

IMPROVING READING DESCRIPTIVE TEXT ACHIEVEMENT OF THE TENTH GRADE STUDENTS OF SMA NEGERI 10 PALEMBANG THROUGH THINK, PREDICT, READ, AND CONNECT (TPRC) STRATEGY

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Abstract

This study aimed to find out whether or not there was (1) an improvement significant difference in students' reading descriptive text achievement before and after they taught using TPRC Strategy, (2) a significant difference in reading descriptive text achievement between students who were taught by using TPRC Strategy and those who are not. The sample of the study was 80 tenth grade students of SMA Negeri 10 Palembang selected by using purposive sampling. This study used quasi-experimental research design with pretest and post of experimental and control groups. The results of this study revealed that their past tense was a significant difference in reading descriptive text achievement between before and after being taught by using TPRC (p -value > 0.05, p -value= 0.000), and there was a significant difference in reading descriptive text achievement between the students who were taught by TPRC strategy and those who were not (p -value > 0.05, p -value= 0.000). It indicated that teaching reading descriptive text by using TPRC could help the students improve their reading achievement.

Keywords: reading, think, predict, read, and connect, descriptive text

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Introduction

In this modern era, people need a language as a tool for communication with others around the world. In other words, they need a lingua franca as a bridge language. It has been known that English is acknowledged as a lingua franca (Coleman, 2006). Every student in Indonesia must learn English in the school. English is taught from kindergarten because in that age children get easier to remember and memorize new words or sentences. English as a foreign language involves four skills: reading, listening, speaking, and writing. Beside the four language skills, reading is important for 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

and reading is one of the skills that should be mastered by the students. 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 researcher that show the ability of Indonesian students in reading English texts very low (Syatriana, 2010:28).

According to the Law of the Republic of Indonesia Law Number 43 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 just a single skill but a combination of many skills and processes in which the readers interact with printed words and texts for content and pleasure. Through reading, teachers can teach their students writing, grammar, vocabulary, and other aspects. There are some goals of reading such as enabling students to understand the world, growing their interests, 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. In addition, Hornby & Crowther, 1995, p. 783; Blake & Hanley, 1995, p. 89 state that "literacy is an ability to read and write to an appropriate level of fluency" (as cited in Wardhani, Inderawati & Vianty, 2019, pp. 681-702). Simpson (2010) "it also means the quality or state of being literate; knowledge of letters; condition in respect to education, especially ability to read and write" (as cited in Wardhani, Inderawati & Vianty, 2019, pp. 681-702).

Nowadays, it is not easy for students and teachers to find an effective way to teach reading because students have less vocabulary which is useful to comprehend a passage and also it is hard for students to acquire information and knowledge about reading itself.

Think, Predict, Read, and Connect is the strategy that introduced by Rudell, in 2005. TPRC is the strategy

that uses work in pairs or small groups teams. The teacher asks the students to list everything they know about general topic. This strategy also makes students think and predict before they read a passage, it can be useful in reading descriptive text. According to Lenskoi (2015), "Think, Predict, Read, Connect is teaching strategy that facilitate students the opportunity to think before reading, to predict, to read independently, and to connect what they learned to what they already knew." Another definition is from Lapp (2008) states that TPRC is a deceptively simple instructional strategy; it is, in fact, an elegant approach to gaining students' interest and engagement in learning. TPRC strategy will help students more understand about reading descriptive text and have a better way to comprehend a passage, so the result of the reading will be more effective. Through this strategy, the writer hopes students can achieve the reading achievement and the result will give the answer of the problem.

In the 2013 curriculum, there are several texts which are taught to the students in Indonesia. According to the Basic Competency (*Kompetensi Dasar / KD*) in the 2013 curriculum, there are report text, analytical exposition, recount text, narrative text, descriptive text, and last procedure texts. The genre of texts are not only experimented by using kinds of model of method of teaching by the researchers. However, they are also developed by employing development research to explore more the validity, the practicality, and the potential effect of the texts (Elviana, Inderawati, & Mirizon, 2020; Sopian, Inderawati, & Petrus, 2019)

The writer interviewed one of the students of SMA Negeri 10. The writer asked them difficulties in reading text. She said that there are some difficulties for her sometimes its hard to understand the plot of the story because she does not

understand the meaning of the vocabulary that she has ever met before. Then, when the story too long she is reluctant to read all because she thinks reading is so boring. From that interviewed the writer gets conclusion that some students still think reading is boring for them because they do not understand about the story or the meaning of some words. So, through this strategy the writers will explain them reading books is not boring.

To solve the problems encountered by students in learning reading skill, the teacher of English can use different strategies. One strategy that can be used by teachers in teaching reading skill is TPRC (Think, Predict, Read, Connect). According to Ruddell (2005) explains TPRC requires students to be in teams of two or three students each (three is the maximum). Each team needs paper, pencils, pen and text (text books, primary sources, literature, or whatever). TPRC, a strategy that makes people think and predict before they read a passage, can be useful in reading.

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

According to Harmer (2007), EFL learners have serious problems in reading due to the fact that university pay more attention to English grammar, reading and vocabulary. Through TPRC strategy can make people think and

predict before they read a passage, can be useful in reading. TPRC strategy will help the readers have a better way to comprehend a passage, the result will be more effective.

Based on a previous study done by Ersanda (2015), TPRC strategy could improve students' reading comprehension. Besides, teaching reading comprehension of descriptive text for the students could be joyful for them when the researcher used TPRC strategy in teaching reading. It can be concluded, there was an improvement for students' reading comprehension in recount text after they were taught by using TPRC strategy.

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 Think, Predict, Read, and Connect (TPRC) Strategy."

Methodology

Research Design

The experimental method was used in this study. Shadish (2002) states that "Quasi-experimental designs identify a control group that is as similar as possible to the experimental group in terms of baseline characteristic. The control group captures what would have been the outcomes if the treatment had not been implemented" (p.14). The writer used a quantitative quasi-experimental research method in order to find out whether or not there was a significant difference in students' reading descriptive text before and after the students were taught through Think, Predict, Read, and Connect Strategy and whether or not there was a significant difference in students' reading descriptive text between the students who were taught through Think, Predict, Read, and Connect Strategy and those who are not.

The population of this study was the eighth grade students of SMA Negeri 10 Palembang in the academic year 2019/2020. The total number of population of this research is 460 students. In this study, the writer used purposive sampling because the writer would like to decide who the sample was. The writer chose the sample by using Purposive Sampling Technique. According to Etikan, Musa, and Alkassim (2015), "Purposive sampling technique or judgement sampling is the deliberate choice of a participant due to the qualities the participant processes" (p.2). The samples were the classes which were taught by the same teacher, the same number of students, and have the same average score in their English achievement. There were two classes that are taken from the population. The total number of the sample was 80 students. X MIA 2 became the experimental group and X MIA 3 became the control group.

In this study, the writer used the reading test in the form of multiple choice test about descriptive text for collecting the data. The tests were pretest and posttest. According to Millan (1992), a test is a set of question given to each subject that needed to be completed for the completion of a cognitive task. The pretest was given to both experimental and control groups before treatment in order to find out the students' abilities in reading. The posttest was given to experimental group to measure students' reading descriptive text after doing experiment for 14 meetings. The use of different method between two groups had a purpose to find whether or not the difference result before and after taught the students with different method. The students were asked to do reading test that contains descriptive text in 30 minutes. The result of the pre-test and post-test are compared to find the mean scores. The

pre-test and post-test results from the experimental and control groups classified into five categories; there are excellent (86-100); good (71-85); average (56-70); poor (41-55) and failed (0-40).

Before giving the reading test, the students were asked to do a test to find out their reading level. After the sample tested their reading level, the writer found which level that was suitable for the samples to be used for the instrument. The writer found which levels that was suitable to the sample to be used for the instrument. After the test was tested, the writer found that the tenth grade students of SMA Negeri 10 Palembang was on the level 4 of reading level as their average.

To analyze the data, the writer used normality test, homogeneity test, paired sample t- test and independent t- test to find out whether or not there was a significant difference in students' reading descriptive text in the experimental group and the control group.

Results and Discussion

The Results of Pretest and Posttest

The writer conducted this research in the tenth grade of SMA Negeri 10 Palembang in academic year 2019/2020. X MIA 3 class as the control group and X MIA 2 as the experimental group. The pre-test and post-test results from the experimental and control groups classified into five categories; there are excellent (86-100); good (71-85); average (56-70); poor (41-55) and failed (0-40). The table below shows the students' reading achievement score distribution of descriptive text of pretest and posttest on both groups.

Table 1. The Score Distribution for the Experimental and Control Groups

| Group | Category | Pre-Test | | Post-Test | |
|--------------|-----------|--------------|------------|--------------|------------|
| | | N | % | N | % |
| E.G | Excellent | 1 | 2.5 | 11 | 27.5 |
| | Good | 4 | 10 | 19 | 47.5 |
| | Average | 17 | 42.5 | 10 | 25 |
| | Poor | 14 | 35 | 0 | 0 |
| | Failed | 4 | 10 | 0 | 0 |
| Total | | 40 | 100 | 40 | 100 |
| Mean | | 59.63 | | 78.00 | |
| C.G | Excellent | 1 | 2.5 | 1 | 2.5 |
| | Good | 5 | 12.5 | 5 | 12.5 |
| | Average | 15 | 37.5 | 23 | 57.5 |
| | Poor | 11 | 27.5 | 10 | 25 |
| | Failed | 8 | 20 | 1 | 2.5 |
| Total | | 40 | 100 | 40 | 100 |
| Mean | | 56.75 | | 64.00 | |

Table 1 showed the result of the score of pre-test and post-test in the experimental and control groups. From the pre-test in the experimental group, there were 1 student (2.5%) in excellent category, 4 students (10%) in good category, 17 students (42.5%) in average category, 14 students (35%) in poor category and 4 students (10%) in failed category. Meanwhile, the post-test in the experimental group showed that there were 11 students (27.5%) in excellent category, 19 students (47.5%) in good category, 10 students (25%) in average category, none of the students in poor and failed category. The mean score of the pre-test and post-test in experimental group enhance significantly from 59.63 to 78.00. It means that there was an improvement of the score of students' reading descriptive text achievement after got a treatment.

On the other hand, the result of the pre-test in the control group, it indicated that there was 1 student (2.5%) in excellent category, then there were 5 students (12.5%) in good category, 15 students (37.5%) in average category, 11

students (27.5%) in poor category and 8 students (20%) in failed category. Furthermore, the post-test in the control group indicated that there were 1 student (2.5%) in excellent category, 5 students (12.5%) in good category, 23 students (57.5%) in average category, 10 students (25%) in poor category and 1 students (2.5%) in failed category. From the results, the mean score of pre-test in the control group was 56.75 and the mean score of post-test in control group was 64.00.

Normality Test

The aim of testing the normality of the data sets was to see whether the data have normal distribution or not. In determining the normality test, the writer used One-sample Kolmogorov-Smirnov test in SPSS version 24. The data set have normal distribution if the significance (2-tailed) was higher than 0.05. The result of normality test was presented in the table 2.

Table 2. The Result of Normality Test

| Group | Pre-Test | | | Post-Test | | |
|-------|-----------|----|------|-----------|----|------|
| | Statistic | Df | Sig. | Statistic | Df | Sig. |
| E.G | .114 | 40 | .200 | .134 | 40 | .068 |
| C.G | .126 | 40 | .110 | .127 | 40 | .103 |

The table 2 above revealed the results of Kolmogorov-Smirnov test which showed that the significance (two-tailed) of pre-test and post-test in the experimental group were 0.200 and 0.6. On the other hand, the significance (two-tailed) both pre-test and post-test in the control group were .110 and .103. Because the significance level of pre-test and post-test in the experimental and control group were higher than 0.05, each data set was normally distributed.

Homogeneity Test

In this study, Levene's test was used to find whether or not the sample groups from the population were homogeneous. The result of homogeneity was presented in the table 3.

Table 3. The Result of Homogeneity Test of Experimental and Control Group

| Test (Experimental and Control) | Levene Statistic | Sig. |
|---------------------------------|------------------|------|
| Pretest | 2.630 | .109 |
| Posttest | 3.354 | .071 |

The table 3 was the results of homogeneity test, if the significance level was higher than 0.05 so the data were homogenous. The table revealed that the significance level of pre-test from both groups was .109. Since the significance level was higher than 0.05, it indicated that the two data sets were had the same distribution. Meanwhile, the significance level for the post-test from both groups was .071 which was higher than 0.05, it could be concluded that data of posttest in experimental and control groups were homogenous.

The Results of Paired Sample t-Test in the Experimental and Control Groups

Paired sample t-test was used to know whether or not there was a significant difference in students' reading descriptive text achievement before and after they were taught through TPRC Strategy. Table 4 shows the result of paired sample t-test.

Table 4. The Results of Paired Sample t- Test

| Group | Test | Mean | Mean Diff | Std. Dev. | Std. Error Mean | T | df | Sig. (two-tailed) |
|-------|-----------|-------|-----------|-----------|-----------------|-------|----|-------------------|
| E.G | Pre-test | 59.63 | 18.37 | 10.824 | 1.711 | -10.7 | 39 | .000 |
| | Post-test | 78.00 | | | | 36 | | |
| C.G | Pre-test | 56.75 | 7.25 | 11.980 | 1.894 | -3.82 | 39 | .000 |
| | Post-test | 64.00 | | | | 7 | | |

As shown in table 4, in the experimental group, the mean score of post-test (78.00) was higher than the mean score of the pre-test (59.63) with the significance was 0.000. Since the significance (0.000) was lower than 0.05, so the null hypothesis (H_{01}) was rejected while the alternative hypothesis (H_{a1}) was accepted. To sum up, there was a significant difference in reading descriptive text achievement on descriptive text after the students being taught by TPRC strategy.

Meanwhile, in the control group the significance (two-tailed) is 0.000. It indicated that there was a little improvement in control group, but it was significant because the significance (0.000) was lower than 0.05. However, the means score of pre-test and post-test in control group only have a slightly difference. It is proved by seeing the means score of pre-test is 56.75 while post-test is 64.00. In this case, the experimental group still have much influence for the scores of the students than in control group.

Table 5. The Results of Paired Sample t-Test of Reading Aspects

| Reading Aspects | Experimental Group | | | | |
|-----------------|--------------------|----------|------------|---------|------|
| | Pretest | Posttest | Mean Diff. | t-value | Sig. |
| Main Idea | 2.25 | 3.03 | .78 | -4.782 | .000 |
| Detail | 1.65 | 1.83 | .18 | -1.862 | .070 |
| Vocabulary | 1.63 | 2.38 | .75 | -4.837 | .000 |
| Cause-Effect | 4.85 | 5.98 | 1.13 | -5.626 | .000 |
| Inference | 1.58 | 2.43 | .85 | -6.224 | .000 |

| Reading Aspects | Control Group | | | | |
|-----------------|---------------|---------|---------|---------|---------|
| | Pretest | Pretest | Pretest | Pretest | Pretest |
| Main Idea | 2.20 | 2.20 | 2.20 | 2.20 | 2.20 |
| Detail | 1.60 | 1.60 | 1.60 | 1.60 | 1.60 |
| Vocabulary | 1.70 | 1.70 | 1.70 | 1.70 | 1.70 |
| Cause-Effect | 4.48 | 4.48 | 4.48 | 4.48 | 4.48 |
| Inference | 1.38 | 1.38 | 1.38 | 1.38 | 1.38 |

From the table above, it indicated that in the experimental group, there were four aspects that gave effects, they were main idea, vocabulary, cause-effect, and inference. Since the significance level (.000) was lower than 0.05, it could be concluded that those four aspects were improved. During the observation, the writer found that some of the students had difficulties to relate the questions about the detail aspect to the text. Meanwhile, in the control group, there were two aspects that gave effects, they were main idea and cause-effect. Since the significance level was lower than 0.05, it could be concluded that two aspects were improved. Besides, the significance level of detail, vocabulary, and inference aspects were higher than 0.05, it means there were no significant improvement in detail, vocabulary, and inference aspects.

The Results of Independent Sample t-Test

Independent sample t-test was used to find out the significant different in reading descriptive text achievement of the students taught through TPRC Strategy and the reading descriptive text achievement of those who were not taught through TPRC strategy. In order to find the difference of posttest both in the experimental group and control group, the writer did independent sample t-test in the SPSS 24. The result was shown in the table below.

Table 6. The Results of Independent Samples t-test

| Group | N | Mean | Mean Diff. | Std. Deviation | Std. Error Difference | t | Sig. (two-tailed) |
|--------------|----|-------|------------|----------------|-----------------------|-------|-------------------|
| Experimental | 40 | 78.00 | 14.00 | 7.321 | 1.977 | 7.080 | .000 |
| Control | 40 | 64.00 | | 10.140 | | | |

The result showed that the mean score for the experimental group was higher than control group (78.00>64.00), the mean difference was 14.00, the standard error difference was 1.977, t-obtained was 7.080, and the significance was 0.000. Since the significance level (two-tailed) was 0.05, the significance was lower than 0.05 (0.000<0.05), it indicated that the null hypothesis (Ho2) was rejected while the alternative hypothesis (Ha2) was accepted. It means that there was a significant difference in students' reading descriptive achievement between the two groups.

Table 7. The Results of Independent Sample t-Test of Reading Aspects

| Reading Aspects | Mean (Posttest Score) | | N | T | Sig. |
|-----------------|-----------------------|---------|----|--------|------|
| | Experimental | Control | | | |
| Main Idea | 3.03 | 2.60 | 40 | -2.360 | .021 |
| Detail | 1.83 | 1.73 | 40 | -1.065 | .290 |
| Vocabulary | 2.38 | 1.75 | 40 | -4.762 | .000 |
| Cause-Effect | 5.98 | 5.08 | 40 | -3.981 | .000 |
| Inference | 2.43 | 1.53 | 40 | -6.517 | .000 |

From the table above, the results of independent sample t- test revealed that there were four aspects were improved, they are main idea, vocabulary, cause-effect and inference. Since all of the significance level was lower than 0.05, it could be concluded that there were significant improvement in those four aspects. In the experimental group, some of the students had a trouble in drawing conclusion and connecting to the question. So that the writer tried to guide them to solve the problem by finding the main idea through knowing each word they found in TPRC. Besides, the significance level of detail aspect was higher than 0.05, it means there was no significant improvement in detail aspect.

Discussion

Based on the results of paired sample t-test in the experimental group, the students' scores between the pretest and posttest increased with mean difference 18.37. Besides that, the p-value of paired sample t-test in the experimental group was 0.000 lower than 0.05 which indicates there was a significant difference in students' reading descriptive text achievement before and after the treatment.

Furthermore, it was also proved by the results of independent Sample t-test that there was a significant difference in reading descriptive text achievement between the students who were taught through Think, Predict, Read, and Connect (TPRC) Strategy and those who were not as the p-value was lower than 0.05 ($0.000 < 0.05$). The reason why there was a significant difference between those groups was because the control group was not given the treatment. Moreover, since the control group was not given the treatment, the result of their posttest slightly decreased. The mean difference between the pretest and posttest of the control group was 7.25. Therefore, it could be stated that the strategy which was used in this study gave a significant improvement in students' reading achievement.

The result of this study implies that TPRC Strategy improved the students' reading achievement especially for class X MIA 2 as the experimental group. It was shown from the results of their posttest. It developed because TPRC is one of learning strategies which was helpful in teaching students' reading achievement. According to the previous study by Ersanda (2015) show that TPRC strategy can improve students' reading achievement. Besides, teaching reading of descriptive text for the students could be joyful for them when the researcher used TPRC strategy in teaching reading. It can be concluded, there was an improvement for students' reading in descriptive text after they were taught by using TPRC strategy. Moreover, According to Rahmawati (2013) related to the use of TPRC strategy to improve students' reading skill. She found that the use of TPRC strategy is more effective in teachings reading than learning without using TPRC strategy.

By using Think, Predict, Read, and Connect Strategy, the students were given many chances to practice their reading in every meeting. Then, they became trained to reading English text, story, and books. Moreover, they got more vocabulary. Rudell (2005) states that TPRC strategy had various ease of use. Learning to read by using the strategy will TPRC cultivate students who are enthusiastic. The writer also asked the students to predict before they read the passage because predicting step will make the race of student to be able to predict the content of reading correctly and it will make tudents have a thorough understanding of the form of activity they do learn. Relevant to this, Rajendra (2010) states that learning is a productive activity, meaningful, achieving results if students are actively involved in the material. The art of learning is linking new information with existing knowledge. So the active process of connecting is the involvement of all the initial knowledge in constructing new information representations

During implementing treatment through TPRC Strategy, the students worked together in group. In group discussions, each member wrote anything that they know about the topic before they read the passage. Then, each member read the passage individually. Each member continued with the next step by connected all the things or words that they got before and after they read the passage. According to Yukselir (2015), TPRC is a method strategy that supports learners for making relationship between their previous knowledge and thinking skill by giving fundamental connections between forecasting while reading and predicting anything for teachers who want to establish a directed reading thinking activities. moreover, according to Ronkiva and Wildovia (2016), Think, Predict, Read and

Connect strategy is defined as strategy of instruction that enable students to make connections between their existing knowledge and skill (thinking) through making connections between predicting while reading and predicting something for teachers to create a directed reading thinking activities. Based on the statement above TPRC can help students understand the text with combine between students' knowledge and their previous knowledge to solve the text and with use to predict the text that students' learn and it can improve students' thinking activity. In addition, the best score of aspect of reading was cause-effect. It can happen because when the students did the discussion, the students shared the information to each other and they got feedback from their friends and the writer. As explained by Ornstein and Lasley (2000) that dividing students into small group seems to provide an opportunity for students to become more actively engaged in learning and for teacher to monitor students' progress better. It can also enhance students' cooperation and social skills. Then, the small score of reading aspect was detail. It developed because when the students did the discussion, the students difficult to predict the text about. So, it has an effect when the students try to answer about deail question.

From TPRC strategy, Connect was strategy can help student got a good answer from the question because it allows students to understand the relationship between a cause(s) that results in an effect(s). Moreover, from TPRC strategy, Predict will make the students race to be able to predict the detail of the contents reading correctly.

In conclusion, Think, Predict, Read, and Connect (TPRC) strategy can be an effective way to improve reading descriptive text achievement in the experimental group. Therefore, it could be interpreted that TPRC Strategy could

improve the tenth grade students' reading descriptive text achievement at SMA Negeri 10 Palembang.

Conclusion and Suggestion

Conclusion

Based on the findings and statistical analyses, two conclusions were drawn. First, the use of Think, Predict, Read, and Connect (TPRC) Strategy can improve the tenth grade students' reading descriptive text achievement at SMA Negeri 10 Palembang. The students in the experimental group had better result in their reading after treatment by using Think, Predict, Read, and Connect (TPRC) Strategy. It can be seen from the result of their posttest. Second, the result of this study indicated that there was a significant difference in reading descriptive text achievement between the tenth grade students of SMA Negeri 10 Palembang who were taught through Think, Predict, Read, and Connect (TPRC) Strategy and those who were not.

Suggestion

Based on the findings of this study, some suggestions were offered to English teachers and the students. First, teachers should use an appropriate strategy during the process teaching reading, in order to maintain students' interest and make them understand the materials easier. Think, Predict, Read, and Connect (TPRC) is one of the strategies that teachers could use to achieve this. Second, The teacher should make sure about time management and choose the interesting topic. So that, all the students will get the chance to read. Second, students should have confidence in doing reading activity. Third, the students should be able to improve their reading skill in developing their potential in learning English. The last, the writer found that some students had difficulties to relate the questions about the detail aspect of the text. It means, the teacher

must focus more on the detail aspect to make the students more easily to answer the questions about the detail aspect of the text because detail got the lowest score, teachers have to more focus on it when they want to apply the strategy.

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