

# CHAPTER I

## INTRODUCTION

This chapter presents an overview of the study. It covers background of the study, research questions, research purposes, research significances, rationale, and previous studies.

### A. BACKGROUND

This study is to discover teaching strategy using Think, Predict, Read and Connect (TPRC) Strategy to improve students' competence in identifying main idea of descriptive text. Reading is one of the four language skills in which someone can get many information especially for students.

According to Mikulecky (2008), reading is very important skill for human's social development. Reading skill are the cognitive processes that a reader in making sense of text. For fluent readers, most of the reading skills are employed unconsciously and automatically. When confronted with a challenging text, fluent readers apply these skills consciously and strategically in order to comprehend.

According to Patel and Jain (2001), 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. Reading is one of way to raise the knowledge. Therefore, understanding reading task in speed and with good comprehension are very needed.

Vasilyeva (2016) stated that in fact, the majority of students do not like reading, in most cases the etiology of reading disorder has many reasons. In this connection at the beginner level the main reasons of reading disorder are immaturity of brain regulatory

system, unformed speech and cognitive functions. Nandhini & Balasundaram (2013) adds that the major of reason for difficulty in understanding the text for the target audience is do to working memory span, considering the features like unfamiliar vocabularies, trigger words, polysyllabic word and noun entity or reducing the working memory difficulty.

Based on what was found when conducting the teaching practice (2017), most of students have difficulties in comprehending the text because of lack of vocabularies. When they were given a text, they could not understand unfamiliar words, whereas they had allowed to bring a dictionary to the class, so they could use it to look for unfamiliar words easily. Unfortunately, the students still got low score in reading.

Afterward, the result of the study carried out some researcher showed that using TPRC strategy in teaching English to EFL learners is more effective on reading and gave the result of some improvements. Ersanda (2016) said that teaching and learning process of reading were related to that improvement to the students as well, students more to be communicative and confident. TPRC strategy not only develops students' vocabulary mastery but also improves their writing skill.

To solve this problem, the researcher proposes Think, Predict, Read and Connect (TPRC) strategy to make students have a better understanding of reading comprehension especially to raise students' vocabularies. According to Arts (2017), TPRC strategy is a strategy that makes people think about the topic, then predict what they will read in the text and finally to make associations to their personal life. This is strategy used to develop their general knowledge before, during and after reading. The previous researchers focus on Senior High Students and the general part of reading. Thus, this researcher is different from the previous research. This research interested to implement TPRC strategy in reading

class at Junior High School especially fostering students' ability in identifying main idea of descriptive text. Therefore, the researcher under takes a research with title "FOSTERING STUDENTS' ABILITY IN IDENTIFYING MAIN IDEA THROUGH TPRC STRATEGY IN READING DESCRIPTIVE TEXT" (A Pre-Eksperimental Study at the first Grade of SMP Negeri 1 Cileunyi)

## **B. THE RESEARCH QUESTION**

From the observation above, the researcher formulates the problems of this research as follows:

1. What is the students' ability in identifying main idea of reading descriptive text before using TPRC strategy?
2. What is the students' ability in identifying main idea of reading descriptive text after using TPRC strategy?
3. How significant is difference between students' ability in identifying main idea of reading descriptive text before and after using TPRC strategy?

## **C. THE RESEARCH OBJECTIVE**

Based on the background of research above, the study 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 after using TPRC strategy
3. To know significant difference between students' ability in identifying main idea of reading descriptive text before and after using TPRC strategy

## **D. SIGNIFICANCES OF THE STUDY**

This research give some significances. *Practically*, this research is very useful for a teacher that TPRC strategy can be used as a teaching method.

*Theoretically*, this research can be useful to examine how are the students mastery of reading comprehension and as reflection in order to develop their method in teaching reading.

## **E. RATIONALE**

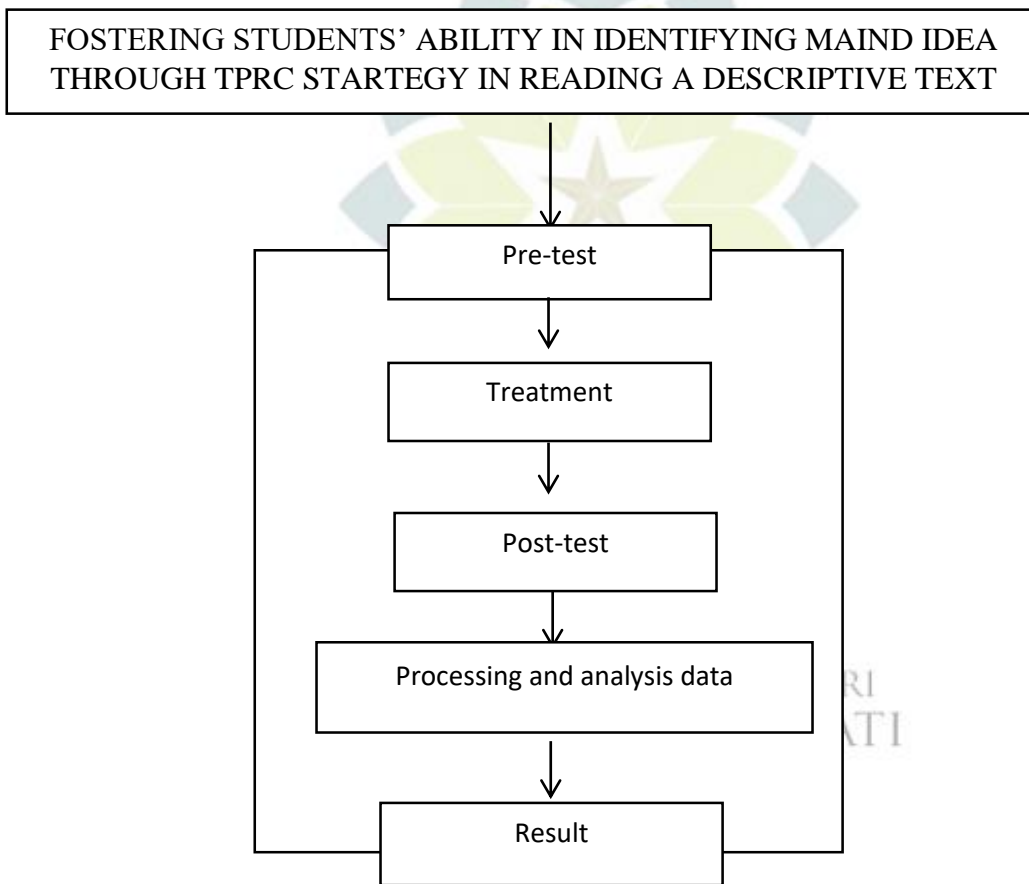
Reading is the most important activity in any language class. According to Patel and Jain (2001), reading is not only a source of information and pleasureable activity but also as a means of consolidating and extending one's knowledge of the language. Based on the definition above, we know that reading is the most important part of life. By reading, we gain many information and extend our knowledges.

The difficulties of reading a text are caused by lack of vocabularies, the students are not able to comprehend and grasp the information of the passage well. Due to the problems, a strategy could be used. This research proposes TPRC strategy as the strategy to teach reading comprehension.

According to Swisher (2013), TPRC is strategy that makes people think about the topic, then predict what they will read in the text and finally to make associations to their personal lives. This is a strategy used to develop their general knowledge before, during and after reading.

The use of TPRC strategy can help teacher to teach reading especially descriptive text. It stimulates students to have their own perspective or imagination before reading the text.

In this research, the researcher uses two variables, the first is TPRC strategy as the “X” variable, and the second is student' main idea ability in reading comprehension as the “Y” variable. The variables can be seen in the following figure:



**Figure 1. 1 Research Scheme**

## **F. HYPOTHESIS**

According to Hatch and Farhady (1982), the hypothesis is a tentative statement about the outcome of the result. The hypothesis must experiment and logic-based or

explained. The relationship between variables should be stated in a clear term. Furthermore, the hypothesis can make clear questions that will be researched. This research has two variables; the first is TPRC as the “X” variable, and the second is student' reading comprehension in finding main idea of descriptive text as the “Y” variable. The relation of the research hypothesis is proposed as follow: “FOSTERING STUDENTS’ ABILITY IN IDENTIFYING MAIN IDEA THROUGH TPRC STRATEGY IN READING A DESCRIPTIVE TEXT. (A Pre-Eksperimental Study at the first Grade of SMP Negeri 1 Cileunyi)

The hypothesis in this study is an alternative hypothesis ( $H_a$ ) and the null hypothesis ( $H_o$ ). The formulated hypothesis is described as follow:

$H_a$ : There is a significant improvement in students’ ability in identifying main idea of descriptive text after using TPRC strategy

$H_o$ : There is no a significant improvement in students’ ability in identifying main idea of descriptive text after using TPRC strategy.

## **G. REVIEW OF THE PREVIOUS STUDY**

There are some studies about TPRC strategy to teach students’ reading skill in descriptive text. The first is Ersanda (2016), the objective of the research was to investigate whether TPRC strategy is effective or not in teaching reading skill. This study was conducted by using quasi experimental design with the tenth year of SMA N 1 Ungaran as the population and two classes as the sample. they were X IPA 1 as the experimental group and X IPA 2 as the control group. The result showed that there was a significant difference between experimental and control class on the reading comprehensions post-test. The

experimental group understanding of reading comprehension was better than the control group.

The second is Qodariah (2017), the objective of the research was to know whether TPRC strategy is effective or not in teaching reading skill at the Second Grade of MAN 1 Pandeglang. This study was conducted by using 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. The writer was using the experimental research to know the real data that got from the respondent. This research was conducted at Second Grade of MAN 1 Pandeglang as the population and two classes as the sample, the sample are 70 students, 35 students from XI IPA 1 as experiment class and 35 students from XI IPA 2 as control class. The result showed that The use of Think, Predict, Read, and Connect (TPRC) Strategy method in language learning especially reading comprehension is effective on reading comprehension, students more interactive, communicative and students more confidents.

The third is Utami (2013) , the aim of the research was to find out whether TPRC strategy is effective or not in teaching reading skill . This study was conducted by using quasi experimental design with the tenth year of SMA N 1 Ungaran as the population and two classes as the sample. they were X IPA 1 as the experimental group and X IPA 4 as the control group. The result showed that t- test was 3. 330 and the result of t-table at the significant level 0,05 with degree of freedom 36 was higher than t- table(3. 330>2.026). In short, TPRC for reading was effective for teaching reading comprehension at the tenth Grade Students of SMA N 4 kota Pekalongan in the academic year 2016/2017.

The fourth is Khasanah (2009) , the purpose of this study is to know whether TPRC strategy is effective for teaching reading comprehension of descriptive text in the seventh grade at MTs Karangrejo. Research method : 1) the research design of this study is quasi experimental. With quantitative approach. 2) the place and time of this study in MTsN Karangrejo, starting January. 3) the subjects of the study is the first graduate A class and B class. The result of this study, the researcher implemented TPRC strategy for teaching reading comprehension of descriptive text. The researcher fulfilled the teaching component using TPRC strategy and implemented every steps in the TPRC strategy. According to the Non-Parametric test significant value obtained was 0,001. This showed that there is a significant difference between the control group and the experimental group in achieving post-test result. The null hypothesis (Ho) was rejected and the alternative hypothesis (H1) was accepted. In conclusion, there was significant difference on students reading comprehension after being taught by TPRC strategy.



UIN  
UNIVERSITAS ISLAM NEGERI  
SUNAN GUNUNG DJATI  
BANDUNG





uin

UNIVERSITAS ISLAM NEGERI  
SUNAN GUNUNG DJATI  
BANDUNG