

## **CHAPTER V**

### **DISCUSSION**

In this chapter, the researcher discusses the findings from observation and interview that has been describe in previous chapter concerning the use of anticipation guide strategy in reading comprehension on narrative text at tenth grade student of SMK PGRI 1 Tulungagung. Here, the researcher will discuss four matters; firstly about the importance of syllabus and lesson plan, secondly about teaching media and background knowledge, thirdly about AGS form and test and the last about previous studies. The four matters that will discuss are as follows:

#### **A. The Teacher Preparation by Using AGS and The Importance of Syllabus and Lesson Plan**

Basically, the preparation before teaching English by using AGS the teacher has to prepare syllabus and lesson plan in which there are some learning steps to teach English. And then, the teacher also prepare the material before teach English learning.

Syllabus not only understanding of how language item interlock and on the kind of topics and tasks which can follow each other in effective sequence, but also on perceptions of the needs and wants of the students (Harmer, 2007: 368). Therefore, syllabus very important for teacher to find out the student needs and their wants before teacher make a lesson plan. From the syllabus would be nice to

continue to find something a bit different that will put in lesson plan. Such as a good activity that might be fun to use for a lesson plan. The steps of teaching are as follows:

1. Preparing a Lesson Plan

This is the step that must be gone through by teacher in order to make a good teaching learning process. Besides, it is also a learning administration in which the teacher have to prepare it before conducting a learning process.

If the teacher implements the AGS they have to know the steps of AGS and what teacher needs in implementing the AGS. In this case the teacher prepare a lesson plan in which it contains syllabus and steps of teaching learning, so the teacher can implement the strategy easily and to remind them what intended to do if they forget what they had intended. This lesson plan specially for teaching reading by using AGS in which the teacher has to attach the text or the material, steps of implementing the AGS and AGS form in lesson plan.

By using a lesson plan so the teacher can know what are lesson must be achieved by student in learning process. Harmer (2007: 367) using a plan means having a constant dialogue between what we intended to do and what is actually happening. In other words it is entirely right and proper to design learning outcomes which we hope our students will achieve.

The main body of a formal plan list is the activities and procedures in that lesson, together with times and include the aids are going to use and show the different interactions which will take place in the class (Harmer, 2007: 374). It

is the advantage of using lesson plan, the teacher can design a program of study based activities student want. A lesson plan consist of some activities and procedure so the teacher will not confused what are the activity will apply in learning process.

## 2. Preparing Form of AGS

Here, there are some steps that must be gone through by the teacher to prepare form of AGS as teachers' needs in implementing the AGS. Before teach by using AGS the teacher has to make AGS form first to make enjoyable in teaching learning. There are four steps in making an AGS form:

- a. The teacher chooses the material of reading in which the students may have knowledge about it. It can something that happen in the past.
- b. Make columns in the form of AGS. There are three columns; before reading column, statement column and after reading column.
- c. Labeled an AGS form that consists of "true and false statements" or "yes and no statements". The label of true or false statement include on column after reading and column before reading.
- d. Construct 7 until 9 statement that will help student to comprehend the text. Then include each of statement in column statement (middle column).

Based on the interview and observation the AGS form as learning media, preparing the media is the important thing to make student enjoyable in teaching reading. In preparing the media, the teacher has to create an interesting media for their student and the teacher must be understood how to create a good media. According to Sadiman et. al (2009: 35) A good media are

media which it is right, neat, give a title, labeled and the explanation, big and located on strategies location and arranged by general reading concept that is from left to right and from up to down.

## **B. Teaching Media and Background Knowledge**

In teaching learning process at SMK PGRI 1 Tulungagung, the teacher teaches their students by using curriculum 2013 in which the student have to active in the classroom. The teacher has to apply an appropriate strategy to make student be active in learning process, especially in teaching reading. The steps of teaching are as follows:

### **1. Using Media**

In this part the researcher will describe how the teacher uses media as one of tool to make student focus on reading material and enjoyable in teaching learning. Based on interview with English teacher, the teacher use AGS form as media in teaching reading. There are two steps in using this media: firstly by distributing the AGS form and secondly by answering the AGS form.

By using media the teacher can make the student more interested with the reading material. Besides, the student also can focus on teaching reading in the classroom. 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.

Sadiman et. al. (2009: 7) stated that media is something that can use to deliver messages from sender to receiver so that can stimulate students' opinion, students' attention and students' interest therefore the learning process happened. This is the way to make student enjoyable in learning process. The teacher can use media to make their learning process be success.

## 2. Activating Students' Background Knowledge

This is the part that will describe about some steps to activate students' background knowledge before the students read the text or reading material. Based on the observation in the class of X AK-2, there are two steps in activating students' background knowledge; the English teacher implements the AGS by introducing the material first, the teacher introduces the material to the student by asking a question to make student remember the topic.

Then, the teacher gives AGS form to the student that consists of two columns; before reading column and after reading column. Then the teacher asks student to answer the question about true or false statement before they read the text in before reading column first.

It is the first step that made by the teacher to consider students' experience or previous knowledge they has. According to Meirafoni (2014: 155) by activating the experience to the topic, it can help students to anticipate

the big ideas in a text, set a purpose for reading and promote discussion about important concept. By think the ideas, it can encourage student to make a personal connection with a topic or unit of work so they can integrate new knowledge with their background knowledge. Automatically they will comprehend the whole text easier if they use their background knowledge.

Vacca et. al. (1999: 372) stated that prediction strategies activate thought about 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.

### 3. Discussing the material

This is the last part of implementing the AGS in teaching reading. After answer the question, the teacher discusses the topic to know the students' understanding. There are three steps in discussing the material by using AGS: The teacher reads each of the statement in front of the class. Then, the teacher ask student to read the text by pointing one of the students. When the students read the text then the teacher stops at places in the text that correspond to each of the statement. The teacher also gives opportunity to the student to discuss with their friend if they find the difficult word and check on dictionary. Finally, ask student to revise the form by marking the column after reading. The students check the form once more to evaluate their prediction after understanding the material

According to Meirafoni (2014: 155) there is some quick way to open up discussion, by using AGS it can lead them to work in discussion to get

comprehension and the student can also get interested to follow the lesson especially in reading skill.

This is consistent with the findings of his research (Samani, 2013: 138), he found that Anticipation guide as a pre-reading strategy arouse learners' curiosity and provide authentic environment in class. Moreover, the mentioned pre-reading strategy helps students cooperate with each other during class discussion and this kind of cooperation can be useful for all aspects of their lives. Also, in this strategy, the students learn to plan before starting to read. So, it is one way to instruct students shoulder some responsibility and become more active throughout learning process.

### **C. AGS Form and Test**

The teacher conducts evaluation basically to know how the students can understand the materials that have learned and to measure the ability of students in learning process. Here there are some steps to evaluate the students' understanding:

#### **1. Evaluation by using AGS form**

This is the step to evaluate students' understanding in teaching reading. The evaluation of AGS that conducted by the English teacher at SMK PGRI 1 Tulungagung is by using the form AGS itself. There are two steps in evaluating student by using AGS form, firstly by revise the AGS form and secondly by checking the result.

Based on the result, it named formative evaluation in which the teacher want to get a feedback about the correction of teaching and learning process.

Harmer (2007: 379) states that formative assessment related to the kind of feedback teachers give students as a course is progressing and which as a result, may help them to improve their performance and help students to get it right.

## 2. Evaluation by conducting a test

This is the step of evaluation by conducting a test. Sometimes the teacher also evaluate student by conducting a test. The test will conduct to measure the students' ability in understanding the material that has learned. Not only to know the students' ability but also to know the teacher's successful in teaching learning process in the classroom.

The process of test will conduct after the teacher complete two or three basic competence. The teacher conducts a test by using type question that consists of multiple choices and short answer. The teacher also uses true or false statement if there is a reading material. Harmer (2007: 382) stated that for many years, multiple choice questions were considered to be ideal test instruments for measuring students' knowledge of grammar and vocabulary. Above all, this was because they were easy to mark. From that test, then the teacher can gain the score and the teacher would get a real score of his students and could make decisions about the successful of his learning process by using anticipation guide as strategy.

All evaluation above, it is used to measure the students' ability in remembering the materials that has been learned. According to Harmer (2007: 379) Teacher and other education professionals spend a lot of time testing,

evaluating and assessing students. Sometimes this is to measure the students' abilities to see if they can enter a course or institution, to see how well they getting on. Sometimes this assessment is formal and public and sometimes it is informal and takes place in day-to-day lessons.

#### **D. Previous Studies**

In this part the researcher will discuss about the finding by comparing with the previous studies. There are four previous studies that have found by the researcher.

First, the research about AGS was conducted by Elham Rahmani Samani on title "*The Effect of Using Anticipation Guide Strategy on Iranian EFL Learners' Comprehension of Culturally Unfamiliar Text*". The participants were selected from Bahar Language School in Shiraz. 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 research design of this study was experimental design of quantitative research. The results showed that using anticipation guide had positive effect on Iranian EFL learners' comprehension of culturally unfamiliar texts. This study encourages instructors to construct authentic environment in educational settings through employing beneficial strategies in an efficient manner in their instructional schedules.

Second, a research about AGS was conducted by Yummi Meirafoni et. al on title "*The Effect of Using Anticipation Guide Strategy on Students' Reading Comprehension at Second Grade of SMAN 1 Batusangkar*". In their research,

they used quantitative approach and experimental design to know the result of reading comprehension using AGS. The result showed 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 pre-reading activity improved the students' reading comprehension.

There are some differences that appear, they were conducted their research by using experimental design to know the effect of AGS. They were conducted a research in different level in which Elham conducted in level 9 of intermediate level and Meirafoni conducted in Senior high school but the same result showed that AGS had positive effect on reading comprehension and there was a significant improvement on the students' score after getting the treatment.

Whereas, here the researcher used qualitative descriptive to know the use of AGS in reading comprehension. The result of this research showed that there are some steps to activate background knowledge in teaching reading. By activating students' background knowledge the teaching process more interactive and the English teacher also conclude that AGS is one of effective reading strategy for teaching reading.

Third, a research about AGS was conducted by Maya Puspita Nasution on title “*Improving Students' Reading Comprehension in Descriptive Text through Anticipation Guide at SMP swasta Taman Harapan Medan*”. She was conducted her research by using class action research method where the instruments for collecting data were quantitative and qualitative data (observation sheet and questionnaire sheet). 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, a research about AGS was conducted 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 his research is classroom 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 two researches above was conducted by same approach, they used classroom action research. The results showed that that the students were more interested, motivated and the students were active and enthusiastic on reading comprehension through AGS. The finding of the quantitative data showed that applying AGS significantly improved students' reading comprehension.

Based on the result of the researches above, the teacher must apply the AGS in reading comprehension to decrease a passive student. Here, the researcher find the difference approach to conducted a research in which the title is "*The Use of*

*Anticipation Guide Strategy in reading comprehension on narrative text at tenth grade students of SMK PGRI 1 Tulungagung*". The researcher used qualitative descriptive to conducted the research in which the subject of this study was English teacher at SMK PGRI 1 Tulungagung. The result of this research described some steps in using AGS in teaching reading. Moreover, it makes sense that this study has its own uniqueness and continues study about the use AGS in reading comprehension.