THE EFFECT OF USING *PREVIEW-PREDICT-CONFIRM (PPC)* STRATEGY IN PRE-READING ACTIVITY ON STUDENTS' READING COMPREHENSION IN SMAN 11 PADANG

THESIS

Submitted as a Partial Fulfillment to obtain the Strata One (S1) Degree at the English Department of FBS UNP Padang

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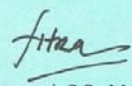|	
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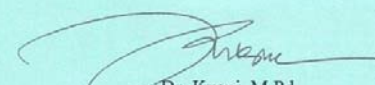
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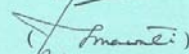2. Drs. Zainuddin Amir, M.Pd. ( )

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ABSTRAK

Putri, Emillisa. 2011. "The Effect of Using Preview- Predict- Confirm PPC Strategy in pre reading to Improve Students Reading Comprehension at SMAN 11 Padang". *Skripsi*. **Padang: Universitas Negeri Padang**.

Kemampuan memahami dalam membaca siswa Sekolah Menengah Atas dalam bahasa Inggris masih dirasakan rendah. Beberapa masalah dari sudut pandang siswa dan guru ditemukan selama proses pembelajaran dan pengevaluasian. Stategi pembelajaran membaca dalam bahasa Inggris masih dirasa kurang tepat. Oleh karena itu, penelitian ini ditujukan untuk mengetahui pengaruh penggunaan strategi *Preview- Predict- Confirm (PPC)* pada kegiatan awal membaca di SMA 11 Padang. Penelitian ini bertujuan untuk melihat dampak penggunaan strategi *PPC* dalam kegiatan pra membaca terhadap pemahaman siswa dalam membaca. Penelitian ini mengemukakan hipotesis yakni siswa yang diajar dengan menggunakan PPC dalam kegiatan pra membaca akan memiliki pemahaman membaca yang lebih baik daripada siswa yang diajarkan menggunakan pra pertayaan.

Jenis penelitian ini adalah penelitian eksperiment. Populasi penelitian adalah siswa kelas XI SMAN 11 Padang tahun pelajaran 2010-2011 yang terdiri dari lima kelas. Sampel penelitian ini terdiri dua kelas yaitu XI IPA2 sebagai kelas experimen dan XI IPS 1 sebagai kelas kontrol dengan menggunakan teknik *cluster sampling*. Masing-masing kelas memiliki jumlah siswa 24 orang. Instrument yang digunakan adalah *Comprehension Test*. Test dilakukan dua kali; pretest dan posttest. Test tersebut terdiri dari dua puluh butir soal dalam bentuk pilihan ganda.

Data berupa nilai reading test oleh kedua kelompok sampel di analisis secara statistik dengan menggunakan rumus *t-test*, dan ditemukan bahwa t-*hitung* sebesar 8,30, sedangkan t-*tabel* sebesar 2,021, yang berarti t-*hitung* > t-*tabel*. pada taraf signifikasi 0,05. Berdasarkan hasil hitungan ini, disimpulkan bahwa penggunaan strategi *PPC* dalam pembelajaran dapat memberikan pengaruh yang lebih baik terhadap pemahaman siswa dalam membaca.

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

She would like to express her appreciation and faithful gratitudes to her beloved parents, H. Emrizal and Isnani S.Pt., for being with her in every step of the way. Thank you. She'd like to thank her only two sisters Dian and Riza and one dearest young brother, Farid for being supportive and caring sibling.

Finally the write would also like to say thanks to all of her friends in English department especially to non regular A class of 2006 for their kindness, support, and help during finishing this thesis. The writer realizes that this thesis is still far from being perfect, so that any suggestion and constructive opinion will be acceptable for the improvement of this thesis. The last, it is hoped that this thesis will be useful for the readers, especially for the English teachers.

Padang, July 2011

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of important skills in learning English beside listening, speaking, and writing. Reading refers to the process of getting the meaning and information from the written form. It is a basic medium in getting knowledge and information for instance, the students know all things that happen in the world through reading newspapers. They understand about how to operate computers and browse the internet well if they can read. The text will be understood easily if the students can read and comprehend the text. Therefore, reading is necessary for both the students and the teacher.

According to Grabe and Fredricka (2002), there are some purposes of reading. First, most of the students read a book for getting simple information, they usually need to find the information from the guide book to get the information about how to use or operate something. Second, the students need to read for writing something. In order to get some ideas in writing, the students should read much. Last, reading is necessary for getting general comprehension,

Based on the informal interview and observation to one of the English teacher and some students at SMAN 11 Padang, there are many the students still had problems in comprehending the text. It was found from comprehension test. Most of them tended to asking more explanation about

the text to the teacher, then they asked the teacher about some difficult word on the test.

The situation above was caused by some problems. The first problems came from the students' sides. Their problem was influenced by their less ability in mastering language components for instance grammar knowledge and vocabulary. Grammar knowledge is included into words, sentences, spellings, punctuation, parts of speech and the use of tenses. It was found that they did not understand about the text and how to answer the questions on the test. As the result, the students had the problem to answer reading comprehension test well.

In addition, vocabulary is also one of the keys in understanding reading and can determine whether the students can be successful in reading or not. The students know what the text is talked about if they have much vocabulary. By mastering vocabulary the students can understand what the meaning of each word, sentences, even paragraph is. In SMAN 11 Padang, there were some students who had less vocabulary tried to look for a dictionary in finding the meaning of difficult words. Moreover, they felt hard to translate the questions meaning, therefore they often ask the teacher to translate about the meaning of difficult words while the teacher was explaining the questions. The situation made the class was noisy.

The second problem came from the teacher sides. The teacher had problem in choosing appropriate strategy in teaching reading to improve students' reading comprehension. There are some various strategies that the

teacher can use in pre- reading activities; for instance, using pre-questions, using semantic mapping or activating schemata. However there was still found that the teacher tended to use pre reading activity incorrectly.

Based on the observation at SMAN 11 Padang it was found that the teacher still had problem in applying kinds of activities that can be used on pre reading as a strategy that are suitable with the students' need. There, the teacher usually used some pre-questions to the students in pre-reading activity. The teacher provided some questions to the students about the text. Next, the teacher invited students to answer some questions and guest something that will be appeared on the text. Then she started to teach reading by asking the students to read the text directly. After that, the teacher asked several questions to the students that had relation with the text to see whether the students understand about the text or not. This way could make the students not understand about the text. As the result, they felt hard to answer the questions at the end of reading activity.

Based on the problems above, one of the solutions that can be applied is by using *preview- predict- confirm (PPC)* strategy in pre-reading activities that can improve the students' reading comprehension in reading. The pre-reading activity can help the students become success in reading activity, because pre-reading can determine the students' ability in continuing activities such as preview the text. Then, they can predict what words might appeared on text to the next activities like reading the text and answer the questions. This kind of strategy will help the students to have opportunities to preview a

text before making words prediction about the content, then getting the confirmation about what word they have already found and discuss the words in groups.

In *PPC* strategy the teacher has a big job to make the students understand and enjoy reading the texts or books. The students can get more necessary information in the pre reading activity before continuing to the next activity in reading. According to Yopp and Yopp (2001) *PPC* itself have some roles in improving the students' reading comprehension. It is divided into three activities where the students are helped in preparing them to relate the text with their background knowledge. The three activities are 1) ***Previewing activity*** refers to the activity where the teacher shows the titles, pictures, illustration from an informational text, then list of first sentence of each of paragraphs in the text 2) ***Predicting activity*** refers to activity where the teacher asks the students for several word predictions and reasons for those predictions. 3) ***Confirming activity*** is the activity where the students compare the author's selection and the use of words with their own then discuss the benefits of previewing the text in this way.

The teacher can use *PPC* in the pre reading activity to generate the students' information about the text that will be learned. The *PPC* can give the teacher time to check each student's comprehension about the text because each student should tell and explain about what he or she has learned and read about the text. Therefore, the researcher did a research about the using of *PPC* in improving students' comprehension.

B. Identification of the Problem

There were some problems that were found in SMAN 11 Padang. The problems came from the students and the teacher's sides. Some students had low ability in understanding reading test, it caused they did not master grammar knowledge about foreign language and had less vocabulary in translating the meaning of difficult words. From the teacher's side, the teacher had less attention about making reading more interesting. The teacher also did not have variation in using teaching strategies in order to make the students were comprehend English.

Based on the situation, using *Preview- Predict- Confirm (PPC)* might help the students in the pre reading activity to comprehend the text. *PPC* itself has some characteristics in developing students' comprehension. *PPC* strategy can help the students to work in some steps for instance preview, predict and confirm. The students' comprehension would get improvement by applying PPC strategy. Both the students and the teacher may get the point in learning and teaching reading.

C. Limitation of Problem

Based on identification above, the problem was limited to the use of PPC strategy in pre reading stage to improve students' reading comprehension on the second grade students of SMAN 11 Padang.

D. Formulation of The problem

Based on the identification and limitation of the problem, the formulation in this research was "do the students who are taught by using PPC strategy in pre-reading activity have better reading comprehension than those who are taught by using pre-questions strategy.

E. Hypothesis

In order to test the hypothesis, the t-test formula was used. The hypothesis which were stated in the research in the form of null and directional hypothesis as the following description:

H_0: the students who are taught by using PPC in pre reading do not have better reading comprehension than the students who are taught by using pre questions strategy.

H_1: the students who are taught by using PPC in pre-reading stage have better reading comprehension than the students who are taught by using pre questions.

F. Purpose of the Study

The purpose of the study was to find out the effect of using PPC on the students' reading comprehension on second grade students of SMAN 11 Padang.

G. Significance of the Study

It was greatly expected that the result of this research would give contribute to the foreign language teaching development both theoretically and practically. Theoretically, it was expected that this research findings would greatly influence as well as enrich the theory of reading strategy in improving reading comprehension. Practically, the result of this research was hoped that English teacher will use *PPC* strategy in teaching reading.

H. Definition of the Key Term

In order to understand the key term in this research, the key terms are defined as follows:

1. Reading comprehension is the ability of the students to grasp the information from the reading text.

2. Pre reading stage is one of the reading stages before reading and post reading. The students can preview and predict the test by using their background knowledge before starting reading.

3. Preview-Predict-Confirm strategy is the strategy that is prepared in pre reading stage where the students do preview about the text, make the prediction about the questions and the answer will be confirmed after reading the text. PPC strategy may help students to comprehend the text and can answer the teacher's questions about the text.

4. Pre questions strategy is a strategy to provide the students with a set of written questions on the topic of the reading passage.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading Comprehension

There are several definitions about reading itself. According to Page and Pinnel (1973), reading is as a part of language use that deals with the use of printed language it means that is how people get information in written form. Harris and Sipay (1980) define that Reading is the meaningful interpretation of printed or verbal symbols. It means that reader should recognize symbols that are printed in the text in order to get meaningful interpretation while they are reading. Then Grabe and Fredericka (2002) define reading as the ability to describe meaning from the printed page and present this information appropriately. The students can get the meaning from what the students have read based on the books, magazines and newspapers.

According to Reinky and Scheiner in Kustaryo (1988) reading comprehension is an active process of thinking, depending not only on comprehension skills but also on reader's experience and background knowledge. Here In order to get the meaning from the text, the students have to involve their background knowledge to build the meaning of the text because the text itself does not carry meaning without contribution from the students' background knowledge.

Moreover, according to Harmer (1998) there are some skills that the students acquire in reading to achieve comprehension. The students must be

able to scan the text for particular information they are searching for. The students must be able to skim a text- casting the eyes over it surface. Then reading for detailed comprehension, the students are expected to concentrate on the minutiae of what they are reading.

According to Grellet (2001) reading comprehension is an activity to understand a written text; it means that extracting the required information from it as efficient as possible. In other word, comprehending the texts needs a strategy in order to make the students have a good comprehension of the text. Some cases the students do not need to read all part of the text because in getting information that the students intended, will be obtained by reading several important keys sentences in every paragraphs.

Moreover Gabe and Fredericka (2002) concluded that reading comprehension is the most basic purpose for reading, underlying and supporting most other purposes for reading. General reading comprehension is actually more complex than commonly assumed. A text can be comprehended when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas.

Based on the previous explanation of reading comprehension, it can be concluded that the reading comprehension may be defined as the students' ability to grasp the meaning of necessary information from the text by involving the students' experience, background knowledge, language skills, and reading strategies to help them in understanding the text. A fluent reader

can comprehend the text well by processing words, forming meaning and main ideas automatically.

B.   Reading Assessment

Reading comprehension can be measured in several different ways. Weir (1990) states that, there are four instruments used to measure reading comprehension namely multiple choice questions, short answer questions, cloze procedure and C- test.

1.   Multiple Choice Questions

Multiple choice questions is usually set out in such a way that the students is required to select the answer from a number of given options, only one of which is correct. The marking process is totally objective because the marker is not permitted to exercise judgment when marking the student's answer; agreement has already been reached as to the correct answer for each item.

2.   Short Answer Questions

These are questions which require the students to write down specific answer in space provided on the question paper. The technique is extremely useful for testing both reading and listening comprehension and the comment made below in reference to reading are for most part, also applicable to test listening.

3.   Cloze Procedures

In the cloze procedure words are deleted from the text after following a few sentences of introduction. The deletion rate is mechanically set, usually between every fifth and eleventh words. The students have to fill each gap by supplying the word they think has been deleted.

4. C- Test

In the C- test every second word in a text is partially deleted. In attempt to ensure solution students are given the first half of deleted word. The students complete on the test paper and exact word scoring procedure is adopted.

In short, there are some instruments that can be used in evaluating reading comprehension; multiple choice questions which is consisted of several objective items where there is one correct answer. Short answer question is a kind of questions that need detailed answer. Cloze procedure needs the students to fill each gap by supplying the word they think has been deleted. Last, C- test requires the students to fill the second missing word. From these types of assessments, the indicators of the reading comprehension test can be decided.

C. Reading Activity

Reading activity contains of three activities like, pre reading activity, while-reading activities, and post-reading activity. Each of activities must be foll owed by students in getting comprehension of reading.

1. Pre-reading activity

According to Porter (2001), there are four uses of pre reading activities that the teacher can follow, for instance: 1) provide the chance for students to ask questions concerning their assignments, 2) focus on text structure, 3) involve classroom and peer review and 4) extend activities which extend learning. Here the teacher invites the students to the students' background knowledge with the

text by doing some activities such as previewing, predicting, and confirming the text.

Pre reading activity involve student to make prediction to the text that will be read. According to Yopp and Yopp (2001), pre reading activity is a part of the instructional cycle that should be done with some purposes in mind. By doing so, it is expected that students can feel and react ideas or issues before interacting to the text. They also add that pre reading activities promote personal responses to the text by giving a sign for students to their experiences, ideas, and what is happen. This means that when the students enter to pre reading activities they can connect their ideas with the content of the text that will be read before come to read the entire text.

In addition, Manro and Bernice (2001) tell that pre-reading is as succeeding level of reading where the students can interpret and apply the content only by connecting that content to their previous experience that they remember and can applied. Therefore, in pre-reading the reader can relate the content of what idea that has been read with the previous reading. Moreover Debat (2006) states that pre reading stage is important stage the teacher should make sure that the students have the relevant schema for understanding the text. The teacher can invite the students think, write and discuss everything that the students know about the text.

There are some purposes that can be accomplished in pre-reading stage. Pre-reading stage can relate student's background knowledge with their experience into the text. As Crilly (2002) says that pre-reading is to acknowledge the different experiences and background knowledge that

students bring to a text, influence how they will read and learn from a particular text. Therefore the teacher can provide the students who can bring previous experience to the text with appropriate scaffolds to make links between what is already known and new information presented in a text. Then Banville (2005) state that,

> "Pre-reading: (1) provide for the learning of vocabulary, lexical patterns and grammar; (2) set students up to succeed in the listening or reading, or at least ease the strain of having to negotiate a large chunk of English unprepared; and (3) encourage a degree of learner autonomy by increasing the reliance on their own analytical skills."

2.   While-reading activity

   While-reading activity refers to the activity where the students start to read the text. As Crully (2002) says that while-reading allows the students to integrate the knowledge and information they bring to the text with 'new' information in the text. The students can get additional information during reading, because the students have related their experience with the text before reading.

   Yopp and Yopp (2001) define while-reading activity as some activities that are excellent tools for calling students' attention and encourage students to react to ideas, even characters in the text by finding meaningful information. The students can get all the information from the text after reading the entire of the text. They can get the purpose of the text directly.

   Besides that, Stoller (1994) states that while-reading activity is the process of exploring information while reading the text. It deals with excellent tool for calling students' attention to explore information while

reading and for encouraging them to find ideas or characters in the text to find meaningful information, and besides that through while-reading activity the students know the steps or strategies in reading and understanding the content of the text. The students try to understand what the text is talking about. Here the students can discuss the text in pairs or groups.

3. Post-reading

Post-reading activity involves students to get more information from the text and then the students can get the summaries from the text. According to Sasson (2009), there are some purposes of post-reading; they are 1) to obtain of closure, 2) to personalize the main activity and 3) to summarize what was done.

Yopp and Yopp (2001) define that post-reading activity is some activities that are vehicles to integrate a prior knowledge and new information and encourage the extension of students' comprehension beyond the text itself. It is supported by Stoller (1994) who defines post-reading activity as the process of getting understanding and applying ideas from the text. It means that post-reading prepares students to understand about the content of the text.

Based on the explanation above, it can be summarized that reading activity has three activities. They are pre-reading activity where the students have related their background knowledge with what the students will read. In pre-reading the teacher helps the students to preview, predict what the text are going to read. Then while-reading is the activity where the students start to read the text. All the students can find all things that the students have

previewed and predicted. The students can gain the information in the second activity of reading. Last post reading activity involves the students to discuss the answer of some questions that the students found while reading.

D. Preview- Predict- Confirm Strategy

Preview- Predict- Confirm (PPC) strategy is the strategy that is applied in pre reading activity where students preview and make prediction about what the text will talked about. The students can give prediction about the text, then, all of the prediction will be confirmed after discussing the predicting words. Yopp and Yopp (2001) introduce *PPC* strategy as the activity that elicits vocabulary related to the book and text, activates and build the students' background knowledge, encourages activate engagement through prediction, and provides a window on the thinking strategies of peers. Soon this strategy can help the students to guess the content of the text that they are going to read. They also add that *PPC* provides the teachers with an opportunity to assess the students' comprehending. Moreover, it can determine the match between the language content of the text and the language and background knowledge of the students.

This strategy is used to activate the students' background knowledge, predict and conclude or summarize about the topic by asking them about what they have already viewed, what they want to know, and what they have learned about the topic. There are three activities that can be implemented in

PPC at pre reading stage to build the students' background knowledge, in order to make the students understand the text lately.

1. Previewing activity

      In previewing activity, the teacher shows pictures from an informational text, or supplementary pictures/visuals that relate to the reading, to the students. According to Tsai (2005), showing photos or pictures that are related to the content of the text will have a same function as a video. It means that pictures can be related to the content of the text. Sometimes the teacher helps the students to get the meaning of the sentence by showing the picture first.

      According to Chia in Adijeh (2001), the aim of previewing is to help readers predict or make some educated guesses about what is in the text and thus activate effective top-down processing for reading comprehension. Several stimuli in a text, such as the title, photographs, illustrations, or subtitles, are usually closely connected to the author's ideas and content. So, based on any of them, students can make predictions about the content of the text. To make more specific predictions, however, students obviously need more guidance.

      At preview activity the students can look at titles, headings, and pictures, and read the first few paragraphs and the last paragraph; these activities can then help students understand what the text is about by activating their formal and content schemata and making them familiar with the topic before they begin reading in earnest.

It is supported by Quitman and Wayne (2009), there are three things that the students do in previewing activity; 1) predict what topic and it's development are likely to be about, 2)make sure that the students know about the topic and 3) do the prediction about the reading material that already know.

The teacher can ask students to preview the text in some steps; there are title, heading, each paragraph and each sentence of paragraph. For example, when the teacher wants to teach about the descriptive text about the animal, before asking the students to read the text, the teacher can shows to the students the pictures that are related to the animal. At the pre reading stage, teacher can activate the students' background knowledge by showing the pictures with the text. The students may review the title, heading and each paragraph from the text.

2. Predicting activity

Predicting involves thinking ahead while reading and anticipating information and events in the text. After making predictions, students can read through the text and refine, revise, and verify their predictions. According to Yopp and Yopp (2001), the teacher asks the class for several word predictions and reasons for those predictions. The students work in groups to record the above predictions and additional predictions on blank cards. Each group sorts its words into meaningful categories and labels each category. Category labels are shared with the entire class. Each group selects from among its cards a word that the group members think every

other group will have, a word the members think no other group will have, and a word the members find interesting. These words are written on sentence strips, and a representative from each group shares the three words. The teacher leads a discussion about the words that have been shared, including their possible context in the book or text.

According to Wood (2004) in order to make predictions about a text, students must have prior knowledge or experiences about the topic for a reason to get this information and knowledge. Here, getting students to make predictions about a text is more than just giving the students direct questions to "guess what will happen in this story, or what words will you find on the first paragraph?" It is necessary to ensure adequate predictions to motivate students to read the text to follow.

3. Confirming activity

Confirmation activity involves the students' discussion about what they have predicted before. According to Yopp and Yopp (2001) the students can enter the confirmation activity when they can compare the author's selection and use of words with their own. The students can find the answer of what are the predicting questions they got. The students can discuss the answers in groups.

From the explanation above, it can be concluded that preview-predict-confirm (*PPC*) strategy plays an important role in teaching reading comprehension. By using *PPC* in pre-reading will make the students more

understand about the text that they are being read and also help the students to get some information from the text by following some activities like previewing which requires the students to preview the text. Predicting activity needs the students to predict words as many as possible based on what they have previewed. Last, confirming let the students to discuss about their predicting words.

E. Pre-questions

Pre-questions is a strategy in reading in order to improve students' reading comprehension in teaching pre-reading. Royer (1981) in karakas (2003) defines pre-questions is an activity to provide students with a set of written questions or having the students generate their own questions on the topic of reading passage. This definition is strengthened by Cunningham and Tierney (1980), they state that the pre-test and pre-question in pre-reading activity used to increase the students' sensitivity to learning the text. It means that through providing the questions before reading the text can invite the students' motivation to read whole text.

F. Review of the Related Findings

Before conducting this research, the researcher has read other researchers about improving reading comprehension. First, Wood (2002) conducted the research about Aiding Comprehension with the Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy. This strategy also put on pre-reading activity. There is similarity between PPC strategy and IEPC strategy where the students will be prepared to explore their background

knowledge. This result showed that the students' reading comprehension improved.

Second, Arfendi (2003) conducted the research on the contribution of reading strategy toward reading comprehension. This research concluded that reading strategies were an important factor in reading comprehension. Even though, the research was about reading strategy, researcher thought was still related to her research because the research also discussed about strategy that could be used to improve students' reading comprehension

Third, Yeni (2009) conducted the research about improving student's reading comprehension by applying Know Want Learned (KWL) strategy at class VIII of SMPN 1 Lubuk Basung. She observed about KWL application in teaching reading. This research was a class action research. The findings of her research were the students were interested in KWL strategy, students can comprehend the text.

Fourth, Azhari (2011) conducted a research to see the effect of using TV quiz on reading comprehension for SMK students. This research was an experimental research. The result of his research showed there was improvement in students reading comprehension. This research compared between using TV quiz as the game and the picture. It can be seen from the findings that shown the students who are taught by using TV quiz have better English reading comprehension than those who are taught by using picture.

From the previous findings, it could be concluded that using PPC may have great role in improving the students' reading comprehension. In line with

these findings, the researcher wanted to see whether using PPC in pre-reading also can improve students' reading comprehension at SMAN 11 Padang.

G. Conceptual Framework

Reading is on important skill in learning English that should be mastered by students in order to help them in get information and message in a text. The teacher should provide the students with various strategies that can improve the students' reading comprehension. This research was conducted as an experimental research. The researcher was more focus in pre-reading activities in using *PPC* in experimental group where there were three activities that could be follow; previewing activity, predicting activity and confirming activity. Pre-questions were used on control group where the teacher provided some questions to the students. Last the researcher got the result of this research.

The conceptual framework is shown as follow:

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                        ┌─────────────────────────┐
                        │  Reading Comprehension  │
                        └─────────────────────────┘
                 ┌──────────────┼──────────────────┐
      ┌─────────────────────┐ ┌──────────────────────┐ ┌──────────────────────┐
      │ Pre-reading activity│ │ While-reading activity│ │ Post- reading activity│
      └─────────────────────┘ └──────────────────────┘ └──────────────────────┘
              │        └──────────────────────────┐
     ┌──────────────────┐                  ┌──────────────────┐
     │   Experimental   │                  │  Control group   │
     │      group       │                  └──────────────────┘
     └──────────────────┘                          │
              │                                     │
        ┌───────────┐                      ┌──────────────────┐
        │    PPC    │                      │   Pre question   │
        └───────────┘                      └──────────────────┘
      ┌─────┼──────┐                                │
┌──────────┐┌──────────┐┌──────────┐
│Previewing││Predicting││Confirming│
│ activity ││ activity ││ activity │
└──────────┘└──────────┘└──────────┘
                │                               │
                └───────────────┬───────────────┘
                    ┌──────────────────────┐
                    │ The students' reading │
                    │    comprehension      │
                    └──────────────────────┘
```
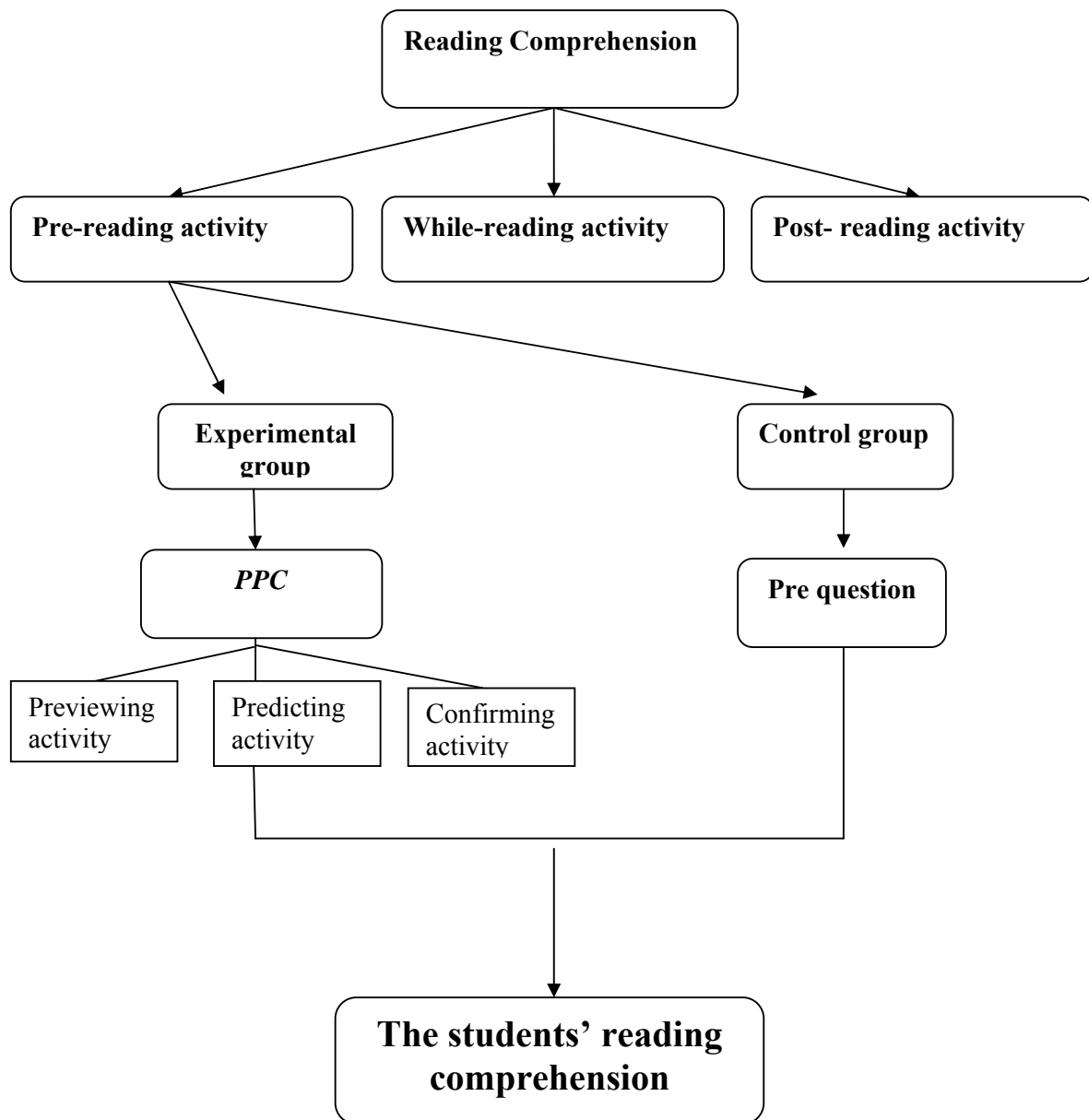
CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

A. Conclusions

As mentioned in Chapter I, the purpose of this research was to observe the students' reading comprehension through PPC. Based on the data analysis and findings that have been discussed in the previous chapter, it can be concluded that using PPC give better effect in improving students' reading comprehension at the second grade of SMAN 11 Padang registered in 2010/2011 academic year. Before giving a treatment, the mean of students' scores in the experimental group were 39.3. Then, after giving a treatment, the mean scores improved becoming 73.75. Meanwhile, in the control group, the mean scores of the students were 38.9, then after using pre- questions, their scores become 63.12.

Based on hypothesis testing, the value of $t_{observed}$ was bigger than the value of the t_{table} at the level of significance 0.05 ($t_{observed} > t_{table} = 8.30 > 2.021$). It could be concluded that the difference of students' reading comprehension between the two groups was considerably significant. From that result, it was decided that H_o was rejected while H_i was accepted. Therefore, it can be stated that the use of the PPC in pre-reading activity has better effect on the students' reading comprehension.

B. Suggestions

It has been proved that the using Preview – Predict- Confirm strategy give positive impact to reading comprehension in particular and to the English teaching.

Based on the finding the researcher gives numbers of suggestion.

1. In order to increase reading comprehension achievement of the students, it is advisable for English teacher to use some interesting, creative and educative activities that can be applied in pre-reading activity to provoke the students' background knowledge. In this case, the researcher suggests an English teacher to use the PPC strategy.

2. It will be very valuable input, if English teachers especially in SMAN 11 Padang use *PPC* strategy in their pre-reading activity, and can apply *PPC* on some kinds of texts since the difficulty of the students in comprehending the text in reading become the main problem.

3. For the next researchers are expected to have more meetings time to apply *PPC* strategy in order to get the data and to see the improvement of students' comprehension maximally

4. For the school committee, it is suggested to give more facilitation about preparation of using *PPC* strategy.

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