TEACHING READING COMPREHENSION IN NARRATIVE TEXT BY USING PARTNER PREDICTION STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMP NURUL IMAN PALEMBANG

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ABSTRACT

The objectives of this study were conducted to find out whether or not there was significant improvement before and after the treatments between on the eighth grade students' reading comprehension achievement were taught by using partner prediction strategy of SMP Nurul Iman Palembang and find out whether or not there was significant different on the eighth grade students' reading comprehension achievement were taught by using partner prediction strategy and those who are not of SMP Nurul Iman Palembang. This study was used pretest-posttest nonequivalent groups design. The sample of the study was selected by using convenience sampling method. There were 80 students taken as sample. Each class consisted of 40 students from class VIII 4 as control group and class VIII 3 as experimental group. In collecting the data, multiple choices test was used. The test was given twice to both experimental and control groups as a pretest and posttest. To verify the hypotheses, the score data between pretest and posttest in experimental groups were analyzed by using paired sample t-test. In paired sample t-test, the level of significance was 0.000 which was lower than 0.05 and t-obtained 9.421 was higher than t-table with df=39 (2.0227). Then, the score data between posttest in experimental and control groups were analyzed by using independent sample t-test. In independent sample t-test, the level of significance was 0.030 which was lower that 0.05 and the t-obtained 2.205 which was higher than t-table with df=78 (1.9908). It means that teaching reading comprehension in narrative text by using Partner Prediction strategy had a significant effect on the students' reading comprehension achievement.

Key words: *Partner Prediction Strategy, Narrative Text, Reading Comprehension.*

1. INTRODUCTION

Nowdays, it is important to master English as one of a language that is used in the International world. In Indonesia, English has been chosen as a foreign language taught as a compulsory subject starting from the elementary schools up to University. Lauder (2008) states that English is widely recognized that it is important in Indonesia and the reason most frequently put forward for this is English is global or international language (p.2). Additionally, According to Aring (2015) English is the language of international business and the lingua franca across many regions of the world (p.7). In teaching English, there are four skills. They are listening, speaking, reading, and writing. Reading is an important skill that needs to be developed in learning and teaching activities because people get many knowledge and information by reading. Brown (2004) says that reading is the most

essential skill for success in all education contexts, remains a skill of paramount importance as we create assessment of general language ability (p.185). Meanwhile, According to Nunan (2003) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that, we can build meaning of the text if we are combining our background knowledge and information from the text (p.68).

It is clear that reading is one of the skills that should be learned. But, many students get difficulties in understanding text in English. Because, the text sometimes very long. So, they cannot read well. For the students to be good readers, they must understand and comprehend the text. Brassell and Rasinski (2008) state that reading refers to the ability to comprehend or to make meaning from the written text (p.15).

Based on the 2016 School Based Curiculum (KTSP 2006) of Junior High School level in the syllabus of English subject, There are three text types for eighth grade students. They are descriptive, recount and narrative. In this study, narrative text was used. Narrative is a text which retells the story or previous experiences. Flippo (2014, p. 102) argues that narrative text usually includes most story type of materials. There are many kinds of narrative texts (fairy tales, mystery story, novel, etc.), most of narrative texts include common structure and text feature. However, Gibbon (2005, p. 2), explains that narrative text is writing in which story is told; the details may be fictional or based on fact, and each event in the story leads to another tries to reach a goal or solve a problem. Additionally, Leinhardt, Beck, and Stainton (2009, p. 70) state that students appear to have difficulty in identifying the main story of the text and are limited in their ability to connect events into causal chains.

The researcher had interviewed the teacher and the students of SMP Nurul iman Palembang. based on the researcher informal interview with teacher of english and some students of Smp Nurul Iman Palembang. there were some problems that the students had in understanding reading narrative text. First, they had difficulties to understand meaning of the content of the text and cannot find the main idea, or get the information from the narrative texts. So, the students failed to understand longer reading materials such as stories. Second, most students can only interpret word for word without connecting with the sentence and the context of the text. These problems could make students be bored, not active in learning process. the researcher also did a small test to the eighth grade students of smp nurul iman palembang. , the researcher found that the averages score of students reading comprehension in narrative text was lower than descriptive and recount text.

Because of that, the researcher assumed that students had difficulties in comprehending narrative reading text.

To solve the problems above, The reseacher found the strategy that can be applied by the teacher in teaching learning process. One of the strategies is Partner Prediction Strategy. Sadler (2001) states that Partner Prediction Strategy is reading strategy that gives students the opportunity to work with their peers and make predictions about a story or section (p.44). Similarly, Cohen and Cowen (2008) state that Partner Prediction Strategy is an important strategy to teach readers before they start to read. Partner Prediction is not only focus on the reader's attention and give them a purpose for reading. It helps the students actively process and remember the information they are reading in their texts (p.193).

According to Brunner (2013), Partner Prediction strategy is a strategy that can be used to grade level elementary and secondary, also types of the text for fiction, non-fiction and can be easily modified for a variety of content areas (p.90). The purposes of this strategy is to help students in learning process to understand and comprehend the story from the text and share the information, ideas and prediction with their partner also help students become active in the learning processs.

Based on the explanation above, the researcher is interested in a research study entitled Teaching Reading Comprehension in Narrative Text by using Partner Prediction Strategy to the Eighth Grade students of SMP Nurul Iman Palembang. while the aims of this study are to find out significant improvement before and after treatments between the eighth grade students' reading comprehension achievement by using partner prediction strategy of smp nurul iman palembang and to find out significant difference between the eighth grade students' reading comprehension achievement who are taught by using partner prediction strategy and those who are not of SMP Nurul Iman palembang.

2.   LITERATURE REVIEW AND DEVELOPMENT OF HYPOTHESIS
a.   Concept of teaching

Teaching is an activity to transfer the knowledge to the students. Besides, teaching is not only activity to transfer knowledge but also to help students learn, and to give students motivation. According to Brown, (2007) teaching is showing or helping someone to learn how to do something, giving interaction, guiding in the study of something, providing with knowledge, causing to know or understand (p.8).

b. Concept Of Reading Comprehension

Patel and Jain (2008) state that reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language (p.114). Meanwhile, Serravallo (2010) states that, reading is thinking, understanding and getting at the meaning behind a text (p.43). It means that reading is the way of getting knowledge hidden in a text and it is important to help students in comprehending the English texts. So, it can be said that the process of reading has strong relation to someone's understanding.

Woolley (2011) explained that reading comprehension is the process of making meaning from text (p.15). Meanwhile, Lacie (2008) assumes that reading comprehension is the understanding of the meanings of written, printed words or symbols (p.145). Thus, a process in comprehending the meaning called reading comprehension. It gains information about what the reader never known before to reach understanding of the text.

Additionally, According to Wilis (2008), to comprehend a text, the reader has to remind the words, sentences, and pages in the text continuously (p.126). It means that if the reader does not have capability to recall what are in the text, he or she does not have good reading comprehension. So, the reader must comprehension the text to get information what they read.

c. Concept Of Narrative Text

Rebbeca (2003) states that a narrative text is a text, which relates a series of logically and chronologically related events that are caused or experienced by factors (p.18). Meanwhile, Wardiman, Jahur and Djusman (2008) claimed that narrative is to asume, entertain and to deal with an actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. However, narrative text have the generic structures as follow : 1) Orientation, it is about the opening paragraph where the characters of the story are introduced, 2) Complication, where the problems in the story developed, 3) Resolution, where the problems in the story is solved (p.98).

d. Concept of Partner Prediction Strategy

Brunner (2012) states that Partner Prediction is a strategy which provides the students with an interactive activity for sharing information from the reading with

classmates. In doing the strategy, the students get the chance to interact the information which they get from the text with their own classmates (p.96). Then, this strategy guides the students to share their ideas after getting the comprehension of the text. meanwhile, Cowen (2008) Partner Prediction is an important strategy to teach readers before they start to read. Partner Prediction is not only focus on the reader's attention and give them a purpose for reading. It helps the students actively process and remember the information they are reading in their texts (p.193).

e.   Procedures of Partner Prediction Strategy

Brunner (2012, p. 97) proposed the following teaching procedure by using Partner Prediction strategy, as follows :

1) Teacher asks the students to work with their partner. Then, give the students narrative text.
2) The teacher asks students to read the text
3) The teacher asks students to predict the story. Students identify the generic structure. They can share their ideas with each other.
4) The teacher allows the members to choose someone of his/her member to read aloud in each group and other partner shoulder to predicting the storyline.
5) The teacher asks the students to read a storyline so partner can check the prediction.
6) The teacher distributes the real story text and asks students to compare the story from teacher with storyline that they have made (p.97).

3.   RESEARCH METHOD

In this study, a quasi experimental design was used. one of the design is pretest-posttest non-equivalent group design. partner predicyion strategy was given for the treatments in experimental group, but the control group was not.

The Population was all the eighth grade students of SMP Nurul Iman Palembang in the academic year of 2016/2017 which consist of 4 classes. Furthermore, convenience sampling was used. There were 40 students for experimental group that was treated by using Parhrer Prediction strategy and 40 students for control group was not treated using Partner prediction strategy. The result of pretest between VIII.3 and MII.4 showed that the students' score in class VIII.3 was lower than class VIII.4. Therefore, it is assumed that VIII.3 is better to got the treatment by using Partner prediction strategy. The reading materials were taught based on teaching leaming objectives that refers to the English syllabus (KTSP 2006) of Junior High School for the eighth grade.

To collect the data, test was used (pretest and posttest). The total number of questions were forby questions after the test was tried out to the one class of the eighth grade students of SMP Muhammadyah 4 Palembang. before they implemented as research instrument, it must be analyzed or checked for their validity and reliability. The reseacher had consulted the instrument with three validators to evaluate whether the components of the instrument are valid or not to be applied in research activities. The result of instrument test and lesson plan was B. It means that the instrument test and lesson plan can be used with slight revision. Furthermore, validity of each question item was used to indicate whether the test item of each questions are valid or not. A question item is considered valid if r-output is higher than r-table {0.367'}. From 70 questions, there were 43 questions considered valid. Then, to measure the reliability test, the researcher calculated the students' score using Split Half. The result showed that p-output of, Guttman Split Half Coeficient was 0.732 which was higher than 0.70. Since the result of reliability of test was higher than 0.70, it ca be stated that the reading test was reliable for this study.

After the data obtained, paired sample t-test,. and t-tesi were usnd to analyze the data. Paired sample t-test measured whether or not there was significant improvement before and after the treatnents between the eighth grade students' reading comprehension achievement taugh by using Parhrer Prediction strategy of SMP Nurul Iman Palembang. Meanwhile, independet sample t-test measured whether or not there was significant difference between on the eigtrth grade students' reading comprehension achievement who were taught by using Parbrer Prediction strategy and those who are not of SMP Nurul Iman Palembang.

4. RESULT AND DISCUSSION

a. Data Description

In the data decriptions, distributions of frequency data and descriptive statistics were atalyzed.In distribution of data frequency, the researcher got the interval score, frequency and percentage. The result of protest and posttest scores in control and exprimental group was described in table 1 dan 2.

Table 1. Distribution of Data Frequency on Students' Pretest Scores in Control and
Experimental Groups Control Group

	Interval score	Category	N	frequency	Percentage (%)
	85-100	Very good		0	0%
Control group	75-84	Good		3	7.5%

	55-74	Fair	40	24	60%
	≤54	Poor		13	32.5%
Experimental group	85-100	Very good	40	0	0%
	75-84	Good		2	5%
	55-74	Fair		26	65%
	≤54	Poor		12	30%

Based on the result analysis of students' pre-test scores in control group, it showed that there were 13 students (32.5%) who got the score <54 in poor category, 24 students (60%) were in fair category and 3 students (7.5%) were in good category. The result of students' pretest scores in experimental group, it show that there were 12 students (30%) who got the score <54 in poor category, 26 students (65%) were in fair category and 2 students (5%) were in good category.

Table 2. Distribution of Data Frequency on Students' Posttest Scores in Control
and Experimental Groups

	Interval score	Category	N	frequency	Percentage (%)
Control group	85-100	Very good	40	0	0%
	75-84	Good		9	22.5%
	55-74	Fair		25	62.5%
	≤54	Poor		6	15%
Experimental group	85-100	Very good	40	2	5%
	75-84	Good		12	30%
	55-74	Fair		21	52.5%
	≤54	Poor		5	30%

Based on the result analysis of students' posttest scores in control group, it showed that there were 6 students (15%) who got the score <54 poor category, 25 students (62.5%) were in fair category and 9 students (22.5%) were in good category. The result analysis of students' posttest scores in experimental group. it shows that there were 5 students (12.5%) who got the score <54 in poor category, 27 students (52.5%) were in fair eategory, 12 students (30%) were in good category and 2 students (5%) were in very good category.

b. Prerequisite Analysis

ln prerequisite analysis, normality test and homogeneity test were analyzed. In measuring normality test, I- sample kolmogorov smimov was used. The result showed that the significance value of students' pretest score in control group was 0.109, while the experimental group was 0.831. Moreover, the result showed that the significance value of students' posttest score in control group was 0.685, while the experimental group was

0.273. It could be stated that the students' pretest and posttest scores in control and experimental group were considered normal. Furthermore, in measuring homogeneity test, Levene Statistics was used. The result was obtained from the students' pretest and posttest scores in experimental and control groups. From the result of the p-output it was found that the significance level was 0.621 and 0.354 for posttest. It can be stated that the data was homogenous.

c.   Hypotheses

Based on the result of paired sample t-test, obtained was (9.421) and t-table was (2.0227) the result of paired sample t-test figured out in table 3.

Table 3. Result Analysis of Paired Samplet-test on Students' Pretest-Posttest

Scores in Experimental Groups

Using Partner Prediction Strategy	Paired Sample t-Test			Ha
	T	Df	Sig. (2tailed)	
	9.421	39	0.000	Accepted

Moreover, based on the result of independent sample t-test, it was found that the p-output was 030, t-obtained was (2.205) and t-table was (1.9908). Therefore, it could be conclude that the null hypotheses (Ho) is rejected, and the alternative hypotheses (Ha) is accepted. The result analysis of independent sample t-test is figured out in table 4.

Table 4. Result Analysis of Independent Sample T-test on Students' Posttest Scores in

Experimental and Control Groups

Partner Predietion Strategy and those who are not	Independent Sample t-Test			Ha
	T	Df	Sig. (2tailed)	
	2.205	78	0.030	Accepted

d.   Discussion

Based on the findings above, the researcher made some interpretetions. They are: First, before the students were given treatment, the pretsst was conducted to the experimental and control groups. The result showed that the students' pretest scores in experimental was lower than students' scores in control group. Because, the students cannot understand the meaning of the words from the text and the students caxnot find the main idea of the text. So, the students did not comprehend narrative text and could not retell

the story after they read the tert. In contras! Billups {2011) argues that the purpose of narrative text is to entertain, to tell a story, or to provide an aesthetic literary experience (p.32).

Second, after the researcher did the pretest, the students in experimental group were given the treatment by using Parluer Prediction Strategy to help thern in learning reading, especially in narrative text. After using Partner Prediction strategy, the researcher found that the students were active in Iearning process and the students were able to share the new idea with their friencls. Brunner (2012) states that partner prediction is a strategy which provides the students with an interactive actiity for sharing information from the reading with classmates (p.96). In addition, Sadler (2001) explains that Partner Prediction is a reading strategy that gives students the opportunity to work with their peers and make predictions about a story. It is designed to help students actively process and remember the information in reading text (p.44).

The treatments were given to the experimental group for ten meetings. In first and third meetings, the students were confused how to follow the learning process of Prediction strategy. So, the researcher managed the students in doing the treatment. Besides, the researcher also demonstrated Partner Prediction strategy during the treatment. Neverthless, between fourth and sixth meetings, they slowly could find the main idea and they could give prediction about the text. Finally, in seventh to tenth meeting, the students could understand the material well and they also could apply Partner Prediction strategy in leaming narrative reading. They felt that it was easy to comprehend the text, because they could share the information from the text with their friends, they could activate their prior knowledge so that the students can be active in class. It is related to Sadler (2001) who said that the benefits of Parbrer Prediction strategy were allow students to treat their skill in reading comprehension, It helps the students to become creative in thinking of learning process, and It helps students to know words, phrase, sentence or idea of the text after reading (p.196).

Third, from the result of paired sample t-test, it can be concluded that partner prediction strategy could improve students' reading comprehension achievement in experimental group. For that reason, it can be stated that there was a significant improvemeut between students' pre-test scores (before getting treatment) and students' post-test scores (after getting treatment) in experimental group. It was also supported by previous study from Oktavina (2013) she found that there was a significant improvement toward students' reading eomprehension achievement who were taught by using Partner

Prediction strategy (p.1). According to Cohen and Cowen (2008) partner prediction is an important strategy to teach readers before they start to read. Because, not only focus on the reader's attention and give them a purpose for reading, but it also helps students actively process and remember the information they are reading in their texts (p.193).

The last, from the analysis of independent sample t-test on students' post-test scores in experimental and control groups, the researcher foundthatthe students' score in control was lower than students' scores in experimental group, It could be stated that there was a significant difference between the students' posttest in control and experimental groups. The researcher assumed that Partner Prediction Strategy was effective in teaching reading comprehension and students motivation to read the text significantly improve. Because, Partner Prediction strategy can helps students to find the information aboutthe story. It is lined with Lipton and Hubble (2009) they state that the procedure of Partner Prediction strategy helps students to predict what the story might be about with their partner. For the purpose of linking new content to remember the information they are reading in their texts, and they are able to conceptualize some information of the text with storyline and then strucluring story with recall text based on story line that their was made (p.80). So, the students become active in learning process. It was supported by previous related study from Risa (2014), she found that there was a significant difference between the students' posttest scores in experimental and control groups (p.xii). It can be concluded that Parhrer Prediction strategy could help the students in learning reading narrative text.

Based on the explanation above, partraer prediction strategy was successfully implemented to the eighth grade students of SMP Nurul Iman Palembang. Therefore, the teacher of English ca.n use Parhrer Prediction strategy in teaching and learning process as an alternative strategy to improve students reading comprehension achievement.

5.   CONCLUSION

Based on the findings and interpretatians, it can be drawn some conclusions. First, the researcher concludes that there was significant improvement on the eighth grade students' in reading comprehension achievement before and after the treatment. The students got higher score after they. were given the treatment. It could be seen from the result of the mean score of the pretest and the posttest experimental group. Second, there was significant difference on the eighth grade students' in reading comprehension achievement between those who are taught by using Partner Prediction strategy and those who are not of SMP Nurul Iman Palembang. It could be seen from the result of the

calculation, t-obtained was higher than t-table. Hence. the null hypothesis (Ho) was rejected and the aiternative hypothesis was accepted. Second, From l-10 meetings ten the researcher did the treatment for the students in experimental group, the students were motivated and interested in the fourth meetings. The students discussed the narrative text entitled "The Chipmunk That Ran Away". The students could give prediction about the tet'c, they slowly could find main idea, they could identify the generic structure also language features from the tex1. The students like this strategy because the students can share there idea with their friends about something they already known after they read the tex1. It can be concluded that the students were easier to understand the meaning of the text. It help them to comprehend and guess the content of the text.

Therefore, it could be assumed that Partner Prediction strateg,v could be applied to increase students' in reading comprehension, especially on the eigirth grade students of SMP Nurul Iman Palembang. It also can be inferred from the result of the test, it implied that Partner Prediction strategy can be used as an alternative strategy in teaching English, especially to the EFL students.

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