

Enhancing Learning Concentration and Reading Comprehension in Fifth Graders: The Impact of Anticipation Guide Strategies in Elementary Education

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ABSTRACT

This study investigates the impact of the anticipation guide learning strategy on two key academic outcomes in elementary school students: learning concentration and reading comprehension. A quasi-experimental design with a non-equivalent control group was employed. The study involved 130 fifth-grade students from SD Gugus II Kapanewon Sewon, Bantul Regency, with a sample of 98 students selected through cluster random sampling. Data were collected using observation, questionnaires, and tests, and analyzed through descriptive statistics and inferential tests, including the McNemar test. The findings indicate that the anticipation guide strategy significantly enhances learning concentration (McNemar test, $p = 0.000 < 0.05$). Similarly, the strategy improves reading comprehension skills (McNemar test, $p = 0.000 < 0.05$). These results suggest the anticipation guide is an effective pedagogical tool for fostering both cognitive focus and literacy skills in fifth-grade students. The results highlight the dual benefits of employing anticipation guides in classroom settings, as they actively engage students and improve comprehension. The implications for elementary education underscore the importance of innovative strategies to address learning challenges in young learners. The anticipation guide learning strategy positively impacts learning concentration and reading comprehension among fifth-grade elementary students, providing a promising approach for enhancing educational outcomes in primary education. Future research should explore its applicability across different grades and subjects to broaden its utility in diverse educational contexts.

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1. INTRODUCTION

Learning to read at the primary level is considered vital. Reading is a way to understand messages conveyed through writing and is a common daily activity. In addition, reading is considered a source

of knowledge that can open horizons, because through reading, we can obtain new information that we did not know before. Another benefit of reading is that it can develop and clear the mind, increase knowledge and understanding. Reading with proper intonation pronunciation can be the basis for continuing further reading material (Aisyah et al., 2020; Ariawan & Winoto, 2021; Komalasari & Riani., 2023; Utomo, 2018).

Reading can be categorized into several types, namely beginning reading and reading comprehension. In line with this, (Putri et al., 2022) explained that beginning reading is divided into several aspects, namely the Recording aspect and the Decoding aspect. The Recording aspect includes activities that train students to recognize words, move their left and right eyes and read simple words and sentences, while the Decoding aspect includes activities that introduce punctuation, symbols, and pictures (Astuti et al., 2023). In addition to beginning reading, other types of reading are reading comprehension. Reading comprehension skills are skills that help identify words, determine main ideas, identify text structures, understand meaning, and evaluate (Kuşdemir & Bulut, 2018). In addition, reading comprehension is also referred to as the process of understanding the content of reading which is done with full concentration so as to obtain the final result in the form of usable information.

Reading comprehension is the ability to understand reading content and convey meaning directly or indirectly to the reader, as expressed by Frans et al. (2023). Simanjuntak et al. (2018) also stated that reading comprehension skills are important so that students can understand the content of the text being read. In line with this view, reading comprehension involves the ability to understand meaning, content, explain, and evaluate reading, as explained by Syafitri & Mansurdin (2020). The purpose of reading comprehension is to deepen understanding and seek information in more depth, as expressed by Heryatun (2020).

The results of the Progress in International Reading Literacy Study (PIRLS) show that reading comprehension in Indonesia has not reached an optimal level; out of 48 participating countries, Indonesia is ranked 45th, which shows that Indonesian students' reading comprehension still needs to be improved compared to other countries (Sari et al., 2022). According to Putri et al.'s (2019) research, a number of factors, including the dominance of lecture style by teachers and the minimal use of media by students during the learning process, contribute to students' low reading comprehension capacity. In addition, additional research conducted by Sudiarni & Sumantri (2019) emphasized the lack of end-of-learning assessments to measure reading comprehension and the absence of diversity in teaching approaches, particularly in Indonesian language courses.

Barrett's taxonomy explains the various stages of comprehension that make up reading comprehension (Astika et al., 2019). These stages include literal comprehension, comprehension restructuring, inferential comprehension, evaluative comprehension, and appreciative comprehension. According to Barrett's Taxonomy, reading comprehension can be divided into five stages, as stated (Astika et al., 2019): (1) literal comprehension, (2) reorganization comprehension, (3) inferential comprehension, (4) evaluation comprehension, and (5) appreciation comprehension. Students' lack of focus throughout the learning process is one of the causes of poor reading comprehension skills. Since attention enables efficient reception and comprehension of all information and knowledge, learning concentration is essential for students during the learning process. Andita & Desyandri (2019) define concentration as the ability to direct attention to the learning environment. Another way to describe concentration is as an individual's effort to concentrate on something to fully understand it.

As a factor to be considered throughout teaching, concentration is one of the most important things to remember. Another benefit mentioned (Bili & Lengo, 2019) is that learning concentration is an activity carried out to increase attention to activities by emphasizing things related to learning. Caesarridha (2021) states that concentration and education have a close relationship. Concentration is used to focus attention on issues related to individual understanding.

The ability to focus during the learning process can affect students' achievement, judgment and skills in learning. When a student lacks focus, this can lead to a lack of seriousness in learning, which ultimately affects the student's overall understanding. Factors that influence learning concentration

levels include external and internal factors. External factors include the surrounding environment, physical activity, and exercise, while internal factors involve breakfast habits, intelligence level, and student motivation (Sandayanti et al., 2021). If any of these factors are not properly met, this can disrupt students' concentration and negatively impact their learning outcomes. According to Masturoh et al. (2023) several factors that can interfere with students' learning concentration include sleepiness and other activities carried out outside the learning context, such as disturbing friends.

A study by Eliasa et al. (2023) highlighted that an uncomfortable and unpleasant learning environment can significantly hinder students' ability to concentrate. Similarly, Indriani et al. (2018) identified a less harmonious family background as a critical factor disrupting students' focus. Domestic conflicts, such as frequent arguments and a noisy home atmosphere, prevent students from studying effectively. Since the family plays a pivotal role in shaping students' educational experiences, providing maximum support is essential (Tina et al., 2024). Moreover, Kesaulya and Tangkin (2023) revealed that concentration challenges in Indonesian students are often associated with laziness, unengaging learning experiences, and the overuse of traditional lecture methods by teachers, which fail to capture students' attention.

These problems are in line with what researchers found during observations and interviews in August 2023 in the fifth grade of SD Negeri 2 Blunyahan, SD Negeri Sawit, SD Negeri Jarakan, and SD Negeri 3 Jarakan. First, during observations in class V of SD Negeri 2 Blunyahan, the problems that appeared during learning were that not all students did the tasks given such as summarizing the content of the story and identifying the intrinsic elements in a story. Moreover, teachers tend to use the lecture method dominantly in the learning process. Based on teacher interview findings, students are less engaged and proficient in classroom learning, and they have difficulty completing their reading and responding to reading-related questions. Out of 26 students, 53% or 14 students scored below the average Criteria for Achievement of Learning Objectives (KKTP) of Indonesian subject, while 47% or 12 students scored above the average.

Second, during observations in class V of SD Negeri Sawit, it was found that learning techniques, namely memorization techniques, were used. Students have difficulty finding meaning and vocabulary in reading. In addition, teachers do not seem to be varied in applying models, methods, strategies, and learning techniques that are suitable for use during learning. Based on an interview with the fifth grade teacher of SD Negeri Sawit, it was found that most students in the class lacked concentration so the teacher used an interesting seating combination to increase student concentration. In addition, in this class there is 1 student who cannot read and write at all, this is certainly a serious problem in reading comprehension. This problem is evidenced by the KKTP daily test scores in Indonesian. Of the 23 students, 57%, 13 students, scored below average, while 43%, 10 students, scored above average.

Third, during the observation in class V of SD Negeri Jarakan, it was found that one of the students still had difficulty in writing and understanding the content of the reading. In addition, the fifth grade teacher seemed to use discussion methods and games to improve student focus. Based on an interview with the teacher, it was conveyed that one of the students still had difficulties in spelling writing such as writing "stages" written "stages" and understanding the content of reading. When students were discussing, there were difficulties in answering questions from the teacher due to lack of concentration during learning. This problem is reflected in the daily grades of the Criteria for Achievement of Learning Objectives (KKTP) of Indonesian language subjects. Out of a total of 23 students, 61% or 14 students scored below average, while 39% or 9 students scored above average.

Fourth, at SD Negeri 3 Jarakan, the problem found during Indonesian language lessons is that some students like to disturb their classmates while learning, which results in their friends not focusing. Based on interviews with teachers, they said that they had used the demonstration method on certain materials. The teacher also said that several times, students were seen disturbing friends during learning, causing their concentration to be disrupted. In addition, it is seen that some students still have poor reading skills, especially in the ability to summarize and find the main idea of the reading. This problem is reflected in the results of the Criteria for Achievement of Learning Objectives (KKTP) in the Indonesian language subject, where out of 26 students, 42% or 11 students get daily test scores below the

average, while 58% or 15 other students score above the average.

Based on statements from all teacher information, it is suggested that in subjects, especially Indonesian, not all of them are varied in the learning process. Of the four teachers, only two used several models, methods, and learning techniques, namely, the discussion method, demonstration method, and memorization technique. Not only that, of the four teachers, only one of them utilized games as a method to improve students' concentration and reading comprehension skills. The conclusion that can be drawn in this research observation is that students have not been able to summarize the reading, find the main idea, answer questions based on reading, find vocabulary and know the meaning of a reading. From the four schools that researchers observed, it was found that in class V the average student was not yet skilled in reading comprehension. Another problem was that there were many learning distractions from nosy friends that disturbed the concentration of other students.

Utilizing learning techniques is one way to overcome the problems of reading comprehension ability and children's learning focus. Choosing the right learning approach is very important to improve student learning standards. Learning activities that must be completed by teachers and students in order to successfully achieve learning objectives are called learning strategies (Hasanah, 2018). The anticipation guide strategy is one of the learning strategies applied in this study. Language teaching experts, such as Erickson, Bean, Hubler, Smith, and McKenzie designed the anticipation guide strategy in 1987. The book (Tierney & Readence., 2005) explains that anticipation guide puts the students' focus on the topic to be learned. Students' opinions are activated through statements based on their prior knowledge. With the help of this strategy, it is hoped that misconceptions about a topic can be resolved. The anticipation guide strategy is used at all grade levels using both print and non-print media. In addition, this strategy is used to promote movies, field trips, sound recordings and book reading assignments.

According to Evans et al. (2022), the anticipation guide strategy is a method that consists of statements related to the topic that are based on students' prior knowledge. Anticipation guide is also a way to stimulate students' knowledge and has a positive impact on students' understanding (Smith & Lemley, 2017). The advantage of this learning strategy is that it helps to generate prior knowledge and guide students in understanding the text (Suri & Ansari, 2019). In this context, the anticipation guide strategy can also improve students' initial abilities so that they can better understand the meaning of the text read.

According to Siswanto & Wahida (2022), an additional benefit of the anticipation guide strategy is that it helps foster critical thinking in students, improving their understanding of the reading content. The arguments provided by the experts lead to the conclusion that the anticipation guide strategy can help students improve their reading comprehension ability, which in turn affects how focused they are throughout the class. Students' ability to concentrate well will affect all aspects of learning, including the ability to comprehend reading content. Therefore, the researcher wants to use this strategy as a good solution during learning. The anticipation guide strategy has steps that are used as a reference so that it can be applied in learning. The anticipation guide steps are: 1) finding the main idea, 2) determining students' prior knowledge related to the main idea, 3) writing statements, 4) outlining the order of statements and how to present student activities before reading, 5) writing guides, 6) reviewing each statement briefly, 7) students read the text, 8) conducting follow-up discussions (Amir., 2019). Among the steps of the following learning strategies that can affect reading comprehension skills are in all the steps, because each step can hone the skills and concentration of students.

The anticipation guide strategy was selected based on the observed learning characteristics of students during preliminary fieldwork. Prior research by Wibowo (2018) demonstrated that reading comprehension skills could be significantly enhanced through the implementation of the anticipation guide strategy. Classroom observations further revealed notable differences in the learning environment before and after employing this approach, with students displaying heightened enthusiasm and engagement with the material. This strategy has proven effective in improving key reading comprehension indicators, such as understanding main ideas, interpreting text, and grasping word meanings (Sari & Sari, 2019). Moreover, their findings highlight the anticipation guide as an

effective method for addressing challenges in the reading process.

Given the varied findings in previous studies and the critical need to address persistent issues related to reading comprehension, this study investigates the influence of the anticipation guide strategy on both learning concentration and reading comprehension in grade V students. The research focuses on SD Negeri 2 Blunyahan, SD Negeri Sawit, SD Negeri Jarak Jauh, and SD Negeri Jarak 3, where no comparable studies have been conducted. By conducting a targeted experiment, this study aims to provide new insights into the effectiveness of the anticipation guide strategy in enhancing students' learning concentration and reading comprehension skills, contributing to evidence-based educational practices in primary schools.

2. METHODS

This research falls into the category of quasi-experimental quantitative research. Quantitative research is based on numerical data (Priardana & Sunarsi, 2021), so all data used in this study will be processed statistically. This study used a non-equivalent control group design, meaning that there were two groups involved, namely the experimental group and the control group. The anticipation guide strategy was used for the experimental group, while the KWL strategy was used for the control group. The following is an explanation of the general experimental design with nonequivalent control group:

Table 1. Non-equivalent control group design

Group	Pre-test	Treat	Post-test
Experiment	X1	Z1	X2
Control	Y1	Z2	Y2

Source: (Priardana & Sunarsi, 2021)

This research was conducted at SD Negeri 2 Blunyahan, SD Negeri Sawit, SD Negeri Jarakan, and SD Negeri 3 Jarakan, with a population of 130 students. This research was conducted since the thesis proposal guidance in October 2023 - March 2024. The research time will be adjusted to the school schedule and the Indonesian language course schedule and consulted with the supervisor. The sampling technique in this study used the cluster random sampling technique. The selection of cluster random sampling is based on the statement that a large population, namely the Kapanewon Sewon Elementary School Cluster, can be selected using cluster random sampling, which is divided into several clusters based on similarities in learning problems. Calculating the determination of the number of samples from the population developed using the Slovin formula. Based on the results of the Slovin formula, a sample of 98 students was obtained. The following is an illustration of the cluster random sampling technique (Sugiyono, 2019).

The experimental group in this study was assigned tasks using the anticipation guide strategy, whereas the control group employed the KWL (Know, Want to Know, Learned) strategy. The study ensured the validity and reliability of its instruments. The validity test results for 10 pre-test and post-test essay questions demonstrated 100% validity with high interpretation, as indicated by an rr-value range of 0.68–0.78. Similarly, the validity test for 30 questionnaire statements showed 100% validity, with 20% classified as high interpretation (rr-value: 0.39–0.42) and 80% as very high interpretation (rr-value: 0.46–0.82).

Reliability analysis using SPSS confirmed the robustness of the instruments. The Cronbach's Alpha reliability for the 10 pre-test and post-test questions was 0.958, exceeding the threshold of 0.81, which is interpreted as very high reliability. Likewise, the reliability of the questionnaire yielded a Cronbach's Alpha value of 0.916, which is also classified as very high reliability. These results affirm the reliability and validity of the tools used to measure the outcomes in this study, ensuring the credibility of the findings.

The data collection techniques in this study were observation, questionnaire, and test. The data

collection instruments in this study used observation sheets to see the sustainability of the anticipation guide and KWL strategies, questionnaire sheets, and test sheets. The data analysis technique used descriptive statistical tests, which included mean, median, mode, standard deviation, minimum, and maximum. In addition, there is also an inferential statistical test, including normality test, and hypothesis testing using McNemar test.

3. FINDINGS AND DISCUSSION

Before hypothesis testing, a normality test was first conducted as a prerequisite test. The normality test results show the value of Sig. (2-tailed) = 0.014 < 0.05 so that the data is considered to be abnormally distributed. If the data is not normal, then the hypothesis test performed is the McNemar test. The results of the McNemar test can be seen in the table below.

Table 2. Mc Nemar test results of learning concentration

	Before and After
N	52
<i>Exact Sig. (2-tailed)</i>	.000 ^b

Based on the output results, it can be concluded that the focus of learning is different before and after the anticipatory guidance technique is applied, indicated by a sig value of 0.05 (0.000 0.05). Thus, it can be said that learning concentration is influenced by anticipatory guidance learning techniques. As a result, the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.

Table 3. Mc Nemar's test results of reading comprehension skills

	Before and After
N	52
<i>Exact Sig. (2-tailed)</i>	.000 ^b

The output results show the sig value < 0.05 (0.000 < 0.05) which indicates that the reading comprehension skills before and after the anticipatory guidance approach are different. Therefore, it can be said that the development of reading comprehension skills is influenced by the anticipatory guidance learning technique. As a result, the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. From the *McNemar test* that has been done, it can be concluded that the *anticipation guide* learning strategy affects learning concentration and reading comprehension skills.

Discussion

The effect of anticipation guide learning strategy on students' learning concentration

The application of learning strategies can help generate student learning concentration, namely by using the right learning strategy. The learning strategy in this study is to use the anticipation guide learning strategy carried out in the experimental class. Learning concentration is closely related to the learning process. If students have a low level of concentration, it will cause seriousness in the learning process. This lack of seriousness will result in the process of understanding the material.

The findings in the field in Indonesian language learning using the anticipation guide strategy in the material "Narrative Text" explain that in the questionnaire statement of learning concentration, students can prepare and re-check the equipment that will be brought to school, such as stationery and books. In the pre-test control class, students scored 140 and post-test 155, while in the experimental class, the pre-test students scored 131 and post-test 149. From the results of this questionnaire accumulation, it can be concluded that the control class has a difference of 15 points, while the

experiment has 18 points, which means that in the experimental class using the anticipation guide strategy there is an influence on students being able to prepare and re-check the equipment that will be brought to school such as stationery and textbooks. This finding is in line with research (Lu & Yang, 2018) on learning concentration indicators, namely excessive attention.

The next finding that researchers found when learning using the anticipation guide strategy is that students can answer practice questions correctly without the help of others. This can be seen in the control class pre-test scored 134 and post-test 148, while the experimental class pre-test scored 113 and post-test 132. From the results of the accumulation of learning concentration questionnaires, it can be concluded that the control class has a difference of 14 points and the experimental class of 19 points which means that in the experimental class using the anticipation guide strategy, students can answer practice questions correctly without the help of others. This finding is in line with research (Chyquitita et al., 2018), which is found in the cognitive aspect of applying existing knowledge. If students can answer questions given by the teacher with the help of others, it can be concluded that these students can apply or apply the knowledge given.

In addition, the researcher observed that during the research process using the anticipation guide strategy, it was found that students' eyes were focused towards the teacher and the blackboard. This can be seen in the control class pre-test scored 102 and post-test scored 148. From the accumulated results of the learning concentration questionnaire, it can be concluded that the control class has a difference of 46 points while the experimental class has a difference of 50 points, which means that in the experimental class using the anticipation guide strategy there is an influence during the process of paying attention to the material the teacher provides. This finding is in line with research (Lee et al., 2022) which explains that learning concentration indicators consist of student body movements, student eye movements, and student visual and emotional attention.

The next finding found during learning using the anticipation guide strategy is that students ask the teacher if there is material that is not understood. This can be seen in the control class pre-test scored 128 and post-test 154, while the experimental class pre-test scored 112 and post-test 145. From the results of the accumulation of learning concentration questionnaires, it can be concluded that the control class has a difference of 26 and the experimental class 30, which means that there is an influence when students ask the teacher about material that is not understood. This is in line with research (Amalia et al., 2022), which explains that students can respond to the subject matter taught in the form of questions or reactions such as nods or head shakes.

In line with the research conducted, other findings found during the Indonesian language learning process in the field using the anticipation guide strategy are that students look ready to answer questions that the teacher asks suddenly. In addition, students can express their opinions using their own language without the help of books or friends. This can be seen in the control class; the pre-test scored 109, and the post-test scored 138. While in the experimental class the pre-test scored 116 and the post-test 163. From the results of the accumulation of learning concentration questionnaires, it can be concluded that the control class has a difference of 29 and the experimental class has a difference of 39, which means that by using the anticipation guide strategy, there is an influence on students in answering questions that the teacher asks. This is in line with research (Hariandi & Cahyani, 2018), which explains that students are active and brave in expressing their opinions.

Other findings that researchers found in the field on the material "Narrative Text" with the reading text entitled "Little Rabbit and Sparrow" include that students feel happy and excited during the learning process. This can be seen in the control class, pre-test students scored 123 and post-test 156, while in the experimental class, the pre-test students scored 111 and post-test 157. From the results of this questionnaire accumulation, it can be concluded that the control class has a difference of 33 points, while the experiment has 46 points, which means that by using the anticipation guide strategy there is an influence on students feeling happy and excited during learning. This finding is in line with research (Nasrah & Muafiah, 2020) on learning concentration indicators, namely students have a feeling of excitement when the subject starts, students do not want the lesson to end quickly, and students always look forward to the assignments given.

From some of the findings that are directly related to the learning concentration indicators, it can be concluded that there is an influence of students who learn using the anticipation guide learning strategy. This is evidenced by the results of the Mc Nemar test which obtained a significance of 0.000 so that it can be concluded that the anticipation guide strategy has a positive effect on learning concentration. This is reinforced by research (Smith & Lemley, 2017), which explains that the anticipation guide is an effort used to activate student knowledge and positively influence student understanding. In line with research (Modjanggalo., 2019) which explains that the anticipation guide strategy has several advantages, one of which is that this strategy can generate knowledge, experience and ideas.

The effect of anticipation guide learning strategy on reading comprehension skills

In the implementation of learning using the anticipation guide learning strategy, the group of students who are the subject of the study will be given a pre test and post test. Before being given treatment, students are first given a pre test which aims to determine the extent of students' initial abilities in reading comprehension skills. After being given a pre test, students were given treatment using the anticipation guide learning strategy. The treatment was given four times a meeting. There are five aspects of reading skills including phonemic awareness, alphabetic principles, accuracy and fluency, vocabulary mastery, and reading comprehension (Syamsi & Dharma, 2023).

The findings in the field in Indonesian language learning using the anticipation guide strategy in the material "Narrative Text" with the title "Little Rabbit and Sparrow", researchers observed that students can find the main idea in the reading. This is in accordance with the steps of the first stage of the anticipation guide strategy, namely students can identify the main concept. This can be seen in the control class pre-test scored 144 and post-test 174. From the results of the accumulation of pre-test and post-test questions, it can be concluded that there is an influence when students find the main idea using the anticipation guide strategy. This finding is in line with research (Astika et al., 2019) on literal comprehension points which can be seen from students having the ability to understand information obtained directly in the reading text as measured through understanding the meaning of words and finding the main idea.

During the Indonesian language learning process, using the anticipation guide strategy in the "Narrative Text" material, researchers observed that students could find information from the reading. This is in accordance with the steps of the anticipation guide strategy at stage seven, namely asking students to read the text. Students read the text given to obtain information on the reading. This can be seen in the control class pre-test, which scored 99 and post-test, which scored 135. While the experimental class pre-test scored 82 and post-test 167. From the accumulated results of the pre-test and post-test questions, it can be concluded that the control class got a difference of 36 points and the experimental class 85 points, which means that there is an influence when students obtain information by using the anticipation guide strategy. This finding is in line with research (Wahyuni, 2021) which explains that the indicators of reading comprehension skills at the reorganization point can be seen from the way students capture information and determine the important things in a reading.

Another finding that researchers found when using the anticipation guide strategy is that inferential understanding students can draw conclusions on reading. This can be seen in the control class pre-test scored 85 and post-test 124, while the experimental class pre-test scored 95 and post-test 143. From the results of the accumulation of pre-test and post-test questions, the difference in the control class was 39 and the experimental class was 48, which means that there is an influence in the experimental class when students can draw conclusions on reading using the anticipation guide learning strategy. This finding is in line with research (Sudwiyanto, 2020) at the point of inferential understanding which explains at this stage of understanding students can draw facts from reading by drawing conclusions that are in accordance with the reading.

The next finding that researchers found when learning using the anticipation guide strategy in the material "Narrative Text", namely students can provide criticism and suggestions for reading. This can be seen in the control class pre-test scored 95 and post test 120. The experimental class's pre-test scored

92, and the post-test scored 132. From the results of the accumulation of pre-test and post-test scores, it can be concluded that students are influenced to provide criticism and suggestions for reading in the experimental class by using the anticipation guide strategy. This finding is in line with research (Nurbaya, 2019) on the point of evaluation comprehension which explains that in this understanding students can This understanding aims to provide opinions about reading, make comparisons of ideas, and comparisons of information.

The next finding found when learning using the anticipation guide strategy is that students can assess a reading. This can be seen in the control class pre-test scored 123 and post-test scored 164. While the experimental class pre-test scored 97 and post-test 164. From the results of the accumulation of pre-test and post-test scores, it can be concluded that there is an influence of students in assessing a reading in the experimental class with the help of the anticipation guide strategy.

From some of the findings that are directly related to the indicators of reading comprehension skills, it can be concluded that there is an increase using the anticipation guide learning strategy on students' reading comprehension skills. This can be seen from the results of the Mc Nemar test which obtained a significance value of $0.000 < 0.05$. This is in line with the results of research (Khaira et al., 2023) which says that the anticipation guide strategy is one of the strategies that serves to activate students' prior knowledge so that students can contribute during the reading comprehension process. In addition, anticipation guides can also teach students reading comprehension and can increase students' motivation in reading (Hidayad., 2018). This confirms that the use of the anticipation guide learning strategy has a positive effect on reading comprehension skills.

This study is limited by the concentration of learning and reading comprehension skills that have not been fully implemented by researchers because there are still other factors that can affect both. In addition, the time constraints in implementing this study were due to schools, especially fifth grade students, often holding activities outside of school, such as the FLS2N (National Student Art Competition Festival), which caused several students to be absent from several meetings during the study.

4. CONCLUSION

This study concludes that the anticipation guide learning strategy significantly enhances learning concentration and reading comprehension skills among fifth-grade elementary students. The results, supported by the McNemar test, show that students taught using this strategy outperform those using the KWL strategy in these critical academic areas, emphasizing its effectiveness as a pedagogical tool. However, limitations were observed, including the incomplete exploration of other factors that influence these skills and time constraints due to extracurricular activities, such as the FLS2N (National Student Art Competition Festival), which led to inconsistent student attendance during the study. Future research should address these limitations by exploring additional influencing factors like motivation and teacher facilitation styles, extending the duration of interventions to assess long-term impacts, and coordinating with school schedules to reduce disruptions. Expanding studies to include diverse grade levels and educational settings and incorporating qualitative methods like interviews could provide more comprehensive insights and strengthen the evidence base for the anticipation guide strategy's application in education.

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