

**DESCRIBING STUDENTS' PREDICTING STRATEGY IN READING TEXT
AT SECOND GRADE OF SMAN 2 SOYO JAYA**

UNDERGRADUATE THESIS

*Presented as Partial Requirements
For the Degree of Sarjana Pendidikan
To the Faculty of Teacher Training and Education
Sintuwu Maroso University*



BY

NURHAYATI

NPM: 91711402112003

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
SINTUWU MAROSO UNIVERSITY**

2022

ABSTRACT

NURHAYATI. 2022. *Describing Students' Predicting Strategies in Reading Text at SecondGradeofSMAN2SoyoJaya.* Supervisedby Martha Kumala and Yuliana Daeng Macora.

Keywords:*Predicting Strategy, Reading Text*

This study aims to describe Predictingstrategy in reading texts uses by the second grade of SMA N 2 Soyo Jaya. This research is carried out at SMA N 2 Soyo Jaya, Soyo Jaya sub-district, North Morowali district.This research method uses qualitative research methods.The data are collecting through text and interview. The subject of this research is the second grade social studies with several sample are21 students. Based on the results, it indicates that the reading ability of the secondgrade social studies students at SMAN 2 Soyo Jaya in using this prediction technique is above the maximum average or sufficient and the teacher expects or recommends that with this prediction technique students can competentin reading, students can read more English text and can reach it maximal.Predictive strategies take a role on students' interest in reading well during teaching process. In addition, things that often encountered in reading texts such as texts that are too long, students need clarity of instructions from the teacher, lack of student vocabulary, and learning situations make students lack in understanding about the text given.

ABSTRAK

NURHAYATI. 2022. *Gambaran Strategi Memprediksi Siswa dalam Membaca Teks di Kelas Dua SMAN 2 Soyo Jaya.* Dibimbing oleh Martha Kumala dan Yuliana Daeng Macora.

Kata Kunci: *Membaca Teks, Strategi Prediksi*

Penelitian ini bertujuan untuk mendeskripsikan strategi memprediksi dalam membaca teks yang digunakan oleh siswa kelas dua SMA N 2 Soyo Jaya. Penelitian ini dilaksanakan di SMA N 2 Soyo Jaya, Kecamatan Soyo Jaya, Kabupaten Morowali utara. Penelitian ini menggunakan metode kualitatif. Data dikumpulkan melalui teks dan wawancara. Subyek penelitian ini adalah siswa kelas dua IPS berjumlah 21 siswa. Berdasarkan hasil yang diperoleh menunjukkan bahwa kemampuan membaca siswa IPS kelas dua SMAN 2 Soyo Jaya dalam menggunakan teknik prediksi ini berada di atas rata-rata maksimal atau sudah cukup. Guru mengharapkan atau merekomendasikan agar dengan teknik prediksi ini siswa terampil dalam membaca, siswa dapat meningkatkan kemampuan dalam membaca lebih banyak teks bahasa Inggris dan dapat mencapainya secara maksimal. Strategi prediksi mengambil peran pada minat siswa dalam membaca bacaan yang baik selama proses pengajaran. Selain itu hal-hal yang sering ditemui dalam teks bacaan diantaranya teks terlalu panjang, siswa membutuhkan kejelasan instruksi dari guru, kurangnya kosakata siswa, dan situasi belajar membuat siswa kurang memahami teks yang diberikan.

TITLE PAGE	i
STATEMENTS OF ORIGINALITY	ii
APPROVAL PAGE OF BOARD OF SUPERVISOR	iii
UNDERGRADUATED THESIS EXAMINATION	iii
CERTIFICATION PAGE OF BOARD EXAMINERS	iv
ABSTRACT	v
ABSTRAK	vi
ACKNOWLEDGMENTS	vii
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER I	1
INTRODUCTION	1
A. Background of the Research	1
B. Research problem	3
C. Objective of the Research	3
D. Significance of the Research	4
E. Scope of the Research	4
F. Definition of terms	5
CHAPTER II	6
REVIEW OF RELATED LITERATURE	6
A. Review of related studies	6
B. Review of related theories	9
C. Thinking Framework	22
CHAPTER III	23
RESEARCH METHOD	23
A. Type of the Research	23
B. Role of the Research	23
C. Location and Time of the Research	23
D. Source of the Data	24
E. Procedures of the Data Collection	24
F. Technique of the Data Analysis	24
G. Research stages and Validity	25
CHAPTER IV	27

FINDINGS AND DISCUSSION	27
A. Findings	27
B. Discussion	43
CHAPTER V	45
CONCLUSION AND SUGGESTIONS	45
A. Conclusion	45
B. Suggestions	45
REFERENCES	47
Appendices	48

CHAPTER I

INTRODUCTION

A. Background of The Research

In today's era of globalization, teaching English is a key to successful global interactions. The success of mastering this language facilitates the flow of solidarity between nations. Therefore, freedom is needed in learning and understanding the language in general. And English as a foreign language plays an important role in education because it is an international language. English as a foreign language has been included in the curriculum in Indonesia since Indonesia's independence. This government policy is quite basic, especially to improve the quality of human resources and also because many books are in English. Therefore, fluent in English is important. In Indonesia, English is one of the subjects in the curriculum. Students must master the four skills of listening, speaking, reading and writing.

Students' indifference in reading activities makes it difficult for students to understand what they learn from reading texts presented by the teacher due to lack of lexical knowledge. As a foreign language, English is very important in many other areas of life, both directly and indirectly, reading is the process by which you become the person you have always wanted or hoped to be. Reading can be used as a tool to move from traditional society to modern one, hence that reading habits can reduce barriers in the world of education, accelerate change in what is popular and is a vector of development whose strength requires effort based on

observation, teacher's strategy of what is needed to get students interested in learning.

Based on the interview result on preliminary research, the students were less interested in reading second grade English social studies at SMAN 2 Soyo Jaya. The factors that cause the lack of interest in learning English in reading are: learning that is less varied (monotonous), takes a long time to take notes, does not know the meaning of the lessons they read in the text and the most common problem is different writing methods. the writing is very different from the pronunciation and so it is difficult for them to learn and to improve their skills for English subjects that it has an impact on the lack of vocabulary, knowledge of things related to foreign languages such as English is very low, the effect is lack of enthusiasm for using textbooks that are less interesting and full of writing (text) lazy to read English and at worst it affects the value of student learning outcomes who do not reach the Minimal Completeness Criteria(KKM) and their reading skills are very low in learning English. In this case that learning to students through the use of pictures as a tool in learning to read has a positive impact, especially in getting their attention so that it activates their background knowledge and motivates students to understand and read the content of the text.

Predicting through this strategy that helps student achievement to have a high probability. Through this strategy, students discover clues or connecting points. All of our prior knowledge of places and situations allows us to predict when we are reading and thus understand and enjoy what we are reading read. Predicting brings potential meaning to the text and reduces ambiguity (Moreillon, 2007:76).

Prediction strategy activates student prior knowledge and begins to engage with key concepts. It activated before knowledge and show students that they are smart enough to think things through out in reading.

It is certainly hoped that the teacher will be able to attract the interest of those who are affected by the lack of students in learning English and also the teacher can be more super active in finding methods of learning resources for them in reading skills through Predicting strategy. textbooks, then in this case the teacher has an additional role as well as getting new things in learning English in reading skills. This study wants to examine students' through Predicting strategy in reading text as reading aids in the form of research entitled "Describing Students' Predicting strategy in Reading Text at Second Grade SMA Negeri 2 Soyo Jaya".

B. Research Problem

Based on the background the researcher states the research problem: How is predicting strategy in reading used by second grade of SMAN 2 Soyo Jaya?

C. Objective of the Research

The objectives of the research is to describe Predicting strategy in reading texts used by second graders of SMAN 2 Soyo Jaya

D. Significances of the Research

There are some significances of the research as follows:

1. For teacher, it is important to know the appropriate learning methods and strategies to attract students' ability in reading and learning English students School SMA Negeri 2 Soyo Jaya
2. For students is for students to find ability in reading information on the reading text in learning English at SMA Negeri 2 Soyo Jaya
3. For school is to improve the quality of students' abilities in learning English so that they can produce better learning than before.

E. Scope of the Research

The scope of this research is focused on social second grade SMA N 2 Soyo Jaya, with the focus of research on students' predicting strategy in reading text at second grade of SMAN 2 Soyo Jaya by using theory Zygouris explains that before reading, good readers make predictions about what they will read. Students should be encouraged to see front covers of trade books and picture books, subheadings, illustrations and captions, and graphs and charts in informational text. Students must make logical predictions based on what they see.

F. Definition of Term

1. Predicting strategy is the process of collecting data or facts that are managed into something useful for receiving them. Usually the information will be processed first so that the recipient can easily understand the information provided. In short, information has been managed into a form of valuable or meaningful function.
2. Reading text is one of the conditions that need to be considered in the selection and presentation of teaching materials in learning reading comprehension

REFERENCES

- Anderson, M and Anderson, K. 1998. *Text types in English 3*. Australia: Macmillan Education Australia.
- Ary, D. et al. 2002. *Introduction to Research in Education*. Wadsworth: Cengage Learning.
- Bailey, E. 2014. *Reading Comprehension Skills: Making Prediction*. [Online]. <http://special.ed.about.com/od/readingliteracy/a/Reading-Comprehension-Skills-Making-Predictions.htm> (accessed on May 12th 2017)
- Kirn, E and Hartmann, P. 1990. *Interaction I: A Reading Skills Book*. Second Edition. New York: McGraw-Hill.
- Fitriani. 2016. *The Students' Competence in Predicting Information on the Reading Text*. Makassar. Thesis. FKIP Unismuh
- Harris and Sipay (1980) *How to Increase Reading Ability*. Longman
- Huegli, V. A. 2008. *Strategies for Reading*. London: Procede
- Wahidah, N. 2012. *Improving The Students' Reading Comprehension In Narrative Text Through Cross Group Reporting Strategy*. Makassar: Thesis. FKIP Unismuh
- Duffy, G. 2003. *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*. New York
- Montefalco, M. 2015. *Five Stages of Reading*
http://googleweblight.com/?lite_url=https://www.slideshare.net/mobile/SlideChuChu/5-stages-of-reading&ei=SVyiuaR-&lc=idID&s=1&m=929&host=www.google.co.id&ts=1500738293&sig=ALNZjWM_CiWfGUUk0ggRSKKPr7vQrPJg (accessed on july, 20 2017, 23:59)
- Thomas, U. 2005. *The Power of Prediction: Using Prediction Journals to Increase Comprehension in Kindergarten*. [Online]. <http://files.eric.ed.gov/fulltext/ED490766.pdf> (accessed on May 18th 2017)
- Wahidah, N. 2012. *Improving The Students' Reading Comprehension In Narrative Text Through Cross Group Reporting Strategy*. Makassar: Thesis. FKIP Unismuh