CHAPTER I

INTRODUCTION

A. Background of the problem

Reading is one skill that is very important in learning English besides other skills like writing, speaking and listening. Linse (2005: 69) stated that reading is a set of skills that involves making sense and deriving meaning from the printed word. Basically, the purpose of reading process is acquiring information, knowledge, insight, and also for pleasure of interest that is gotten from reading materials. Reading is not easy to do because in reading process the reader not only reads the words, sentences, paragraphs, and texts but also should understand the contents of reading.

To find out the information of the reading text, the readers should comprehend it. Reading text without comprehension is useless. According to Kalayo (2007: 113), reading is an interactive process that goes on between the reader and the text, resulting in reading comprehension. Reading comprehension results when the reader know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

In line with the previous statement Jannete (2007: 2) noted that 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. In other words, reading comprehension is the process of understanding, determining and knowing the meaning of the text. Therefore, in reading activity a reader should be able to understand what she or he reads about. Without knowing the content of the reading material, the reading activity becomes inadequate. Based on the explanation above, the writer concludes that comprehension is the process in which the reader brings his or her prior knowledge to interact with the written text.

Based on writer's preliminary observation at Vocational High School Multi Mekanik Masmur, the writer found that this school provided English lesson to the students, especially in reading comprehension. This school used School Based Curriculum (KTSP) as their guidance in learning process. According to syllabus of Vocational High School Multi Mekanik Masmur at the tenth grade students, the based competence of reading English refers to capability of the students in responding the meaning in monolog text or essay that uses written form accurately, fluently, and contextually in the form of text such as narrative, procedure, recount, descriptive and news item.

Based on writer's observation at the tenth year students of Vocational High School Multi Mekanik Masmur in November 2016, the writer found a lot of problems as follows:

1. Most of the students were not able to get the specific information from the text.

2. Most of the students were not able to get the general information from the text

3. Most of the students were not able to identify the generic structure from the text.

4. Most of the students were not able to identify the purpose from the text.

5. Most of the students were not able to analyze the meaning of certain words from the text.

Based on the symptoms above, the writer found that the failure of teaching reading comprehension was often neglected by the teachers. The teacher attached reading comprehension in lesson plan, but the teacher did not teach reading comprehension as they arranged in the leson plan and they just used traditional strategy to teach reading comprehension. Students were provided a worksheet, and they had to find the answer of multiple choice that had been provided by the teacher. The method had been quite good for years but in recent years some students were not interested in reading comprehension. Additionally, the passing grade was quiet high, 7,5, it made student hard to achieve or pass the standard grade. So, the writer realized that it was important to apply the methods or strategies that can solve the problem, which was a method that can bring students out of boredom, competitive classroom atmosphere, and more student-centered, and that can improve students' reading comprehension. Among numbers of cooperative learning strategies, the writer choosed Think, Predict, Read, Connect (TPRC) strategy as an alternative strategy to teach reading comprehension in the classroom.

TPRC was one of the popular strategies in coopearative learning. TPRC stands for Think, Predict, Read, and Connect.. Think, Predict, Read, and Connect (TPRC) was an alternative way to improve reading comprehension which requires students to be in teams. Think, Predict, Read, and Connect (TPRC) strategy used to develop students general knowledge before, during, and after reading. In Think, Predict, Read, and Connect (TPRC) strategy Each team needs paper, pencils, and text (textbooks, primary, sources, literature, or whatever).

In relation to the explanation above, the researcher was interested in carrying out a research entitled:

"The Effect of Using Think, Predict, Read, Connect (TPRC) Strategy on Reading Comprehension of The Tenth Grade Students atVocational High School Multi Mekanik Masmur Pekanbaru".

B. The problem

1. Identification of the problem

Based on the problems described in the background, the identification problem of the research is the students still have low motivation in reading the text and also have limited vocabulary to comprehend the text. The other problems are the teacher do not use the approriate strategy in teachimg reading.

2. Limitation of the research

Based on the identification of the problems stated above, the writer limited the problems on Reading Comprehension and using Think, Predict, Read, Connect (TPRC) strategy.

3. Formulation of the problems

Based on the problems limited above, the writer formulated the problem of the study as follows:

a. Do the students who are taught by using Think, Predict, Read, Connect (TPRC) Strategy have better score of reading comprehension than those who are taught without using Think, Predict, Read, Connect (TPRC) Strategy of the tenth grade at Vocational High School Multi Mekanik Masmur Pekanbaru?

b. Is there any significant effect of using Think, Predict, Read, Connect (TPRC) Strategy on reading comprehension of the tenth grade students at Vocational High School Multi Mekanik Masmur Pekanbaru?

C. Objective and significance of the research

1. Objective of the research

a. To find out whether the students who are taught by using Think, Predict, Read, Connect (TPRC) Strategy have better score of reading comprehension than those who are taught without using Think, Predict, Read, Connect (TPRC) Strategyof the tenth grade at Vocational High School Multi Mekanik Masmur Pekanbaru.

b. To find out whether there is a significant effect of using Think, Predict, Read, Connect (TPRC) Strategy on reading comprehension of the tenth grade students at Vocational High School Multi Mekanik Masmur Pekanbaru

2. Significance of the research

Related to the objective of the research above, the significances of the research are as follow:

a. To give information about the effect of using Think, Predict, Read, Connect (TPRC) strategy on reading comprehension of the tenth grade students at Vocational High School Multi Mekanik Masmur Pekanbaru.

b. To Improve students' reading comprehension by using Think, Predict, Read, Connect (TPRC) strategy

c. To give information to the reader of this thesis about the use of Think, Predict, Read, Connect (TPRC) strategy in teaching English.

d. To enlarge the researcher's knowledge about Think, Predict, Read, Connect (TPRC) strategy and reading comprehension of the tenth grade students at Vocational High School Multi Mekanik Masmur Pekanbaru.

D. Reason for choosing the title

There are some reasons why the researcher is interested in conducting this research:

1. This title of this research is not yet investigated by other previous researchers.

2. This research is relevant to researcher as the student of English Department of Education Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

3. The location of the research facilitates the writer to conduct the research.

E. Definition of the term

In order to avoid misunderstanding about the title in this research, it is necessary to define the terms as follows:

1. Effect

   According to Homby (1987: 369), effect is change produced by an action or a cause a result an outcome. In addition, Richards states that effect is used to measure the strength of one variable's affect another or the relationship between two or more variables. In this research, effect is defined as the result of teaching reading treated by prediction strategy.

2. TPRC strategy

   TPRC stands for Think, Predict, Read, and Connect. 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. Think, Predict, Read, and Connect (TPRC) strategy used to develop students general knowledge before, during, and after reading. In Think, Predict, Read, and Connect (TPRC) strategy Each team needs paper, pencils, and text (textbooks, primary, sources, literature, or whatever

3. Reading comprehension

   According to Klingner (2007: 8), reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi

component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). Reading comprehension skills are important for English language learner, especially for the students who learn English as a foreign language. Reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language

4. Descriptive text

According to Syafi'i (2011: 44), "descriptive paragraph is used to tell what the subject looks, sounds, feels, tastes, and/or smells like". In this case, the students of the tenth grade at Vocational High School Multi Mekanik Masmur Pekanbaru were asked to understand the descriptive text that described about, people, place and thing.