The Influence of Previewing Predicting Strategy and Reading Motivation Toward Seventh Grade Students' Reading Comprehension at Junior High School 10 of Palembang

Nira Ayu Melani[1], Mulyadi[1], Masagus Firdaus[1]
[1]Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: niraayumelaney@gmail.com

Abstract: This research Influence Previewing Predicting Strategy and Reading Motivation toward Students' Reading Comprehension. Quantitative research was carried out using Pre-test, Post-test, and Questionnaire. Data analysis used the Independent t-Test and Two-Ways Anova. The appropriate research material uses descriptive text. The population in the research was class VII students of Junior High School 10 Palembang. Meanwhile, the research sample was 70 students taken using a simple random sampling technique and divided into two groups, namely experimental and control, totaling thirty-five students who had high reading motivation and thirty-five students who had low reading motivation. Data collection uses an instrument in the form of a Multiple choice written test which has four alternative answers regarding students' reading abilities. The difficulty that students experience in learning English in class is not being able to understand English texts. Previewing Predicting Strategies need to be implemented in English classes to overcome students' difficulties in understanding English texts. The results of this study indicate that there is an interaction effect of the Previewing Predicting Strategy and Reading Motivation toward students' Reading Comprehension. This means that the null hypothesis (Ha) is rejected and the alternative hypothesis (Ho) is accepted. The conclusion shows that Previewing Predicting Strategy and Reading Motivation show a significant role in increasing students' Reading Comprehension in Descriptive Text.

Keywords: Previewing Predicting Strategy, Reading Comprehension, Reading Motivation

A. Introduction

Reading is one of the four skills that play an important role in the development of English language skills. More importantly, reading is a tool for finding information on the Internet. Intensive reading is a very effective way to develop language skills, and therefore reading is an important part of classrooms where language learning is the main goal (Nutall, 2018).

According to Simaibang (2017, p.63) "students achieve a higher level of reading when they have a structure that allows them to understand the facts in a text. Reading is very important because it can increase our intelligence through knowledge and keep our minds active". Today, when information is at our fingertips, reading is the best way to gain real knowledge.

Reading is still a priority. This program focuses on developing communication skills in English and covers all four language skills, with an emphasis on reading. Reading, listening, speaking and writing have replaced the sequence of reading, listening, writing and speaking in language teaching (Huda, 2019).

There are 35 students enrolled at Junior High School 10 of Palembang. If students are not motivated to read, they are not interested and do not enjoy reading. This can have both positive and negative impacts. If this happens in the long term, students' frustration with reading will increase. Therefore, English teachers need to motivate students to want to read.

The first step is to motivate students, keep their attention, and get them interested in reading. Researchers stimulate interest by exploring students' aspirations and what reading means to them. After exploring students' aspirations and motivations, they understand the meaning of reading. Apart from increasing knowledge, reading can also improve understanding and comprehension. One factor is the type of books students want to read. This can increase students' motivation to read. Students who like to read do not need to be told to read because reading has become a necessity for them, not just a hobby. To achieve good results in reading, you must always pay attention to what you read.

Regarding this problem, the writer solve it by using previewing and predicting technique to teach reading comprehension of Descriptive text. In English classes, descriptive texts are used as teaching materials. First, descriptive text is easy to use as teaching material compared to other teaching materials. Second, descriptive text has a significant impact on students' success in learning to read (Azizifar, Koosha, and Lotfi et al. 2010).

According to Tsung & Huang (2009) "a preview is an introductory text presented to students before they begin reading to help them better understand the text." Preview is an activity where the teacher gives several instructions to students before reading, such as pictures related to the text to be read, to encourage students to anticipate. With the information provided by the teacher, students are asked to express their opinions and recall their previous knowledge based on the text they have read.

In addition, Bailey (2015) "Predicting allows students to use information from text, such as titles, pictures and diagrams to anticipate what will happen in the story". In this case, students must predict what will happen. Predicting can encourage students

to actively express themselves and ask questions. Previewing and predicting techniques make a huge difference to what is read before it is read and save time on reader comprehension. This increases vocabulary and can make reading more effective for students.

B. Literature Review

Reading is a process of extracting meanings from the written language. It is a process of interpreting a written message. It is an important skill in language learning. It is a process of communication involving the writer and the reader, the encoder and the decoder. It means that reading is an activity that aims primarily at understanding or constructing meaning from the written texts.

The word "skill" in Scarcella et.al (2017, p.59), is the ability to do something well. It means that skill is the ability to comprehend the passage requires the power of understanding the total meaning of the passage. A skill is something to do automatically without thinking about it and to do it the same way every time. Moreover, skill is an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptive carryout complex activities or job functions involving ideas, things, and people.

Brown (2010) states that "Reading comprehension is primarily a matter or important skill to develope." It's very efficient used as strategy to understand a something that we read. It's means that the purpose of reading comprehension is to efficiency of reading. Furthermore, in reading activities, students should have good reading comprehension to get information from the reading text.

Airasian (2001) A taxonomy is a special kind of framework. In the taxonomy, categories lie on a continuum such as the frequency of the underlying waves, the atomic structure and the periodicity of the elements being one of the main organizing principles of the framework. The taxonomy aims to analyse conceptual knowledge, classify, contain verbs and nouns. Taxonomies related to reading comprehension include Barret's taxonomy and Bloom's taxonomy. Barrett's taxonomy is one of the teacher's efforts to help students overcome difficulties in reading comprehension. Bloom's taxonomy is the ability to combine various components to form structures such as knowledge and thinking skills.

In addition, Yohana (2019, p.18) said that Descriptive text used to describe a thing, place, person, or animal based on facts that are currently occurring. The descriptive text structure includes identification in the form of a general description of a topic, description, namely the unique features of the thing, place, or person being described.

Swarna (2019) stated that generic structures of descriptive text:

1. Identification: Contains a general statement regarding the object to be discussed. In this section the writer begins to determine the identity of the object being described, be it a person, animal, object, place, event or other object.

2. Description: This section contains a more detailed explanation of the condition of the object under discussion. As an example, consider the representation of objects that can be viewed in terms of location, people, sound, and size. Writers usually also add adjectives to describe the condition of the object so that the reader can feel it.

3. Conclusion: This section is optional, may or may not exist. But usually when the writer makes a descriptive text there is usually a conclusion at the end of the story.

Previewing and predicting techniques before reading can make a big difference to readers (Sheorey, & Mokhtari, 2001; Scarborough, 1989). Prior to reading, the reader can get the idea about what they read and make the time efficient so that the reader can obtain comprehension (Alyousef, 2006; Pardo, 2004). This is one way to increase vocabulary and create motivation to read comfortably, so that reading activities are more effective for students.

The Procedure:

1. Teacher greets and starts the lesson, teacher prepare the material well and the teacher engages students motivation in learning reading comprehension by stimulating students curiously.

2. The teacher chooses a reading text for learning and opens the descriptive text material.

3. The teacher explains the material and the teacher presents the information from the text.

4. The teacher divide the students into several groups and the teacher gave paper about element of story in descriptive text.

5. The students discuss and answer question descriptive text on element of story in descriptive text.

C. Methods

The design used in this research is an experimental research design. Experimental research seeks to determine whether certain treatments affect research outcomes (Creswell, 2009, p.124). As Creswell explains, without specifically treating and encouraging one group, how both groups then evaluate the results.

The population of the research was seventh grade students at Junior High School 10 of Palembang. There are 5 classes consist of 175 students. In the research to be conducted, the writer chooses random sampling technique. Random sampling, also known the members of the samples of the population are chosen at random without

regard to the level that exists in the population. Then, the selected classes were grouped into two categories.

Table 1. The Interpretation Score of the Questionnaire

Motivation Level	Score
High	61 – 100
Low	20 – 60

The writer gave a reading test which the students answered on the worksheet. The reading tests given to students are pre-test and post-test. The pre-test was given before carrying out the treatment to determine students' progress in reading achievement at the previous class meeting. While the Post-test is used to find out the results of teaching reading using previewing predicting strategy for the experimental class and teaching reading using Conventional Techniques for the control class with the test material and assessment procedures the same as the Pre-test.

Table 2. Questionnaire for Reading Motivation

Motivation (X1)	Indicator	No. Item Question
Intrinsic	1. The students reading interests.	1 – 5
	2. The students choose and in challenge reading activities.	6 – 10
Extrinsic	1. The students motivate themselves strongly to read.	11 – 15
	2. The students read well about the importance of reading for themselves.	16 – 20

Source: (Hautman, Guided and Motivation 2012)

According to McMillan and Schumacher (2010) states that "questionnaires are economical, contain the same questions for all subjects, and can guarantee anonymity." There is a kind of student motivation questionnaire in reading. The writer created two categories of students' reading motivation: intrinsic and extrinsic motivation.

D. Results and Discussion

Based on the results of the following:
1. t-test analysis shows that the mean score of students with High Reading Motivation taught using the Predicting Strategy is 87.16, while the mean score of students with Low Reading Motivation taught using the Preview Predicting Strategy is 70.75.
2. t-test analysis shows that the mean score of students with High Reading Motivation taught with Conventional Technique is 75.75, while the mean score of students with Low Reading Motivation taught with Conventional Technique is 61.35.
3. t-test analysis shows that the average score of students who have High Reading Motivation taught with Predicting Strategy is 87.16, while the average score of

students with High Reading Motivation taught with Conventional Technique is 75.75.

4. t-test analysis shows that the average score of students who have Low Reading Motivation taught with Predicting Strategy is 70.75, while the average score of students with Low Reading Motivation taught with Conventional Technique is 61.35.

5. descriptive statistical analysis results show that the mean score of students with High Reading Motivation taught with Predicting Preview Strategy is 87.16, while the mean score of students with High Reading Motivation taught with Conventional Technique is 75.75.

Previewing Predicting Strategy can help students to identify, predict main ideas and connect supporting ideas to texts by working together and sharing ideas with them (Clark, & Graves, 2005; Harvey, & Goudvis, 2007). In conclusion, First, this strategy can be used as a tool to simulate students in generating ideas, being active in asking and answering questions. Secondly, Previewing Predicting Strategy can be used by students to read, predict and identify key words in reading text. Third, strategies can be used to assist students in developing intellectual minds in retelling stories in reading texts. Meanwhile, for both high and low ability students, Previewing Predicting strategy really helps them activate their knowledge before reading, increase vocabulary and be able to determine the main idea in a text reading, especially descriptive text.

E. Conclusion

From this study it could be concluded that:

1. There was a significant difference in Reading Comprehension between students who had High and Low Reading Motivation who are taught using the Previewing Predicting Strategy.
2. There was a significant difference in Reading Comprehension between students who had High and Low Reading Motivation who are taught using the Conventional Techniques.
3. There was a significant difference in Reading Comprehension between students who had High Reading Motivation who are taught using the Previewing Predicting Strategy and those who are taught using Conventional Techniques.
4. There was a significant difference in Reading Comprehension between students who had Low Reading Motivation who are taught using the Previewing Predicting Strategy and those who are taught using Conventional Techniques.
5. There were interaction effects of Previewing Predicting Strategy and Reading Motivation towards students' Reading Comprehension. This meant that the null hypothesis (H_o) was accepted and the alternative hypothesis (H_a) was rejected.

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