

## THE EFFECT OF USING INFERENCE STRATEGY ON READING COMPREHENSION AT SECOND YEARS STUDENTS OF SMP NEGERI 35 MAKASSAR

*Sri Reski Kurnianti*

*<sup>1</sup>English Language Education Program, , Bosowa University*

### ABSTRACT

This research is aimed to know the students' reading comprehension through inference strategy at SMPN 35 Makassar. This research applied an experimental method. The population of the research was students of the second grade of SMPN 35 Makassar. The sample of the research took through their registration number consists of 40 students. They are students of class VIII.7. Data collected through pre-test and post-test. From the result of the research that student ability on pretest and post test showed that the t test score was 6,923 and t table was 2,021, it means t test score better than t table score or ( $6,923 > 2,021$ ) it means that the student reading ability after given treatment increased and the result was the effect of using inference strategy can improve the students' reading comprehension at second grade of SMPN 35 Makassar

**Keywords:** Effect, Inference Strategy, Reading, and Comprehension

### Introduction

Reading is one of the basic communication skills. English teaching is focused on the four language skills. They are reading, writing, speaking and listening. The improvement of those language skills is supported by the fourth elements of language, namely: vocabulary, pronunciation, spelling, and grammar.

Reading is one of those skills that are considered as the most important activity to get knowledge and information in human life, especially for the students in learning English. In schools, reading is one of the basic competences that included in English subject that should be studied by the students. According to some reports about the student's reading comprehension show that the level of students reading comprehension is still lower than what have been expected as included in school curriculum.

Many students think that reading is a boring activity. Based on my experience when I studied in junior high school, most of the students thought the answering reading test was a boring task. They feel bored and lazy to find the answer of reading text because they had to read more, especially if the answers were not explicitly stated on the text.

Dealing with the problem above, teachers are expected to help the students in order to improve their reading comprehension by some strategies. There are many strategies that can be used to improve students' reading comprehension. Some of them semantic mapping strategy, K-W-L strategy, paraphrasing, the SPOT strategy, picture Mapping, the Circle of Questions, and Inference strategy.

Inference strategy is one of reading strategies, in which the readers try to comprehend the reading text by drawing their personal meaning from the text. Here, the readers or students draw conclusions from their own prior knowledge of the relationship between explicitly stated information and implied information.

Making inferences is often described as making a logical guess or "reading between the lines". Making and inferences is like the chemical process of forming a chemical compound – when two elements combine and form a new substance. Readers make inferences when they are able to take their own experiences and combine them with information, they gather from what they read. The result is that they create new meaning or draw a conclusion that isn't explicitly stated in the reading (Zweirs, 2005 in Misiak, 2007).

If readers use no other resources than their own background knowledge to create meaning, their comprehension of a subject is limited. On the other hand, using only text disallows the validity of their personal point of view, no connection is made, and only literal comprehension may result. When readers infer they are personally engaged with the text, are more the author's purpose, and are processing to deeper meaning (Zweirs, 2005 in Misiak 2007).

Making inference in reading activity can improve level of initiative and involvement from the students because it deals with more comprehensive way of working, awareness, and a striving for an increased. So automatically it can develop the cognitive abilities of students and help them to create an interest for reading and learning in a meaningful, so that students become active and take their responsibility for their own learning and will be able to develop their own awareness about their thinking.

## METHOD

The research design was pre-experimental with one group given pre-test - post-test design. There was a treatment between pre-test and post-test. The

treatment was given after gave the pre-test. The sampling technique that used in research was random sampling. It was taken from one class of the second-year students of SMP Negeri 35 Makassar. The total of the samples were 40 students. In this research, the researcher employed research instrument to collect data. The instrument of the research was written test for pre-test and post-test. It aim to find out the student's comprehension in reading narrative texts. Instruments provided was to specify five main ideas in each paragraph and answer five questions about the readings

## Finding Dan Discussion

Literal comprehension analysis deals with the students score of the pre-test and the post-test of the literal comprehension items, the students score and classification, the rate percentage and frequency, the mean score and the t – test value.

**Table 1. The students' scores and Classification in pre-test**

No	Name of students	Pre-Test	Classification
1	Hilda	85	Good
2	Tasya Sudirman	80	Good
3	Mutmainnah	35	Very Poor
4	Adelia Safitra	65	Fair
5	A.Fatimah Eka Putra	55	Poor
6	Fitriani. B	80	Good
7	Sri Murti	55	Poor
8	Hikma Nurul	45	Very Poor
9	Atya Salsabilah	80	Good
10	Anjeli Qulfrini Saputri	85	Good
11	Winie Marisa Sambo	100	Very Good
12	Nadira Risdianti	95	Very Good
13	Mutiara Apriani	75	Fair
14	Nurul Ocvianti	70	Fair
15	Sabri Ramadhan	80	Good
16	Muh. Ilham R	80	Good
17	Wisnu Wardana	80	Good
18	Samson	75	Fair
19	Javier Finsenzo. K	85	Good
20	Rayhan Pasya Aldiansa	80	Good

21	Arya Adhan Abrar	80	Good
22	Muh. Alief	80	Good
23	Risaldi	75	Fair
24	Muh. Faisal Rahman	75	Fair
25	Muh. Yusril Mahessa	45	Very Poor
26	Edwardo Palading	75	Fair
27	A.Salman	95	Very Good
28	Agyar Putra P	80	Good
29	Muh . Fadhly Ramadhan	60	Poor
30	Bambang Pujadi	65	Fair
31	Muh. Nasar Alam	90	Good
32	Ahmad Fadli Syahban	60	Poor
33	A.Muh. Fadhil	45	Very Poor
34	Petrus Aldianus Fono	45	Very Poor
35	Try Pamungkas	55	Poor
36	Muhammad Teguh	50	Very Poor
37	Reza Andhika Putra	80	Good
38	Akramul Rizal	60	Poor
39	M.Fahrul	75	Fair
40	Aswar Hidayat.H	40	Very Poor
	Total Score	2815	
	Mean Score	70,4	

Source: SMP Negeri 35 Makassar

**Table 2. The students' scores of post-test (X2) of the students' literal reading comprehension.**

No	Name of students	Students Score	Classification
1	Hilda	90	Good
2	Tasya Sudirman	85	Good
3	Mutmainnah	50	Very Poor
4	Adelia Safitrah	65	Fair
5	A.Fatimah Eka Putri	85	Good
6	Fitriani.B	90	Good
7	Sri Murti	75	Fair
8	Hikma Nurul	50	Very Poor
9	Atya Shalsabila	85	Good

# TEFL Overseas Journal

Teaching English as a Foreign Language Journal

ISSN 2461-0240 (Print), 2828-9544 (Online)

Volume 10 Number 1 April 2022

10	Anjeli Quulfrini Saputri	95	Very Good
11	Winie Marisa Sambo	100	Very Good
12	Nadira Risdianti	90	Good
13	Mutiara Apriani	90	Good
14	Nurul Ocvianti	80	Good
15	Sabri Ramadhan	75	Fair
16	Muh. Ilham R	95	Very Good
17	Wisnu Wardana	80	Good
18	Samson	95	Very Good
19	Javier Finsenzo. K	95	Very Good
20	Rayhan Pasya Aldiansya	65	Fair
21	Arya Adhan Abrar	75	Fair
22	Muh. Alief	85	Good
23	Risaldi.R	80	Good
24	Muh. Faisal Rahman	85	Good
25	Muh. Yusril Maheza	80	Good
26	Edwardo Paloding	75	Fair
27	A. Salman	90	Good
28	Agyar Putra P	85	Good
29	Muh. Fadhly Ramadhan	45	Very Poor
30	Bambang Pujadi	85	Good
31	Muh. Nasar Alam	85	Good
32	Ahmad Fadli Syahan	55	Poor
33	A. Muh. Fadhil	70	Fair
34	Petrus Aldiano Fono	80	Good
35	Try Pamungkas	65	Fair
36	Muhammad Teguh	95	Very Good
37	Reza Andhika Putra	85	Good
38	Akramul Rizal	55	Poor
39	M. Fahrul	85	Good
40	Aswar Hidayat.H	65	Fair
	Total Score	3160	
	<b>Mean Score</b>	<b>79</b>	

Source: SMP Negeri 35 Makassar

Based on the table above in pre-test 3 students were classified as very good, 15 students were classified as good, 9 students were classified as fair, 6 students were classified as poor, and 7 students were classified as very poor. Meanwhile in the post-test, the table above shows that 6 students were classified as very good, 20 students were classified as fair, 2 students were classified as poor, and 3 students were classified as very poor. The table above shows that the scores classification of the students based on the pre-test and post-test. We showed that the post-test was different is better than pre-test after were given treatment.

**Table 4. The rate percentage of the pre-test and post-test of literal comprehension**

No	Classification	Score	Pre-test		Post-test	
			Frequency	Percent	Frequency	Percent
1	Very Good	91-100	3	7,5 %	6	15 %
2	Good	76-90	15	37,5 %	20	50 %
3	Fair	61-76	9	22,5 %	9	22,5 %
4	Poor	51-60	6	15 %	2	5 %
5	Very Poor	0-50	7	17,5 %	3	7,5 %
<b>Total</b>			<b>40</b>	<b>100 %</b>	<b>40</b>	<b>100 %</b>

In Determining the achievements of the students' literal comprehension in reading expository texts, the table 4 above shows the percentage of the pre-test and the post test score in with before giving the treatment their achievement was good. It was proved by the percentage of the pre- test where there were 3 student (7,5%) got very good scores, 6 student (15%) got poor scores, 7 student (17,5%) got very poor scores, 9 student (22,5%) got fair scores, 15 student (37,5%) got good scores. But after carrying out the treatment, the students' literal comprehension achievements increased to very good scores, 2 students (5%) got poor scores, 6 students (15%) got very good scores, 3 students (7,5%) got very poor scores, 9 students (22,5%) got fair scores, 20 students (50%) got good scores. These finding indicate that rate percentage of the post-test was greater than of the pre-test.

The t-test analysis was used to find out the significance difference between the pre-test and posttest. The t-test value of the students' literal comprehension is show through of the following table

**Table 6 t – test value of the student’s literal comprehension achievement**

Variable	T – test value	T – table
$X_2 - X_1$	6,923	2.021

The result of the t-test analysis was 6.923, it shows that-test value of the students’ literal comprehension was greater than that of the t-table value. It can be concluded that there was a significant difference between the pre- test and post-test. This means that the reading text improved the students’ literal comprehension.

## Conclusions

Based on the findings and discussion of the research, it can be concluded that the use inference strategy effectively improved the students’ reading comprehension in reading narrative texts of the second-year students of SMP Negeri 35 Makassar. It is proved by the result of literal comprehension was 6.923, this was greater than t-table value which was 2.021.

## References

- Adler, C.R. Edisi 2. 2001. Put Reading First:The Research Building Blocks for Teaching Children to Read; National Institute for Literacy.
- Alison, Davis. 1973.Teaching Reading Comprehension text; New Zealand:Press.
- Alderson. 1996. Linked to the Word; (2nd Ed.). Jakarta: Yudhistira.
- Bolgar, Robert Ralph. 1998. Teaching Methods; England: EncyclopediaCompact Disk.
- Brown, H. Douglas. 2001. Teaching by Principles and Interactive Approach to Language Pedagogy Second Edition; Pearson Education, 10 Bank Street, White Plains NY 10606.
- Beers .2003. Teaching Students to Make Inferences; Related February.
- Bos, C.S.&Vaugh, S. 1994. Strategies for teaching Student with Learning and Behavior Problems;Needham Heights, Messachusett: paramount.
- Cowan. Christine. 2007.Evaluation A Reading Strategy; Prediction and Inference.
- Gay, L. R. 2006. Education Research; Hell and Howell Company. Columbus

# TEFL Overseas Journal

Teaching English as a Foreign Language Journal

ISSN 2461-0240 (Print), 2828-9544 (Online)

Volume 10 Number 1 April 2022

- Grellet, Françoise. 1981. *Developing Reading Skills*; London: Cambridge. Grondund, N.E. 1985. *Measurement and Evaluation in Teaching*; New York: Macmillan Publishing Company.
- Hasnawati. (2000). *The Difficulties Encountered by the Second Year Students of SLTP Negeri in Reading Comprehension*; Unpublished Thesis. Makassar, State University of Makassar.
- Hasniar. 2005. *Improving Reading Comprehension through Word Attack Skill*; Unpublished thesis. Makassar: State University of Makassar.
- Hatch and Hossein, 1982. *silent reading*. Hilman education; Books, L.t.d. London.
- Hillerich, L. Robert. 1987. *The Principal's Guide in Improving Reading Instruction*; USA: Bowling Green State University.
- Johan, Ghani, A. 2003. *Reading and Translation*; Yogyakarta: Pustaka Pelajar
- Langan. 1978. *Improving Students' Comprehension in Reading Expository Texts through Self- Questioning Strategy*; Unpublished Thesis. Makassar: State University of Makassar.
- Nuttall, Christine. 1982. *Teaching Reading Skills in a Foreign Language*. London: ELBS.
- Omaggio, Alice, C. 1986. *Teaching language in context; Proficiency-oriented instruction*. Boston : Heinle and Heinle.
- Routman, R. 1991. *Changing as Teachers and Learners K-1 2; Control*, Ontario: Irwin Publishing.
- Sugiyono. (2008). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D*. (5thEd); Bandung: Alfabeta.