# THE IMPLEMENTATION OF PREDICTION STRATEGY IN IMPROVING STUDENTS READING COMPREHENSION OF ENGLISH AUTHENTIC TEXT
## (descriptive Research on TBI 1 Batch 2019)



## THESIS

Submitted to fullfill one of the Requirements to Obtain a
Bachelor's Degree of Education (S. Pd) in English Tadris Study
Program Faculty of Tarbiyah and Teacher Training
State Islamic University Datokarama Palu

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2023**

**STATEMENT OF THE AUTHENTICITY**

I hereby declare that thesis entitled: The implementation of prediction strategy to improving students reading comprehension of English authentic text. (descriptive study on TBI 1 Batch 2019) has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another university/institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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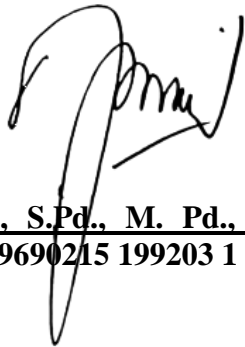**12  Safar 1445  H**

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# APPROVAL PAGE

This thesis entitled: **"The implementation of prediction strategy to improving students reading comprehension of English authentic text. (A descriptive study on TBI 1 Batch 2019)"** written by **Ririn**, NIM. 19.1.16.0009, a student of English Tadris Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Datokarama Palu, after having thorough observation and careful correction, each supervisor decides that the thesis has met all the requirements needed for examination.

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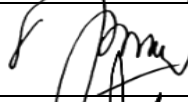
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The thesis by **Ririn**, Reg. Number 19.1.16.0009 **entitled "The Implementation of Prediction Strategy in Improving Students Reading Comprehension of English Authentic Text. (A Descriptive Study on TBI 1 Batch 2019)"** has been presented in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 29th August 2023. The thesis that considered has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for final examination.

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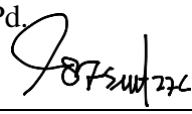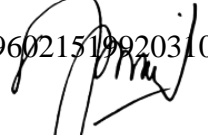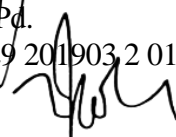
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**Palu, 29 August 2023**

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# ABSTRACT

Name : Ririn

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Title : THE IMPLEMENTATION OF PREDICTION STARTEGI IN IMPROVING STUDENTS READING COMPREHENSION OF ENGLISH AUTHENTIC TEXT (descriptive Study on TBI 1 Batch 2019)

This research was Based on this background, this research aims to further investigate the implementation of the prediction strategy in enhancing students' reading comprehension of authentic English texts. It is hoped that this research would make a significant contribution to the development of more effective and innovative English language learning methods.

In this regard, the description in this thesis is raised from the problem of, What are the views of lectures about the implementation of prediction strategy in improving students' reading comprehension with English authentic text?, and how does the lecturer implement the prediction strategy in teaching reading comprehension to write English authentic text?

This type of research is a qualitative descriptive, and with this Research using data collection techniques through interviews, observations and documentation, the data analysis techniques used are data reduction, data display and conclusion drawing.

The results of the first Research on the way lecturers What are the views the implementation of strategy predictions in improving students' reading comprehension in authentic English text, it has an effect as evidenced by the results of interviews with participants which include their insights, experiences, education and then provides a positive effect on students on learning motivation. and Based on the results of the second Research, how does the lecture implement the prediction strategy in teaching reading comprehension to write English authentic Text. Students have difficulty in understanding readings in authentic English texts which are known from the results of interviews conducted where it is known that students' difficulties in understanding authentic reading texts are caused by lack of vocabulary, lack of background knowledge, and not knowing some meanings.

From the conclusion obtained are suggested to integrate Prediction Activities Incorporate prediction activities into lesson plans to enhance students' engagement and comprehension of English authentic texts because student more actively engage in prediction exercises to develop critical thinking skills and improve reading comprehension of English authentic texts.

**CHAPTER I**

**INTRODUCTION**

*A. The Research Background*

    English is an important language and is used as an international language. Currently, most of the original information is presented in English providing sufficient information to the public about the language.

    At school, English plays an important role because the government policy established English as a compulsory subject. This policy is implemented at the school level (elementary school, junior high school, and high school) in the form of a curriculum. In the curriculum, it is explained that learning and teaching English covers four skills: listening, reading, speaking, and writing. Besides, students are also required to learn English components such as vocabulary, pronunciation, grammar, etc. In higher education especially in the English language study program, the teaching of English is integrated yet it is divided into separate skills. Likewise, the teaching of English components such as grammar, pronunciation, vocabulary, and there is also made as a standalone subject or course.[1]

    In today's globalized era, English proficiency has become an essential skill for every individual. English is the international language used in various fields, including education. One crucial skill to master in English learning is the ability to comprehend authentic English texts. This is important because authentic texts reflect the actual language used in everyday life.

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[1]Simon, Ellen, and Miriam Taverniers. "Advanced EFL learners' beliefs about language learning and teaching: a comparison between grammar, pronunciation, and vocabulary." *English Studies* 92.8 (2011): 896-922.

In the context of education, particularly in English language learning, the prediction strategy has been recognized as an effective strategy for enhancing students' reading comprehension of authentic English texts. The prediction strategy allows students to develop their ability to predict the content of a text before reading it in its entirety. This enables students to focus better and understand the text more effectively.

Previous research conducted by Smith (2018) in the journal "Improving Reading Comprehension through Prediction Strategy" demonstrated that the implementation of the prediction strategy in reading instruction can enhance students' understanding of authentic texts.[2] The results of the study showed a significant improvement in the ability to predict the content of the text and comprehend the text as a whole.

Furthermore, research conducted by Johnson (2019) in the book "Enhancing English Learning through Prediction Strategy" also revealed similar findings. In his study, Johnson discovered that students who employed the prediction strategy when reading authentic texts exhibited higher levels of comprehension compared to students who did not utilize this strategy.[3]

Based on this background, this research aims to further investigate the implementation of the prediction strategy in enhancing students' reading comprehension of authentic English texts. It is hoped that this research will make a significant contribution to the development of more effective and innovative English language learning methods.

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[2]Zulianti, Hajjah, and Tommy Hastomo. "Partner reading strategy: An effective strategy for improving students' reading comprehension." *Premise: Journal of English Education and Applied Linguistics* 11.1 (2022): 175-188.

[3]Hasruddin, Nurfhany, Syamsiarna Nappu, and Eka Prabawati Rum. The Implementation of Prediction Strategyin Improving Students' Redaing comprehension in English of Recount Text *English Language Teaching Methodology* 1.3 (2021): 217-221.

## B. Formulation of the Problem

Based on the research problem, the research question are formulated as follows:

1. What are the views of lectures about the implementation of prediction strategy in improving students' reading comprehension with English authentic text?

2. How does the lecturer implement the prediction strategy in teaching reading comprehension to write English authentic text?

## C. Objective of the Research

The objective of this research is elaborated as follows:

1. To better understand What are the views of lectures about the implementation of prediction strategy in improving students' reading comprehension with English authentic text

2. To better understand the implementation of prediction strategy in improving students' reading comprehension of authentic English texts, it is aimed to examine how this technique is used to improve students' reading comprehension. This is especially important when students encounter authentic English texts.

## D. Significance of the Research

This research is significant, as it provides information about students' reading comprehension strategies that improve their ability to understand the text. The English teacher may benefit from their prediction strategy to help students improve their understanding of authentic the text. Meanwhile, for researchers, their research provides information on how their technique should be better

implemented in the classroom.

## E. Operational Defenition

Implementation is a placement of ideas, concepts, policies, or innovations in a practical action so that it has an impact, both in the form of changes in knowledge, skills and values, and attitudes. Dunn stated that the implementation of a policy or program is a series of more or less related choices (including decisions to act) made by government agencies and officials formulated in the fields of health, social welfare, economics, administration, and others.[4]

## F. Research Outline

Prediction predictions are an interesting way to help participants become familiar with one another. [5]The definition of prediction is the same as a forecast or forecast. Prediction is the result of the activity of predicting, dividing, or estimating.

Strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently.[6] That is, the strategy is still conceptual about the decisions that will be taken in a learning implementation.

Reading comprehension is a complex cognitive process in which a reader decodes symbols or printed messages into sounds." In conclusion, reading comprehension is the process to get ideas, information, and the author's message

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[4]Haji, B. T. A. "*Pengertian Implementasi* " LAPOIUNAKHIR 31 (2020).

[5]Ulfa, Maria, and Saifuddin Saifuddin. *"Terampil Memilih Dan Menggunakan Metode Pembelajaran."* Suhuf30.1 (2018): 35-56.

[6]Deak, Victor, and Rivosa Santoso. "Learning strategies and applications in learning achievements." *International Journal of Social and Management Studies* 2.4 (2021): 159-167.

on a print page involved perceived and understand words relationship.[7]

Authentic texts are any media that use English for real communication. The word authentic refers to the materials, not to the English.[8]

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[7]Olviyanti, Ika, Rismaya Marbun, and Zainal Arifin. "An analysis on the ability comprehending a reading text by the sixth year students." *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)* 4.1 (2015).

[8]Gilmore, Alex. "Authentic materials and authenticity in foreign language learning." *Language teaching* 40.2 (2007): 97-118.

# CHAPTER II

# LITERATURE REVIEW

## A. *Previous Research*

In conducting research, it is necessary to attach a review of previous to avoid replication. :

The first Hestu Purwati's thesis in her research focuses on how this research shows that Implementation Prediction Strategies can improve students' reading comprehension of descriptive texts, especially in MTS. Private Miftahul Ulum Suka Mulia Dolok Masihul, as evidenced by the results of Hestu's research, from qualitative data, it was found that it can be seen from the results of the research that students are active in participating in the teaching and learning process.[9] They are enthusiastic and interested in the learning process by applying predictive strategies.1 In this case, Hestu's research focuses on how this research shows that prediction strategies can improve reading comprehension of descriptive texts, while in this study, it is how to describe the implementation of predictions in reading authentic texts. The next difference is the research method, Hestu uses the CAR method(Classroom Action Research) while this study uses a descriptive qualitative method

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[9]Hasruddin, Nurfhany, Syamsiarna Nappu, and Eka Prabawati Rum."the Implementation OF Prediction Strategy in Improving Student'reading comprehension on English RecountText." English Language Teaching Methodology 1.3 (2021): 217-221.

The second Nurfhany Hasrudin thesis in her research, in her research, focuses the implementation of prediction strategy in improving student's reading comprehension on english recount text. In this case, the use of predictive strategies is effective in increasing literal reading comprehension in students who are about the main idea in eighth grade in MTS. [10]East Luwu State, with this evidenced in the research conducted by Nurfhany, namely an increase in the average score in literal understanding of (41.53%) of the average score, while the average score in the pretest was 58.14 and the average score in the post test was 82.29 so it can be seen that the average score in the literal understanding was (41.53%) of the average score, while the average score on the pre-test was 58.14 and the average score on the post test was 82.29 so it can be seen that the score The literal understanding of each indicator in the post test is greater than the average value of the pre-test. The Prediction Strategy is effective for improving students' literal comprehension in terms of inference in the Eighth grade MTS. East Luwu Negeri. This is enhanced by the average score of inferential comprehension is (43.35%) from the average score on the pre-test is 56.00 and the post-test is 80.28.2This indicates that the inferential score of understanding each indicator in the post-test is higher than in the pre-test. The focus of Nurfahany's research is the use of effective strategic prediction in improving reading comprehension literal in the Eighth grade MTS. East Luwu Negeri, while this study will describe the implementation of predictions in reading authentic texts. The next difference in research is that Nurfahany's research focuses on methods (A Pre-Experimental), while this research uses descriptive qualitative methods.

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[10]Ibid

The third Wirasmi Handayani's thesis, in her research, focuses Authentic material techniques can improve students' reading comprehension in the seventh grade of SNIP 20 Kota Bengkulu. This improvement is shown by the average score of students in the pre-assessment test (49.21) which is included in the "Poor" category; and the average score on the cycle 2 test was (76.72) which falls into the "Good" category. The three most important skills for teachers are motivation, behaviour and classroom interaction. motivation for students to learn English more effectively. They are very focused when carrying out all classroom activities.3 The focus of Wirasmi's research is how Authentic material techniques can improve students' reading comprehension in the seventh grade of SMP 20 Kota Bengkulu, while this research will describe the implementation of predictions in reading authentic texts. The difference in further research is that Wirasmi's research focuses on the CAR (Class Action Research) method, while this study uses descriptive qualitative methods.[11]

## B. Theoretical review

### 1.The Nature of Reading Comprehension

Reading is a skill in which students have great proficiency at the end of their language studies. Students can do many activities when they read such as understanding the meaning of the text, they try to discuss its contents.[12] Nuttal (2016) states that reading can be used to improve their language component. This means that students focus on vocabulary structure, pronunciation, and grammar.[13]

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[11]Handayani, Wirasmi. *The Use Of Authentic Material To Improve Students'reading Comprehension (A Classroom Action Research of SMP 20 Kota Bengkulu at Seventh Grade Student in the Academic Year 2018/2019)*. Diss. UIN Fatmawati Sukarno Bengkulu.

[12]Eskey, David E. "Reading in a second language." *Handbook of research in second language teaching and learning*. Routledge, 2005. 563-579.

[13]Suhartini, Titin. *The relationship between students' reading attitude, grammar mastery, and their reading comprehension on narrative text*. MS thesis. UIN Syarif Hidayatullah Jakarta: Fakultas Ilmu Tarbiyah dan Keguruan, 2016, 2018.

Nuttal (in Edithia Gloria's book) defines reading as a meaningful interpretation of printed or written verbal symbols. That is, reading is the result of the interaction between the perception of graphic symbols and the knowledge that represents language and the reader's language skills, cognitive skills, and knowledge of the world. In this case, the reader tries to re-create the meanings intended by the author.

Richards and Schmidt, (2018) Meanwhile understanding is the identification of the intended meaning of written communication or oral communication.[14] Understanding is also related to the active process shown by students. Learners must manage all the information contained in the message; such as the author's background knowledge and goals, or the speaker's intent. Understanding is an important part that can bring readers to understand the text.[15][16] Mikulecky and Jeffries, define that understanding as part of the reader's life. This has to do with the brain always understanding the world. Information that enters the brain is immediately connected and stored in memory.

Burton asserts that understanding is the act of grasping with the mind or receiving. He further said that understanding is a person's ability to understand or understand something after something is known and remembered! In other words, understanding is knowing about something and being able to see it from various angles, for example through reading. Understanding is a special thought process. Successful comprehension involves discovering the meaning the reader needs to

[14]Sambouw, Elsje L. ""is the strategy teachable?" A textbook analysis on the representation of oral communication strategies." *disclaimer: The editors of the proceedings of The 12th Malaysia International Conference on English Language Teaching (MICELT) 2018–Shaping New Understandings in ELT hereby state that the papers*.

[15]Early Deswarni. "The Effect Of Using Stad strategy toward of student reading comprehension. " Al-Ishlah: Journal ofEducation 10.1 (2018). 116-130.

[16]Magliaro, "Direct instruction revisited: A key model for instructional technology." Educational technology research and development 53.4 (2005): 41-55.

achieve certain goals.

So the essence of reading comprehension activities is something that makes the main challenge in teaching or learning reading skills. To learn or understand the author's message, students are expected to have the ability to understand written textbooks. Comprehension means understanding the meaning or essence of a topic. Reading comprehension is most likely to occur when students read what they want to read, or at least what they see as good reasons for reading. Otto stated that reading comprehension is an ability that is influenced by various skills based on the statement in understanding the text, readers must find the main idea that will determine the quality of their reading comprehension.

The next discussion is about the type of text used in this study. The first type of text is the authentic text.

According to Richards and Schmidt, (2017) authentic texts can be defined as texts that were not originally developed for pedagogical purposes. But this authentic Text is a medium in English for real communication[17]. In this case, the word authentic refers to the material, and its use in "correct" English or also known as the language used by native speakers. As for reading comprehension, there are various types of text in question, namely authentic text and non-authentic text.

2. Kinds of Texts for Reading Comprehension

    a. Authentic text

The term "original" can mean "irrefutable origin or authorship", or it can mean "true to what contained the original" or "reliable and accurate representation" depending on the context. Authenticity means what is claimed or considered the truth of a meaning.

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[17]Huda, Miftahul. "The use of authentic materials in teaching English: Indonesia teachers' perspective in EFL classes." *PEOPLE: international Journal of social sciences* 3.2 (2017): 1907-27.

In addition, Richards revealed that the language used in class must be real or factual. Based on this definition, it can be said that authentic text is the text that is not designed for teaching and learning but can be used for learning. In the opinion of Peacock, shows that there are several benefits of using authentic text in class, first, the text is original, interesting, motivating, and useful. Therefore the use of authentic text in the classroom is highly recommended because students can be convinced by authentic text that this authentic text is directly related to the use of the original language.

In addition, according to Melvin and Stout,(2018) authentic texts can increase students' enthusiasm and motivation to learn foreign languages and besides, and they show that students can gain confidence when learning by teaching authentic texts.[18] One thing to remember when studying authentic text is that the text may only be used for a specific purpose, therefore students must have learning objectives, for example in learning theory in education that is appropriate for students, for example through infrastructure that supports learning the authentic text. From the results that have been obtained, educators have to help students feel comfortable learning by using authentic text learning. It is important to know that there is a difference between authentic text and inauthentic text.

If we can find out the location of the authenticity of the text, the researcher will display the text. Here's an example

Example of Authentic text

He watched them [dolphins] slow and rotate in incredible progression, cutting white gashes through the skin of the water, bending backward. That is, without a doubt, super cool.

Jones & Mann, Original text; it is a quote from a children's novel (inserted

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[18]Messaouda, B. O. U. T. I. *The Role of Using Authentic Texts to Enhance EFL Learners' Writing Skill*. Diss. University of Biskra, 2018.

into a textbook) that has the communicative purpose of providing entertainment or aesthetic pleasure.[19] Thus, various effective sentence structures and graphic lexis ("perfect", "cut white slices", and "so cool" is appropriate here and mark this text as having what can be called personal style. From the examples of authentic text regarding the authenticity of a text.

According to Grellet,(1998) the authenticity of a text means that nothing has changed from the original/original text and perfectly formed sentences (always); questions with grammatical structures; repeating structure.[20] Presentations are included, and layouts must be original. This includes key vocabulary, catchy writing, and abbreviations (original writen material) as well as native language features such as sentence breaks, hesitations, interruptions, and interjections (original listening material).

Gower gives reasons for the use of authentic materials in the English teaching process: (1) Authentic materials are real materials that students can find easily in their daily lives. This reason can be a way for students to build their confidence. (2) Authentic material provides examples of language as it is used. (3) The real cultural content of many authentic materials can encourage involvement and comparison. (4) Authentic materials lead them to authentic tasks. (5) The use of authentic materials can be so effective to help learners to become independent learners such as making predictions and guesses.[21]

b. Non Authentic text

According to Bernardo, inauthentic texts, usually using "unreal/unrealistic" language and sentence constructions that are not "accurate", seem more suitable for

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[19]Townsend, John Rowe. *Written for children: An outline of English-language children's literature*. Scarecrow Press, 1996.

[20]Grellet, Françoise, Henry Widdowson, and Alan Davies. "6 The cult of authenticity and the." *Extensive Reading in the Second Language Classroom* (1998): 53.

[21]McArthur, Tom, Jacqueline Lam-McArthur, and Lise Fontaine, eds. *Oxford companion to the English language*. Oxford University Press, 2018.

teaching grammar but not developing reading skills.13 On the other hand, nonauthentic text content uses various sentence structures, lexis, and other stylistic features to communicate information effectively.

Harmer in Neikova, Inauthentic texts are texts written specifically for pedagogical or strategic purposes. In other words, to meet the requirements of the foreign language curriculum, the text has been changed, usually to a simpler form.[14] The language in the invalid text is fake and does not vary, focusing on something that must be educated as "false text markers" which include.

1. Perfectly formed sentences (all the time)

2. A question uses a grammatical structure

3. Structure repetition

If we can find out where the text is not authentic, the researcher will display the text. Here's an example

Inauthentic text example

How, after wandering for some time, I ate some more of the food I had brought with me and fell asleep. A voice startled me as I was about to fall asleep. From the example above that the text is not authentic or not original, and has the sole purpose of assessing students' reading comprehension; it narrates events using similar sentence patterns without clear details and descriptive literature.

c. Use of Authentic Text Reading Comprehension

The use of authentic texts to teach reading comprehension during the last few decades has received much greater attention in most countries around the world. 15As a result, educators must spend a lot of time thinking about how to find useful and appropriate teaching materials. In this case, communicative language can

be a bridge to authentic language. In this case, something is needed that can connect settings.

According to Rashid and Majid, the purpose of teaching Reading Comprehension is to help students be able to apply authentic texts in life. [5]

Al-Azri et al, In this way, most educators wonder whether it is enough to show reading by using authentic reading, because the use of inauthentic material is used for educational purposes only, or vice versa assuming they have to embrace the use of authentic material through implementing how to learn. Students so that they can create awareness abilities in their reading comprehension.[22]

The writer wants to pay more attention to the use of authentic texts in teaching Reading Comprehension. The author believes that students should be taught to understand reading that is similar to the reading they ultimately need or prefer to read in their context and this is a source of interest for researchers to carry out this research with reading comprehension accompanied by the use of these authentic texts. In other words, the researcher wants the students through research conducted by the researcher the students can understand the text both inside and outside the classroom as an example where students can make a sentence with the application of the language they use in their daily life because many students can understand the text when using self-produced sentences.

Research has strong beliefs and advocates the use of authentic texts in class because this refers to literary works adopted, from the influence of communicative texts in a text that changes if the vocabulary used is simplified. Several studies show the benefits of using authentic texts in the classroom. The following is a description of the study: Using authentic materials in class also aims to "expose" as many

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[22]Hussain, "The Impact OfAuthentic Material In Developing Listening And Speaking Skill Of The ELS Secondary Level Leraners In Karachi Pakistan. " Pakistan Journal of Educational Research 5.3 (2022).

students as possible to the native language. Although the classroom is not a "real life" setting, and in this case, the use of authentic text in the classroom plays a very important role in learning.

According to Bernardo deleting text from its original context endangers its authenticity. Write Wallace, "As soon as texts, regardless of their original purpose, are brought into the classroom for theoretical purposes, so to speak, they lose their authenticity,"Regardless of whether it is valid, students are still

presented with real conversations and not fake language course books, which are less likely to contain random or inappropriate models. In addition, they often reflect current teaching trends. Readers of authentic materials also have the opportunity to acquire authentic information and learn about the world around them. They almost always have something to say, whether it's information or a review. In addition, they generate a sense of accomplishment.

Berardo, According to his point of view, authentic texts should be used in teaching Reading Comprehension because they can enhance students' international knowledge, which is necessary to develop their comprehension abilities. Students who are taught using plans are more motivated, which can lead to better learning.[23]

d. Advantages and Disadvantages of Authentic Texts

Kilickaya, besides, there are some other advantages of using authentic The text exposure to "Real" language is reflected along with the language change/ variation, the students will reflect on what they have in their community and put as evidence that language is not only studied in the classroom but beyond what students have learned so far. They will bluntly compare and understand more between their society and their native country.

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[23]Marzban, Amir, and Solmaz Davaji. "The effect of authentic texts on motivation and reading comprehension ofEFL students at intermediate level ofproficiency . " Theory and Practice in language Studies 5.1 (2015): 85.

1) The materials provide the actual information on current events around the world, mostly authentic materials provide the students with updated issues of what events are happening in the present day.

2) Complex and improper English is often found in authentic texts and turns into something out of date rapidly, this is because the textbooks are used

   continuously over several periods so that students will study the same issue of certain texts.

3) The materials which are the same piece can be reused in use, the authentic materials are very flexible. The materials can be used not only in one skill but also in other skills in using one particular material.

4) The materials are compatible with developing skimming/scanning reading skills, authentic materials usually provide much particular information in a single text.

5) They provide a lot of kinds of texts type; in terms of reading, authentic materials provide a lot of types of text. For example, newspaper articles, brochures, greeting cards, song lyrics, and many more.

6) The language style is not easy to acquire in traditional/conventional teaching materials, it is very "authentic" so the language is very pure and unchangeable. It is very different compared to the non-authentic one which is modified and uses very familiar and formal word choices.

7)    The materials are believed to be encouraging since they serve interesting topics; the authentic materials often make the reader feel comfortable and happy because it contains very new events and hobbies connected to readers' interests such as football reviews, nature documentaries, photography, greenish movements, etc.[24]

Berardo, nevertheless, the authentic text has its drawbacks as well. There are:

1. Often too culturally biased, and difficult to understand outside the language community.

2. Vocabulary might not be relevant to the student's immediate needs.

3. Too many structures are mixed so lower levels have problems decoding the texts.

4. Special preparation is necessary, it can be time-consuming.

5. Can become updated easily; e.g. news stories, and articles.[25]

3. Prediction Strategy

a. Definition of Prediction Strategy

Strategy is a plan, method, or series of activities designed to achieve certain educational goals[26]. Kemp, said that learning strategies are learning activities that must be carried out so that educators and students can achieve their learning objectives effectively and efficiently.

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[24]Belaid, Abdulhakim M., and Liam Murray. "Using authentic materials in foreign language classrooms: Teacher attitudes and perceptions in Libyan Universities." International Journal ofLearning and Development 5.3 (2015):25-37.

[25]Berardo, Sacha Anthony. "The use of authentic materials in the teaching of reading." *The reading matrix* 6.2 (2006).

[26]Steiner, George A. *Strategic planning*. Simon and Schuster, 2010.

According to Dick and Carey, learning strategies are "substances and procedures of learning materials that are used together to generate student learning outcomes" which is in line with the previous view.[27] There are two things that we must pay attention to from the understanding above, first, learning strategies are action plans (series of activities) including the use of methods and utilization of various sources. This means that the preparation of a new strategy until the process of preparing a work plan has not yet reached action. Second, strategies are designed to achieve certain goals. That is, the direction of all strategic planning decisions is the achievement of objectives. Thus, the preparation for learning and the use of various learning tools and resources are all directed at achieving goals. Therefore, before determining a strategy, it is necessary to formulate clear objectives that can be measured for success, because objectives are the foundation of implementing a strategy. While the prediction strategy is one of the strategies that can be used in the process of teaching reading comprehension.

Whereas Prediction is an educated guess about what will happen in a text, a competent reader monitors the suitability of making predictions, a strategy that includes continuous assessment of prior knowledge that applies to the text and the task at hand.[28]The reader will not be able to predict the text because predictions are made without a suitable prior knowledge base and without monitoring its accuracy. In terms of reading is strongly influenced by predictions. Because before actually reading, we often have a good idea of the content when we read texts in our language. Before we read a word, the book cover, the headline and photo of the

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[27]Sapri, Johanes, Nesna Agustriana, and Raden Gamal Tamrin Kusumah. "The Application of Dick and Carey Learning Design toward Student's Independence and Learning Outcome." *International Conference on Educational Sciences and Teacher Profession (ICETeP 2018).* Atlantis Press, 2019.

[28]Shen, Hua, and Ting-Hao Huang. "How useful are the machine-generated interpretations to general users? a human evaluation on guessing the incorrectly predicted labels." *Proceedings of the AAAI Conference on Human Computation and Crowdsourcing.* Vol. 8. 2020.

article and the report all give us an idea of what it is about. Our brains begin to anticipate what we will read once we receive this clue. The active reading process is set to begin and expectations are set. Teachers should give students "hints" so they can predict what's to come as well. This will make them better and more engaged readers.

Predicting is a common early reading technique for activating background knowledge, focusing the reader's attention, setting the tone for a story, and setting reading goals. Readers can often predict story content by looking at the title or chapter headings, scanning the table of contents, and reviewing figures, tables, figures, or graphs.[29] Even if the prediction is wrong, the reader will be curious and want to start reading to check the prediction.

A prediction strategy is also a strategy that supports the acquisition of understanding in reading a text. A prediction is an educated guess about what will happen.

According to Zygouris, when readers make their predictions, they use the following procedure:

1) Prior knowledge

2) Think on a literal and inferential level

3) Increase their knowledge base

4) Linking efferent and affective thought processes

5) Make a connection

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[29]Birch, Barbara M., and Sean Fulop. *English L2 reading: Getting to the bottom*. Routledge, 2020.

6) Fill in the blanks in the author's writing.[30]

Predictions help students make connections between new information and what they already know and activate their prior text knowledge, as described above. Students make use of what by making predictions about the text before, during, and after reading. they already know and also what they think will happen to relate it to the text.

b. Prediction Strategy Objectives

Predictive strategies are used in this study to provide opportunities for some students to be active in class, such as:

1. The students would make more predictions, increasing their probability of being correct.

2. The students will be persuaded and have reason to read the text by asking them to predict what will happen in the text.

3. To understand the text, students will use their previous knowledge to gain a deeper understanding.[31]

c. Advantages of using a Prediction Strategy

According to Kijhatzi, using predictive strategies in teaching reading has several benefits, including the following:

1. Predictions help students set reading goals and anticipate what students will read.

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[30]Zygouris, Nikolaos C., et al. "New tasks for a dyslexia screening web application." *The Challenges of the Digital Transformation in Education: Proceedings of the 21st International Conference on Interactive Collaborative Learning (ICL2018)-Volume 1*. Springer International Publishing, 2020.

[31]S Kauffman, Heather. "A review of predictive factors of student success in and satisfaction with online learning. " Research in Learning Technology 23 (2015).

2. Making and reviewing predictions helps students to interact with the text. 3) Predictions help students to connect their prior knowledge with the information being learned.

3. Predictions help students to develop mental models that they can use whenever they read.

4. Prediction helps students to pay attention to the sequence of events.

5. By supporting students' predictions with evidence from texts, they develop critical thinking skills and increase understanding.[32]

d. Disadvantages of using Prediction Strategies

There are several advantages of using predictive strategies in the process of teaching reading, such as:

1. Implementing this strategy takes a lot of time.

2. Not all students can relate their prior knowledge to the information learned.

3. Only a few students have good mental models and can pay attention to the sequence of implementing this strategy.[33]

e. Prediction Strategy Procedure

Experts state the procedure of making predictions using different words, but they have the same idea, namely the implementation of strategies in the classroom.

According to Buehl, the steps that must be taken in the application of making predictions in teaching are as follows:

1. The teacher shapes students to make solid prediction characteristics. Tell them that the prediction must be consistent with the available

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[32]Purwati, Hestu. The Implementation of Prediction Strategy in Improving Students' Reading Comprehension at the Eighth Grade ofMTs. Private Miftahul 'Ulum Suka Mulia Dolok Musihul . Diss. State Islamic University of North Sumatra, 2018.
[33]ibid

evidence.

2. The teacher gives examples of predicting activities to students by showing pictures and then asking students what they think based on these pictures.

3. Students make their predictions which may or may not be validated in the text.

4. Read the text or materials in full to find out whether their predictions are correct or not.

5. Share their predictions with a partner or in small groups.

6. Ask them to generate their predictions based on examining all of their text information.[34]

f. Reading Comprehension by Applying Prediction Strategies

Building students' confidence and interest in reading texts is the most important aspect of teaching reading comprehension. Students' understanding of texts can be improved by using predictive strategies to teach reading comprehension. Students can make connections between the information they read and their prior knowledge thanks to prediction strategies.

According to Zygouris,(2019) readers are adept at anticipating what they will read before reading. The front covers of trade books and picture books, subtitles, illustrations and captions, and informational text graphics and charts should be emphasized to students.[35] Based on what they saw, students had to make

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[34]Buehl, McGregom *Teaching Language Arts to English Language Learners* . (New York. Routledge, 2004). p.47

[35]Van Allen, Jennifer, and Vassiliki Zygouris-Coe. "Using guided reading to teach internet inquiry skills: a case study of one elementary school teacher's experience." *Reading Psychology* 40.5 (2019): 425-464.

logical predictions. During perusal, per good user collects evidence about their predictions; modify, drop, or make new predictions based on what they read. Instead of simply asking students to guess what will happen next, instructors should direct students' attention to specific contextual features when making predictions. After perusing, each user claims to perfect their forecast using the data they tracked in the text.

Students also tend to be more comfortable with texts. However, this strategy is important for any type of text. Teachers should make sure to include time for teaching, modeling, and practice while students are reading informational texts.

They can also help students successfully make predictions about informational texts by ensuring that students have adequate background knowledge before starting to read texts. Teachers can help students develop proficiency with this skill by making connections between predicting while reading and predicting before reading. Students may not necessarily make these connections independently, so talking and asking questions are important.

In addition, students usually feel more comfortable with texts. However, this strategy is important for all types of text. As students read informational texts, teachers must ensure that they allocate time for teaching, modeling, and practice. By ensuring that students have sufficient prior knowledge before starting to read a text, they can also assist students in making predictions about the text successfully. By establishing a relationship between predicting while reading and predicting before reading, educators can assist students in developing proficiency with this ability. Because students are not always able to make these connections on their own, the teacher needs to talk and ask questions.

C. *Theoretical Framework*

Based on the problems that have been formulated, research objectives and theoretical studies that explain the Implementation of Prediction Strategies in Improving English Students' Reading Comprehension of Authentic Texts. Then the framework is arranged in the following figure: **2.1**

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                    ┌──────────────────┐
                    │  Pre Obsevation  │
                    └──────────────────┘
                             │
                ┌───────────────────────────┐
                │  Data collection Techniques │
                └───────────────────────────┘
          ┌──────────┬──────────────┬──────────────────────┐
    ┌───────────┐ ┌───────────────┐ ┌────────────────────────┐
    │ Interview │ │ Documentation │ │ Data Analysis Technique │
    └───────────┘ └───────────────┘ └────────────────────────┘
                       ┌──────────────┬──────────────────┐
                 ┌────────────────┐ ┌──────────────┐ ┌──────────────────────┐
                 │ Data Reduction │ │ Data Display │ │ Conclusion Drawing   │
                 └────────────────┘ └──────────────┘ │    and Verification  │
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                                          │  Result  │
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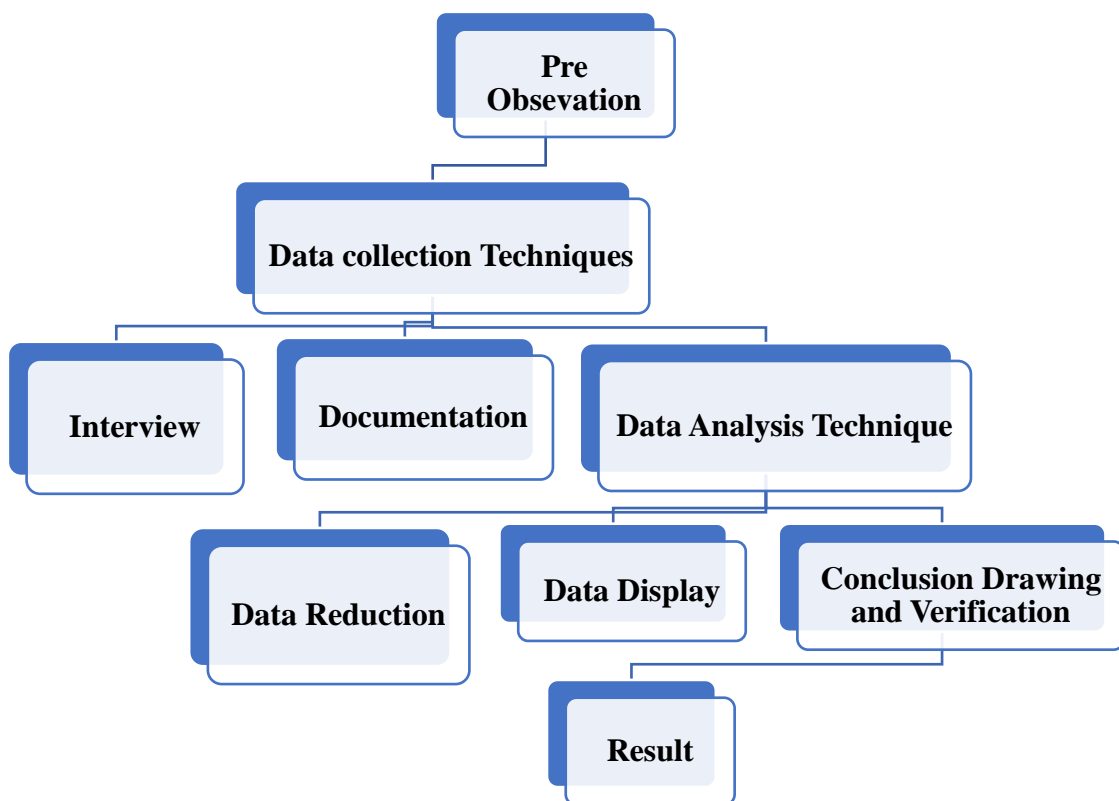
The research framework show that the thesis research flow is dynamic. This true because this research is a case study where the phenomenon under study well be taken from the experience of research participant. This framework containts 22 TBIG class student from 1 class as a sample. There are three stages in the data collection stages, namely obsevation, interviews and documentation from

participant. There stages, each of which is available in three different bars, are used during the data analysis stages, starting from the stages of data compression, data presentation and concluison. The arrows in each bar represent proses which is based on descriptive qualitative research. The Research result will be found in the final step.

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research Approach and Design

Research design, also known as research methodology, is a framework that guides researchers in obtaining answers to research questions. In a broader sense, research design encompasses various aspects that researchers undertake, such as problem formulation, data sources, data collection techniques, and data analysis techniques.[36]

According to Moh. Nazir (2013) research design encompasses all the processes involved in planning and conducting research.[37] In this particular study, a qualitative research design is employed. Qualitative research involves studying specific social situations by accurately describing reality through words, using relevant data collection and analysis techniques obtained from natural settings.[38] This study adopts a qualitative descriptive research approach, aiming to provide insights into students' reading comprehension by applying authentic English text prediction strategies to TBI I students. The study will be conducted at Campus II UIN Datokarama Palu, located in Pombewe Village, Sigi Regency, Central Sulawesi. This type of research is a problem-solving procedure that investigates the state of the subject or object of research. The analyzed data is based on the existing

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[36]Mulyadi, Mohammad. "Research design in research methodology." *Journal of Communication and Media Studies* 16.1 (2012): 71-80.

[37]Nazir, Moh. (2013). *Research methods*. Bogor: Ghalia Indonesia.

[38]Wijaya, Henki. "*Qualitative data analysis of concept theory on educational research Jaffray Theological College"* (2020).

facts and then linked together. In research, there are two primary types of variables: independent variables and dependent variables. Independent variables are factors that are adjusted or manipulated to observe their impact on dependent variables, while dependent variables are influenced by the independent variables. Additionally, researchers sometimes utilize control variables to ensure that any variances observed in dependent variables are a result of the manipulated independent variables. Understanding the functions of each variable type in research enables researchers to create strong study designs and generate dependable outcomes.[39] To ensure a comprehensive and clear understanding of the research, it is important to discuss and include a final conclusion. This will provide a complete overview of the study and enable readers to grasp the main findings.

## B. Research Setting

For this research, the target location is Campus II of UIN Datokarama Palu, which is situated in Pombewe Village, Sigi Regency, Central Sulawesi. The specific time for the research is still conditional and unspecified. The reason for selecting this campus as the research object is due to the identified issues in the implementation of predictive strategies in enhancing students' reading comprehension of authentic English texts.

## C. Positionality of the Researchers

In this research, the writer serves as the main instrument and is directly involved in the research process. The writer's role is crucial in expressing meanings and serving as a data collection tool. Consequently, the writer needs to engage with and be present in the lives of the individuals under study to establish openness and

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[39]Ismayani, Ade. *Metodologi penelitian*. Syiah Kuala University Press, 2019.

rapport between both parties. Therefore, the writer conducted field visits to observe and collect the necessary data.

## D. Resources of Data

Data sources in research refer to the origins from which data can be obtained. For instance, if the researcher employs interviews as a data collection technique, the sources are called respondents, who are individuals that respond to and answer the researcher's written or oral questions.

Both primary and secondary data serve as sources of information collected to form the foundation for the study's conclusions. While primary data is collected firsthand for a specific research purpose, secondary data is collected from existing sources, such as books, journals, or other published materials, to support or complement the findings of the study. Understanding the distinction between primary and secondary data is crucial as they are both sources of data obtained in different ways. The choice of data collection method should align with the specific research being conducted, whether it involves primary or secondary data.

## 1. Primary Data

Primary data, as defined by Sugiyono (2017) refers to data obtained directly from the original source by the data collectors.[40] This means that the research data sources are obtained through interviews, surveys, or observations of individuals, groups, objects, events, or test results. In other words, researchers need to collect data by directly interacting with respondents or observing the research subject.

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[40]Sugiyono. (2017). *Quantitative, qualitative, and R&D research methods*. Bandung: Alfabeta.

The advantage of primary data is that it provides a more accurate reflection of the truth, as it is based on what the researcher sees and hears firsthand. This reduces the potential for misinformation from indirect sources. However, collecting primary data may require a relatively longer time and incur higher costs compared to using secondary data.

**2. Secondary Data**

Secondary data, as described by Sugiyono (2017) refers to data obtained indirectly through intermediary media.[41] This includes existing records, evidence, or archives, whether published or unpublished. Researchers can collect secondary data by visiting central study libraries, archive centers, or by reading relevant books.

The advantage of secondary data is that it allows researchers to utilize existing information and knowledge without having to collect new data. This can save time and resources. However, it is important to carefully evaluate the reliability and relevance of secondary data sources.

The advantages of using secondary data in research include the relatively lower time and cost requirements compared to collecting primary data. Secondary data can help researchers identify research problems and evaluate data more efficiently. However, the disadvantages of secondary data are that outdated or irrelevant sources can affect the accuracy and relevance of the research results if errors occur.

*E. Technique of Data Collection*

In this Research, the data collection process involved the following

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[41]Adi, Rianto. (2010). *Social and legal research methodology*. Jakarta: Granit.

techniques:

## 1. Interviews

Interviews are conducted by selecting individuals as respondents and engaging in direct face-to-face interactions to obtain reliable and valid information in the form of verbal responses.[42] According to Bungin (2020) in-depth interviews involve questioning interviewees in a face-to-face setting, with or without the use of an interview guide, to gather information for research purposes. In the interview process, researchers provided flexibility to the participants in responding to all the questions asked. The study involved conducting interviews with seven individuals, including two lecturers from UIN Datokarama Palu and five students from the same institution. The entire interview process was conducted by the researchers themselves, under the guidance of the research theme outlined in the previous chapter. During the interviews, researchers also documented the proceedings through photographs and sound recordings.

## 2. Documentation

According to Sugiyono (2020) documentation is a method used to gather data and information from various sources, such as books, archives, written records, numerical data, and visual materials like reports and images.[43] Document studies complement other data collection methods like observation or interviews.

Data analysis can be more reliable and credible when supported by photographs or

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[42]Nurdiani, Nina. "*Snowball sampling technique in field research."* ComTech, Computer, Mathematics and Engineering Applications 5.2 (2014): 1110-1118.

[43]Maulidah, Atikah. "*Analysis of the Process of Implementing Culinary Skills Learning to Make Pastry for Residents Shafying Package C Class XI IPS at SPNF SKB Samarinda City."* Papanada 16.2 (2020): 72-79.

existing academic writings. These additional sources of evidence can reinforce the findings and enhance the overall credibility of the research.

## F. Technique of Data Analysis

In this research, the data analysis technique employed is qualitative descriptive data analysis. This process involves describing symptoms or events that occur in order to gain knowledge or develop theories at a specific time. The data analysis consists of three stages: data reduction, data presentation, and drawing conclusions.

### 1. Data Reduction

Given the substantial amount of data collected in the field, it is crucial to record and document it carefully and in detail. The longer the data collection process, the larger and more complex the data set becomes.[44] Therefore, data reduction is necessary to summarize and focus on important aspects, identify recurring themes and patterns, and provide a clearer overall picture. This facilitates further data collection and retrieval, if needed. The use of electronic devices, such as mini computers, and coding specific aspects can assist in data reduction.

### 2. Data Display

In qualitative research, data can be presented through various formats, including brief descriptions, charts, relationships between categories, and flowcharts. Authentic text is frequently utilized to present the gathered data in qualitative research. By presenting the data in a clear and understandable manner, further comprehension of the research findings is facilitated, and subsequent work can be planned accordingly.

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[44]Guest, Greg, Emily E. Namey, and Marilyn L. Mitchell. *Collecting qualitative data: A field manual for applied research*. Sage, 2013.

**3. Conclusion Drawing**

Drawing conclusions is the final step in the data analysis process. It involves synthesizing the findings and summarizing the key insights derived from the data analysis. Conclusions provide closure to the research and enable researchers to make informed decisions and recommendations based on the outcomes.[45]

*G. Data validity*

The validity of the data used by researchers to check data through two data validity, namely:

1. **Test the credibility of the data using reference materials**

The reference here is a support to prove the data that has been found by researchers. For example, interview data needs to be supported by interview recordings. Data about human interaction, or a description of a situation needs to be supported by photographs. Data recording aids in qualitative research, such as cameras, camcorders, voice recording devices are needed to support the credibility of the data that has been found by researchers in research reports can be trusted.

2. **Test the credibility of the data with member check**

Member check is the process of checking the data obtained by the researcher to the data provider, the purpose of member checking is to find out how far the data obtained is in accordance with what is provided by the data provider. If the power found is agreed upon by the data providers, it means that the data is valid, so that it is more credible/trusted, but if the data found by researchers with various

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[45]Sugiyono. (2012). *Educational Research Methods: Quantitative, and R&D Approaches.* Bandung: Alfabeta. (pp. 247-249)

interpretations is not agreed upon by the data providers, the researcher needs to hold discussions with the data providers, and if the differences are sharp. Then the researcher must change his findings, and must adjust to what is provided by the data provider. So the purpose of member checking is so that the information obtained will be used by data sources or informants. Implementation of member checks can be done after a period of data collection is complete, or after obtaining a finding or conclusion.

## CHAPTER IV

## RESEARCH FINDINGS

### A. *Findings*

The results obtained from this study used interview techniques with informants as a form of data search and direct documentation which the researchers then analyzed. This analysis itself focuses on the application of prediction strategies in improving reading comprehension which is then associated with the use of authentic texts and problem identification.

1. **The Overview of the Study Program**

Historically, the Faculty of Tarbiyah and Education (FTIK) was established in 1966/1967. The establishment of FTIK was carried out by the Preparatory Committee for the Establishment of IAIN "Datokarama" Palu. The existence of FTIK IAIN Palu as the forerunner and main part of the establishment of the State Islamic Religious College (PTKIN) in Central Sulawesi Province at that time was the initiative of several Muslim intellectual figures, both from universities, government agencies, ulemas, and Zuma in Palu City. who formed the Preparatory Committee for the Establishment of IAIN Palu in May 1966. The structure and personnel of the committee were as follows: Chairman: Abidin Ma'ruf, SH. Vice Chairman: KH. Zainal Abidin Betalembah. Secretary: Abu Naim Syaar, BA. Deputy Secretary: Ismatun Dg. Marotja, BA. Treasurer: Drs. HM Ridwan. Deputy Treasurer: H. Dg. Mangera Gagarannusu. Members: Pati Bidin, Drs. Andi Mattalata, Drs. HF Tangkilisan, Drs. Buchari, KH. Abd. Muthalib Thahir, Syahrul zainuddin Abd. Rauf, Muchtar T. , Rusdy Toana, Zuber

S. Garupa, and Arsyad Parampi.

The committee succeeded in opening two faculties at once, namely: the Faculty of Tarbiyah led by KH. Zainal Abidin Betalembah as Dean and Drs. Buchari as the representative, as well as the Ushuluddin Faculty led by KH. M. Qasim Maragau and Drs. HF Responding as a representative.

In this case, to get the results of the research that was carried out on June 27, 2023, which was allocated at Campus Il of UIN Datokarama Palu. The following is the vision and mission which also includes the objectives and strategies for processing the study program.

**Vision and Mision of the English Study Program**

**Table 4.1**

| Vision |
| --- |
| *Excellence in Competency Development off educators and Education Moderate Islamic Insight, Based on the Integration of Spirituality, and Local Wisdom in 2030* |
| **Mision** |
| <ul><li>Organizing education and learning that is oriented towards developing the competence of teaching and educational staff with a moderate</li><li>Islamic perspective, based on the integration of knowledge, spirituality, and local wisdom.</li><li>To produce quality research with a moderate Islamic perspective, based on the integration of knowledge, spirituality, and local wisdom.</li><li>Organizing Community Service (PkM) through activities to foster Islamic education, and social religion with a moderate Islamic</li></ul> |

perspective, based on the integration of knowledge, spirituality, and local wisdom.

- Carrying out tri dharma cooperation of higher education institutions with domestic and foreign partner institutions to develop the competence of educators and education staff with a moderate Islamic perspective, based on the integration of knowledge, spirituality, and local wisdom.

- Improving quality academic governance with moderate Islamic insight based on the integration of knowledge, spirituality, and local wisdom.

- The realization of the competence of quality educators and education moderate Islamic insight, based on the integration of knowledge, spirituality, and local wisdom.

- The realization of the provision of quality education and learning by the standard curriculum at the IQF level with a moderate Islamic perspective, based on the integration of knowledge, spirituality, and local wisdom.

- The realization of quality research with a moderate Islamic perspective is based on the integration of knowledge, spirituality, and local wisdom.

- The realization of community service with a moderate Islamic perspective is based on the integration of knowledge, spirituality, and local wisdom.

- The realization of higher education tri dharma cooperation with partner institutions at home and abroad to develop the competence of

| |
|---|
| educators and education staff with a moderate Islamic perspective, based on the integration of knowledge, spirituality, and local wisdom. |
| **Objective** |
| <ul><li>The Faculty of Tarbiyah and Teaching Science realizes vision and mission bbased performance by implementing 5 (five) Work Culture Values as follows:</li><li>Integrity: harmony between heart, mind, words, and deeds that are good and right</li><li>Professionalism: work in a disciplined, competent, and timely manner with the best results</li><li>Innovation: perfecting what is already there and creating new and better things</li><li>Responsibility: work thoroughly and consistently</li><li>Exemplary: be a good example for others</li></ul> |

Based on the table above, it can be seen about the vision and mission as well as the goals and strategy for processing the study program which contains the point that education must be based on moderate Islam.

In line with the transformation process experienced by the institution to become UIN Datokarama Palu, the role of FTIK is also increasing. This increased role has implications for the demand to realize the vision, mission, and goals of the State Islamic University (UIN) Datokarama Palu thereby having an impact on how to realize the vision, mission, and objectives of FTIK consequently. FTIK Vision; "Excellent in Developing the Competence of Educators and Education with a moderate Islamic Insight, Based on the Integration of Spirituality and Local Wisdom in 2030 " What is meant by excellence is that FTIK is an institution that

always strives able to surpass other institutions in the tri dharma related to the development of teaching and educational staff, so as to produce graduates who are professional and competent with moderate Islamic insight based on the integration of knowledge and spirituality, and local wisdom. Having a moderate Islamic perspective means that the graduates produced by FTIK are graduates with Islamic attitudes and insights that promote tolerance and inclusiveness. The integration of knowledge and spirituality can be interpreted that the graduates produced by FTIK are those who have the competence to integrate Islamic knowledge and spirituality not only at the concept level but also in everyday life. Whereas the local wisdom promoted by FTIK as part of the VISION to be achieved in 2030 means that FTIK graduates are those who have a scientific commitment to education and are able to accommodate and appreciate local wisdom. The List of Accreditation Decrees under the auspices of the Faculty of Tarbiyah and Teaching Science (FTIK) UIN Datokarama Palu is as follows:

**Objectives of the English Study Program Accreditation**

**Tabel 4.2**

| | Type Program | Name Study program | Study Program Accreditation | | | The number of students during the TS4 |
| | | | Status/ Rating | No. and Date SK | date Expired | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| I | Bachelor | Islamic education | B | 2908/SK/BA NPT/Akred/X | 19/10/2019 | 1.172 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | 23 October 2018 | | |
| 2 | Bachelor | Arabic Language Education | A | 5541/SK/BAPT/Acred/S/X11/19 26 December 2019 | 26/12 2024 | 370 |
| 3 | Bachelor | Management Education Islam | B | 4908/SK/BAPT/Acred/X11/2017 19 December 2017 | 26/01/2022 | 555 |
| 4 | Bachelor | Education Teacher Madrasah Ibtidaiyyah | C | 13895/SK/BAPT/AK-PPj/S/X11/2021 19 December 2021 | 10/01/2022 | 363 |
| 5 | Bachelor | Education Islamic Children Early age | c | 4910/SK/BAPT/Acred/S/X11/201 719 December 2017 | 10/01/2022 | 241 |

| 6 | Bachelor | English Tadris (TBIG) | C | 4914/SK/BA PT/AcreUS/X 11/201 7 December 19, 2017 | April 25th 2022 | 495 |
|---|----------|------------------------|------|--------------------------------------------------|-----------------|-----|
| 7 | Bachelor | Tadris Science Knowledge Social | Good | 2669/SWBA NPT/Akred/S/ V/2021 04 May 2021 | May 04, 2026 | 100 |

## 2. Profile of English Study Program

One year after the opening of the PGMI and PGRA Study Program, the Faculty of Tarbiyah and Teaching Sciences of IAIN Palu opened a new Study Program, namely the English Study Program (TBI) in 2015. This English Study Program opened based on the consideration of the high interest of the public who are interested in this program. In particular, this Study Program is prepared to organize education and learning that will produce graduates who will become reliable English teaching staff at every level and educational unit. On the basis of the Decree of the Director General of Islamic Education Number: 3633 of 2015 dated 25 June 2015 concerning permission to organize the English study program, the English Department was officially established and accepted new students for the first time in the 2015/2016 academic year. Entering 2017, the English Study program was accredited by C based on the Decree of the Higher Education National Accreditation Board (BAN-PT) Number 4914/SK/BAN-PT/Akred/S/X11/2017. In the first year, the English Study Program accepted 45 students. The inaugural lecture was held in September 2015. The number of students is adjusted to the decree on the capacity of the study program. And in 2023 the current English.

accreditation will switch to B accreditation. In this case, the vision and mission as well as the strategy and objectives of the English Study Program are listed.

**3. Vision, Mission, Objectives, and Strategy of the English Study Program**

**Table 4.3**

| **Vision** |
| --- |
| *Realizing a study program that excels in learning English based on information and communication technology', is innovative, competitive, and has moderate Islamic insight in 2025* |
| **Mision** |
| <ul><li>Carry out education and teaching of English based on information and communication technology by utilizing English language learning technology in an integrative, sustainable, moderate Islamic perspective, integration of knowledge, spirituality, and local wisdom.</li><li>Develop competitive research with moderate Islamic insight, integration of knowledge, spirituality, and local wisdom in the fields of linguistics and learning English.</li><li>Carry out Community Service (PkM) which is oriented towards strengthening knowledge and skills in English with Islamic character.</li><li>Establish strategic and synergistic cooperation and partnerships with various parties/institutions, both domestic and foreign.</li><li></li></ul> |
| **Objective** |
| <ul><li>The realization of English language education and teaching based on information and communication technology by utilizing English</li></ul> |

language learning technology in an integrative and sustainable manner.

- The development of competitive and innovative research in the field of linguistics and learning English.

- Realization of Community Service (PkM) which is oriented towards strengthening knowledge and skills in English with an Islamic character.

- The establishment of strategic and synergistic cooperation and partnerships with various parties/institutions, both domestic and foreign.

**Strategy**

- Carry out the learning process in the field ofICT-based English Tadris which integrates moderate Islamic values, and spiritual knowledge with local wisdom.

- Carry out research methodology development training activities, and provide opportunities for lecturers to carry out research activities so that they have the ability to solve problems for the sake of scientific development in the field English Tadris in linguistics and English.

- Encouraging and providing opportunities for lecturers and students to carry out Community Service (PkM) activities based on values and the spirit of Islamic teachings, according to the needs of the community both at the early childhood, elementary, and secondary education levels.

- Organizing cooperation with schools/madrasas with a target of 3 schools/madrasas in 1 year in the framework of development

**4. The Implementation of the Prediction Strategy in Improving Students' Reading Comprehension of Authentic English Text.**

Implementation is an important activity of the entire policy planning process.

According to Mulyadi, implementation refers to actions to achieve the goals set in a decision. This action seeks to convert these decisions into operational patterns and seeks to achieve big or small changes as previously decided. Implementation is essentially an effort to understand what should happen after the program is implemented. Implementation, in this case, there are various forms, for example in learning which includes a process goal, for example, the process of applying interrelated learning, and then in research, to link each other with one another, the title regarding the implementation of the prediction strategy in improving reading comprehension students of English of authentic text. To obtain the results of this research, a study was held which was held on June 27, 2023, which was located at Campus 2 of UIN Datokramah Palu which is located in Pombewe Village, Sigi Regency. In knowing how to implement the prediction strategy in improving students' reading comprehension of English of authentic text, in this case from the results of the interviews conducted by this research, it is explained with significant answers that can help the smooth running of this research which are generally found from various sources found in the study.

**1**. **What are the views of lectures about the implementation of prediction strategy in improving students' reading comprehension with English authentic text?**

**a**. **The Prediction Strategy in Improving Reading Comprehension**

The prediction strategy used in improving reading comprehension with authentic text Strategy is an overall approach related to the implementation of

ideas, planning, and execution of activity over a while. The prediction strategy is one strategy that can be used in learning the reading comprehension process. Prediction is an educated guess about what will happen and is the goal in the spirit of the strategy. As for the learning process, there must be a strategy that encourages the development of a learning process. As the results of an interview with lecture 1 and lecture 2 follow:

"It depends but in my experience reading authentic text will help students provide them with knowledge about the language because there are many differences between the text developed by a teacher of English and a lecturer of English who designed it. Developing Strategy prediction is a strategy that helps in the learning process where students can guess first the answer to the problem before concluding contains the culture of the provided culture of a person developing this text is very important. Those who help the development include increased Engagement: By offering choice and selecting authentic texts that align with students' interests and experiences, learners are more likely to be engaged and motivated to read. This heightened engagement can lead to improved focus and comprehension of the text, relevance and Context: Authentic English texts provide real-world contexts and language usage that mirror situations students may encounter outside the classroom dan Critical Thinking Skills: Authentic texts often present complex ideas, diverse perspectives, and nuanced language structures. Encouraging students to critically analyze and evaluate these texts promotes higher-order thinking skills, deepening comprehension and interpretation. " Ll

"Strategy prediction is a strategy that helps in the learning process where students can guess first the answer to the problem before concluding in the sense of building Confidence: Successfully navigating and comprehending authentic English texts can boost students' confidence in their language skills. As students tackle challenging texts and improve their comprehension, they develop a sense of achievement and competence in reading and overall, the thoughtful implementation of strategies tailored to authentic English texts can create a dynamic and enriching learning environment that promotes deep engagement, critical thinking, vocabulary expansion, cultural awareness, and holistic language skill development, ultimately leading to improved reading comprehension among students." L2.

As for what we can see that the application of prediction strategies greatly provides reading comprehension for Students increased and in this case there are also interview results that in this study were obtained by interviewing one of UIN students as the results of the interview he expressed as follows

"My understanding improved after reading using authentic text and I am confident of what I get through the application of prediction strategies in authentic text and skills in reading English text does not feel so difficult and makes me interested in learning it." L1

Ll said, from various learning objectives it is able to help students in reading comprehension because it can encourage them to develop their reading comprehension as well as their English language skills because of the many types of text which in this case are obtained and utilized such as sources available, for example through the internet, and also read a lot of news about development data and with the progress of a country. Ll also stated that in developing basic knowledge texts, people in general first appreciate the basic text of English culture itself so that the basic English text is able to provide it there for those who develop it. Then in this case the prediction strategy is a goal in achieving a learning process whose responses reduce L2 a solution that can help problems with what is experienced by students the strength of the prediction strategy improving reading comprehension. So the in of predictive strategies in improving reading comprehension the purpose of Prediction Strategy in improving Reading Comprehension.

In increasing students' reading comprehension with authentic English texts, which is a lesson that can be conveyed more effectively, teachers need a suitable strategy to support the learning process. Learning strategies play a very important role in creating more effective learning to make students more interested. In general, two sources were found, one of which came from Ll and L2 who stated:

"Any purpose helps students a way about the text they are going to study because of the text. with the use of several strategies used, one ofwhich is

the prediction strategy mow you develop your understanding of English the mow you challenge is with different types oftext. With the use ofseveral strategies are used, one of which is the prediction strategy" Ll

"The goal is for students to be able to understand goals through the reading stage where they are able to think actively based on events that are or and are able to know the information produced by opinion and as well as children are enthusiastic in terms of answering the questions given in the discussion and providing answers that are in accordance with the learning objectives. Therefore, the strategy used is a prediction strategy" L2

From the two explanations from the interviews put forward by the two sources, the first, Ll argued that different ways and methods were able to develop students' reading comprehension by identifying them so as to produce effective methods for students. It can then assist students in achieving achievement in reading comprehension. Meanwhile, what was stated in L2 was more aimed at how the method was entered and given to students in receiving learning so that it would enable these students to be more active and active in developing their understanding of reading.

**2. The weaknesses of prediction strategy in improving Reading Comprehension**

in increasing students' reading comprehension with authentic English texts which is a factor influencing where strategy prediction failure in improving reading comprehension with authentic text is due to the choice of a learning method which includes: learning objectives, materials/materials learning, learning resources, learning residents, learning facilities/facilities, learning time and the size of the group, and as for the results of the interviews, in general, there were two sources, the Ll and L2 who stated:

"There are many different ways to know, how to choose to develop first we can identify these develop there is a student's understanding of English when they are able to read a text. This I use can be found when they are able to answer and ask the text questions from the text in a proper way,

this one way another way is we can also as questions orally in a way that the students understand the meaning of the identity how students develop from the authentic text. The use of predictive strategies fails in learning to increase understanding of reading authentic texts due to a factor such as the lack of vocabulary owned by students"

"First, there was an internal factor, and I said what was taught was in accordance with the method I gave but one of them happened because each child was different in learning and the motivation of the child was also influenced, and with the basic knowledge possessed by students so that it requires knowledge."

The results of the experience interview with the Ll stated that failure in the application occurs due to a lack of efficiency and independence in learning that is lacking, resulting in an ineffective understanding of learning outcomes due to this, then there is a lack of coverage that supports the occurrence of students' lack of understanding about something. Authentic text. Meanwhile, what was stated by L2 was due to the child's internal factors which allowed for a lack of motivation in terms of learning and according to the views or interests of each child having a different personality and that is the trigger why there is a failure in children's reading comprehension by using authentic text.

### c. The impact of Prediction Strategy on improving Reading Comprehension

Is there any impact the strategy implementation is not appropriate in increasing reading comprehension with authentic English texts? Every decision taken by a superior usually has its impact, both positive and negative impacts. The impact can also be a follow-up process of an internal control implementation which includes the whole aspect of reading comprehension in improving reading comprehension with authentic texts that bring good and beneficial influences to students when this is applied in the learning process. As the results of an interview conducted by the Ll are as follows:

"In this case, the impact of using a predictive strategy is very significant because it is able to provide great knowledge and advantages in

understanding it in the process of increasing reading comprehension, for example in use of learning authentic text first of all they know the culture and the language and also you know the type of language that is used by foreign This will help you for example when you study abroad when you go around it will help you so much because the authentic text will provide you a go understanding about the use of English in the real word in the real play it's not like English you learn in front of mind. For example:

But give you the yes on how to use English properly this is how important the authentic text is for our students. Ll

So, like the results of the interview obtained, learning prediction strategies is very helpful in supporting success in learning which is directly related to improving reading comprehension by using authentic text as a support. As for the advantages in this case, Ll emphasized that studying authentic texts, first of all, they know the culture and language as well then the language provided by foreigners it is very beneficial and also helps in memorable learning which can make it an asset in studying abroad which is enable their native language learning comprehension to increase and be more significant in reading comprehension using English because it directly contributes to the development of the given native language and that makes it important to learn. It is important to note that the effectiveness of any teaching strategy, including prediction strategies, can vary based on various factors such as student readiness, level of engagement, learning approach, and complexity of the text used. Educators may face challenges or limitations when implementing strategies, and it is crucial to adapt and refine teaching methods based on continuous assessment and feedback.

First, the choice of awards found in the authentic text is usually high level or high standard. Second, it's more complicated than any text to develop in Indonesian, also the style of the language no many when you read you know how to develop the text you know and Indonesian, and is very fine in English then also find it difficult to develop high quality want high standard a text in foreign academics and in foreign lecturers. Ll

So interview with the Ll here explains that the use of prediction Strategy greatly influences the improvement of reading comprehension of authentic text is very high which is sufficient to be used as a reference in the learning process developed by native speakers or lecturers who have quality standards in learning authentic text so that they are able to apply it in the learning process, and as well as other benefits are able to develop academics.

2. **How does the lecturer implement the prediction strategy in teaching reading comprehension to write English authentic text?**

   **a. Learning Motivation**

   Motivation in learning is as a whole the driving force within a person that gives rise to learning activities, which ensures the continuity of learning activities and provides direction to learning activities so that the goals desired by the learning subject can be achieved. As the results of an interview with the Ll, are as follows:

   > "There are many different ways to motivate students but the way 1 motivated students all wish to provide them with challenging material by providing students the reading text the challenge is for them to know that for them to develop this understanding I one point and the point is motivating students by telling the student the reason why English is important." Ll

The Ll said his experience in reading authentic texts would help students give them knowledge about the language due to significant differences where the application in the learning process developed by the lecturers in charge of the course with native speakers is much different because in it about how to design it as well as in its development so that students are able to dig deeper about the authentic text and there are differences in understanding by readers due to cultural factors from the text so that students need to learn.

   **b**. **Factor support of prediction Strategy in improving reading Comprehension**

The strategy of prediction support factors in improving reading comprehension is an approach that can help readers predict what will happen next in the text they are reading. By using this strategy, readers can develop a better understanding of the text's content and enhance their ability to comprehend the reading material. Factors that support the implementation of strategy predictions in improving students' reading comprehension with authentic English texts are factors that facilitate individual or group behavior including skills. These factors include the availability, and affordability of health service resources, community and government priorities, and commitments and actions related to health. In this case, for fluency in the use of the application of reading comprehension, factors that influence this are needed so that it allows understanding to read more and more, so in this study, including authentic texts as a reference in this study. As the results of interviews conducted by the Ll and L2 teach Reading courses are as follows:

> Of course yes. authentic text students are challenged full of their authentic text for example If read a text for you easy to understand it will not motivate it will encourage to do. but if you find challenging you up tail do motivate

after reading, students use what they know as well as what they suspect might happent to relate it to the text furthermore, prediction activities prompt students to utilize information from the text to anticipate forthcoming details, fostering a proactive approach to reading. This strategy is particularly beneficial for students at various levels, including those with lower comprehension abilities who can make significant progress in both comprehension and motivation through predictive reading activities.

*B. Discussion*

Based on the results of the first study on the way lecturers view the implementation of strategy predictions in improving students' reading comprehension in authentic English text, it has an effect as evidenced by the results of interviews with participants which include their insights, experiences, education levels as for the causes are as follows:

- **insight**

The main cause of Ll is related to insights where the insights obtained by Ll participants are broader and more specific also while the insights from L2 have general insights so that comparisons can be known between the two about how to view their prediction strategies, and together provide answers that are quite helpful in this study where the content of the discussion is to build students to get educational potential by good.

- **Experiences,**

The experience of the two we can know that they have significant differences, for example, We see From the field of education, Ll we can know together has experience in the field of teaching related to education for about 31 years and shared many experiences in several universities which we can see that L 1 has taught Reading Comprehension at Madako University toli-toli while the way of view on prediction strategy is quite extraordinary because with Many experiences are able to provide extraordinary understanding through starategy applied with prediction strategies used, as for their views on predictive strategies, the application.

> you to encourage development, this is how authentic text effect provides a positive effect on students on learning motivation. Ll

The Ll explained that in learning there must be a strong understanding and

extraordinary enthusiasm so as to produce a motivation that can encourage and develop an interest in learning he also explained that the use of this authentic text in the application is a very giving positive effect in advancing as well as with higher learning styles and as well as reading comprehension can indirectly have an increasing impact. And then The positive impact of authentic texts on students' learning motivation is well-documented in educational research. Studies have shown that incorporating authentic materials in learning environments can significantly enhance students' motivation levels. By engaging with real-world texts, students are more likely to perceive a sense of relevance and authenticity in their learning experiences, leading to increased motivation and interest in the subject matter. Research findings indicate that exposure to authentic texts can improve reading comprehension skills, particularly among middle-level students. Furthermore, authentic materials have been shown to positively influence learners' motivation, foster deeper connections with the content, and promote active engagement in the learning process. Therefore, including authentic texts in educational settings can be a powerful tool for boosting students' learning motivation and overall academic performance. It provides a meaningful context for learning, encourages intrinsic motivation, and helps students see the practical applications of their studies, ultimately leading to a more positive and satisfying educational experience.

**c. Techniques used in Prediction Strategy in improving Reading Comprehension**

Methods used to improve students' reading comprehension skills with authentic English texts so the use of methods in learning is very significant in the continuity of the learning process. Thus the strategy used in this case is a prediction strategy. And then The techniques used in the Prediction Strategy to improve

reading comprehension include:

1. Teacher Think Aloud: When reading aloud any text, teachers can use a think aloud technique to model how good readers continually make predictions before, during, and after reading. This method helps students understand the predictive process and its importance in comprehension..

2. Teaching Strategic Reading: This approach involves teaching students how to be strategic readers, enabling them to successfully read complex texts by making sense of the content. It also increases student engagement with the text and helps them draw on textual evidence for better comprehension.

Now then the method used to improve students' reading comprehension skills with authentic English texts according to the explanation two sources were discovered, the first by lecture I and lecture 2 and they stated:

> "Reading comprehension provides different strategies so many strategies to develop comprehensive reading there are many ways to there are many strategies do the motivated to develop reading comprehension with authentic text study learning becoming easier pro technology students can read many different novels in English but cannot distantly read we motivated students to learn to want to read authentic text." Ll

Method. using language that is communicative to students. Use the language used in the journal. L1 L2 Started that in using methods that are capable of developing a student's potential in learning, for example, reading comprehension is further improved due to the many ways and methods applied in learning so as to provide awareness and strong motivation in leading to maximum learning then the strategy used can also be a tool that provides interest in the learning process and its development is easier to understand then more extra maximizing teaching and learning with the use of authentic text is easier. Meanwhile, L2 argued that the method used in the learning process was to use

communicative language so as to be able to provide communicative learning in realizing a more actual learning process and he also argued that students' preferences in communicative learning provide a broad understanding. Prediction strategy is also a strategy that supports the acquisition of comprehension in reading a text With the use of the right method in improving reading comprehension, the prediction strategy is quite suitable in improving reading comprehension while according to Block et.al in Zygouris states that by making predictions, readers use the following processes: initial knowledge.

Thinking at the level of literal and differential, Adding to their knowledge base, Connecting efferent and affective thought processes, Making connections, Filling gaps in the author's writing.

Based on the above, making predictions activates students' prior knowledge of the former and helps them make connections between what is new information and what they already know. By making predictions about text before.

Based on the results of the second study, how does the lecture implement the prediction strategy in teaching reading comprehension to write English authentic Text. This effect is evidenced by the results of interviews with participants which include the methods used which include:

Students have difficulty in understanding readings in authentic English texts which are known from the results of interviews conducted where it is known that students' difficulties in understanding authentic reading texts are caused by lack of vocabulary, lack of background knowledge, and not knowing some meanings. And it shows that teachers must provide the right method for the problems that occur. The problem found in Ll according to him in reading comprehension by writing English text on authentic text is by providing a method that confronts the problems faced by students, including vocabulary, working memory, generic structure, lack

of background knowledge, and type of text. While L2 according to him in English reading comprehension on authentic text a good method is to explain to students that the most difficult writing technique in authentic texts is to make conclusions. And the factors that cause writing difficulties are difficulty understanding words or sentences, and students' lack of interest or concentration in reading comprehension. From the discussion above, prediction strategies can improve students' reading comprehension, including in text retelling, and students' difficulties, can be seen from several aspects, such as lack of knowledge, lack of vocabulary, and not understanding its meaning. But in this case, teachers can start by delivering material in a fun way and use these strategies that can make students interested, more active, and able to reduce the difficulty. As a result, students enjoy and feel comfortable learning to read, so the difficulty of reading slowly decreases. Teachers also see this as a challenge that must be considered in learning using predictive strategies. It is a challenge to make students more active in understanding the content of the reading by using active strategies

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. *Conclusion:*

This Research shows that prediction strategies can improve students' reading comprehension on authentic English texts. Experienced lecturers with good knowledge of prediction strategies can implement them effectively. Techniques used in prediction strategies, such as Teacher Think Aloud and Teaching Strategic Reading, can help students better understand authentic English texts.

## B. *Suggestion*

Relate to the conclusion above, the researcher further suggest the following point:

Suggestions for Lecturers:

1. Use prediction strategies in teaching reading comprehension to students on authentic English texts.
2. Use appropriate techniques to overcome students' difficulties, such as lack of vocabulary and background knowledge.
3. Make students more active and motivated in learning to read by using prediction strategies and enjoyable techniques.
4. Use authentic texts in learning to increase students' motivation and interest.

Suggestions for Students:

1. Be active in the learning process and use prediction strategies to improve reading comprehension.

2. Improve vocabulary and background knowledge to better understand authentic English texts.

3. Use effective reading techniques, such as making predictions and connecting new information to existing knowledge.

4. Practice reading regularly to improve reading skills and understand authentic English texts.

Thus, this Research can contribute to the development of effective learning strategies in improving students' reading comprehension on authentic English texts. Lecturers and students can work together to improve reading skills and understand authentic English texts using prediction strategies and effective techniques. Therefore, it is expected that reading skills and understanding of authentic English texts can be improved and provide benefits for students in the learning process.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

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Nomor      2310    /Un.24/F.I/PP.00.9/6/2023       Palu, 17 Juni 2023

Lampiran    -

Hal        : Izin Penelitian Untuk

          Menyusun Skripsi

Yth. Dekan FTIK

Di

     Tempat

Assalamualaikum wr. wb

    Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

| | | |
|---|---|---|
| Nama | : | Ririn |
| NIM | : | 191160009 |
| Tempat Tanggal Lahir | : | Labuan Bajo, 07 Februari 2001 |
| Semester | : | VIII (Delapan) |
| Program Studi | : | Tadris Bahasa Inggris |
| Alamat | : | Jl. Tanderante Lorong (Mangga) |
| Judul Skripsi | : | The Implementation Of Prediction Strategy In Improving Students' Reading Comprehension In English Of Authentic Text ( A Descriptive Study On TBI 1) |
| No. HP | : | 082296546929 |

Dosen Pembimbing :

1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D

2. Dzakiah, M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Fakultas yang Bapak/Ibu Pimpin.

Demikan, atas perkenannya diucapkan terima kasih.

Wassalam,

Dekan,

Dr. H. Askar, M.Pd.

NIP. 196705211993031005

# Interview Guideline for Lecture

**Judul Penelitian** : The Implementation Of prediction Strategy to Improving Reading Comprehension of English Authentic Text ( A Descriptive Study On TBI 1)

**Purpose** : How does the implementation of the prediction strategy in improving students' reading comprehension of authentic English texts

**Dosen Pembimbing** : Ruslin, S.Pd., M.Pd., M,sc., Ph.D., Dzakiah, M.Pd.

1) What is your name?
2) How long you have been tutor for this reading comprehension?
3) What is your motivation to be a tutor and help learners' in this English class TBI?
4) What is this English class TBI focus?
5) What kind of learning activities and material in this English class TBI?
6) In your opinion, what is influencing factors that can improve learners' reading comprehension?
7) How to motivated learners' to improve their reading comprehension?
8) Can the implementation of the strategy improve students' reading comprehension with authentic English texts?
9) What is the purpose of implementing strategy prediction implementation in improving students' reading comprehension with authentic English texts?
10) How do you know that the strategy is successful in increasing students' reading comprehension with authentic English texts?
11) Have you ever failed to use strategies to improve students' reading comprehension with authentic English texts?
12) Is there any impact that occurs if the strategy implementation is not appropriate in increasing reading comprehension with authentic English texts?
13) Are there factors that hinder the implementation of predictive strategies in improving students' reading comprehension with authentic English texts?

14) Are there factors that support the implementation of strategy predictions in improving students' reading comprehension with authentic English texts?

15) How are your efforts in overcoming the inhibiting factors of implementing strategy predictions in improving students' reading comprehension with authentic English texts?

16) What methods do you use to improve students' reading comprehension skills with authentic English texts?

17) What do you think of a student who has good ability in reading comprehension with authentic English text?

## Interview Guideline For Students'

**Judul Penelitian** : The Implementation Of prediction Strategy to Improving Reading Comprehension of English Authentic Text ( A Descriptive Study On TBI 1)

**Purpose** : How does the implementation of the prediction strategy in improving students' reading comprehension of authentic English texts

**Dosen Pembimbing** : Ruslin, S.Pd., M.Pd., M,sc., Ph.D.,
Dzakiah, M.Pd.

1. What is your name?
2. What is your major?
3. What do you think about this authentic text?
4. Could this authentic text encourage learners' willingness to practice reading comprehension?
5. Do you think this strategy prediction is very interesting to practice reading comprehension?
6. Did you enjoy practicing reading comprehension with authentic text?
7. Do you feel more motivated in practicing reading comprehension with authentic text?
8. Do you feel nervous when you speak with authentic text?
9. Does your Grammar mastery improve with authentic text?
10. Does your vocabulary mastery improve with authentic text?
11. Does your fluency in English mastery improve with authentic text?
12. Does your pronunciation in English mastery improve with authentic text?
13. Does your comprehension mastery improve with authentic text?
14. In your opinion, which one do you prefer practicing reading comprehension in a regular class or English study?
15. Do you believe that on Class TBI you can improve English reading comprehension?

# Interview for Lecture 1

| Question | Answer |
|---|---|
| 1) What is your name? | 1. Ruslin, S,Pd., M,Pd., M,Sc., Ph.D., |
| 2) How long you have been a lecturer for this reading comprehension? | 2. I Have been teaching reading comprehension for a long time basically when I started teaching university and open university back in 2016 and I also third reading comprehension in universe madako in toli-toli also about reading comprehension that was 2015 so it's been a long time basically teaching reading comprehension. |
| 3) What is your motivation to be a tutor and help learners' in this English class TBI? | 3. I got the lords motivation was would like to teach my student to be able to read comprehension because by reading the student board then the knowledge there is an understanding of a particular topic or even different topics. |
| 4) What is this English class TBI focus? | 4. I'm a lecture board researcher but that seems times I'm especially in reading comprehension I have been teaching critical reading, literal reading, and also ESP, but especially in reading comprehension and research |
| 5) What kind of learning activities and material in this English class TBI? | 5. Most of the time I'm provided my student with authentic reading text the reason why because I want students to be able to read authentic texts goes reading. Authentic text will open up the mind of students related to the culture of the origin of the language also related to the text itself and also the around then of student vocabulary building. |
| 6) In your opinion, what is influencing factors that can improve learners' reading comprehension? | 6. There are many different ways to motivate students but the way I motivated my students this all to wish providing them with challenging material providing students the reading text the challenge is for them to know that for them to develop this understanding of one point and the point is motivating students by telling the student the reason way English it's important.<br>For example:<br>I'm telling them about my experience in learning English and learning to study abroad this will develop students and help students provided there are understanding of important so English. On top of the text, I motivate my students there everybody can do it there were cards where written read a lot about the knowledge they encourage themself to learn so nervous to learn this is the way I encourage my students to have motivation full English. |

| | |
|---|---|
| 7) How to motivated learners' to improve their reading comprehension? | 7. It depends but in my experience reading authentic text will help students bond the knowledge about the language because there are many differences between the text developed by a teach of English and a lecturer of English who design it. Develop themselves the text rather than having the authentic text because the authentic text contains the culture of the provided culture person develop of text this is very important |
| 8) Can the implementation of the strategy improve students' reading comprehension with authentic English texts? | 8. The many purposes help students a way about the text they a going to study because the mow you develop your understanding of English the mow you challenge are with different types of text.<br>For example:<br>Today there is no more limit where students can access any type of text any type of English text you can download different the internet anything is English for you to read for example Jakarta Post, Washington Post time so many, many kinds of text many kinds of the authentic text if the students some not prepare for days they will find a type of a shock like an electrical shock when they fine, waw this is the text is not easy to other.<br>For example:<br>Their student wants you to help toefl text in toefl text what the type of the text is there or the type of text of delta develops the text the basic knowledge of the people in general so develop the text basic of the culture of English. |
| 9) What is the purpose of implementing strategy prediction implementation in improving students' reading comprehension with authentic English texts? | 9. There are many different ways to no, how to choose to develop first we can identify these develop there are understanding student about English when they are able to read a text. This I use can be found when they are able to answer and ask the text question from the text in a proper way, this one way another way is we can also as questions orally way that the students understand the meaning of the text the students able to understanding and pro pride the guess pro pride clue this answer means they understand the two, not every single award from a text the authentic text can be understood by every student but that at least they know they point the question another way to identify now students develop the ability of students to speak to express the opinion in English this all to way to identify how student develop from the authentic text. |
| 10. How do you know that the strategy is successful in | 10. The first, choice of awards found in the authentic text is usually high level or high standard. |

| | |
|---|---|
| | technology students can read many different novels in English it cannot distantly reading we motivated students to learn to want to read authentic text.<br>For example:<br>True international news mainstream media, for example, Al Jazeera dinnertime of a platform where a student can listen and watch the news every day but at the seems time Al Jazeera provides a text provides seven texts in English wise Students can explore wise students can go rows and read this a type of I usually encourage my students to do so many different strategies to develop students to reading comprehension using authentic text. |
| 15. What do you think of a student who has good ability in reading comprehension with authentic English text? | 15. University students are not always able to attend want to attend the explanation lecture, especially in my experience where the use of English time is not easy for students, especially in the semester four-semester third there are not because the English is very low so, later on, develop English. The any to exercise his to apply and later on develop but least by providing the authentic text will give them any media how to develop English. Competences especially in reading so encourage in to do reading<br>For example:<br>Novels, news, and any type of story in English not written by Indonesian written by foreign academic tuition so this is best encourage for students to learn a develop. |

| | |
|---|---|
| increasing students' reading comprehension with authentic English texts? | Second, it's must of complicated than any text develop in Indonesian, also the style of the language no many when you read you know how to develop haw you rights the text you know and Indonesian, and is very fined in English then also find it difficult to develop high quality want high standard a text in foreign academics and in foreign lecturers |
| 11. Have you ever failed to use strategies to improve students' reading comprehension with authentic English texts? | 11. I would say that I failed but is not necessary to work all time because independents so many senior students want you senior students It's small maybe easy taking the understanding the text but want to do students be kind of last motivation or last motivated and then have no encouragement men to learn a this a time why do failed authentic text it's not software for your class, but this only haven. I mean very really happen not happen all the time. But does majoring want you to teach and the English department believes the prepare more now authentic text and any other text? |
| 12. Is there any impact that occurs if the strategy implementation is not appropriate in increasing reading comprehension with authentic English texts? | 12. Some mention that there are many advantages of learning authentic text first of all they know the culture and the language and also you know the type of language that is used by foreign This will help you for example when you studying abroad when you go around it will help you so much because the authentic text will provide you a go understanding about the use of English in the real word in the real plays it's not like English you learn in front of mind. For example: But give you the ya how to use English properly this how important the authentic text for ours students |
| 13. Are there factors that support the implementation of strategy predictions in improving students' reading comprehension with authentic English texts? | 13. Of course yes, authentic text students are challenging full they authentic text for example: If you read a text for you easy to understand it will not motivate it will not encourage you to do, but if you find challenging you up tail do motivate you to encourage develop, this is how authentic text effect provides a positive effect on students on learning motivation |
| 14. What methods do you use to improve students' reading comprehension skills with authentic English texts? | 14. reading comprehension provides different strategy so many strategies to develop reading comprehensive there are many ways to there are many strategies do the motivated to develop reading comprehension with authentic text study learning becoming easier pro |

# Transkip Interview For Lecture 2

| Question | Answer |
|---|---|
| 1) What is your name? | 1. Ma'rifa Nurmala S.S, M.Pd |
| 2) How long you have been a lecturer for this reading comprehension? | 2. Approximately eight years ago in 2015. |
| 3) What is your motivation to be a tutor and help learners' in this English class TBI? | 3. My motivation is how students can become intelligent individuals in the sense of being able to distinguish between good and bad in this case also can choose and sort good information and not easily influenced by fake news. |
| 4) What is this English class TBI focus? | 4. Focus on critical reading, interpretive reading and creative and focus on literal reading |
| 5) What kind of learning activities and material in this English class TBI? | 5. Depending on the material, what I usually take it from the journal, and and give the article to students examples of authentic texts about the conflict between the government and street vendors, which is related to authentic text, well then students go to the crime scene to see the facts that occur in the community and then correct the writing read and then compare whether the data is appropriate or not and students can adapt in society Through existing circumstances, and that is one strategy so that learning in learning is not boring. |
| 6) In your opinion, what is influencing factors that can improve learners' reading comprehension? | 6. The first factor that affects is the low literacy caused by teaching methods from home or family, teachers and well for example is the teacher at the time of teaching who only notes on writing but does not occur in reading so that critical thinking is only limited to them interpretation of the results they write and is unable to distinguish something from the truth of the writing they write, And reading is also a habit, because the more variety of books that are read, it becomes a new place and the brain is able to think more and give a good point of view, and the second factor is to be a teacher who is not boring. |
| 7) How to motivated learners' to improve their reading comprehension? | 7. First, giving awareness in terms of thinking well, for example, why there are good writers because there are good readers so that producing good writers produces good people in communicating, and good people in communicating will produce good municipalities. And there is a difference between writer and reader because the brain is able to read symbols in which there is a biontitex that produces implicit meaning and and in this haal the benefits of reading have |

| | |
|---|---|
| 8) Can the implementation of the strategy improve students' reading comprehension with authentic English texts? | many benefits such as being able to understand and being able to conclude through reading and being able to determine the impact of good and bad for oneself individually more towards critkal thingking

8. More to the strategy by providing examples and fun methods and by showing actual results, for example whether the purpose of the author is either entertaining or vice versa, more prominent to students and more attentive to students about it, and it is achieved through different points of view. And the strategy that is meant is in accordance with the ability of students, it is said that no student is stupid but must be met with a method that is in accordance with the abilities of the students themselves. |
| 9) What is the purpose of implementing strategy prediction implementation in improving students' reading comprehension with authentic English texts? | 9. The goal is for students to be able to understand goals through the reading stage where they are able to think actively based on events that are or and able to know the information produced by opinion and as well as children are enthusiastic in terms of answering the questions given in the discussion and providing answers that are in accordance with the learning objectives |
| 10. Have you ever failed to use strategies to improve students' reading comprehension with authentic English texts? | 10 First, there was an internal factor, and I said what was taught was in accordance with the method I gave but one of them happened because each child was different in learning and the motivation of the child also influenced. |
| 11 Is there any impact that occurs if the strategy implementation is not appropriate in increasing reading comprehension with authentic English texts? | 11. The reciprocal benefit for the student is that they are able to distinguish situations and conditions, and the benefit to oneself is non-existent. |
| 12. Are there factors that support the implementation of strategy predictions in improving students' reading comprehension with authentic English texts? | 12. The supporting factors go back to infrastructure, time and place. |
| 13. What methods do you use to improve students' reading comprehension skills with authentic English texts? | 13. Method, using language that is communicative to students. Use the language used in the journal |

| 14. What do you think of a student who has good ability in reading comprehension with authentic English text? | 14. As long as it is well motivated, and the results of observations that occur in eating will also have a good impact if reading authentic text through freelance discussion An example of the text is processing garbage and bringing the student directly down the field and then adjusting to the text read by the student and being able to justify whether the text is in accordance with the authenticity or not, the reality that occurs in the field is true, it is true that it is in accordance with the text Reading. |

# SURAT KETERANGAN PENELITIAN
No.      /Un.24/1.1/PP.00.09/08/2023

Ketua Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu menerangkan bahwa :
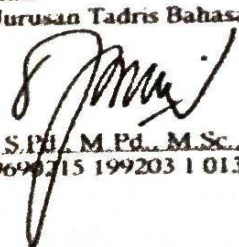
| | |
|---|---|
| Nama | : Ririn |
| NIM | : 19.1.06.0009 |
| Tempat Tanggal Lahir | : Labuan Bajo, 07 Februari 2001 |
| Semester | : VIII (Delapan) |
| Program Studi | : Tadris Bahasa Inggris |
| Alamat | : Jl. Tanderante Lorong (Mangga) |

Memang benar yang bersangkutan telah melaksanakan Penelitian di Prodi Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu pada tanggal 13 Juli 2021 s/d 27 Juli 2023 dengan judul **"The Implementation of Prediction Strategy in Improving Students' Reading Comprehension in English of Authentic Text (A Descriptive Study on TBI 1).**

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Palu, 09 Agustus 2023

a.n.Dekan
Ketua Jurusan Tadris Bahasa Inggris

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

## List of Informers

The participants in the Research are lecturer 1 and lecturer 2 who will provide information related to the implementation of strategy prediction in improving reading comprehension of English students in authentic text. And the supporting participants in this study are TBI 1 UIN Datokarama students in this study there are several answers given significantly so that they can be used as a reference by researchers in conducting further research. The names of the participants concerned can be seen below:

**Table 4.4**

| No | Name of Participant | Year of Experience | Course | Remaind |
|----|---------------------|--------------------|--------|---------|
| L1 | Ruslin S,Pd., M,Pd., M,Sc., Ph.D., | 31 years in teaching | He is a lecturer at UIN University reading comprehension which; Critical Reading, ESP, Research Seminar and Then Qualitative Research | - |
| L2 | Ma'rifah Nurmala S.S., M.Pd | 8 years in teaching | She is a lecturer at UIN University reading comprehension which includes critical reading and literal reading as well as other achievements that have been achieved | - |

# KEMENTERIAN AGAMA REPUBLIK INDONESIA
## UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
جامعة داتوكارلما الإسلامية الحكومية بالو
### STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
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Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

## FORMULIR PENDAFTARAN
## UJIAN PROPOSAL SKRIPSI

Nama : Ririn

NIM : 191160009

SMT/Prodi/Kelas : VIII / Tadris Bahasa Inggris / TBIG1

Alamat : Jln. Pongpara'a No 34

No. Tlp / HP : 081775430489

Pembimbing : I. Ruslin, S. Pd., M. Pd., M. Sc., Ph. D.,
II. Dzakiah, M. Pd

Judul : The Implementation of Prediction Strategy in Improving Reading Comprehension of English Authentic Text (A Case Study On TBI Students Batch 2021)

| No | Persyaratan | Cheklist (diisi oleh ketua prodi) | | Ket |
|----|-------------|------|-------|-----|
| | | Ada | Tidak | |
| 1 | Fotocopy tanda bukti pembayaran SPP semester berjalan | ✓ | | |
| 2 | Fotocopy tanda bukti pembayaran ujian | | | |
| 3 | Fotocopy kliring nilai sementara / KHS dari semester I-VII | | | |
| 4 | Mempersiapkan *Power Point* untuk bahan presentsi | | | |
| 5 | Fotocopy proposal skripsi yang telah di acc pembimbing sebanyak 3 (tiga) rangkap dengan map transparan warna hijau | | | |

| Pertimbangan Pembimbing I/II | Persetujuan Dosen Penasehat Akademik | Pemohon |
|------------------------------|--------------------------------------|---------|
| (Ruslin, S. Pd., M. Pd., M. Sc., Ph. D.,) NIP. 196202151997031013 Catatan Dosen Pembimbing I/II: | (Dr. Hj. Nur Asmawati, S. Ag. M.) NIP. 197407262000032002 Catatan Dosen Penasehat Akademik: | RIRIN ( ) NIM. 191160009 |

Fitriningsih, S.S. M.Pd.

Dr. Abd. Gafur Marzuki, M.Pd

| | | Persetujuan Ketua Prodi |
|---|---|---|
| Penguji : Munarat 07/06/2023 Ba'da jum'at. | Cetum. ## | |
| Hari/Tgl : | | |
| Waktu : 09.00 - Selesai | | ( ) |
| Tempat : Ruang Ujian FTIK | | NIP. 196202151997031013 |

The supporting informants in this study were TBI 1 students totaling 5 informants who provided answers that were interrelated with the title concerned.

| No | Nama | Class |
|----|------|-------|
| 1 | Afifatunnisa | TBI 1 |
| 2 | Azzahra Ramadhani | TBI 1 |
| 3 | Elsa Windiana | TBI 1 |
| 4 | Ricky Saputra | TBI 1 |
| 5 | Seruni Amelia | TBI 1 |

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR **1447** TAHUN 2023

TENTANG
PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji proposal skripsi untuk menguji proposal skripsi mahasiswa pada ujian seminar proposal;

b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;

c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No. 61 Tahun 2021, Tentang Universitas Islam Negeri Datokarama Palu
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi.
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07 6/12/2021 masa jabatan 2021-2023

**MEMUTUSKAN**

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU

KESATU : Menetapkan Tim Penguji Proposal Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :

1. Penguji : Fitriningsih, S.S., S.Pd., M.Hum.
2. Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
3. Pembimbing II : Dzakiah, M.Pd

untuk menguji Proposal Skripsi Mahasiswa

Nama : Ririn
NIM : 191160009
Jurusan : Tadris Bahasa Inggris (TBIG-1)
Judul Proposal : The Implementation of Prediction Strategy in Improving Reading Comprehension of English Authentic Text (A Case Study on TBI's Students Batch 2021)

KEDUA : Tim Penguji Proposal Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam proposal skripsi yang diujikan;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila dikemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya

Ditetapkan di : Palu
Pada Tanggal : 02 Juni 2023
Dekan

Dr. H. Askar, M.Pd.
NIP 19670521 199303 1 005

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
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Website : www.uindatokarama.ac.id Email : humas@uindatokarama.ac.id

Nomor : Un.24/TI.PP.00.9/06/2023  
Sifat : Penting  
Lamp :  
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Palu, 5 Juni 2023

Kepada Yth.

1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D      ( Pembimbing I )
2. Dzakiah, M.Pd      ( Pembimbing II )
3. Fitriningsih, S.S., S.Pd., M.Hum      ( Penguji )
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-  
Palu

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Ririn  
NIM : 19.1.16.0009  
Jurusan : Tadris Bahasa Inggris (TBIG)  
Judul Skripsi : The Implementation of Prediction Strategy in Improving Reading Comprehension of English Authentic Text (A Case Study on TBI's Students Batch 2021)

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Jum'at, 09 Juni 2023  
Waktu : 13.30 Wita - Selesai  
Tempat : Lt. 1 Rektorat UIN Datokarama Palu

*Wassalamu'alaikum warahmatullahi wabarakatuh*

a.n Dekan  
Ketua Jurusan TBIG

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D  
NIP. 19680215 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:  
a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).  
b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).  
c. 1 rangkap untuk Ketua Jurusan.  
d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.  
e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.  
f. 1 rangkap untuk ditempel pada papan pengumuman.  
g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

**DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI**
**TAHUN AKADEMIK 2022/2023**

Pada hari ini Jum'at, tanggal 09 Juni 2023 telah dilaksanakan Seminar Proposal Skripsi.

| | | |
|---|---|---|
| Nama | : | Ririn |
| NIM | : | 19.1.16.0009 |
| Program Studi | : | Tadris Bahasa Inggris (TBIG) |
| Judul Proposal | : | The Implementation of Prediction Strategy in Improving Reading Comprehension of English Authentic Text (A Case Study on TBI's Students Batch 2021) |
| Tgl / Waktu Seminar | : | 09 Juni 2023/13.30 Wita |

| NO. | NAMA | NIM | SEM / PRODI | TTD | KET. |
|---|---|---|---|---|---|
| 1 | Rani Feranika | 19116066 | 8 / B inggris | | |
| 2 | MIFTAHUL JANNAH | 19116060 | 8 / B inggris | | |
| 3 | wowju winarsi | 19512022 | 8 / Ekonomisya | | |
| 4 | Auhayu M | 20611014 | VI / PAI | | |
| 5 | Al'audina | 20660026 | VI / PAI | | |
| 6 | ZULKIFLI | 18103053 | MPI | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Palu, 05 Juni 2023

Pembimbing I,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690213 199203 1 013

Pembimbing II,

Dzakiah, M.Pd.
NIP. 19920629 201903 2 017

Penguji,

Fitrianingsih, S.S., S.Pd., M.Hum.
NIP. 19850622 201503 2 002

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690213 199203 1 013

**BERITA ACARA**
**UJIAN PROPOSAL SKRIPSI**

Pada hari ini Jum'at, tanggal 09 Juni 2023 telah dilaksanakan Seminar Proposal Skripsi:

| | | |
|---|---|---|
| Nama | : | Ririn |
| NIM | : | 19.1.16.0009 |
| Program Studi | : | Tadris Bahasa Inggris (TBIG) |
| Judul Proposal | : | The Implementation of Prediction Strategy in Improving Reading Comprehension of English Authentic Text (A Case Study on TBI's Students Batch 2021) |
| Pembimbing I | : | Ruslin, S.Pd., M.Pd., M.Sc., Ph.D. |
| Pembimbing II | : | Dzakiah, M.Pd. |
| Penguji | : | Fitriningsih, S.S., S.Pd., M.Hum. |

| No. | Aspek Penilaian | Nilai | SARAN-SARAN PENGUJI/PEMBIMBING Catatan |
|---|---|---|---|
| 1. | ISI | 81 | |
| 2. | BAHASA & TEKNIS PENULISAN | 78 | |
| 3. | METODOLOGI | 78 | |
| 4. | PENGUASAN | 79 | |
| | Jumlah | 316 | |
| | Nilai Rata-rata | 79 | |

Palu, 05 Juni 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing I,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Catatan
Nilai Menggunakan Angka:

| Nilai Angka | Nilai Huruf |
|---|---|
| 85-100 | A |
| 80-84 | A- |
| 75-79 | B+ |
| 70-74 | B |
| 65-69 | B- |
| 60-64 | C+ |
| 55-59 | C |
| 50-54 | D |
| 0 – 49 | E (mengulang) |

Keterangan
Harap memberikan nilai dalam bentuk angka

**BERITA ACARA**
**UJIAN PROPOSAL SKRIPSI**

Pada hari ini Jum'at, tanggal 09 Juni 2023 telah dilaksanakan Seminar Proposal Skripsi.

| | | |
|---|---|---|
| Nama | : | Ririn |
| NIM | : | 19.1.16.0009 |
| Program Studi | : | Tadris Bahasa Inggris (TBIG) |
| Judul Proposal | : | The Implementation of Prediction Strategy in Improving Reading Comprehension of English Authentic Text (A Case Study on TBI's Students Batch 2021) |
| Pembimbing I | : | Ruslin, S.Pd., M.Pd., M.Sc., Ph.D. |
| Pembimbing II | : | Dzakiah, M.Pd. |
| Penguji | : | Fitriningsih, S.S., S.Pd., M.Hum. |

SARAN-SARAN PENGUJI/PEMBIMBING

| No. | Aspek Penilaian | Nilai | Catatan |
|---|---|---|---|
| 1. | ISI | | |
| 2. | BAHASA & TEKNIS PENULISAN | | |
| 3. | METODOLOGI | | |
| 4. | PENGUASAAN | | |
| | Jumlah | 300 | |
| | Nilai Rata-rata | 75 | |

Palu, 05 Juni 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG.

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 0690215 199203 1 013

Pembimbing II.

Dzakiah, M.Pd.
NIP. 19920629 201903 2 017

Catatan
Nilai Menggunakan Angka:

| Nilai Angka | Nilai Huruf |
|---|---|
| 85-100 | A |
| 80-84 | A- |
| 75-79 | B |
| 70-74 | B- |
| 65-69 | C+ |
| 60-64 | C |
| 55-59 | D |
| 50-54 | |
| 0-49 | E (mengulang) |

Keterangan
Harap memberikan nilai dalam bentuk angka

**BERITA ACARA**
**UJIAN PROPOSAL SKRIPSI**

Pada hari ini Jum'at, tanggal 09 Juni 2023 telah dilaksanakan Seminar Proposal Skripsi:

| | | |
|---|---|---|
| Nama | : | Ririn |
| NIM | : | 19.1.16.0009 |
| Program Studi | : | Tadris Bahasa Inggris (TBIG) |
| Judul Proposal | : | The Implementation of Prediction Strategy in Improving Reading Comprehension of English Authentic Text (A Case Study on TBI's Students Batch 2021) |
| Pembimbing I | : | Ruslin, S.Pd., M.Pd., M.Sc., Ph.D. |
| Pembimbing II | : | Dzakiah, M.Pd. |
| Penguji | : | Fitrianingsih, S.S., S.Pd., M.Hum. |

**SARAN-SARAN PENGUJI/PEMBIMBING**

| No. | Aspek Penilaian | Nilai | Catatan |
|---|---|---|---|
| 1. | ISI | | ✓ Elaborate and be specific on the variables you want to focus on. |
| 2. | BAHASA & TEKNIS PENULISAN | | ✓ Please, add up your understanding and literature on your comprehension about the reading class on TBI students. |
| 3. | METODOLOGI | | |
| 4. | PENGUASAAN | | ✓ Identify all the materials and methodology/ techniques that were implemented in Reading. |
| | Jumlah | 296 | class - (descriptive scores) |
| | Nilai Rata-rata | 74 | |

Palu, 05 Juni 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19770215 199303 1 013

Penguji,

Fitrianingsih, S.S., S.Pd., M.Hum.
NIP. 19850622 201503 2 002

Catatan
Skala Menggunakan Angka.

| Nilai Angka | Nilai Huruf |
|---|---|
| 85-100 | A |
| 80-84 | A- |
| 75-79 | B |
| 70-74 | B- |
| 65-69 | C+ |
| 60-64 | C |
| 55-59 | D |
| 40-54 | D |
| 0-49 | E |

Keterangan
Harus mencantumkan nilai dalam bentuk angka.

# KARTU SEMINAR PROPOSAL SKRIPSI
## FAKULTAS TARBIYAH DAN ILMU KEGURUAN
### UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU

FOTO 3 X 4

| NAMA | : Fitri |
|---|---|
| NIM | : 191160009 |
| JURUSAN | : TBIG 1 |

| NO. | HARI/TANGGAL | NAMA | JUDUL SKRIPSI | DOSEN PEMBIMBING | TANDA TANGAN DOSEN PEMBIMBING |
|---|---|---|---|---|---|
| 1 | Sabtu 16 Mac 2022 | Guhvana | Peran Orang Tua Dalam Karyawan Keagamaan Budget pada Peserta didik kelas VII di SMP Negeri | 1. Prof. H. Wah. Arifin. (M.Kom. M.Pd.) 2. Ardin Ahk M. pd | |
| 2 | Rabu 27 Juni 2022 | Rizaldin | efektivitas Pembelajaran Akidah Akhlak Dalam meningkatkan karakter religius pada Pembelajaran | 1. Dr. Moh. Idhom Salifah A.g 2. Dr. Siti Hasna S.Ag. M.Pd | |
| 3 | Jumat 24 Juni 2022 | Nurul Rahma Ramadani | Penerapan nilai-nilai multikultural dalam pembelajaran SKI peserta didik di Madrasah Aliyah Bangun Diah | 1. Dr. Rizki Taimi. M.Pd.I 2. Dr. Rusli-Tahmir M.Pd-I | |
| 4 | Rabu 20 Juni 2022 | Suwawi | Peran Forum Komunikasi Aktifitas Masal dalam Pembinaan Akhlak bagi Remaja di Desa Kecamatan Pakos- ang Tanjung Kabupaten Pengaruh | 1. Drs. H. Ahmad Asse, M.Pd-I 2. Fikri Hamidani, S.Th.I., M. Hum | |
| 5 | Rabu 30 Juni 2022 | Nur Azisah | Upaya guru dalam meningkatkan hasil belajar bahasa arab peserta didik melalui metode pembelajaran Tugas Selama 3 kata -19 di MA ikhwan Toppoyo | 1. Dr. Siti Hasnah S.Ag. M.Pd 2. Muhammad Nur Asman, S.Ag, M.Pd.I | |
| 6 | Rabu 30 Juni 2022 | Sepia | Strategi pembelajaran bahasa arab terhadap kemampuan bahasa arab peserta didik kelas 3 MIS DDI Lyuna Palu | 1. Drs. H. Ahmad Asse, M.Pd 2. Thin Fahima, S.Pd. I M.Pd.I | |
| 7 | Rabu 6 April 2022 | Magfira | Peran orang tua bagi pandangan belajar anak di rumah pada waktu Pandemi covid 19 (Khusus kelas 20 KK) di desa Sigenti Kab Sigi Pangi Moutong | 1. Dr. H. Azmay M.pd 2. Suharni S.Ag. M.Pd | |
| 8 | Rabu 6 April 2022 | Asriandi | Pengaruh kepala sekolah terhadap kinerja guru pada proses pembelajaran PAI (kasus pembina covid 19 di SMP Al Zahroni Palu | 1. Andi Mangkarama C.Ag. M.Th.J 2. Zaitun. S. Pd. I, Mpd | |
| 9 | Rabu 15 April 2022 | Nur Mulyal | The effectiveness of using flashcard using method with spelling to improving student vocabulary at SMPN 8 Palu | 1. Drs. Mohammad Ihtim, M. Ag. 2. Dahiar, S. Pd., M.Pd. | |
| 10 | | | | 1. 2. | |

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

Documentation  Research

"This photo was taken in front of the room that will be used as the location for the interview with the informant as part of the research documentation."
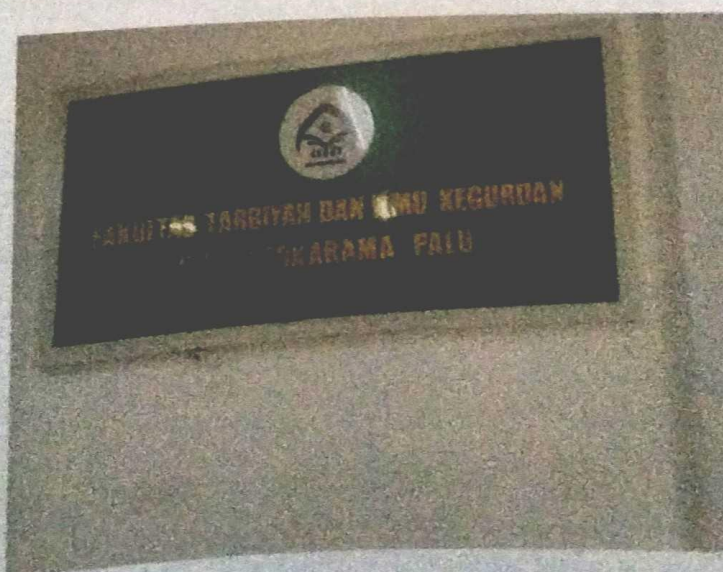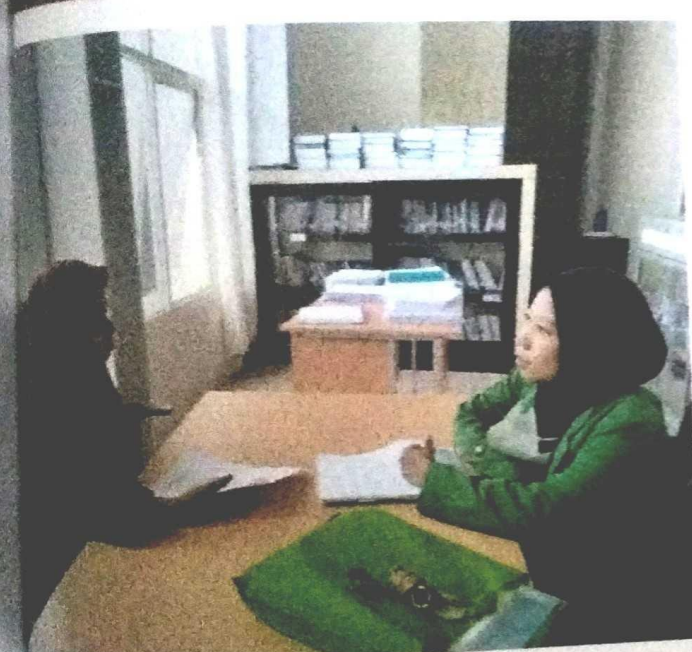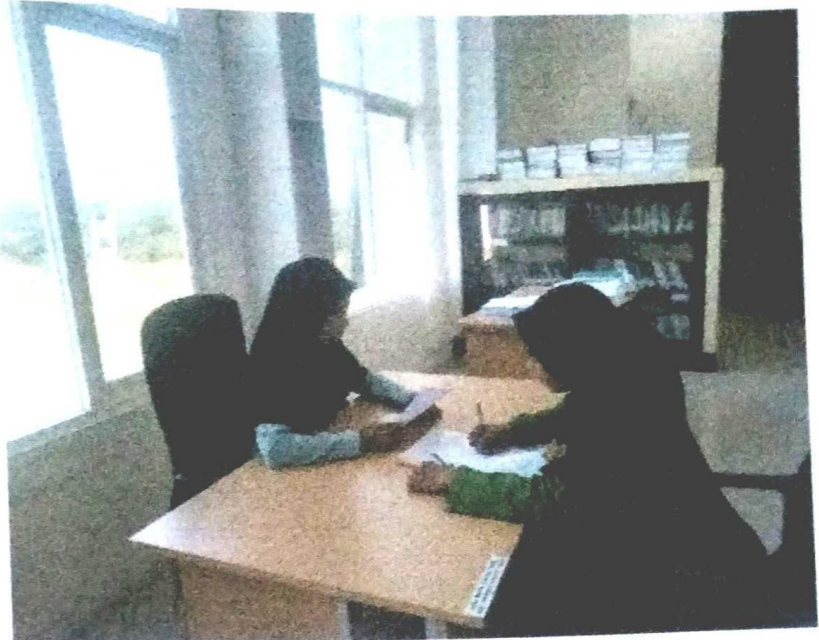
## Interview Research Documentation

"This photo was taken during an interview with the first informant L1and L2 to obtain the necessary data for this research, which was then used as documentation."
"This photo was taken during an interview with an informant (student) to obtain the necessary data for this research, which was then used as documentation."
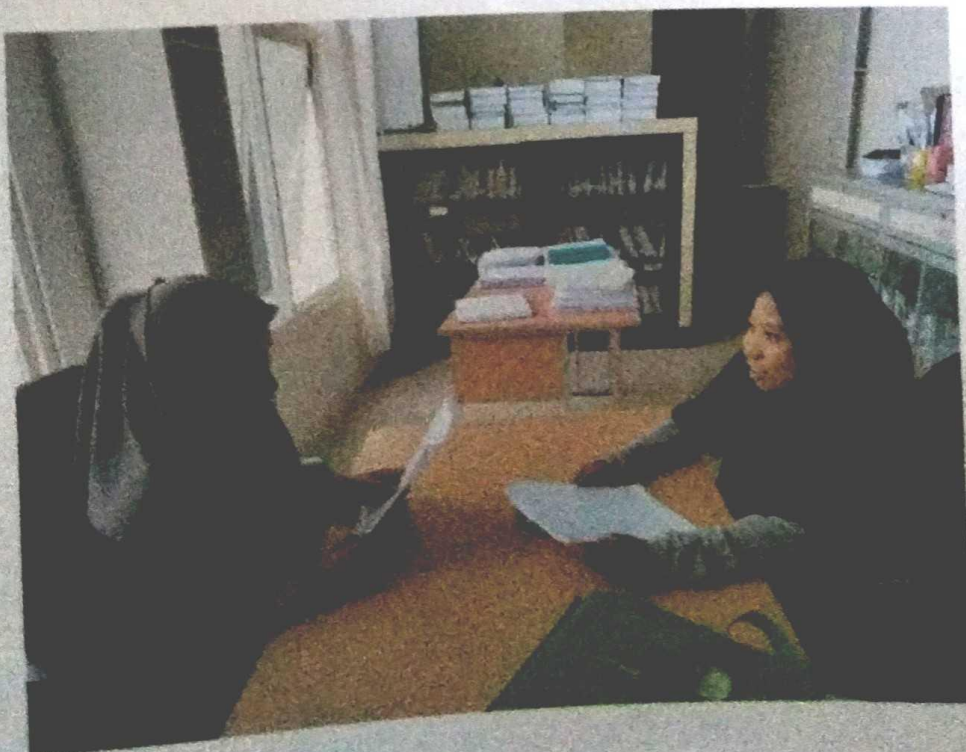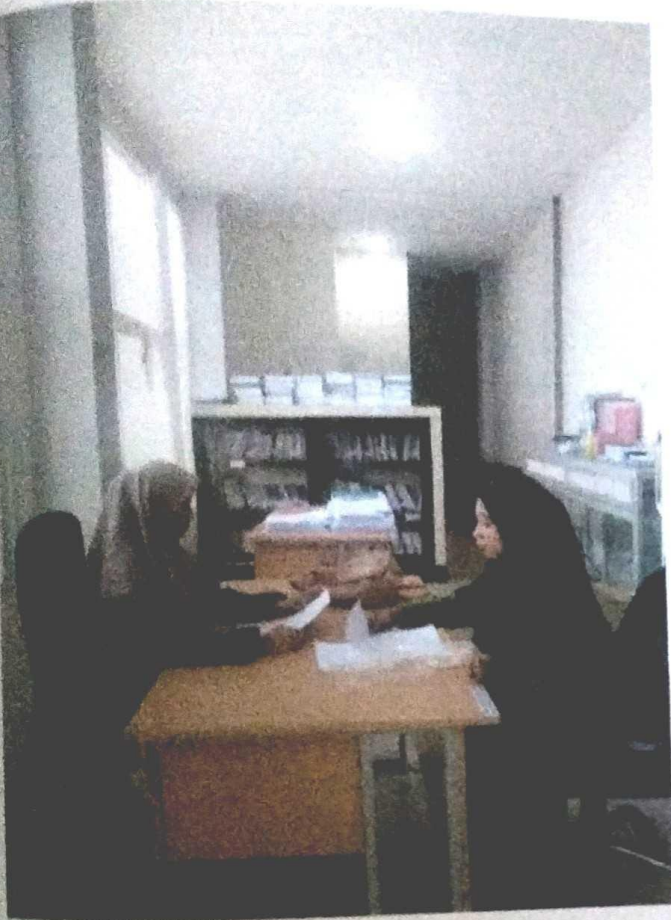
# CURRICULUM VITAE

Ririn was born on February 2, 2001 in Labuan Bajo, Central Sulawesi Province. The writer is the son of nine children of Mr. Alirman Meti. The author first received his formal education at SDN 5 Banawa in 2007. Then graduated in 2012. Then enter SMP Negeri 5 Banawa Donggala. Then graduated in 2016. The author then continued his education to MA Alkahira'at Maleni Donggala and graduated in 2019. Then successfully registered as a student majoring in Tadris English at Datokarama State University Palu. During college, the author actively participated in the organization of the Da'wa Islam Al Abrar institution.Daftar Riwayat Hidup.