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**THE INFLUENCE OF THINK PREDICT READ AND CONNECT STRATEGY
TOWARDS STUDENTS' READING ABILITY**

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Abstract: Many students in Senior High School cannot master reading ability because of the students' inability of using dictionary, inability in comprehending the. In overcoming this problem, the researcher tried to used of think predict read and connect strategy. In reading ability this strategy can help the students in comprehending the text easily. The objective of the research was to know the influence of of think predict read and connect strategy towards students' reading ability. In this research the writer used experimental method. The population of this research was 281 students. The sample was taken by using Cluster Random Sampling technique. In data collecting technique the writer used test, the test was multiple choice, consisted of 40 items. Based on the result of the data analysis and computation which used the formula of t_{test} , the result of analysis the data is significant. From the result of analysis data, the writer could to give some conclusions as 1).The average score of the students' reading ability who were taught by think, predict, read, and connect strategy was higher than who were taught with conventional strategy. It was seen from average score of test on experimental class is higher than the average score of control class 2). There is a significant influence of giving translation assignment towards students' English reading ability.

Keywords: Experimental Research, Learning Strategy, Reading Ability

INTRODUCTION

In Indonesia, English as the first foreign language. English has been taught from elementary to university. In Indonesian curriculum, students who have graduated from each level education should master the four skills namely, listening, speaking, reading and writing (Rahmah, Loeneto & Inderawati, 2020).

It is difficult for students to study English and also for teachers to motivate the students. So, to achieve the goal of English teaching learning process, the teacher should motivate the students to master the four skills. The four skills are the basic of learning English as foreign language. English also has the language elements such as; structure, vocabulary, pronunciation, and spelling. Spelling could be taught to support developing four skills. Moreover, they are equipped with language skills and elements less than when they were still at school. Therefore, the teachers have to entirely understand how to manage the limited time, so that the greater result of teaching learning process could be gained optimally (Nofitson & Utami, 2020).

During the Covid-19 pandemic, the government implemented a policy, namely work from home (WFH). When learning reading during Work from Home (WFH) uses online learning students feel the length of time in doing the task or in reading more long learning to be able to understand the contents of the text and students can use Google translate to translate the contents of the text when students do not know the meaning of the text. However, this does not rule out the possibilities, some of students who find it difficult to learn during this pandemic in learn English especially in reading (Saputri & Fikry, 2022).

Learning in period of Covid-19 students who complained about internet connection and extravagant quotas. Not only do that some of students not understand the instructions given by the teacher because of the lack of communication between teacher and students. Then, some students have difficulty understanding the contents and meaning of the text. Furthermore, online learning really not conducive to learning reading. Because some of

students said to learning English especially in reading must be really face-to-face to be more conducive and understanding (Nery & Novia, 2022).

The writer focused on reading skill. In this case most of the students still found difficulties in reading. They had some difficulties in understanding text of English. The students find difficulties to comprehend reading text if they find new vocabulary and answering the question about the text. The technique used by the teacher does not help the students improve their reading skill. Moreover, if they found some unfamiliar words in the text, they searched in dictionary. So, the writer concluded that the students lacked of motivation and concentration ability while they were reading. Beside that, they did not pay attention when the teacher read the material because they felt bored.

According to above description, the teacher should be able to give motivation to students and choose and suitable technique in teaching reading. So, they will be able to learn the material well. Considering the problem found in the preliminary research, the writer conducted a research entitled:

“The Influence of think predict read and connect strategy towards Students’ Reading Ability at eighth class of SMP Negeri 34 Bandar Lampung in 2021/2022”.

Therefore, the writer would like to identify the problem as follows: First, the students reading ability might to be improve. Second, the students’ find difficulties in comprehending reading texts. Moreover, the objectives of the research are (1) to know and to describe the influence of think is predict read and connect strategy towards students’ reading ability and (2) to know and to describe the average score of students’ reading ability who are taught using think predict read and connect strategy higher than those who are taught without using think predict read and connect strategy.

LITERATURE REVIEW

The Concept of Reading

Reading is the one of the most important for the students to be mastered in the classroom and their daily life to get more information from the author of the text. Reading process means not only “read” but tries to make interaction between the reader

and the text. It deals with how the readers can convey the meaning through the written symbols and process them into their mind. This assumption is supported by Grabe and Stoller (2002) who defined reading as the ability to draw meaning from the printed page and interpret information appropriately.

Furthermore, reading process also makes connection between a text, a reader and social context within which the activity takes place. This is in line with the statement given by Murcia (2001) in reading, an individual constructs meaning through transaction with written text that has been created by symbols that represent language. The transaction involves the reader's acting on or interpreting the text and interpretation is influenced by the reader's past experiences, language background, and cultural framework, as well as the reader's purpose for reading.

In addition, Murcia (2001) states that reading is as communicative as any other form of language. It means that in reading there is an interaction

between the writer and the readers through the texts. The writer tries to encode the messages to the reader, then the reader tries to decode the messages sent by the writer.

Gavriilidou & Psaltou-Joycey (2009) say that reading is an active skill, where the reader interacts with the text, and to some extent the writer. It means if a reader finds a reading passage interesting, his/her mind is fully engaged in trying to understand the reading. Reading is termed a receptive skill; means that the reader receives input from a writer. Receptive skill refers to the fact that readers have to infer meaning, using their knowledge of the world. "Receptive" means that the reader receives input from a writer. The reader rarely has the opportunity to question the author about what he or she really had in mind when writing a text. Thus, based on the quotations above, the researcher can infer that reading is a complex activity process which is very important involving the language and thought in order to get a meaningful message, science or information sent by the writer through printed language such as

graphic symbols, written verbal symbols.

The Concept of teaching reading

Reading is one of the four English skills. It is important to teach reading to students. Harmer (1998) states main reason why teachers should teach reading to their students. First, many of the students want to be able to read text in English, either for their career, for study purpose, or only for pleasure. Second, any exposure to English (provided they understand it more or less) is a good thing for the students. Third, reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct paragraphs and text. Fourth, reading text also provides a good model for English writing. Fourth, good readings texts can include introduce interesting topics, stimulate discussion.

The principles of teaching reading according to Brown (2001) is to design an interactive reading technique, a teachers should take into account the following principles, such as the teacher can make sure that you do not overlook the importance of

specific instruction in reading skills in an interactive curriculum. Next, technique should be instruction in reading skill. Moreover, technique should utilize authentic language and contents. Furthermore, encourage the development of reading strategies. Then, the teachers can combine both bottom-up and top-down process. And, the teacher can consider subdividing your technique into pre reading, during reading, and after reading. Last, teacher can build in some evaluation aspects to your techniques

About choosing reading materials for language learning, Harmer (1998) states that it depends on who your students are. It means that if they are all business people the teacher may concentrate more on business texts. If they are a science students, reading science text may be a priority. But, if they are a mixed group of different interests and careers, a varied reading texts might be appropriate.

Based on the explanation above, the researcher concludes that teaching reading as the process to help the students learn how to contact the written account of their experiences in

reading instruction during the teaching and learning process.

The Concept Think, Predict, Read and Connect strategy

Think, Predict, Read and Connect quoted by Ruddel (2005: 75) is an alternative way to study reading which requires students to be in teams. The purpose of Think, Predict, Read and Connect (TPRC) strategy is to help students understand the text. In line with the statement Cranor et al. (2014) said that Think, Predict, Read and Connect (TPRC) strategy develops students general knowledge before, during, and after reading. 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. Students 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. For example, in a lesson to teach the rules and regulations for playing football, students might be asked to think about and list everything they know about football. Then, the teacher asks the students to put a check mark, beside anything, students think might be in their reading. After that, the students are asked to read and connect their mind mapping with the passage before answering the question (Muthmainnah, 2018).

According to statement of the expert about TPRC the writer can conclude that TPRC is a 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 comprehension. It 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 Procedure of Teaching Reading through TPRC Strategy

Every learning strategy has steps in process, TPRC strategy is the right strategies used in teaching reading comprehension. TPRC strategy has various ease of use. Learning reading comprehension by using the strategy TPRC will foster an enthusiastic student, because it constitutes a step predict. Predict step will make the students race to be able to predict the contents reading correctly. TPRC strategy also has step that will connect establish the concept of a complete understanding of the content of reading. Students will connect prior knowledge before reading, prediction

and suitability predictions about the content of reading, and the knowledge after reading. By doing so, the students will have a thorough understanding formed of learning activities that they learn. TPRC strategy has steps that can help students in understanding the content of reading and the steps of TPRC strategy as follow:

According to Cranor et al. (2004), the steps of TPRC strategy is there are eight steps. First, teachers explain to students the topic for the lesson while activating their background knowledge. Second, teachers divide the students into groups of three to four, Using notebook or larger sheets of paper, ask students to write the topic at the top. Using vertical lines, tell students to divide the paper into three equal sections. Third, teachers ask students to write the word "Think." At the top of the middle column, ask them to write the word "Predict." at the top of the left column. Fourth, teachers have them write the word "Connect" at the top of the right column. Fifth, teachers ask students to think about what they already know about the topic. This information should be recorded in the "Think" column. Sixth,

teachers ask them to review what was written in the "Think" column and place a checkmark in the "Predict" column beside the information they believe will be included in the text after explaining to students that they will be reading information on this topic. Seventh, teachers ask students to read the selection and mark with a sticky note or highlight the text, if it includes information they predicted would be included. Last, teachers have students make connections between the information in the text and what they already know about the topic as they read. Have them record these thoughts in the "Connect" column.

Relevant research

According to Nofitson & Utami (2020), relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to the research being conducted. There are some researchers have been conducted and they are relevant to this research paper, such as:

Firstly, a research was conducted by Edo Ersanda conducted

in 2015, entitled: —The Effectiveness of TPRC Strategy for teaching reading comprehension of descriptive texts a case of the eighth grade of SMP Negeri 1 Ungaran. The method used in this study was quantitative method in the design of quasi experimental study. The result of this research showed that using TPRC strategy was effective in improving students' reading ability in descriptive text. It could be seen from mean of post-test in experimental class (79.66 was higher than controlled class (74.16). Also, mean of gained score in experimental class (13.58) was higher than controlled class (5.38). The data analyzed by using T-test formula. The result of calculation showed that in the significance level of 5%, the 25 value of t-test ($t_o > t\text{-table}$) ($2.48 > 1.99$). Therefore, it proved that alternative hypothesis (H_a) which states there is a significance progress in using numbered heads technique in improving students' reading ability in descriptive text, is accepted.

Second, a research was conducted by Anis Rahmawati and Punomo in 2018 This study was conducted in two cycles. Each cycle

consisted of two sessions, which were each session for treatment and in the end of the cycle for test. Each cycle involved planning, action, observation, and reflection. The instruments used in this study were tests and questionnaire. The result of questionnaires indicated that TPRC (Think, predict, read, and connect) could help the students in comprehending reading texts. Based on the result of the study, it could be concluded that the application of TPRC (Think, predict, read, and connect) strategy could improve the reading comprehension of the students.

Third, a research was conducted by Sholikhah & Azizah (2019) under the title "Improving Reading Achievements in Descriptive Text by Using TPRC (Think, Predict, Read and Connect) Strategy" in this study, the researcher uses TPRC as a method to improve students' reading comprehension skill. The researcher took two classes randomly as the subject of the research. Both of class's consists of 60 students. In collecting the data, the researcher uses a test as the instrument. While in analyzing the data, the researcher uses some

statistical formula since the study is quantitative approach. From the data analysis, the result of this study shows that teaching reading comprehension by using TPRC could improve the students' reading ability. Based on the result of the pretest and posttest, the mean score of posttest is higher than the mean score of pretest.

METHOD

In this research, the writer taught students' reading by using of TPRC (Think, predict, read, and connect) technique in reading text. The writer use experimental method. It consists of two classes that was investigated as experimental class and control class. To investigate the result of this research, the writer use test to know the influence of using think, predict, read, and connect strategy towards students' reading ability.

This research consists of two variables. The independent variable of the research is teaching reading using think, predict, read, and connect strategy (X). The dependent variable of the research is the student's reading ability (Y) As a main technique, the writer used a test that is multiple

choice tests. It consist of 40 items of reading text based on students' level. In scoring, the writer used the following formula : Score = The correct answer x 2,5.

RESULT AND DISCUSSIONS

Result

This research was conducted on 2nd February – 15th April at SMP Negeri 34 Bandar Lampung in the academic year 2021/2022. The researcher used data from two different classes for this study. In conducting, the researchers had two hypotheses: 1) There was a significant influence on students' reading comprehension through the implementation of TPRC Strategy and 2) The mean score of students' reading comprehension which was taught using TPRC Strategy higher was higher than those who learn through Conventional Strategy.

Table 1. The result of the Validity Test

No	t _{count}	t _{table}	Result
1	0.512	0.444	Valid
2	0.942	0.444	Valid
3	0.841	0.444	Valid
4	0.928	0.444	Valid
5	0.917	0.444	Valid

Before conducting the research, the researchers employed validity and reliability test for the research instrument. First, test data were analyzed using Pearson's Product Moment formula to assess the test's validity. This test was valid because $t_{count} \geq t_{table}$. The table above displayed some results from calculating the validity of the tryout, which $t_{count} \geq t_{table}$. Therefore, the instrument was declared valid.

Table 2. The Reliability of the Test

Items	r ₁₁	r _{table}
40	0.752	0.444

Based on the table above, the reliability calculation showed that 40 test items were reliable and could be used as research instruments because $t_{count} > t_{table}$ or $0.752 > 0.444$. The results above showed high reliability or $0.50 < r_{11} < 0.70$. Therefore, the test was reliable, and the reading instrument could be used for the research.

Table 3. The result of the Homogeneity Test

Group	F _{ratio}	F _{table (0.05)}	F _{table (0.01)}
Experiment & Control	1.00	1.70	2.13

There were some criteria for homogeneity tests in this research. First, $F_{ratio} > F_{table} \frac{1}{2} \alpha (v_1.v_2)$ level 0.05 and 0.01. Therefore, it indicated that the data was not homogenous. If $F_{ratio} < F_{table} \frac{1}{2} \alpha (v_1.v_2)$ level 0.05 and 0.01 indicated the data was homogenous. Table 3 above shows that F_{ratio} is 1.00. F_{table} was significant criteria from 0.05 is 1.70 then 0.01 is 2.13. Because $F_{ratio} < F_{table}$, then H_0 is received (1.00 < 1.70 < 2.13). Therefore, the experimental class and control class data groups were both homogeneous.

Moreover, the researchers conducted t_{test} or t_{ratio} to demonstrate the first hypothesis that the TPRC Strategy affected students' reading comprehension of SMP Negeri 34 Bandar Lampung in 2021/2022. The finding was obtained that $t_{test} 5.19 > 1.67 < 2.29 t_{table}$. The criteria showed that H_a is received when $t_{test} > t_{table}$. Therefore, H_a was received, and there was a significant influence of the implementation of the TPRC Strategy on students' reading comprehension. TPRC Strategy had a significant effect on the student's ability to collect information from the above findings. The implementation TPRC Strategy as

learning strategy was very effective because this learning strategy could be used to improve the student's reading ability.

Table 4. The Mean Post-Test Score Only

Class	Post-test
Experiment	65.66
Control	54.13

To prove the hypothesis that the means score of students' reading comprehension in experimental class was higher than that of students' reading comprehension in control class, the researchers applied t_{test} or t_{ratio} to analyze the data. Based on the calculation results, the mean score in the experiment class was higher than the control class (65.66 > 54.13). Therefore, H_a is accepted because the mean score of students' reading comprehension in the experimental class was higher than the mean score in the control class.

Discussion

The Impact of the TPRC Strategy on Students' Reading Comprehension

The research aimed to investigate the influence on students' reading

comprehension using TPRC Strategy in the eighth grade of SMPN 34 Bandar Lampung. This research was conducted using a quasi-experimental design involving two classes as the research samples, namely the control and experimental classes. For research statistics, the researchers utilized the TPRC Strategy as an learning strategy for teaching reading. From the results of the data collected and analyzed through reading tests, the researchers found a good impact on students' reading comprehension in a learning activity through TPRC Strategy. TPRC Strategy had made learning activities easier for many users.

In teaching reading, the teacher should engage the students more in the learning activity. To increase classroom activity and student engagement come true, the researchers suggested trying the implementation of appropriate learning strategy in teaching reading, such as TPRC Strategy. TPRC Strategy is a learning strategy for improving students' reading ability.

Moreover, Safitri & Punomo (2018) said that Think, Predict, Read and Connect (TPRC) strategy develops

students general knowledge before, during, and after reading. Moreover, TPRC is a 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 comprehension. It 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.

Based on the t_{test} analysis of the data hypothesis, the researchers found that H_0 is rejected. This statement was supported by the findings that if t_{test} was higher than t_{table} at significance levels of 5%, then 1% ($5.19 > 1.67 < 2.29$). Therefore, there was a significant influence on students' reading comprehension through the TPRC Strategy.

The Mean Score of Experimental Class was Higher than The Mean Score of Control Class

The mean score of students' reading comprehension taught using the TPRC Strategy was higher than the mean score of students' reading comprehension taught using the Conventional Strategy for the eighth grade students at SMPN 34 Bandar Lampung in 2021/2022. The mean score of students' reading comprehension in the experimental class was 65.66, and the mean score in the control class was 54.13. Based on this finding, TPRC Strategy could affect students' reading comprehension.

Ersanda (2015) stated that it was possible to learn and discuss the learning material through the TPRC Strategy. This strategy was effective in improving students' reading ability. It could improve students' ability to understand texts and make students enthusiastic when involved in teaching and learning. Numerous benefits in the TPRC Strategy could be used to improve reading comprehension. Therefore, students' reading comprehension would benefit significantly from using the TPRC Strategy for teaching reading.

Therefore, the two research hypotheses were accepted based on the abovementioned results. The research hypotheses consisted that there was a significant influence on students' reading comprehension through the implementation of the TPRC Strategy in the eighth grade SMPN 34 Bandar Lampung in 2021/2022. The second hypothesis was the means score of students' reading comprehension in experimental class was higher than the means score of students' reading comprehension in control class of the eighth grade SMPN 34 Bandar Lampung in 2021/2022.

CONCLUSION

In this research, the researcher concluded that there was a significant influence on students' reading comprehension through the implementation of the TPRC Strategy the eighth grade SMPN 34 Bandar Lampung in 2021/2022. Based on the findings of the data through a reading assessment, the researchers found the effect of TPRC Strategy was very effective in influencing students' reading ability. Furthermore, the researchers also found that the means

score of students' reading comprehension in experimental class was higher than the means score of students' reading comprehension in control class at the eighth grade SMPN 34 Bandar Lampung in 2021/2022. Therefore, the TPRC Strategy can be used as a medium to teach reading comprehension for the eighth grade SMPN 34 Bandar Lampung in 2021/2022.

Moreover, this study was conducted with a relatively small research sample and lacked an assessment of students' perceptions of the TPRC Strategy. Future research could be conducted with more extensive research samples and different dependent variables, such as students' engagement and students' creativity in the teaching-learning activity for EFL students.

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