

A STUDY OF PREVIEWING AND PREDICTING STRATEGY IN TEACHING READING COMPREHENSION AT SMP NEGERI 14 SIGI

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ABSTRAK

Strategi Pratinjau dan Prediksi adalah strategi yang diterapkan oleh guru dalam mengajar pemahaman teks bacaan di kelas. Tujuan dari penelitian ini adalah untuk mengetahui penerapan Strategi Pratinjau dan Prediksi dalam pembelajaran pemahaman membaca di SMA Negeri 14 Sigi. Penelitian ini dilakukan dengan menggunakan penelitian kualitatif deskriptif yang diambil dari pengajar Bahasa Inggris di SMA Negeri 14 Sigi sebagai subjek penelitian. Data penelitian ini dikumpulkan dari wawancara dengan pengajar bahasa Inggris. Penelitian ini menggunakan pedoman wawancara sebagai instrumen pengumpulan data. Berdasarkan data yang diperoleh disimpulkan bahwa penerapan strategi pratinjau dan prediksi efektif untuk diterapkan dalam pembelajaran pemahaman membaca di SMA Negeri 14 Sigi. Dalam penerapan strategi pratinjau dan prediksi dalam pembelajaran pemahaman membaca, pengajar bahasa Inggris memiliki kesulitan seperti: kurangnya jumlah kosa kata yang dikuasai oleh siswa, siswa masih sulit dalam memahami teks bacaan, adanya teks bacaan untuk mendukung materi pembelajaran di kelas, masa untuk strategi di implementasikan, dan ketergantungan siswa terhadap instruksi yang lengkap.

Kata kunci: *Strategi Pratinjau dan Prediksi, Pengajaran Pemahaman Membaca*

ABSTRACT

The Previewing and Predicting Strategy were strategy that applied by teacher in teaching reading comprehension during class. The objective of this research was to find out the implementation of Previewing and Predicting Strategy in teaching reading comprehension at SMA Negeri 14 Sigi. This research was conducted by used descriptive qualitative research were taken from the English teacher at SMA Negeri 14 Sigi as subject of the research. The data of this research was collected from the interview of the English teacher. This research was used an interview guide as the instrument of the collected data. Based on the data obtained was concluded that in the implemented of previewing and predicting strategy in teaching reading comprehension at SMA Negeri 14 Sigi was effective. In the implementation of the previewing and predicting strategy in teaching reading comprehension, the English teacher had challenged such as: students' lack of vocabulary, students' difficult of text comprehend, learning material were only supported by text, time of implementation, and students' needed of clear instruction.

Keyword: Previewing and Predicting Strategy, Teaching Reading Comprehension

INTRODUCTION

Reading is a process of written communication to sharing information and ideas. Reading is a complex process that requires a careful and systematic instructional approach. Reading activity is one of the ways to catch up information by understanding reading passages. Harmer in Adawiyah (2019) states that “reading is useful for language acquisition, provided that students more or less understand what they read, the more they read, the better they get it all”. Reading can also be seen as an interactive process between the reader and the text, which leads to automaticity or reading fluency. Clarke et.al. (2014:9) point out that “Reading comprehension skills become more important as children progress through the educational system”. Furthermore, “comprehension is a task of both reader and text factors that happen within a larger social context” McNamara and Mangliano (2009).

In the context of comprehending reading text, students are expected to be able to read and comprehend various types of texts, such as narrative, report, recount, procedure, analytical exposition, hortatory exposition and descriptive text. Reading comprehension is essentially defined as the ability to understand the information which has been read. Reading comprehension is a process to recognize the text and remember any information in the text. Patel & Jain (2008) assert that “reading comprehension involves an understanding of the context meaning, vocabulary, and grammatical structure”. Hoover & Gough (1990) explain that “reading comprehension is simply a combination of decoding and oral comprehension skill”. In addition Takaloo & Ahmadi (2017) stated that “reading comprehension is about perceiving vocabulary used in a text and correlating each vocabulary listed in it in order to get comprehensive understanding”. Furthermore Razali & Razali (2013:3) state “reading comprehension is an interactive process as a transaction between the reader and the author through the text”.

In order to teach the reading skill to students, that is challenging due to the students’ lack of vocabulary and many of students’ disability to comprehend reading text well. There are students’ difficulties in comprehending reading text, in example lack of vocabulary; translate every single word one by one; hard to comprehend meaning of reading text and to accomplish reading test given; the material is boring to read because of the long passage that make them less motivated in comprehend the

reading text. According to Mahyuddin (2019) stated that “the major problem that students face in reading comprehension is guessing meaning from the context of the passage”.

A good reading text could involve interesting topics, stimulate discussion, evoke imaginative responses, and become a springboard for comprehend interesting text. Teacher should provide an appropriate strategy for students to develop their ability in comprehending reading text. They may be pleasant to use strategies such as previewing and predicting strategy in teaching students’ reading comprehension.

Previewing is an activity where teachers are required to conduct some clues such as picture or title related to the reading text that can stimulate students to predict before reading. By the teachers’ information given, students are expected to express their opinion according to reading text after recalling their prior knowledge through picture or text title before reading, that is activity where students are allowed to predict. Tsung & Huang (2009) stated that “a preview is an introductory passage provided to students in advance of their actual confrontation of the reading selection to help promote comprehension”.

Predicting is a strategy that allowed students to use information from the teachers’ suggestion through reading text, such as titles, headings, pictures and diagrams to give opinion about the main topic that can be appear in reading text before reading. Previewing is used to recall students’ prior knowledge and set a purpose for reading. It is allowed readers to skim a text before reading, looking for various features and information that will help as they return to read it in detail. “It allows students to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the story” (Bailey, 2015). Predicting encourages children to actively think ahead and ask questions. It also allows students to understand the story better, make connections to what they are reading, and interact with the text. This in turn, will allow students to become actively involved in the reading process.

In this research, the study focused on the implementation of previewing and predicting strategy in teaching reading comprehension. The research was conducted at SMAN 14 Sigi. By this study the researchers wanted to be found out how the previewing and predicting strategy effected in teaching reading comprehension at SMA Negeri 14 Sigi. The researchers proved interview seccions to the Englishteachers of

SMA Negeri 14 Sigi about teaching reading comprehension by used the previewing and predicting strategy during English learning class.

When a reader does previewing, it will be followed by making prediction automatically. Vaughn & Klingner (1999:2) point out that “The purpose of the preview is to motivate the students’ interest in what they are reading, to activate background knowledge, and to assist the students to generating predictions about the text to be read”.

METHOD

In this research, the researchers used qualitative research design which is Descriptive Qualitative Research. According to Creswell (2014:2) stated that “...qualitative research is a research with an approach to understanding the meaning of individual or group and exploring social or human problems”. The researchers used a qualitative research as this research needed long description and transcription about the interview result. Activities are carried out systematically to collect, process, and conclude data using certain methods in order to find answers to the problems faced. Study with a qualitative approach, the focus of the research problems demanded researchers conduct systematically, deep, and meaningful assessment. The data analysis technique that used in this study was a descriptive method. It was to describe the teachers’ used of the previewing and predicting strategy in teaching reading comprehension.

The researchers were conducted interview to the two English teachers of SMA Negeri 14 Sigi were the total number of students are 58. The interview consisted numbers of questions related to the teachers implementation of previewing and predicting strategy during English learning class. Sutopo and Arief (2010:1) stated that “...qualitative is study aimed at doing a description and analysis of phenomeon, event, social activity, attitude, perception of individual or in a particular object”. From this view researchers believe a qualitative research was more appropriate. The open ended question were given to the teachers as part of interview sections. During the interview the teachers have difference responses through the numbers of questions. . The function of the interview in this study was checked the data and ensured the data is truly valid.

The interview was recorded and transcribed. The researcher put a list of standard questions that must be answered by the English teacher during interview

Data analysis in qualitative research is often carried out simultaneously or together with data collection. The data analysis in this study included several steps or stages; Data reduction, data display, and make conclusions or interpretations. According to Miles & Hiberman in (Sugiono, 2016:246), it is a cyclical process between the stages of providing data collection and data reduction, data display to the stage of conclusions.

FINDINGS AND DISCUSSION

FINDINGS

In the data collection, the researchers is assumed that the previewing and predicting strategy could only prove in related situation in teaching reading comprehension where both of respondents have different experienced of each such as: time implementation, encourage students' interest on reading text/passage, different students' ability on vocabulary, and students' different level on comprehension text/passage.

First and second respondent explained that the strategy is really effective when students' were nearly schedule to examination period. The teacher said that there were reading passages needed to be explained faster due to examination day to catch students' intensity of interpreted the reading texts meanings also easily did the given passages in teaching reading comprehension. As in *".....were you applied this kind of strategy (previewing and predicting) in the learning process especially in reading subject?;-she said yes, then added,.....I only used these strategy when the UN(national exam) was no longer held because not all students could easily understand the reading texts and it took times to clearly explained all the texts one by one. And these strategy very useful to catch up students' interesting on texts so they can be faster be guessed the meaning of texts."*

This were what the teachers explained about students' interest in reading text/passage could encourage by implemented the previewing and predicting strategy. When interviewed, researcher proved kind a question bellow;

".....what the significant effect that affected the students while the previewing and predicting strategy were applied;-based on what I saw, students' was more attracted

to found out the point of the reading passage. They slowly tried to explain things that they familiar on it, still far from the main idea but here I encouraged the preview they made into large known that they could predict more about the text before reading and explained the information they got in their own way near to the main idea or could be exactly the main idea itself; "Prediction is helped students to develop appropriate schemata about the text types in their specific disciplines." (Thomas:1995).

When collected the data the researchers found out that the previewing and predicting strategy is not purposed for long-term appliance during class. From the suggestions above both respondents stated that the reading passage could understand well by the students when these strategies were used, meanwhile from the interview both teachers agreed that many of students still had lack of vocabulary so that these strategies is not always worked. Several students still needed to be taught by applying any other methods/strategies that can helpful in teaching reading comprehension.

Thomas, (1995) stated "...ineffectual reading comprehension is often attributable to the learner-readers" lack of words in calling up the appropriate schemata". Beside the teachers also suggested these strategies was held in current situation only in the implementing on teaching reading strategy.

Here is what the respondents stated through question "*.....how much number of students that can be improved in reading comprehension by using these strategies?;- beside of these strategies could only be proven when learned about reading passage, it was not absolutely encourage all the students' comprehension through reading. There are many students still lack of vocabulary so that the strategy is not allowed to be used every partial time during class;-second respondent stated that to know whether students' reading comprehension were improved or not through the strategy, it is need more enough time to be proven. In learning to read and understand reading texts, of course, students must first master the number of vocabulary on a large scale, so the shortcomings of these students were still an obstacle so that the method could not reach all students in learning in order to increase their understanding of reading texts*".

For further explanation the reseachers tried to larger the findings data collected as for students' different level of ability in comprehend reading text/passage. The teachers were also explained that when implemented the strategy teachers had obstacle with different students' ability in comprehending text, not all of students can literally

interpreted teachers' instructions through information given related to reading text/passage.

DISCUSSION

Based on the finding above, the researchers will discuss in depth the findings regarding the study of previewing and predicting strategy in teaching reading comprehension at SMA Negeri 14 Sigi. There were two English teachers chosen as the respondents of this research to answer the questions given by the researchers. There were several data of collection as follows:

1. In the used of previewing and predicting strategy at SMA Negeri 14 Sigi can only applied when the situation related to kind of reading texts/passages. It was important to know the reading text could be implemented the strategies and surely well affected the students' reading comprehension during English learning class.
2. The common needed in the classroom were the students' interesting in reading passage in teaching reading comprehension, because reading is not about texts but also the meaning of text. These strategies are very well used to be implemented in teaching reading comprehension where easy to be conducted by the teacher also gain more students' interest of reading passage and easier to understand while determined meaning of text.
3. Previewing and predicting strategy still have lack in the implementation in teaching reading strategy. While teacher tried to clearly explained the reading passage by conducting the common point of text through text title or supporting picture, there were students still needed to be encouraged in the vocabulary ability. The other strategy is needed to be accomplished other strategy in teaching reading comprehension so that learning process could be run well.

Based on data above, it can be concluded that each teacher has difference way in teaching reading comprehension by used previewing and predicting strategy during class depending on what kind of text and each level of comprehend has a different strategy in the implementation. The teachers have to apply various strategy in teaching

reading comprehension that believed to help and solve the students' problem in comprehend reading passage. It can also reduce the students' anxiety and fear learning since they can have fun and enjoy in their learning. Furthermore, those strategies can be motivated them to learn and practice more in English learning.

The result of this research hopefully can give contribution for the school, especially to the students and teachers. The result of this research is to be significance as an input of English learning process. Besides, this research hopefully can give the benefit to know the process of previewing and predicting technique in teaching reading comprehension and expected to provide information about teachers' strategies and can be used as reference. In addition, to give deeper understanding of a study to those who need it as a reference in described a teaching learning process in other course and will helpful both of the students and teacher to reduce the problem in teaching reading comprehension.

CONCLUSION

Based on the data findings and analysis, the researchers concluded that a study of previewing and predicting strategy in teaching reading comprehension during English learning class was effective enough to be implemented. The previewing and predicting strategy were affected students' interest in reading passage and comprehend well during teaching reading comprehension class. It is commonly found the difficulties in understanding reading text such as the text is too long, students' needed on clear instruction from the teacher, students' lack of vocabulary, and the learning situation. The long sentences in the text made students less motivated to understand the meaning because it took extra time when checked the vocabulary, unclear instructions given by the teacher were hard to be followed by the students. In line with the previous points, the students could not understand the text and instructions given by the teacher because they have limited vocabulary. Other than that, the students were also affected by their learning environment. Thus affected teachers to be proved various of strategy in teaching reading comprehension during English learning class.

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