STUDENTS' COMPETENCE IN PREDICTING PICTURE ON READING TEXT AT SENIOR HIGH SCHOOL

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ABSTRACT

The objective of the present study is to find out the competence of predicting information through picture by students of SMA Utama Medan. 1 Classes of 5 was taken as a sample of this research. The data of this study were obtained from the students' score of reading test. Based on the result of data analysis, it was found that the competence in predicting information through picture is very good.From 32 sample students, there were 20 students (62.5%) got very good score or can predict more than 5 details of information from the text, 10 students (31.25%) got good score or can predict less than 5 details of information from the text and only 2 students (6.25%) got bad score or predict less than 2 information. As well as their reading comprehension of the text with mean score 84.37 which is higher than the Minimal Completeness Criteria (KKM) of reading applied by SMA Utama. It can be concluded that the used of pictures as the tools in teaching reading has positive impacts in teaching reading to students, especially in getting their attention, activating their background knowledge and motivates them to read and figure out the content of the text.

Keywords: *Students' competence, Predicting, Reading text.*

INTRODUCTION

People read for general comprehension (whether for information or for pleasure). We might read a novel, short story, a newspaper, article, or report of some type to understand information in the text, to be entertained and/ or use the information for a particular purpose. The overall goal is not to remember most of the specific details but to have a good grasp of the main ideas and supporting ideas, and to relate those main ideas to background knowledge as appropriate.

Grabe and Stoller (2002:17) defined reading comprehension as the ability to understand information in a text and interpret it appropriately. Samuels (2002: 169) stated that reading comprehension is a process in which the reader constructs meaning using as the building material the information on the printed page and the knowledge stored in the reader's head. It involves intentional thinking, during which meaning is constructed through interactions between text and reader.

Though reading is supposed to be the most important skill, students often find difficulty to understand the new text without having prior knowledge because they are lack of vocabulary knowledge and they lack of a direct tool to help them in comprehending the text. Caldwell (2008:177) observed that the ability to understand what we read is depending on the background knowledge that we apply in reading a text. If the readers know a lot about a topic of the text, the readers can use that knowledge to interpret the text, to make inferences, to create visual images, and to evaluate the authors' point of view. In addition, Trehearne (2004: 425) confirm that prior knowledge affects comprehension. The more one already knows, the more one comprehends, and the more one comprehends the more one learns new knowledge to enable comprehension of an even broader array of topics and texts.

Many factors affect students' ability to comprehend the text, they are: motivation/ purpose/ goals/ engagement; vocabulary/ word knowledge/ background knowledge;

automaticity of decoding; fluent reading; understanding and use of strategies employed by effective readers; the nature of the text itself (difficulty and interest); the type of genre of text (fiction, non-fiction, poem); the amount of reading done.

Students should be taught strategies like those actual readers use to activate their background knowledge and comprehend the text successfully. Based on Trehearne (2004: 434) The numbered strategies that follow are some of the most effective: (1) Monitoring comprehension, it helps reader to identify what they do not understand; (2) Using Mental Imagery/ Visualization, help readers to understand and remember what they have read; (3) Visual Representation of Text, it improves students comprehension through graphics; (4) Making use of Prior Knowledge/Predicting; (5) Summarizing/Retelling, helps reader to connect the main ideas; (6) Using Text Structure; (7) generating Questions, reader asks questions for clarification and to integrate information; (8) Answering Questions, helps reader to think actively as they read.

Predicting by using picture is a strategy which has a high possibility in helping students' reading achievement. Through this strategy, students find clues or connecting points. All of their prior knowledge of places and situations enable them to predict when they read and thus to comprehend and enjoy what they read. Predicting brings potential meaning.

Moreillonstates (2007: 76) prediction are educated guesses about what will happen next based on what is known from reading the text; prediction can also involve reader's prior knowledge. Through this process, readers find clues or connecting points, make predictions or inferences, and draw conclusion.Moreover Harmer (2007:179) affirms that pictures are useful for getting students to predict what is coming next in a lesson. Students might look at a picture and try to guess what it shows. They then read a text to see if it matches what they predicted based on the basis of the picture. This use of pictures is very powerful and has the advantage of engaging students in the task follow.

THIS STUDY

1 Research Questions

How is students' competence in predicting information through picture on reading text?

2. Context

This research was carried out at one of Senior High School in Medan, Indonesia. It is descriptive quantitative research. Participants were grade X students of SMA Utama Medan. There are 5 classes of grade X which consists of 187 students, and X-1 was taken as the sample of this research. The tests about predicting picture were given to students to find out their competence in predicting through picture.

3. Participants

Participants were grade X students of SMA SwastaUtama Medan. There are 6 classes of grade X which consists of 187 students, and X-1 was taken as the sample of this research.

4. Instruments

In this study, test was used as the instrument of collecting the data.The researcher used pictures within a text to measure students' ability in predicting information through picture. The test was administered to students, in which the teacher asks students to predict the picture before they read the text.

5. Data Collection Procedure

For collecting the data, the researcher used pictures within a text to measure students' ability in predicting. The data was collected based on the following steps: Giving pictures within text, students predict the text through the pictures, students write down their predictions, students read the full text and revising their prediction, students answer the questions based on the text, collecting the test.

6. Data Analysis

The data was analyzed through some steps using Ary et al. (2002:517) theory, as following: 1) Collecting the data; 2) Checking and assessing students' answer; 3) Calculating the Data; 4) Put the data into table and percentage; 5) Interpreting the results.

In scoring the prediction, the cumulative score is ranging from 1-100. In order to know students' competence in predicting information through picture, there is criterion that must be considered. This criterion is described specifically in a rubric as follows:

Table 3.1 Making Prediction Rubric

Very Good **76-100**	Prediction is acceptable and based on details from the passage or **can predict more than 5 details.** Predictions are based on characters motivation and/or characters history.
Good **51-75**	Prediction is acceptable, but there is only 3-5 details from the passage to support the prediction.
Low **26-50**	Prediction is acceptable, but there is at least 2 details from the passage to support the prediction.
Very Low **0-25**	Student did not make a prediction nor was prediction based on details from the passage. The prediction is off topic.

Source: (**lilchocolate18: 2016**)

Very Good (76-100): Predict more than 5 details of information
100 = Predicting 10 or more information
95 = Predicting 9 details information
90 = Predicting 8 details of information
85 = Predicting 7 details of information
80 = Predicting 6 details of information

Good (50-75) : Predict less than 5 details of information
75 = Predicting 5 details of information
70 = Predicting 4 details of information
60 = Predicting 3 details of information

Low (26-50) : Predict at least 2 details information
50 = Predicting 2 details of information, the information is acceptable

40   = Predicting an information and it is acceptable

30   = Making predictions, but they are not acceptable

Very Low (0) : Not make any prediction nor was prediction based on details from the passage. The prediction is off topic.

In scoring the essay test, researcher determines the cumulative score ranging 0-100 by counting the correct answer and applying the following formula.

$$S = \frac{R}{N} \times 100$$

Where, S = Score of the Test

        R = Number of Correct Answer

        N = Number of Question

RESULT AND DISCUSSION

The data of this research was obtained by administering a test. The test consisted of a picture, text and questions. Before giving the test, the teacher explained about descriptive text and the example. Students are more enthusiastic when teacher showed picture to them rather than only giving the text itself.

In administering the test, the students were asked to write down any information they get from the picture or making prediction before they read. After predicting, students read the text and answer the questions based on the text. 5 essays test were given to students to confirm their understanding the content of the text.

The scores of the test were taken from the students' prediction and the correct answers of essays test which were divided by the number of the test items and times by 100. The total number of correct answer was 100. The prediction was assessed based not on whether they correctly predicted the ending of the text but instead on whether they supported their prediction with information from the text given.

The scoring of prediction test is categorized as Very Good, Good, Low and Very Low. The followings are the students' answer sheets data:

1) MF

Based on making prediction rubric, the data is analysed as follows:

Table 4.1 Analysis of Students' Prediction through Picture

Students' Prediction	Text
This is elephant Elephant is a big animal Elephant is grey Elephant has a long nose called trunk Elephant has tusks Elephant is mammal and herbivore Elephant has big ears Elephant lives in the forest and zoo	**I like elephants**. **Elephants are the biggest land animals in the world**. The African elephant is found on the continent of Africa and the Indian elephant is found in Asia. **Elephants are mammals as well as herbivores**, meaning they only eat plants rather than meat. I know that there are two main types of elephants; the African elephant and the Indian elephant. The African elephant is bigger than the Indian elephant. **It has larger ears too**. **Both the males and females have tusks.** The African elephant has wrinkly grey

	skin, a swayed back, and two tips at the end of **its trunk that it can use like fingers to pick stuff up**. The tusks make elephant look really cool.
	The Indian, or Asian, elephant is smaller than the African elephant and has smaller ears. They have more of a humped back and only one finger-like tip at the end of their trunk. Also, their skin tends to be less wrinkly than the African elephant. **Next time go to the zoo**. I want to ride an elephant.

Based on the table analysis, it shows that MF could predict 8 details of information from the text which is very good with the score 90. The picture given was the picture of an elephant. He/she predicted that the text would tell that elephant is big grey and live in the zoo. It also has a trunk, tusks, and big ears. As well as it is a mammal and herbivore. The information that he/she wrote is acceptable and appeared in the text.

2) AL

Based on making prediction rubric, the data is analysed as follows:

Table 4.1 Analysis of Students' Prediction through Picture

Students' Prediction	Text
This is an eagle	There is an **eagle nesting on the tree**
The colour of eagle is brown	top near my parents' house in
Eagle has wings	Pangandaran. **It was a sea eagle**.
Eagle eats chicken and fish	**The color of its feather is light**
Eagle has sharp beak	**brown.** It has strong and **sharp**
Eagles fly high	**yellowish beak**. It claws are very sharp.
Eagles lives on a tree	**It hunts for fish in the sea but**
Eagle has two legs	**sometimes it hunts chickens and**
	small bird.
	Eagle have many sizes, shapes, and
	colors but the sea eagle is easy to
	recognize because it has a strong
	streamlined and sharp beak
	Its forelimbs (or arms) serve as
	wings. This means that they are of little
	use for anything except flying**. It walks**
	on two legs and has a very flexible
	neck and strong beak to handle foods,
	to care for its feathers, and for many
	others job that non-flying animals do
	with paws, claws, or hands on their
	forelimbs.

Based on the table analysis, it shows that AL could predict 7 details of information from the text which is very good with the score 85. The picture given was the picture of an eagle. He/she predicted that the text would tell that the colour of eagle is brown, eagle has wings, eagle eats chicken and fish, eagle has sharp beak, eagle lives on a tree, eagle has two legs. The information that he/she wrote was acceptable and appeared in the text. Only one of the information which is not appearing in the text, it is eagle fly high.

After correcting students' prediction sheets, the result can be calculated to percentage as follows:

Very Good $\quad : \frac{20}{32} x 100 = 62.5\%$

Good $\qquad\quad : \frac{10}{32} x 100 = 31.25\%$

Low $\qquad\quad : \frac{2}{32} x 100 = 6.25\%$

The table and the percentage indicate that students' competence in predicting information through picture is very good. From 32 sample students, there were 20 students (62.5%) got very good score or can predict more than 5 details of information from the text, 10 students (31.25%) got good score or can predict less than 5 details of information from the text and only 2 students (6.25%) got bad score or predict less than 2 information.

The essays score also shows that students' comprehension of the descriptive text is good. The total score was 2700 with mean score 84.37 which is higher than the Minimal Completeness Criteria (KKM) of reading applied by SMAUtama.With the highest score is 100 and the lowest score is 60.

The result of this research is appropriate to the theory which claim that pictures are useful for getting students to predict what is coming next in a lesson (Harmer, 2007:179) it is also help the students comprehend the text easily.

CONCLUSION

Going out with Harmer (2007) predicting theory, Moreillon (2007) and on the basis of the result of this study it could be concluded that students' competence in predicting information through picture on reading text at SMA Utama is very good. From 32 sample students, there were 20 students (62.5%) got very good score or can predict more than 5 details of information from the text, 10 students (31.25%) got good score or can predict less than 5 details of information from the text and only 2 students (6.25%) got bad score or predict less than 2 information.

In sum,the theories of predicting information through pictures can help students comprehend the text is acceptable. the used of pictures as the tools in teaching reading has positive impacts in teaching reading to students, especially in getting their attention, activating their background knowledge and motivates them to read and figure out the content of the text.

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Sekilas tentang penulis : Dr. Rahmah, M.Hum. adalah dosen pada Jurusan Bahasa dan Sastra Inggris FBS Unimed.