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The Effectiveness of Anticipation Guide and Visualization Strategies in Teaching Reading Comprehension to Students With High and Low Motivation

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Article Info	Abstract
	Teaching reading comprehension is not easy, the teacher must consider an appropriate strategy that can influence in the way of teaching-learning. The problem came from the Eight Grade students of SMPN 1 Kersana Brebes in the Academic year 2019/2020. The students lack motivation English subject because the teacher taught using conventional strategy which made them bored and could not achieve good score in English subject. The present study aims to explain how significant the students' achievement taught by using anticipation guide and visualization strategies in teaching reading comprehension to students with high and low motivation. This study was a quasi-experimental design with a 2x2 factorial design conducted in eighth grade students at SMPN 1 Kersana, Brebes as the research participants. There are two experimental group involved. The students' different level of motivation was taken as a factor that might influence the strategies. In collecting data, the writer used reading comprehension test to get students' scores and questionnaires. The data was analyzed using ANOVA to answer the main hypotheses. Based on the analysis of the significance score was 0.000 which was lower than 0.05. It can be concluded that there was significance difference on the students' achievement taught by anticipation guide and visualization for students with high and low motivation. This research is expected to give a contribution to give a contribution to English teaching learning such as giving appropriate strategy to teach reading comprehension.

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INTRODUCTION

Reading is one of the essential English language skills to be mastered by students while reading perceived to be one of the difficult abilities for many students. According to Brown (2004), reading is one of the essential skills for students getting success in all educational contexts. Reading is important to learn because of the goals of reading itself for getting crucial information. Medina (2013) argues that reading comprehension is the process of constructing and interchanging the meaning between students' background knowledge and current text ideas. According to Shiraz and Larsari (2014), reading comprehension prepares the students to be ready for better educational and also contribute to students' learning process and achievement. Acosta and Ferri (2010) proposed four strategies to develop students' reading comprehension such as activating students' background knowledge, make predictions, completing a graphic organizer, and answering the questions.

Based on the researcher's observation in SMPN 1 Kersana Brebes in 2019, the eighth-grade students had difficulties in reading activities. They had problem, for example, lack of motivation and vocabulary knowledge made them difficult to comprehend a text. the problem might be caused by the strategy used by the teacher. The teacher uses a traditional reading strategy to teach English without letting them using their prior knowledge to comprehend a text. The teacher always asks students to read and answer without they know about the content of the text. According to Faridi (2012) argues the appropriate teaching strategy used by teachers impacts students' achievements. Some strategies can be used by teachers in helping the students to enhance their comprehension. Moreover, the teaching strategies used by the teacher in teaching reading comprehension had a positive effect on reading comprehension activities in the classroom (Nugroho, Bharati, & Hartono, 2019). By acknowledging the problems faced in teaching reading comprehension, it is crucial to find out the solution to help teacher and students as well.

Therefore, there must be suitable strategy to teach reading comprehension according to problems. The strategies have to encourage students to read without feeling afraid. One of the suggested strategies is anticipation guide. Anticipation Guide firstly proposed by Herber (1978), he stated that anticipation guide is promote the students to be active in making predictions about what will they read. Besides Cramer (2004) said that anticipation guide can be strategy to help students to use their prior knowledge through prediction. Another strategy to help teachers in teaching reading comprehension is a visualization. Harvey and Goudvis (2000) define visualization as a process of creating images in the readers' minds which will be different from one another. The visualization is strategy to helps the students to communicate a message from the text. This strategy correlates between visual and verbal information, it helps students more understanding the content of the text by using words to create mental images.

There were some previous studies exploring anticipation guide and visualization strategies in teaching reading. Antoni (2017); Defrioka (2018); Arfiyanti (2018); Rahayu (2018); Sari and Sari (2019); Wibowo (2019), did studies on the effectiveness of anticipation guide in teaching reading and the result showed the implementation of the anticipation guide in teaching reading was successful to improve students reading performance. It stimulates the students' interest in a topic, creates curiosity, activates students' prior knowledge, and encourages them in predicting the text to be read. Besides Wulansari (2012); Ortlieb (2013); Meirafoni (2014) reported that the use of anticipation guide strategy in pre-reading activity can be an effective strategy to improved students' reading comprehension.

Another strategy to teach reading comprehension was visualization. The term visualization refers to the students' ability to build mental pictures in their minds. Woolley (2010); Ismail, Ahmadi, and Gilakjani (2012); Roohani, Jafarpour, and Zarei (2015); Fatemipour and Hashemi (2016), did studies and the result show

visualization strategy had better effect in students reading performance. This strategy facilities the students to become independent readers. In line those studies, Dewi (2017); Aulia (2017); Shatri and Buza (2017), the result show visualization is an effective strategy to improve students' reading comprehension, increasing and developing students' critical thinking, and also encourage students' interest in leading comprehensions strategy lead to better comprehension among EFL learners and also increase students' motivation to improve their reading comprehension. In this research, the students were divided into two groups low and high students critical thinking.

Based on the previous studies, the difference between the previous and the present study was that the writer divided the students into high and low motivation. In this paper, the writer aimed to find out the effectiveness of anticipation guide and the visualization strategies in teaching reading comprehension for students with high and low motivation.

This research has some benefits. First, the research can be adopted by teachers to teach reading or improve reading comprehension skill. Second, it can be alternative reference for further researchers who want to conducted research on implementing anticipation guide and visualization in teaching reading comprehension.

METHODS

In this research, the writer used a quasi-experimental study with 2x2 factorial designs to investigate the relationship among variable. Based on the design, the independent variables were anticipation guide and visualization. The dependent variable was teaching reading comprehension. Also, students' high and low motivation was the moderator variable. Anticipation guide used as an experimental class 1 and visualization would be used as an experimental class 2.

The population of this research was the eighth-grade students of SMPN 1 Kersana Brebes in the Academic year of 2019/2020. The students were divided into ten classes with a total 344

students. Anticipation guide was used in experimental group 1 (8F) while the visualization was used in experimental group II (8H). The instruments to collect the data were a questionnaire and reading comprehension test.

Questionnaire was used to get information about the students' motivation level. The questionnaire result was given before the researcher gave treatment to students. It helped the researcher to classify students into high or low motivation based on the score of the questionnaire. The questionnaire adopted from Motivated Strategies for Learning Questionnaire (MLSQ) proposed by Pintrich (1991).

The main instrument in this research was the reading comprehension test. The aims were to know the students' reading ability. The researcher used two kinds of tests namely pre-test and post-test. The pre-test was conducted before treatment. By giving a pre-test, the researcher knew the students' prior knowledge. Meanwhile, a post-test was used to measure the effects of treatment. The result of the pre-test and post-test would be compared to find the significance difference students' achievement before and after giving treatment.

There were several steps used in this research to collect the data, the first was the writer gave questionnaire to the students to know students' motivation level and to classify the students into high and low motivation level group. After that, the pre-test was given to students before they were taught with anticipation guide and visualization strategies to know students' reading comprehension ability before taught using the strategies. After giving treatment, the post-test was given to the students to know the students' reading performance after giving treatment.

In analyzing data, the researcher used Microsoft excel and SPSS program. The student's motivation level questionnaire was analyzed by using the Microsoft excel program to calculate the students' motivation level. The result of Microsoft excel was to divide students into high or low motivation groups.

To analyze the data of the pre-test and post-test, the researcher used SPSS. The

researcher used ANOVA in comparing the achievement between 2 strategies and 2 moderator variables. Second, the researcher used a paired sample t-test to compare the result of pre-test and post-test. The last, the researcher used an independent t-test to compare one strategy and two moderator variables.

RESULTS AND DISCUSSION

There were 68 students from two classes in which one class consisted of 34 students. There were 36 students who are in high motivation level and 32 students were in low motivation level.

The researcher wanted to know the significance of both anticipation guide and anticipation guide to students with high and low motivation the researcher used ANOVA, one sample t-test, independent t-test and paired sample t-test. To measure the significant difference between the strategies and students' motivation, the statistics of ANOVA should be the level of significance less than 0.05. If the significance level is less than 0.05, it means there is significant difference but is the significance is more than 0.05, it means there is no significant difference between the strategies and students' motivation. SPSS application was used to conduct ANOVA test. The result of the measurement whether the hypothesis was accepted or rejected. It was based on the value of the significant of ANOVA test.

The first comparison compared interactions between strategies and students' motivation level. The researcher used ANOVA factorial 2x2 to calculated those variables. On the first hypothesis, the null hypothesis (Ho) was to discover significance between the achievement interaction between anticipation guide and visualization strategies conducted with high and low motivation of students in teaching reading comprehension. To see the result of ANOVA, it the significant score is less than 0.05, it means H_I was accepted but if the significance is more than 0.05 it means was there is no significance.

Table 1. The result table of ANOVA test of achievement interactions between anticipation guide and visualization strategies conducted with high and low motivation of students in teaching reading comprehension

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1539,017	1	1539,017	32,063	,000
Within Groups	3167,969	66	48,000		
Total	4706,985	67			

The null hypothesis was rejected. The result showed that there are significant achievement interactions between anticipation guide and visualization strategies conducted with high and low motivation of students in teaching reading comprehension. It means that both strategies were not effective in teaching reading comprehension for students with different motivation level. It can be concluded that both strategies and students' motivation had significant difference for each other.

The ANOVA test result of this research was to explain how significant the achievement interaction between anticipation guide and visualization strategies conducted with high and low motivation of students in teaching reading comprehension. It was shown by the result of ANOVA that the significance scores of motivation level compared strategies score

was 0.000 which was less than 0.05 which means that both motivation levels and strategies were not significant. However, it can be concluded that the null hypothesis (H_o) was rejected and the alternative hypothesis (H_I) was accepted. In conclusion, there is significant difference in the achievement interactions

between the anticipation guide and visualization strategies conducted with high and low motivation of students in teaching reading comprehension.

The researcher would find out the effect of anticipation guide and students with high and low motivation using paired sample t-test. The result was explained in Table 2 for high motivation students and Table 3 for low motivation students.

Table 2. Paired samples test of anticipation guide with high motivation students

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Posttest	-10.000	3.536	.857	-11.818	-8.182	-11.662	16	.000

Table 3. Paired samples test of anticipation guide with low motivation students

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest–Posttest	-13.529	8.797	2.134	-18.052	-9.006	-6.341	16	.000

The second result of the research, the paired sample t-test result of this research was to explain how effective anticipation guide strategy to teach reading comprehension to students with high motivation. Based on the finding of the paired sample t-test, the values of significance were 0.000. the value was less than 0.05. It meant that H_I was accepted and H_o was rejected. However, it can be concluded that the use of anticipation guide in teaching reading comprehension to students with high motivation is effective.

The third result, the finding of the research based on the third question, it was to explain how effective anticipation guide strategy to teach reading comprehension to students with low motivation. Based on the finding, the value of

significance was 0.000. The value was less than 0.05. It meant that H_I was accepted and H_o was rejected. However, it can be concluded that the use of anticipation guide in teaching reading comprehension to students with low motivation is effective.

By applying an anticipation guide strategy based on the result of the second and third hypotheses, the result showed that this strategy was effective for teaching reading comprehension for students with high and low motivation. The students got a better result after got the treatment. The reason was the students can predict the content of the text by using anticipation guide instruction. It was line with Zimmermann and Hutchins (2003) who stated that predictions help the students to understanding a text. the students

could use their background knowledge and connect it with the new information of the text.

To answer the fourth and fifth research question, the researcher used a paired sample t-test to find the effect of the visualization on students with high and low motivation. The result was explained in the Table 4 for students with high motivation and Table 5 for students with low motivation.

Table 4. Paired samples test of visualization with high motivation

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. DeviationMean	Std. Error95%	Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Posttest	-10.000	6.009	1.379	-12.896	-7.104	-7.254	18	.000

Table 5. Paired samples test of visualization with low motivation

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. DeviationError Mean	Std.	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest–Posttest	-18.000	6.211	1.604	-21.439	-14.561	-11.225	14	.000

Fourth, the finding was to explain how effective the visualization strategy to teach reading comprehension to students with high motivation. Based on the finding, the value of significance was 0.000. The value was less than 0.05. It meant that H_I was accepted and H_o was rejected. However, it can be concluded that the use of visualization in teaching reading comprehension to students with high motivation is effective.

The fifth aims to explain how effective the visualization strategy to teach reading comprehension to students with low motivation. Based on the paired sample result, the value of significance was 0.000. The value was less than 0.05. It meant that H_I was accepted and H_o was rejected. However, it can be concluded that the use of visualization in teaching reading comprehension to students with low motivation is effective.

In the visualization strategy, based on the result, the visualization was effective to teach reading comprehension for students with high and low motivation. The statement was based on the result of research questions 4 and 5. The scores after treatment of students were higher than before treatment because the visualization made the students to communicate a message from the text. the students understand the text by creating images in their minds. The result was line with Vasky (2004), he argues that visualization is a process to create mental image to communicate a message from the text. It can be concluded the visualization was effective in teaching reading comprehension for students with high and low motivation.

The writer used an independent t-test to find significant achievement between high and low motivation taught by anticipation guide strategy. The result was explained in Table 6.

Table 6. Independent sample t-test between high and low motivation taught by anticipation guide

	Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Equal variances assumed	2.390	.132	4.269	32	.000	8.824	2.067		4.614	13.033
Equal variances not assumed			4.269	29.812	.000	8.824	2.067		4.602	13.045

To answer the sixth research question, the writer used an independent t-test to explain how effective achievement between high and low motivation students taught by anticipation strategy in teaching reading comprehension. The value of significance was 0.132. The value was higher than 0.05. It meant that H_o was accepted and H_I was rejected. However, it can be concluded that there are no significant differences in achievement between high and low motivation students taught by anticipation guide.

The sixth result showed that the null hypothesis was accepted. There was no significant difference between students with high and low motivation taught by anticipation guide. The reason was that the mean of high motivation students was 75.29 but the low motivation students were 66.47. It can be inferred that students with high motivation were slightly better than students with low motivation.

The researcher also used an independent t-test to find significant achievement between high and los motivation taught by visualization strategy in teaching reading comprehension. The result of the independent t-test was explained in Table 7.

Table 7. Independent sample test between high and low motivation students taught by visualization

	Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Equal variances assumed	1.533	.225	3.842	32	,001	10.404	2.708		4.888	15.919
Equal variances not assumed			3.734	26.203	.001	10.404	2.786		4.679	16.128

The seventh result showed that the null hypothesis was accepted which meant that there was no significant difference between students with high and low motivation taught by visualization. The reason was that the mean of high motivation students was 74.74 but the low motivation students were 64.33. It can be inferred that students with high motivation were greater than students with low motivation.

The seventh research question explain how effective achievement between high and los motivation students taught by visualization strategy in teaching reading comprehension. The

researcher used an independent t-test. The finding was the value of significance was 0.225. The value was more than 0.05. It meant that H_o was accepted and H_I was rejected. It can be concluded that there are no significant differences of achievement between high and low motivation students taught by visualization strategy.

CONCLUSION

The result aimed to find out whether anticipation guide and visualization were effective in teaching reading comprehension for students with high and low motivation. The conclusion shows that anticipation guide and visualization were effective to teach reading comprehension for students with high and low motivation. This research was expected to be worthy of English teachers' awareness especially in selecting and applying an appropriate teaching strategy to teach reading comprehension for high and low students' motivation.

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