

CHAPTER I

INTRODUCTION

A. Background of the Study

Proficiency in reading is a crucial language skill that holds significance in various aspects of human life, encompassing family, educational institutions, and communities. The acquisition of knowledge among students hinges on effective reading practices, thereby influencing their overall understanding. In junior high school, reading instruction involves two distinct types: intensive reading, which encompasses skills such as persuasion, comprehension, critical analysis, and idea synthesis; and extensive reading, which includes surveying, skimming, and shallow reading. However, this research specifically concentrates on assessing and enhancing reading comprehension skills.

The process of reading instruction has often resulted in a focus on intensive reading comprehension. This approach involves students reading with the primary goal of answering specific questions, often neglecting a comprehensive understanding of the underlying concepts. When reading instruction lacks an emphasis on intensive comprehension, students may memorize content solely for immediate recall during lessons. Unfortunately, this approach hinders their ability to retain and recall the broader understanding of the reading material over time. The implementation of learning designed in the classroom, has not optimized student activities. Classical learning, text book

oriented, makes students unable to develop optimally. The lesson plan that is prepared focuses on the question and the answer activities, the reading process, then answering reading questions. The learning process is a traditional learning process that results in students not being able to develop optimally. In fact, for developing junior high school students, it takes a broad knowledge insight to develop and find their identity.

An effective approach to enhance the appeal of reading instruction involves the application of learning strategies. A strategy, defined as a method, technique, tactic, or plan employed by individuals or groups to accomplish specific objectives, plays a pivotal role in making the learning process engaging. Various strategies are available in the realm of reading instruction, such as GIST, PLAN, Question-Answer-Relationship (QAR), Think, Predict, Read, Connect (TPRC), and more. These strategies serve as valuable tools to foster a dynamic and participatory learning environment, contributing to a more enjoyable and effective reading experience.¹

After conducting a little research on English teachers at SMPN 10, There are several kinds of difficulties, the most dominant is that they have difficulty speaking English because they don't remember the vocabulary so they do not feel confidence. Implementing cooperative learning is essential to create opportunities for groups to share findings and information

¹ Katherine S McKnight, *The Teacher's Big Book of Graphic Organizer* (San Francisco: Jossey-Bass, 2010).

with one another. This is particularly crucial because many teaching and learning activities often involve individual tasks, where students work independently and are restricted from viewing the work of their peers. Contrary to this isolated approach, the reality of life beyond the school environment emphasizes interdependence, where human life and work are intricately connected. Cooperative learning, by encouraging collaboration and shared learning experiences, aligns more closely with the collaborative nature of real-world interactions and prepares students for the collaborative demands of life beyond the classroom. There are several considerations in choosing a method Suitability of learning methods with learning Objectives, Materials, Teacher abilities, Students' conditions, Resources and facilities, Teaching and learning situations and conditions.²

Based on the aforementioned background, the researcher intends to undertake a study titled "The Effect of Think, Predict, Read, Connect (TPRC) Strategy on Students' Reading Comprehension of Descriptive Text" at SMPN 10 Serang. The research centers on the significance of reading comprehension within the realm of descriptive text. Descriptive texts, characterized by detailed information about specific subjects, demand strong reading comprehension skills for students to grasp and interpret content effectively. The primary objective of this

² Munawaroh, "The Influence of Teaching Methods and Learning Environment to the Student's Learning Achievement of Craft and Entrepreneurship Subjects at Vocational High School," *International Journal of Environmental & Science Education* 12, no. 4 (2017): 665–78.

study is to examine the efficacy of the Think, Predict, Read, Connect (TPRC) strategy in enhancing students' reading comprehension specifically in the context of descriptive text. The TPRC strategy involves encouraging students to actively engage with the text by thinking about the topic, making predictions, reading the text carefully, and making connections with their prior knowledge and experiences.

Each learning strategy comes with its own set of strengths and weaknesses. Among the strategies discussed earlier, the TPRC strategy is posited to enhance students' reading comprehension by fostering critical thinking, prediction skills, and the ability to make meaningful connections. The hypothesis is that TPRC is an effective strategy for learning reading comprehension due to its various advantages. The TPRC strategy, with its inclusion of a predict step, is expected to fuel student enthusiasm as it introduces an element of competition in predicting the content of the reading accurately. Additionally, the connect step in the TPRC strategy is anticipated to contribute to the formation of a comprehensive understanding of the reading content. Students are encouraged to connect their pre-existing knowledge, predictions, the accuracy of predictions concerning the reading content, and the knowledge acquired after reading. Through these steps, students are poised to develop a holistic understanding, enriching their learning experience.

In addressing existing challenges in English learning, the researcher endeavors to explore, utilize, and evaluate various methods aimed at facilitating students' understanding. One such method under investigation is the Think, Predict, Read, and Connect (TPRC) strategy. TPRC serves as an alternative approach to reading instruction, emphasizing collaborative learning in teams. Originating from Ruddell, this strategy is considered an effective means to enhance students' reading competence, particularly when applied to teaching materials involving nonfiction texts such as expository, descriptive, report, and news texts. TPRC encourages students to work in small groups, engaging in discussions on predetermined or general topics within the teaching material. This strategy prompts individuals to think critically and make predictions before delving into the text, thereby fostering improved reading comprehension. The study aims to contribute valuable insights to the field of education by assessing the effectiveness of the TPRC strategy in elevating students' reading comprehension skills, specifically in the context of descriptive texts. The findings from this research may offer guidance to educators and curriculum developers in designing impactful instructional strategies to enhance overall reading comprehension abilities among students.

B. Identification Problem

Based on the research background described above, the researcher was able to identify reading comprehension problems in grade seventh that students lack motivation in reading. So that

students are unable to understand the contents of existing reading texts, this can happen because the teaching style used in learning is not suitable for students.

C. Statement of Problem

Building upon the identified challenges in the background, the researcher formulates the problem as follows:

1. Does TPRC Strategy have significant influence to improve students' reading comprehension on descriptive text?

D. The Objective of Study

Based on the statement of problem, the objectives study as follow:

1. To measure the influence of think, predict, read, connect (TPRC) strategy on students' reading comprehension at school.

E. Significant of The Research

This study is poised to make meaningful contributions to the advancement of scientific knowledge, particularly within the domain of language education. It is anticipated to play a pivotal role in refining the implementation of reading comprehension learning, offering valuable insights for both educators and researchers in the field. The potential impact extends to schools and teachers, providing valuable input for elevating the quality of Indonesian learning experiences. Additionally, the research aims to enhance the utilization of Indonesian learning strategies, with a

specific focus on refining reading comprehension skills. The ultimate goal is to facilitate a more accessible understanding of study materials for students, igniting motivation, encouraging question-posing, argumentation, and the development of critical thinking abilities. The anticipated high motivation for learning is expected to translate into improved reading comprehension skills. On a personal level, the researcher envisages gaining enhanced insights and knowledge by immersing themselves directly in the field. This research endeavor offers a valuable learning experience, nurturing not only research abilities and skills but also fostering a deeper understanding within the studied domain.

F. Hypothesis of Research

Due to this research used a quasi-experiment research. So, there is two research hypothesis, namely :

H_a: There is a significant influence of using TPRC Strategy toward students' reading comprehension in descriptive text.

H₀: There is no significant influence of using TPRC Strategy toward students' reading comprehension in descriptive text.

G. Previous Study

In conducting research, of course, there are several previous studies that are references in this study. Based on the results of the study conducted by the researcher, several studies can be drawn that are relevant with this study. Of course, there will be differences and similarities in variables to the type of research used. However, of course there will be gaps and

novelties that arise after the presentation of the previous study as follows:

Fitriani conducted a study in 2019 titled "The Influence of Using Directed Reading-Thinking Activity (DR-TA) Strategy Toward Students' Reading Comprehension in Recount Text at The Eighth Grade of SMPN 25 Bandar Lampung in The Academic Year of 2018/2019."³ Employing the Quasi-Experiment method, the research focused on eighth-grade students at SMPN 25 Bandar Lampung. The investigation aimed to assess the impact of implementing the DR-TA strategy on students' reading skills, utilizing pre-test and post-test scores. The findings from the tests indicate that the application of the DR-TA strategy has demonstrated effectiveness in the learning process, particularly in enhancing students' reading comprehension.

Ulfatin Nur Rahmah, Bambang A. Loeneto, and Rita Inderawati conducted a study in 2020 titled "Improving Reading Descriptive Text Achievement of the Tenth Grade Students of SMA Negeri 10 Palembang Through Think, Predict, Read, and Connect (TPRC) Strategy."⁴ Employing a quasi-experimental research design that involved pretests and post-tests for both experimental and control groups, the research aimed to investigate

³ Atin Fitriani, "The Influence of Using Directed Reading-Thinking Activity (DR-TA) Strategy Towards Students' Reading Comprehension in Recount Text at The Eighth Grade of SMPN 25 Bandar Lampung in The Academic Year of 2018/2019" (2019).

⁴ R. Rahmah, U. N., Loeneto, B. A., & Inderawati, "Improving Reading Descriptive Text Achievement of the Tenth Grade Students of SMA Negeri 10 Palembang through Think, Predict, Read, and Connect (TPRC) Strategy," *English Community Journal* 4, no. 1 (2020): 1–11, <https://jurnal.um-palembang.ac.id/englishcommunity/article/view/2599>.

whether there existed a difference in student achievement before and after implementing the TP-RC method in learning. The study's outcomes revealed significant and positive differences in achievement before and after utilizing the TP-RC method for learning descriptive text. The findings suggest that employing the TP-RC method contributes to enhancing students' reading skills in the context of descriptive text.

Hendra Heriansyah and Mirla Sarah Muthmainnah conducted a study in 2016 with the title "Teaching Reading by Using Think, Predict, Read, and Connect (TPRC) Strategy in Understanding Recount Text."⁵ Employing a quantitative approach with a pre-experimental type of one-group pre-test post-test design, the research specifically focused on applying the TPRC method to enhance the reading skills of students at SMPN 1 Kuta Baro, Aceh Besar. The study revealed notable findings, with the pre-test results of students measuring 49.29 and post-test results demonstrating a substantial improvement to 80.24. Importantly, the research highlighted that the TPRC method can be considered as an effective alternative in English reading instruction. The outcomes of the study suggest that this strategy is particularly impactful in enhancing the learning abilities of second-grade students at SMPN 1 Kuta Baro, Aceh Besar.

From the statement above there is a Gap in Research, Previous research studies have explored various strategies and approaches to improve reading comprehension skills in students.

⁵ Hendra Heriansyah Mirla Sarah Muthmainnah, "Teaching Reading by Using TPRC Strategy in Understanding Recount Text" 3, no. June 2016 (2018): 53–62.

However, there is a lack of extensive research specifically investigating the effectiveness of the TPRC strategy in enhancing reading comprehension in the context of descriptive texts. This study aims to bridge this gap by examining the impact of the TPRC strategy on students' reading comprehension specifically in descriptive texts. So, the novelty of the TPRC Strategy are the TPRC strategy combines multiple cognitive processes, such as thinking, predicting, reading, and connecting, into a comprehensive approach to enhance reading comprehension. This strategy promotes active engagement and critical thinking skills, which can potentially improve students' comprehension of descriptive texts.

The novelty of this study lies in exploring the effectiveness of the TPRC strategy as a specific approach to enhance reading comprehension in the context of descriptive texts. The unique Context, Descriptive texts require specific reading skills, such as understanding descriptive language, visualizing details, and grasping the overall meaning. Investigating the influence of the TPRC strategy in this specific context adds novelty to the study, as it focuses on a particular type of text and examines the strategy's impact on students' comprehension in that context.

By addressing this research gap and exploring the novelty of the TPRC strategy in the context of descriptive texts, this study aims to contribute to the existing literature on reading comprehension strategies and provide valuable insights for educators and researcher in the field of language education.

H. Organization of Writing

The structure of this study is outlined to facilitate a clear understanding of its contents.

The initial chapter encompasses the introduction, featuring the Background of the Research, Identification of the Problem, Statement of the Problem, Objectives of the Study, Significance of the Research, Hypothesis of Research, Previous Study, and the Organization of Writing. Subsequently,

The second chapter delves into the Theoretical Framework, aiming to provide a theoretical foundation for thinking and research. Within this chapter, elements such as the Definition of Reading, Types of Reading Strategies, Descriptive Text, TPRC Strategy, and Teaching Reading using TPRC Strategy are discussed.

The third chapter, titled "Research Methodology," encompasses components like Research Design, Research Setting, Population and Sample, Technique of Data Collection, Data Analysis, Effect Size, and Hypothesis Testing.

The fourth chapter, "Research Findings and Discussion," consolidates the results and facilitates an in-depth discussion.

Finally, the fifth chapter, "Conclusion and Suggestions," encapsulates the study's conclusions and offers recommendations, aiming to enhance reader comprehension of the research's core essence.