

ABSTRACT

Prediction strategy is a reading strategy that involves making assumptions about what will happen in the text based on titles, images, diagrams, and prior knowledge. This study aimed to investigate the effect of implementing the Prediction Strategy on the reading comprehension of eleventh-grade students at Nurul Qur'an Tahfizh Islamic Boarding School Palembang. The research employed a quasi-experimental design with a nonequivalent group pretest-posttest design. The population of this study consisted of 40 students, divided into two groups: the experimental group and the control group, each consisting of 20 students. The experimental group was taught by using the Prediction Strategy, while the control group was taught using the lecture method. The data were collected through pretests and posttests in the form of multiple-choice questions. The results showed a significant improvement in the experimental group's reading comprehension after being taught using the Prediction Strategy. The mean score of the experimental group rose from 71.25 to 83.00, while the control group's score increased from 75.38 to 80.12. The paired sample t-test indicated that the experimental group's improvement was statistically significant ($p\text{-value} = 0.000$). However, the independent sample t-test showed no significant difference between the posttest scores of both groups ($p\text{-value} = 0.469$). Based on the findings, it could be concluded that the Prediction Strategy effectively improved students' reading comprehension achievement. It is suggested that the Prediction Strategy be used as an alternative technique in teaching reading comprehension.

Keywords: prediction strategy, reading comprehension