THE USE OF THINK, PREDICT, READ AND CONNECT (TPRC) STRATEGY ON STUDENTS' READING COMPREHENSION

(An Experimental Research at the Second Grade of MAN 1 Pandeglang)

A PAPER

Submitted to the English Education Department, the Faculty of Education and Teacher Training as a Partial Fulfillment of the Requirement for the "Sarjana" Degree

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STATEMENT OF ORIGINALITY

I here declare that the research paper I wrote as partial fulfilment of the requirements for the Sarjana degree and submitted to the English Department, the Faculty of Education and Letters wholly

my own original scientific writing.

As for the other persons' work whose ideas were quoted in this paper had been referred to appropriately in accordance to the prevailing legal and international ethic in the use world of scientific writing traditional.

However, if the originality of this paper either partially or wholly is, later on proved or it falls under convincing plagiarism. I would be prepared to receive any consequences in the institution as well as other rules prevailing in Indonesia.

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ABSTRACT

Qodariah. 132301418. 2017. *The Use of Think, Predict, Read and Connect Strategy on Students' Reading Comprehension (Quasi Experimental Research at Second Grade of MAN 1 Pandeglang).*

This research investigates "The Use of Think, Predict, Read, and Connect (TPRC) Strategy on Students' Reading Comprehension (Quasi Experimental Research at The Second Grade of MAN 1 Pandeglang) The research is conducted based on the main problems: (1) How is the students' reading comprehension at second grade of MAN 1 Pandeglang? (2) How is the effectiveness of using Think, Predict, Read, and Connect (TPRC) Strategy on students' Reading Comprehension?

To answer the questions, the researcher collect data from 70 students as a sample in two classes, one class as experiment class and another one as control class, by applying quasi experimental research method. The researcher chooses two classes as a sample while class XI IPA 1 is experiment and XI IPA 2 as control class. Since the research uses quasi experiment method, the data is gathered through pre-test and post-test.

The result of the research showed that the hypothesis, that the null hypothesis is rejected its shown from statistical value that significant 5% = 1,99 and significant of 1% = 2.64 and the result of t_0 = 2,3. So, based on technique in reading comprehension has positive effect. It means there is significant effect to use TPRC Strategy on Students' reading comprehension.

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DEDICATION

The Paper is dedicated to my lovely Parents and my big Family.

Thanks for all sacrifice, love, prayers, motivation and advice.

Thanks for all of my friends, PBI-A 2013, and all that can't be

mentioned here one by one, thanks for everything.

MOTTO

"YuhibbuAllah al'mila idzaa aa'mila an yuhsina"
(Ruwaahu AT-Tabrani)

"Allah loves who work

if he works he always correct his work achievement "

(HR-AT Tabrani)

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In the name of Allah, The Merciful, The Compassionate

There is no valuable words to be said but all praises be to all praises to be Allah, the almighty God, who has sent Muhammad, peace be upon him, to be His prophet and messenger for people all over the world. The writer realize and feels very sure that without His blessing, mercy, and guidance, it would be possible for me myself to finish this paper.

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Serang, July 2017
the Writer,

Qodariah

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A BRIEF BIOGRAHPHY

The writer was born on September 20th , 1995 in Pandeglang. Her name is Qodariah. The writer is the seventh child of nine children in her family. Her father's name is Mahfud Gozali and her mother's name is Sri Nurhayati.

She finished her elementary school education at (SDN 1 Kadu Gadung) Pandeglang graduated in 2007, Junior High School (SMPN 1 Cipeucang) Pandeglang ganduated in 2010 and Islamic Senior High School (MAN 1 Pandeglang) graduated in 2013.

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CHAPTER I

INTRODUCTION

A. Background of the study

English is a foreign language of Indonesian. English means as communication, which is used many countries in this world. It plays an important role as international language. Language is a means of communication through which people communicate or express their feelings, and thoughts to the others. It is needed for almost every purpose in life expressing all human feelings, making a living, giving and obtaining knowledge and news, gaining social relationship, among people and countries. The list can be added to an unlimited point. Language is so crucial that we cannot think of a world without it. The product of it is that the learners can use the language to communicate in written and spoken way. Along with the globalization era, the importance of using English becomes more work up. Communication itself, either in spoken contains a specific form which has meaning. It will convey a certain meaning that the speaker or narrator has thought in her / his mind.

In learning English, there are four skills that have to be learned by the students. They are listening, speaking, reading and writing. Among

those four skills, the writer only wishes to discuss the reading comprehension.

Comprehension of a reading text is something that hardly to do. Comprehension is also influenced by the ability to connect prior knowledge with new knowledge in order to create meaning. Students who succeed in comprehending text are actively involved in the reading processes that require the ability to make predictions, to confirm or disaffirm those predictions, to ask questions, to infer and visualize, and to monitor understanding as they read.

Nowadays, both teachers and students have difficulties in reading comprehension. It is not easy for teachers to find an effective way to teach reading comprehension while it is hard for students to acquire information and knowledge about reading comprehension given by their teachers. It is worse because students have less vocabulary which is very useful to comprehend a passage.

Think, Predict, Read and, Connect (TPRC) this strategy introduced by Ruddell, in 2005. TPRC requires that students work in pairs or small group teams. The teacher asks teams to work together to list everything they know about a general topic.

Think, Predict, Read, and Connect (TPRC) Strategy, is a strategy that makes people think and predict before they read a passage, can be useful in reading comprehension. TPRC strategy will help readers have a better way to comprehend a passage, so the result of reading will be more effective.

By designing this research, the writer hopes that by using the TPRC strategy, students" reading comprehension can be achieved and the result of this investigation will give the answer to the problem above.

Reading is very important skill for human's social development. As quoted in M Jain. Bacon said that: "Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success"[1]

Teaching reading still deals with the complex structure of language and long reading passages with several unfamiliar words. As the result, the students might find difficulties to gain the whole meaning of the

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[1]M. Jean Preveen, *English Language Teaching* (Methods, Tools, Techniques), (Jaipur: Sunrise Publisher & Distributor, 2008),113.

text since most teachers and students tend to use Bahasa during in and tend to translate sentence by sentence or even word by word to get the meaning. This often leads to affect lack of student's interest and motivation, even, when they have trouble to construct meaning of a sentence consisting of unfamiliar words. On the other hand, having interests in reading is truly important as their success in reading comprehension.

In fact, teaching reading is not easy. Encouraging student's interest and motivation is a hard task to do for teacher. Based on writer observation on February 15th 2017 at second grade students of Madrasah Aliyah Negeri 1 Pandeglang there are some problems faced by students in reading activities at classroom. The difficulties of in reading are:

1. The students find difficulties to gain the meaning of the text,

2. Students can pronounce well the words but without understand the meaning.

3. For diligent students, they finally know the meaning of the words by looking up at the dictionary but they got difficulties to convey the meaning to the whole paragraph.

4. During reading activity students sometimes lose focus and consequently in learning process, they more like talked with their friends because the teacher uses old method.

5. The students have lack in motivation and interest in reading English because they consider that English as the hardest subject to learn.

In a fact, the English teachers at MAN 1 Pandeglang only use old method as like talkative method when teach their students. The teachers only order the students to read the material and answer the question about the material. There is no good interaction between teacher and students on learning process and it can make students bored.

Based on the background above, the writer would like to take the research study under the title "***The use of Think, Predict, Read, and Connect (TPRC) Strategy on Student's Reading Comprehension***" *(Quasi Experimental Research at Second Grade of MAN 1 Pandeglang).*

Based information interview by the teacher and students of MAN 1 Pandeglang the writer makes conclude identification of problem as follow:

B. The Identification of the problem

Based information interview by the teacher and students of MAN 1 Pandeglang the writer makes conclude identification of problem as follow:

1. Difficulties to gain the meaning of the text

2. Many teacher uses old method in teaching English

C. Limitation of the problem

Many kinds of teaching reading strategies can be used in teaching reading. In this research, the writer is focuses on the implementation of Think, Predict, Read, and Connect (TPRC) strategy in teaching reading. It is conducted for second grade students of MAN 1 Pandeglang in academic year 2016-2017.

D. Statement of the problems

The writer lists two problems to solve as follows:

1. How is the students' reading comprehension at second grade of MAN 1 Pandeglang?

2. How is the effectiveness of Think, Predict, Read, and Connect (TPRC) strategy on students' reading comprehension at second grade of MAN 1 Pandeglang?

E. Objective of the problems

Based on the statement of problem above, the purposes of this research are:

1. To find out the students' reading comprehension at second grade of MAN 1 Pandeglang.

2. To find out the effectiveness of think, predict, read, and connect (TPRC) strategy on students' reading comprehension at second grade of MAN 1 Pandeglang.

F. Importance of the research

The writer hopes that the result of this research are:

1. For the writer and the teacher of MAN 1 Pandeglang, by implementing this strategy is expected to be able increase their knowledge and become more creative in learning reading in the classroom also can enrich the theory and method in teaching reading comprehension.

2. For the students, the result of this research is expected to improve their reading comprehension, make them bravery to ask question, to show their argument, and to build their thinking skills.

3. For the institution of MAN 1 Pandeglang, it is expected to get the advantages for improving the education quality.

G. Hypothesis of the research

H_a : There is a significant effect in applying Think Predict Read and Connect (TPRC) strategy on students' reading comprehension

H_O : There is no significant effect in applying Think Predict Read and Connect (TPRC) strategy on students' reading comprehension

H. Organization of the Paper

In order to make this research is easy to follow, so the researcher organizes it in five chapters as follows:

Chapter 1 is introduction, which consists of: Background of Study, The identification of the problem, the limitation of the problem, the statements of the problem, the objective of the research, the importance of the research, hypotheses of the research.

Chapter II is the theoretical foundation consists of definition of reading, define of comprehension, define of reading comprehension,

definition of Think, Predict, Read, and Connect (TPRC) strategy, steps in the process TPRC strategy, benefits of TPRC strategy.

Chapter III is the methodology of research consists of: the method of the research (place, subject, time). The population and sample, research instrument, the technique of data collection, the technique and data analysis.

Chapter IV is research finding consists of description of data, normality test, t-test, and interpretation of data.

Chapter V is conclusion and suggestion.

CHAPTER II

THEOROTICAL FOUNDATION

A. Reading

Reading is very important thing for everyone, especially for students. Because if the students want to get information about something, The Students should be reading. Reading becomes a basic thing for students, because if students get difficult in reading, they will have trouble in learning process. As a result, directly affect for their result in the classroom. They will get bad result for their test.

Reading is an interactive process in two ways. Reading combines many cognitive processes working together at the same time. This pattern of parallel interaction is essential to fluent reading. Reading is also an interaction between the reader and the writer. The text provides information that the author wants the reader to understand in certain ways. Reading is the most important foreign language skill to teach, especially in cases where students have to read English material for their subject but may never actually have to speak the language.

Reading is window through which ESL students could see other cultures and gain more specific knowledge.

Reading is a complex process made up of several interlocking skills and processes. The sum of these pieces is a tapestry that good readers use on a day-to-day basis to process text in their world, reading does not have "traits" or "components" that can stand alone and be taught as isolated skills to students. The

Act of reading is an inter- locking whole—a weave of many skills and understandings.

1. Definition of Reading

Reading is communicative activity between writer and reader in written from. According to Harmer "Reading texts also provide good models for English writing at different times we can encourage students to focus on vocabulary, grammar or punctuation".[2] Explaining about the definition of reading, Harmer says that "Reading is useful for language acquisition".[3] "Provided that students less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing".[4]

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[2] Jeremy Harmer, *How to Teach English* (New York: Pearson Education Limited, 2007), 99.
[3] Harmer, *How to Teach English* , 99.
[4] Harmer, *How to Teach English* , 99.

Moreover McNamara states that "reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. [5]

It means that in reading, we need to master a set of word-level skills, which we will call bottom-up skill. These skills combine to allow us to be able to decode connected text. These are represented in the Birch reading model as language processing strategies and language knowledge.

In another expert said that "Reading an interactive process that takes place between the text and reader's processing strategies and background knowledge.[6]

For all statements above, we might say that reading is not easy as we think. Even though, reading is one of the receptive skills, but it's not meant that reading is a passive. In this process of reading, the reader is not meant only ought to play his physical, like running the eyes over the text, but also his mind need to think carefully, it will need a lot of concentration in order to comprehend the text, and catch what the text means.

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[5]Danielle S. McNamara, *Reading Comprehension Strategies* (New Jersey: Lawrence Erlbaum Associates, 2007), 3.
[6] Kristin Lems Leah D. Miller Tenea M. Soro, *Teaching Reading to English Language Learners,* (New York: The Guildford press, 2010), 33.

The writer concludes that reading actually is one activity of getting information from reading materials to comprehending the text well. Reading is very important to the students since all the achievement of the students will be gained if they have good reading skill. In other word, if we want to understand something we must read. Reading can be challenging, particularly when the material is unfamiliar, technical, or complex. Moreover, for some readers, comprehension is *always* challenging. They may understand each word separately, but linking them together into meaningful ideas often doesn't happen as it should. Comprehension refers to the ability to go beyond the words to understand the ideas and the relationships between ideas conveyed in a text.

2. Types of Reading

Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. This is best achieved through a global approach to the text.

The basic goals of reading are to enable children to gain an understanding of the world and of themselves, to develop appreciations and interests, and to find solutions to their personal and group problems. Logically, comprehension should be considered the heart of reading instruction, and the major goal of that instruction should be ·the provision of learning activities that will enable students to think about and react to what they read-in short, read for meaning

There are several type that known in common method of learning.

1) Intensive ReadingThe first type is "intensive reading is related to further progress in language learning under the teacher's guidance." [7] use intensive reading will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises and surely under the teacher's guidance on learning process.

2) Extensive Reading

The second type is "reading for pleasure, the reader want to about something the reader does not care about specific or important information after reading, usually people read for

[7] M. F. Patel, Praveen M. Jain *English Language Teaching (Methods, Tools and Techniques)* (Jaipur: Sunrise publisher & distributor, 2008), 115.

keep them update." [8] use extensive reading will be to train the student to read directly and fluently in the target language for enjoyment

3) Reading aloud

The third type is "reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation." [9]

4) Silent reading

The fourth type is "this reading should be employed to increase reading ability among learners." [10] This reading makes students very active and accurate, this skill plays main role to increase the knowledge of students.

3. Definition of Comprehension

Comprehension is the process of making sense of word, sentences and connected text understanding. Danielle S. McNamara defines "comprehension as the interpretation of the information in the text, the use of prior knowledge to interpret this information and ultimately, the

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[8] Patel, *English Language Teaching (Methods, Tools and Techniques)*, 115

[9] Patel, *English Language Teaching (Methods, Tools and Techniques)*, 120

[10] Patel, *English Language Teaching (Methods, Tools and Techniques)*, 122

construction of a coherent representation or picture on the reader's mind of what text is about".[11] Comprehension is the understanding of the text deeply.

According to Mikulecky that, "Comprehension means making sense of what you read and connecting the ideas in the text to what you already know. And "it also means remembering what you have read. In other words, comprehending means thinking while you read".[12]

Based on the theories above, it means that comprehension may be regarded as relating aspects of the world is around us including what we read to the knowledge, interaction, and expectations we already have in our head. It is clearly the purpose of reading and of learning to read.

4. Definition Reading Comprehension

Reading a text is not only reading the whole sentence in it, but also getting information from it. In order to give the description of what comprehension is, the writer showed some definition of comprehension. Reading comprehension is the sine qua non reading how to read words has ultimately little value if the student is unable to

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[11]McNamara,2007, 28.
[12]Beatrice S. Mikulecky, Linda Jeffries, *Advanced Reading Power,* (New York: Longman, 2007), 74.

construct meaning from text. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

Reading comprehension involves much more than readers' responses to text. Read-ing comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Reading comprehension depends on three factors. The first factor is the reader has command of the linguistic structures of the text. The second factor is the reader is able to exercise meta-cognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented. [13]

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[13] Karen Tankersley, *The Threads Of Reading strategies for literacy development*, (USA:ASCD Publication, 2003), 90

According to Jeanne Shay "Reading comprehension is viewed as the process of using one's own prior knowledge and the writer's cues to infer the author's intended message" [14]

One of several experts said that, "reading comprehension requires an action on the part of the reader that action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning".[15] Reading is an active skill. As mentioned earlier, it constantly involves guessing, predicting, checking and asking oneself questions. This should therefore be taken into consideration when devising reading comprehension exercises. It is possible, for instance, to develop the students' powers of inference through systematic practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs.

It's true, that reading is one of very complicated activity because hinging to student's ability. Reading may be defined as an individual's total interrelationship with symbolic information. In many respects reading determines how we are able to think, that it has a fundamental

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[14] Jeanne Shay S, *Reading assessment and instruction for all learner* (New York; Guilford press, 2006), 223.

[15] Danny Brassell & Timothy Rasinski *Comprehension that works* (Hunting beach; Shell Education, 2008), 16.

effect on the development of the imagination, and thus exerts a powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person we are capable of becoming

If we are expert in comprehension, we will expert in reading comprehension. Beside we also will expert in writing and speaking. "Reading comprehension is the ability to take the information from written text and do something with it in a way what demonstrates knowledge or understanding of the information."[16]

One of several experts said that, "Reading comprehension is not a static competency; it varies according to the purpose for reading and text that involved when the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader".[17]

And another definition is from Lems Leah said that, "Reading comprehension requires the use of strategies before during and after reading. In the context of reading comprehension, strategies can be

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[16] Danny Brassell & Timothy Rasinski *Comprehension that works* (Hunting beach; Shell Education, 2008), 18.

[17]Kristin Lems Leah D. 2010, 172.

defined as deliberate actions that readers take to establish and enhance their comprehension".[18]

Reading comprehension is process get a something from that our read in the texts, like newspaper, magazine, article etc. And this is a component in reading process. Reading comprehension is very important to reader successful, especially students in reading of learning.

From some theories above the writer able to get conclusions that reading comprehension is one of activities as process of understanding a written text to get the message with knowing prior knowledge. The comprehension is very important in reading. This is more accuracy activity involving reading for detail.

Reading to practice English is done in certain way. Reading to practice English is the way most foreign students read English. You will read slowly and concentrate on the relationship between the words and the grammatical structures. And the second purpose is reading for information, is the kind of reading you do in your language. You do not stop to analyze grammatical structure when you pick up a book written in your own language. It's nature for us as student or reader. reading

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[18]Kristin Lems Leah D, 2010, 172.

comprehension are limited in that they provide only a general indicator of how well a student understands text, and they are not based on experts' knowledge of what good readers do to comprehend text. It is generally agreed that good readers connect new text with past experiences, inter-pret, evaluate, synthesize, and consider alternative interpretations of what they have read.

Reading Comprehension in English text not only on how the students' read that covers the accuracy of pronunciation and loud voice. However, Reading Comprehension is itself an activity to build understanding of the meaning of a text that can then be translated by you and through your own language. Further understanding could be useful for others.

B. Think, Predict, Read, and Connect (TPRC) Strategy

The strategy is a way, technique, tactics, or strategy that done by person or group of people to achieve goals has determined. There are several types of strategies in learning reading comprehension, among other strategies K-W-L Plus, PLAN, Three-Level Reading Guide, and Think, Predict, Read, Connect (TPRC) Strategy

1. Definition of Think, Predict, Read, and Connect (TPRC) Strategy

According to Cehuning Yukselir

Think, Predict, Read, and Connect (TPRC) is a method strategy that
support learners for making relationship between their previous knowledge and thinking skill by giving fundamental connections between forecasting while reading and predicting anything for teachers who want to establish a directed reading thinking activities.[19]

According to Johana Ronkiva & Radka Wildovia

Think, Predict, Read and Connect strategy is defined as strategy of instruction that enable students to make connections between their existing knowledge and skill (thinking) through making connections between predicting while reading and predicting something for teachers to create a directed reading thinking activities.[20]

Based on statement above TPRC can help students to understanding the text with combine between students' knowledge and their previous knowledge to solve the text and with use to predict the text that students' learn and it can improve students' thinking activity.

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[19]Cehuning Yukselir, "The Reading Strategy Investigation For EFL Pre-Class students",*15th International Language, Literature and Stylistics Symposium, (2015), 67*
[20]Johana Ronkiva & Radka Wildovia, "Reading Strategies That Active Students critical thinking experimental research", *Future Academy's Multidisciplinary Cnference,*(2016), 364.

And according to Susan J. Lenskoi "Think, Predict, Read, Connect is teaching strategy that facilitate students the opportunity to think before reading, to predict, to read independently, and to connect what they learned to what they already knew." [21] another definition is from Dianne Lapp state that "TPRC is a deceptively simple instructional strategy; it is, in fact, an elegant approach to gaining students' interest and engagement in learning."[22]

Dianne Lapp also explained the strategy of "Think, Predict, Read, and Connect requires that students work in pairs or small group tams. The teacher asks teams to work together to list everything they know about a general topic".[23]

Moreover, Judy Tilton Brunner state that the purpose of the "Think, Predict, Read, and Connect strategy is to help students develop general knowledge before, during, and after reading"[24]

According to statement of the expert about TPRC the writer can conclude that TPRC is a strategy to learning English especially for

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[21] Susan J. Lenskoi, "*The Sample of What Work Reveal about Secondary Pre-Service Social Studies Teachers' Use of Literacy Strategies",* Education Faculty Publications and Presentation, (2015), 76

[22] Diane Lapp, James Flood, Nancy Farnan, *Content Area Reading and Learning* (New York; Taylor & Francis Group, LCC, 2008), 21

[23] Diane Lapp, *Content Area Reading and Learning*

[24] Judy Tilton Brunner, *I don't get it! Helping students understanding what they read* (New York; Rowman & Littlefield, 2011),92.

reading, TPRC can help students to understanding the text which their own knowledge about the material or issue that they learn. Teaching reading by using TPRC strategy can give more positive impact on students' reading comprehension. It causes TPRC strategy can make students make a mind mapping about the subject what they will discuss and it can help them to understanding the subject with helping the think step.

2. Steps in the Process TPRC strategy

Every learning strategy has steps in process, TPRC strategy is the right strategies used in teaching reading comprehension. TPRC strategy has various ease of use. Learning reading comprehension by using the strategy TPRC will foster an enthusiastic student, because it constitutes a step predict. Predict step will make the students race to be able to predict the contents reading correctly. TPRC strategy also has step that will connect establish the concept of a complete understanding of the content of reading. Students will connect prior knowledge before reading, prediction and suitability predictions about the content of reading, and the knowledge after reading. By doing so, the students will have a thorough understanding formed of learning activities that they

learn. TPRC strategy has steps that can help students in understanding the content of reading and the steps of TPRC strategy as follow:

According to Judy Tilton Brunner the steps of TPRC strategy is there are eight steps:

1. explain to students the topic for the lesson while activating their back- ground knowledge,

2. divide the students into groups of three to four,

3. using notebook or larger sheets of paper, ask students to write the topic at the top. Using vertical lines, tell students to divide the paper into three equal sections,

4. at the top of the left column, ask students to write the word "Think." At the top of the middle column, ask them to write the word "Predict." At the top of the right column, have them write the word "Connect.

5. Ask students to think about what they already know about the topic. This information should be recorded in the "Think" column,

6. after explaining to students that they will be reading information on this topic, ask them to review what was written in the "Think" column and place a checkmark in the "Predict"

column beside the information they believe will be included in the text,

7. ask students to read the selection and mark with a sticky note or highlight the text, if it includes information they predicted would be included,

8. have students make connections between the information in the text and what they already know about the topic as they read. Have them record these thoughts in the "Connect" column.[25]

And another expert explain about the step are

1. Ask student team to list everything they know about a general topic (e.g., shark, addition, the Mississippi river).

2. Announce the specific topic (e.g., varieties of sharks, adding three-place numerals, lessons of the Mississippi).

3. Ask students to predict what information on their list will appear in the text and to add any new ideas to their lists

4. Have students read the assignment and note how well they predict what would appear and what they added

5. Lead a short discussion about what students knew before they read and what new information they found ("how well did you

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[25]Judy Tilton Brunner, *I don't get it! Helping students understanding what they read*, 92

predict?" or "what were some of the things you knew before we read? What are some new things you found?")[26]

Based some the expert above the writer able to get conclusions that steps of TPRC strategy may be good to apply in teaching reading, especially informational (non-fiction) text, for the example descriptive texts, report text, and news items. And ask students to make small group or pairs in work it can improve students thinking skill and students' knowledge in every member of group to show everything they know about the text and can help students' to solve the problem of the text with connect between students' knowledge until they get the goal of the text during reading the text.

C. Previous of the study

There are some previous writer that focus on the use of Think, Predict, Read, and Connect (TPRC) Strategy.

1. By Edo Ersanda 2201411084 from Semarang State University, entitled *"The Effectiveness of TPRC Strategy For Teaching Reading Comprehension of Descriptive (A Case of the Tenth Grader of SMA*

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[26] Diane Lapp, *Content Area Reading and Learning*

Negeri 1 Ungaran in the Academic Year of 2015/2016)". He used a case research. In his research, he want to find out whether or not the TPRC is effective to teach reading comprehension and to find out whether there is any significant difference in students" achievement of reading test between those who were taught using TPRC and those who were taught without using TPRC. This study applied a quasi-experimental design. This research design comprised tryout, pre-test, treatment, and post-test. The students in class X MIPA 1, class X MIPA 2, class X MIPA 5 were chosen to be the participants of the study. Class X MIPA 5 was the tryout participant. Meanwhile, class X MIPA 1 was chosen to be the control group and class X MIPA 2 was chosen to be the experimental group. The control group was taught by using conventional method (lecturing) given by teacher and the experimental group was taught by TPRC. [27]

2. Listiani, N. K. (2014). Improving Reading Comprehension Through Think Pair Share at the Eighth Grade Students of SMPN 2 Abiansemal in Academic Year 2013/2014. This study was aimed at improving reading comprehension of the eighth grade students of

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[27] Edo Ersanda, *"The Effectiveness of TPRC Strategy For Teaching Reading Comprehension of Descriptive (A Case of the Tenth Grader of SMA Negeri 1 Ungaran in the Academic Year of 2015/2016)"* (Semarang: Semarang State University,2015)

SMP N 2 Abiansemal in academic year 2013/2014 through think pair share. The Undertaking of this study because reading is one important skill in English which should able to master of the students. Research question under study is formulated as follow: to what extent can reading comprehension of the eighth grade students of SMPN 2 Abiansemal in academic year 2013 / 2014 be improved through think pair share? The subject of this study was class VIII A of SMPN 2 Abiansemal that consisted of 29 students; 11 males and 18 females. The study used classroom action design. This study was design by using *classroom action research* which was conducted in two cycles, each cycle involved two sessions. The instruments that were used in this study were (pre-test and post-test), lesson plan, and questionnaire. This study was conducted based on the result of the pre-test in the Initial Reflection especially in narrative text which showed that the students" ability in reading comprehension was "low". The present classroom action research was then carried out through Think Pair Share in two-planned cycles. The students" result of the post-test in each cycle obviously showed that there was significance improvement concerning the subjects" ability in Reading Comprehension in the term of narrative text in which it

improved from level low to good. This research furthermore showed that there was changing learning behavior as the result of the positive responses concerning the technique applied in improving the subjects" reading comprehension skill. To sum up, the present classroom action study proved that think pair share could improve reading comprehension at the eighth grade students of SMPN 2 Abiansemal in academic year 2013/2014; in addition, the subjects also responded positively in reading comprehension through think pair share.[28]

Based on the previous study above the writer find similar on the subject skill that focus on students reading comprehension. The previous study use two methods of the research, there are experimental research and classroom action research. In this research, the writer present quasi-experimental research, the same method with Edo Ersanda, the differentiation with Listiani, N. K. And differences between the writer and the previous studies is not only the time and place of the research, if Edo Ersanda use descriptive text for reading comprehension and the writer use the general text. And with Listia, she

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[28] Listiani, N. K, *"Improving Reading Comprehension Through Think Pair Share at the Eighth Grade Students of SMPN 2 Abiansemal in Academic Year 2013/2014"* (Denpasar: Mahasaraswati Denpasar University, 2014)

uses strategy think, pair, share the methods of classroom action research but the writer use think, predict, read, and connect strategy on experimental research. In collecting the data the writer by adding interview to the English teacher and student at the second grade of MAN 1 Pandeglang for more information.

The writer can analyzes that two previous study above focus on improving students reading comprehension into 2 method of the research (experimental and classroom action research) and from two research above show that use both TPRC or TPS is a good way for teaching reading and gives good development at students reading comprehension effectively.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of Research

The purpose of this chapter is to explain the population, sampling, observation, interview and test as an instruction. Additionally, this chapter also intended to describe the procedure and method use for analyzing the data from students who are studying at the second grade of MAN 1 Pandenglang.

In this case the writer chooses an experimental research. Experimental designed by typically compare two or more groups, one of which (the experimental group) receives the experimental treatment, while the other (the control group) does not. Experimental studies usually employ a pre-test–experiment–post-test design.[29] The writer is using the experimental research to know the real data that got from the respondent. Experiment are carry out in or relationship between two variable. Experimental method used here design to collect data in such a way that threats to the reliability and validity.

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[29]Daniel Muijs, *doing quantitative research in education* (London, Sage Publications Inc, 2004), 32

In writing this paper, there are three types of experiment. They are pre –experiment, quasi experiment and true- experiment. In this research, the writer determined the quasi experiment nonequivalent control group design research. The writer decides two variables of the research entitled "The Use of Think, Predict, Read, and Connect (TPRC) Strategy on Students' Reading Comprehension.

The writer would like to take one class as an experiment and one class as control class. The class will give pre- test and continue to treatment and it will be finished by posttest.

The characteristic from the quasi experiments is non- equivalent types has both pre-test and post-test for experimental and control groups, but no random assignment subjects. The research design as follows:

B. Place and Time

In research activity, place is needed as location of research to get appropriate. The writer takes place for research at second grade of MAN 1 Pandeglang. Later she must determine how long the research will take the time it depends on research problem.

C. Population and Sample

1. Population

The writer would like to choose population of this research in second grade students of MAN 1 Pandeglang in academic year 2016-2017. The total of the second grade of MAN 1 Pandeglang are 210 students from six classes each class are 35 students

2. Sample

"Sampling is important because, in almost all cases, it is not practical to study all the members of population".[30] The writer would like to uses two classes as sample (experiment class and control class). At this research the sample are 70 students, 35 students from XI IPA 1 as experiment class and 35 students from XI IPA 2 as control class.

D. Research Instrument

There are two basic modes of academic; these are conceptual inquiry and empirical research. Conceptual work is theoretical or philosophical in nature and is usually referred to as scholarship rather than research; it focuses on an examination of the assumptions and conditions that shape teaching and learning and on the formulation of

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[30]Scott W. Vanderstoep, *Research Method For Everyday Life,* (San Francisco, Jossey Bass, 2009),26.

board principles for models of teaching and learning.[31] The instrument is a process of selecting or developing device and method appropriate to give evaluation and getting the data. To know the use of Think Predict Read and Connect (TPRC) strategy on students' reading comprehension, the writer gives the write test of the texts to the students. Because with this test the writer would like to gives the score of reading comprehension.

"A study using quantitative method usually processed by systematically manipulating its specific variable to test the predictions made by the theory informing the study."[32]

In this research, the writer gives two kinds of tests:

Pre-test : test that given to experiment and control class two both before using TPRC Technique on class experiment

Post-test : test given after writer given the treatment about 6 until 8 treatment of TPRC to experiment class.

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[31] Flood James, Dianne Lapp, James R Squire Julie M Jensen, *Research On Teaching The English Language Arts*, (London: Lawrence Erlbaum Associates, 2005), 5.

[32] Flood James, Dianne Lapp, James R. Squire Julie M. Jensen *Research On Teaching The English Language Arts*, 9.

D. Technique of Collecting Data

The writer uses test as the research instrument. In this research the writer used some technique to collect of data as follows:

1. Test

Test is consist of some questions that related to the material, to get the data improvisations of the students, also diagnostic test can be used expose learner difficulties, gaps in their knowledge, and skill deficiencies. The construct validity of the findings depends not only on the data but on the interpretation.

a. Pre-test

As a technique of collecting data chosen by writer this test will be given by writer to both of control class and experiment class before treatment in both of that classes, it means writer would like to take first data by using pre-test in both of classes and will be finished by post-test after both of classes have 3 until treatments by writer. Before the writer gives pre-test for collecting data, the writer introduces herself to the students as a first meeting and explain the test then introduces what a kind of questions, how to fill the questions, and how to do it correctly.

b. Post-test

This test will be given by writer to both of control class and experiment class after writer give 3 until 4 treatments to both of that classes, it means writer would like to take the data which after 3 until 4 treatments in both of that classes, this test helps the writer knows how is the use of think predict read and connect (TPRC) strategy on students' reading comprehension.

E. Technique of data analyzing

The writer use quantification technique when collection the data. The result of data from pre-test and post-test speaking in oral testing will account by the writer how much the comparing both them in percentage form. The writer analyzed the data in form of :

a. Investigating students' worksheet gives describe score in table.

b. Determine mean variable XI with formula

$$M_{x=\frac{\sum X_1}{N_1}}$$

c. Determine mean variable X2 with formula

$$M_{y=\frac{\sum X_2}{N_2}}$$

d. Determine deviation score variable X2 with formula

$$X1 = X1 - M1$$

e. Analyzing the result by using calculation of t-test as follow:

$$t = \frac{Mx - My}{\sqrt{\left(\dfrac{\sum x^2 + \sum y^2}{\sum Nx + Ny - 2}\right)\left(\dfrac{1}{N} + \dfrac{1}{N}\right)}}$$

Note:

M_x = The mean Score of Experiment

M_y= The mean of Control Class

X_1= Sum of The Squared Deviation Score of Control Class

X_2= Sum of The Squared Deviation Score Of Experiment

Class

N_1= The Number Of Experiment Class

N_2= The Number Of Control Class

2   = Consonant Numbers

CHAPTER IV
THE RESULT OF THE RESEARCH

A. Description of the Data

As explained in the chapter III, the writer of this paper conducted an experimental research. In experiment research the writer got the data from the result of her teaching experiment and the score of the student's achievement in reading comprehension of learning English at "MAN 1 Pandeglang"

This research involve seventy students as research sample which taken from two classes to describe second grade students at "MAN 1 Pandeglang". Think, Predict, Read, and Connect Strategy as the method on student reading comprehension. To find out the result of test (pre-test and post-test) the writer makes the table of the student's score. The writer mentions names and their result as follow.

Table .1

Score Pre-test of Experiment Class

No	Name	Score
1	AFF	76
2	AUH	56

3	AS	68
4	DA	68
5	DM	62
6	DP	56
7	EA	72
8	EI	64
9	ES	68
10	FR	64
11	H	72
12	HM	62
13	IA	62
14	ILH	52
15	IR	64
16	II	72
17	IKH	56
18	LF	52
19	LAP	62
20	MEN	68
21	MKN	56
22	M	62
23	MMAP	72
24	MES	68
25	MRS	78
26	MR	52
27	NL	62
28	N	56
29	R	64
30	RR	64
31	SA	62
32	SW	72
33	SM	72
34	S	68
35	TF	72

Based on the data above that can be analyze student who get the lowest score 52 in pre-test, it can be conclude that students don't use

think, predict, read and connect strategy when the student present reading comprehension. Student who got the highest score with the score was 76 its can be conclude that the student has good in reading comprehension.

Table .2

Score Pre-test of Control Class

No	Name	Score
1	AS	52
2	AN	58
3	AA	56
4	AC	64
5	AM	52
6	AER	52
7	ATI	44
8	DS	48
9	DK	48
10	DAD	48
11	EF	48
12	FNA	62
13	GFA	62
14	HNA	56
15	IAI	58
16	IN	52
17	II	64
18	IP	56
19	IRW	64
20	IR	44
21	IM	44
22	MAR	64
23	MJ	44
24	M	64
25	MFH	64
26	MR	56

27	NLP	52
28	R	56
29	RP	52
30	RAP	58
31	SN	58
32	SNF	64
33	STA	64
34	S	56
35	WH	52

From the score of pre-test above, writer can conclude that the score before treatment was low. It has only 44 and the higher score was 64

Table .3

Score Post Test Experiment Class

No	Name	Score
1	AFF	92
2	AUH	62
3	AS	74
4	DA	74
5	DM	72
6	DP	66
7	EA	80
8	EI	72
9	ES	74
10	FR	72
11	H	80
12	HM	72
13	IA	68
14	ILH	68
15	IR	72
16	II	80
17	IKH	64
18	LF	64

19	LAP	72
20	MEN	76
21	MKN	68
22	M	72
23	MMAP	82
24	MES	74
25	MRS	88
26	MR	64
27	NL	72
28	N	66
29	R	72
30	RR	72
31	SA	68
32	SW	82
33	SM	82
34	S	76
35	TF	80

Based on the data above it can be concluded that the reading comprehension score of post-test of experiment class has good score. The low score was 64 and the highest score was 92. In this case, the writer teaches by use think, predict, read, and connect strategy on learning process for students reading comprehension. It means the experiment class has good score in reading comprehension after using think, predict, read and connect strategy.

It can be analyze that students who got the lowest score didn't use think, predict, read and connect strategy on their reading comprehension. While, students who got the highest score use think, predict, read and connect strategy on their reading comprehension.

Graphic. 4.1

Graphic result of pre-test and post-test experiment class
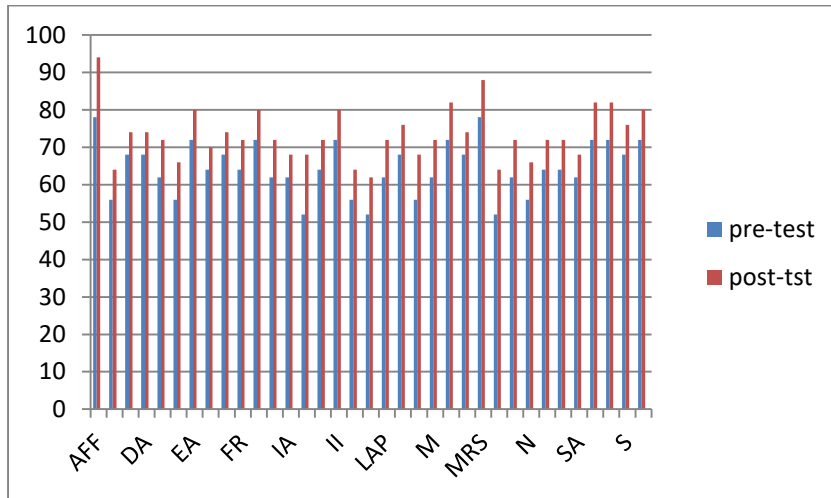
Table .4

Score Post Test Control Class

No	Name	Score
1	AS	64
2	AN	66
3	AA	64
4	AC	68
5	AM	64
6	AER	58
7	ATI	52
8	DS	56
9	DK	58
10	DAD	56
11	EF	64
12	FNA	66

13	GFA	68
14	HNA	64
15	IAI	64
16	IN	58
17	II	66
18	IP	64
19	IRW	68
20	IR	52
21	IM	54
22	MAR	64
23	MJ	48
24	M	64
25	MFH	66
26	MR	64
27	NLP	58
28	R	58
29	RP	56
30	RAP	64
31	SN	66
32	SNF	68
33	STA	68
34	S	62
35	WH	64

Graphic result of pre-test and post-test control class
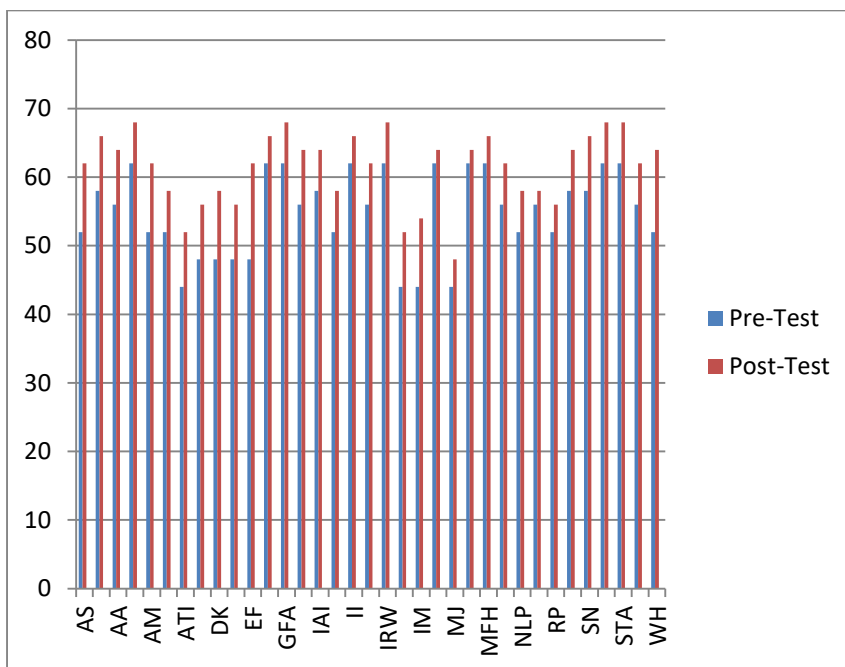
Table. 5

Distribution Of Frequency Post Test Score (Experiment Class)

F	X	F.X	X^1	$(X)^2$	$F(X)^2$
1	62	62	11.5	132.25	132.25
3	64	192	-9.5	90.25	270.75
2	66	132	-7.5	56.25	112.5
4	68	272	-5.5	30.25	121

10	72	720	-1.5	2.25	22.5
4	74	296	0.5	0.25	1
2	76	152	2.5	6.25	12.5
4	80	320	6.5	42.25	169
3	82	246	8.5	72.25	216.75
1	88	88	14.5	210.25	210.25
1	92	94	20.5	420.25	420.25
$\Sigma F=$ 35		$\Sigma F.X = 2.653$			$\Sigma F(X)^2 = 1.688,75$

    a. Determine mean (x) by formula:

$$\overline{X} = \frac{\Sigma FX}{N} =$$

$$= \frac{2.653}{35}$$

$$= 75,8$$

Its mean that the MEAN post-test of experiment class has the high score

    b. Account of standard Deviation (S0) by using formula.

$$SD = \sqrt{\frac{\Sigma F.X^2}{\Sigma F}}$$

$$= \frac{\sqrt{1.688,75}}{35}$$

$$= \sqrt{4}8,25$$

$$=6,9$$

Table. 6

Distribution Of Frequency Post Test Score (Control Class)

F	Y	F.Y	Y^1	$(Y)^2$	$F(Y)^2$
1	48	48	13.5	182.25	182.25
2	52	104	-9.5	90.25	180.5
1	54	54	-7.5	56.25	56.25
3	56	168	-5.5	30.25	90.75
5	58	290	-3.5	12.25	61.25
6	62	372	0.5	0.25	1.5
7	64	448	2.5	6.25	43.75
5	66	330	4.5	20.25	101.25
5	68	340	6.5	42.25	211.25
ΣF= 35		ΣF.Y=2154			ΣF(Y)² =928.75

a. Determine mean (y) by formula:

$$\overline{X} = \frac{\Sigma FY}{N}$$

$$= \frac{2.154}{35}$$

$$= 61,54$$

b. Account of standard Deviation (SD) by using formula.

$$SD = \sqrt{\frac{\Sigma F.Y^2}{N}}$$

$$= \sqrt{\frac{144,913}{35}}$$

$$= \sqrt{4,14}$$

$$= 2,03$$

Table.7

The calculation post-test score of the experiment and control class

No	X	Y	X^1	Y^1	$(X^1)^2$	$(Y^1)^2$
1	62	48	-11.5	-13.5	132.25	182.25
2	64	52	-9.5	-9.5	90.25	90.25
3	64	52	-9.5	-9.5	90.25	90.25
4	64	54	-9.5	-7.5	90.25	56.25
5	66	56	-7.5	-5.5	56.25	30.25
6	66	56	-7.5	-5.5	56.25	30.25
7	68	56	-5.5	-5.5	30.25	30.25

8	68	58	-5.5	-3.5	30.25	12.25
9	68	58	-5.5	-3.5	30.25	12.25
10	68	58	-5.5	-3.5	30.25	12.25
11	72	58	-1.5	-3.5	2.25	12.25
12	72	58	-1.5	-3.5	2.25	12.25
13	72	62	-1.5	0.5	2.25	0.25
14	72	62	-1.5	0.5	2.25	0.25
15	72	62	-1.5	0.5	2.25	0.25
16	72	62	-1.5	0.5	2.25	0.25
17	72	62	-1.5	0.5	2.25	0.25
18	72	62	-1.5	0.5	2.25	0.25
19	72	64	-1.5	2.5	2.25	6.25
20	72	64	-1.5	2.5	2.25	6.25
21	74	64	0.5	2.5	0.25	6.25
22	74	64	0.5	2.5	0.25	6.25
23	74	64	0.5	2.5	0.25	6.25
24	74	64	0.5	2.5	0.25	6.25
25	76	64	2.5	2.5	6.25	6.25
26	76	66	2.5	4.5	6.25	20.25
27	80	66	6.5	4.5	42.25	20.25

28	80	66	6.5	4.5	42.25	20.25
29	80	66	6.5	4.5	42.25	20.25
30	80	66	6.5	4.5	42.25	20.25
31	82	68	8.5	6.5	72.25	42.25
32	82	68	8.5	6.5	72.25	42.25
33	82	68	8.5	6.5	72.25	42.25
34	88	68	14.5	6.5	210.25	42.25
35	92	68	20.5	6.5	420.25	42.25
	$\Sigma X=$ 2.653	ΣY =2.154	$\Sigma X^1=$ 0	$\Sigma Y^1=$ 0	$\Sigma(X^1)^2=$ 1688.75	$\Sigma(Y^1)^2=$ 928.75

In an evidence that student who has the lowest score students did not use think, predict, read, and connect strategy as the method on reading comprehension. While the students have the highest score that think, predict, read, and connect strategy as the method on reading comprehension .

Find out the t_0 observation using by formula

$$t_0 = \frac{Mx - My}{\sqrt{\left\{\frac{\sum X^2 + \sum Y^2}{N_1 + N_2 - 2}\right\}\left\{\frac{N_1 + N_2}{N_1 + N_2}\right\}}}$$

$$= \frac{75,8 - 61,54}{\sqrt{\left\{\frac{1.688,75 + 928,75}{35 + 35 - 2}\right\}\left\{\frac{70}{70}\right\}}}$$

$$= \frac{14,26}{\sqrt{\left\{\frac{2.617,5}{68}\right\}\{1\}}} \quad = \frac{14,26}{6,20}$$

$$= 2,3$$

B. Hypothesis Testing

To prove it, the data obtained from the experiment class and control class are calculated with assumption as follow:

If $t_0 > t_t$: The alternative hypothesis is accepted. It means that there is significant difference of teaching reading comprehension using think, predict, read, and connect (TPRC) strategy

If $t_0 < t_t$: The hypothesis rejected. It means that there is no significant difference of teaching reading comprehension use think, predict, read, ad connect strategy.

After got the data, the writer compared both t_t and t_o with degree of significance level of 5% = 1,994 and 1% = 2,648. It indicate that $t_o > t_t$ or 92> 1,994 and 92> 2,3 so the zero hypothesis is rejected and the alternative hypothesis accepted. It means that there is a significance

effective using think, predict, read, ad connect strategy on reading comprehension.

C. Interpretation Data

From the result of research that mean of pre-test score obtained by students mean in experiment class was highest than in control class. The highest score of pre-test was 78 in experiment class and the highest score in control class was 62. The distribution of scores in experiment class was highest than control class.

The highest score of post-test in experiment class was 94 and it greater than in control class 68. From the interpretation above and interview with the teacher of MAN 1 Pandeglang. The writer said that the creative method on students reading comprehension would be better and more effective.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the writer tries to give the conclusion and suggestions based on the research findings that had been gained after conducting the research.

Based on the research finding that was presented in the previous chapter, the researcher would like to give conclusions as follow:

The use of Think, Predict, Read, and Connect (TPRC) Strategy method in language learning especially reading comprehension is used to facilitate students' are more effect on reading comprehension when the writer taught using think, predict, read, and connect strategy students more interactive, communicative and students more confidents.

Because Think, Predict, Read, and Connect (TPRC) Strategy is a strategy that is done in groups so that when researchers teach using this strategy the students are not only trained to be more.

Communicative and interactive but students can also be more binding with each other because this strategy its use in groups.

From pre-test and post-test between experimental and control class, the writer has already known that students gave a treatment with taught by Think, Predict, Read, and Connect (TPRC) Strategy method get better scores and more significant improvement their reading comprehension than the students that did not give a treatment.

Based on the result of analysis about using Think, Predict, Read, and Connect (TPRC) Strategy method in teaching reading comprehension,

Based on the statistic calculation there mean deviation post-test variable x or(experimental class) = 75,8 and standard deviation post-test experimental class = 6,9. From the result statistic calculation it is required that the value t-o = 2,3 and, known value critic is t- table 5 % = 1,994 , the t-o is greater than t – table its mean and automatically the Ha saying that student who are taught by using think, predict, read, and connect strategy was   more effective than through conventional method.

B. Suggestion

Based on think, predict, read, and connect (TPRC) Strategy can be used one of method in teaching reading comprehension, the writer hopes that this strategy can be applied, by English teacher in teaching

reading. The writer also hopes the reader can improve the different strategy and materials English teaching of reading comprehension.

The writer tries to give suggestion which are hoped can be valuable input toward students in reading comprehension, among than there are :

First, for Teacher The teacher should be used Think, Predict, Read, and Connect (TPRC) Strategy as method in teaching learning process especially in teaching reading comprehension.

Second, for Student The students' in teaching reading comprehension can be reached optimally if the students go along with Think, Predict, Read, and Connect (TPRC) Strategy as method.

Third, for Reseacher Can do the experiment in the different concept in English subject besides reading comprehension that was presented in this research.

Fourth, for School should seek education and training on models and innovations in learning for teachers to be able to support the implementation of learning so that learning can be achieved as expected.

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