

ABSTRACT

Anisatul Fuadah, 2018: FOSTERING STUDENTS' ABILITY IN IDENTIFYING MAIN IDEA THROUGH TPRC STRATEGY IN READING A DESCRIPTIVE TEXT (A Pre-Experimental Study at the First Grade of SMP Negeri 1 Cileunyi)

Main idea plays an important role in reading, the more people know about it, the easier it is to read a text. However, previous study shows that SMP students generally face challenges when reading is lack of vocabularies that make the students not understand completely what text is about. In this part, the researcher intended to foster students' ability in identifying main idea through TPRC strategy in reading descriptive text.

This research is intended : (1) To know the students' ability in identifying main idea of reading descriptive text before using TPRC strategy (2) To know the students' ability in identifying main idea of reading descriptive text before using TPRC strategy (3) To know the students' ability in identifying main idea of reading descriptive text before and after using TPRC strategy.

The population of this research is 7th grade students of SMP Negeri Cileunyi. The class was taken by school as the sample. The instrument of this research is pre-test, treatment, and post-test.

The result of the research showed that the hypothesis by using a t-test, if $t_{count} < t_{table}$, it can be interpreted that H_0 is accepted and H_a is rejected. Whereas, if $t_{count} > t_{table}$, it can be interpreted that H_0 is rejected and H_a is accepted. Based on the calculation, t_{table} on significance 5% with $df = 50$ is 1.99, while t_{count} is 5.78. It means that $t_{count} (5.78) > t_{table} (1.99)$. It means that H_0 is rejected and H_a is accepted. In another word, there is a significant improvement of the students' ability in identifying main idea of reading descriptive text after using TPRC strategy.

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