CHAPTER I

INTRODUCTION

This chapter will discuss about background of study, statement of problem, objective of the study, significance of study, Scope and limitation of the study, and definition of key term.

1.1 Background of the study

English is an international language. Many people who use English in different parts of the world. By using English, people can easily communicate with other people from other countries. People also can build relationship, social life, culture, science, economy, and technology. That is why it is important for the people to master English. It is used to increase their knowledge and to face global competition. Language is a system for the expression of meaning.

Language is a primary means to communicate in human life, both individual and social. As social creatures, humans always interact with each other. The interaction aims to exchange information, convey ideas, exchange experiences, and others. In order to establish the good interaction , it also required the mastery of language is good. Mastery of language, closely related to the skills of using language. Therefore, an important language skills is taught in formal education, in the school. Language skills, in this case Indonesian language is taught starting from elementary school level to

higher education. Language learning in schools include the four aspects of skills these are paying attention/listening (listening skills), speaking (speaking skills), reading (reading skills), and writing (writing skills) (Tarigan, 2015:1). These language skills are integrated in the standard language subjects in Indonesia of competence in school in a balanced way, but research is confined to one of the language skills, namely reading. Reading skill affects the other skills learning process.

Reading as one language skills is essential for human life, whether in the family, school, and community. Reading is the most natural activity in the world (Smith, 2004:2). The process of knowledge acquisition students done by the process of reading, so the skill of reading students will affect the insight knowledge. Learning to read in junior high school students include two types of reading, namely the intensive reading and extensive reading. Intensive reading skills include reading, reading comprehension, critical reading, and reading ideas. Extensive reading skills include reading surveys, skimming, and reading the superficial. However, this research will be focused on reading skills. Reading is the process of thinking is an activity to obtain more information or ideas. The process of getting the knowledge of students in the process of reading, so that the reading skills of students will influence the review their insight knowledge.

Reading is the practice of using text to create meaning (Johnson,2008:3). Learning to read has been implemented during the heading toward reading comprehension intensively. Students read in order to answer the question without

reading note of understanding the concept of wholeness. Learning to read who do not emphasize an intensive understanding of the causes of students just memorize the contents of the readings at the time of the lesson in progress. Moreover, the students are not able to remember the content of the reading as a whole.

One of the efforts to make learning to read be interesting is to use learning strategies.. There are several types of learning strategies in reading, among other strategies, K-W-L Plus, PLAN, Three-Level Reading strategies Guide, and Think, Predict, Read, Connect (TPRC).

Every learning strategy has different advantages and disadvantages. From some of the above strategy, TPRC strategy is an appropriate strategy that used in learning reading comprehension. Learning to read by using the strategy of the TPRC will cultivate an enthusiastic students, because it included measures *predict*. Predict step will make students compete to be able to predict the content of the readings precisely. TPRC strategy also has step *connect* that will form the whole understanding of concepts about the content of the readings. Students will connect the initial knowledge before reading, predictions and predictions about the suitability of the content of the readings, as well as knowledge owned after reading. so, students will have an understanding of the whole of the learning activities they perform.

Strategy of the TPRC has measures that can help the students in understanding the content of the readings. TPRC strategy will help readers have a better way to comprehend a passage, so the result of reading will be more effective. However, the

strategy of the TPRC has never been applied in learning reading comprehension grade VII in the Islamic Junior High School of Thoriqul Huda Babadan Ponorogo. Therefore, this research focused on testing strategies in learning reading skill TPRC grade VII in the Islamic Junior High School of Thoriqul Huda.

There are some studies about reading comprehension. First, the study is belongs to Anis Rahmawati entitled the effectiveness of the strategy TPRC (Think, Predict, Read, and Connect) in the learning of reading comprehension students of SMPN 1 Sentolo grade VII 2013. The purposes of this research to know the difference and the effectiveness of reading comprehension skill significantly between student who follow learning using TPRC strategy and student who follow learning without using TPRC strategy. This is an experimental research with control group pre-test and post-test design. The result of this research shows that significant difference in reading comprehension score between student who follow and without using TPRC strategy for student grade VII in SMPN 1 Sentolo. the result of this research shows that teaching using TPRC strategy is more effective than without using TPRC strategy.

The second study is belongs to Edo Ersanda from state University, entitled, "The Effectiveness of TPRC Strategy For Teaching Reading Comprehension of Descriptive (A Case of the Tenth Grader of SMA Negeri 1 Ungaran in the Academic Year of 2015/2016)". He used a case research. In his research, he want to find out whether or not the TPRC is effective to teach reading comprehension and to find out whether there

is any significant difference in students" achievement of reading test between those who were taught using TPRC and those who were taught without using TPRC. This study applied a quasi-experimental design. This research design comprised tryout, pre-test, treatment, and post-test. The students in class X MIPA 1, class X MIPA 2, class X MIPA 5 were chosen to be the participants of the study. Class X MIPA 5 was the tryout participant. Meanwhile, class X MIPA 1 was chosen to be the control group and class X MIPA 2 was chosen to be the experimental group. The control group was taught by using conventional method (lecturing) given by teacher and the experimental group was taught by TPRC.

The third study is belongs to Qodariah entitled The Use Of Think, Predict, Read And Connect (TPRC) Strategy on Students' Reading Comprehension (An Experimental Research at the Second Grade of MAN 1 Pandeglang). the researcher collect data from 70 students as a sample in two classes, one class as experiment class and another one as control class, by applying quasi experimental research method. The researcher chooses two classes as a sample while class XI IPA 1 is experiment and XI IPA 2 as control class. Since the research uses quasi experiment method, the data is gathered through pre-test and post-test. The result of the research showed that the hypothesis, that the null hypothesis is rejected its shown from statistical value that significant 5% = 1,99 and significant of 1% = 2.64 and the result of t0 = 2,3. So, based on technique in reading comprehension has positive effect. It means there is significant effect to use TPRC Strategy on Students' reading comprehension.

1.2 The Statement of problem

Based on description of the background of study, the writer wants to make a statement of the problem. The problem discussed in this study can be stated as follows: "Does teaching use TPRC (Think, Predict, Read, and Connect) strategy improve students reading skill in descriptive text at the seventh grade of Islamic Junior High School of Thoriqul Huda Babadan Ponorogo in the 2018/2019 academic year?"

1.3 Objective of the study

According to the statement of the problem, the objective of the study is to improve students reading skill in descriptive text by using TPRC (Think, Predict, Read, and Connect) strategy at the seventh grade of Islamic Junior High School of Thoriqul Huda Babadan Ponorogo in the 2018/2019 academic year.

1.4 Significant of the study

This research has two benefits, those are theoretically and practically benefits.

1. Theoretically benefit

Theoretically, the research is expected to be useful in the development of science. This research is also expected to be useful for the development of implementation of learning reading comprehension.

2. Practically benefit

    a. For the teacher

       Benefits for the teachers is to give input to improve the quality of Indonesia language learning at school. This research is also beneficial for increasing the use of language learning strategies, especially in reading comprehension skills.

    b. For the student

       This research is useful to facilitate students to understand the material and courage motivation. With a high learning motivation, expected to increase the skills of reading comprehension.

    c. For the researcher

       For the researcher, by implementing this strategy is expected to be able increase their knowledge and become more creative in learning reading in the classroom also can enrich the theory and method in teaching reading comprehension.

1.5 Scope and limitation

This study is focused on TPRC (think, predict, read, and connect) strategy to improve students reading skill in descriptive text. The subject of this research focuses on the seventh grade student of Islamic junior high school of Thoriqul Huda Babadan Ponorogo in 2018/2019 academic year.

1.6 Definition of key term

Reading skill : Set of skills that involves making sense an deriving meaning from the printed word (Linse, 2005:69)

Descriptive text : a piece of text that is used to describe people, things, or place. (Depdiknas, 2008:141)

TPRC strategy : strategy of instruction that enable students to make connections between their knowledge and skill(thinking) through making connections between predicting while reading and predicting something for teachers to create a directed reading thinking activities. (Ronkiva , 2016:364)