The Implementation of Group Predict O-gram Strategy to Improve the Students' Reading Comprehension of SMA Negeri 8 Pinrang

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pemahaman membaca siswa sebelum dan sesudah proses pembelajaran dengan menerapkan Strategi Kelompok Prediksi O-gram. Penelitian ini menggunakan desain pre-eksperimental dengan pemberian pre-test dan post-test dalam satu kelompok. Populasi penelitian ini adalah kelas XI IPA 1 SMA Negeri 8 Pinrang. Terdapat 17 siswa yang menjadi sampel. Sampel ditentukan dengan menggunakan teknik purposive sampling. Data menunjukkan bahwa skor rata-rata pada post-test adalah 75,88, lebih besar dari skor rata-rata pada pre-test yakni 52,35. Data juga menunjukkan bahwa nilai t-test lebih besar dari nilai t-tabel (7,35≥4,49). Dengan demikian, dapat disimpulkan bahwa Strategi Kelompok Prediksi O-gram mampu meningkatkan pemahaman membaca siswa. Selain itu, respon siswa terhadap penggunaan strategi ini adalah sangat positif. Respon siswa berdasarkan data kuesioner adalah 92.70% dan dikategorikan sangat positif.

Kata Kunci: Pemahaman membaca, Kelompok Prediksi O-gram

Abstract

The purpose of this research was to find out the students' reading comprehension before and after the learning process by implementing the Group Predict O-gram Strategy. The design of this research was pre-experimental in one-group pre-test post-test design. The research population was class XI IPA 1 of SMA Negeri 8 Pinrang. There were 17 students became the sample. The sample was determined by using the purposive sampling technique. The data showed that the mean score of post-test was 75.88, which was greater than the mean score of pre-test was 52.35. The data indicated that the t-test value was greater than the t-table value (7.35≥4.49). Thus, it can be concluded that the Group Predict O-gram Strategy was able to improve the students' reading comprehension. In addition, the student's response to the use of this strategy was very positive. The student' response through the questionnaire data was 92.70%, and it was categorized as strongly positive.

Keywords: *Reading Comprehension, Group Predict O-gram Strategy*

INTRODUCTION

Reading is a skill that plays an important role for students because reading skills have become one of the language skills possessed by students (Nery, R & Suryani, Y, 2021). Reading skills for students in English learning is one of the main targets that want to be produced. Students who are reading will surely find four core activities, namely, recognizing words, recognizing phrases, recognizing sentences, and understanding the content of reading. In reading, students must be able to create a good mind to understand the content of reading by analyzing, synthesizing, and evaluating what is read.

On the other hand, reading is considered as a skill that has a certain meaning and meaning from a particular source. Reading is used to recognize words, phrases, sentences and is generally used to understand all parts of the content of reading (Handani, E, 2017). People's ability to good reading in English will give positive learning potential effect in all other areas. This can be fulfilled by the use of

learning strategies which can also be applied in reading (Neumann, R. et al, 2013).

In learning to read, there are often obstacles that cause the results of learning to read to be less than optimal. From the results of several previous studies, the researchers found barriers. Some of these problems are related to several students' lack of vocabulary, grammar understanding, and translation skills. This phenomenon makes the students do not understand the content of the reading effectively and thoroughly. Meanwhile, reading can be achieved if students can understand the range of existing tasks and explain the lesson's content. Likewise, reading learning is still classified as conventional learning.

Moreover, during today's pandemic, face-to-face learning time is minimal. In this activity, students are only asked by the teacher to open the reading on a particular page, and then the students answer the questions. After the student answers the question, the student sends the answer to the teacher without any feedback and evaluation of the student's solutions. It makes students bored and lazy to work on the problem given. Moreover, the problem faced by students is their understanding. Students also lack in memorizing new vocabulary, whereas they need to know the content of the reading text, such as economics, politics, and other various texts (Nery, R & Suryani, Y, 2021). In addition, Asrifan stated four factors that become problems for students. Those are, (1) the reading material provided is not attractive so that students are not motivated to read, (2) the students should understand every word of the text, (3) a minimal reading strategy, (4) they read by hardening the sound that makes them slow and lack of understanding the content of the passage (Asrifan, A. et al, 2018).

Based on the primary observations made by the researcher at SMAN 8 Pinrang, it is found that there are some weaknesses of students in reading comprehension. This study related to what Asrifan explained in the previous paragraph. The description of an English teacher at the school demonstrates that the problem faced by students is the students do not understand the content of the reading thoroughly, and students do not understand the elements of reading text, such as the main topics and ideas.

Moreover, the result of the pre-test that has been given to the students shows that the student's answer to the question is under the score standard. Therefore, the researcher concludes two problems of the student's reading comprehension. Most students are lack motivation in following the learning process because the teaching strategy given by the teacher is not interested. Besides, they cannot comprehend and find the information of the text. It is because they do not know the meaning of the text and do not understand what the text talks about.

Based on some difficulties experienced by these students, reading teaching solutions, especially in English, must be obtained immediately. One solution that can be tested is applying the group predict o-gram strategy. This learning strategy is expected to make students understand the content of the available reading, make the class more active and trigger students' motivation to learn. They no longer feel lazy in learning. Students in groups will discuss and predict what will happen in the next passage.

In this research, the researcher aims to determine whether or not there is a significant difference in reading comprehension achievement between the students taught using the Group Predict-O-Gram Strategy and those who are not taught.

REVIEW OF RELATED LITERATURE

Previous Related Studies

Handani, E (2017) conducted a research under the title "using partner prediction strategy to improve students' reading comprehension at Senior High School." In this study, Handani chose reading comprehension

as a skill that wants to be improved and focus on the narrative text. Three research procedures are used: Pre-Activity, during Activity, and Post Activity. This study shows that the strategies used can improve students' reading ability in junior high school. In addition, this learning strategy can make it easier for teachers to motivate students to be more passionate about reading.

Another study was done by Nery, R & Suryani, Y (2021) under the research title "Use the Predict-O-Gram Strategy to Increase Student' Reading Comprehension." The research methodology used is quasi-experimental design. A written test is given to the student in getting the initial data. The researchers chose the multiple-choice form. Then at the end of the study, the data obtained in the analysis using T-Test and calculated using SPSS (Statistical Package for Social Science) of version 20. The results of this study showed a significant difference in the reading performance of students taught by the Predict-O-Gram strategy and those who were not based on the results of an independent sample t-test.

Furthermore, Rosi (2019) claimed that the Predict O-gram strategy is also able to Increase Descriptive Writing Skill of the seventh-grade of Junior High School Muhammadiyah 4 Metro in the academic year 2019". The research method used is Class Action Research (CAR) which is carried out in two cycles.

Moreover, research was also conducted by Rahmi (2017) under the title "The Effect of Applying Predict O Gram Strategy on the Students' Achievement in Listening Descriptive Text." This proofing object is listening to descriptive text. This research is experimental research using the descriptive quantitative method. The research instrument used is a matter of multiple choices given to each group on pre-test and post-test. This study shows that Predict O-Gram strategy positively affected the students' achievement in listening to descriptive text.

Reading Comprehension

Reading comprehension necessitates the reader's ability to establish connections between the text and their past knowledge. Shanahan et al (2010) stated that Reading comprehension has been defined as the process that excerpts and, at the same time, creates meaning by having the student interact and be involved with written language.

Woolley, G (2011) explained that the process of extracting meaning from text is known as reading comprehension. The goal is to provide the reader with a general idea of what is being discussed. Rather than obtaining the meaning from the text, the reader also reads it, whether implicitly or expressly written. Moreover, reading comprehension is a skill that is required in all areas of the school. It is vital for learners because it is necessary not just for text comprehension but also for broader learning and educational performance. When students lack reading comprehension skills, they face difficulties in various subjects (Baier, J, 2005).

Predict O-gram Strategy

Allen, J. (2010) defines that predict-o-gram is the strategy that principle as expending brainstorming and used to predict story plots and character relationships. It means that predict-o-gram strategy is theory as the release to express opinions at once can portend the story's content. The predict o gram allows students to use learning strategies such as making predictions and self-monitoring comprehension. It means that, predict o gram is an effective way to encourage making predictions for the students to improve their prior knowledge about the story.

Moreover, predict o gram is a strategy that provides students with a list of words. So in this activity, it is not difficult for the students because they will use their prior knowledge of how stories are structured by using the list words. Predict O-Gram strategy also provides

an opportunity for students to share their predictions about the story. This strategy makes it possible to increase students' reading ability and improve their vocabulary.

On the other hand, Sadler, C. R. (2001) stated that the Partner Prediction O-Gram Strategy is a reading strategy that allows students to work with their peers and predict a story or section. In this strategy, the students work with their friends to predict the story. Their peers will share their idea to predict what will happen next in the text. It can be said that the students comprehend the text together.

Finally, Buis, K. (2004) concludes that the partner prediction o-gram strategy can give students a chance to work with a partner in guessing what will happen in the text. Moreover, students can interact and share their ideas with their partners. Last, students are used to thinking critically.

RESEARCH METHODS

Design and Sample

This research applies quantitative descriptive method since this research aims to determine the improvement of students' reading comprehension through the implementation of the group predict o-gram strategy. Quantitative research is a type of research that explains phenomena by collecting numerical data analyzed using mathematical methods. This research will implement an experimental research design. Experimental research uses scientific sampling and questionnaire design to measure the features of the population with statistical precision (Sukamolson, S. 2007).

This research is classified as a pre-experimental design in the One-group pre-test post-test design. In this design, students are given a pre-test first by the researcher to measure the students' initial ability. After that, students are given treatment (group predict o-gram strategy),the student is given a post-test that aims to know the treatment results.

Therefore, the researcher collected the information about students'reading comprehension and group predict o-gram strategy implementation to improve reading comprehension through this research design.

The purposive sampling technique is used because the researcher can determine the class of research to be sampled. This sample was selected based on the information from classroom teachers and English subject teachers. From the overall class XI IPA, which amounted to six classes, the researcher selected students of class XI IPA 1A with 17 students as sample because their English language skills were better than in other classes.

Instrument and Procedure

This research collected the data using two kind of tests, namely test and questionnaire. The test consists of 10 items that are arranged based on the passage. The goal of the test is to explore thestudents' reading comprehension. There are six meetings between the pre-test and the post-test. The time duration is sufficient to reduce the impact of the pre-test on the experiment's outcome and conclusion. The questionnaire consists of 10 items where its' goal is to know the participants' responses.

Data Analysis

Technique data analysis used in this research is a quantitative approach. Quantitative analysis is obtained from studies after programming learning reading comprehension through the Group Predict O-gram strategy. Moreover, quantitative data is the data found as the result of pre-test and post-test that the students do. Pre-test and post-test data is analyzed by using descriptive statistical analysis.

Findings

a. The students' score of pretest

The researcher gave students a pre-test to determine their reading ability. All of the students were provided with a test that consisted of some questions, and they should answer them. After answering the test, the researchers discovered the results of the students' reading achievement. The score of the students is the initial achievement before getting the treatment. The result was presented in the following table:

Table 4.2 The Percentage of Students' pretest classification score

No	Classification	Score	Frequency	Percentage (%)
1	Very Good	80-100	0	0
2	Good	66-79	0	0
3	Fair	56-65	11	64.7
4	Poor	40-55	4	23.6
5	Very Poor	≤ 39	2	11.7
Total			17	100

The table above explains the students' classification and percentage scores. Classification showed the category of the score obtained by the students. The frequency indicated how many the students were getting the score of each classification.

Table 4.2 above showed that in the pre-test of the class, all of the students got a score under 66 (100 %) which was classified as fair. It means that the student's scores on the pre-test were low. They could not answer most of the questions on the test. Eleventh students scored between 56 and 65 (64,7 %), classified as fair.

Students who get a fair score can only answer the right questions as many as six out of 10 pre-test problem numbers. They haven't achieved good grades because they haven't understood the content of the text well. Of the four incorrect questions, it contains questions about the topic of the reading, then weak in vocabulary and synonyms of several words. Students also do not know the problems written in the task.

Furthermore, as many as four students scored between 40 55 (23,6 %) classified as poor. Students who get poor scores can only answer four problem numbers correctly. They are also far from good scores. It means that there are six numbers of questions that were answered incorrectly. Of the six problems, students have not understood the topic of the pre-test given. Then, they also have a limited vocabulary, especially questions that contain synonyms. Students are also still constrained to understanding the text's characters, settings, and problems.

And two students got scores ≤ 39 (11,7 %), which was classified as very poor. Students who earned a very poor score can only answer two problem numbers correctly. They are also far from good scores. It means that there are eight numbers of questions that were answered incorrectly. Of the eight problems, students have not understood the topic of the pre-test given. Then, they also have a limited vocabulary, especially questions that contain

synonyms. In addition, students are still constrained to understanding the characters, settings, and problems in the text. The last obstacle is that students do not understand the action and solution told in the text. In general, the problem that occurs following the narrative text is that students do not know the structure of the text, namely orientation, complication, and resolution.

Based on the table above, the results data from the pre-test showed that the student's score at reading comprehension was still low, and most of them got a fair score. It means that the student learning achievement must be improved for students' learning outcomes to improve and get better grades.

b.   Students'Post-test score

Post-test was given to the students after the researcher gave treatment using the Group Predict O-gram strategy. This post-test was given to students because the researcher should find out the student's achievements and progress. It was used to know the result of the treatment. The data was shown in the following table:

Table 2. The Percentage of Students' posttest classification score

No	Classification	Score	Frequency	Percentage (%)
1	Very Good	80-100	10	58.8
2	Good	66-79	4	23.6
3	Fair	56-65	3	17.6
4	Poor	40-55	0	0
5	Very Poor	≤ 39	0	0
Total			17	100

The table above explains the students' classification and percentage scores. Classification showed the category of the score obtained by the students. The frequency indicated how many the students were getting the score of each classification.

Table 4.4 above showed that in the post-test of the class, most of the students got a score of 80, which was classified as very good. It means that the student's scores on the post-test were high. They could answer most of the questions of the test. Ten studentsscored between 80 – 100 (58,8 %), which was classified as very good.

Students who get a very good score can answer the right questions as many as eight out of 10 post-test numbers. They can achieve very

good grades because they understand the content of the text well. The ability of students to answer eight questions correctly is because students already know the topic of the reading. Vocabulary skills, especially synonyms, have also been understood by students. Students have been able to understand the text's content by understanding the text's correct structure. They can apply the strategy group predict o-gram well as evidenced by the ability of students to know the characters, settings, problems, acting, and solutions in the text.

Four students scored between 66- 79 (23,6 %) in post-test results, which was classified as good. They can achieve very good grades because they understand the content of the text well. The ability of students to answer

seven questions correctly is because students already know the topic of the reading. Vocabulary skills, especially synonyms, have also been understood by students. Students have been able to understand the content of the text by understanding the correct text structure even though there are still three problem numbers that are still wrong. It is because students have not understood the value contained in the text. But in general, they can follow the strategy group predict o-gram well as evidenced by the ability of students to know the characters, settings, problems, actions, and solutions in the text.

And three students got a score between 56-65 (17,6 %) which was classified as fair. Students who earn a fair score can only answer the right questions as many as six out of 10 post-test problem numbers. They haven't achieved good grades because they haven't understood the content of the text well. There are still weaknesses they have, especially in terms of vocabulary. They can also not fully understand the structure of the given text. Although the answers from these three students are not all correct, their grades still increase. And it can be said that they can also follow the group predict o-gram strategy well.

Based on the table above, the results data from the post-test showed that the student's score at reading comprehension was high, and most of them got a very good score. This means that the student learning achievement got improvement and got better grades.

Based on the data of tables 4.2 and 4.4, it can be seen that before giving the treatment of Group Predict O-gram strategy, the student's score at reading comprehension was still low, and most of them got a fair score. This means that student learning achievement must be improved to improve student's learning outcomes and get better grades. Compared with the post-test result, the student's score was high, and most of them got a very good score.

It can be concluded that the student's reading comprehension improved after the researcher treated the students. The result of the pre-test and post-test score was highly different. The group predict o-gram strategy was very good to be implemented.

c. The Mean Score of Pre-test and Post-test

The mean score of pre-test and post-test is tabulated below:

Table 3. The mean score of Pre-test and Post-test

No	Test	Mean Score
1	Pre-test	52.35
2	Post-test	75.88

Table above shows the mean score of pre-test and post-test. The mean score showed the differentiation of the pre-test and post-test scores. Based on the table, the result shows that the mean score of the students is different. It can be seen that the mean score of the post-test is 75.88, while the mean score of the pre-test is 52.35. The post-test score is higher than the pre-test (75.88 >52.35). It concludes that after the researcher gave the treatment of the Group Predict O-gram strategy, the student's score improved.

d. The Standard Deviation of the Students' Pre-test and Post-test

The standard deviation of the students' pre-test and post-test was presented below:

Table 4. The Standard Deviation

No	Test	Standard Deviation
1	Pre-test	12.51

| 2 | Post-test | 10.04 |

Table above shows the different standard deviation scores that get an improvement. It showed that the value of the standard deviation of the pre-test was 12.51 while the standard deviation of the post-test score was 10.04. Based on this different number of the standard deviation, it proves an increasing number after the students had been given the treatment by using the group predict o-gram strategy. The number of it increased for only six meetings teaching the students of Class XI IPA1 at SMA Negeri 8 Pinrang.

e. Hypothesis Testing

This research used the formula to determine whether the hypothesis can be accepted or rejected and assess the degree of freedom (df).This degree of freedom (df) is calculated with the significance (0,05) = 4.49.

Based on the result of the level significance (p) is 5 % or 0.05 and df is 16, the value of the t-table is 4.49, while the value of the t-test is 7.35. It showed that the t-test value is higher than the t-table (7.35 > 4.49). It means a significant difference in the implementation of the group predict o-gram strategy in teaching reading comprehension.

indicated a significant difference between the result of pre-test and post-test

The data showed that the significance level (p) is 5%, and df is 16. The t-table value is 4.49, while the t-test value is 7.35. it means that the t-test value is higher than the t-table value (7.35 > 4.49). Furthermore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. Based on the result of the data analysis, the researcher concluded that the implementation of the Group Predict O-gram strategy could improve the students' reading comprehension

f. The Students' Response toward the Implementation of the Group Predict O-gram Strategy

This research used the questionnaire to find a solid response to the implementation, the group predict o-gram strategy in teaching reading comprehension. The question was given to the students of class XI IPA 1A at SMA Negeri 8 Pinrang. This kind of question also required the students answering of the questions honestly, so the researcher got the accurate data to form the students.

Below is the description of the result of the questionnaire given to the students. Furthermore, the data of the questionnaire was to accomplish the primary data. The questionnaire was distributed to the students at the end of the meeting after the treatment given by the researcher to them.

Table 5. The significance of the test.

The data above was the significance of the test. It showed that the value of the t-test (7.35) was higher than the t-table value (4.49). It

Variable	T-test	T-table Value
Pre-test and Post-test	7.35	4.49

Table 6. The Percentage of Questionnaire Statement

RESPONDENT	FREQUENCY	FREQUENCY	TOTAL

	SA	A	U	D	SD	SA	A	U	D	SD	SCORE
1	12	4	1	-	-	60	16	3	0	0	79
2	11	5	1	-	-	55	20	3	0	0	78
3	11	6	0	-	-	55	24	0	0	0	79
4	10	6	1	-	-	50	24	3	0	0	77
5	14	3	0	-	-	70	16	0	0	0	86
6	13	2	2	-	-	65	8	6	0	0	79
7	12	2	3	-	-	60	8	6	0	0	74
8	13	4	0	-	-	65	16	0	0	0	81
9	11	5	1	-	-	55	20	3	0	0	78
10	10	6	1	-	-	50	24	3	0	0	77
Score						585	176	27	0	0	788

Based on the table and the formula above, it was found that the cumulative percentage on ten items of the questionnaire statements was 788/850x100 = 92.70%, and it was categorized as strongly positive. It proved that the students' responses toward the implementation of the Group Predict O-gram strategy are strongly positive in reading.

Discussion

The first question of the research in this study is, "Is the implementation of Group Predict O-gram Strategy able to improve students' reading comprehension at SMANegeri 8Pinrang?", the researcher used the pretest and posttest to answer the question. The pretest was distributed to the students before the treatment was given, while the posttest was distributed to the students after the treatment was given. The researcher collected the pretest and posttest data used the formula to find the difference before and after the treatment.

In the research process, the researcher gave the students pretest and post-test that both tests had ten questions. The material of the question was related to the narrative text where the main point of the group predict o-gram strategy (character, setting, problem, action, and solution) included in it. The test was given two times, the pretest was given at first before the treatment, and the posttest was given after the treatment.

The researcher found many students who could not answer the question correctly in the pretest section. It was because the students did not know the content of the reading and also did not understand every part of the text. This result makes the researcher conclude that the students need a new learning strategy to overcome the problems.

In the treatment process, the researcher implemented the group predict o-gram strategy to test the reading comprehension of students' class XI IPA 1A. the treatment is given for six meetings in six different topics of the text. The students followed the process of treatment in good condition. Seventeen students followed the treatment process. Most of the students were

active in each group. The students also did not get any significant problems as long as they studied. The only problem that happened was some of them did not know the meaning of the words in the text. But the researcher allowed the students to open their dictionary and find the meaning of every word they did not know.

As the researcher found, implementing the group predict o-gram strategy in class XI IPA 1A was easy. The students were also easy to understand the way of doing the strategy. They liked the teaching process because, for all six meetings, there was only one strategy implemented. They liked it this way. If some of them did not understand the strategy in the first meeting, they would understand the strategy conducted in the second, third, fourth, fifth, and last or sixth meeting.

There was a big difference in the post-test students in answering the question. Almost all of the students responded to the question of the pretest correctly. The result of the treatment can be shown after students are given the posttest. Based on the posttest data, the researcher answered the question of the research that the implementation of the group predict o-gram strategy can improve the reading comprehension of class XI IPA 1A at SMA Negeri 8 Pinrang.

After the researcher gave a posttest to measure the student's improvement in reading comprehension, the researcher also gave a questionnaire that consisted of ten questions. The questionnaire data would answer the question of research number two in chapter one, namely, "How is the students' responses toward the implementation of Group Predict-o-Gram strategy in improving reading comprehension of the eleventh-grade students at SMAN 8Pinrang?". The questionnaire was given to the students to know their responses to the strategy.

The researcher distributed the questionnaire paper to 17 students. After the students chose the statement available in the questionnaire, the researcher found the student's responses toward implementing the Group Predict O-gram strategy. Most students got higher results in SA (strongly agree) than any other choice. It was shown by the table that there was 68.9%, students who chose Strongly Agree, 25.3% chose to Agree, 5.8 % choose Undecided (U), 0 % students chose Disagree (D), and 0 % students chose Strongly Disagree (SD).

The questionnaire result showed that the cumulative percentage on ten statements items was 92.70 %, categorized as strongly positive. This result answered the question of research number two that the student's responses toward the implementation of Group Predict O-gram Strategy in reading are strongly positive.

CONCLUSION

Based on the data analysis of the previous chapter, the researcher concludes that the implementation of the Group Predict O-gram strategy is able to improve the students' reading comprehension at XI IPA A1 of SMAN 8 Pinrang.

Furthermore, the data of the questionnaire result showed that this study had the same results as some previous studies using the o-gram predict strategy. The results both provide improvements from students' learning outcomes. But one different thing was this involved students studying in groups while previous research only involved the students individually. So the researcher concluded that it was better to apply the predict o-gram strategy in groups rather than separately. Students did good cooperation in following the learning process with predict o-gram strategy. In addition, students in groups quickly took every step on this strategy so that learning outcomes were also increasing. It means that the students' responses toward implementing the Group Predict O-gram strategy in reading comprehension are strongly positive.

Suggestion

Based on the research that has been done, the researcher would like to offer some

suggestions to English teachers, the students of SMA Negeri 8 Pinrang, and other researchers. English teachers should be able to develop the strategy, method, or media as teaching to increase the students' willingness to study English, especially in reading. English teacher of SMA Negeri 8 Pinrang can use the Group Predict O-gram strategy as an alternative strategy to improve the students' achievement in teaching reading.

Moreover, the researcher suggests the students be more active in expressing themselves in reading English. The students should be engaged in reading an English text to receive thoughts or ideas from constantly reading. Through reading, students can also obtain information that can help them understand and solve various problems that continuously come into their lives. Therefore, students who want to develop their knowledge must have the ability to read and comprehend some books, magazines, newspapers, and other reading passages to enlarge their knowledge in any field of science.

At the last, it is advisable for the other researcher who is interesting in conducting the same research by using the Group Predict O-gram strategy to read more books, articles, and journals about the Group Predict O-gram strategy and learn the procedure deeply. The researcher also suggests to the other researcher not to focus only on the Group Predict O-gram strategy that increases the students' achievement in reading. Still, they can implement the Group Predict O-gram strategy in other skills such as speaking and writing. Furthermore, the result can be used as a reference for further research in another topic of discussion, in different English language skills by the more profound investigation.

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CURRICULUM VITAE

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