

## THE IMPLEMENTATION OF PREDICTION STRATEGY IN IMPROVING READING COMPREHENSION OF GRADE EIGHT STUDENTS SMP NEGERI 2 BUMIRAYA

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### Abstrak

*Penelitian ini bertujuan untuk mengetahui apakah strategi Prediction dapat meningkatkan kemampuan membaca pemahaman siswa kelas VIII di SMP Negeri 2 Bumiraya. Penelitian ini menggunakan metode pra-eksperimental dengan desain satu kelompok yang diberi pre-test, perlakuan, dan post-test. Sampel terdiri dari 27 siswa kelas VIII Cut Nyak Dien yang dipilih dari total populasi sebanyak 82 siswa. Hasil penelitian menunjukkan bahwa strategi Prediction efektif dalam meningkatkan kemampuan membaca pemahaman siswa. Analisis data menunjukkan bahwa rata-rata nilai pre-test sebesar 45,92 meningkat menjadi 72,96 pada post-test. Selain itu, hasil uji t (t-hitung) sebesar 3,0 lebih tinggi dibandingkan nilai t-tabel sebesar 1,706. Hal ini menunjukkan bahwa hipotesis penelitian diterima, yang berarti terdapat perbedaan yang signifikan antara nilai pre-test dan post-test siswa. Dengan demikian, penggunaan strategi Prediction terbukti efektif dalam meningkatkan kemampuan membaca pemahaman siswa.*

**Kata kunci:** Strategi Prediksi, Pemahaman Membaca.

### Abstract

*This study aimed to determine whether the Prediction Strategy could improve the reading comprehension of eighth-grade students at SMP Negeri 2 Bumiraya. This research employed a pre-experimental design using a one-group pre-test, treatment, and post-test. The sample consisted of 27 students from Class VIII Cut Nyak Dien, selected from a total population of 82 students. The findings indicated that the Prediction Strategy was effective in enhancing students' reading comprehension. The data analysis revealed that the average pre-test score was 45.92, which increased to 72.96 in the post-test. Furthermore, the t-test result (t-count) was 3.0, which was higher than the t-table value of 1.706. This means that the research hypothesis was accepted, indicating a significant difference between the students' pre-test and post-test scores. In conclusion, the use of the Prediction Strategy proved to be effective in improving students' reading comprehension skills.*

**Keywords:** Prediction Strategy, Reading Comprehension.

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## INTRODUCTION

Reading is one of the most important aspects in learning a language besides listening, speaking, and writing. According to Sinin (2015:99), "Reading is an activity to understand the message from a text and reader reads a text in order to get information that is sent by writer." It means, reading is the process of combining textual information with the information a readers bring to a text.

It is very necessary for students to learn the reading skills because it can increase the students' knowledge. It allows the students to understand the main points of a text. Reading may be considered as the key to get information from any types of text such as books, magazines, newspaper and brochure. The development of science demands people to read a lot. Many science books written in English and reading skills will aid students to meet their need.

Reading activities cannot be apart from reading comprehension. It is a complex process where readers must use their abilities to understand or comprehend the meaning of a written text. It refers to understanding what the author means and what is being said, developing general inferences, summarizing main ideas, sequencing, making judgments, analysing ideas, predicting the outcomes, etc.

In the 2013 curriculum of junior high school, students are expected to be able to read, identify main ideas, information, social function, generic structure and language features of the text based on the context of its use. Specifically, in the Basic Competencies it is stated that students are able to identify the meaning and ideas of recount text both in oral and written form. In other words, the students should read and recognize the information given in the recount text.

However, when interviewing the English teacher of grade eight students at SMP Negeri 2 Bumiraya, the researcher found that the students got poor reading comprehension skills. They had difficulty in identifying main ideas and understanding the information in the text. Factors causing the problems varied, including insufficient vocabulary mastery, poor reading skills and strategies, and ineffective teaching strategies.

The researcher used Prediction Strategies with respect to the above problems to experiment its impact on students' reading comprehension. Prediction is an activity in which the students make predictions about the text before reading. Presenting the students with key

concepts, engaging them with the keys and activate their background knowledge are parts of this strategy. In short, they learn how to make prior knowledge connections in the text.

## METHOD

This study applied an experimental study, especially the pre-experimental one. It means, employed one class as samples of this study. The samples took a pre-test and a post-test and received treatments using Prediction Strategy. A pre-test and post-test were administered to measure the effectiveness of the prediction strategy. The instrument was a multiple choice test focusing on recount texts.

Pencil and paper method is the most frequently method used in collecting quantitative data. The researcher used a written test as an instrument to collect the data. The test was administered twice called pre-test and post-test. The test consisted of 10 items of multiple-choice questions. The pre-test was given before the treatment, while the post-test was given after the treatment to measure the effect of using Prediction Strategy on reading comprehension of grade eight students at SMP Negeri 2 Bumiraya.

Data analysis included calculating mean score and conducting a t-test. To analyze the data obtained from the tests, a set of formulas suggested by (Gay, 2012) were used.

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

where:

t : t-test score

Md : Mean from post-test and pre-test

$\sum x^2 d$  : Sum of squared deviation

N : Number of students

1 : Constant number

## FINDINGS AND DISCUSSION

**Findings**

The results of the research are divided into two parts: tests (pretest and posttest) and treatment. The researcher administered the tests as the main instrument for collecting data from the students. The pretest aimed to assess the students' reading comprehension ability before the treatment, while the posttest aimed to measure their improvement after receiving the treatment.

**Table 4.1 The students individual score on the pre-test**

No.	Initial Name	Score
1.	ARS	50
2.	ANA	80
3.	AP	80
4.	AR	40
5.	CFT	50
6.	DR	30
7.	DTF	40
8.	FK	20
9.	FAS	50
10.	FA	40
11.	FE	30
12.	FAA	50
13.	IPY	40
14.	IAS	60
15.	IN	20
16.	KFA	40
17.	LS	30
18.	LA	50
19.	MB	30
20.	MF	50
21.	NR	40
22.	NAF	60
23.	NPF	40
24.	NA	50
25.	NHA	20
26.	RA	80
27.	KTS	70
<b>TOTAL</b>		$\Sigma X = 1240$

**Table 4.2. The students scores on the post-test**

No.	Initial Name	Score
1.	ARS	30
2.	ANA	80
3.	AP	80
4.	AR	60
5.	CFT	70
6.	DR	80
7.	DTF	80
8.	FK	70
9.	FAS	80
10.	FA	70
11.	FE	80
12.	FAA	70
13.	IPY	70
14.	IAS	80
15.	IN	80
16.	KFA	60
17.	LS	70
18.	LA	80
19.	MB	50
20.	MF	70
21.	NR	80
22.	NAF	80
23.	NPF	70
24.	NA	80
25.	NHA	80
26.	RA	90
27.	KTS	80
<b>TOTAL</b>		<b><math>\Sigma X = 1970</math></b>

Based on the table above, in the pre-test stage, the lowest score obtained by the students was 20, while the highest score was 80. Meanwhile, in the post-test stage, the lowest score increased to 30 and the highest score reached 90. The total score in the pre-test was 1,240 with an average score of 45.92. In contrast, the total score in the post-test increased to 1,970 with an average score of 72.96.

**Table 4.3**  
**Deviation and squared deviation of the pre-test and the post-test**

No	Initial Name	Pre-test	Post-test	Deviation	Squared Deviation
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1.	ARS	50	30	20	400
2.	ANA	80	80	0	0
3.	AP	80	80	0	0
4.	AR	40	60	20	400
5.	CFT	50	70	20	400
6.	DR	30	80	50	2.500
7.	DTF	40	80	40	1.600
8.	FK	20	70	50	2.500
9.	FAS	50	80	30	900
10.	FA	40	70	30	900
11.	FE	30	80	50	2.500
12.	FAA	50	70	20	400
13.	IPY	40	70	30	900
14.	IAS	60	80	20	400
15.	IN	20	80	60	3.600
16.	KFA	40	60	20	400
17.	LS	30	70	40	1.600
18.	LA	50	80	30	900
19.	MB	30	50	20	400
20.	MF	50	70	20	400
21.	NR	40	80	40	1.600
22.	NAF	60	80	20	400
23.	NPF	40	70	30	900
24.	NA	50	80	30	900
25.	NHA	20	80	60	3.600
26.	RA	80	90	10	100
27.	KTS	70	80	10	100
Total		$\Sigma X=1240$	$\Sigma X =1970$	770	28700

Before analyzing the *t-observed* value, it is necessary to calculate the mean deviation and the sum of squares. The mean deviation indicates how far each data point deviates from the central point of the data set, while the sum of squares reflects the extent of deviation from the mean value. The detailed analysis of the mean deviation, sum of squares, and *t-observed* value is presented in the following section.

### Anaysis of the mean deviation

$$Md = \frac{\Sigma d}{N}$$

$$Md = \frac{770}{27}$$

**Analysis of the sum of squares**

$$\begin{aligned}
 \Sigma x^2 d &= \Sigma d^2 - \frac{(\Sigma d)^2}{N} \\
 &= 28700 - \frac{(770)^2}{27} \\
 &= 28700 - \frac{592.900}{27} \\
 &= 28700 - 21959 \\
 &= 6741
 \end{aligned}$$

**Analysis of the t-observed**

$$\begin{aligned}
 t &= \frac{Md}{\sqrt{\frac{\Sigma x^2 d}{N(N-1)}}} \\
 &= \frac{28.51}{\sqrt{\frac{6741}{27(27-1)}}} \\
 &= \frac{28.51}{\sqrt{\frac{6741}{27(26)}}} \\
 &= \frac{28.51}{\sqrt{\frac{6741}{702}}} \\
 &= \frac{28.51}{\sqrt{9.60}} \\
 &= \frac{28.51}{9.20} \\
 &= 3.0
 \end{aligned}$$

The result of the data analysis shows that t-count was 3.0. To know the result of t-table, the researcher applied 0.05 level of significance with 26 Degrees of freedom ( $df$ ) = (N-1) = (27-1) = 26. So, the t-table value that the researcher found was 1.706. Additionally, the t-count result of 3.0 was greater than the 1.706. This showed that, based on the evidence of the comparison of the t score

and the t-table, the researcher concluded that the hypothesis was accepted because there was a significant difference between the scores of pre-test and post-test.

## **Discussion**

The objective of this research is to determine the effectiveness of the Prediction Strategy in enhancing the reading comprehension of eighth-grade students at SMP Negeri 2 Bumiraya, specifically in recount texts. The data analysis reveals a significant difference in students' reading comprehension before and after the intervention. The average pre-test score in the experimental class was 45.92, indicating that most students struggled to understand the text. However, after the intervention, the average post-test score increased to 72.96, reflecting a very good level of text comprehension. These findings clearly answer the research question, demonstrating that the use of the Prediction Strategy is effective in improving students' reading comprehension of recount texts.

This study specifically examined the effectiveness of prediction strategies in improving the ability of eighth-grade students to understand English recount texts. The study involved 27 eighth-grade students at SMP Negeri 2 Bumiraya and took place over eight sessions. Data were collected through pre- and post-tests in the form of multiple-choice questions to measure students' understanding of recount text structure, vocabulary, and tense usage.

The Prediction Strategy has been proven to effectively improve students' reading comprehension for several reasons. According to Bailey (2015), the Prediction Strategy helps students utilize information from the text, images, and headings to predict the content of the text before reading. This activity encourages students to be more active in the reading process as they are mentally engaged in processing information even before reading the text completely. Students are trained to predict the content of the text by using clues, which helps them make connections between prior knowledge and new information in the text. When this strategy is explicitly taught to students, their reading comprehension can improve significantly.

Furthermore, this study aligns with previous research conducted by Purwati (2018), Nurfhany Hasruddin (2021), and Rika Alfisyahrin (2022), which demonstrated the effectiveness



of the Prediction Strategy in improving students' reading comprehension across various types of texts. Moreover, these studies highlighted that this method can be implemented in reading instruction due to its ability to foster an active learning environment between teachers and students. In essence, the Prediction Strategy has a positive impact on the teaching and learning process.

Therefore, the use of the prediction strategy significantly enhances the ability of eighth-grade students to comprehend recount texts. According Gaither (2011) This strategy successfully creates an interactive and dynamic learning environment and helps reduce students' reading difficulties, such as challenges in identifying main ideas and understanding the structure of the text. Furthermore, this strategy encourages students to participate in group discussions, allowing them to share and compare their predictions with their classmates. This process provides an opportunity for students to collectively evaluate the accuracy of their predictions. As a result, students enjoy and feel comfortable in learning to read, gradually reducing the reading difficulties they face. Teachers can also integrate the prediction strategy into reading lessons to enhance student engagement and their understanding of texts. Additionally, this study opens up opportunities for further research on the effectiveness of the prediction strategy with other types of texts, such as recount texts or other types, as well as in different educational levels.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the research conducted, the data analysis shows that the average score on the post-test (72.96), increased significantly compared to the average score on the pre-test (45.92). The t-test analysis also indicates that the t-value (3.0) is higher than the t-table value (1.706), which means that the research hypothesis is accepted. Therefore, it can be concluded that the use of the Prediction Strategy is effective in improving the reading comprehension of the eighth-grade students at SMP Negeri 2 Bumiraya.

### **Suggestion**

Based on the conclusions of the study, several recommendations can be proposed to enhance the teaching and learning of English, particularly in the area of reading comprehension. For English language teachers, it is recommended to consistently incorporate the Prediction Strategy into the instruction of recount texts. This strategy not only enhances students' comprehension but also promotes greater engagement and active participation in the learning process. Teachers are encouraged to adapt the strategy to meet students' specific needs by employing various techniques, such as prediction exercises using visual aids, titles, or key vocabulary.

For future researchers, it is advisable to further explore the application of the Prediction Strategy across different text types such as narrative, descriptive, and procedural texts as well as at various educational levels. Such exploration would contribute to a broader understanding of the strategy's effectiveness in diverse learning contexts. For students, it is suggested that they actively practice using the Prediction Strategy when engaging with texts both inside and outside the classroom. Consistent practice can help develop their critical thinking skills and improve their comprehension of various text types, especially recount texts.

For educational institutions, it is expected that schools will support the implementation of active learning strategies, such as the Prediction Strategy, by providing professional development opportunities for teachers and ensuring access to relevant instructional resources. Institutional support is essential for the sustainable integration of effective strategies into classroom practice.

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