
THE USE OF THE *THINK PREDICT READ CONNECT (TPRC)* STRATEGY AND *KNOW WANT LEARN (KWL)* STRATEGY IN TEACHING READING COMPREHENSION OF DESCRIPTIVE TEXT FOR SEVEN GRADE STUDENTS

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Abstract:

This study aimed to find out whether there is any difference in the students' reading comprehension achievement between those who are taught using the Think, Predict, Read, and Connect (TPRC) Strategy and those who are taught using the Know-Want-Learn (K-W-L) Strategy in the seventh grade. This study took place at SMP Negeri 3 Hulu Sungai Tengah. The method used in this study is a quantitative method with a quasi-experimental design. The writer chooses VII B as the experimental class taught using the Think, Predict, Read, and Connect (TPRC) Strategy and VII C as the control class, taught using the Know-Want-Learn (K-W-L) Strategy. Both classes consist of 26 students. The result from the test that the writer got was 62.15 the pre-test score in the experimental class and 62.31 in the control class. The post-test score in the experimental class was 74.08 and 74.15 in the control class. Based on the result of the t-test, it was 0.03, and the t-table was 2.009. The result of the t-test was lower than the t-table, so the hypothesis null was accepted, and the alternative hypothesis was rejected. It means there is no difference in the students' reading comprehension achievement between those who are taught using the TPRC Strategy and the K-W-L Strategy. The use of the TPRC Strategy and K-W-L Strategy had a positive impact on increasing students' scores from pre-test to post-test. In other words, both techniques are good for English Language teaching classrooms. Based on the conclusion of the study, the writer suggests that teacher should increase their theoretical knowledge when they are interested in applying both strategies. The teacher could use both strategies to improve students' achievement, especially in reading comprehension. Furthermore, the writer hopes this study can have a beneficial impact on other researchers.

Keywords: *Descriptive text, K-W-L Strategy, reading comprehension, TPRC strategy.*

INTRODUCTION

By reading, we can know everything, understand and catch up with advances in academia, science and technology. Reading requires understanding Reading comprehension and strategies are designed to enhance and enhance students' reading comprehension. Reading comprehension is the process of creating meaningful messages. Written texts are the most important factor in understanding students in reading comprehension, as the main purpose of reading is to learn ideas expressed in print. Reading skills are skills that students must acquire in some courses. High school students need to read and understand several types of textbooks, including explanations, narration, storytelling, and procedures. Students read and understand informational texts to achieve their learning goals. Based on a preliminary study by SMP Negeri3 researcher Hulu Sungai Tengah, the school is one of the highest quality prep schools in Hulu Sungai Tengah and is certified by the statutes of SMP Construction Director No. 1450 / D3 / KP / 2019. I am. About the 2019 Middle School High School Construction Program-This school is a reference school for other schools of administration and equipment. Researchers are interested in learning more about learning English at these schools. In addition, in an interview with English teacher SMP Negeri 3 Khulu Sungai Tengah, he said there were problems in the process of organizing English education. Some students find the class boring and bad. However, these materials are often used as a learning environment. However, this does not draw the attention of

students when learning English. Based on the above facts, teachers need to use a variety of reading strategies to find effective exercises for learners. Strategies that can improve students' reading comprehension are the Know, Need, and Learn (KWL) strategies. Researchers use the KWL strategy as a control group for their research. KWL is a reading instruction strategy used to stimulate students' basic knowledge. Set reading goals and help students check their reading comprehension with a graphic organization program. The two strategies are to teach together and encourage students to think about the reading process. Based on the above explanation, researchers have an interesting article with the following title: "The Use of Think Predict Read Connect (TPRC) Strategy and Know-Want-Learn (K-W-L) Strategy in Teaching Reading Comprehension of Descriptive Text for Eight Grade Students of SMP Negeri 3 Hulu Sungai Tengah Academic Year 2019/2020"

RESEARCH METHODOLOGY

In this study, we used experimental design to conduct a quantitative study. An important feature of experimental research is the deliberate control and modification of the conditions under which a researcher determines, intervenes, and measures the differences that occur. Empirical studies aim to investigate the etiology by identifying one or more experimental groups and at least one experimental condition. In this study, we used a semi-experimental design. Therefore, the quasi-experimental design defined a control group similar to the experimental group in terms of basic characteristics. There were two research groups involved in the study (before intervention). There is an experimental class and a control class. Both classes are considered preliminary and later. There is a preliminary test to check the student's ability before treatment. There are post-treatment tests to check the student's ability after treatment. Pilot classes employ thinking, expectation, reading and communication (TPRC) strategies and use will and learning (K-W-L) strategies to manage the class. Both types have been treated three times. To collect data, investigators perform three steps: preparation, implementation, and analysis. Researchers used numerical and statistical methods to analyze data collection and use quantitative methods to test research hypotheses.

Data instrument

Observing, a researcher acts as an observer. The teacher is the class manager. The researchers used the lesson plan as a guide to observe the classroom situation. The documentation process is the process of collecting information in the form of documents, objects, and symbols. Researchers have developed a curriculum and used it to create lesson plans for experimental and control classes. Researchers also use the test as a tool ... Researchers use 25 multi-choice questions for reading comprehension tests that help them manage and investigate their students' reading comprehension scores.

Data source

76 students. This course is a 7th grade student of SMP Negeri 3 Hulu Sungai Tengah in 2019/2020 and is Jl. Located at SMP No. 14, Barabai Barat, Barabai, Hulu Sungai Tengah. The subject of the survey is students. 76 men and women. The school divided the students into three classes.

Validity of the Research

The accuracy of quantitative data comes from the logical accuracy of the validity of the content. The researcher asks the auditor to verify the accuracy. The first auditor was a lecturer in the English Education Program at the Faculty of Education at Lambung Mangkurat University. The second auditor was student SMP # 3, 7th grade English teacher Hulu Sungai Tengah. Based on the results of the first auditor's tests, the quiz showed that all tests comply with the Qualification Criteria (SK). All tests can be used in the experiment based on the evaluation of the first reviewer out of 50

tests. The second auditor is an English teacher at SMP Negeri 3 Hulu Sungai Tengah, who also evaluates the accuracy of the same test because all test entries are correct. After the researcher received the results of the peer review, the researcher performed another chapter of the experiment. Researchers ran a Grade 7A test to validate the test using the Pearson product moment formula in Microsoft Office Excel.

Reliability of the Research

Reliability test to determine the consistency of the test instrument. researcher was conducted try on the 29th of January 2020. The calculation using KR-20 Formula in Microsoft Office Excel. The formula could be seen as follow:

$$r = \left(\frac{n}{n-1} \right) \left(\frac{St2 - \sum PQ}{St2} \right)$$

Based on the result in Appendix 4, it could be concluded that the test was reliable because the reliability is 0.7541, which means that the instrument has high reliability.

Data Collection

Researchers take various steps to collect information. This is preparation, implementation, and analysis. Researchers studied literature with reading comprehension and used English books as a selection of story texts for 7th grade SMP Negeri 3 hulu sungai Tenga students. The researchers then created a useful lesson plan. Researchers in classroom activities and organizing teaching materials After that, researchers developed reading comprehension tests. After the tool was built, researchers sought peer review to verify the authenticity of the tool and conduct experiments. Researchers conducted a preliminary test to measure reading comprehension in the experimental and control groups prior to treatment. The researchers then gave three treatments at once. After every step, the investigator runs the post-test test, similar to that used in the initial tests in both the experimental and control groups. After all the information was collected, the researchers analyzed the data. When analyzing the data, researchers infer whether there is a difference in student performance between those trained in the TPRC strategy and those trained in the KWL strategy after all the data have been collected. I calculated the equation. Carefully analyzed To obtain the results of this study, researchers used Microsoft Excel to calculate the formula. Researchers collect student scores on pre- and post-tests in experimental and control classes. The scoring formula for the descriptive reading score test can be expressed as:

$$\text{Score} = \frac{\text{total of correct answers}}{30} \times 100$$

To get the mean score of the experimental group (M_x) and the mean scores of the control group (M_y), the researcher uses this formula:

$$M = \frac{\sum x}{N}$$

M = Mean

X = raw score value

N = total number of scores

To examine the hypothesis, the researcher used the formula of the t-test (Arikunto, 2013: 354). The formula used as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N+N-2}\right) \times \left(\frac{1}{N} + \frac{1}{N}\right)}}$$

M_x = mean from experimental class

M_y = mean from controlled class

$\sum X^2$ = the sum of the square of post-test and pre-test result from experimental class

$\sum Y^2$ = the sum of the square of post-test and pre-test result from controlled class

RESULTS AND DISCUSSION.

The Description of the Data

This section describes the learning and teaching process in the laboratory and control groups, based on the observations of the researchers. The experimental class is Grade 7B and students are taught TPRC strategies. The control class is 7C, but students are taught K-W-L strategy.

In pilot classes, teachers use a TPRC strategy to teach students. Consisting of 26 male and female students, they were taught lectures at three conferences. Allocate time for each meeting: 2 x 40 minutes, the trial schedule is as follows

Table 1. The Schedule for Experimental Class

No.	Activities for Experimental Group	Meeting I February 21st	Meeting II February 22nd	Meeting III February 28th	Meeting IV February 29th	Meeting V March 6th
1	Pre-test					
2	Treatment 1 (using TPRC)					
3	Treatment 2 (using TPRC)					
4	Treatment 3 (using TPRC)					
5	Post-Test					

The preliminary exam will be conducted in pilot class on February 21, 2020. The purpose of the preschool exam is to test the student's prior knowledge before the teacher prescribes treatment. Students need to answer 25 multiple choice questions. These are some of the components of evaluated reading comprehension, such as researching key topics / concepts, searching for specific information, guessing word meanings, general structure, and conclusions.

After passing the preschool test, students enroll in the classroom three times. All three meetings follow the same procedure as outlined in the lesson plan. The post-test, held on March 6, 2020, after performing all the steps, is designed to measure the improvement of students' ability after receiving TPRC therapy as an educational strategy. The following table shows the results of the pilot class, based on the results of teaching students to read the comprehension of the test before and after the test.

Table 2.
The Result of Pre-test and Post-test of Experiment Class
SCORE PRETEST AND POST-TEST OF EXPERIMENTAL
CLASS

No	Pre Test	Post Test
1	80	84
2	32	84
3	84	92
4	56	64
5	20	32
6	40	52
7	84	88
8	84	92
9	72	80
10	40	60
11	88	88
12	60	60
13	40	68
14	76	96
15	52	56
16	60	64
17	60	80
18	48	56
19	84	92
20	60	68
21	80	80
22	76	82
23	60	88
24	60	80
25	72	84
26	48	56
Mean	62,15	74,08

From Table 4.2, the results before and after the test are different and can be seen from the average of the preliminary test and the subsequent test. The average grade before class was 62.15 and the average grade after class was 74.08.

In the control class, teachers use KWL as a tactic to teach 26 students. Transcripts are taught in three sessions. The time allocation for each meeting is 2 x 40 minutes. The control class schedule is as follows:

Table 3. The Schedule for Control Class

No.	Activities for Control Group	Meeting I February 18th	Meeting II February 20th	Meeting III February 25th	Meeting IV February 27th	Meeting V March 3rd
1	Pre-test					
2	Treatment 1 (using K-W-L)					
3	Treatment 2 (using K-W-L)					
4	Treatment 3 (using K-W-L)					
5	Post-Test					

The preliminary exam will be conducted in a control class on February 18, 2020. The purpose of the preschool exam is to test the student's prior knowledge and ask the student to answer 25 multiple-choice questions before the teacher orders treatment. Some aspects of reading comprehension, such as searching for topics / concepts, searching for details, guessing the meaning of words, general structure, and conclusions.

After passing the pre-class test, students will be given three steps in class. All three meetings follow the same steps as the lesson plan (pre-assignment, intermediate activities, follow-up). A post-test will be conducted on March 3, 2020, after all treatments have been completed. The purpose of the post-test is to measure the improvement of a student's post-treatment ability using the KWL educational strategy, which is a results learning process. Measurements for student understanding are evaluated before and after the test and can be viewed in the control categories in the table below.

**Table 4.
 The Result of Pre-test and Post-test of Control Class
 SCORE PRETEST AND POST-TEST OF
 CONTROL CLASS**

No	Pre Test	Post Test
1	60	80
2	40	52
3	68	96
4	64	72

5	52	64
6	80	92
7	52	68
8	64	80
9	72	84
10	60	76
11	80	84
12	68	76
13	76	92
14	68	68
15	60	68
16	68	76
17	68	88
18	32	52
19	68	76
20	68	72
21	60	68
22	64	64
23	68	68
24	68	80
25	36	60
26	56	72
Mean	62,31	74,15

From table 4.2, the result of the pre-test and post-test for control was different. It can be seen The average pre-test score was 62,31, and the average score for the post-test was 74,15.

Testing Hypothesis

There two hypotheses that proven in this study

Null Hypothesis (H_0)

There was no difference in reading comprehension between students trained in the TPRC strategy and students trained in the K-W-L strategy among the 7th grade students of SMP Negeri 3 Hulu Sungai Tengah.

Alternative hypothesis (h_a)

In grade 7 of SMP Negeri 3 Hulu Sungai Tengah, reading comprehension results differed between students practicing using the TPRC strategy and students practicing using the K-W-L strategy.

In addition, to test the hypothesis, researchers used the t-test formula to see if there was a significant difference in reading comprehension between students taught by the TPRC strategy and those taught by the KWL strategy. 7, or not SMP Negeri 3 Hulu Sungai Tengah Rating or no difference. When the test results were found, the values compared to the table T-test results showed a value of 0.03 at the 5% significance level, and (df) was about 50, but the t-test results were lower than the 2009 t-test results. I showed that. Rejection of null hypothesis and alternative hypothesis from square t meaning acceptance In grade 7 of SMP Negeri, successful reading comprehension between students trained using the TPRC strategy and students trained using the KWL strategy There was no significant difference in. 3. Hulu Sungai

Research Discussions

Based on previous data, the control group had a preschool mean of 62154 and the experimental group had a preschool mean of 62308. After the student completed treatment, the mean scores in both groups gradually increased. The researchers suggested that the post-test mean in the experimental group was 74,077 and the post-test mean in the control group was 74,154. Based on this result, it was clear that the experimental group had fewer post-treatment results than the control group. As a result of students entering the lab due to problems during treatment Researchers found that the barrier to treatment was time management and most students had to slowly explain the TPRC process for this strategy I found. Teachers need to make sure that each student understands each step and takes time before proceeding to the next lesson. The result of the f-test is 0.03 for the t-test and 2.008 for the t-chart. The results of the t-test are valuable. Since it is less than t-table, it accepts the null hypothesis and rejects the alternative hypothesis. In conclusion, there was no significant difference in reading comprehension results between students studying using the TPRC strategy and students studying the SMP Negeri 7th grade KWL strategy. 3. Hulu Sungai Tengah Next, researchers suggested that the results were slightly important for the level of knowledge. At the same level for students in both grades, this can be seen from the initial test values. However, researchers have observed that students prefer the TPRC strategy. The KWL strategy is good because attending TPRC in strategy lessons allows students to attract more partners and become more involved in the classroom. More than any other strategy, according to researchers. To implement strategic steps

This can also be seen in the pre-test and post-test scores of the experimental class and in the control categories where the post-test scores were higher than the pre-test scores in both categories. It shows the TPRC, strategy, and strategy. KWL contributes to reading the text of the story. However, both strategies have their strengths and weaknesses. However, this study shows that both strategies can improve students' reading performance. The KWL strategy also draws student attention in these strategies, including the use of reading strategies that seek to improve reading comprehension using diagrams. The 3-step KWL is a tool for accessing student basics.

In addition, both strategies include mental activity. The TPRC strategy has "pending" activities and the KWL strategy has "required" activities. Both exercises help students reapply prior knowledge before they gain a better understanding The text they are reading

CONCLUSIONS AND SUGGESTIONS

Conclusions

This study was taught using thinking strategy, foresight, reading and communication (TPRC), and (KWL). SMPNegeri 3 Hulu Sungai Tengah Strategies for 7th Grade Students Based on semester 4 hypothesis testing and data analysis, it was concluded that learning outcomes are based on knowledge and requirements. There was no difference in reading comprehension between the students in the group who taught the TPRC strategy and the students in the group who were trained in the

KWL7 Grade SMP Negeri 3 Furusungai Tenga Strategy. In short, both strategies contributed. Even in student reading, the t-test is smaller than the t-table result, as evidenced by the t-test 0.03 and t-2008 results, so it accepts the null hypothesis and rejects the alternative hypothesis.

Suggestion

First, based on the findings, teachers use the TPRC and K-W-L strategies to improve students' reading performance. Therefore, English teachers need to develop a theoretical knowledge of TPRC and KWL strategies so that teachers can apply both of these strategies to teach English to SMP students. Unlike on a regular basis, students and teachers never get tired of monotonous teaching methods, and both strategies can create attractive, fun and enjoyable classrooms.

Second, students need to participate without fear or embarrassment of their mistakes. In addition, students need to distinguish between group work and individual work. This should be done in group work with colleagues. However, deception must be avoided in each task so that the teacher can identify it. Try to help them with their weaknesses.

Finally, it is recommended for other researchers who want to do similar research at other schools and at other levels. Researchers can also do further research on the use of TPRC and KWL strategies to understand other types of texts, such as: News Releases In addition to searching for the main topic, getting topic information, guessing the meaning of words from the context, and other secondary reading skills, descriptive and procedural text.

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