The Effect of Anticipation Guide Strategy on Students' Reading Comprehension of Explanation Text

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Article Info	Abstract
  Corresponding Author: Name: Dewi Damayanti Institution: Institut Pendidikan Tapanuli Selatan Email: dewi46damayanti01@gmail.com	*The objectives of this research are to know : 1. The application of anticipation guide strategy on students reading comprehension of explanation text, 2. The students reading comprehension of explanation text before and after using anticipation guide strategy 3. Is there any significant effect of anticipation guide strategy on students reading comprehension of explanation text at the eleventh grade of SMK Negeri 1 Tantom Angkola. This research use experiental method with one group pre-test and post-test design. The population are 175 with 36 sample take by purposive sampling. The instruments of this research are observation sheet and test form multiple choices. The application of anticipation guide strategy get score 3.76 which categorized very good. Students mean score in pretest is 51.4 and 75.44 in post test. The data is analyze by using t_{test} formula. The result of data analyzing t_{test} is higher than t_{table} (22.64>2.03). The hypothesis is accepted, it means that there is any significant effect of anticipation guide strategy on students reading comprehension of explanation text at the eleventh grade of SMK Negeri 1 Tantom Angkola in 2022/2023 Academic Year.*

INTRODUCTION

Reading comprehension is capability to read and also to understand what the words mean. It is one of the most important skills in English language learning, there are some reason why it is important; first it can help the learners to increase their knowledge because they can learn many things through reading. They will get information about things that happen around them and second, reading can support the learners to master the other language skills such as speaking, listening, and writing. The researcher interested to conduct research about reading because reading is very important in this era and almost all the activities involve understanding in reading.

In learning English there is genre. Genre is kinds of text such as:, descriptive text, recount text, report text, procedure text, ,analytical exposition text, review text, anecdote text, spoof text, news item text, explanation text, etc. In this research the researcher focusses on explanation text.

Explanation text contains an explanation of a process from natural, social, science to cultural phenomena. Explanation text focus on explain about the process. The purpose of explanation text is to serve information in the form of fact. Generic structure of explanation text consists of first general statement, this part contains statement about the topic. Second is explanation, this part consists of explanation of topic in the text. The last is closing, it contains conclusions or points from the whole text.

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In fact, not all students in SMK Negeri 1 Tantom Angkola are successful in reading comprehension of explanation text. In reality, the students' ability in reading comprehension of explanation text still far from the expectation. It happens because the students lack of motivation to read, the students are lazy, the students have no confidence, teaching strategy, there is no support from family, and environment.

Actually, there are many efforts that teacher done in teaching to effecting students' reading comprehension, Such as: trying some strategy of teaching, giving some training, taking difficult word from the text before reading, asking the students to practice their reading, reading aloud in front of class, etc. But there is no any significant effect on students reading comprehension.

Furthermore, the fact was supported with average score of the students when the researcher gave some tests about students reading comprehension of explanation text in SMK Negeri 1 Tantom Angkola. Majority of the eleventh grade students of SMK Negeri 1 Tantom Angkola have 51.4 while based on Kemdikbud (2013) the ideal score is 75. It can be said that the students still have problems in reading comprehension of Explanation text.

If this problem is not solved, it would be difficult for the students in mastering the materials in English especially in reading explanation text. The students will not be active and will not participate in the learning process. The students will always think that English is difficult and not an interesting lesson.

One of the strategy that can be a solution for students reading comprehension is anticipation guide strategy. Anticipation guide strategy contains several statements made by the teacher about the topics that will be read by students. The students Will give their agreement and disagreement about the statement.

Based of explanation above the researcher interested to conduct a research about " The Effect of Anticipation Guide Strategy on Students Reading Comprehension of Explanation Text at the Eleventh Grade of SMK Negeri 1 Tantom Angkola in 2022/2023 Academic Year"

Reading is a process to get information from text. According to Nurdiana and Amelia (2017: 1) "Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. Reading is a means of language acquisition, communication, and of sharing information and idea". According to Clarke et al., (2014: 8) "metacognition refers to what we know about our own knowledge and included the ability to reflect on our understanding of text as It unfolds".

In order to get knowledge requires comprehension. Reading comprehension is the ability to get information through what is read and able to interpret what has been According to Rollins (2010: 5) "reading comprehension is the ability to read and understand the meaning of a text". Then according to Bright (2021: 17) "Comprehension is the ability to understand and interpret what is read". While according to Nurdiana and Amelia (2017: 7) "comprehension is the process of deriving meaning from connected text".

One of the text that the students must understand is explanation text. Explanation text is a text that contains some explanation about some thing. According to Desriani et al., (2020: 16) Explanation text is a text that can be interpret as a text that contains information or explanations about something. While According to Prayudha (2022: 43) explanation text is kind of text is a type of text that tells how the process starts from the formation of natural, social, science, to cultural phenomena.

Based on explanation above there are things that need to be understand in order to mastering reading comprehension in explanation text such as:
1. Factual information

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Factual information is information that the reader get from the text. According to to King and Stanley in Nurdiana and Amelia (2017: 9) Factual information requires reader to scan specific details. According to Woodward (2016: 63) factual information maybe described truth values.

2. Main Idea

Each paragraph always has main idea, so the reader know what the writer conveys. Main idea is the essence of paragraph. According to Gunning (2010: 25) main idea is a short statements contains details or ideas in paragraph. According to Rollins (2010: 5) " main idea is the most important part of a reading selection, also what the author wants the reader to remember about the selection". According to King and Stanley in Nurdiana and Amelia (2017: 9) "Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also help to remember the content later". Reader not only comprehends the idea in the text but also the relative significance as expressed by the writer.

3. Inference

Inference is a conclusion from the reader read in the text. According to Prastowo (2016: 70) Inference is a logical conclusion based on the information implied in certain parts of the text. Furthermore, according to Tennent (2015: 72) "inference is the process of going beyond the information"

4. Vocabulary

Vocabulary is one the most important thing in comprehension, with Having lots of vocabulary can improve the ability to understand words. According to Bright (2021: 17) "vocabulary refers to the collection of words that the students can read and understand". According to Arista (2015: 9). Vocabulary is a set of words that are known by someone or another entity

5. Reference

Reference is a word that refer to another word. According to Kurniawan (2011: 147) reference is the alternative name of the target object. While according to Isroi (2021: 146) reference is a statement that refers to other section.

6. Generic Structure of Explanation Text

Generic Structure is very influential on the content of the text, if in an explanation text there is no good structure, the contents of the text will be difficult to understand. According to Mahsun (2013: 189) in Desriani et al., (2020: 15) Explanation text is composed of structures consisting of general statements, explanations, and closing. According to Prayudha (2022: 43-44) the text structure in explanation text are general statement, Explanation, and Closing.

One of the suitable strategy to effecting students reading comprehension of explanation text is anticipation guide strategy. Anticipation guide contains several statements made by the teacher about the topics that will be read by students. The students will give their agreement and disagreement regarding the statement. Some statements are true and some are false, the correct answer are not obvious. Anticipation guide can create curiosity in students, as well as a tool to improve reading comprehension. Anticipation guide strategy is introduced by Herber in 1978. According to Buehl (2017: 59) "Anticipation guide strategy is a from loading strategy that forecasts major ideas in a passage through statements that activate students' thoughts and prior knowledge"

Furthermore, according to Perez (2008: 9) "anticipation guide strategy is a pre reading response theory usually done independently by the student. It contains a series of teacher generated statements concerning the topic that the students will be reading about". According to Reinburg et al., (2009: 212) "anticipation guide strategy is a strategy that helps students to activate prior knowledge."

Anticipation guide strategy is made to create curiosity in students. the teacher makes statements related to the text that Will be studied, the teacher makes several wrong statements about the text and

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arranges them in the form of worksheets with columns for students to give responses before reading the text and after reading the text it can agree disagree forma tor true-false format. In conclusion, anticipation guide strategy is several statements about the topic of the text that will be studied by students, students are ask to give agreement or disagreement regarding these statements.
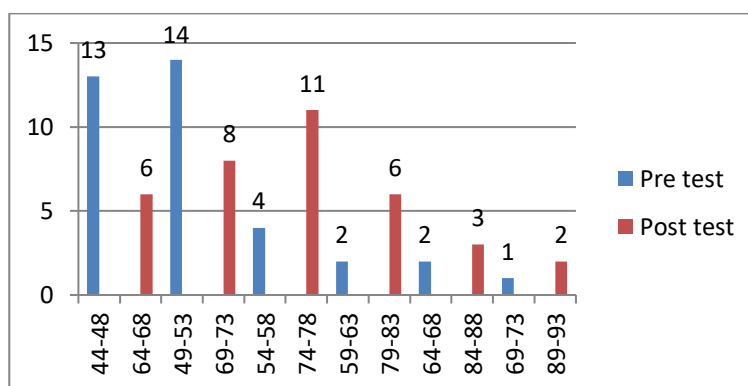
METHOD

The location of the research is SMK Negeri 1 Tantom Angkola on Jl. Tano Tombangan, Baringin Tano Tombangan, Kecamatan Sayur Matinggi, Kabupaten Tapanuli Selatan. The headmaster of the school is Karisos Limbong, M.Pd. The teachers of English are Marcus Apoy Simanjuntak, SS. and Fajar Siddik S.Pd.

In this research the researcher use experimental method. the purpose of experimental research is to investigate whether there is a causal relationship and how big the causal relationship is by giving treatment to several experimental groups and control investigations for comparison. The researcher select the eleventh grade of SMK Negeri 1 Tantom Angkola as the population of the research. There are five classes with the total of population are 175 students.The researcher choose eleventh grade TKJ-2 consists of 36 students as the sample of the research.The researcher use observation sheet and test as instrument of the research. To measure the students reading comprehension the researcher use test consists of 25 multiple choices. In this case the researcher use statistical description and inferential to analyze the data.

RESULTS AND DISCUSSION

Based on the result of data analysis of observation sheet in applying anticipation guide strategy on students reading comprehension of explanation text the researcher got total score 49 and the mean score was 3.76 which categorized "very good" it means the researcher has succeeded in applying anticipation guide strategy. Then from calaculation students score on pretest It was found that the highest score was 72 and the lowest score was 44. From the whole of data pre-test the researcher found the mean score was 51.4 which categorized enough, the median score was 52, and mode score was 52.After applying anticipation guide strategy the students score in postest It was found that the highest score was 92 and the lowest score was 64. Furthermore the researcher found the mean score was 75.44, the median score was 76 and mode score was 76.

Figure 1. Students pretest-postest score

Based on description of the data above, the researcher got mean score 3.76 which categorized very good in applying anticipation guide strategy on students reading comprehension of explanation

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text at the eleventh grade of SMK Negeri 1 Tantom Angkola. Furthermore the students mean score before applying anticipation guide strategy was 51.4, median score was 52 and mode score was 52. Meanwhile the students mean score after using anticipation guide strategy was 75.44, median score was 76 and the mode score was 76. From the calculation by used ttest formula, it was found that t test was higher than ttable, where ttest was 22.64 and ttable was 2.03. it means that there is a significant effect of anticipation guide strategy on students reading comprehension of explanation text at the eleventh grade of SMK Negeri 1 Tantom Angkola.

CONCLUSION

Based on the result of the research in chapter four, the researcher concluded:

1. The Application of anticipation guide strategy on students reading comprehension of explanation text at the eleventh grade of SMK Negeri 1 Tantom Angkola categorized "very Good". It can be seen from the observation sheet with the mean score is 3.76.

2. The students reading comprehension of explanation text at the eleventh grade of SMK Negeri 1 Tantom Angkola before and after applying anticipation guide strategy is 51.4 categorized "enough" and after using anticipation guide strategy is 75.44 categorized "Satisfying"

3. There is any significant effect of anticipation guide strategy on students' reading comprehension of explanation text at the eleventh grade of SMK Negeri 1Tantom Angkola. Based on the result ttest is higher than t table. Where t test is 22.64 and t table is 2.03. So the hypothesis is accepted.

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