

# THE EFFECTIVENESS OF TPRC STRATEGY FOR TEACHING READING COMPREHENSION OF DESCRIPTIVE TEXTS

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## Abstract

The purposes of the study were to find out the effectiveness of TPRC 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. The instrument used to collect data is test, that includes pre-test and post-test. The students in class X IPA, were chosen to be the participants of the study. class X IPA 2 was chosen to be the control group and class X IPA 1 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. The result of the study indicated that the group taught by TPRC has better score in the test than the group taught by conventional method. The mean of posttest of experimental group (80.26) was higher than control groups (76.61). T-test calculation showed that there was a significant difference between post-test of control group and experimental group. TPRC strategy can be a helpful strategy for summarizing ideas from students about topic given. TPRC is effective for teaching reading comprehension of descriptive text and there was a significant difference in students' achievement of reading test between those who taught using TPRC and those who taught without using TPRC.

*Keywords: TPRC strategy, Reading Comprehension, Descriptive text*

## INTRODUCTION

Reading is the best way to learn a new language. There are numbers of reading definitions. Different experts may have different definition of reading. Moreover the term "reading" needs to be defined in order to avoid misinterpretation.

"Reading means constructing meaning through a transaction with written text that has been created by symbols that represent language. Readers get the meaning of the text from words presented in the printed page. They use their knowledge and interpretations to draw the meaning of the text" (Celce-Murcia, 2001:154). In addition, Grabe and L. Stoller (2002:9) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. However, without quibbling over the exact wording of such a definition, it is insufficient as a way to understand the true nature of reading abilities.

Comprehension of a reading text is something that hardly to do. Anderson (1984:34) states that 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 visualise, 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.

In order to make students have a better understanding of reading comprehension, an effective way is needed to teach reading. "Reading as a field of teaching is considered as one of the important areas of teaching" (Carnine et al)

To help them solve their problems, some strategies are developed. One of them is the TPRC (Think, Predict, Read and Connect) strategy. Think, Predict, Read and

Connect (Haggard, 1989) quoted by Ruddel (2005:75-76) is an alternative way to study reading which requires students to be in teams. Each team needs paper, pencils, and text (textbooks, primary sources, literature, or whatever).

The instruction begins when teacher directs the teams to work together think about and jot down everything they know about the general topic within which the lesson topic fits. Students should be given about 6 to 8 minutes for working while the teacher observes and listens in from distance and/or assists any teams that appear to be having trouble. The teacher next announces the specific subject the reading is to be about and asks students to predict what they will find in the reading. Student then read the assignment individually; however, even though the students are reading individually, the room is by no means silent. Teacher can expect to hear a low buzz of conversation as students read – partners and teams will talk to each other and comment about information found in the text. When the reading is completed, the teacher leads a discussion in which students connect what they knew before reading with what they learned during reading.

## METHODS

Method is needed in a research. Every research must have a method of investigation to obtain a good result. This method is called research methodology. The research method that is used in this research is quasi-experimental research design.

In this research, the writer used Nonequivalent (Pretest and Posttest) Control Group of Quasi Experimental Research Design in order to get the required data.

O1	X	O2
Os3		O4

Figure 1 Quasi-experimental design (Best, 1993:151)

in which:

- O1 = pre-test for the experimental group
- O2 = post-test for the experimental group
- O3 = pre-test for control group
- O4 = post-test for control group

X = treatment for experimental group by using TPRC strategy

Population is a group of people or items about which information is being collected. In this case, the subject of the research were the tenth grader of SMA Darussyahid in the academic year 2015-2016.

Saleh (2001:33) added sample is a group of people, thing, or something that deals with place. In fact, sample is part as representative of population. The requirement that deals with amount is that sample must be large enough in order that it can represent the population. If the amount of sample is large enough, it is better because the percentage of representation is high. Because of that, there is no maximum limitation for a sample but there is a minimum limitation.

According to Saleh, if the observed population is 101-500, then the sample is between 20-50%. In this research the writer used X IPA 1 which consists of 37 students as the experimental group and X IPA 2 which consists of 37 students as the control group. Since the sample must at least 20% of the population (54 students), the two classes are able to represent the population.

There are two hypotheses in this study that are working hypothesis and null hypothesis. Working hypothesis (H1): there is a significant difference in the students' reading comprehension of descriptive texts after being taught using TPRC strategy. Null hypothesis (H0): there is no significant difference in the students' reading comprehension of descriptive text after being taught using the TPRC strategy.

In this research, the writer gave a test (pre test and post test) to the student as the instrument of data collection. In order to have samples of various kinds of materials, the individual test passage should be kept in the brief. Passages of between 100 and 250 words are about the proper length. The writer used multiple choice tests. This type of test was chosen because of some reasons. First, multiple choice items represent the essence of the materials. Second, it measures knowledge, comprehension, analysis and evaluation.

In this study, the writer used the objective test in the form of multiple choice items since it is easy to score and administer.

In scoring the objective test, each correct answer is counted one point using the formula:

$$S = \frac{R}{n} \times 100$$

Where:

S : score

R : total number of correct answer

N : total number of items

After collecting the data by conducting pre-test and post-test, the writer would analyze them by using SPSS program. To see whether the difference of students' result of reading comprehension on post-test of both class that was taught using TPRC and conventional method, the writer used the t-test formula.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{SD\bar{X}}$$

## RESULTS

The writer calculated t-test by using SPSS program to find out if there was a significant difference or not. The result of the study indicated that the group taught by TPRC has better score in the test than the group taught by conventional method. The mean of posttest of experimental group (80.26) was higher than control groups (76.61). To prove that there were significant differences between the result in control and experimental group, it was important to analyze t-test based on the calculation of SPSS program conducted by the writer. If t-test was higher than t table, it indicated that there were significant differences between the result of treatment in control and experimental group. Moreover, if Sig. (2-tailed) was lower than 0.05 then there were significant differences between the result of control and the experimental group. For  $\alpha = 2.5\%$  (5% was divided by 2),  $n=37$  and  $df=36$ , this calculation applied t-table that was 2.026.

Based on the paired sample test result above, t-test was 3.330 and Sig. (2tailed) was 0.002. The result of t-test (3.330) was higher than t-table (2.026) and Sig. (2-tailed) value 0.002 was lower than 0.05. It indicated that there were significant differences between control and experimental group in achieving the result of post-test.

Null hypothesis (Ho) was rejected and alternative hypothesis (H1) was accepted because t-value was higher than t-table (t value > t table). In conclusion, there was a significant difference in the students' reading comprehension of descriptive texts after being taught using TPRC strategy.

## DISCUSSION

The writer conducted the study by using quasi experimental research design. The purpose of the study were to find out whether or not the TPRC strategy was effective to teach reading comprehension and to find out whether there is any significant difference in students' achievement of reading test between those who taught using TPRC and those who taught without using TPRC. Meanwhile, the control group was taught by using the conventional method given by the teacher which was lecturing method. The treatment was conducted before the post-test was administered. Moreover, the writer conducted the treatment to the experimental group only for ones. The material for both groups was similar but it just differed on the teaching and learning technique.

The writer conducted treatment of experimental group using TPRC. After having explanation about descriptive text on the first meeting, students got treatment using TPRC strategy. First of all, students were showed a picture of Borobudur Temple. Then they were asked to think everything they knew about Borobudur Temple. This activity can be a brain stimulator for the students to think every words they knew about the topic given. In the next activity, the teacher asked the students to make a prediction of words that might be written in the passage they would read in the next activity. In this activity, students had to write down the words that they had thought in the previous activity that would be a prediction of the description that might show up in the passage they would read. Students had to write their prediction in the table given by teacher. After that, the students could read the text about Borobudur and should give check mark (v) based on their prediction in the previous activity. This activity could assure them about their prediction whether it was right or not. Finally, the students had to

answer the question in the form of multiple choice.

The treatment was going well enough. However, the writer still found an obstacle while conducted the research which was time management. Most of the students had to be explained slowly about the activities of TPRC because this strategy might not be familiar for them. The writer should make sure every students understood in every steps before going to the next activity. It was wasting time. It will be necessary for teachers to make a good time management to use this strategy.

After conducting treatment, the writer calculated the result of the tests by using SPSS program. Based on the findings of the study, the pre-test mean of the control group was 68.78 and the pre-test mean of the experimental group was 69.46. After the students received the treatment, the mean scores of both groups were gradually increased. Meanwhile, the post-test mean of experimental group (81.62) was higher than the post-test mean of control group (77.16). Based on the score, it indicated that after getting treatment, the experimental group achieved a better result than the control group. The writer assumed that there was a significant difference in the students' achievement between the experimental and the control groups. In addition, the writer also assumed that TPRC strategy was effective to teach reading of descriptive text.

Teaching reading of descriptive text using TPRC gave more positive impact on students' reading achievement. There are some advantages of TPRC steps for teaching reading.

First is think. Students were able to make a mind mapping that would help them to have a better understanding of a text. It will be a warming up step before reading a text. Second is predict. When making a prediction, students will try to find and write some words that are related to the topic given. This steps not only will develop

students' vocabulary mastering but also improve their writing skill. Third is reading. TPRC strategy helps students to have a better understanding of a text after doing some steps before reading a passage. The last is connect. Students' concentration will be stimulated on this steps. They will try to find out whether or not the predictions they have made are related to the passage.

In conclusion, TPRC was effective for teaching reading comprehension of descriptive text for tenth graders of senior high school. The result showed that there was a significant difference between students who taught using TPRC and those who taught without using TPRC. Students in the experimental group had a better score than students in the control group.

## CONCLUSION

Based on the results of data findings and discussion in the previous chapters, the writer comes to a conclusion about his study. The conclusions in this study are:

first, TPRC is effective to teach reading comprehension. TPRC stimulates students' to think independently before reading a text. It can be proved from the data that the control and experimental group relatively had equal level of score before getting treatment. Based on the paired sample test, t-test (3.330) is higher than t-table (2.026).

Second, from the result of the post-test of experimental group taught by TPRC, the mean of the score was 81.62 while the result of post-test of control group taught by conventional method (lecturing) given by the teacher, the mean of the score was 77.16. TPRC strategy helps them to have better achievement of test about descriptive texts. In conclusion, there was a significant difference between control and experimental group. Students who were taught using TPRC had better score than students who were taught without using TPRC.

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