CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is aimed at giving brief discussion on what is related to the focuses of this study. This chapter discusses the theories about teaching strategy, anticipation guide strategy, reading comprehension and narrative text.

A. Teaching Strategy

Talking about strategy in the context of teaching and learning, it can be defined as general pattern of teacher and students actions in manifestation of teaching activity. According to Djamarah and Zain (2005: 8), teacher's strategies in teaching learning defined as the teachers' effort in using several components such as material, methods, and media in order to influence the students to achieve the goals. Related to the components, the goal is one of the essential aspects that can influence learning components. The components should be appropriate to achieve teaching goal effectively and efficiently. The one inappropriate component can make it difficult to achieve the goal. The component can be appropriated with the goal if the teacher comprehend about teaching process, there are teacher preparation, teacher implementation and teacher evaluation.

Reasonable aspects of teaching are related to the set of teacher's goal for their students. Further, it is deliberate because teaching is always meant to achieve a goal, which is mainly to facilitate students in learning. Teaching was

reasonable because what is taught by teachers to the students is considered important by the teacher (Purwanto, 2008:3). Deliberate aspects related to how teachers help students achieve the goals, learning environment and teachers do some activities and experience that are provided. The environment, activities and learning experience should be aligned with the learning objectives. Discrepancies among learning objectives and other components can make the goals of teaching and learning cannot be achieved.

From the explanation above, strategy in teaching and learning obviously has several components. The strategy can be defined as teacher's effort in teaching and learning process for the purposes to reach the goals as well as possible. The goal of learning must be provided in order to conduct teaching and learning activity. To make the component suitable with the goals the teacher must comprehend about teaching process. In conclusion, teaching strategy have two matters; there are components of teaching and teaching process.

1. Components of teaching

There are some components of learning that are defined as the teachers' strategies (Susilo, 2013: 14):

a. The Material

Basically, materials used in EFL classroom are created by four groups of institution. There are publishing companies, government agencies, classroom teachers and curriculum development teams at the school level (Gebhard, 2000: 89). For the teacher who teaches in a private language

school or business, they probably use commercial materials. These include EFL texts, audio tapes with accompanying workbooks, video tapes with work sheets for students and computer program. Then, for the teacher who teaches in a public school in a country with a centralized educational system, teacher might conduct the teaching using materials that are produced by government education agencies or committees. Some countries in the world establish special committees that either produce their own texts or solicit proposals from teacher to produce texts. After being approved by this central committee, these texts are produced and used in the school. In addition, classroom teachers are sometimes given a day by lesson plan, which includes goals of the lesson, steps in implementing it and materials needed to teach it.

The materials of lesson are substance that will be presented in the process of teaching. The teacher should have the competence in preparing and mastering the materials before teaching the students. There are two problems in mastering the materials. There is mastery the primary material and mastery the complementary material. The primary material is the principal subjects related to the study of teachers according to their expertise. Further, complementary materials are learning materials that improve teachers' skills in teaching to support in conveying the primary material process (Djamarah and Zain, 2010: 43). As the result, for the teachers who are not satisfied with the text, they probably adapt the text or design the entire lessons with materials they create their self.

b. Method

Method is the plan of language teaching which is consistent with the theories and procedural. According to Anthony (in Brown, 2000: 14) method is described as an overall plan for systematic presentation of language based upon a selected approach. Furthermore, approach was a set of assumptions dealing with the nature of language, learning and teaching. The method is a generalized set of classroom specifications for accomplishing linguistic objective. Method tends to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials (Brown, 2000:16).

Based on the explanation above, method is a procedure how the teacher can convey the material for students in the classroom. In teaching English as foreign language, there are some enable methods used by English teacher in teaching reading such as skimming and scanning. Skimming means reading quickly for the general meaning of the text to find out about the topic, the main ideas and the general organization of the text. Scanning means knowing what information is needed before reading so the students read quickly looking for that particular information.

c. Media

The word media is plural from the word *medium,* the meaning is mediator (Suwarna, 2006: 127). Media is whatever a combination of things or system of thing used to deliver for communications or other

instructional stimulate to the learner. A media, broadly conserved is any person, material or event that established condition with enable the learner to acquire knowledge, skill and attitude (Djamarah and Zain, 2010: 120). In the process of teaching and learning the media play an important role. It can be used by teacher to students as mediator in conveying the material. As the result, media can make the teacher easier to teach students by considering the contents and objective of teaching as defined before.

According to Kemp and Dayton (cited in Suwarna, 2005: 128), the advantage of teaching media are: (a) Teacher can deliver the material appropriately, (b) The process of teaching and learning becomes more interesting, (c) The process of teaching and learning can more interactive, (d) The times of teaching and learning is deductible, (e) Students' learning quality increased, (f) The process of teaching and learning can apply wherever and whenever, (g) Positive attitude of students in learning process increased, (h) The teacher's role becomes more positive and productive.

As the explanation mentioned above, there are some advantages of the using teaching media. Actually, media can make the process of teaching and learning more achievable for teacher and students. For this reason, many English teacher use media to give a chance for students to express themselves in meaningful ways and potentially contribute to their knowledge in activate their background knowledge in reading learning.

According to expert, media are divided to be some parts. Lhassin, Pollock & Regeuth (in Aqib, 2013: 55) states as follows:

a. Media – Human

In this case, the media is the teacher selves

b. Media – Printed

The example of this media like books and script of text

c. Media – Audio

The example of this media like tape recorder

d. Media – Visual

The example of this media like graphic, map, picture and photo

e. Media Audio – Visual

The examples of this media like video, film and television.

2. Teaching process

a. Teacher preparation

Teacher preparation is the teacher's activity about prepare their needs in learning process. One of the teacher's needs is a material, it is the important things before the teacher implement the strategy. According to Nation and John (2009: 189) making material can develop a deeper understanding of an activity. When making material, participants should always keep their own learners in mind. This will ensure that the material is appropriate and consistent.

Based on the explanation above, teacher preparation is the teacher activity such as prepare the materials that use in learning process. The

material must be reasonable and usable, and the theory and practice are more closely related.

The other preparation is the teacher makes a lesson plan to make success the learning process. Lesson plan are organized by subject and grade level. Within each lesson, the teacher will find clear objectives, description of materials needed, a thorough procedure with an opening and closing as well as assessment and modification. There are some several components in the lesson plan: core competence, basic competence, indicators, learning objectives, learning materials, learning method, steps of learning, media or learning source, and assessing process.

b. Teacher Implementation

Teacher implementation is teacher's activity which is the teacher apply the strategy or method in learning process. Picard (2004: 4) Implementation activities are classroom-based suggestions that teachers can immediately try out in daily instruction. All strategies are proactive. The strategies are things teachers can do, either alone or in collaboration with the principal or colleagues. The strategies presented are not meant to be comprehensive. They may serve as starting points for developing other strategies. A particular strategy may be modified to suit the needs of the principal and the teacher. A strategy may also be repeated. The selection of strategies must also be appropriate for the developmental level of the students in the teacher's classroom.

Based on the explanation above, teacher implementation cannot be separated with the learning process. The strategy that will be applied must be appropriate for the developmental level of the students. There are three matters that must be understood in teacher implementation: 1) pre-activities, here the teacher will give a greeting, motivation, show the materials and explain the learning objectives or basic competence that will be reached, (2) Main activity, here the teacher have five activities, there are observing, questioning, associating, experimenting and networking. (3) Post activity, here the teacher can give the conclusion about the material that was given for students in the classroom.

c. Teacher evaluation

Teacher evaluation is the teacher's activity about how the teacher knows the result of the implementation. Nation and John (2009: 123) states that evaluation requires looking both at the results of the course, and the planning and running of the course. According to John Echols and Hasan (in Thoha, 2003: 1), the term "evaluation" comes from the English that means assessment or appraising. Meanwhile, Nation and John (2009: 123) states that evaluation requires looking both at the results of the course, and the planning and running of the course. Evaluation is not only asses the activities spontaneously and incidentally, but it is an activity for assessing something as planned, systematic, and directed based on the explicit goal.

Based on the explanation above, the objective of evaluation is defined to measure how far the teaching and learning goal has been achieved through the implementation of learning activity. In the process of teaching and learning, evaluation is directed to know student's language proficiency. Actually, language proficiency is divided into four language skill; they are listening, reading, speaking and writing skill. Besides language skills, some language components such as grammar, pronunciation and vocabulary should also be evaluated.

The large number of evaluations' expert talks in terms of both formative and summative evaluations, depending on the use of the evaluation information (Arends, 2004: 218). According to Brown (2004: 402) formative evaluation is done to students in the process of "forming" their competencies and skills in order to help them continue that growth process. Formative evaluation takes place when a course is in progress (still being formed), which implies that the students being taught could benefit from any insight gained (Allison, 1999: 65). Whereas summative evaluation occurs when a course is over and experience is being summed up. This evaluation is specifically designed to tap into a storehouse of skills and knowledge, usually within a relatively short time limit.

Related with formative and summative evaluations, Suryabrata (in Thoha, 2003: 10) states that the classifications of formative and summative evaluation as follows:

1) Formative evaluation is needed to get feedback purposed to complete the correction of teaching and learning process.

2) Summative evaluation has function to measure the achievement of the whole education program that was conducted in the end of conducting teaching and learning (in the last semester/ years).

There are some steps in an evaluation, all of the early steps in evaluation aim at deciding why the evaluation is being done and if it is possible to do it (Nation and John, 2009: 123).

a. Find who the evaluation is for and what kind of information they need.

b. Find what the results of the evaluation will be used for to improve the course, to decide whether to keep or get rid of the course.

c. Decide if the evaluation is necessary or if the needed information is already available.

d. Find how much time and money are available to do the evaluation.

e. Decide what kinds of information will be gathered: Amount of learning, quality of learning, quality of teaching, quality of curriculum design, quality of course administration, quality of support services – library, language lab, etc., teacher satisfaction, learner satisfaction, sponsor satisfaction, later success of graduates of the course, and financial profitability of the course.

f. Try to gain the support of the people involved in the evaluation.

g. Decide how to present the findings.

h. Decide if a follow-up evaluation is planned to check the implementation of the findings.

When an evaluation has been done, the results need to be presented. The results of an evaluation may also be threatening to the individuals concerned, especially if weaknesses are revealed.

B. Anticipation Guide Strategy

Prediction strategies activate thought about the content before reading. Students must rely on what they know through previous study and experience to make educated guesses about the material to be read. The teacher can facilitate student-centered purposes by creating AGS about the meaning of what will be read. This strategy can use in many kinds of the text, like story genres; narrative, news story, exemplum, enecdote, recount, spoof and also in factual genres; procedure, explanation, report, exposition, discussion, description, review, news item and commentary.

H.L Herber (1978) states that AGS have been recognized as an effective reading strategy since their development. The guides were primarily used to activate students' prior knowledge of a subject. AGS is a strategy that is used before reading to activate students' prior knowledge and build curiosity about a new topic.

AGS are typically a list of statements related to the topics presented in a section of text. The average number of statements will range from six to twelve. Before reading, the students review the AGS and indicate if they agree

or disagree with each of the statements. Most of the statements are clearly true or false, but two or three of them should be written to generate controversy and argument. Students consider the accuracy of their predictions as they read AGS form. After reading, students evaluate their performance and discuss what they have read with the other students. This activity makes the students more interested in reading because they will interact with their friends in comprehending the text (Yummi, et. al., 2014: 153).

Based on the explanation above, AGS can help students to get new topic or idea before read the text. The student also gets the new opinions from the statements that challenge the students' knowledge and arouse their curiosity. The AGS can also be used as the basis for post reading discussion. Students react to the same statements a second time using the information they read in the text.

Vacca, et. al (1999: 373) stated that AGS is a series of statements to which students must respond individually before reading the text. Their value lies in the discussion that takes place after the exercise. The teacher's role during discussion is to activate and agitate thought. As students connect their knowledge of the world to the prediction task, the teacher must remain open to a wide range of responses. Draw on what students bring to the task, but remain nondirective in order to keep the discussion moving.

AGS may vary in format but not in purpose. In each case, the readers' expectations about meaning are raised before they read the text. Keep these guidelines in mind in constructing and using the AGS:

1. Analyze the material to be read. Determine the major ideas-implicit and explicit-with which students will interact.

2. Write those ideas in short, clear declarative statements. These statements should in some way reflect the world that the students live in or know about. Therefore, avoid abstractions whenever possible.

3. Put these statements in a format that will elicit anticipation and prediction.

4. Discuss the students' predictions and anticipations before they read the text selection.

5. Assign the text selection. Have the students evaluate the statements in light of the author's intent and purpose.

6. Contrast the readers' predictions with the author's intended meaning.

Defrioka (2013: 77) stated that the advantages of applying AGS have been discussed by many researchers based on their studies. Kozen, Murray and Windell (2006) studied the use of AGS in Middle School Classrooms. They cited several advantages to using AGS. The first advantage is that it is a tool that can be used in a variety of disciplines. Students can use the same literacy strategy in multiple classes and become more proficient in their pre-reading skills. Secondly, AGS can be multi-sensory and involve multiple intelligences. Students could map or diagram their ideas, students could write in the top margins on a copy of the text, or students could talk with other students. Third, AGS create a community of learners. Students build a shared knowledge base. Finally, students have a record that they can use to evaluate how their understanding of a concept has changed.

In conclusion, AGS can be used to activate prior knowledge before reading, encourage readers to use that prior knowledge during reading, and continue students' involvement into a post reading stage by reacting again to the guide. By using AGS, the discussion will be effective and the students can be active in the class discussion.

C. Reading Comprehension

Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson, et. al., 1985: 7). It means that reading is a process to find information or meaning in the text. To find the information from the text, the readers have to comprehend the text itself. According to Grellet (1981: 3) reading comprehension is understanding a written text means extracting the required information from it as possible. The readers expected to be able to extract information by using comprehension skills.

Defrioka (2013: 75) stated that there are three factors that must be considered in teaching reading comprehension. *First*, Building prior knowledge is an important aspect of teaching comprehension. *Second*, the teacher can help students by providing for successful reading lesson. *The last factor* is consider the reading context. Involving the setting, the task set and the purpose of reading.

In implicating the three factors above, teachers must include explicit reading strategies as an integral element of their instructional plans. They

should integrate effective comprehension strategies before, during and after reading. Philippot (2009: 31) explains each of pre-reading, during reading and post-reading activities:

1. Pre-reading activities

Pre-reading activities prepare students to read an upcoming selection. Pre-reading activities are particularly important because with adequate preparation the experience of reading will be enjoyable, rewarding and successful. Pre-reading activities are widely recommended and a number of different types of pre-reading activities have been suggested. There are some types of pre-reading activities.

Motivating, the first category listed under prereading activities, includes any activities designed to interest students in the upcoming selection and entice them to read.

Activating or building background knowledge is always important if students are to get the most from what they read. When teacher active background knowledge, teacher prompt students to bring to consciousness already know information that will be helpful in understanding the upcoming text.

 To activating background knowledge, *providing text-specific knowledge* gives students information that is contained in the reading selection. Providing students with advance information about the content of selection giving students the seven topics discussed in an article on writing personal narratives,

for example may be justified if the selection is difficult or densely packed with information.

As used here, *preteaching vocabulary* refers to preteaching words that are new labels for concepts that students already know. *Preteaching concepts* is a different matter. Preteaching concepts refers to preteaching new and potentially challenging ideas, not just new labels for ideas students already understand.

Then we have listed *prequestioning, predicting and direction setting* together because we believe that they are similar activities. With any of them, we are focusing students' attention and telling them what is important to look for as they read. Such focusing is often necessary because without it students may not know what to attend to.

In the next prereading activitiy , *suggesting strategies,* the key words is suggesting. It is appropriate to suggest that students use strategies they already know. The final two types of prereading activities are designed English Language Learners, who are of course present in many English classrooms in today's school. The first of these is *using students' native language.* When the going gets tough and when the gulf between students' proficiency in English and the task posed by the reading becomes wide and deep, one extremely helpful alternative is likely to be to use students' native language. We have not listed using students' native language in our lists of during or postreading activities in order to avoid redundancy. It is important to remember, however,

that employing students' native language is just as viable an option as students are reading a text or after they have read a text as it is before they read.

2. During-reading Activities

During reading activities include things that students themselves do as they are reading and things that you do to assist them as they are reading. Like prereading activities, during reading activities are frequently recommended, although there are probably not as many really different types of during-reading activities for students. There are five types of during-reading activities.

We have deliberately listed *silent reading* first because it is and should be the most frequently used during-reading activity. It is both a basic rule of learning and everyday common sense that one needs to repeatedly practice the skill he is attempting to master. If we choose appropriate selections for students to read and have adequately prepared them to read the selections, then the students will often be able to silently read the selections on their own.

Reading to students occurs rarely in some secondary school, and that is unfortunate. Hearing a story or piece of exposition read aloud is a very pleasurable experience for many youngsters and also serves as a model of good oral reading. Reading the first chapter or the first few pages of a piece can help ease students into the material and also serve as an enticement to read the rest of the selection on their own. Still in most instance students should read silent in their own. One gets good at reading through reading.

Supported reading refers to any activity that teacher use to focus students' attention on particular aspect of a text as they read it. Supported reading often begins as a prereading−activity perhaps with your setting directions for reading−and is then carried out as students are actually reading. With supported reading activities, a student's goal is to learn something from the reading rather than just reading for enjoyment. Thus, supported reading activities are frequently used with expository material. However, it is also possible to guide students in understanding and responding to narratives, for example, to recognize the major themes in a novel or to empathize with the protagonist of a short story.

In many secondary classrooms, *oral reading by students,* like oral reading by the teacher, is a relatively infrequent activity. Reading orally can also helpful when the class or a group of students is studying a passage and trying to decide on alternative interpretations or on just what is and is not explicitly stated in the passage.

Sometimes because of what is either required by the curriculum or what is available, students will be reading selections that present too much of a challenge due to their length or difficulty. In these cases, *modifying the text* is appropriate. The most efficient way to modify a selection is to shorten it.

3. Postreading Activities

Postreading activities serve a variety of purposes. They provide opportunities for students to synthesize and organize information gleaned from the text so that they can understand and recall important points. Postreading

activities are also widely recommended and in most classrooms are frequently used. In postreading activities there are eight types' activities for students.

Questioning, either orally or in writing, is a frequently used and frequently warranted activity. Questioning activities give the teacher an opportunity to encourage and promote higher-order thinking to nudge students to interpret, analyze, and evaluate what they read.

Some short of *discussion,* whether it is discussion in pairs or small groups or discussion involving the entire class−is also frequent and often very appropriate. Discussion gives students a chance to offer their personal interpretations and responses to a text and to hear those of others.

Writing is a postreading task that probably ought to be used more frequently than it is. Writing is challenging activity and it is important to be sure that students are adequately prepared for writing. It means that if students are expected to write about a selection, the teacher usually need to be sure they have comprehended the selection well.

Drama offers a range of opportunities for students to get actively involved in responding to what they have read. By drama, we refer to any sort of production involving action and movement. Given this definition, short plays, skits, pantomimes, and readers' theatre are among the many possibilities.

Artistic, graphic and nonverbal activities constitute additional possibilities for postreading endeavors. In this broad category, we include visual art, graphics, music, dance, and media productions such as videos, slide shows, audio tapes, and work on the Web, as well as constructive activities that you

might not typically think of as artistic. Probably the most frequent activities in this category involve creating graphics maps, charts, trees, diagrams, schematics and the like.

Application and outreach activities include both concrete and direct applications−cooking something after reading a recipe−and less direct ones−attempting to change some aspect of students government after reading something about state government that suggest the possibility. Here, also include activities that extend beyond the campus−planning a drive to collect used coats and sweaters after reading a news article on people in need of winter clothing or taking a field trip to a local art museum after reading about one of the artist represented there. Obviously, there is a great range of application and outreach options.

Although there is some overlap between the next postreading activity we consider, *building connections,* and the one we just discussed, application and outreach activities, we have chosen to list building connections as its category because it is so important. Only by helping students build connections between the ideas they encounter in reading and other parts of their lives can we ensure that they to come to really value reading, read enough that they become proficient readers, see the relevance of reading and remember and apply important learnings from their reading.

The final postreading activities we consider is *reteaching.* When it becomes apparent that students have not achieved their reading goals or the level of understanding you deem necessary, reteaching is often in order; and

the best time for reteaching is usually as soon as possible after students first encounter the material. In some cases, reteaching may consist simply of asking students to reread parts of a selection. In other cases, you may want to present a mini-lesson on some part of the text that has caused students problems. And in still other cases, students who have understood a particular aspect of the text may assist other students in achieving similar understanding.

D. Narrative Text

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the school where English is though as a foreign language. To make the students enjoyable and pleasure in learning reading, teacher must select interesting reading text to teach reading comprehension for senior high school.

According to Wahidha (2013: 14) narrative text is interesting text which is the function is to amuse, entertain and to deal with actual or various experience in different ways. It means that narrative text can use as a reading material in teaching reading.

Ermawati (2010: 22) states that narrative is a basic and constant form of human expression regardless of ethnic origin, primary language, and enculturation. Narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting, cinema, comics, news item, and conversation.

Meyers 2005 (in Zakiah, 2015 :17) stated that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some events in your life as if it were own. It means that the reader not only understands the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happens for them.

From the definition above, the researcher concludes that the narrative story is a story tells us about something interesting that has purpose to amuse or entertain to the readers.

There are six structure elements of narrative text; it is stated by Ermawati (2010: 31). The structure elements are abstract, orientation, complication, evaluation, resolution and coda.

1. Abstract

    The abstract structure of narrative is that in general more than one action is described and the sequence described is causally or rationally connected. The abstract which begins the narrative and briefly states, "not only what the narrative is about but why it was told". An abstract, briefly summarize the story.

2. Orientation

    Orientation establishes the time, place, setting and opening cast. Orientation identifies the time, place, persons, activities and situations usually marked by past progressive tense. Orientation in narrative introduces characters, temporal and physical setting.

3. Complication/ Narrative clause

    Complication is describes the action or events that occurred. Complicating action clauses are narrative clause that recapitulate a sequence of events leading up to their climax, the point of maximum suspense.

4. Evaluation

    Evaluation is indicating the point or interest of the story. The evaluation which is usually included in one of the other categories, is the answer to questions concerning the narrator's point of view and the serves as a commentary on the narrated events.

5. Resolution

    The resolution is the part where the problem is resolved, it consists of the final events of the story and it answer the question "how did it end?". Resolution are those actions of an agent to prevent the necessary unwanted consequences of the complicating event, which may lead to failure or to success.

6. Coda

    Coda is the signaling the end. The coda is a formal conclusion that signals the end of the story and returns the storyteller and the public to the present.

E. Previous Studies

There are some previous studies about AGS that found by the researcher. First, Elham Rahmani was conducted a study on title "*The Effect of Using Anticipation Guide Strategy on Iranian EFL Learners' Comprehension of Culturally Unfamiliar Texts*". In his research he used quantitative approach, the design is experimental design. Two groups were selected: one group as experimental group and another one as control. The participants were selected from Bahar Language School in Shiraz. In this study, the researcher accessed learners' level of proficiency to check that two groups of learners were homogenous. So, 40 EFL learners took a proficiency test and individuals who were in level 9 which was an intermediate level were selected by the researcher. The result on the finding showed that AGS had positive effect on learners' comprehension. As a result, AGS also helps students to be critical thinkers and able in understanding different kinds of information. This strategy prevents students to be just passive receivers of knowledge. This study also helps instructor to develop their capacity in finding different ways for removing instructional berries.

Second, Yummi Meirafoni, et. al conducted their research on title "*The Effect of Using Anticipation Guide Strategy on Students' Reading Comprehension at Second Grade Of SMA N 1 Batusangkar*". In this research she used quantitative approach and used experimental design to know the result of reading comprehension using AGS. The result of Students' pretest score showed that the mean score for each indicator in pretest were; topic was

79.7, main idea was 74.65, detail/ specific information was 56.8, reference word was 73 and vocabulary was 65.65. It can be concluded that the students' reading comprehension in experimental group before getting the treatment was low. It was proven by the mean score of those aspects that still below KKM. Then, the result of Students' posttest score for each indicator were; topic was 98.3, main idea was 93.2, detail information was 75.15, reference words was 94, vocabulary was 64.75. It means that there was a significant improvement on the students' score after getting the treatment. It can be concluded that the effect of using AGS in prereading activity improved the students' reading comprehension.

Third, Research from Maya Puspita Nasution was conducted with the title "*Improving Students' Reading Comprehension in Descriptive Text through Anticipation Guide at SMP swasta Taman Harapan Medan*". The researcher was conducted this research by using class action research method where the instruments for collecting data were quantitative and qualitative data (observation sheet and questionnaire sheet). Based on the test score of quantitative data, students' score kept improving in every evaluation. In the orientation test the mean was 51, in cycle I test the mean was 67.6. In the cycle II test the mean was 79.6. The percentage of orientation test was 16.6%, cycle I test was 30% and cycle II test was 73.3%. The finding of the quantitative data showed that applying AGS significantly improved students' reading comprehension. The qualitative data show that the students were more interested and motivated on reading comprehension through AGS. It is

suggested that teachers should apply AGS as one of strategy to improve students' reading comprehension.

Fourth, AGS was used by Margareta Urlyani Teso on his thesis. The title is "*Improving Reading Comprehension Through Anticipation Guide Strategy of The Eight Grade Students of SMPK Santo Yoseph Denpasar in Academic year 2013/2014*". The method of research that use by Margareta was same with Maya's design, it is class action research. The result of the research showed that reading comprehension of the eight grade students of SMK Santo Yoseph Denpasar increased after the implementation of AGS. It was stated from the grand mean of the post-test in cycle II that was 84.52 and 94.42% of the students obtained the standard required score that was 75. During the process of teaching learning, the students were active and enthusiastic. They thought individually then they shared their ideas in pair and in whole discussion. The class was seen from the activities in pair group, and they shared about their understanding of the 47 text. This activity increased students' motivation.

Based on the above explanation, the researcher focus on study "*The Use of Anticipation Guide Strategy in reading Comprehension on Narrative Text*". This study explains how to use the AGS in reading comprehension in Senior High School. The difference of this research with the previous studies is in this research, the researcher uses the qualitative approach to explore and describe the use of AGS in reading comprehension especially in narrative text. The previous researches have discussed the effectiveness of using AGS by

using classroom action research and quantitative approach. The result of the result showed that AGS can improve or increase the students' reading comprehension. It can be seen on the data of the previous study. Therefore, it makes sense that this study has its own uniqueness and continues study about AGS in reading comprehension.