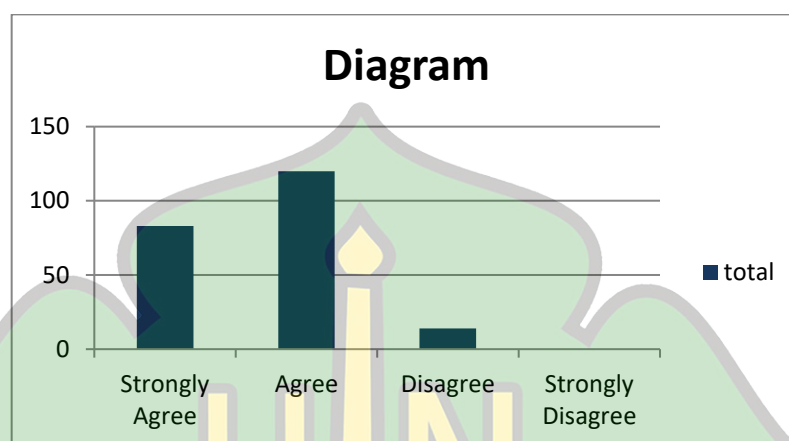
In this section, data was collected using a questionnaire addressed to the same class (X Multimedia) was 31 students. The questionnaire consisted of 7 statements to which participants must respond by selecting one of four responses on a Likert Scale. The questionnaire was distributed and the data were analysed to get the results.

Table 4.6 *Students' Perceptions and Percentage Distribution on the Application of Prediction Strategies and Difficulties in Understanding Reading in English Recount Text*

Statements	Distribution of Percentage			
	SA	A	D	SD
Q1	14 = 45,2%	17 = 54,8%	-	-
Q2	11 = 35,5%	20 = 64,5%	-	-
Q3	17 = 54,8%	9 = 29%	5 = 16,1%	-
Q4	9 = 29 %	21 = 67,7%	1 = 3,2%	-
Q5	14 = 45,2%	17=54,8%	-	-
Q6	10 = 32, 2%	14 = 45,2%	7 = 22,6%	-
Q7	8 = 25,8%	22 = 71%	1 = 3,2%	-
Total	83 = 267,7%	120 = 387%	14 = 45,1%	0

From the table above, which was taken from the results of the students' test questionnaire, it could be concluded that most of the students agree and strongly agree with the statement that reflects their opinion. In the statement above, very few students chose the disagree option, and no one chose strongly disagree, which means that most of them chose a scale of 3 and 4 on the Likert Scale, and it could be interpreted that most students agree and strongly agree with the statement. So that researcher could conclude that students have good knowledge in learn to read English by using prediction strategies as a learning method to improve their reading comprehension. From the questionnaire results, it could be seen that the triggers for students' difficulties in understanding reading English text were due to a lack of vocabulary and lack of understand the meaning of the text.

As showed in the table above, half of the students voted strongly agree and agree. Some students disagreed and none voted strongly disagree. Based on the results above, it could be concluded through the diagram:



The diagram above depicts students' responses to the implementation of prediction strategies and difficulties in understanding reading English recount texts based on total scores. It could be seen that almost all students agree that the application of prediction strategies improved students' reading comprehension and students' reading difficulties were due to lack of vocabulary, lack of understanding in English, and lack of students' basic English skills.

B. Discussions

This section presented a discussion based on the research findings. This study was conducted to determine the improvement in students' reading comprehension with the application of prediction strategies and to identify students' difficulties in understanding recount text. Here, the researcher provided an explanation of the research findings based on the research questions.

First, the improvement of students' reading comprehension by using prediction strategy. Based on the results, it could be seen that the use of prediction strategies improved students' reading comprehension. In the learning process while using prediction strategies, students indirectly become more active and play a role in the learning, so that the classroom atmosphere livelier and interaction smoother between teachers and students, as well as they interested in reading and improved their reading comprehension. In line with Sumirat, Padilah, and Haryudin (2019) and also Hasruddin (2021), the application of a prediction strategy could help students' in improving their reading comprehension in English texts. Then it made students active in the learning process. Wulandari, Sukirlan, and Sudirman (2017) explained that there was a significant increase in students' reading comprehension after being taught using a prediction strategy and this strategy also helped students to understand subject and texts easily. In his research, Firhamsyah, (2020) said prediction strategy can help students generate relationships between their previous knowledge and additional text. Students collectively tend to be gentler with the text so that it makes them more adept at reading. This prediction strategy was effective and could be used in teaching reading and creating an active class. This could be seen from the results in the study, which showed students' improvement from the pre-test, post-test, and the results of the questionnaire. The mean score of the students on the pre-test was 56.51 and the mean score of the students on the post-test was 78.58. Thus it could be seen that there was a very good improvement in the students'

understanding ability. This supports the hypothesis that there was a significant difference in students' reading comprehension skills after using the prediction strategies. T-score was higher than t-table ($38.10 > 2,000$).

Second, the students have difficulty in understanding the readings in English recount text. From the results of tests and questionnaires, it was known that students' difficulties in understanding reading recount texts were caused by a lack of vocabulary, a lack of background knowledge, not knowing the meaning. Similar to research (Masri & Sandika, 2016; Fisher, 2016; & Yenita, 2018), students had difficulty to understanding reading recount texts. In their research, Masri and Sandika (2016) showed that students had difficulty reading the information code from the recount text, causing them difficulty in answering the questions in the text. Fisher (2016), in his research, explained that the most difficult reading technique in recount texts was making conclusions, and the factors that cause difficulty in reading were difficulty understanding words or sentences, and lack of interest or concentration of students. Research from Yenita (2018) explained that there were five problems faced by students, including vocabulary, working memory, generic structure, lack of background knowledge, and type of text.

From discussions above the prediction strategy can improved students' reading comprehension, including in recount texts, and that students' difficulties, it could be seen from the several aspects, such as a lack of knowledge, a lack of vocabulary, and not understanding the meaning. But in this case, the teacher could start by delivering the material in a fun way and

using this strategy that could make students interested, to be more active, and able to reduce these difficulties. As a result, students enjoy and feel comfortable learning to reading, so the difficulty of reading them slowly decreased. Teachers also see this as a challenge that must be considered in learning using a prediction strategy. It is a challenge in itself to make students more active in understanding the contents of the reading using active strategies.



CHAPTER V

CONCLUSION AND SUGGESTION

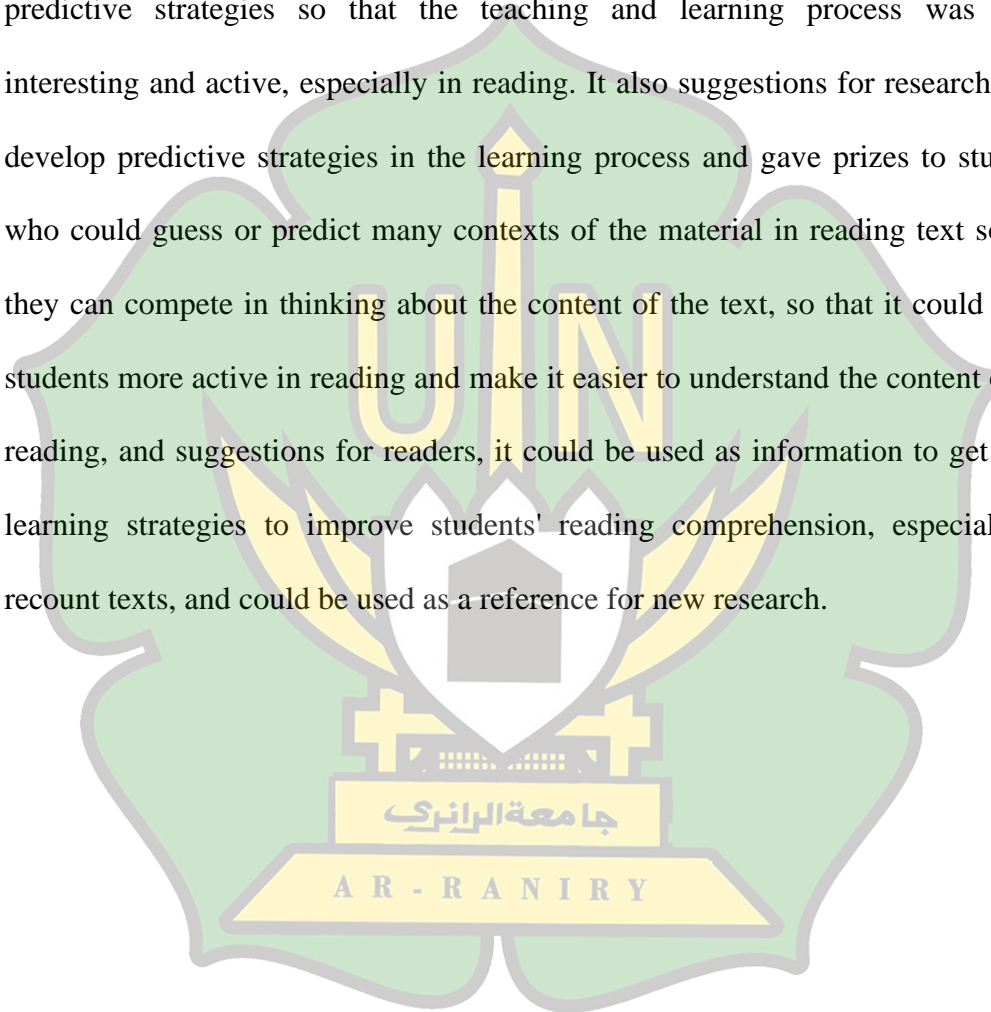
This chapter presents the conclusion and suggestion from this research. Conclusions are written based on the analysis of the research results and of the data obtained.

A. Conclusion

The results of this study show that the implementation of prediction strategies improved students' reading comprehension, especially in English recount text. It could be seen from the way students actively follow the process during teaching and learning, and that learning used the prediction strategy makes them more engaged and interested in the learning process. The improvement of the students' reading comprehension could be demonstrated by some data such as: Pre-test and post-tests and questionnaire. The mean score of the students pre-test was 56.51 and the mean score of the students post-test was 78.58. Thus it could be seen that the students' comprehension has improved tremendously. This supported the hypothesis that there were significant differences in students' reading comprehension skills after learning using the prediction strategy. T-score was higher than T-table ($38.10 > 2,000$).

B. Suggestion

Based on the conclusion of the study, it could be conveyed some suggestions that were expected to be used for teaching and learning English, especially in reading. Suggestions for English teachers, it was recommended to apply predictive strategies so that the teaching and learning process was more interesting and active, especially in reading. It also suggestions for researchers to develop predictive strategies in the learning process and gave prizes to students who could guess or predict many contexts of the material in reading text so that they can compete in thinking about the content of the text, so that it could make students more active in reading and make it easier to understand the content of the reading, and suggestions for readers, it could be used as information to get good learning strategies to improve students' reading comprehension, especially in recount texts, and could be used as a reference for new research.



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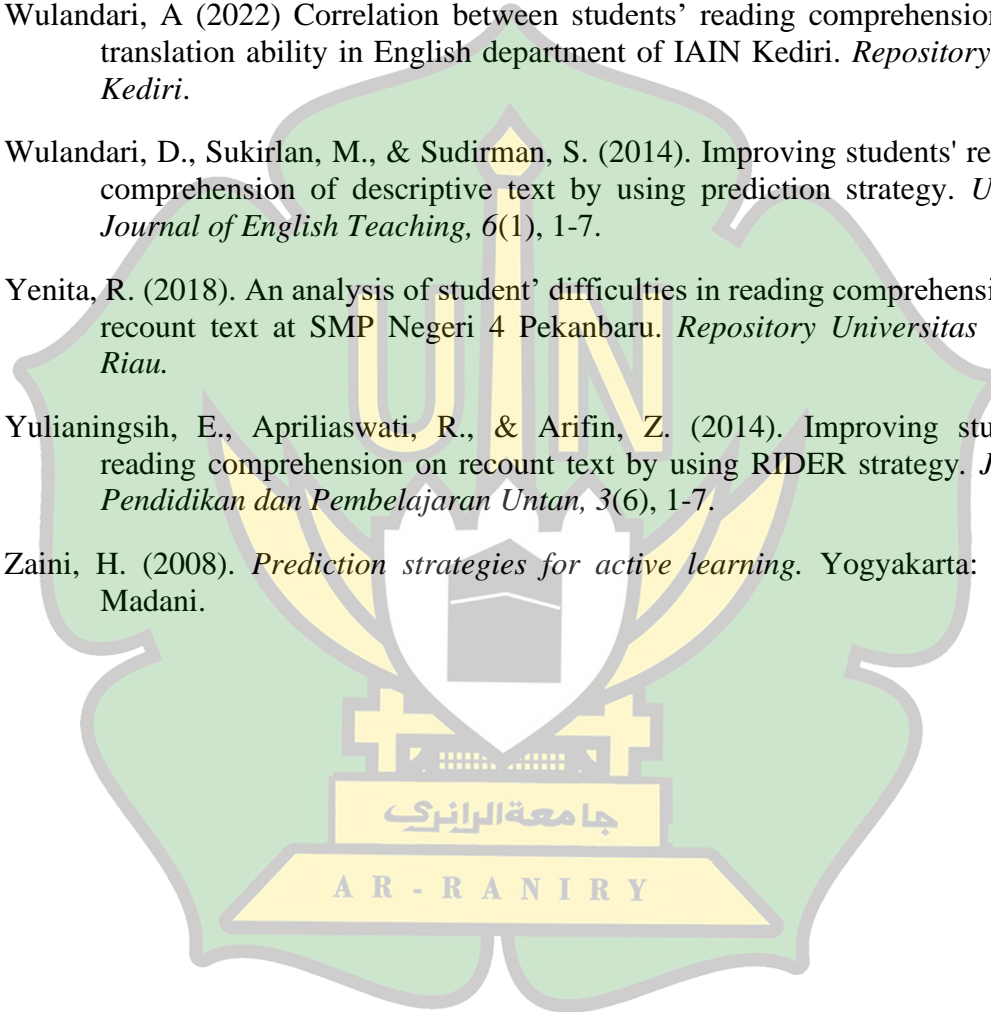
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APPENDIX A

Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6423/UN.08/FTK/KP.07.6/06/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 18 Mei 2022
- MEMUTUSKAN**
- Menetapkan :
PERTAMA : Menunjuk Saudara:
 1. Dr. Muhammad AR., M. Ed. Sebagai Pembimbing Pertama
 2. Khairiah Syahabuddin, MHSc,ESL., M.TESOL., Ph.D. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
 Nama : Rika Alifsyahrim
 NIM : 180203007
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Implementation of Prediction Strategy in Improving Students' Reading Comprehension in English Recount Text
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 03 Juni 2022
 Dekan,


 Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

APPENDIX B

Recommendation Research Letter from the Fakultas Tarbiyah dan Keguruan



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-8052/Un.08/FTK.1/TL.00/07/2022

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh
2. Kepala Sekolah SMK Negeri 5 Telkom Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **RIKA ALFISYAHRI / 180203007**

Semester/Jurusan : VIII / Pendidikan Bahasa Inggris

Alamat sekarang : Jl. Laks. Malahayati Gampoeng Kajhu Kec. Baitussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Implementation of Prediction Strategy in Improving Students' Reading Comprehension in English Recount Text*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 13 Juli 2022

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 13 Agustus
2022

Dr. M. Chalis, M.Ag.

APPENDIX C

Confirmation Letter from School



PEMERINTAH ACEH
DINAS PENDIDIKAN
CABANG DINAS WILAYAH KOTA Banda Aceh
DAN KABUPATEN ACEH BESAR

Alamat: Jalan Geuchik H. Abd. Jalil No. 1 Gampong Lamlagang, Kec. Banda Raya, Kota Banda Aceh KodePos: 23239
 Telepon: (0651) 7559512, Faksimile: (0651) 7559513 7559513, E-mail: cabangdisdik1@gmail.com

REKOMENDASI
 Nomor: 421.3/G.1/ 1862/2022

Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar dengan ini memberikan Rekomendasi kepada :

Nama	: Rika Alfisyahrin
NIM	: 180203007
Semester/Jurusan	: VIII/Pendidikan Bahasa Inggris
Judul	: The Implementation of Prediction Strategy in Improving Student' Reading Comprehension in English Recount Text

Untuk melakukan Penelitian Ilmiah dalam rangka penulisan skripsi di SMK Negeri 5 Telkom Banda Aceh, sesuai dengan surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Nomor : B-8052/Un .08/FTK.1/TL. 00/07/2022, tanggal 13 Juli 2022.

Demikianlah Rekomendasi ini dikeluarkan untuk dapat digunakan sebagaimana mestinya.

Banda Aceh, 14 Juli 2022

KEPALA CABANG DINAS PENDIDIKAN
 WILAYAH KOTA Banda Aceh DAN
 KABUPATEN ACEH BESAR,


SYARWAN JOMI, S.Pd., M.Pd
 Pembina Tingkat I
 NIP. 19730505 199803 1 008



AR - RANIRY

 @cabdinsatu

 @cabdisdik1

 @cabdisdik1

APPENDIX D

PRE-TEST

Name:

Soal pre-test Recount text Bahasa Inggris

Vacation to Malang

Last holiday, I went to Malang with my friend for vacation. We went there on a night bus. When we arrived in Malang, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago. I tried to call my friend on my cell-phone, but the battery was running low. I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

1. What is the topic of the text above?
 - a. My vacation
 - b. Vacation to Malang
 - c. Vacation with family
 - d. Vacation to foreign country
2. What did the writer do when the bus stop for rest in Lamongan?
 - a. The writer bought some souvenirs
 - b. The writer drank some cold lemonade
 - c. The writer went to the toilet
 - d. The writer got off the bus to get a cup of ginger tea
3. What did the writer feel when the bus is not there?
 - a. Disappointed
 - b. Ashamed
 - c. Shocked and confused
 - d. Sad and Angry
4. How many friend that the writer had to join the vacation?
 - a. One
 - b. Two
 - c. Three
 - d. Four

5. ...The bus was not there. It had gone!
The word it in paragraph three refers to?
- The writer
 - The writer's friend
 - The bus
 - The waitress

The following text is for questions 6-10

On Monday morning Alif woke up late. Before leaving for school, his mother reminded him of having breakfast, but he refused. He was afraid of being late. Alif arrived at school only one minute before the bell rang. All students walked towards the school yard. They would have a flag hoisting ceremony.

It was very hot and the sun shone very brightly. During the ceremony, Alif felt dizzy and his eyes were blurred. He tried to stand up still, but he could not hold on. He trembled and fainted. He didn't know what happened next. When he opened her eyes, he was in the medical room with his class teacher and Imam, his best friend. Imam gave him a glass of hot tea and a piece of bread.

- What is the main idea of paragraph one?
 - Alif woke up late.
 - Alif skipped breakfast.
 - Alif was afraid of arriving late at school.
 - Alif's mother reminded him of having breakfast.
- Where did Alif tremble and faint?
 - At home
 - In his classroom
 - At the school yard
 - In the medical room
- What would happen if Alif had breakfast?
 - His mother would be angry with him
 - He could attend the ceremony well
 - He would arrive at school early
 - He missed the hoisting flag ceremony
- From the text we know that ...
 - nobody cared about Alif
 - Alif arrived late at school
 - Alif felt unwell during the ceremony
 - Imam stood up next to Adi during the ceremony

10. With whom alif was in the medical room?

- a. With his mother
- b. With his family
- c. With his Friends
- d. With his class teacher and Imam

The following text is for questions 11-15

Last week, I and my dad went to a store. We went there to buy some candies. In the store, the candies looked so good. I would have bought a lot of them but my dad said I could only have three. I gave the store owner the money for the candies. As we left the store, I ate one of the candies. It was yummy. I hope we come back soon.

11. Which of the following is not true according to the text?

- a. The writer goes to a store last week
- b. The writer buy the candy
- c. The writer buy seven kinds of candy
- d. The writer likes the candy

12. "It was yummy."

The underlined word refers to ...

- a. Store
- b. Candy
- c. Sugar
- d. Money

13. Where is the writer buy the candy?

- a. At the store
- b. At dad's home
- c. At the store
- d. At hospital

14. What did the writer think about the candy?

- a. Good
- b. Bad
- c. Average
- d. Delicious

15. In the text above, what tense is mainly used by writer?

- a. Past tense
- b. Present tense
- c. Future tense
- d. Past perfect tense

APPENDIX E

POST-TEST

Name:

Soal post-test Recount text Bahasa Inggris

Lost My Phone

Three days ago I was in the train station to pick my sister up for his arrival from London. There, I was so busy with my phone all the time. I was waiting my sister while sitting in waiting room. Then, I bought soft drink because the weather was little bit hot. After that i laid the phone on the bench while drinking. Not long after that, I saw my brother out of the train. Then I ran to him and we were about to go. Suddenly, I remembered that i forgot to take my phone laid on the bench in the waiting room. We went back to the waiting room to take my phone. Unfortunately, we found nothing there. My phone was lost so we decided to go home directly. I was so unlucky that day. Since that day i have promised to be more careful person in the future.

1. The text above is about....
 - a. Lost my key
 - b. Lost my money
 - c. Lost my phone
 - d. My phone is broken
2. Where did the writer lost his phone?
 - a. At home
 - b. In the hospital
 - c. In the market
 - d. At the train station
3. Why did the writer come to the train station?
 - a. Because he wants to pick up his sister
 - b. Because he wants to go to London
 - c. Because he wants buy drink
 - d. Because he is looking for his phone

The following text is for questions 4-7

On Tuesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Wednesday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated. On Thursday morning we went to Yogya Kraton. We spent about two hours

there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 4 p.m. we heard the announcement that Borobudur gate would be closed. In the evening, we left for Jakarta by wisata bus.

4. The text above mainly discusses about ...
 - a. The writer's trip to Yogyakarta
 - b. The writer's first visit to Prambanan
 - c. The writer's impression about the guide
 - d. The writer's experience at Yogya Kraton
5. The purpose of the text is to ...
 - a. Entertain readers
 - b. Describe the smugglers
 - c. Report an event to the police
 - d. Tell past events
6. What are the big temples in Prambanan?
 - a. Paria, brahmana, and temples
 - b. Brahmana, syiwa, and wisnu temples
 - c. Wisnu, syiwa, and borobudur temples
 - d. Borobudur, syiwa, and brahmana temples
7. When did they go home?
 - a. On Tuesday morning
 - b. On Wednesday evening
 - c. On Thursday evening
 - d. On Friday morning

The following text is for questions 8-10

My Holiday at home

Last holiday was my worst holiday because I did not go anywhere. I just stayed in my home. In the morning, I woke up and had a breakfast. After that, I played with my cat. In the afternoon, I had a lunch and after that I took a nap. In the evening, I watched untill I felt boring. My daily activities were like that during the holiday. So, I was sure last holiday was my worst holiday.

8. Where did the writer spend his holiday?
 - a. In the morning
 - b. In the afternoon
 - c. In his home
 - d. In his room

9. What did the writer do before taking a nap?

- a. He had lunch
- b. He watched a movie
- c. He played with his cat
- d. He had breakfast

10. What did the writer feel about the holiday?

- a. He felt satisfied
- b. He felt glad
- c. He felt happy
- d. He felt annoyed

The following text is for questions 11 and 12

Picasso was one of the most outstanding and important artists of the 1900's. He is best known for his paintings. Almost every style in modern art is represented in Picasso's works.

Picasso was born in 1881 in Malaga, Spain as the son of an art teacher. He studied painting from his father and his college level course of study at the academy of arts in Madrid.

From about 1895 to 1901, he painted realistic works in a traditional style. Then, entered what was called the Blue Period. During this time, he only used shades of blue in his paintings to show the poverty he saw in Barcelona.

After 1908, he entered into the style of cubism. Among his well-known cubist paintings are "Three Musicians" and "Man with a Guitar".

Picasso died in Moughins, France in 1973. He was really great artist.

11. Why did Picasso become so popular? Because

- a. He was the most outstanding artist of the 1990's.
- b. He was known for his great paintings
- c. He painted in traditional style.
- d. He studied in art school

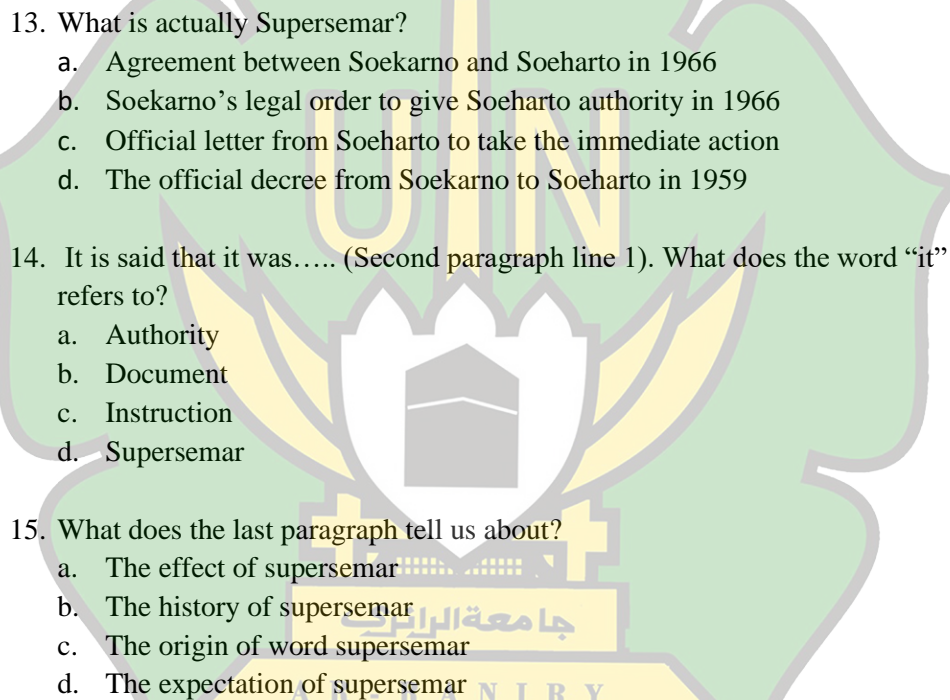
12. According to text, Picasso

- a. Died in Spain 1973.
- b. Was born in Malaga, Italy.
- c. Was famous for his painting style.
- d. Finished his study at the academy of Arts in Madrid

The following text is for questions 13-15

The Supersemar, the Indonesian abbreviation for “Surat Perintah Sebelas Maret” (Order of March the Eleventh), was a document signed by the Indonesian President Sukarno on 11 March 1966. It is said that it was giving the army commander Lt. General Soeharto authority to take whatever measures he ”deemed necessary” to restore order to the chaotic situation during the Indonesian killings of 1965-1966.

The abbreviation of “Supersemar” is a play on the name of Semar, the mystic and powerful figure who commonly appears in Javanese mythology including wayang puppet shows. The invocation of Semar was presumably intended to help draw on Javanese mythology to lend support to Soeharto’s legitimacy during the period of the transition of authority from Soekarno to Soeharto.

- 
13. What is actually Supersemar?
- Agreement between Soekarno and Soeharto in 1966
 - Soekarno’s legal order to give Soeharto authority in 1966
 - Official letter from Soeharto to take the immediate action
 - The official decree from Soekarno to Soeharto in 1959
14. It is said that it was..... (Second paragraph line 1). What does the word “it” refers to?
- Authority
 - Document
 - Instruction
 - Supersemar
15. What does the last paragraph tell us about?
- The effect of supersemar
 - The history of supersemar
 - The origin of word supersemar
 - The expectation of supersemar

APPENDIX F

RESULT OF PRE-TEST

Name: Fikri Rahmawanda

B-9

Soal pre-test Recount text Bahasa Inggris

Vacation to Malang

Last holiday, I went to Malang with my friend for vacation. We went there on a night bus. When we arrived in Malang, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago. I tried to call my friend on my cell-phone, but the battery was running low. I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

- What is the topic of the text above?
 - ☒ a. My vacation
 - ☐ b. Vacation to Malang
 - ☐ c. Vacation with family
 - ☐ d. Vacation to foreign country
- What did the writer do when the bus stop for rest in Lamongan?
 - ☒ a. The writer bought some souvenirs
 - ☐ b. The writer drank some cold lemonade
 - ☐ c. The writer went to the toilet
 - ☐ d. The writer got off the bus to get a cup of ginger tea
- What did the writer feel when the bus is not there?
 - ☐ a. Disappointed
 - ☐ b. Ashamed
 - ☒ c. Shocked and confused
 - ☐ d. Sad and Angry
- How many friend that the writer had to join the vacation?
 - ☒ a. One
 - ☐ b. Two
 - ☐ c. Three
 - ☐ d. Four

Name: KHETOL DEES

53

Soal pre-test Recount text Bahasa Inggris

Vacation to Malang

Last holiday, I went to Malang with my friend for vacation. We went there on a night bus. When we arrived in Malang, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago. I tried to call my friend on my cell-phone, but the battery was running low. I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

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- What did the writer feel when the bus is not there?
 - ☐ a. Disappointed
 - ☐ b. Ashamed
 - ☒ c. Shocked and confused
 - ☐ d. Sad and Angry
- How many friend that the writer had to join the vacation?
 - ☒ a. One
 - ☐ b. Two
 - ☐ c. Three
 - ☐ d. Four

Low result of pre-test (score 27)

Medium result of pre-test (score 53)

High result of pre-test (score 80)

جامعة الرانيري

Name: Abdullah

B-8

Soal pre-test Recount text Bahasa Inggris

Vacation to Malang

Last holiday, I went to Malang with my friend for vacation. We went there on a night bus. When we arrived in Malang, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago. I tried to call my friend on my cell-phone, but the battery was running low. I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

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 - ☐ c. The writer went to the toilet
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 - ☐ a. Disappointed
 - ☐ b. Ashamed
 - ☒ c. Shocked and confused
 - ☐ d. Sad and Angry
- How many friend that the writer had to join the vacation?
 - ☒ a. One
 - ☐ b. Two
 - ☐ c. Three
 - ☐ d. Four

APPENDIX G

RESULT OF POST-TEST

Name : Fikri rahmanda. 6 - 9

(60)

Soal post-test Reount text Bahasa Inggris

Lost My Phone

Three days ago I was in the train station to pick my sister up for his arrival from London. There, I was so busy with my phone all the time. I was waiting my sister while sitting in waiting room. Then, I bought soft drink because the weather was little bit hot. After that i laid the phone on the bench while drinking. Not long after that, I saw my brother out of the train. Then I ran to him and we were about to go. Suddenly, I remembered that i forgot to take my phone laid on the bench in the waiting room. We went back to the waiting room to take my phone. Unfortunately, we found nothing there. My phone was lost so we decided to go home directly. I was so unlucky that day. Since that day i have promised to be more careful person in the future.

1. The text above is about....
☒ a. Lost my key
☐ b. Lost my money
☐ c. Lost my phone
☐ d. My phone is broken
2. Where did the writer lost his phone?
☐ a. At home
☐ b. In the hospital
☐ c. In the market
☒ d. At the train station
3. Why did the writer come to the train station?
☒ a. Because he wants to pick up his sister
☐ b. Because he wants to go to London
☐ c. Because he wants buy drink
☐ d. Because he is looking for his phone

The following text is for questions 4-7

On Tuesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Wednesday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated. On Thursday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to

Name : Albar fallah Ba-12

(80)

Soal post-test Reount text Bahasa Inggris

Lost My Phone

Three days ago I was in the train station to pick my sister up for his arrival from London. There, I was so busy with my phone all the time. I was waiting my sister while sitting in waiting room. Then, I bought soft drink because the weather was little bit hot. After that i laid the phone on the bench while drinking. Not long after that, I saw my brother out of the train. Then I ran to him and we were about to go. Suddenly, I remembered that i forgot to take my phone laid on the bench in the waiting room. We went back to the waiting room to take my phone. Unfortunately, we found nothing there. My phone was lost so we decided to go home directly. I was so unlucky that day. Since that day i have promised to be more careful person in the future.

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Low result of post-test (score 60)

Medium result of post-test (score 80)

High result of post-test (score 93)

Name : Maghfirah 6 - 14

(93)

Soal post-test Reount text Bahasa Inggris

Lost My Phone

Three days ago I was in the train station to pick my sister up for his arrival from London. There, I was so busy with my phone all the time. I was waiting my sister while sitting in waiting room. Then, I bought soft drink because the weather was little bit hot. After that i laid the phone on the bench while drinking. Not long after that, I saw my brother out of the train. Then I ran to him and we were about to go. Suddenly, I remembered that i forgot to take my phone laid on the bench in the waiting room. We went back to the waiting room to take my phone. Unfortunately, we found nothing there. My phone was lost so we decided to go home directly. I was so unlucky that day. Since that day i have promised to be more careful person in the future.

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The following text is for questions 4-7

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APPENDIX H

QUESTIONNAIRE

Question Number	Statements
1	I like reading recount text by using prediction strategy in the class.
2	Prediction strategy helps me understand reading text well.
3	Using prediction strategy in learning proses can make me more active
4	I find it difficult to understand reading because I don't know the meaning in Indonesian, and using a prediction strategy help me understand the contents of the text.
5	Which makes it difficult for me to understand reading in English recount text because due to lack of vocabulary in myself
6	I'm low in reading comprehension because I don't understand English
7	Using prediction strategy in reading recount text make me easier for me to work on recount text questions

Questionnaire ☆ Semua perubahan disimpan di Drive

Pertanyaan Jawaban 41 Setelan Kirim

Research Questionnaire SMKN 5 TELKOM Banda Aceh

Assalamualaikum Wr. Wb
 Saya Rika Alfisyahrin mahasiswa UIN Ar-raniry jurusan pendidikan bahasa inggris sedang melakukan penelitian untuk mendapatkan data dalam penelitian, mohon diisi dengan sejujurnya dan nama partisipan akan dirahasiakan.

جامعة الرانيري
AR - RANIRY

Nama : *
 Teks jawaban singkat

Pertanyaan Kisi pilihan ganda

Baris	Kolom
1. Saya suka membaca text recount denga...	<input type="radio"/> Sangat setuju
2. Menggunakan strategi prediksi membant...	<input type="radio"/> Setuju
3. Menggunakan strategi prediksi dalam pr...	<input type="radio"/> Tidak setuju
4. Saya merasa sulit untuk memahami baca...	<input type="radio"/> Sangat tidak setuju
5. Yang membuat saya sulit memahami ba...	<input type="radio"/> Tambahkan kolom
6. Saya rendah dalam pemahaman bacaan ...	
7. Menggunakan strategi prediksi dalam m...	
8. Tambahkan baris	

APPENDIX I

Table of Significance for Two-Tailed Test

DF	Level of Significance for two-tailed test						
	0,2	0,1	0,5	2	1	0,002	0,001
	Level of Significance for one-tailed test						
	10	5	2,5	1	0,5	0,0001	0,0005
1	3,078	6,314	12,706	31,821	63,657	318,309	636,619
2	1,886	2,920	4,303	6,965	9,925	22,327	31,599
3	1,638	2,353	3,182	4,541	5,841	10,215	12,924
4	1,533	2,132	2,776	3,747	4,604	7,173	8,610
5	1,476	2,015	2,571	3,365	4,032	5,893	6,869
10	1,372	1,812	2,228	2,764	3,169	4,144	4,587
20	1,325	1,725	2,086	2,528	2,845	3,552	3,850
30	1,310	1,697	2,042	2,457	2,750	3,385	3,646
40	1,303	1,684	2,021	2,423	2,704	3,307	3,551
50	1,299	1,676	2,009	2,403	2,678	3,261	3,496
60	1,296	1,671	2,000	2,390	2,660	3,232	3,460
70	1,294	1,667	1,994	2,381	2,648	3,211	3,435
80	1,292	1,664	1,990	2,374	2,639	3,195	3,416
90	1,291	1,662	1,987	2,368	2,632	3,183	3,402
100	1,290	1,660	1,984	2,364	2,626	3,174	3,390

APPENDIX J

Student Reading Passage

**Vacation to the Beach****Orientation:**

Last week, I and my friends went to the beach after school. We used public transportation. We reached the beach at 4 p.m. The beach was beautiful and clean.

Events:

At the beach, it was fun. We played football in the coast line. After that, we built a castle from sand. In the night, we made bonfire together. We roasted fishes and squires then we ate them. In the midnight, it was time to share our scary stories. One by one, we told our story.

Reorientation:

At the morning, we went home. It was a moment i never forgot.



Skipping School

Orientation:

I had a silly experience when I was at senior high school. One day I was absent from English class. I felt bored with the teacher that never innovated her way of teaching.

Event:

I knew she was too old and soon would be retired from her duty. She often forgot what she had done for the class. For example, she repeated last week lesson and she never remember who the members of the class were. That's became my opportunity to left the class as she would never remember it. I was absent at that day class and spent the time by eating at school canteen. I take the sit near the window. When I enjoy my food, i did not know that the English teacher also left the class and eat at the same school canteen. I can remember his voice ordering some food and drink and finally I knew that she was coming and sitting behind me. Actually I was afraid if she recognized me. There were only me and him who were eating at that canteen. Of course she greeted me, "You don't have any class?" and I replied, "No miss, the teacher was absent so that I'm here to have breakfast."

A R - R A N I R Y

Then he replied too, "Good answer boy, I know you should at my class right now. I never forget my students actually and I always repeat that boring lesson because that's the only way for students like you and your friends to be able to remember that better." "I'm coming here is for one purpose, to ask you back to class because you never come to my class for several weeks. I'm afraid you will miss the examination."

Reorientation:

I was really embarrassed at that moment and after that I never absent in her class.

APPENDIX K
DOCUMENTATION

