THE EFFECT OF ANTICIPATION GUIDE STRATEGY IN TEACHING READING

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Abstract: This research aims at finding the effect of anticipation guide strategy in teaching reading to the students of English Education Study Program at UnsimarPoso. This is a quantitative research and the researcher uses a pre-experimental research design. The samples of this research are students who enrolled Reading 1 class in 2018/2019. In conducting the research, the researcher conducts the pre-test before the treatment and post-test after the treatment. Based on the result of the research, it is shown that anticipation guide strategy can affect students' of Reading Class comprehension at FKIP UnsimarPoso. It could be seen from the result of data analysis in which students' mean score in the pre-test isincreased from 55.6 to 89 on the post-test. The result of t-counted (17.6) is higher that the result of t-table (1.713).Therefore, it can be said that the use of anticipation guide strategy can affect the students' of Reading 1 class at FKIP UnsimarPoso.
Keywords: *Anticipation Guide Strategy, Reading, Teaching Reading*

We can get information or knowledge by reading. It is the way to get the meaning from text by making a recognition, interpretation, and perception about the meaning of words to comprehension the text. Moreover, as it is provided in the curriculum, reading one of the important skills that have to be learned by the students besides three other skills: listening, speaking also writing. Students can get information, news, and knowledge through reading

Based on the writer's observation during teaching and learning process at English Education Study Program, Unsimar Poso, there are some problems occur in learning reading process. First, the students have difficulties in comprehending the text, because they just read the text word by word, sentence by sentence but failed to got meaning and information of the text, it made the students faced the difficulties to find the ideas from the reading text and could not answer the question from thetext correctly. The second, the problem that is found by the writer is related to the strategy. Usually in reading, the students are given some questions and they to answer the questions. The lecturer did not try to active the students' background prior knowledge about the text and provoked the students' curiosity about the text. As result, students feel bored in learning because this strategy always continued in each teaching reading process.

Concerning the problems in reading above, the writer tries to find a new strategy in teaching reading to the students. Anticipation Guide is chosen to be used in teaching reading.

Reading

Reading is important. Harmer (2007: 99) states that reading is useful for language acquisition. It has many positive effects for the reader because they may get information from it. It is an important process that may define in different ways. The simplest way of defining reading is to say that reading is comprehend, interpreted, and applied textual material. This definition implies that reading involvesmore than, and extends further than, the printed page. The reader brings a great deal ofinformation and experience to the page and extends comprehension beyond the information and perspective presented on the page.

Another definition of reading is that reading is a problem-solving process. As readers, we try to discover what the author means while, at the same time, we build meaning for ourselves. We use our own language, our own thoughts, and our own view of the world to interpret what the author has written.

Reading can be compared to the performance of a symphony orchestra. Like the performance of a symphony, reading is a holistic act. In other words, while reading can be analyzed into sub-skills such as discriminating letters and identifying words, performing the sub-skills one at a time does not constitute reading. Reading can be said to take place only when the parts are put together in a smooth, integrated performance.

Reading Comprehension

Many people think if reading as a skill that is taught once and for all in the first few years of school. In fact, reading is needed by all people for many purposes. It began to be taughtto childrenwhentheyare stillchild. But sometimes, they find it difficult to understand the meaning or information presented in a text. Broek et al. express that children who

experience difficulties reading and understanding information that is presented to them tend to suffer from problems in school and in their communities. Furthermore, they state that all students need guidance in effective reading comprehension strategies when working in various content areas.

Reading is a process that includes three phases:

a. Before reading

The reader establishes in his or her mind a purpose and a plan for reading.

b. During reading

The reader thinks about his or her purpose for reading and about his or her prior knowledge

c. After reading

The reader thinks about what he or she knew before reading and what he or she learned or what connections were made during the reading and then links this information together to build new knowledge

These phases are commonly called as BDA phases/strategies. In reading, the reader try to connect new text to that which is already understood (prior knowledge). BDA strategies are used to get students to activate existing knowledge, thereby creating a mental framework to which new text, terms, ideas, etc. can be attached. This mental framework is begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading as students incorporate what they have just read into their core knowledge. One strategy that is supported reading process is anticipation guide. Teacher may use this strategy to help students comprehend reading text. It is believed that this strategy will help students activate their prior knowledge and experience and think about the ideas they will be reading.

Anticipation Guide Strategy

Activation of schema and background knowledge is one of the most beneficial strategies that teacher can engage in before reading to increase comprehension (Murtagh, 1987). They can be activated in many ways: by previewing vocabulary, making predictions and assessing what is already known about the topic. If preparation by determining and building background knowledge is neglected, students may have trouble setting a purpose for reading, they may have difficulty in distinguishing ideas and answering questions. By engaging in strategies which develop background knowledge before reading, teacher can find how much background knowledge the students have. The more students know about the subject, the more interesting it becomes. As a result, it motivates students to read and learn from the texts (Hearn and Hopper, 2006).

One of pre reading strategies that builds schema and background knowledge and motivate students to read is the anticipation guide. It is a series of questions or statements (usually 8 to 10) related to the topic or point of view of a particular text. It is special guide to fixed students interesting what they are about to read and also set up the purpose of reading. It can be used within an individual child, small groups or by the whole class. It works by asking the students to respond the specific statements that the teachers choose in the head of time. Teacher designs statements to activate students' prior knowledge and have the students make prediction about what they are going to read, then students work silently to read and then agree or disagree with each statement.

Some experts have defined anticipation guide in different way. Beers (2003) defines it is a set of generalizations related to the theme of the selection. Students decide whether they agree or disagree with each statement in the guide. The statements elicit a discussion that encourages students to anticipate what they will read, to find out how these statements play themselves out in a text, and to return to the statements after reading, ready to have discussions.

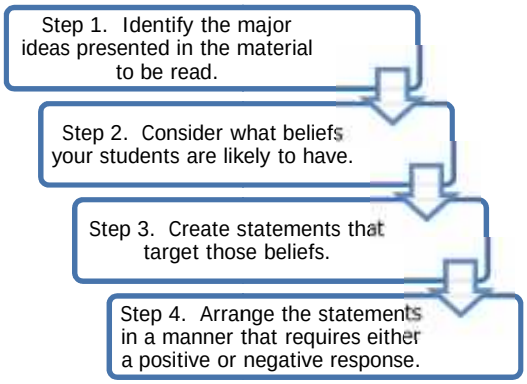
Kozen, Murray and Windell (2006) state that an anticipation guide is a pre reading strategy that combines literacy instruction and content-area learning. It provides teachers with the skills and tools necessary to address the needs of all learners, including those with disabilities. It can be effective in promoting decoding skills, enhancing word meaning, and strengthening comprehension.

Beside the definition of anticipation guide, there are also some purposes as follows:

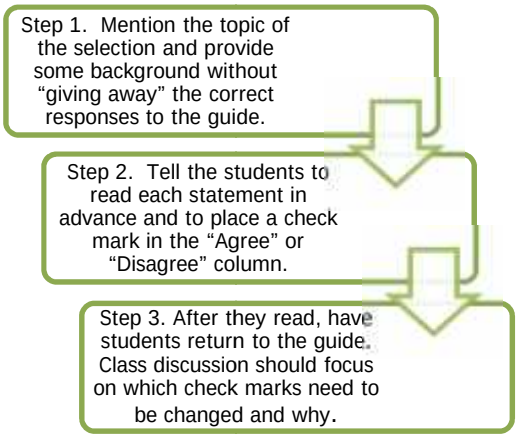
a. It helps students to activate their prior knowledge and experience andthink about the ideas they will be reading.
b. It encourages students to make a personal connection with a topic or unitof work so that they can integrate new knowledge with their background experience and prior knowledge.

When well constructed, anticipation guides have the potential to stimulate interest, not only because they can create controversy but also because they help students clear up misconceptions and accommodate new information that may be at odds with their previous thinking. Duffelmeyer (1994) offers

four steps for creating an effective anticipation guide:



Once the guide is created:



Moreover, anticipation guide is a strategy in which students forecast the major ideas of a reading passage through the use of statements that activate their thoughts and opinions. This strategy is helpful in activating students' prior knowledge and stimulating student interest just before a reading assignment is given.

Teaching Reading Using Anticipation Guide Strategy

Anticipation guides are typically a list of statements related to the topic(s) presented in a section of text. The average number of statements will range from 8 - 10. Before reading, the students review the anticipation guide and indicate if they agree or disagree with each of the statements. It has been recognized as an effective reading strategy since its development by H.L. Herber (1978). The guide was primarily used to activate students' prior knowledge of a subject. However today, educators are also using the strategy to increase motivation to read the text. In this research, generally, teacher will follow some steps in using anticipation guide as follows:

a. Introduce students to the strategy and explain its purpose.
b. Explain model strategies for students first and explain teacher thinking process.
c. Keep the emphasis on predictions, not on right versus wrong answers.
d. If needed, review story elements, vocabulary and concepts.

In using anticipation guide in the classroom, teacher will take a time to read each of the statements of the anticipation guide and ask students if they agree or disagree. She or he will also give them opportunity for discussion. After working through the anticipation guide with the students, there will be a time to read the story. It can be read independently. Teacher has to read it slowly and clearly, stopping at points related to the anticipation guide.

Anticipation Guides requires preparation on the part of the teacher (Moss and Loh, 2010:4). Here are suggested steps in creating and using anticipation guides: First, Analyze the text to identify key ideas and information. Second, Anticipation ideas from the text that helps students reflect on what they know about the topic and are interesting, controversial, or thought provoking. Third, create give to eight written statements that students will label true or false. Fourth, develop directions for the activity. Fifth, before they read have students work on the guide in pairs or teams after the topic has been briefly introduced. Give student time to discuss their responses to the statements as the large group. Last, after reading, give the student the opportunity to change their answers based on their new information. Review the guide with the whole class, asking students to identify how they have changed their responses based on their new information.

Moreover, teacher can use other strategy incorporate with anticipation guide. Incorporating discussion engages students and encourages independent thinking. Get students share their ideas with the whole class. Once the story over, review the statements on the anticipation guide with the class and discuss any important thing.

METHOD

This research is a quantitative research, a pre-experimental design.This research is done at Unsimar Poso and 25 samples students of this research are taken by using purposively sampling technique. The researcher collected the data by using pre-test, treatment, and post-test.

The researcher verified the hypothesis to prove whether the use of anticipation guide strategy is effective in teaching reading comprehension to Reading class students at FKIP UnsimarPoso. If the t-counted was higher than t –table it confirms that the hypothesis was accept. However, if the t-counted was lower than t-table, the hypothesis was rejected or there was no significant influence to the reading comprehension. In this case the researcher composed two hypotheses; they were alternative hypothesis (Ha) and null hypothesis (Ho).

FINDINGS

Result of Pre-Test

The result of the pre-test could be seen in the following table 1.

Table 1
Students' Pretest before Treatment

Number	Students' Initial	Raw Score	Standard Score
1	AAC	11	55
2	ACV	9	45
3	ARY	15	75
4	APW	10	50
5	BJA	10	50
6	BRS	11	55
7	DSP	9	45
8	ESP	8	40
9	EWS	8	40
10	FGP	9	45
11	GIP	11	55
12	IMP	11	55
13	KLP	11	55
14	KST	14	70
15	LMN	11	55
16	MHW	10	50
17	MPS	12	60
18	NWP	12	60
19	SAM	10	50
20	SML	12	60
21	STP	12	60
22	SUP	14	70
23	TWP	12	60
24	YMP	14	70
25	WAP	12	60
	TOTAL SCORE	**278**	**1390**

Based on the table 1 above, the researcher accumulated the mean score of pre-test by using the formula as follows:

$$M = \frac{\sum x}{N}$$
$$= \frac{1390}{25}$$
$$= 55.6$$

Treatments

The researcher gave the treatment to the experimental class. The treatment was conducted in three times meeting. Each meeting was lasted for about 2 x 50 minutes.

First Meeting.

There were some activities happened in this meeting. The first one is pre activity. The second one is while activity. In while activity, the researcher described narrative text that would be used in using anticipation guide strategy, gave chance to the students to communicate of shared ideas about the material, the researcher described and gave the model narrative text to the students, and together with the students discussed the material being discussed. The post activity was the last activity in meeting 1.

Second Meeting

The activity in this meeting was the same with the first meeting. The differences were only on the while activity. In this activity, the researcher reviewed the material given in the previous meeting, introduced anticipation guide strategy and also the advantages, and gave the example on how to use anticipation guide strategy.

Third Meeting

The last meeting is meeting 3. In this meeting, the researcher asked the students to practice answered the questions in the form of anticipation strategy. The students are instructed to fill the form of anticipation guide, and then submitted the paper.

Result of Post-Test

The result of students' score in the post-test can be seen in the following table 2.

Table 2
Students' Post-test Score

Number	Students' Initial	Raw Score	Standard Score
1	AAC	18	90
2	ACV	15	75
3	ARY	20	100
4	APW	17	85
5	BJA	18	90
6	BRS	19	95

7	DSP	19	95
8	ESP	15	75
9	EWS	19	95
10	FGP	15	75
11	GIP	14	70
12	IMP	19	95
13	KLP	17	85
14	KST	18	90
15	LMN	18	90
16	MHW	19	95
17	MPS	20	100
18	NWP	18	90
19	SAM	16	80
20	SML	20	100
21	STP	18	90
22	SUP	19	95
23	TWP	19	95
24	YMP	17	85
25	WAP	18	90
	TOTAL SCORE	**445**	**2225**

Based on the table 2 above, the researcher accumulated the mean score of post-test by using the formula as follows:

$$M = \frac{\sum x}{N}$$
$$= \frac{2225}{25}$$
$$= 89$$

Students' score of deviation and square deviation of pre-test and post-test are presented in the following table 3.

Table 3
The Deviation and Square Deviation of Pre-test and Post-test

No	Students' Initial	Students' Score		Deviation (d)	Standard Deviation $(d)^2$
		Pre-Test	Post-Test		
1	AAC	55	90	35	1225
2	ACV	45	75	30	900
3	ARY	75	100	25	625
4	APW	50	85	35	1225
5	BJA	50	90	40	1600
6	BRS	55	95	40	1600
7	DSP	45	95	50	2500
8	ESP	40	75	35	1225
9	EWS	40	95	55	3025
10	FGP	45	75	30	900
11	GIP	55	70	15	225
12	IMP	55	95	40	1600
13	KLP	55	85	30	900
14	KST	70	90	20	400
15	LMN	55	90	35	1225
16	MHW	50	95	45	2025
17	MPS	60	100	40	1600
18	NWP	60	90	30	900
19	SAM	50	80	30	900
20	SML	60	100	40	1600
21	STP	60	90	30	900
22	SUP	70	95	25	625
23	TWP	60	95	35	1225
24	YMP	70	85	15	225
25	WAP	60	90	30	900
	TOTAL SCORE	**1390**	**2225**	**835**	**30075**

The researcher computed the mean deviation of students' score in pre-test and pos-test in the following:

$$M^d = \frac{\sum d}{N}$$
$$= \frac{835}{25}$$
$$= 33.4$$

Then, the researcher analyzed the data statistically in order to know the significant difference of the pre-test and post-test by using the formula as follows:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$
$$\sum x^2 d = 30075 - \frac{(835)^2}{25}$$
$$= 30075 - \frac{697225}{25}$$
$$= 30075 - 27889$$
$$= 2186$$

Finally, to know the significance of the difference between the pre-test and post-test, the researcher computed the t-test as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$
$$= \frac{33.4}{\sqrt{\frac{2186}{25(25-1}}}$$
$$= \frac{33.4}{\sqrt{\frac{2186}{25(24)}}}$$
$$= \frac{33.4}{\sqrt{\frac{2186}{600}}}$$
$$= \frac{33.4}{\sqrt{3.64}}$$
$$= \frac{33.4}{1.90}$$
$$t = 17.6$$

Testing Hypothesis

The criteria of testing hypothesis was if t-counted is higher that t-table, it means that the hypothesis was accepted, but if the t-counted was lower than t-table, it indicated that the hypothesis was rejected. The result of the research showed that after counted the result of the test, it was found that t-counted was 17.6. Then, by applying 26 degree of freedom (df) = N – 2 = 25 – 2 = 23 and using 0.05 two tailed test level of significance, the researcher found that value oft-table was**1.713**. The result indicated that the t-counted value (17.6) was higher than the t-table value (1.713).Since the t-counted was higher than t-table, the researcher concluded that the use of anticipation guide strategy can affect students' reading comprehension. Thus, the result of the research accepts the alternative hypothesis (Ha) and rejects the null hypothesis (Ho).

DISCUSSION

This pre-experimental research was conducted by giving pre-test, treatment, and post-test to the students. The pre-test was given before the treatment. The treatments was conducted three times meeting while the post-test was administered after the treatment.

The result of students' raw score in the pre-test was 278 and the average score was 1390. The mean score of pre-test was 55.6. In the post-test, the result of students' raw score was 445 and the average score was 2225. The mean score of post-test was 89. It showed the students' mean score increased from 55.6 to 89.The mean deviation of students' score in pre-test and pos-test was33.4. After computing all the scores both in pre-test and post-test, the researcher found that the t-test was 17.6.The researcher also found that the t-table was1.713. It indicates that the t-test was higher than the t-table (17.6 > 1.713).

CONCLUSION AND SUGGESTIONS

The use of anticipation guide strategy can affect students' of Reading Class comprehension at FKIP UnsimarPoso. It could be seen from the result of data analysis. The students' mean score in the pre-test wasincreased from 55.6 to 89 on the post-test. The other point could be seen from the result of t-counted (17.6) is higher that the result of t-table (1.713).Thus, it can be said that the use of anticipation guide strategy can affect the students' of Reading 1 class at FKIP UnsimarPoso.

In accordance to the above conclusion, the researcher would like to give some suggestions to the English teacher to apply appropriate strategy to improve the student's achievement especially in teaching reading comprehension. The students can use this anticipation guide strategy to attract their interest in reading English text and the next researcher can apply this strategy to make students interested in studying English; especially reading comprehension.

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