IMPROVING READING DESCRIPTIVE TEXT ACHIEVEMENT OF THE TENTH GRADE STUDENTS OF SMA NEGERI 10 PALEMBANG THROUGH TPRC STRATEGY

A Thesis by

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Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

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DECLARATION

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Certify that thesis entitled "Improving Reading Descriptive Text Achievement of The Tenth Grade Students of SMA Negeri 10 Palembang Through TPRC Strategy" is my own work and I did not do any plagiarism or inapproptiate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia, Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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Palembang, 28 Juli 2020

The Writer,

Ulfatin Nur Rahmah

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DEDICATION AND MOTTO

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"Do something today that your future self will thank you for." – Sean Patrick Flanery

" Work hard in silence, let your success be your noise." – Frank Ocean.

Improving Reading Descriptive Text Achievement of The Tenth Grade Students of SMA Negeri 10 Palembang Through TPRC Strategy

ABSTRACT

This study aimed to find out whether or not (1) there was a significant difference in reading descriptive text achievement before and after the students were taught through TPRC Strategy, and (2) there was a significant difference in reading descriptive text achievement between students who were taught through TPRC Strategy and those who were not. The sample of the study was 80 of tenth-grade students of SMA Negeri 10 Palembang which was chosen by using purposive sampling. To collect the data, pretest and posttest were given to the students. Then, the data were analyzed by using paired sample t-test and independent sample t-test in SPSS Version 24. The result of paired sample t-test showed that the p-value was lower than significant level (0.000<0.05). It means that there was a significant difference in reading descriptive text achievement before and after the students were taught through TPRC strategy. The result of independent sample t-test showed that p-value was lower than significant level (0.000<0.05). It means that there was a significant difference in reading descriptive text achievement between the students who were taught through TPRC strategy and those who were not. It indicated that teaching reading descriptive text by using TPRC could help the students improve their reading achievement.

Keyword: Improvement, Reading Descriptive Text, TPRC

A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

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CHAPTER I

This chapter presents (1) background , (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

Nowadays, people need a language as a tool for communication with everyone around the world, or in other words they need a lingua franca as a bridge language. Coleman (2006) describes it has been known that English is acknowledged as a lingua franca. Every student in Indonesia must learn English in school. English is one of the examined subjects in national examination. The aim of national examination is to evaluate the students' performance on each subject whether they reach the standardized criteria nationally (Piter, Loeneto, & Jaya, 2018). English as a foreign language involves four skills there are: listening, reading, writing, and speaking. Besides that language skills, reading is the skill that should be mastered by the students because reading is the window of the world. This phrase clearly describes the benefits of reading, opening, broadening individual insights, and knowledge. Reading makes individuals be able to improve intelligence, access information, and also deepen the knowledge within a person. United Nations Development Program (UNDP) in 2014 reported that Indonesia's Human Development Index (HDI) was ranked 108th out of 187 countries. In this case, English is considered to be difficult for most Indonesian students. This is supported by numerous researchers that show the ability of Indonesian students in reading English texts is very low (Syatriana, 2010).

According to the Law of the Republic of Indonesia Law Number 43 the Year 2007 on Library that culture of reading interest is done through family, educational unit, and society with inter-governmental cooperation to increase reading interest, where the government acts as the main responsibility and the librarian performs optimally. In 2017, UNESCO released the results of a reading culture survey of the population in ASEAN countries. Reading culture in

Indonesia is ranked at the lowest with a value of 0.001. That is, from about one thousand Indonesians, only one has a high reading culture.

Reading is the most important of all skills for most language learners in general and for EFL learners in particular (Farhady, Jafarpour & Birjandi, 1994, as cited in Inderawati, Agusta & Sitinjak, 2018). According to Pourkalhor and Kohan (2013), reading is not only a single skill but also a combination of many skills and processes in which the readers interact with printed words and texts for content and pleasure. There are some goals of reading such as enabling students to know the development of news and information that happens in this world, growing their interests in reading such as reading books, novels, newspapers, etc, and finding solutions to their problems. It means through reading students can improve their vocabulary, their interest in reading, and when they have a problem they can solve it by themselves. Also, Simpson (2010) "the quality or state of being literate; knowledge of letters; condition concerning education, especially ability to read and write" (as cited in Wardhani, Inderawati & Vianty, 2019, pp. 681-702).

According to the Standard of Competence (Standar Kompetensi / SK) and Basic Competence (Kompetensi Dasar / KD) as written in syllabus of the 2013 curriculum (K13), descriptive text is one of the text genres that must be learned by tenth-grade students in Indonesia. In the syllabus of the 2013 curriculum for senior high school, they get an education about the descriptive text for the even semester or second semester. Description genre is a text which functions to describe a particular person, place, or thing. Kemendikbud (2013) states that knowing how the text should ideally be composed is essential for the teacher as the one who is responsible for delivering it in the classroom and for the students who are demanded to master it.

The writer interviewed some students of SMA Negeri 10 and found some difficulties for students in reading text. There are: the weakness of vocabulary mastery, hard to understand the text, and reluctant to read all the text when the

story too long. From those explanations, the teacher should know the strategy that is suitable or not for teaching reading in order to make the learning process effective and also make the students easier to understand what they learned. Students' abilities and the condition of the class should be adjusted with the strategy itself.

Meanwhile, the problems about students' difficulties in reading text, the writer offered a strategy in teaching reading skills because the strategy is suitable and can help the students improve their reading. The strategy that can be used by teachers in teaching reading skills is TPRC (Think, Predict, Read, and Connect). TPRC is the strategy introduced by Rudell, in 2005. TPRC is the strategy that uses work in pairs or small group teams and also makes students think and predict before they read a passage. According to Lenskoi (2015), "Think, Predict, Read, Connect is teaching strategy that facilitates students the opportunity to think before reading, to predict, to read independently, and to connect what they learned to what they already knew." Then, Lapp (2008) states that TPRC is a simple instructional strategy in the approach to gaining students' interest in learning reading.

The purpose of this strategy is to make the students relax and enjoy themselves during the learning process. Actually, by applying this strategy the students were taught to think, predict, read, and connect the texts. TPRC is good to be applied in teaching informational or non-fiction texts, such as recount text, report text, and descriptive text. TPRC is one of the effective strategies in increasing reading especially descriptive text for tenth-grade students. It has advantages through the activity of the TPRC strategy.

According to Harmer (2007), EFL learners have serious problems in reading since that universities pay more attention to English grammar, reading, and vocabulary. Through the TPRC strategy students can think and predict before reading a passage, it will be helpful for students, and the result will be more

effective because this strategy will help the students have a better way to comprehend a passage.

Based on the previous study. Ersanda (2015), the TPRC strategy can improve students' reading comprehension. Besides, teaching reading comprehension of descriptive text for the students could be joyful for them when the researcher used the TPRC strategy in teaching reading. It can be concluded, there was an improvement in reading descriptive text after they were taught by using the TPRC strategy. Khanza (2017) states TPRC is an alternative strategy to learn reading which requires students to be in groups. TPRC helps students to understand the text by developing their general knowledge before, during, and after reading. Then, Isnaeni (2019) describes the TPRC strategy that can help students to understand the text which their personal knowledge about the material that they learn. Teaching reading by using this strategy can give a more positive impact on students' reading. It causes the TPRC strategy can make students make a list or mind mapping about the subject that they will discuss in their groups and it can help them to understand the subject with helping think the next step.

In accordance with the descriptions above, the writer will conduct a study entitled "Improving Descriptive Text Achievement of The Tenth Grade Students of SMA Negeri 10 Palembang Through TPRC Strategy**."**

1.2 The Problems of the Study

(1) Was there any significant difference in students' reading descriptive text achievement between before and after they were taught by using TPRC Strategy?

(2) Was there any significant difference in reading descriptive text achievement between students who were taught by using TPRC Strategy and those who were not?

1.3 The Objectives of the Study

The objectives of the study are:

(1) To find out whether or not there was a significant difference in students' descriptive text achievement between before and after they were taught through TPRC strategy.

(2) To find out whether or not there was a significant difference in reading descriptive text achievement between students who were taught through TPRC strategy and those who were not.

1.4 The Significance of the Study

The result of this study is expected to be useful for the tenth-grade students of SMA Negeri 10 Palembang and their English teachers and give fine contribution to improve students reading skill in English and in each aspect of reading. For the students, they can apply this technique to improve their English proficiency especially for their reading achievement. For the teacher, this technique can be applied by them to develop the students' reading ability. It is hoped that TPRC strategy can be applied as teaching reading decriptive method which motivates the students to read and enrich their vocabularies in reading. At the end of research, it is also expected that this research can be good examples for the further research or teacher to encourage, improve, and motivate students to enjoy reading English.

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