IMPROVING READING ACHIEVEMENTS IN DESCRIPTIVE TEXT BY USING TPRC (THINK, PREDICT, READ AND CONNECT) STRATEGY

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Abstract

This research investigates about the use of TPRC strategy to improve reading achievement in descriptive text of the eleventh graders of MTS Nurul Falah Kutapandan. The research is conducted based on the main problems: (1) Is there any significant difference in reading achievement using descriptive text between students who are taught by using TPRC strategy and those who are not? (2) Does TPRC strategy give contribution to the students' better achievement in reading and listening skills or not? To answer the questions, the researcher collect data from 64 students as a sample in two classes, one class as experimental research method. The researcher chosen two classes as a sample while class eight graders is experiment method, the data is gathered through pre-test and post-test. The result data were analyzed by calculated by using SPSS 21 version. Based on the result paired sample t-test in reading there were found: first, the mean score of pretest in the experimental group was 58.37 and posttest was 79.78. Second, mean score of pretest in control group was 57.15 and posttest was 71.46.

Keyword: Reading achievement, Descriptive text, TPRC strategy

Introduction

ASEAN Free Trade Area (AFTA) will be soon established in 2019. Indonesian labors must compete with labors from the other countries. According to Hidayat (2013), being able to use English is one of the important skills that Indonesians labors have to have succeeded in competing with foreign labors. In relation to this, Indonesian students who will be the future labors should know how to compete in the global era. To help students achieve this, it worth was saying that the teaching of English must be prioritized as early as possible.

However, teaching English in Indonesia is a challenging task. There are some issues those are associated with the teaching of English in Indonesia. The first issue is about vocabulary and the second that associated with the teaching of English in Indonesia related reading. The result of some studies show the facts that reading is an issue in Indonesia. The study done by Payani, Diem and Purnomo (2003) showed that the English reading level of the students of the senior high school in Palembang was on the frustration level this is results from their poor knowledge of English vocabulary. Internationally issue on reading also existed for Indonesian students, the report of the Progress in International Reading Literacy Study (PIRLS) in 2011 showed that the average reading achievement score of the fourth graders in Indonesia was 428. The test was written in Bahasa Indonesia, but the score was significantly lower than the benchmark of the PIRLS scale that was 500 (IEA, 2012). In addition, the result of the Program from International Student Assessment (PISA) study in 2012 showed that Indonesia was at number 64 out of 65 countries participated in the study with the score only 396 and this was blow than average score that was 496 (OECD, 2013). These fats show that there is the problem of the Indonesian students in reading comprehension and reading skill..

Grammar that relates to the tense is also a problem. One of difficult grammatical feature of EFL students is tense and aspect. However, EFL teachers do not consider that this feature is difficult to teach. Collins (2002, p.3) did the studies on advance level students in the use of tense and aspect and found that eventhough the temporal concepts that underlie the system and be able to use them correctly. In addition Bardovi-Harlig and Boffman (1989) found that the students apparently have more difficulties with meaning and use of tense and aspect form. Moreover, Al – Kufaishi (2005, p.42) gives two reasons why students have problems in vocabulary. First, students do not have sufficient time to practice the new words they have learned. Second, they are accustomed to memorizing new words in isolation.

In order to make students have better reading an effective way is needed to teach reading and listening. Reading is a field of teaching considered as one of the important areas of teaching Carnine et al, (2000, p. 23). In this study, will use TPRC (Think, predict, read and connect) strategy to improve students' reading and listening skills. TPRC strategy can make people think and predict before they read and listen can be useful in reading and listening skills. TPRC strategy will help students better to

comprehend the passage and list the text, so the result of the reading and listening can improve them. Think, Predict, read and connect (Haggard, 1989) is an alternative way to study reading which requires students to be in teams. Each team need paper, pencils, and text (textbook, primary sources, literature, or whatever. And in this research, the writer also included listening skill to make students be able to analyze and listen the text.

According to Cehuning (2015, p.67) Think, predict, read and connect 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 teacher establish a directed reading thinking activities. Meanwhile, Johana and Radka (2016, p.364) 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 connection between predicting while reading and predicting something for teachers to create a directed reading thinking activities. Based on statement above, TPRC can help 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' learn and it can improve students' thinking activity.In addition, Lenskoi (2015, p.76) states that think, predict, read, and connect is teaching strategy that facilities students the opportunity to think before reading, to predict, to read independently, and to connect what they learned to what they learned to what they already knew. While, another definition is from Dianne et al, (2008, p.21) state that TPRC is a deceptively simple instructional strategy; it is in fact, an elegant approach to gaining students' interest and engagement in learning. They also explained the strategy of thin, predict, read and connect requires that students work in pairs or small group teams. The teacher asks team to work together to list everything they know about a general topic. Moreover, Brunner (2011, p.92) state that the purpose of the think, predict, read, and connect strategy is to help students develop general knowledge before, during, and after reading.

According to statement of the experts about the TPRC, the writer can conclude that TPRC is strategy to learning English especially for 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 skills. It is 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. The TPRC (think, predict, read and connect) strategy can be used in reading skill learning and has several advantages. With students doing the prediction process early to the reading, students' interest in reading will grow. Students will racing to create the most appropriate predictions. In process, students ask will get new information from the text. Conformity prediction with things in the reading will create a feeling of pride on the student self. During the reading

process, students will also discover new things which they may not have predicted before. Things found when reading then aligned with initial prediction before reading, coupled with newly acquired information, which will result in a note like a summary.

Reading many contributions to junior high school students' success in learning process. Both skills are important. Reading is considered as a significant skill that needs to be mastered by the students because it supports the development of overall proficiency and provides access to beneficial information in school and at work (Komiyama, 2009, p.32). Meanwhile listening is an active process in which listeners select and interpret information which comes from auditory and visual clues (Rubin in Helgesen and Brown, 2007, p.3). In short, reading and listening are necessary skills that can be successful keys for the learners in their learning. However, it is not easy to master reading. Therefore, most of the students still get many difficulties and problems in learning and mastering those skills (Hamra & Syatriana, 2010; Alwasilah, 2001). According to Floris and Divina (2009, p.45), students' problems in reading is concerned with organization, paraphrasing and vocabulary.

Referring the problem above, the same problems are faced by the eleventh grade students of MTS Nurul Falah Kutapandan. Based on the preliminary interview with the English teacher of MTS Nurul Falah Kutapandan who taught eight classes of the eleventh grade students or 88% of the total population of this study on 20 of April 2018, it is found that the eleventh grade students of Mts Nurul Falah Kutapandan get difficulties in mastering. However, mastering is quite challenging for most of the students; vocabulary, spoken and inference were common problems faced by the students in studying reading and listening. In addition, diction, grammar, coherence, and cohesion become dominant problem for the students to get specific details of information from the text when they have to answer the reading comprehension test given by the teacher. By designing this research, the writer expects that by using the TPRC strategy students' reading can be achieved and the result of this research will give the answer to the problem above

Problems of the study
The problems of study are:
1. Is there any significant difference in reading achievement using descriptive text between students who are taught by using TPRC strategy and those who are not?
2. Does TPRC strategy give contribution to the students' better achievement in reading skills or not?

The objectives of the Study
The objectives of the Study are:
1. To find out whether or not there is any significant difference in reading achievement using descriptive text between students who are taught by using TPRC strategy and those who are not

2. To find out whether or not TPRC strategy give contribution to the students' better achievement in reading and listening skills

Significance of The Study

By conducting the research about using TPRC strategy for teaching reading skills. The writer hopes that the result of this research will improve and useful to English language teaching and learning. The study hope to answer the problem and learning activities in EFL classroom, especially in reading and listening skill. They will provide valuable information to students, teachers and researchers.

The eight grade students of Mts Nurul Falah Kutapandan that by using TPRC strategy hopefully the students will improve their reading and listening achievement. It is also hope that the students will realize the importance of having good reading comprehension ability to be able to achieve better academic performance. For English teacher, TPRC strategy will give a broader view to the English teacher. It will apply another strategy on how to teach reading and listening achievement in the classroom by using TPRC strategy rather than using conventional strategy which they have already known for years. Further the English teacher will get a new horizon of how to arise the students' motivation in reading and listening as well as students' achievement. And then for the other researchers, TPRC strategy will motivate other researchers who are interested in teaching reading classroom; therefore they can use and adapt the principals and also the activities described in this research.

Literature Review

In this section firstly what is reading? What is reading skill? What is descriptive text? What is TPRC strategy? Related previews study and hypothesis of the study.

Reading

According to Cochran (2009, p.19) reading is not just deciphering the scratches on a piece of paper. It is the understanding, the using of information and the application of knowledge. In addition, about aspect of reading skill, students should master all aspects of reading. There are five aspects of reading skills, namely, main idea, reference, vocabulary, inference, and detail.

Reading Skill

According to Hornboy 1995, p. 967) states that readers always need to improve their reading skill. There are two reasons needed to improve reading highlighted by her. First, readers read for different purpose and different ways. Second, readers read for meaning. Based on the statements above, it is clear that reading is very important to the students since all the achievement of the students will be gained if they have good reading skill. Based on the statements above, it is clear that reading is very important to

the students since all the achievement of the students will be gained if they have good reading skill.

Teaching Reading

Teaching reading usually has at least two aspects. First, it can be refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who are already having reading skills in their first language (Nunan, 2003.p.68). Based opinion above, it can be concluded that reading is important to be taught to EFL students. The purpose of teaching reading EFL context is to help over a text to get the gist of it

Descriptive text

Descriptive text is a part of factual genres (Wardiman el t al, 2008, p.122). It has social function which is to describe a particular person, place, or things. While the language features of a descriptive text are : (1) Use of particular noun; (2) Use particular noun; (3) Use of detailed noun groups to provide information about the subject; (4) Use variety of types of adjective; (5) Use relating verbs to provide information about the subject or to give an sight into subject's personal thought and feelings; (6) Use of action verbs to describe the subject's behavior; (7) Use adverb to provide more information about this behavior; (8) Use of similes, metaphors and other types of figurative language, particularly in literary description.

TPRC (Think, predict, read and connect)

According to Cehuning (2015, p.67) Think, predict, read and connect 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 teacher establish a directed reading thinking activities. According to Lenskoi (2015, p.76), think, predict, read, and connect is teaching strategy that facilities students the opportunity to think before reading, to predict, to read independently, and to connect what they learned to what they learned to what they already knew. While Another definition is from Dianne et al, (2008, p.21) state that TPRC is a deceptively simple instructional strategy; it is in fact, an elegant approach to gaining students' interest and engagement in learning.

Method
Research Design

In conducting this study, quasi experimental method and pretest and posttest non equivalent control group design are used. According to Snow (2005, p.5), quasi experimental design are characterized by pre and post testing of the treatment groups and involve appropriate comparison groups.

Although two or more groups of subjects are still compare. The subject are not randomly assign to the treatment and control groups.

Population and Sample

According to Best (2003, p.13) population is any group of individuals that have one or more characteristics in common that are interesting to the researcher. The population of this study will be all eleventh graders of Mts Nurul Falah Kutapandan in academic year 2018 / 2019, as many as 193 students.

Table 1
Population

No	Class	Number of Students
1.	Class VIII 1	32
2.	Class VIII 2	32
3.	Class VIII 3	32
4.	Class VIII 4	32
5.	Class VIII 5	32
6.	Class VIII 6	33
Total		**193**

Table 2
Sample

Sample	Class	Total Number of the Students
Experimental Group	Class VIII 1	32
Control Group	Class VIII 2	32
	Total	**64**

Teaching Procedure for Experimental Group

1. Pre Activities
   a. Mention the title of story to the students without show the script of the text

2. Whilst Activities
   In this activities teaching and learning for experimental group by using TPRC strategy as follows:
   Reading Test
   a. Think: students ask to think the text and list everything what they know about the theme.
   b. Predict: students ask to predict the text
   c. Read: students ask to read the text
   d. Connect: the writer lead a discussion in which students connect what they know before reading with what they know about the title and theme. For example: the theme is about foot ball during TPRC strategy.

3. Post Activities

a. Students take the point of reading activity

b. Students back to the point of making prediction, whether at the word or the story level, and ask how the students will know about the right or how they know if their prediction is not quite correct.

c. Ask students to open ended question and help them to build connection with the next material

The Procedure of Conventional Method (for Control Group)

In teaching procedure of conventional method, the researcher ask students answered the multiple choice items.

Technique for Collecting and Analyzing the Data

In this study, the researcher will use reading comprehension test to measures students' reading achievement. In this study, the writer will used a readymade reading text. Meanwhile, in this study, the data will be obtained by using t-test and paired sample t test. Independent sample t-test is used to see the significant differences in reading comprehension in pre test and posttest for experimental and control group.

Validity

Test validity is defined as the degree to which a test measures what it claims to be measuring (Brown, 1988, p.101). It means that researchers must use test that tap the variables of interest clearly as they use. In addition, Azwar (2000, p.45) suggests that the validity of the content is the estimated validity through testing of the test content by rational or passing analysis professional judgment. In order to meet content validity, the reading test in this study used design based on teaching materials that are adjusted to the curriculum and the syllabus used for eleventh graders as the sample of the study.

Findings and Discussion

The Statistic Analysis

There were two statistical analyses in this study: (1) the statistical analysis of the experimental group in reading and listening using paired sample t-test; (2) The statistical analysis on the Reading and Listening Experimental and Control Group Using Independent Sample t-Test.

The statistical analysis on the Reading and Listening Experimental and Control Group Using Paired Sample t-test

Based on the paired statistic experimental group in reading result, the mean pre-test was 58.37, the standard deviation was 2.72, and the standard error mean was 0.48, while the mean of the post-test was 79.78, the standard deviation 7.29, and the standard error mean was 1.28. Based on the result of paired sample t test, the mean difference between the pre-test and post-test in the experimental group in reading result was 21.40, the standard deviation was 8.27, the standard error mean 1.46, t obtained was

14.63 at the significant level p<0.005 in two tailed testing with df= 31, and the critical value of t-table was 2.04. Since p_{value} (0.000) was less than $\dot{\alpha}_{Value}$ (0.05) and the value of t-obtained (14.63) was higher than critical value of t-table (2.04), it meant that there was significant difference in students' reading achievement after studying reading using think, predict, read and connect. In other words, think, predict, read and connect could improve students' reading achievement. The detailed result of paired sample t-test experimental group can be seen in appendix N.

Based on the paired statistic of control group, the mean of pre-test was 57.15, the standard deviation was 4.82, and the standard error mean was 0.85, while the mean of post-test was 71.46, the standard deviation was 3.18, and the standard error mean was 0.56. in addition, on the result of paired sample t-test, the mean difference between the pre-test and post-test in the control group in reading result was 14.31, the standard deviation was 6.20, the standard error mean was 1.09, t obtained was 13.04 at the significant level p<0.005 in two tailed testing with df= 31, and the critical value of t-table was 2.04. Since p_{value} (0.000) was less than $\dot{\alpha}_{Value}$ (0.05) and the value of t-obtained (13.04) was higher than critical value of t-table (2.04), it meant that there was a significant difference in students' reading after studying reading using lecturing. In other words, conventional strategy could improve students' reading comprehension. The detailed result of paired sample t-test of the control group can be seen in appendix O.

Based on the paired statistic of the experimental group in listening result, the mean of the pre-test experimental group was 61.34, the standard deviation was 4.68, and the standard error mean was 0.83, while the mean of post-test was 83.53, the standard deviation was 3.60, and the standard error mean was 0.63. Based on the result paired sample t-test, the mean difference between the pre-test and post-test in the experimental group was 22.18, the standard deviation was 5.72, the standard error mean was 1.01, t obtained was 21.93 at the significant level p<0.05 in the two tailed testing with df = 31, and the critical value of the table was 2.04. Since P_{value} (0.00) was less than $\dot{\alpha}_{Value}$ (0.05) and the value t obtained (21.93) was higher than critical value of t table (2.04), it meant that there was a significant difference in students' listening achievement after studying listening by using TPLC strategy. In other words, think, predict, listen and connect could improve students' listening skills. The detailed result of paired sample t test of experimental group can be seen appendix Q.

Based on the paired statistic listening in the control group, the mean of pre-test control was 61.68, the standard deviation was 3.77, and the standard error mean was 0.66, while the mean of the post-test was 71.25, the standard deviation was 3.91 and the standard error mean 0.69. Based on the result of paired sample t-test, the mean difference between the pre-test and post-test in the control group was 9.56, the standard deviation was 5.16, the standard error mean was 0.91, t-obtained was 10.48 at the significant level p<005 in two tailed testing with df= 31, was higher than critical of t table 2.04 Since p_{value} (0.000) was less than $\dot{\alpha}_{Value}$ (0.05) and the

value of t-obtained (10.48) was higher than critical value of t-table (2.04), it meant that there was a significant difference in students' listening achievement after studying listening using conventional strategy. In other words, conventional could improve students' listening achievement. The detailed result of paired sample t-test of the control group can be seen in appendices R and table 5 as follows:

Table 5
Summary Statistic of Table Using Paired Sample t-Test in Reading and Listening Skills

	Experimental		Control		t	P<
	Pre-Test	Post-Test	Pre-Test	Post-Test		
Reading	58.37	79.78	57.15	71.46	5.91	.000
Listening	61.34	83.53	61.68	71.25	13.04	.000

The statistical analysis on the Reading and Listening Experimental and Control Group Using Independent Sample t-Test

Based on the result of group statistics of independent sample t-test in reading, the mean score of posttest in the experimental group was 79.78, the standard deviation was 7.29, and the standard error mean was 1.28, while the mean score of the posttest in the control group was 71.46, the standard deviation was 3.18, and the standard error mean was 0.56. In addition, the independent sample t test, the mean difference between experimental and control group was 8.31 at the significant level p<0.05 in two tailed testing with df= 62, t-obtained was 5.91, and the critical value of t-table was 2.00. Since t- obtained (5.91) was higher than t-table (2.00) and p_{value} (0.00) was less than $\dot{\alpha}_{Value}$ (0.05), it showed that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It meant that there were significant difference in students' reading achievement between the students who were taught using think, predict, read and connect could improve students' reading achievement and that of those who are not. In other words, think, predict, read and connect could improve students' reading achievement. The detailed result of independent sample t test of the experimental and control groups can be seen in appendix P.

Moreover, Based on the result of group statistic of independent sample t-test in listening, the mean score of the posttest in the experimental group was 83.53, the standard deviation was 3.60, and the standard error mean was 0.63, while the mean score of the posttest in the control group was 71.25, the standard deviation was 3.91, and the standard error mean was 0.69. Based on the independent sample t-test, the mean difference between experimental and control group was 12.28 at the significant level p<0.005 in the two tailed testing with df= 62, t obtained 13.04, and the

critical value of the t-table was 12.28. Since t-obtained (13.04) was higher than t-table (2.00) and the p_{value} (0.000) was less than α_{Value} (0.05), it showed that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. The differences Analysis score of Listening Pretest and Posttest in Experimental and Control Group taught using think, predict, listen and connect could improve students' listening achievement and that of those who are not. In other words, think, predict, listen and connect could improve students' listen achievement. The detailed result of independent sample t test of the experimental and control groups can be seen in appendices S and in table 6 is as follows:

Table 6
Summary Statistic of Table Using Paired Sample t-Test in Reading and Listening Skill

Variables	Experiment Mean		Control Mean		t table	t obtained	Mean Difference	Significant Level Exp. and Cont. P<	sig.
	Pre-Test	Post-Test	Pre-Test	Post-Test					
Reading	58.37	79.78	57.15	71.46	2.04	5.91	12.28	8.13	.000
Listening	61.34	83.53	61.68	71.28	2.04	13.04	8.31	12.28	.000

Conclusion

Based on the result of the study TPRC and TPLC strategies, there were significant difference of the strategies on the achievements in reading and listening skills. In this study, the different significant results between students who were taught by using TPRC strategies in the experimental group and who were taught using conventional strategies in the control group. In addition, using TPRC and TPLC strategies were more effective for improving students' achievement in reading and listening skills. The students of the experiment group had higher motivation in the learning process than those of control group. The experiment group was more active and lively, while in control group, the students seemed to be less motivated.

Suggestion

Referring to the problem faced by the eleventh graders of Madrasah Aliyah Al Aqidah Kutapandan, they got difficulties in learning reading and listening skills. However, successful learning reading and listening is quite challenging for most students; vocabulary, spoken, and inference were common problems faced by the students in learning reading and listening. In addition, diction, grammar, coherence, and cohesion became dominant

problems for them. Similarly, the students faced difficulty in listening comprehension, especially when they had to listen to the native speakers. Particularly, when they were took the national examination. These problems obviously influenced the students' reading and listening achievements. This study, proved that the TPRC and TPLC could improve students' reading and listening skills. It is recommended that TPRC and TPLC strategy be applied in teaching reading and listening comprehension skills.

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