THE ANALYSIS OF STUDENTS' COMPETENCE IN PREDICTING INFORMATION THROUGH PICTURE IN READING TEXT OF EIGHTH GRADE AT SMPN 1 SANROBONE

(A Descriptive Study)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for the Degree of Education in English Departement

MULIATI
10535548213

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MAKASSAR
2017

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama **MULIATI, NIM: 10535 5482 13** diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar **Nomor: 002 Tahun 1439 H / 2018 M**, tanggal 22 Rabiul Akhir 1439 H / 09 Januari 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu tanggal **31 Januari 2018.**

Makassar, 19 Jumadil Awal 1439 H / 5 Februari 2018 M

PANITIA UJIAN :

Pengawas Umum	**: Dr. H. Abdul Rahman Rahim, S.E., MM.**	(.....)
Ketua	**: Erwin Akib, S.Pd., M.Pd., Ph.D.**	(.....)
Sekretaris	**: Dr. Khaeruddin, S.Pd., M.Pd**	(.....)
Dosen Penguji	**:**	
	1. Sulfasyah, M.A., Ph.D	(.....)
	2. Nunung Anugrawati, S.Pd.,M.Pd	(.....)
	3. Maharida, S.Pd.,M.Pd	(.....)
	4. Yasser Mallapiang, SS.,M.Pd	(.....)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D
NBM: 860 934

Terakreditasi Institusi
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UNIVERSITAS MUHAMMADIYAH MAKASSAR
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APPROVAL SHEET

Tittle	:	**The Analysis of Students' Competence in Predicting Information Through Picture in Reading Text of Eighth Grade at SMPN 1 Sanrobone (A Descriptive Study)**
Name	:	**MULIATI**
Reg.Number	:	**10535 5482 13**
Program	:	**English Education Department Strata 1 (S1)**
Faculty	:	**Faculty of Teacher Training and Education**

Makassar, Februari 2018

Approved By :

Consultant I

Erwin Akib, S.Pd., M.Pd., Ph.D.

Consultant II

Nunung Anugrawati, S.Pd.,M.Pd

Dean of FKIP
Makassar Muhammadiyah University

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM: 860 934

Head of English
Education Department

Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 977807

Terakreditasi Institusi
BAN-PT

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Sultan Alauddin Telp. 866972 Kota Makassar

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Stambuk : 10535 5482 13
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Sultan Alauddin Telp. 866972 Kota Makassar

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

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Saya yang bertanda tangan di bawah ini:

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Stambuk	: 10535 5482 13
Jurusan	: Pendidikan Bahasa Inggris
Dengan Judul	: **"The Analysis of Students' Competence in Predicting Information through Picture on Reading Text of Eighth Grade at SMP Negeri 1 Sanrobone".**

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MOTTO

“The best pleasure in life is doing what people say you cannot do”

ABSTRACT

MULIATI. 10535548213. 2017 Thesis of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. The Analysis of Students' Competence in Predicting Information through Picture on Reading Text of Eighth Grade at SMP Negeri 1 Sanrobone. Under the supervision of Erwin Akib and Nunung Anugrawati.

This research was aimed to find out whether students pay more attention to picture, get information from picture and understanding the content of the text of eighth grade at SMP Negeri 1 Sanrobone. It was conducted by using descriptive quantitative research. There are 4 classes of grade VIII which consisted of 102 students, and VIII-A was taken as the sample of this research. The data of this research were obtained from the students' score of predicting information and reading test. Based on the result of data analysis, it was found that the competence in predicting information through picture is good. From 28 sample students, there were 10 students (35.71%) got very good score or can predict more than 5 details of information from the text, 15 students (53.57%) got good score or can predict 5 or less than 5 details of information from the text and only 3 students (10.71%) got low score or can predict just 2 information. As well as their reading comprehension of the text with mean score 82.37 which was higher than the Minimal Completeness Criteria (KKM) of reading applied by SMP Negeri 1 Sanrobone. It can be concluded that the result of this research was appropriated to the theory which claim that pictures are useful for getting students to predict what is coming next in a lesson and help the students comprehend the text easily.

Keywords: Predicting Information, Picture, Reading Text.

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1. **Dr. H. Abd. Rahman Rahim. MM.** as the Rector of University of Muhammadiyah Makassar.
2. **Erwin Akib, M.Pd.,Ph.d.** as the Dean of Faculty of Teacher Training and Education of University of Muhammad Makassar.

3. **Ummi Khaerati Syam, S.Pd., M.Pd.** as the head of English Education Department of Teacher Training and Education of University of Muhammad Makassar.
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7. The researcher's classmates in English Education Department **BG C** (Academic Year 2013), **Riski Kurniati, Nur Fadillah, Evi Nawir and Jumriani S** and all friends who could not be mention here. Thank you for the friendship and suggestion to the researcher.
8. The researcher's especially indebted to the Headmaster of SMPN 1 Sanrobone, **Zainal, S.Pd.,** and to the English teacher of eighth grade of SMPN 1 Sanrobone**, Nita Wahyuni Rajab, S.Pd** who had given the opportunity to conduct this research in SMPN 1 Sanrobone. As well as for the students of the 8^{th} A grade, the researcher would like to say a lot of thanks for their cooperation and participation during the research.

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The researcher realizes that, the writing of this thesis is far from the perfectness still the simplest one. Remaining errors are the researcher's own; therefore, constructive criticism and suggestions will be highly appreciated. Finally, willingly the researcher prays, may all our/the efforts are blessed by Allah SWT. Aamiin.

Makassar, November 2017

The Researcher

LIST OF CONTENTS

TITLE PAGE i

APPROVAL SHEET ii

COUNSELLING SHEET iii

SURAT PERJANJIAN iv

SURAT PERNYATAAN v

MOTTO vi

ABSTRACT vii

ACKNOWLEDGEMENTS viii

LIST OF CONTENTS xi

LIST OF TABLE xiii

LIST OF APPENDIXES xiv

CHAPTER I INTRODUCTION 1

A. Background 1

B. Problem Statement 4

C. The Objective of the Research 4

D. Scope of the Research 4

E. Significance of the Research 4

CHAPTER II REVIEW OF RELATED LITERATURE 6

A. Previous Related Research Findings 6

B. Pertinent Ideas 7

C. Conceptual Framework 23

CHAPTER III RESEARCH METHOD 24

A. Research Design 24

B. Research Variable and Indicator 24

C. Research Subject 24

D. The instrument of Collecting Data 25

E. Procedure of Collecting Data 25

F. Data Analysis 25

G. Technique of Analyzing Data 28

CHAPTER IV FINDINGS AND DISCUSSION 29

A. Findings 29

B. Discussion 32

CHAPTER V CONCLUSION AND SUGGESTION 35

A. Conclusion 35

B. Suggestion 36

BIBLIOGRAPHY

APPENDIXES

CURRICULUM VITAE

LIST OF TABLES

3.1 Making Prediction Rubric 26

4.1 Classification of Students' Competence 30

4.2 The Result of Students' Essays Test 31

LIST OF APPENDIXES

APPINDEX I Score of Predicting Information..... 45

APPINDEX II Score of Essays Test 46

APPINDEX III Mean Score of the Students' Essays Test..... 47

APPINDEX IV List of Student' Result Test in Predicting Information 48

APPINDEX V Students' Competence Based on the Prediction Result..... 49

APPINDEX VIII Students' Essays Score 50

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TITLE PAGE i

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SURAT PERNYATAAN..... v

MOTTO vi

ABSTRACT vii

ACKNOWLEDGEMENTS viii

LIST OF CONTENTS xi

LIST OF TABLE xii

LIST OF APPENDIXES..... xiii

CHAPTER I INTRODUCTION 1

A. Background 1

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BIBLIOGRAPHY

APPENDIXES

CURRICULUM VITAE

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LIST OF TABLES

3.1 Making Prediction Rubric 26

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CHAPTER I

INTRODUCTION

A. Background of the Research

English requires four basic skills; they are listening, speaking, reading and writing. Learning English as foreign language has important role for life of education, it will make the bright future to everyone who wants to learn it. In academic school, English is included the subject of curriculum. At least, students have to know every skills of English, especially reading, because reading is a foundation skill for learning, personal growth, and enjoyment. Student must be able to read and understand text in all formats (e.g. picture, video, print). Nowadays, there are many ways to get the information that students need by reading, such as from newspaper, magazine, novel, articles, journal and also other kind of reading book.

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. Therefore, teacher should stimulate them to predict and infer what the text is about. The students need to know many words to get the information on the text. The teacher needs a strategy to make the students comprehend and catch the idea of the text easily. In this case, pictures can be used as a media to help the students awake their prior knowledge.

Picture is one of visual aids. It is one of the media that can help the students develop their knowledge about the topic of the text. Harmer (2007:179) affirms that pictures are useful for getting students to predict what is coming next in a lesson. When the students read certain text, they will easily get information when they understand the pictures. As a result, teacher should provide some pictures to facilitate the students in understanding the content of a text. Furthermore, proper pictures have to be considered because familiar and simple pictures are needed by the student.

For example, if the teacher teaches the students who live or stay in the village environment, it is better to show the text with the picture is set with animals or plants. It will help them in activating their prior knowledge. Meanwhile, if the students are from upside belong, at least the teacher shows the picture about building, market, station, or other kind of things, places or anything that they have seen and been before.

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 our prior knowledge of places and situations enable us to predict when we read and thus to comprehend and enjoy what we read. Predicting brings potential meaning to text and reducing ambiguity (Moreillon, 2007:76). The predicting strategy activates students' prior knowledge and starts engagement with key concepts. It activates prior knowledge and shows students that they were smart enough to figure things out in reading. .

Making predictions is a strategy in which readers use information from a text and their own personal experiences to anticipate what they are about to read. This strategy also helps students make connections between their prior knowledge and the text. Predicting involves more than trying to figure out what happens next. But also ask questions, recall facts, reread, skim, infer, draw conclusions, and finally, comprehend the text more fully.

But, the problem is how students could be able to recognize the information from the picture that is showed in reading text. Every student has their opinion to judge it, but they have to get the right point of information that would they find from the picture in reading text. Because usually, if they find some pictures in reading text, they just see at first glance, without realizing and recognizing what is the picture conveying. The students see the pictures in reading text as an entertainment for them. Actually they could get the information if they pay their attention toward the pictures in reading text. Therefore, they did not give full attention and enthusiasm in the process of reading.

Make sure that, the students understand what the purpose for reading is: to get the main idea, obtain specific information, understand most or the entire message, enjoy a story, or decide whether or not to read more. Recognizing the purpose for reading will help students to select appropriate reading strategies. So the researcher interest to conduct a research which entitles, **"The Analysis of Students' Competence in Predicting**

Information Through Picture on Reading Text of Eighth Grade at SMP negeri 1 Sanrobone".

B. The Problem of the Research

Based on the background above, the problem of the research is formulated as the following: How is students' competence in predicting information through pictures on reading text at Junior High School in SMP Negeri 1 Sanrobone?

C. The Objective of the Research

The objective of this research is to analyze the students' competence in predicting information through pictures on reading text at junior high school.

D. The Scope of the Research

Based on the background above, this research will be limited to the analysis of students' competence in predicting information through pictures on reading descriptive text particularly in describing object. The level of students being studied is Grade VIII of Junior High School.

E. The Significance of the Research

The findings of the research are expected to be useful for:

1. Theoretically, for English teachers to know how far the abilities of the students in predicting information through picture in reading text and the way to solve their problem; for the researchers to use this research as reference for next research.

2. Practically, for the students to help their problem and their weakness in their researching of predicting information through pictures in reading text.

CHAPTER II

RIVIEW OF LITERATURE

A. Previous Related Research Findings

The research of analyzing the students' competence in predicting information through picture on the reading text has been done by some researchers. First, the finding of Thomas (2005) found that the children were motivated more and more each time the strategy was presented. It allows optimal participation from all members of the group and a constant flow of communication about the story. The outcome is that predicting plays upon the natural curiosity of children as motivator for reading.

Second, Campbell and Cuba (2015) found that there is a strong relationship between visual cues and building prediction skill because visual cues are useful tools in helping students to understand and comprehending the story.

Third, research was done by Astika (2013) found that the ability of the second year students of SMAN 7 Tebo Jambi to predict information about orientation of narrative text using picture stories was moderate. It was also found that the ability of the second year students to predict information about complication of narrative text using picture stories was moderate and the ability of the second year students to predict information about resolution of narrative text using picture stories was moderate. So the conclusion of this research is the ability of the second year students to predict information of narrative text using picture stories was moderate.

Based on the statement above, the difference between previous research above and this research is; first the methodology they use class action research while this research use descriptive research, second place, this research will be conducted in junior high school while the previous research in kindergarten and senior high school, third is this research use descriptive text but the previous research use narrative text. It is some the difference between previous research and this research.

B. Pertinent Ideas

1. Reading

a. Definition of Reading

Reading is one of language skills. It is an important skill for students in learning English because the success of their research depends on their ability in reading. If their reading skill is not good, they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their research.

Harmer (2003: 68) states that reading is a process of recognition or interpretation of written materials and it deals with language form, it involves letter, words, phrases and clauses. Through reading, people can increase their experience, develop new concept, solve their problem research how the words are used, how to implement the grammatical rules and enrich their knowledge.

Patel and Jain (2008: 113) state that reading is an activate process which consist of recognition and comprehension skill, an important skill activity in life with which one can update our knowledge.

Harris and sipay (1980:28) define reading is the meaningful printed or written verbal symbol that represent language and the reader language skill and knowledge of the world. In this process, the reader tries to create the meaning intended by the writer.

From these definitions above, the researcher conclude that reading is an effort from the students to get or transfer the meaning and information from the text by understanding, grasping, translating, and giving meaning to the written form. So, reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word to understand the content of a text and to get information from the text.

b. The Importance of Reading

Reading is very important in the world of education. By reading, students may get beneficial information that is not given by the teachers in the classroom. Furthermore, almost 50 percent of the national final examination items consist of reading skill. Therefore, the students should be trained in order to have good reading skill. Harmer (1998: 68) explain that reading is useful for language acquisition, because it is needed for career, for research purpose, or simply for pleasure. Reading and understanding is an important things that we need to use in our day life.

It can be concluded that reading is very crucial to be mastered by language learners, especially for the junior high school students because it will be useful for them when they decide to continue their research.

c. The Purpose of Reading

The main purpose of reading is to seek and obtain information, including the content and understand the meaning of reading. Nurhadi (1989: 11) points out that the objectives of reading are to understanding detailed information from any books, to get the main ideas of any passage and also to recognize the meaning of words. Therefore, by understanding the objectives of reading, the reader can get information not only implicitly but also explicitly.

d. Strategies in Reading

The use of strategies in reading requires the reader to think about how to approach the text in order to decode and retain information (Roe & Ross, 2006: 12). In this definition, strategies are ways for learners to solve problems encountered in constructing meaning in any context. Strategies chosen by learners are modified to fit the demands of the learning situation. The strategies used by the students must be different from one another. There are some strategies in reading text.

1. Identifying the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading a text. By identifying the purpose in reading before reading a

text, the readers know what they are looking for and can weed out potential distracting information (Brown, 2001: 306).

2. Using efficient silent reading technique

Silent reading is appropriate for intermediate and advanced students. This strategy leads the students to try inferring meaning from context. It is also the best practices to make the students become efficient readers (Brown, 2001: 306).

3. Skimming and scanning the text

Skimming is a reading strategy in which the readers quickly run their eyes across a whole text. By skimming the text, the reader will be able to predict the purpose of the passage, the main topic, or message, and the supporting ideas. Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text. The reader can use this strategy to look for the detail information in the text such as looking for the names or dates, finding the definition of a key concept, and listing a certain number of supporting details (Brown, 2001: 306).

4. Guessing

In this strategy, the students try to guess the meaning of the words when they are not certain or they do not know the meanings of the words, a grammatical relationship, a discourse relationship, a cultural

reference, content messages, and infer implied meanings (Brown, 2001: 306).

5. Questioning

This strategy allows the students to have practice in making questions and then answering by themselves. The questions that should be made are those which can arouse their awareness of what they read. These will represent whether they have understood the text or not.

6. Making Predictions and Inferences

Predicting means that the readers are using their background knowledge to negotiate meaning of the text. They connect their background knowledge with the information from the text. In inferences, the readers have to find some of the clues, then combine it to their background knowledge and past experiences to interpret the meaning of the text.

Those are the strategies for having good reading comprehension. The strategies go in line with the two processes, bottom-up and top-down procedures. The reader starts reading by having the first strategy which is identifying the purpose in reading and ends with capitalizing on discourse markers to process relationships. The strategies above are highly required for reading comprehension.

e. Stages of Reading

The Stages of Reading is a continuum that explains how students' progress as readers. These stages are based on the students' experience and not their age or grade level. Knowing these stages is helpful when developing materials for specific types of readers. Montefalco (2015) state that there are five stages of reading :

1. The pre Reading

Pre-reading stage is where the teacher activates background knowledge, sets purposes, introduces key vocabulary terms, make prediction, and previous the text with the students. This involves the teacher giving students information about the books they will be read.

2. Reading

In the second stage is where the students begin reading the material through any type of reading (buddy, shared, guided, etc.). it includes reading strategies, the examination of illustrations, reading from beginning to end, and note taking.

3. Responding

Responding is the stage where the students respond to what they read through reading logs, journals, or grand conversations. Responding deals with what a child has learned after reading a book. This might involve reading logs where the student writes about what they read and connects it to real life or through discussions that can be either whole group or small group.

4. Exploring

The exploring stage is where the students go back and re-read certain things in the text, learn more vocabulary, participate in mini-lessons, the students also observe the author's craft like genre, text structure, and literacy devices used by the author. This can be done using story boards that sequence events, graphic organizer that highlight the plot, or by writing their own books based on the read text.

5. Applying

This stage the students create projects, read similar or related material, evaluate their experiences while reading, or use information learned in the matic units. This is where the students participate in after reading activities that demonstrate comprehension of the text, reflections over their understanding, and the value taken from the reading of the text.

2. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is as the level of understanding a text. Richard (1997: 306) point out that reading comprehension perceives a written text in order to understand its content. It is the ability to understand and to find out the information presented in written form event the information is explicitly stated or not in a passage, the way to compare the information with the readers own knowledge and also reading comprehension is also the way to interpret the authors means.

Grabe and Stoler (2002: 17) state that reading comprehension is the ability to understand information in a text and interpret it appropriately.

Caldwell (2008: 177) state that ability to understand what we read is depending on the background knowledge that we apply in reading a text. If the readers know about the 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.

Smith and Robinson in purnama (2012:37) state that reading comprehension means the understanding, evaluating and utilize of information and ideas gained through and interaction between the reader and the author. Reading comprehension is such a kind of dialogue between author and a reader in which the written language becomes the medium that cause the dialogue happen when the two person communicate through the medium of print.

From the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer's message.

b. Levels of Reading Skills

Burns et al in Wahidah (2012: 13) divide reading comprehension into literal comprehension, interpretive comprehension, critical reading, and creative reading.

1) Literal Comprehension

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection is a prerequisite for higherlevel understanding. Recognizing stated main ideas, details, causes and effects, and sequence is the basis of literal comprehension, and thorough understanding of vocabulary, sentence meaning, and paragraph meaning is important. Smith (1977: 107) state that literal comprehension refers to the idea and facts that are directly stated on the printed pages in facts.

2) Interpretive Comprehension

Interpretive comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Reader makes inferences based on their schemata.

Smith (1977: 107) state that Interpretative or reading between the line demands a higher level of thinking ability because the question in this category of interpretative are concern with that are not directly stated in the text but are suggested or implied. Interpretative maybe defines as something derived by reasoning, something that is not directly stated but suggested in the statement, a logical conclusion that drawn from statement.

3) Critical Reading

Critical reading is evaluating written materials, comparing the ideas discovered in the material with standards and drawing conclusions about their accuracy, appropriateness, and timeliness. It requires the reader to have critical thinking of what they read. Critical reading depends upon literal comprehension and interpretive comprehension, and grasping implied ideas is especially important.

4) Creative Reading

Creative reading involves going beyond the material presented by the author. It requires reader to think as they read, just critical reading, and it also require them to use their imaginations.

Inferences can be categorized as implications, conclusions, generalisation and predictions.

a) Implication.

Implication is any inference expectancy that maybe logically implied or understood, bur not directly stated, form the author's arguments in a text or utterance.

b) Conclusion

Conclusion draws together factual evidence into a statement about the nature of phenomenon.

c) Generalization

Generalization is statement about the behaviour of a large population based on the observable behaviour of a similar but smaller sample group

d) Prediction

Prediction is a statement about future behaviour or action.

c. Assessing Reading Comprehension

Hughes (2003) explained that indicators of reading comprehension must teach about as follows;

1. Identify explicitly and implicitly main ideas
2. Identify pronominal references
3. Identify addressee or audience for a text
4. Making inferences
5. Outline logical organization of a text
6. Outline the development of an argument.

3. Descriptive Text

a. Definition of Descriptive Text

According to Anderson and Anderson (1998: 26) descriptive text is a text that describing a particular person, place or thing. It is purpose to tell about the subject by describing its feature without including personal opinions. Dirgayasa (2012: 3) state that descriptive text is a type of written text, which has the specific function to give description about an object.

The primary purpose of descriptive text is to describe a person, place or thing in such a way that a pictures is format in the readers', capturing an event through descriptive text.

Knapp and Watkins (2005: 97) states that description enables the categorization or classification of an almost infinite range of experience, observations, interaction into a system that allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer. There are five types of descriptive text, they are: describing object, describing process, describing an event, describing place, and describing personality. In this research, the researcher focused in describing a place.

Dirgayasa (2012: 3) argues that descriptive text has some characteristic as follow:

1. Elaborate use of sensory language
2. Rich, vivid and lively detail
3. Figurative language such as simile, hyperbole, metaphor and personification
4. Showing rather than telling through the use of active verbs and precise modifiers.

b. Grammatical Features

Grammatical features of a descriptive text including: (a) verbs in the present tense, (b) adjective to describe the features of the subject and (c) topic sentences to begin paragraph and organize the various aspect of the description.

c. Generic Structure

The generic structures of descriptive text consist of identification and description. Identification mention phenomenon to be described while the description describes the parts, the qualities and the characteristics of what has been described.

4. Predicting

a. Definition of Predicting

Predicting is one of strategies to describe the content of the text before reading. According to Mikulecky and Jeffries (1998: 36) said that when you preview for looking information then you make guesses about what in the text is, it is called predicting. Furthermore, Huegli (2008: 6) stated that predicting will prepare your reading. It means that if you predict before you read, you will get information first.

Kirn and Hartmann (1990: 175) also describe that good reading need an active mind, the reader make prediction about the material that they are reading. Then they try to guess what is going to come next. It means that predicting is one strategies in reading that can help you become a good reader.

Duffy (2003) affirms that prediction is fundamental to comprehension. Good readers anticipate meaning, they do this by predicting what they think is going to happen in the selection and by revising their predictions as they read. As soon as reader sees the title of a selection, looks at the picture on a cover, or even reads a first line, prior

knowledge is sparked and the basis of that prior knowledge predictions take flight. Duffy contends that the secret to making predictions as one begins to read is combine the clues the author provides with previous experiences to make valid guesses about what will occur.

Predicting is using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about writing style, vocabulary and content.

Trehearne (2004: 458) state that good readers know how to use their prior knowledge and experiences to help them understand what they are hearing or reading.

Making prediction will help the students to find the meaning in a text. When they make prediction, they engage with the author's clues about what is the important in the story. It can be fun to find out whether things turn out as they expected. Moreillon (2007: 83) state that when readers read on to test their hypothesis, their motivation, level of engagement, and enjoyment of text can increase significantly.

Based on Bailey (2014) there are some the other benefits of teaching students to make predictions are :

1. Helps students to ask question while they are reading
2. Encourages students to skim or re-read portions of the story to better understand it or to recall facts about the characters or events

3. Provides a way for students to monitor their understanding of the material.

From many different theories above, it can be concluded that predicting strategy activates students' prior knowledge and starts engagement with key concepts. It activates prior knowledge and shows students that they were smart enough to figure things out in reading.

b. Predicting Through Picture

There has been benefit of using pictures in teaching reading. Students can pay more attention to the object or other mater that they have not seen before and picture give the students a large experiences and understand the pattern given. Pictures attached in the text help the students comprehend the text easily.

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.

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.

Schoch (2011: 27) state that pictures allows to activate not only prior knowledge but also beliefs and misconceptions, picture creates a bridge between students scheme and the newly introduced learning.

Moreillon (2007: 80) said that visual image with a few or no word can help readers gain experience with logical sequences of thought and plot that characterize much of reading that they will do in their life. The pictures/images help readers identify the evidence in the image or words or their background knowledge that leads to the next frame. It means that, pictures attached in reading text more clearly compared with the text without having illustration at all.

From the statement above, it can be concluded that predicting through picture can help the students to build their knowledge and can be able to brainstorm how the information fits in with their previous knowledge.

C. Conceptual Framework

The conceptual framework of this research was presented as follow:

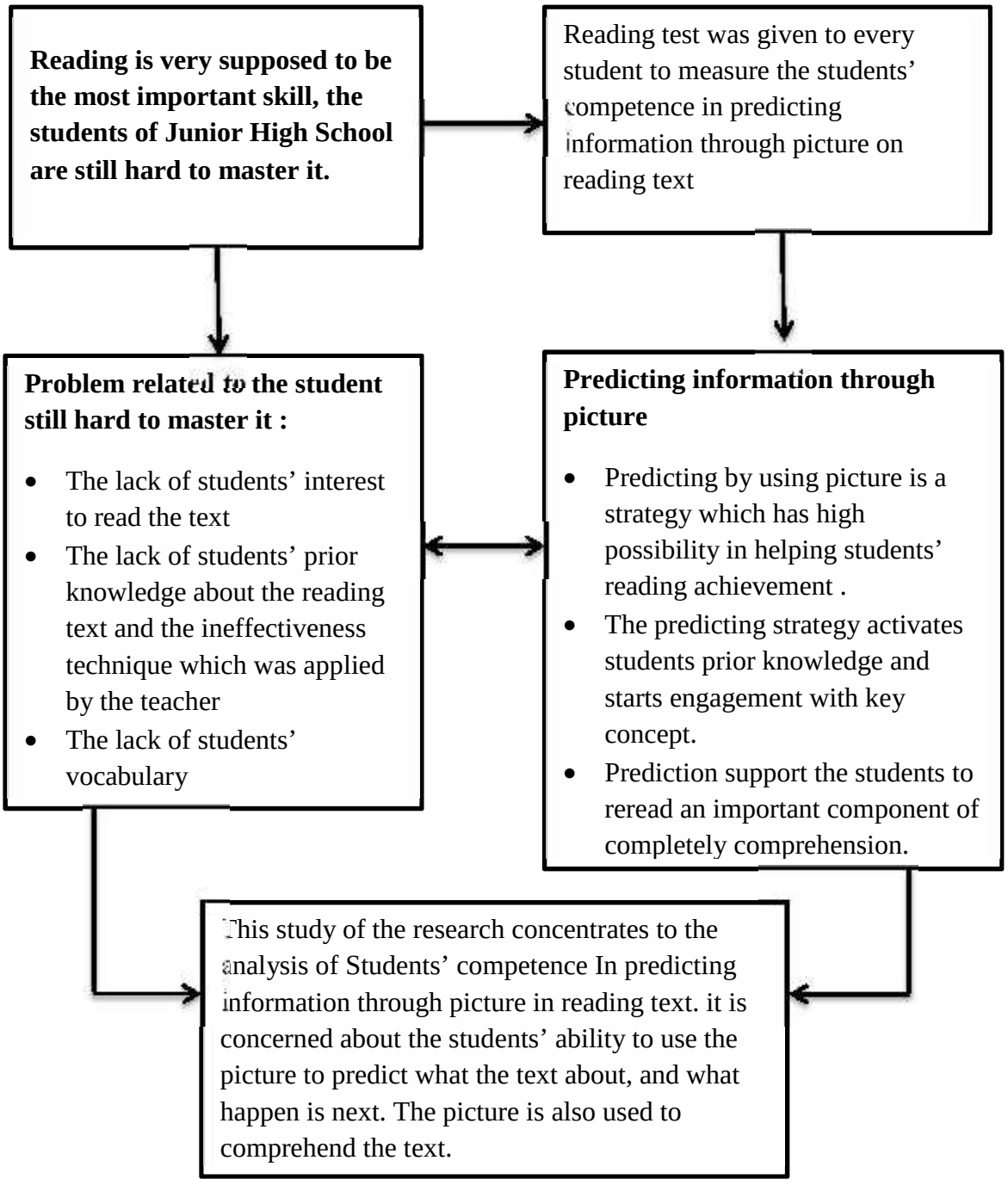

Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research design

This research applied a descriptive quantitative research. Descriptive quantitative research is a kind of research that collects the information about the status of phenomenon at the time of conducting research and the collecting data are shown by numbers in order to obtain the percentage. It was a descriptive one because it used to describe phenomenon such as ability, competence and level of achievement. Besides, this research considered as quantitative because the result was described in frequencies, percentage and averages.

B. Research Variable and Indicator

The variable of this research was the students' competence in predicting information on reading text. The indicator of the research was the ability of students in predicting information through picture on reading text.

C. Research Subject

The subject of this research was the students at the eighth grade of SMP Negeri 1 Sanrobone. There were four classes of grade VIII which consisted of 102 students. And VIII.A was taken as a sample of this research. It was because the researcher knew the characteristics of the students and it was able to give information or data in relation to the research problem based on the research design.

D. The Instrument of Collecting Data

In this research, test was used as the instrument of collecting the data. The researcher used pictures with a text to measure students' ability in predicting information through picture, in which the teacher asked students to predict the picture before they read the text and answer the questions to measure their reading comprehension.

E. Procedure of Collecting Data

For collecting the data, the researcher used pictures with a text to measure students' ability in predicting. The data were collected in the following steps: Giving pictures, predicting the pictures, writing down their predictions, giving a text then students read the full text and revising their prediction, students answer the questions based on the text, collecting the test.

F. Data Analysis

In the data analysis the researcher was analyzed the following steps:

1. Scoring the test in prediction

   In scoring the test in prediction, the cumulative score was ranging from 1-100. In order to know students' competence in predicting information through picture, there was criterion that must be considered. This criterion 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 5 or more than 5 details.** Predictions are based on characters motivation and/or characters history.
Good **51-75**	Prediction is acceptable, but **there only 3-5 details** from the passage to support the prediction.
Low **26-50**	Prediction is acceptable, but **there are 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.

(Lilchocolate in Rahmah 2016: 18)

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 5 or 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.

2. Scoring the Essay Test

In scoring the essay test, researcher determined the cumulative score ranging 0-100 by counting the correct answer and applied the following formula:

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

Where, S = Score of the Test

R = Number of Correct Answer

N = Number of Question

(Gay, 1981: 298)

3. Calculating the mean score of the students' answer by using the following formula:

$$M = \frac{\Sigma x}{N}$$

Where, M = Mean of the Sample

Σx = Total New Score

N = Total Number of Students

(Gay, 1981: 298)

4. To percentage the students' competence in predicting information, the researcher applied the formula:

$$P = \frac{F}{N} x\ 100\%$$

Where, P = The percentage of the students' Competence

F = the frequency of the right answer

N = Total Number of Students

(Sudiyono, in Fitriani 2016)

G. Technique of Analyzing Data

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.

CHAPTER IV

FINDINGS AND DISCUSSION

Concerning with the statement of the problems, in this chapter the researcher would like to describe and analyze the findings during the research process conducted at SMP Negeri 1 Sanrobone. It is intended to answer the problems of the research. In finding, the researcher described the process of calculating and presenting result of the data. Whereas, in the discussion the researcher deduced the finding.

A. Findings

The findings of this research are the students' competence in predicting information through picture on reading text. The data of this research was obtained by administering a test. The test consisted of a picture, text and questions. To gain the objective of the research, the researcher had analyzed the data systematically and accurately. The researcher described the findings as follows :

The findings of this research are deal with the students' score. The scores of the test were taken from the students' prediction and the correct answer 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 findings describe as follows :

Table 4.1: Classifications of Students' Competence Frequency and Percentage

No.	Classifications	Frequency	Percentage (%)
1	Very Good	10	35.71
2	Good	15	53.57
3	Low	3	10.71
4	Very Low	0	0%
Total			100%

The table showed that, from the 28 samples there are 10 students (35.71%) got very good classification or can predict more than 5 details of information from the text, 15 students (53.57%) got good classification or can predict 5 or less than 5 details of information from the text, and only 3 students (10.71%) got low classification or can predict 2 or less than 2 details of information from the text. From the explanation above, it can be seen that the students' competence in predicting information through picture is good classifications, it because more than 50% of the students got good score from the higher score is 95 and the lower score is 50.

After the students predicting information through picture, the researcher given 10 the essays test to knows the students understanding about the text. The finding of the test can be seen as follow :

Table 4.2: The Result of students' Essays test

No.	Score	Frequency	Total
1	90	8	720
2	80	9	720
3	70	7	490
4	60	2	120
5	50	2	100
Total			2150
Mean Score			76.78

Based on the score and frequencies above, the essays score shows that students' comprehension in reading descriptive text is also good. There are 8 students got score 90, there are 9 students got score 80, there are 7 students got score 70, there are 2 students got score 60 and there also 2 students got score 50. The total score was 2150 with mean score 76.78 with the highest score is 90 and the lowest score is 50.

Based on the table 4.1 and 4.2 above, the researcher presents the students' mastery in predicting information and students' comprehension on reading text into a chart as below:

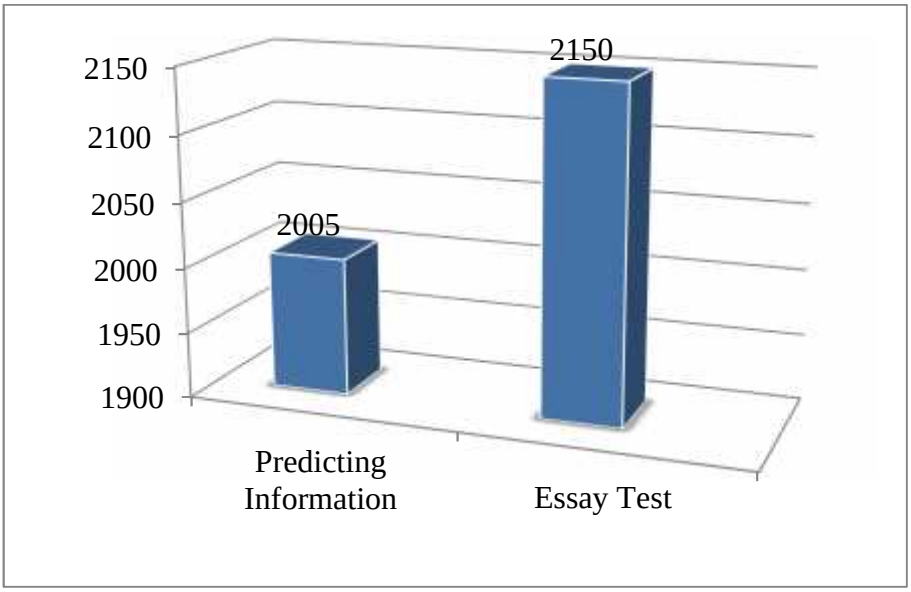

Chart 4.2: Result of Predicting Test and Essay Test

Chart 4.2 shows that predicting information through picture can improve students' competence in reading text. In predicting information, the total score of the students was 2005 and after the students make prediction then read the full text, the total score of essays test was 2150.

B. Discussion

In this part, discussion dealt with the interpretation of findings derived from the result of findings.

The problem that is mostly faced in learning English reading is the difficulty in understanding what contain in the text. Commonly, in learning English reading students are given a material to be discussed or to be an object as an activity in the class. It may make the students got bored during teaching and learning process. In this research the researcher tried to solve their problem in reading text by making prediction through pictures on reading text.

Based on the result test in predicting information through picture, there are three classification of students' competence of eighth grade at SMP Negeri 1 Sanrobone, from the very good level until low level. The first is very good level, there are 10 students (35.71%) got very good level because the score are 85, 85, 85, 90, 80, 80, 85, 85, 85, and 80. The second is good level, there are 15 students (53.57%) got good level because the score are 60, 70, 70, 75, 75, 60, 75, 60, 75, 70, 60, 60, 70, 75 and 60. The third is low level, there are 3 students (10.71%) got low level because the score are 50, 50, 50.

Based on the explanation above, the level of the students' competence in predicting information through picture is good level because more than 50% students got good score. The lower score of the students are 50 and the higher score is 90.

The essay test also shows that the students' comprehension in reading descriptive text is good, the total score was 2150 and the mean score was 76.78 which is higher than the Minimal Completeness Criteria (KKM) of reading applied by SMP Negeri 1 Sanrobone. So, the researcher stated that the students' competence in predicting information through picture on reading text of eighth grade at SMP Negeri 1 Sanrobone was good classification.

Based on the students' result, the researcher found that the students of SMP Negeri 1 Sanrobone easy to answer the essay test because they were known what is coming in the lesson, they can describe the content of the text after they make prediction from the picture.

The problem of the students in reading is they still lack of vocabulary, so that the students always ask the researcher the English word that they do not know, it is the reason of the students still got good level. To increase the level of students' competence in predicting information through picture on reading text, there are some things that must be done by their English teacher. That are the teacher should give more practice of English about predicting information through picture on reading descriptive text, so the students will more understand about this material and the teacher should motivate the students to learn English especially for predicting information through picture on reading text.

The result of this research stated that using pictures in reading text can help students to know what is coming next in a lesson, and make students easily to understanding about the text and also improve their background knowledge. The students also more fun in learning English because the pictures that researcher gives is familiar.

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. The use of visual image with a few or no word can help readers gain experience with logical sequences of thought and plot that characterize much of reading that they will do in their life. The pictures/images help readers identify the evidence in the image or words or their background knowledge that leads to the next frame (Moreillon, 2007: 80).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In reference with analysing students' competence in predicting information through picture on reading text at junior high school, it could be concluded that students' competence in predicting information through picture on reading text at SMP Negeri 1 Sanrobone is good. From 28 sample students, there were 10 students (35.71%) got very good score or can predict more than 5 details of information from the text, 15 students (53.57%) got good score or can predict 5 or less than 5 details of information from the text and only 3 students (10.71) got low score or can predict 2 or less than 2 information.

Students' comprehension in reading descriptive text is good. The total score was 2150 with mean score 76.78 which is higher than the Minimal Completeness Criteria (KKM) of reading applied by SMP Negeri 1 Sanrobone. With the highest score is 90 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. Moreillon (2007: 80) also stated that visual image with a few or no word can help readers gain experience with logical sequences of thought and plot that characterize much of reading that they will do in their life. The pictures/images help readers identify the evidence in the image or words or their background knowledge that leads to the next frame.

B. Suggestions

Since the result of students' competence in predicting information through picture on reading text at SMP Negeri 1 Sanrobone is good as well as their reading comprehension of the text, it is suggested that:

1. English teachers to use picture as their media in teaching reading to help the students develop their knowledge about the topic of the text.
2. The students to help their problem and their weakness in reading especially in comprehending a new text.
3. Other researchers to use this study as reference for further research.

APPINDEX I

Score of Predicting Information

NO.	Students	Predicting information	Score	Classifications
1	S1	7	85	Very Good
2	S2	3	60	Good
3	S3	4	70	Good
4	S4	7	85	Very Good
5	S5	7	85	Very Good
6	S6	8	90	Very Good
7	S7	4	70	Good
8	S8	5	75	Good
9	S9	6	80	Very Good
10	S10	6	80	Very Good
11	S11	7	85	Very Good
12	S12	5	75	Good
13	S13	3	60	Good
14	S14	5	75	Good
15	S15	3	60	Good
16	S16	5	75	Good
17	S17	7	85	Very Good
18	S18	4	70	Good
19	S19	3	60	Good
20	S20	3	60	Good
21	S21	4	70	Good
22	S22	5	75	Good
23	S23	2	50	Low
24	S24	2	50	Low
25	S25	7	85	Very Good
26	S26	6	80	Very Good
27	S27	2	50	Low
28	S28	3	60	Good

APPINDEX II

Score of Essays Test

NO.	NAME	Correct Answer	SCORE
1	S1	9	90
2	S2	7	70
3	S3	9	90
4	S4	8	80
5	S5	7	70
6	S6	7	70
7	S7	7	70
8	S8	8	80
9	S9	7	70
10	S10	9	90
11	S11	9	90
12	S12	8	80
13	S13	6	60
14	S14	8	80
15	S15	7	70
16	S16	8	80
17	S17	9	90
18	S18	6	60
19	S19	8	80
20	S20	9	90
21	S21	7	70
22	S22	5	50
23	S23	8	80
24	S24	8	80
25	S25	9	90
26	S26	8	80
27	S27	5	50
28	S28	9	90
Total			2150

APPINDEX III

Mean score of the students' reading test

$$M = \frac{\Sigma x}{N}$$

$$= \frac{2150}{28}$$

$$= 76{,}78$$

APPINDEX IV

The list of A class eight grade students result test of SMP Negeri 1 Sanrobone

No.	Score	Classifications	Frequency	Percentage
1	76-100	Very Good	10	35,71%
2	51-75	Good	15	53,57%
3	26-50	Low	3	10,71%
4	0-25	Very Low	-	0%

APPINDEX V

Students' competence based on the prediction result

$$P = \frac{F}{N} x\ 100\%$$

Very Good : 10 Students

$$P = \frac{10}{28} x\ 100\%$$

$$= 35{,}71\%$$

Good : 15 students

$$P = \frac{15}{28} x\ 100\%$$

$$= 53{,}57\%$$

Low : 3 Students

$$P = \frac{3}{28} x\ 100\%$$

$$= 10{,}71\%$$

Very Low : 0 Students

APPINDEX VI

$$\text{Score} = \frac{Number\ of\ Correct\ Answer}{Number\ of\ Question} \times 100$$

1. S1

   $\text{Score} = \frac{9}{10} \times 100 = 90$
2. S2

   $\text{Score} = \frac{7}{10} \times 100 = 70$
3. S3

   $\text{Score} = \frac{9}{10} \times 100 = 90$
4. S4

   $\text{Score} = \frac{8}{10} \times 100 = 80$
5. S5

   $\text{Score} = \frac{7}{10} \times 100 = 70$
6. S6

   $\text{Score} = \frac{7}{10} \times 100 = 70$
7. S7

   $\text{Score} = \frac{7}{10} \times 100 = 70$
8. S8

   $\text{Score} = \frac{8}{10} \times 100 = 80$
9. S9

   $\text{Score} = \frac{7}{10} \times 100 = 70$
10. S10

    $\text{Score} = \frac{9}{10} \times 100 = 90$
11. S11

    $\text{Score} = \frac{9}{10} \times 100 = 90$
12. S12

    $\text{Score} = \frac{8}{10} \times 100 = 80$
13. S13

    $\text{Score} = \frac{6}{10} \times 100 = 60$
14. S14

    $\text{Score} = \frac{8}{10} \times 100 = 80$

15. S15

    Score = $\frac{7}{10}$ x 100 = 70

16. S16

    Score = $\frac{8}{10}$ x 100 = 80

17. S17

    Score = $\frac{9}{10}$ x 100 = 90

18. S18

    Score = $\frac{6}{10}$ x 100 = 60

19. S19

    Score = $\frac{8}{10}$ x 100 = 80

20. S20

    Score = $\frac{9}{10}$ x 100 = 90

21. S21

    Score = $\frac{7}{10}$ x 100 = 70

22. S22

    Score = $\frac{5}{10}$ x 100 = 50

23. S23

    Score = $\frac{8}{10}$ x 100 = 80

24. S24

    Score = $\frac{8}{10}$ x 100 = 80

25. S25

    Score = $\frac{9}{10}$ x 100 = 90

26. S26

    Score = $\frac{8}{10}$ x 100 = 80

27. S27

    Score = $\frac{5}{10}$ x 100 = 50

28. S28

    Score = $\frac{9}{10}$ x 100 = 90

Predict the picture below !

Name :_____

Class :_____

Predict the picture that teacher given to you and answer the questions below !

1. What is the main idea of the text?
2. Where is this beach located?
3. What attraction does Beach offer?
4. What is the name of the place where the children can play and run?
5. What is the traditional food that is many for sale in this place?
6. How many hotels that writer mention?
7. According to the text, we may conclude that Losari beach is suitable for whom?
8. **This** is a major attraction of people's coming to the losari beach. (pharagrap 1) the underlined word refers to….
9. Every evening hundreds of people come to witness the panorama of red as the sun will **disappear** into the ocean. (paragraph 2)

   What is the underlined word mean ?
10. Long of the beach is **approximately** one kilometer and it is a public space that can be accessed by anyone. (paragraph 3)

    The word 'approximately' means to….

LOSARI BEACH

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest cafe in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach.

Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse

jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also float mosque and there are some hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

Answer :

1. Losari beach is a good place to visit
2. Losari beach is located on the edge city of Makassar only about 3 km from the center of Makassar (Karebosi Park)
3. Losari beach offers its charming sunset
4. The place is called the Pelataran Bahari (Marine Park)
5. The traditional food is epe banana
6. There are four hotels that writer mention in the text
7. Losari beach is suitable for everyone
8. The underlined word refers to ‘charm of the beach’
9. The word ‘disappear’ means ‘set’
10. The word ‘approximately’ means ‘around’

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CURRICULUM VITAE

The researcher, Muliati, was born on December 5th 1993 in Tambing-Tambing, South Sulawesi. She is the second from three children of Halim and Hasnah. In 2000, she started her education in SDN No. 30 Paddinging and graduated in 2005. She continued her study in SMPN 1 Takalar and graduated in 2008. Then she continued her study in SMKN 3 Takalar and graduated in 2011. She continued her study at University of Muhammadiyah Makassar in English Departemen 2013-2018. Besides a student at the University.