

**THE EFFECT OF USING THINK, PREDICT, READ, AND  
CONNECT STRATEGY TOWARDS STUDENTS'  
READING COMPREHENSION AT THE  
SECOND YEAR OF SMAN 2 BANGKO  
BAGANSIAPIAPI**



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PEKANBARU  
1435 H/2014 M**

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SECOND YEAR OF SMAN 2 BANGKO  
BAGANSIPIPI**

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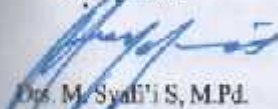
## EXAMINER APPROVAL

The thesis entitled *The Effect of Using Think, Predict, Read, and Connect Strategy towards Students' Reading Comprehension at the Second Year of SMA N 2 BANGKO-Bogansicapi* is written by Jastriana, SIN. 10914005336. It has been approved and examined by the examination committee of undergraduate degree at Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim of Riau on Rabi'ul awwal 5<sup>th</sup>, 1435 H/ January 7<sup>th</sup>, 2014 M, as one of requirements for Undergraduate Degree in English Education Department.

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## ABSTRAK

**Jastriana, (2014) : Pengaruh dari Penggunaan Strategi Think, Predict, Read and Connect terhadap Pemahaman Membaca Siswa di Kelas Dua SMA Negeri 2 BANGKO-Bagansiapiapi**

Permasalahan yang dialami oleh siswa SMAN 2 BANGKO-Bagansiapiapi dalam memahami bacaan benar-benar membutuhkan solusi yang benar. Dalam hal ini, guru diharapkan untuk menemukan sebuah strategi yang bagus untuk meningkatkan pemahaman membaca siswa dengan menerapkan strategi Think, Predict, Read and Connect strategi sebagai pengganti strategi yang digunakan sebelumnya. Strategy Think, Predict, Read and Connect merupakan strategi yang tepat untuk meningkatkan pemahaman membaca siswa, karena strategi ini menekankan pada mengingat, memahami, mengaplikasi, menganalisa, dan mengevaluasi. Strategi ini juga membantu siswa untuk mengembangkan pengetahuan umum sebelum, selama, dan setelah membaca.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan membaca siswa yang diajarkan dengan strategi Think, Predict, Read and Connect dan tanpa menggunakan strategi Think, Predict, Read and Connect, dan untuk mengetahui apakah ada pengaruh yang signifikan dalam menggunakan Think, Predict, Read and Connect terhadap kemampuan membaca siswa kelas dua di SMA Negeri 2 BANGKO-Bagansiapiapi. Populasi dalam penelitian ini adalah siswa kelas dua di SMA Negeri 2 BANGKO-Bagansiapiapi, dan sampel penelitian ini adalah kelas XI IPA 1 dan XI IPA 2.

Nilai rata-rata dari pemahaman bacaan siswa yang diajarkan dengan strategi Think, Predict, Read dan Connect adalah 70.81. siswa-siswa yang lulus dari standar kelulusan belajar adalah 23 siswa (71.875%). Dan pemahaman bacaan siswa yang diajarkan dengan strategy Think, Predict, Read dan Connect dapat dikategorikan kedalam level “Baik”

Nilai rata-rata dari pemahaman bacaan siswa yang diajarkan tanpa menggunakan strategi Think, Predict, Read dan Connect adalah 55.75. siswa-siswa yang lulus dari standar kelulusan belajar adalah 1 siswa (3.12%). Dan pemahaman bacaan siswa yang diajarkan tanpa menggunakan strategi Think, Predict, Read dan Connect dapat di kategorikan kedalam level “kurang baik”.

Dari analisa formula sample T-test, dapat dilihat bahwa  $t_0$  lebih tinggi dari t-tabel walaupun pada tingkat signifikan dari 5% atau pada level signifikan 1%. Ia dapat disimpulkan bahwa  $H_0$  “ditolak” dan  $H_a$  “diterima”. Dengan kata lain, penggunaan strategi Think, Predict, Read dan Connect terhadap pemahan bacaan siswa dikelas 2 SMAN 2 BANGKO-Bagansiapiapi memberi efek positif, dan ia dapat diaplikasikan dalam mengajar pemahaman bacaan untuk meningkatkan pemahaman bacaan siswa.

## ABSTRACT

**Jastriana, (2014) : The Effect of Using Think, Predict, Read and Connect Strategy towards Students' Reading Comprehension at the Second Year of SMAN 2 BANGKO-Bagansiapiapi.**

The problems experienced by the students at State Senior High School 2 BANGKO-Bagansiapiapi in reading comprehension really needed the correct solution. In this case, the teacher was expected to find a good strategy to improve the students' reading comprehension by applying Think, Predict, Read, and Connect Strategy as a replacement of previous strategy. Think, Predict, Read and Connect strategy is an appropriate strategy to improve the students' reading comprehension, because it emphasizes remembering, understanding, applying, analyzing, and evaluating. This strategy also helps students to develop general knowledge before, during, and after reading.

The objectives of this research were to know the students' reading comprehension taught by using Think, Predict, Read and Connect strategy and without using Think, Predict, Read and Connect strategy, and to know whether there is a significant effect of using Think, Predict, Read, and Connect strategy towards students' reading comprehension at the second year of SMAN 2 BANGKO-Bagansiapiapi. The population of this research was the second year of SMAN 2 BANGKO-Bagansiapiapi, and the samples were the first XI science class and the second XI science class.

Mean of the students' reading comprehension taught by using Think, Predict, Read, and Connect Strategy was 70.81. The students who passed the graduated standard (SKL) were 23 students (71.875%). And the students' reading comprehension taught by using Think, Predict, Read, and Connect Strategy was categorized into "Good Level".

Mean of the students' reading comprehension without being taught by using Think, Predict, Read and Connect Strategy was 55.75. The students who passed graduated graduated was 1 student (3.12%). And the students' reading comprehension taught without using Think, Predict, Read, and Connect strategy was categorized into "Less Level".

From analysis of independent sample T-test formula. It can be seen that  $t_o$  is higher than  $t$ -table either in significance level of 5% or in significance level of 1%. It is concluded that  $H_o$  is "rejected" and  $H_a$  is "accepted". In other words, using Think, Predict, Read and Connect strategy towards students' reading comprehension at the second year of SMA N 2 BANGKO- Bagansiapiapi gives positive effect, and it can be applied in teaching reading comprehension to improve the students' reading comprehension.

جاستريانا , ( ) : تأثير استخدام استراتيجية فكر، استبق، اقرأ و وصل إلى فهم قراءة الطلاب  
الصف الثاني بالمدرسة العالية الحكومية -باغان سيافيافي.

كانت المشكلة التي يلاقيها الطلاب بالمدرسة المتوسطة العالية الحكومية -باغان سيافيافي أنهم يحتاجون حسن الحل في فهم القراءة. فيرجى للمدرس أن يكشف استراتيجية حسنة لترقية فهم قراءة ببق استراتيجية فكر، استبق، اقرأ و وصل و تكون بديلة على الاستراتيجية السابقة. كانت استراتيجية فكر، استبق، اقرأ و وصل من استراتيجية دقيقة لترقية فهم قراءة الطلاب لأنها تؤكد إلى المذاكرة، الفهم، التطبيق، التحليل، و التقييم و هي أيضا تساعد الطلاب في تطوير معارفهم السابقة طول

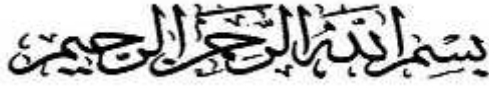
تهدف الدراسة لمعرفة قدرة الطلاب على القراءة الذين يدرسون باستخدام استراتيجية فكر، استبق، اقرأ و وصل و بدون استراتيجية فكر، استبق، اقرأ و وصل، و لمعرفة هل هناك تأثير استخدام استراتيجية فكر، استبق، اقرأ و وصل إلى فهم قراءة الطلاب لطلاب الصف الثاني بالمدرسة المتوسطة العالية الحكومية 2 -باغان سيافيافي. الأفراد في هذه الدراسة طلاب الصف بالمدرسة المتوسطة العالية الحكومية 2 -باغان سيافيافي و عينات هذه الدراسة طلاب الصف الحادي عشر للعلوم الكونية الأولى و الثانية.

ت الدراسة على نوع شبه التجربة. استخدمت الباحثة الضبط غير مناسبة. هناك تسع جلسات، 6 جلسات للمعاملة و جلسة واحدة للاختبار القبلي، و جلستان للاختبار البعدي. تتكون مكونات هذه الدراسة من 25 على شكل تعدد الاختيارات.

اسة على أن ترقية الطلاب تبدو من تقديم البيانات و تحليل البيانات من خلال س ف س س. كان معدل النتيجة في الفصل التجربة قبل المعاملة نحو 48 75 50 45. كان معدل النتيجة في الفصل التجربة نحو 70 81 75 55. تقنية تحليل البيانات هي  $t_0$  7 800 عينة مستقلة ت-الاختبار على س ف س س. بناء على تحليل البيانات كان تميز من خلال مستوى الحر 5 1 في المائة و هي 2 00 2 65 .  $2 00 < t_0 < 7 800 < 2 65$  . 1 5

لذلك كانت الفرضية الصفورية مرفوضة و الفرضية البديلة مقبولة. تدل ايضا على أن هناك تأثير استخدام استراتيجية فكر، استبق، اقرأ و وصل إلى فهم قراءة الطلاب لطلاب الصف الثاني بالمدرسة المتوسطة العالية الحكومية 2 -باغان سيافيافي

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Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord of universe blesses you all. Aamiin...

Pekanbaru, November 19<sup>th</sup>, 2013

The writer

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