



The Effect of Tprc Strategy on Students Ability in Reading Comprehension Descriptive Text to The Eighth Grade at SMP Negeri 10 Pematangsiantar

Andrian Laris Nadeak¹, Asima Rohana Sinaga², Christian Neni Purba³

Email: aditsaputradeak@gmail.com¹, asimasinaga49@gmail.com², christian.purba@uhn.ac.id³

Universitas HKBP Nommensen Pematangsiantar

Abstract

The purpose of this research is to investigate the effect of the TPRC strategy on students' reading comprehension of descriptive text in eighth grade at SMP Negeri 10 Pematangsiantar. This investigation was conducted at SMP Negeri 10 Pematangsiantar, namely in classes VIII-2 and VIII-3. The research issue is about the impact of the TPRC Strategy as a teaching medium on reading comprehension descriptive texts for class VIII students at SMP Negeri 10 Pematangsiantar. The researchers employed quantitative descriptive research methodologies in a quasi-experimental design with two classes: experimental and control. Multiple choice exams were used to acquire the data. The data collection instruments were collected from students' pre-test and post-test results; scores were then computed and assessed using MS Excel and manual. The study findings revealed that the experimental class had an average pre-test score of 57.96 and a post-test score of 80.8. Meanwhile, the control class had an average score of 61.09 before the exam and 71.40 after the test. The post-test findings demonstrate that the usage of TPRC learning medium is extremely helpful for class VIII students' reading comprehension of descriptive texts. The t-test computation reveals that the t-test result exceeds the t-table value ($2.13 > 1.669$). At a 5% significance level, a two-sided test indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This suggests that the use of the TPRC Strategy as a teaching medium may help students enhance their reading comprehension.

Keywords: *Reading, Reading Comprehension, Teaching Strategy, TPRC, Descriptive Text*

INTRODUCTION

Language allows people to convey their thoughts and ideas to one another (Rabiah, 2018). The fundamental goal of every language is to facilitate interaction between people. Language is crucial to human existence because it allows us to communicate with one another, which in turn influence many aspects of human progress. According to Nishanthi (2018) in (Sa'adah et al., 2023), English is a global language that is widely used by numerous individuals in diverse situations. There are four skills in English. Those are listening, speaking, writing and reading.

Reading is one of the four English language skills. Reading is the best way to learn a new language (Anisah & Darussyahid, 2018) According to (Manoharan & Ramachandran, 2023), reading serves as a unique form of communication, creating a bridge between the author's thoughts and the reader's comprehension. People, especially young people learning English, will like reading the most, such as reading about school subjects. Since a great amount of content is preserved in writing form, many students use the textbook to broaden their understanding. However, it is difficult for children to read if the information is not in their native language, such as a foreign language or English. The students must be familiar with certain English vocabulary and their meanings in order to understand what they will read, study, and comprehend (N. Rahmah et al., 2023). Teaching and learning the process of reading comprehension is necessary and a suitable strategy to make the students more easily get sense after the reading process (Napratilora, 2024).

Reading comprehension is the process of creating meaningful messages (Hidayat et al., 2021). Reading comprehension entails more than simply reading the text and grasping its content; students must also absorb and assimilate the information included in the text (Putri & Lolita, 2023). Students who demonstrate proficiency in comprehending texts engage in reading processes that necessitate the capacity to formulate predictions, evaluate the veracity of those predictions, pose inquiries, infer and visualize, and assess comprehension as they read. According to (Bermillo & Merto, 2022), reading is perceived as a two-way interaction between the reader and the text, which leads to comprehension. In other words, understanding is the primary goal of reading (Hu & Zhang, 2023). Today, both students and teachers struggle with reading comprehension. According to (Hutapea et al., 2024), Reading comprehension entails making meaning of the text. Teacher find it challenging to build an effective method to teaching reading comprehension, and students struggle to gain information and expertise on reading comprehension from their teachers.

Difficulties in reading extensively were identified by the researcher during the teaching practice at the school. Students appear to encounter difficulty with language or words. They see these difficulties in reading class when they must read or understand a book. They often study or discuss the text word by word. Their teacher also mentions that students commonly fail the English test of the mind or the semester exam because they spend so much time explaining. The teacher appears to use the same strategies in teaching the reading process. Apart from this, the scenario and strategy also play a vital role in obtaining maximum success in extracting information from the text. They are essential to enable the students to comprehend the text better and to make the reading enjoyable.

Based on the interview data between the researcher and teachers of English at SMP Negeri 10 Pematangsiantar, there are still many students who have trouble in reading descriptive writing. It may be noticed from the score that students acquire from reading assignment in reading descriptive text is low. Students achieved score below 60, nevertheless, KKM at SMP Negeri 10 Pematangsiantar in grade VIII is 70. It was shown that students are bad at reading descriptive text, and have issues in learning descriptive text. Firstly, the students have challenges in articulating their notion in reading descriptive text, secondly, The students face difficulties in understanding the overall structure of descriptive texts. They often misinterpret key elements such as identification, description, and interpretation or assessment. Additionally, they struggle to recognize the linguistic features of descriptive writing. To address these issues, the researcher plans to use the TPRC approach to help students better comprehend descriptive texts, understand their structure, and identify the linguistic aspects involved.

An effective reading comprehension teaching technique is required to help students get a better knowledge of the material. As stated by (Pallathadka et al., 2022), The importance of reading comprehension for academic achievement cannot be overstated; nevertheless, just

being able to read is insufficient; one must also be able to grasp what is being read. A variety of solutions have been developed to help people overcome their problems. One such method is the TPRC approach, which encompasses the following four stages: Think, Predict, Read, and Connect. The TPRC technique will assist students have a better understanding of reading descriptive language and grasp a chapter, resulting in a more successful reading experience (U. N. Rahmah et al., 2020). Through this strategy, the writer hopes students can achieve the reading achievement and the result will give the answer of the problem. According to Lenskoi (2015) in (Sholikhah & Azizah, 2019), TPRC is teaching strategy that allows students to think before reading, anticipate, read independently, and relate what they have learned to what they already know.

The TPRC approach may enhance reading comprehension. The technique facilitates comprehension, thereby enhancing the efficacy of reading. Teaching reading utilizing the TPRC technique may have a more favorable influence on students' reading comprehension (Subari & Hastomo, 2022). It causes the TPRC technique to have students create a mental map about the topic that they will discuss, which might assist them grasp the issue by facilitating the think stage. The author intends to improve students' reading comprehension using the TPRC approach, and the findings will offer an answer to the aforementioned issue.

Based on the explanation above, the researcher formulated the research topic, namely: **“The Effect of TPRC Strategy on Students Ability in Reading Comprehension Descriptive Text to the Eighth Grade at SMP Negeri 10 Pematangsiantar”.**

METHOD

The research was conducted using a quantitative descriptive research strategy. According to Sugiyono (2018:13), “Quantitative descriptive data constitutes a positivist research approach wherein numbers are quantified through the utilisation of statistics as a computational tool”. This approach entails the processing of data through the means of statistical data, survey responses, and other sources. Quantitative descriptive research uses measurement to develop theoretical hypotheses regarding natural phenomena. Therefore, measurement plays a crucial role in this study, where the researcher utilized two classes to establish causation. The research involved two types of classes: an experimental group and a control group. The experimental group was taught to read a descriptive text using the Think, Predict, Read, and Connect instructional method, while the control group did not receive exposure to this strategy. Both groups participated in a pretest and a posttest.

This research was conducted at SMP Negeri 10 Pematangsiantar J. Setia Negara No.1 No.174, Setia Negara, Kec. Siantar Sitalasari, Kota Pematang Siantar, Sumatera Utara at grade eve 8 in 2023/2024 academic year.

The researcher utilized Purposive Sampling. Purposive sampling can be especially useful in situations where the researcher needs to reach out. In this study, the researchers used the ninth grade as a sample. The sample in this researchare students in grades VIII-2 and VIII-3 at SMP Negeri 10 Pematang Siantar. This class consists of 32 students.

The research used tests as instruments. In order to test whether eighth grade junior high school students can interpret descriptive texts, the researcher used the TPRC strategy. The researcher would be using the student's reading comprehension test by giving a multiple choice test consisting of 30 items, where it would consist of 15 for pre-test question and 15 for post-test question.

RESULT AND DISCUSSION

Data Description

The following representative class consisted of 32 students from class VIII-2 of SMP Negeri 10 Pematangsiantar. The experimental class was taught using the Think, Predict, Read, and Connect teaching strategy.

Table 1. Students scores of the Experimental Class

No	Student's Initial Name	Pre Test	Post Test
	ANH	50	70
	ASG	60	85
	AN	50	90
	ADH	60	75
	AH	60	80
	BHK	55	90
	DV	60	90
	DA	60	80
	EZ	60	85
.	FH	60	95
.	FT	60	80
.	GD	60	75
.	HF	50	85
.	HM	60	75
.	JHN	60	75
.	JH	60	75
.	KHN	50	80
.	KL	55	85
.	KHR	70	85
.	KN	60	80
.	MR	60	75
.	MB	55	75
.	MT	65	75
.	MH	60	90
.	NS	50	70
.	NZ	50	75
.	OLI	65	75
.	QT	50	80
.	RG	60	85
.	RIS	65	95
.	RK	50	75
.	SF	65	80
Σ		1855	2586

Table 1. presents the pretest and posttest results, indicating that none of the students achieved the KKM threshold of 75 on the pretest. The table also highlights the overall performance of the students regarding the KKM criteria. Additionally, the experimental class achieved an average score of 80.8, with a total posttest score of 2,586. In contrast, the experimental class had an average pretest score of 57.96, totaling 1,855. Out of the 32 students who participated in the exam, 30 met the KKM requirement by scoring 75 or higher, while two students did not pass.

Table 2. Students scores of the Control Class

No	Student's Initial Name	Pre Test	Post Test
	AAS	50	70
	AR	65	75
	AFC	60	70
	CPA	60	75
	DW	75	65

	DY	60	65
	DZH	65	65
	FA	70	65
	FB	65	70
.	FAZ	65	50
.	FYS	65	70
.	GM	55	80
.	IP	60	75
.	KMD	50	75
.	KS	60	75
.	MP	60	60
.	MT	55	80
.	MR	65	65
.	MF	55	65
.	NS	60	70
.	RAJ	50	70
.	RAA	60	80
.	RAP	55	65
.	RS	60	75
.	RM	70	80
.	SSR	70	75
.	SS	60	95
.	SSR	65	65
.	SLB	55	80
.	VK	65	70
.	VN	55	75
.	YN	70	70
Σ		1955	2285

Table 2. indicate that in the pre-test the scatter was 1 standard deviation of total got, or 75, the KKM benchmark. The table additionally identifies students who have not yet met the KKM threshold. Aside from that, the total Pearson correlation coefficient for the cohort class was 2285, with an average correlation coefficient of 71.40. In the meantime, 1955 had the highest average score after the cohort class, which was 61.09. Of the 32 students that completed the course, 14 students failed to meet the KKM threshold, namely 75, and 18 students did not complete the course.

Testing Hypothesis

In order for the t-table value to be able to be compared with the t-test after the t-test has been calculated, the retables must utilize this formula to get the df values of the eldest siblings. The two-tailed t table value, which is determined by utilizing the of freedom (df) degrees, is 62. Therefore, the t table result is 1,669. The reacher is aware that, based on the aforementioned results, $t\text{-test} = 2.13$ is greater than $t\text{-table} = 1.669$ ($2,13 > 1,669$). Therefore, it can be concluded that the use of TPRC as a learning tool has a considerable impact on students' reading comprehension.

Research Findings

Based on the researcher's findings, the Think, Predict, Read, and Connect (TPRC) teaching technique was implemented as a learning strategy to enhance the English reading comprehension of descriptive texts among eighth-grade students at SMP Negeri 10 Pematangsiantar. The researcher identified several key findings as follows:

1. The researcher's findings indicate that the performance of students in the experimental class, who were taught using the Think, Predict, Read, and Connect teaching method, significantly outperformed those in the control group. The average post-test score for the experimental class was 80.8, compared to an average post-test score of 71.40 for the control class.
2. The post-test in the experimental class included 2586 squares of respondents.
3. The post-test in the control class includes 2285 squares of respondents.
4. The post-test in the experimental class has a standard deviation of 6.87.
5. The post-test control class had a standard deviation of 7.95.
6. The experimental and control classes have a standard error of 4.41.
7. The t-table has a significance level of 5%. At $\alpha = 0.05$, the hypothesis value is 2.13, which is greater than 1.669.

The test hypothesis is supported because the t-test exceeds the t-table ($2.13 > 1.669$) at the 5% significance level. This explains the application. Based on the researcher's findings, the Think, Predict, Read, and Connect teaching technique was used as a learning strategy to improve the English reading comprehension of descriptive texts of eighth-grade students at SMP Negeri 10 Pematangsiantar. The number of eighth grade students at SMP Negeri 10 Pematang Siantar increased significantly.

Discussion

The goal of this study project is to better understand the impact of the educational strategy known as "Think, Predict, Read, and Connect." The manner in which eighth-grade children study influences their capacity to connect to their teachers. While the "Think, Predict, Read, and Connect" educational approach had an effect on the pre-kindergarten class after treatment, the learners in This research provided both basic and advanced knowledge. With Based experience, learning outcomes can be obtained from TPRC Strategy. Learners who fully utilize the TPRC Strategy learning platform for a lifelong learning experience are those who fully utilize the conventional strategy learning platform for a lifelong learning experience in terms and grades. Based on data analysis, researchers discovered that the Think, Predict, Read, and Connect teaching technique learning TPRC Strategy had a noteworthy positive influence on students' reading comprehension of descriptive texts. It is evident from this that, for class VIII-2 students at SMP Negeri 10 Permatangsiantar, the use of the TPRC Strategy has proven to be more efficient than the conventional strategy for eighth grade at SMP Negeri 10 Pematangsiantar students. Therefore, it can be concluded that students who are taught using the Think, Predict, Read, and Connect teaching strategy have a higher level of academic proficiency than students who are taught using the Structured-Based Learning approach.

CONCLUSION

Based on the findings and discussions of this study, it can be concluded that employing the Think, Predict, Read, and Connect teaching strategy as an instructional method significantly enhances reading comprehension among ninth-grade students at SMP Negeri 10 Pematangsiantar. This conclusion is supported by the research findings, which align with the results of previous studies. Moreover, the Think, Predict, Read, and Connect strategy not only improves reading comprehension but also promotes social-emotional learning outcomes, such as enhanced critical thinking, better content understanding, and overall student intelligence. Before integrating this strategy, the eighth-grade students in the control group had an average pre-test score of 61.09, and their post-test score using traditional newspaper learning materials rose to 71.40. Meanwhile, the experimental group, which used the Think, Predict, Read, and Connect strategy, started with a pre-test score of 57.96, but their post-test

score improved significantly to 80.8. The results demonstrate that the experimental group outperformed the control group, with both groups showing improved scores.

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