



## The Influence of Think, Predict, Read, and Connect Strategy Towards Students' Reading Comprehension

Amalia Lintang Amandari<sup>1</sup>, Eva Nurchurifiani<sup>2</sup>, Purna Wiratno<sup>3</sup>

<sup>1,2,3</sup> STKIP PGRI Bandar Lampung

churifiani@gmail.com

**Abstract:** The research aimed to know the influence of Think, Predict, Read, and Connect strategy on students' reading comprehension. This strategy helped the students comprehend main idea, supporting idea, inference, reference and vocabularies of the text. In this research the writer used quantitative method and categorized the research as quasi experimental method. The sample was taken by using Cluster Random Sampling technique. There were two classes for the sample. X PM 1 was an experimental class consisted of 35 students and X PM 2 was a control class consisted of 34 students. Based on the data analysis and testing of hypotheses, it showed that the average score of students who were taught through Think, Predict, Read, and Connect (TPRC) strategy was higher than which was taught through direct instruction. It was got  $75.24 > 63.97$  and in the end of result, it showed that  $t_{test}$  was higher than  $t_{table}$ . In the calculation of two averages score, it was obtained  $3.99 > 2.00 < 2.66$  and in the calculation of the difference of two averages score, it was obtained  $3.99 > 1.67 < 2.39$ . Therefore, it can be concluded that there was a significance influence of using Think, Predict, Read, and Connect strategy towards students' reading comprehension at the tenth grade of SMK Negeri 4 Bandar Lampung in 2022/2023.

**Keyword:** Experimental Research, Reading Comprehension, TPRC Strategy

### INTRODUCTION

Reading is one of the essential skills that students must master. Harmer (2007: 99) stated that "Reading is useful for language acquisition, provided that students more or less understand what they read, the more they read, the better they get at it". It means that one crucial skill that students must master is reading. In other words, students will learn new information or gain previously unknown knowledge by reading, which will help them to become more familiar with other language components (Andewi & Hastomo, 2022).

Moreover, Reading comprehension is defined as the level of understanding of a text (Andeska et al., 2021). According to Klingner (2007: 2) "reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency". The students must master every aspect of the reading material (Zulianti & Hastomo, 2022). It is done to aid students in understanding difficult words, providing responses to specific text-related inquiries, and identifying textual components. Healy (2002: 3) defined reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text. Meanwhile, Brown (2000: 306) defined that "reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies".

Based on the preliminary research that was conducted at SMK N 4 Bandar Lampung, the researcher conducted an interview with the tenth-grade English teacher there. The teacher stated that the students still have difficulty in reading also on comprehending and understanding the text and also the students' limited ability in English grammar and vocabulary. It caused the student's lack of interest in learning to read. As a result, they do not understand the contents of the texts they read and students also become passive because reading activities still depend on the teacher's explanation (Hastomo & Zulianty, 2022).

These problems can be solved through the learning process by teachers, like using the right teaching strategy. The Think, Predict, Read, and Connect strategy is one of the teaching methods that can be used to teach reading. The TPRC strategy is one of the alternative strategies a teacher could use to teach reading skills. It is advised that the English teacher use the TPRC strategy while teaching reading since it encourages students to think and predict before reading a passage, which can be helpful in reading comprehension. Lenski (2013: 76) stated that "TPRC is a teaching strategy that facilitates students the opportunity to think before reading, to predict, to read independently, and to connect what they learned to what they already knew". This strategy will aid students in better comprehending a passage of the text and encourage critical thinking, which will improve the effectiveness of the reading process.

Based on the problem above, the researcher expects students can understand what they read. Therefore, the researcher proposed research entitled: "The Influence of Think, Predict, Read, and Connect Strategy towards Students' Reading Comprehension at The Tenth Grade Students of SMK Negeri 4 Bandar Lampung in 2022/2023".

Related to the research background above, the formulation of the problem as follows:

1. Is there any significant influence of using the Think, Predict, Read, and Connect strategy towards students' reading comprehension?
2. Is the average score of the students who are taught through the Think, Predict, Read, and Connect Strategy is higher than students who are taught through conventional strategy?

## METHOD

In this research, the researcher used Quasi-experimental research. Mackey (2005: 363) defined "Quasi-experimental research as a type of experimental research but without random assignment of individuals." In this case, the researcher used two classes for investigation, the experimental class and the control class. In the experimental class, the researcher applied the Think, Predict, Read, and Connect Strategy in teaching reading, whereas in the control class, the researcher applied the direct instruction strategy.

The researcher took the Population from the students in the Tenth Grade of SMK N 4 Bandar Lampung in 2022/2023. There are 866 students, and it consists of 24 classes. In conducted the research, the researcher used the Cluster Random Sampling technique to carry out the research. Walter (2003: 174) said that "cluster random sampling is used when it is more feasible to select groups of individuals rather than individuals from a defined population." In this case, the samples were from X PM 1 as an experiment class which consisted of 35 students and X PM 2 as a control class which consisted of 34 students.

In this research, the researcher used a multiple-choice test as a technique to collect the data. There are 40 items total, and each item has five choices (a, b, c, d, and e). Each question had a score of 2.5 for the correct answer and 0 for the incorrect answer. The lowest score is 0, and the highest is 100.

To know whether the data of the sample were normal or not, the researcher was analyzing test the normality of the test. It is used to know whether the data are normally distributed or not. To get the data on the normality of the test, the researcher used the formula:

$$x^2_{hit} = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

To test whether the data are homogenous or not. The formula of the homogeneity test as follows:

$$F = \frac{S^2(\text{The Highest Variance})}{S^2(\text{The Lowest Variance})}$$

The criteria of the test is accepted  $H_0$  if  $F_{ratio} > F_{ratio} \frac{1}{2} \alpha (V_1 - V_2)$

To test the hypothesis in this research, the researcher used T-test formula by Sudjana (2005: 329) :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{in which} \quad S^2 = \frac{(n_1+1)S_1^2 + (n_2+1)S_2^2}{n_1+n_2-2}$$

The testing of the equality of the average score with the criteria Ha is accepted if  $t_{test} > t_{table}$  for significance level 5% ( $\alpha = 0.05$ ) and 1% ( $\alpha = 0.01$ ) and for the different test of two average score with the criteria is Ha accepted if  $t_{test} > t_{table}$  for significance level 5% ( $\alpha = 0.05$ ) and 1% ( $\alpha = 0.01$ ).

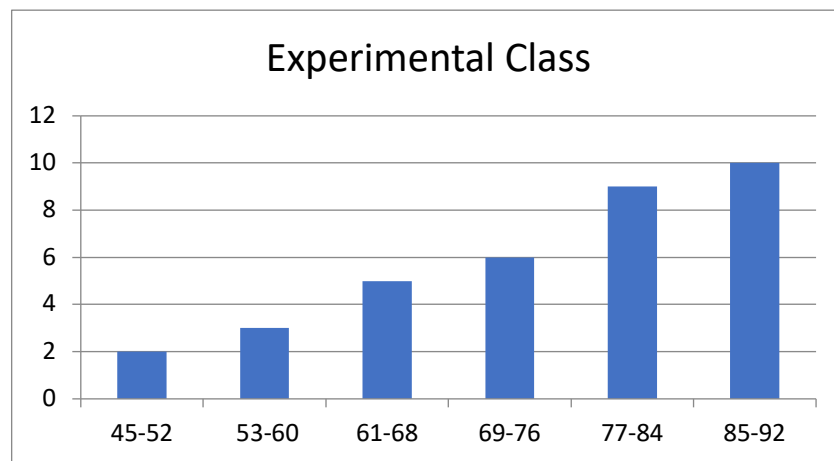
## RESULTS AND DISCUSSION

### Results

From the research of data normality in experimental class, the writer got the result that the highest score is 90 and the lowest score is 45 with (n) = 35 students.

**Tabel 1. Data Normality of Experimental Class**

SCORE	$F_i$	$X_i$	$X_i^2$	$F_i X_i$	$F_i X_i^2$
45-52	2	48.5	2352.25	97	4704.5
53-60	3	56.5	3192.25	169.5	9576.8
61-68	5	64.5	4160.25	322.5	20801.3
69-76	6	72.5	5256.25	435	31538
77-84	9	80.5	6480.25	724.5	58322.3
85-92	10	88.5	7832.25	885	78322.5
<b>TOTAL</b>	<b>35</b>			<b>2633.5</b>	<b>203264.8</b>



**Figure 1. Data of histogram in experimental class**

Based on the tabel data normality of experimental class above, it can be searched the average score was  $\bar{X} = 75.24$ , standard deviation was  $S_1 = 12.26$  and  $X^2_{ratio}$  was 6.14.

The calculation result above was obtained at significance level 0.05 = 7.81 and also with significance level 0.01 = 11.3 that  $X^2_{ratio} < X^2_{table}$  (6.14 < 7.81 < 11.3). So,  $H_0$  was accepted which means the data had normal distribution.

From the research of data normality in control class, the writer got the result that the highest score is 85 and the lowest score is 40 with (n) = 34 students.

**Tabel 2. Data Normality of Control Class**

SCORE	$F_i$	$X_i$	$X_i^2$	$F_i X_i$	$F_i X_i^2$
40-47	3	43.5	1892.25	130.5	5676.75
48-55	5	51.5	2652.25	257.5	13261.25
56-63	7	59.5	3540.25	416.5	24781.75
64-71	11	67.5	4556.25	742.5	50118.75
72-79	5	75.5	5700.25	377.5	28501.25
80-87	3	83.5	6972.25	250.5	20916.75
<b>TOTAL</b>	<b>34</b>			<b>2175</b>	<b>143256.5</b>

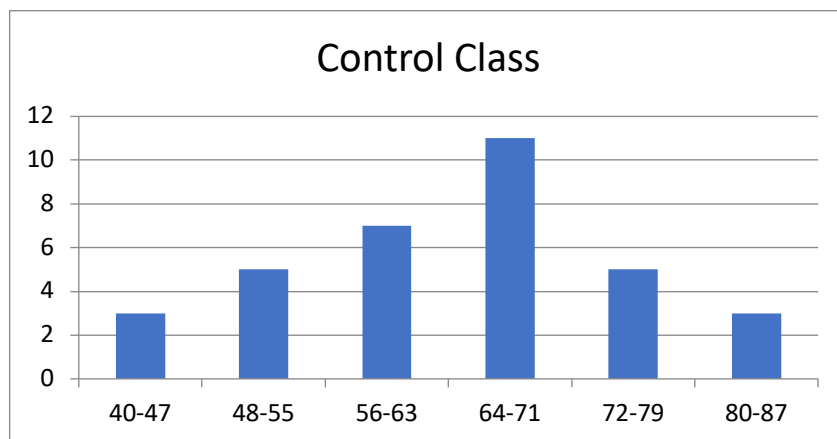


Figure 2. Data of histogram in control class

Based on the tabel data normality of control class above, it can be searched the average score was  $\bar{X} = 63.97$ , standard deviation was  $S_1 = 11.17$  and  $X^2_{ratio}$  was 2.66.

The calculation result above was obtained at significance level 0.05 = 7.81 and also with significance level 0.01 = 11.3 that  $X^2_{ratio} < X^2_{table}$  (2.66 < 7.81 < 11.3). So,  $H_0$  was accepted which means the data had normal distribution.

From the result of homogeneity test by comparing to the  $F_{table}$ , it was obtained  $F_{ratio}$  was 1.20.  $F_{table}$  at significant level of 0.05 was 1.82 and 0.01 was 2.34. Since  $F_{ratio} < F_{table}$ , therefore,  $H_0$  was accepted ( $1.20 < 1.82 < 2.34$ ). It means that the variance of the data in experimental class and control class are homogeneous.

To test whether the hypothesis is accepted or not, the writer calculating the end of result used  $t_{test}$  formula. From the result of hypotheses test, it was obtained that  $t_{test} = 3.99$ . After the result of  $t_{test}$  was found, the writer calculated the equality test of two averages and the difference test of two averages.

To know the equality test of two averages, the writer consulted  $t_{test}$  to  $t_{table}$ . It was got  $t_{test} 3.99 > 2.00 > 2.66$ . Therefore,  $H_a$  was accepted. It means that there was an influence of using Think, Predict, Read, and Connect strategy towards students' reading comprehension at the tenth grade of SMKN 4 Bandar Lampung in 2022/2023.

Based on the calculating of difference test of two averages score,  $t_{test}$  was higher than  $t_{table} 3.99 > 1.67 < 2.39$ . Therefore,  $H_a$  was accepted. It means that the average score of students' reading comprehension who learn through Think, Predict, Read, and Connect strategy higher than who learn through direct instruction at the tenth grade of SMKN 4 Bandar Lampung in 2022/2023.

## Discussion

Based on the observation research that had been done, the writer found that students experience difficulty when the teacher asks them to comprehend a text. Most of them got difficulty in understanding the purpose of the text and making inference of the text. Therefore, students' interesting and enthusiasm in learning to reading needs to be improved.

The Think, Predict, Read, and Connect strategy was used by the writer as treatment in the class in order to solve the problem above. (Brunner, 2011) stated that the purpose of the Think, Predict, Read, and Connect strategy is to help students develop general knowledge before, during, and after reading. TPRC can help students to understanding the text which their own knowledge about the material or issue that they learn. The writer used the TPRC strategy for the experimental class to know whether there is significance influence then control class which was taught by using direct instruction strategy.

The writer did the research at the tenth grade of SMK Negeri 4 Bandar Lampung in 2022/2023. The sample from this research is 69 students from two classes. In this research the researcher took two classes as sample consisted of 35 students in experimental class and 34 students in control

class. In experimental class which was taught Think, Predict, Read, and Connect strategy for teaching learning and in another class that is control class the writer was taught direct Instruction for teaching learning. In the end of the meeting, the researcher gave the reading test to the students. It was multiple choice which consisted of 40 questions with five choices, A, B, C, D, and E

In this research, the writer found that there is significant differences score between the students who were taught by using TPRC Strategy in experimental class and the students who were taught by direct instruction strategy in control class. It can be seen from the average score of the students who are taught by using TPRC Strategy (75.24) is higher than the students who are taught by direct instruction strategy (63.97).

The result of the hypothesis test shows that  $t_{test}$  is 3.99 and  $t_{table}$  for  $\alpha = 0.05$  is 2.00 and  $\alpha = 0.01$  is 2.66. The testing criterion is  $H_a$  accepted if  $t_{test} > t_{table}$ . From the result above it means that  $H_a$  is accepted with  $t_{test} = 3.99 > t_{table} = 2.00$  and 2.66. It can be said that teaching reading by using TPRC Strategy has positive influence. It can be known according to the experimental class test result compared with the control class test result.

From the statement above, the writer concluded that in learn reading comprehension needs a strategy that may stimulate interest, motivation, and enthusiasm of students to think actively and logically. That way, students will have a good concept of understanding about the contents of the reading. Because it can develop interest and motivation of students to reading, the TPRC strategy is useful in learning reading comprehension. TPRC strategy can also help the students to comprehend the contents of reading by connecting the experience and knowledge they have.

## CONCLUSION

Based on the result of data analysis and hypotheses test, the writer concluded that there was a significant influence of using Think, Predict, Read, and Connect strategy towards students' reading comprehension and the students' reading comprehension who learn reading through Think, Predict, Read, and Connect strategy is higher than those who learn reading through direct instruction strategy. The writer would give the conclusion as follow:

Based on the hypotheses test that has been done by the writer, there is an influence of Think, Predict, Read, and Connect strategy towards students' reading comprehension at the tenth grade of SMKN 4 Bandar Lampung in 2022/2023. It can be seen that the result  $t_{test} = 3.99$ ,  $t_{table} = 2.00$  with significance level 5% and  $t_{table} = 2.66$  with significance level 1% ( $3.99 > 2.00 < 2.66$ ).

Then, the writer concluded that the average score of students' reading

comprehension which was taught through Think, Predict, Read, and Connect strategy higher than which was taught through direct instruction strategy at the tenth grade of SMKN 4 Bandar Lampung in 2022/2023. It can be seen that the average score of experimental class was 75.24 and the average score of control class was 63.97.

## REFERENCES

- Andeska, L., Sutiyono, A., Hastomo, T., & Angraini, N. (2021). The correlation of vocabulary mastery and reading interest with quick reading ability. *IJLHE: International Journal of Language, Humanities, and Education*, 4(1), 50–58.
- Andewi, W., & Hastomo, T. (2022). Effect of using flipped classroom for teaching writing based on students' motivation: A quasi-experimental research. *Premise: Journal of English Education and Applied Linguistics*, 11(3).
- Brown, Douglas H. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. New York: Prentice Hall.
- Brunner, J. T. (2011). *I Don't Get It! Helping Students Understanding What They Read*. New York: Rowman & Littlefield.
- Harmer, J. (2007). *How to Teach English* (p. 99). Pearson Education Limited.
- Hastomo, T., & Zulianty, H. (2022). The integration of the KWL (Know, Want, Learn) strategy and the Zoom conference in teaching reading: An action research. *Linguists: Journal of Linguistics and Language Teaching*, 8(1), 55-66.
- Healy, Cathy. (2002). *What The Expert Say Fact Sheet*. PEACTION.
- Klingner, J.K., Vaughn, S. et al. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. The Guilford Press.
- Lenski, S. J. (2013). *The Sample of What Work Reveal About Secondary Pre-Service Social Studies Teachers' Use of Literacy Strategies*. Education Faculty Publications and Presentations.
- Mackey, Alison. (2005). *Second Language Research: Methodology and Design*. New Jersey: London.
- Sudjana. (2005). *Metode Statistika*. Bandung: Tarsito.
- Walter, R. B. (2003). *Educational Research: An Introduction* (7th (ed.)). Allyn and Bacon.
- Zulianti, H., & Hastomo, T. (2022). Partner Reading Strategy: An effective strategy for improving students' reading comprehension. *Premise: Journal of English Education and Applied Linguistics*, 11(1), 176-188.