

Improving Students' Reading Comprehension through Preview, Brainstorm, Predict (PBP) Strategy at the third semester of English Educational Department of Tarbiyah and Teachers Training Faculty of UIN Suska Riau

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Abstract

Reading helps students to improve their knowledge, experience, and to get much information from the written materials. It is also a skill that can make students develop their ways to learn well about something. By reading, the students can spend their time in good way to get information, knowledge, as well as enrich their vocabulary, and improve their structure. On the other hand, there some students who cannot get the point about what they read. Therefore, it is a job of the lecturer/teacher to solve that problem, how to improve students low comprehension by using strategy or technique. In this paper, the writer want to explain about how to improve students reading comprehension by using Preview, Brainstorm, Predict (PBP) strategy. Preview, Brainstorm, Predict (PBP) strategy is part of pre reading. It refers to a positive pre-reading with simply model the process of previewing the text by looking at the title, author, subheadings illustrations and other relevant structures. This strategy is a strategy that engages students to preview the text by reading that can be implemented with little preparation

Key words : Reading Comprehension, Preview, Brainstorm, Predict (PBP) strategy.

A. Introduction

1. Background of the Problems

Reading is an activity with purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's idea or writing style. According to Whorter and Kathleen (1992:23) reading is a routine activity in which individual words are combined to produce meaning. Students will be able to catch the ideas of the print or the text by reading it carefully. Readers do the reading activity for the message stated in the reading. Readers should have an active role in reading since readers also make a contribution in reading, students are thinking about the purpose and content of the text while reading it in order to get meaning of the text.

Patel and Jain (2008:113) say Reading is an active process which consists of recognition and comprehension skill. In Reading, the students need comprehension skill. Some of the students think that to comprehend a reading text is very difficult because so many aspects should be considered. Activation of background knowledge is one of the important things when the students in reading process. Nunan (2003:68) says that reading is a fluent process of the readers combining information from a text and their own background knowledge to build meaning. They can get meaning of a text easily if they have good comprehension on a text.

Comprehending a text is very crucial aspect in reading. In learning process, to comprehend text, the students must be able to draw what the topic talks about, and try to find the information of the texts clearly. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency (Klinger, 2007:2). It is a dynamic interactive process between the readers and the reading materials. The readers need to understand about the materials that they read because it is the purpose of reading activity. In other words, the reader has to be able to comprehend the written discourse that she reads. If the readers can understand the text, it means that they can comprehend the text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension is not only a process of knowing the meaning of the words semantically, but also a process of how to catch the ideas of the text or what the writer talks by comprehending reading materials. Reading comprehension is an interactive process that goes on between the reader and the text, resulting in comprehension.

English Education Department is one of Department in Tarbiyah and Teachers' Training Faculty of State Islamic University of Sultan Syarif Kasim Riau where the target of English Education Department is how to make all of the students are able to speak, to listen, to write, and to read English well. In order to accomplish students' needs towards reading, at the third semester of English Education Department, the lecturer gave certain techniques or strategies to improve students' reading comprehend well. But, in fact, there are still found students getting low in reading comprehension. They still have low to find the main idea of text, thesis statement, the

generic structure of text, identify the language features, and lack of vocabularies. It is true that different students different problems. It can be concluded, the problems may came from the students themselves or taught inappropriate teaching technique or strategy applied, classroom atmosphere were not encouraging, and the topic or the materials were not interesting.

Therefore, in this class, the writer want to solve the students' problem in improving students' reading comprehension by using a strategy that is Preview, Brainstorm, Predict (PBP) strategy. PBP strategy is part of pre reading. It refers to a positive pre-reading with simply model the process of previewing the text by looking at the title, author, subheadings illustrations and other relevant structures. Smith stated that PBP strategy is a strategy that engages students to preview the text by reading that can be implemented with little preparation. In this preparation, the students use preparing to read selection. Texas Education Agency and University of Texas centre for reading and language art stated on its journal (2002:16) This strategy has chart as model to make students get easier in learning process. The purposes of this strategy are to motivate, stimulate, and accelerate students' content learning.

Actually, the writer is not a reading lecturer; but, she is translation lecturer at this class and she is teaching in class where she does the research. The writer did the research in reason of the students got low in comprehend the book that she gave to them. So, the writer tried to solve that problems in proving students' reading comprehension by using PBP strategy and need a helping of reading lecturer as collaborator to finish this research. The collaborator is Rizki Fiprinita, M.Pd. Hopefully; this strategy could better improve students' reading comprehension.

2. Identification of the Problems

In relation to the current fact in students' reading comprehension previously clarified, it was identified that there were some factors that caused students had low comprehend at Class A of the third semester of English Education Department. From the students themselves, they still have low to find the main idea of text, thesis statement, the generic structure of text, identify the language features, and lack of vocabularies. On the other hand, the problems came from taught inappropriate teaching technique or strategy applied, classroom atmosphere were not encouraging, and the

topic or the materials were not interesting.

3. Limitation of the Problem

As it was stated before, the students' reading comprehension was influenced by some factors. The factors might come from students themselves, teaching technique, strategies and teaching material in learning reading. Referring to the identification of the problems above and the consideration of limited time, this research was limited on the problems, lecturer strategy in teaching reading. Therefore, the writer overcame the students' reading comprehension by using Preview, Brainstorm, Predict (PBP) strategy.

4. Statement of the Problem

Statement of the problem of this research can be formulated as follow: students' low in reading comprehension could be improved through Preview, Brainstorm, Predict (PBP) strategy.

5. Formulation of the Problem

The research could be formulated in the following question:

To what extent can Preview, Brainstorm, Predict (PBP) strategy improve students' reading comprehension at the third semester of English Education Department

6. Purposes of the Research

The purposes of this research are:

To explain whether Preview, Brainstorm, Predict (PBP) strategy can better improve students' reading comprehension at the third semester of English Education Department

B. Review of Related Literature

1. Reading Comprehension

The purpose of learning reading for English Education Department students is getting comprehension. Student's ability to understand the author's messages is influenced by their background knowledge to the topic given in the text. The simple definition of comprehension (Gilbe, in Zulhiddah 2010:13) is new information in light of what we already know. Then, Sheng states that Comprehension is the understanding of the meaning of the written material and covers the conscious strategies that lead to understanding. Furthermore, Catherine (2012:11) stated that reading comprehension

was the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that the reader will reconstruct her or his background knowledge in understanding the text.

Reading comprehension is understanding a text that is read, or the process of “constructing meaning” from text. Comprehension is a “construction process” because it involves all of the elements of reading the reading process working together as a text is read to create a representation of the text the reader’s mind. It means that reading comprehension is process or understanding and constructing meaning from a piece of the text. Reading comprehension is understanding text means extracting the required information from it as efficiently as possible (Francoice, 1998:3). In addition, reading comprehension has been described as ‘a complex intellectual process involving a number of abilities (Peter, 2001:19). This definition means that the information from the text becomes integrated with the reader’s comprehension. There is also relationship between knowledge that students have their ability in comprehending the text. The readers’ can use their prior knowledge to guess about the material that they will read. So it will give contribution to the readers’ achievement in reading. At last, it can give general description about something on the texts or reading material.

Readers must use information already acquired to filter, interpret, organizer, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message. Understanding of text results from an interaction between word identification, prior knowledge and the effective used of cognitive strategies (Lion, in Peter 2001:19). Furthermore, Keren (2003:90) stated that reading comprehension is depend on three factors.

1. The reader has command of the linguistic structure of the text.
2. The reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material.
3. The reader has adequate background in the content and vocabulary being presented.

Reading comprehension means that understanding what has been read. It is active thinking process that depends not only on comprehension but also on the students experience and knowledge. Reading comprehension in understanding a written text means extracting the require information from it as efficiently as possible. Kind and Stanly (in Liya 2009:19) stated that reading has five components contained in reading text, they are:

1. Finding main idea

Main idea requires reader to scan specific details. The main idea questions are generally prepared for the students and those which appear with WH question word. There are many type of question; reason, purpose, time, comparison, etc. in which of the answer can be found in the text.

2. Finding supporting idea.

Recognition of supporting idea of paragraph is very important because it helps you not only understand the paragraph on the first reading, but also help you remember the contain letter. An efficient reader understands not only the idea but also their relative significance, as expressed by the author, in other words, some of the idea as super ordinate while other subordinates.

3. Finding the meaning of vocabulary in context.

It means that the reader could develop his or her guessing ability on the world which is not familiar with him or her, by relating the close meaning of unfamiliar word to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has or nearly the same meaning.

4. Identifying reference

In English, as in other languages, it would be clumsy and boring to have and repeat the same world or phase several time, after it has been used we can usually refer to it that repeat it. For this purpose, we use reference words. Recognizing reference word and being able to identify the world to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as: it, she, he, they, they, this, etc.

5. Making inference

Inference is as skill where the reader has to be able to read between lines. King and Stanley divide into main attentions, draw logical inference and make accurate prediction.

In conclusion, reading comprehension is process or activity of getting meaning from print or writer texts. In this activity, there is interaction between the author and the writer because the writer delivers her/his idea to the reader trough the text, and then the reader can also improve their understanding through reading activity. Reading a text or a book cannot have a meaning if it is only read without having comprehension.

2. Preview, Brainstorm, Predict (PBP) strategy

Preview, Brainstorm, Predict (PBP) strategy is part of pre reading. PBP refers to a positive pre-reading with simply model the process of previewing the text by looking at the title, author, subheadings illustrations and other relevant structures. PBP strategy is a strategy that engages students to preview the text by reading that can be implemented with little preparation (Smith, 2003). In this preparation, the students use preparing to read selection. Texas Education Agency and University of Texas Centre for Reading and Language Art (2002:16) stated on its journal this strategy has chart as model to make students get easier in learning process. The purposes of this strategy are to motivate, stimulate, and accelerate students' content learning.

To support the ideas above, Dana (2010) pointed out that Preview, Brainstorm, Predict (PBP) strategy is a great strategy for language learners and advanced students. The letter of "P" stands for preview. This occurs before reading the selection. According to Beatrice and Linda (2007:75) previewing is a rapid kind of reading that allows us to get a general sense of what a passage, article, or book is about and how it is organized. Our eyes scan quickly over the page looking for answers to general questions about the material. Then, to make question and answer on the previewing, we should look at the most first paragraph, the first sentence of each paragraph, and the concluding sentence. They also explained how to guidelines for previewing a textbook passage:

- 1) Read the main heading
- 2) Check to see if the passage is divided into parts

- 3) Read the first few sentences
- 4) Read the first sentence of each paragraph after that
- 5) Read the final sentences of the passage

Besides, to determine relative importance of information starts with an identification of the main idea of the topic. Generally, the key ideas in a text are signaled by the title, an introductory paragraph and main idea sentences. Then, to determine the key ideas in a text start with preview of the text. Based on the preview, the reader can analyze what the main idea is.

The letter of “B” stands for brainstorming. In this section, students brainstorm questions about the topic. According to Crawford (2005:29) that brainstorming is a technique used to generate a long list of diverse responses without making judgments about individual ideas. Furthermore, she explains that brainstorming is a technique used in many different situations that call for storm of ideas. It is important for the student to learn how to generate ideas without prejudgment. In addition, Cullen stated that the purpose of brainstorming is to generate as many ideas as possible within a specified time-period. These ideas are not evaluated until the end and a wide range of ideas is often produced. Each idea produced does not need to be usable.

Crawford (2005:29) states that brainstorming can help “open students’ minds” so they can think of ideas that might not normally have occurred to them. Not all of the ideas they arrive at will be equally useful, but thinking of many different ideas, they may discover some valuable ideas among the class important ones. Brainstorming activity is used to get several responses from the students about their ideas. Besides, it is the process that teachers need to get lots ideas, to get good ideas. Final aim of brainstorming process is to open the students to the possibility of discovering new ideas. There are no ‘right’ or ‘wrong’ answers in brainstorming and no danger of teacher correction.

The final letter is “P” stands for predictions. These predictions are made and confirmed after reading (or while reading) the selection or doing research. Prediction is thinking of the kinds of words, phrases, and information that you can expect to encounter based on your background knowledge and/ or information you encounter during task (Chamnot, 1999:19). Making prediction can be before reading, during

reading, and after reading actively. Moreillon (1997:194) states that readers who make predictions and inferences before, during, and after they reader actively engaged in meaning-making. Prediction is fundamental to reading comprehension from transactional nature of reading event and it will interpret the text (Duffy, 2009:101). In addition, he said that to comprehension strategies predicting is based on the thoughtful use of prior knowledge.

Besides, prediction brings potential meaning to texts, reducing ambiguity and eliminating in advance irrelevant alternatives. Thus, readers are able to generate comprehensible experience from inert pages of print (Smith, 2004:25). Predicting is closely related to previewing. In addition, Gunning (2010:194) stated that flexibility is important element in predicting. It can help the students to be able to modify their prediction on the basis of new information that they acquire as they read the text. Based on the experts, the writer concludes that prediction is a statement about the way things will happen in the future, often but not always based on experience or knowledge.

3. The Procedures of Preview, Brainstorm, Predict (PBP) Strategy

The procedure of Preview, Brainstorm, Predict (PBP) strategy in reading comprehension can be described as follows (Smith, 2003):

- 1) First, preview the text before reading by first looking at the title, headings, illustrations and other relevant structures in the text.
- 2) Then, brainstorm what you already know about the topic from these clues and prior knowledge.
- 3) Next, predict what you think you will be reading in the first section of the text and tries to be as specific as possible.
- 4) Record predictions in the first column of the worksheet.
- 5) Then, show students how to check their predictions as you read the first part of the text.
- 6) In the middle column, mark predictions with a plus or minus sign (“+” for true and “-” for false).
- 7) When you finish reading the first section of text, add connections, corrections, and comments in the third column.

- 8) Have students work in pairs to complete the chart as they finish reading the chapter or selection.
- 9) After you have modeled and provided opportunities for students to practice together, encourage students to use the strategy as they read independently.

C. Setting

This research was done at English Educational Department of Tarbiyah and Teachers Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. It is located on Jl. HR. Sobrantas KM 15 Pekanbaru. This Department has eight classes for the third semester. The Participants of this research is class A of the third semester of English Educational Department. The total number of students was 28 persons. The research was done on September-October 2013.

D. Method of the Research

This research was conducted in the design of classroom action research. This research was classroom action research. Guy and Airasian (2000:593) define action research “a type of practitioner research that is used to improve the practitioner’s practicing, Action implies doing or changing something.” It is focusing on “taking action and effecting positive educational change based on the finding rather than being satisfied with reporting teachers’ conclusion to other” (Mills, 2000:4). It can be said that classroom action research tries to make solution in the classroom toward the problems that have been faced by the teacher/lecturer at their subject area. On the other words, the teachers/lecturer as the practitioners in their classroom apply their teaching strategies in order to get improvement in learning process. This research strived to answer this research questions: “Could the use of Preview, Brainstorm, Predict (PBP) strategy improve reading comprehension of the third semester English Education Department students?” To answer the research question, the writer had conducted the research for three cycles. Each cycle consisted of two meetings. In order to collect the quantitative data, in the beginning of the research, the writer administered pre-test. Then, during Cycle I , II, and III the collaborator helped the writer to collect qualitative data by using observation sheets and field notes. At every end of each cycle, the writer administered post-test.

E. Research and Finding

1. The Result of Cycle I

As the beginning of this cycle, the writer did a plan . In planning, the writer prepared some research instruments. The instruments were designed to collect research data in form of qualitative and quantitative data. The objective of this cycle was by the end of the cycle the students' reading comprehension improved. To reach that objective, each meeting was organized to use Preview, Brainstorm, Predict (PBP) strategy. The next steps of this cycle were action and observation. The writer acted the designed plan and a collaborator, Rizki Fiprinita, M.Pd—one of the lecturer at EED, helped the writer to observe the process of using Preview, Brainstorm, Predict (PBP) strategy. The first meeting of cycle I was conducted on September 10, 2013. The last meeting of this cycle was conducted on September 17, 2013. Based on the result of observation and field notes of this research, the writer found that although the writer did good action based on the lesson plan, but some students did not fully involve into the classroom activities. Therefore, the writer noted in this cycle that the instructions needed to be simpler to make the students get involved in the classroom activities .

The Result of Posttest I

After giving the pre-test, the writer did an action that is teaching reading by using Preview, Brainstorm, Predict (PBP) strategy for two meetings. At the end of cycle I, the writer gave posttest to the students. The result was as follows:

two students were categorized as having very good in reading comprehension. Then 12 students or 46.15% of the students were categorized as having good in reading comprehension; and 8 students (30.77%) were categorized as having fair in reading comprehension. Then, there were three students or 11.54% of the students were categorized as having poor in reading comprehension. Only one of the student who was categorized as having very poor in reading comprehension. Therefore, the writer concluded that it was necessary to continue to cycle II.

Reflection in Cycle I

After conducting the first cycle for two meetings, the writer and the collaborator reflected to the results of this cycle. From the result of post-test I, it found that mean score was 61.03. It means the score did not reach the target that is 80. Therefore, the writer had reason to continue the research to cycle II. Furthermore, based on the result of observation sheets for teacher and students, the writer concluded that not all students involved in the teaching and learning process. Therefore, the writer strived to improve students' participation in the teaching and learning process. In summary, this classroom action research needed to be continued. The next cycle focused on improving students' reading comprehension and also improving students' participation in the teaching and learning process.

2. The Result of Cycle II

After deciding to continue the cycle, the writer re-planned the action. In re-planning, the writer prepared some research instruments. The instruments were observation sheet and field notes that designed to collect qualitative data and reading comprehension test that designed to collect quantitative data. The next steps of this cycle were action and observation. The writer acted the lesson plan and the collaborator helped the writer to observe the teaching process. The first meeting of cycle II was conducted September 24, 2013. The last meeting of this cycle was conducted October 1, 2013. Based on the result of observation and field notes of this research, the writer found that his activities of teaching were good (the average score was 3.09). Then, most of the students (77%) involved into the classroom activities. In other words, students' participation more increased than in cycle 1.

The Result of Posttest 2

At the end of cycle II, the writer gave posttest to the students. The result was as follows:

two students (7.69%) were categorized as having very good in reading comprehension. Then 12 students or 46.15% of the students were categorized as having good in reading comprehension; and 8 students (30.77%) were

categorized as having fair in reading comprehension. Then, there were four students or 15.38% of the students were categorized as having poor in reading comprehension. Fortunately, none of the student who was categorized as having very poor vocabulary. However, the mean score of post-test was 64.10. The result showed improvement of students' reading comprehension test score, but there still some students who were categorized as having poor vocabulary. Therefore, the writer concluded that it was necessary to continue to cycle III.

Reflection in Cycle II

After conducting the second cycle for two meetings, the writer and the collaborator reflected to the results of this cycle. From the result of post-test II, it found that mean score was 64.10. It means the score did not reach the target yet. Besides, based on the result of observation sheet for lecturer and students, the writer found that, the implementation of teacher's activities were better than in cycle I. In addition, students' participation improved during this cycle. Therefore, the writer motivated to continue the research to cycle III. The next cycle just focused on improving students' reading comprehension achievement.

3. The Result of Cycle III

After deciding to continue the cycle, the writer re-planned the action. In re-planning, the writer prepared some research instruments. The instruments were observation sheet and field notes that designed to collect qualitative data and reading comprehension test that designed to collect quantitative data. The next steps of this cycle were action and observation. The writer acted the plan and the collaborator helped the writer to observe the teaching process. The first meeting of cycle III was conducted on October 8, 2013. The last meeting of this cycle was conducted October 16, 2013. Based on the result of observation and field notes of this cycle, the writer found that most of the students involved in the classroom activities. In other words, students' participation more improved than in cycle I and II.

The Result of Posttest III

At the end of cycle III, the writer gave posttest to the students. The result was as follows:

three students (11.54%) were categorized as having very good in reading comprehension. Then 14 students or 53.85% of the students were categorized as having good in reading comprehension; and 9 students (34.62%) were categorized as having fair in reading comprehension. Happily, none of the student who was categorized as having poor and very poor in reading comprehension. However, the mean score of post-test was 70.51 reached the target standard in reading comprehension. For that reason, the writer found the answer of research question in this research. And, the writer did not continue the cycle of this research.

Reflection in Cycle III

After conducting cycle III for two meetings, the writer reflected to the results of the cycle. After administered posttest III, the writer found the mean score of students reading comprehension test result was 70.10. It means the mean score was higher than the mean score in the posttest I and II. Besides, the mean score of cycle III has reached the target standard. In addition, based on the result of observation sheet for lecturer and students, and field notes, the writer found that most of the students get involved in the teaching and learning process. It means that there was improvement on students' participation in the teaching and learning process during cycle III. Furthermore, the lecturer's ability in implementing the use of Preview, Brainstorm, Predict (PBP) strategy was also improved in this cycle. Thus, the writer did not continue to the next cycle. In other words, the writer stopped the cycle of this research because the objective of this research was fulfilled.

4. The Discussion of Research Findings

This research was conducted for three cycles. The research strived to improve students' reading comprehension by using Preview, Brainstorm, Predict (PBP) strategy. In every cycle, the writer taught Reading by using Preview, Brainstorm, Predict (PBP) strategy. As the result, students' reading comprehension had improved from cycle to cycle. The mean score of students' reading comprehension test result increased. It was 57.56 in the pre-test. Then improved become 61.03 in cycle I. In cycle II, the mean score also improved become 64.10. Then, in cycle III, mean score also improved become 70.51. Thus, the writer stopped at cycle III.

F. Conclusion

This research was focused on improving students' reading comprehension through Preview, Brainstorm, Predict (PBP) strategy. It was conducted on class A of the third semester of English Education Department of Tarbiyah and Teachers Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. As it was stated before, the students' reading comprehension was influenced by some factors. The factors might come from students themselves, teaching technique, strategies and teaching material in learning reading. Referring to the identification of the problems above and the consideration of limited time, this research was limited on the problems, lecturer strategy in teaching reading. Therefore, the writer overcame the students' reading comprehension by using Preview, Brainstorm, Predict (PBP) strategy. Statement of the problem of this research can be formulated as follow: students' low in reading comprehension could be improved through Preview, Brainstorm, Predict (PBP) strategy. The research formulation, formulated in the following question: To what extent can Preview, Brainstorm, Predict (PBP) strategy improve students' reading comprehension at the third semester of English Education Department. The purposes of this research is : To explain whether Preview, Brainstorm, Predict (PBP) strategy can better improve students' reading comprehension at the third semester of English Education Department. The result of this research found students' reading comprehension had improved from cycle to cycle. The mean score of students' reading comprehension test result increased. It was 57.56 in the pre-test. Then improved become 61.03 in cycle I. In cycle II, the mean score also improved become 64.10. Then, in cycle III, mean score also improved become 70.51. Thus, the writer stopped at cycle III.

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