# THE INCORPORATION OF PICTURE IN THINK, PREDICT, READ, AND CONNECT (TPRC) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

(A Thesis)

## By: \*\*Dutri Jmasari Jsnaeni\*\*



MASTER OF ENGLISH EDUCATION STUDY PROGRAM LANGUAGE AND ARTS EDUCATION DEPARTEMENT TEACHER TRAINING AND EDUCATION FACULTY UNIVERSITY OF LAMPUNG 2025

#### **ABSTRAK**

## THE INCORPORATION OF PICTURE IN THINK, PREDICT, READ, AND CONNECT (TPRC) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

#### Oleh

#### Putri Imasari Isnaeni

Tujuan dari penelitian ini adalah untuk mengetahui: 1) apakah ada perbedaan yang signifikan dari pemahaman bacaan siswa antara mereka yang diajarkan melalui gambar dalam strategi TPRC dan mereka yang diajarkan melalui strategi TPRC asli, 2) aspek membaca siswa yang paling meningkat setelah diajarkan melalui gambar dalam strategi TPRC, dan 3) aspek membaca siswa yang paling meningkat setelah diajarkan melalui strategi TPRC asli. Penelitian ini menggunakan desain eksperimen-sebenarnya. Penelitian ini dilakukan pada siswa kelas delapan SMP Islam 1 Kalirejo. Peneliti menggunakan dua kelas, kelompok eksperimen dan kelompok kontrol di mana kelompok eksperimen menggunakan penggabungan gambar dalam strategi TPRC sedangkan kelompok kontrol menggunakan strategi TPRC asli. Hasil uji-t kelompok independen menunjukkan bahwa ada perbedaan yang signifikan secara statistik dari prestasi pemahaman bacaan siswa antara kelas kontrol dan kelas eksperimen dengan tingkat signifikansi pada kedua kelas di bawah 0.05. Rata-rata kelas eksperimen (77,80) lebih tinggi daripada kelas kontrol (68,42). Selain itu, penggabungan gambar dalam strategi TPRC juga memiliki efek yang signifikan secara statistik pada lima aspek pemahaman bacaan terutama dalam menentukan ide pokok, dan di kelas kontrol, mengidentifikasi referensi adalah aspek yang paling meningkat di antara aspek-aspek lainnya, yaitu, mengidentifikasi informasi spesifik, membuat inferensi, dan memahami kosakata. Hal itu terungkap dari skor gain dari rata-rata pre-test dan post-test dengan tingkat signifikansi kurang dari 0,05. Dapat disimpulkan bahwa penggabungan gambar dalam strategi TPRC dapat meningkatkan pemahaman bacaan siswa. Selain itu, disarankan agar guru secara aktif memantau interaksi siswa dan menerapkan strategi untuk memastikan semua siswa terlibat secara setara.

Kata Kunci: TPRC Strategy, Picture, Reading Comprehension

#### **ABSTRACT**

## THE INCORPORATION OF PICTURE IN THINK, PREDICT, READ, AND CONNECT (TPRC) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

By

#### Putri Imasari Isnaeni

The objectives of this research are to find out: 1) whether there is a significant difference of the students' reading comprehension between those who are taught through picture in TPRC strategy and those who are taught through the original TPRC strategy, 2) the aspect of students' reading which enhances the most after being taught through picture in TPRC strategy, and 3) the aspect of students' reading which enhances the most after being taught through original TPRC strategy. This research used true-experimental design. The research was conducted at the eighth-grade students of SMP Islam 1 Kalirejo. The researcher used two classes, experimental and control group in which experimental group used the incorporation of picture in TPRC strategy while the control group used the original TPRC strategy. The results of independent group t-test showed that there was a statistically significant difference of students' reading comprehension achievement between the control and the experimental classes with the significant level on both classes is below 0.05. The mean of experimental class (77.80) is higher than the control class (68.42). In addition, the incorporation of picture in TPRC strategy also had a statistically significant effect on five aspects of reading comprehension especially on determining main idea, and in the control class, identifying reference is the most increasing aspect among the other aspects, that is, identifying specific information, making inference, and understanding vocabulary. It is revealed from the gain score from the mean of pre-test and post-test with the significant levels of less than 0.05. It can be concluded that the incorporation of picture in TPRC strategy can improve the students' reading comprehension. In addition, it is suggested that teachers should actively monitor student's interactions and implement strategies to ensure all students are equally engaged.

**Keywords:** TPRC Strategy, Picture, Reading Comprehension

# THE INCORPORATION OF PICTURE IN THINK, PREDICT, READ, AND CONNECT (TPRC) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

By:

*P*utri *J*masari *J*snaeni

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Student's Name

: Putri Imasari Isnaeni

Student's Number

2323042016

Study Program:

Master in English Language Teaching

Department

Language and Arts Education

Faculty

Teacher Training and Education

APPROVED BY

**Advisory Committee** 

Advisor

Co-Advisor

Prof. Ujang Suparman, M.A., Ph.D.

NIP 19570608 198603 1 001

Hery Yufrizal, M.A., PhyD. NIP 19600719 198511 1 001

The Chairperson of the Department of Language and Arts Education

The Chairperson of Master in English Language Teaching

Dr. Sumarti, S. Pd., M.Hum.

NIP 19700318 199403 2 002

**Dr. Budi Kadaryanto, M.A.**NIP 19810326 200501 1 002

## ADMITTED BY

## 1. Examination Committee

Chairperson: Prof. Ujang Suparman, M.A., Ph.D.

Secretary: Hery Yufrizal, M.A., Ph.D.

Examiner : 1. Prof. Dr. Cucu Sutarsyah, M.A.

: 2. Dr. Budi Kadaryanto, M.A.

Dean of Teacher Training and Education Faculty

Dr. Alber Maydiantoro, M.Pd. NIP 19870504 201404 1 001

3. Director of Postgraduate Program

Prof. Dr. Ir. Murhadi, M.Si. NIP 19640326 198902 1 001

4. Graduated on : June 18th, 2025

## LEMBAR PERNYATAAN

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Bandar Lampung, 18 Juni 2025 Yang membuat pernyataan,

METERAL TEMPAL 350AAAMX345822565

Putri Imasari Isnaeni NPM 2323042016

#### **CURRICULUM VITAE**

Putri Imasari Isnaeni. born on September 22th, 1997, in Kalirejo, Central Lampung. She is the first child of Syarifudin, S.Kep., M.M. and Siti Khotimah. Her siblings, Tasya Modesti Salsabila, S.Pd., Alya Zahrotri Andini, S.Kom., and Asad Edsel Abidin. She is married to Rifky Zulfandi, S.T., and they have a son, named Nabriel Arsyanendra Zulfandi.

Her formal education began at TK Aisyah Bustanul Athfal, Kalirejo in 2002. Then she continued to SDN 1 Kalirejo and graduated in 2009. After that, she enrolled at SMPN 1 Kalirejo and graduated in 2012. In 2015, she graduated from SMAN 1 Kalirejo. In the same year, she was registered as a student of English Education Study Program of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung. She successfully completed her undergraduate studies in 2019. In the same year that she graduated from UIN Raden Intan Lampung, she was appointed as an English teacher at SMP Islam 1 Kalirejo. In 2023, she began a master's program in English Education at the University of Lampung.

#### **DEDICATION**

With love and appreciation, this script is proudly dedicated to:

- 1. My beloved parents, Syarifudin and Siti Khotimah, who always support and pray for my success.
- 2. My partner in life, Rifky Zulfandi. Thank you for always working hard for our family.
- 3. My lovely son, Nabriel Arsyanendra Zulfandi. Your love, laughter, and warmth bring endless happiness to our family.
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- 5. My beloved lecturers in the English Education Department.
- 6. My fellow students of the Master Program of English Education Class of 2023.
- 7. My almamater, University of Lampung.

## **MOTTO**

"Recite in the name of your Lord Who created, created man from a clot of congealed blood, Recite: and your Lord is Most Generous, Who taught by the pen, taught man what he did not know."

Surah Al-'Alaq Verses 1-5

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Bandar Lampung, Juni 2025

The researcher

Putri Imasari Isnaeni

## **TABLE OF CONTENTS**

COVER	i
ABSTRACT	
APPROVAL	iii
ADMISSION	iv
LEMBAR PERNYATAAN	V
CURRICULUM VITAE	vi
DEDICATION	vii
MOTTO	
ACKOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF FIGURES	XV
LIST OF APPENDICES	
I. INTRODUCTION	1
1.1 Background	1
1.2 Identification of the Problems	6
1.3 Limitation of the Problems	
1.4 Formulation of the Research Questions	
1.5 Objectives of the Research	
1.6 Significances of the Research	8
1.7 Scope of the Research	9
1.8 Definition of Terms	
II. THEORETICAL FRAMEWORK	
2.1 Review of Previous Research	
2.2 Review of Related Literature	
2.2.1 Reading	
2.2.2 Reading Comprehension	
2.2.3 Reading Aspects	
2.2.4 Teaching Reading	
2.2.5 Descriptive Text	
2.2.6 TPRC Strategy	
2.2.7 Media	
2.2.8 Picture	
2.2.8.1 Definition of Picture	
2.2.8.2 Characteristics of Picture	
2.2.8.3 Kinds of Picture	22

2.2.9 Teaching Reading Through the Modified TPRC Strategy	23
2.2.10 Procedure of Teaching Reading Through TPRC Strategy	
2.2.11 Procedure of Teaching Reading Through Original TPRC Str	
and Modified TPRC Strategy with Picture	
2.2.12 Advantages and Disadvantages of Teaching Reading Tl	hrough
Modified TPRC Strategy	
2.2.13 Theoretical Assumption	28
2.2.14 Hypothesis	
III. RESEARCH METHODS	
3.1 Setting of the Research	30
3.2 Research Design	30
3.3 Population and Sample	31
3.4 Variables	32
3.5 Data Collecting Technique	
3.6 Research Instrument	33
3.7 Validity and Reliability	33
3.7.1 Validity of Reading Test	33
3.7.2 Reliability of Reading Test	
3.8 Research Procedure	
3.9 Data Analysis	
3.10 Scoring System	40
3.11 Hypothesis Testing	
IV. RESULTS AND DISCUSSION	
4.1 The Result of Reading Test	
4.1.1 Result of Pretest	
4.1.2 Result of Posttest	
4.1.3 Result of Normality Test	
4.1.4 Result of Homogeneity Test	
4.2 Students' Reading Comprehension Achievement after being T	
through picture in TPRC strategy and original TPRC strategy	46
4.3 Students' Reading Comprehension Achievement in Each Aspect after Taught through the Modified TPRC Strategy	being 48
4.4 Students' Reading Comprehension Achievement in Each Aspect after Taught through the Original TPRC Strategy	
4.5 The Result of Hypothesis Testing	
4.6.1 The Difference in Student's Reading Comprehension Achiev by Using the Incorporation of Picture in TPRC Strategy and the Or TPRC Strategy	riginal 53 Each
A spect after Reing Tailont Incollon Picflire in TPRC Strategy	26

	4.6.3 The Students' Reading Comprehension Achievement in Each	
	Aspect after Being Taught through Original TPRC Strategy	58
V.	CONCLUSIONS AND SUGGESTIONS	61
5.1	Conclusions	61
5.2	Suggestions	62
	FERENCES	
	PENDICES	

## LIST OF TABLES

2.1. The Difference Procedure of Original TPRC Strategy and Modified	
TPRC Strategy with Picture	25
3.1. The Number of Eighth Graders of SMP Islam 1 Kalirejo in the	
Academic Year 2024/2025	32
3.2. Specification Aspects of Reading Comprehension	35
4.1. Mean of Pretest	43
4.2. Mean of Posttest	44
4.3. Result of Normality Test	45
4.4. Result of Homogeneity of Variances	45
4.5. Result of Paired Sample	46
4.6. Result of Independent Group T-Test	47
4.7. Gain of Each Aspects of Reading (Experimental Class)	48
4.8. Paired Sample Test (Experimental Class)	49
4.9. Gain of Each Aspects of Reading (Control Class)	50
4.10. Paired Sample Test (Control Class)	50
4.11. Independent Sample Test	52

## LIST OF FIGURES

4.1. The Comparion of Mean of Pre-Test and Post-Test Scores in	
Experimental and Control Class	53
4.2. Gain of Each Aspect of Reading in Experimental Class	56
4.3. Gain of Each Aspect of Reading in Control Class	58

## LIST OF APPENDICES

Appendix 1. Lesson Plan for Experimental Class
Appendix 2. Lesson Plan for Control Class
Appendix 3. Test Item for Try Out94
Appendix 4. Key Answer of Try Out Test
Appendix 5. The Validation Form of Reading Comprehension Test107
Appendix 6. Level of Difficulty and Discrimination Power of Try Out Test108
Appendix 7. Reliability of the Try Out Test Formula113
Appendix 8. Test Item for Pre-Test and Post-Test114
Appendix 9. Key Answer of Pre-Test and Post-Test124
Appendix 10. Students' Score of Pre Test (Experimental Class)
Appendix 11. Students' Score of Post Test (Experimental Class)126
Appendix 12. Students' Score of Pre Test (Control Class)
Appendix 13. Students' Score of Post Test (Control Class)
Appendix 14. The Distributions Answer of 5 Aspects of Reading Comprehension in Pre Test (Experimental Class)
Appendix 15. The Distributions Answer of 5 Aspects of Reading Comprehension in Post Test (Experimental Class)
Appendix 16. The Distributions Answer of 5 Aspects of Reading Comprehension in Pre Test (Control Class)
Appendix 17. The Distributions Answer of 5 Aspects of Reading Comprehension in Post Test (Control Class)132

Appendix 18. Tests of Normality	133
Appendix 19. Tests of Homogeneity of Variances	134
Appendix 20. Independent Samples Test	135
Appendix 21. Result of Paired Sample Test among 5 Reading Experimental Class	-
Appendix 22. Result of Paired Sample Test among 5 Reading Aspects Class	
Appendix 23. Response Letter	138
Appendix 24. Documentation of Research	139

#### I. INTRODUCTION

This chapter discusses about background of the research, identification of the problems, limitation of the problems, formulation of the research questions, objectives of the research, significances of the research, the scope of the research, and definition of terms. Each aspect of the chapter is then presented separately as follows;

## 1.1 Background

English as a language has four basic skills: listening, speaking, reading and writing. Among those four skills the researcher only wishes to discuss reading because reading holds important role in building student's receptive skill. By reading students will have a chance to learn new words, and structure of the sentences. Reading itself is the process of understanding a written or printed text. Grabe & Stoller (2002) state that reading is the ability to draw meaning from printed page and interpret this information appropriately. This activity requires the readers not only to read the texts but also understand it. It can be said that reading always comes along with comprehension. Reading comprehension requires understanding the meaning of texts (Richards & Schmidt, 2002). Reading comprehension itself is an active process that the reader is required to interact and engage with the text to construct the meaning from a text (Kruidenier, 2002).

Not everyone was good at reading, as the students still had difficulties in comprehending the idea or meaning of the text. Unfortunately, most of the students at SMP Islam 1 Kalirejo were still not able to master reading comprehension of English texts. This was evident when conducting direct observations and participating in teaching in the class; it was found that many students there did not pass the Minimum Mastery Criteria (KKM) in descriptive text. The researcher found some problems while conducting the pre-observation in SMP Islam 1 Kalirejo. One of the factors that caused students to have difficulties in comprehending the text was the lack of strategy and material used by the teacher in the classroom. The students found it difficult to gain the meaning of the text; they could pronounce the words well but without understanding the meaning. Some students had problems comprehending the text to get information. During reading activities, students sometimes lost focus, and consequently, in the learning process, they lacked motivation and interest in reading English because they considered English the hardest subject to learn.

Nowdays, students have difficulties in reading comprehension and teachers have difficulties in teaching reading comprehension. It is not easy for teacher to find an effective way to teach reading comprehension while it is hard for students to acquire information and knowledge about reading comprehension given by their teacher. It is even worse because students have less vocabulary which is very useful to comprehend a passage and also some teachers considered that reading is not favorite activity for most students. Therefore, English teachers should find strategies to overcome this problem. They are

expected to find appropriate strategies or activities to make students understand reading text and moreover enjoy reading.

Considering those problems above, this study is not discuss the whole factors. This study will focuses on some factors, in this case, teaching strategy. Teaching strategy is one of important factors in determining students' achievement in reading. The teacher should apply effective and innovative strategies in teaching reading in order to improve the students' reading comprehension. The strategy itself needs to be confirmed with the condition of the class and the proficiency of the students, because every class has its own condition. It also determines the most convenient strategy itself. Therefore, the researcher has an interest in applying teaching strategies in reading class. The researcher is interested in applying TPRC (Think, Predict, Read, Connect) strategy to teach reading comprehension, this strategy might become appropriate teaching strategies to help the teacher in achieving the learning goals.

Think, Predict, Read and Connect strategy introduced by Rudell (2008) is an alternative way to study reading which requires students to be in teams. TPRC strategy can be one of the alternative strategies used by the teacher in teaching reading skill. It is recommended to the English teacher to use TPRC strategy in teaching reading because this strategy is strategy that makes people think and predict before they read a passage, it can be useful in reading comprehension. And according to Lenskoi (2015) "TPRC is teaching strategy that facilitate students the opportunity to think before reading, to predict, to read

TPRC strategy will help the readers to have a better way to comprehending a passage, so the result of reading will be more effective.

Moreover, Brunner (2011) states that the purpose of the "Think, Predict, Read, and Connect strategy is to help students develop general knowledge before, during, and after reading". The TPRC strategy has various ease of use. Learning reading using the TPRC strategy will cultivate student enthusiasm, because in it there is a predict step. The predict step will make the student complete to be able to predict the content reading appropriately. The TPRC strategy also has a connecting move that will forming a concept of intact understanding of the content of reading: student will connect prior knowledge before reading, prediction and confirmity predictions about the content of the reading, as well as knowledge possesse after reading. That way, the students will have a complete understanding that is formed of their learning activity.

There have been some researchers that used TPRC strategy. The first research Rahmah et al. (2020) conducted research in SMAN 10 Palembang which entitled "Improving Reading Descriptive Text Achievement of the Tenth Grade Students of SMA Negeri 10 Palembang Through Think, Predict, Read, And Connect (TPRC) Strategy". The result showed that the use of Think, Predict, Read, and Connect (TPRC) Strategy can be used to improve the tenth grade students' reading descriptive text achievement at SMA Negeri 10 Palembang. Furthermore, the second previous research conducted by Muthmainnah et al. (2018) entitled "Teaching Reading by Using TPRC Strategy in Understanding

Recount Text". The result shows that there is a significant improvement on students' reading skill after the implementation of TPRC strategy. It means that TPRC strategy can be one of the alternative strategy used by the teacher in teaching reading skill especially recount text.

However, this strategy still has weaknesses. According to Hamdayama (2014), when students work in groups they are usually less focused in the material that is done, usually active only a few students only. Also, that sometimes they are easy to lose the ability and confidence, because they are dominated by affluent students. In such cases, students also may struggle to engage effectively in the "Think" stage of TPRC. If students lack familiarity with the topic or have limited background knowledge, making accurate predictions becomes challenging. When students do not have background knowledge about the topic given, surely they will not able to make their own description (Rahmah et al, 2020). It can be an obstacle for students to do the next activity. As the alternative way to solve the weaknesses of the use of TPRC strategy, the researcher used interactive media in teaching learning process. It encourages students to share their knowledge and create a comfortable learning.

Besides the strategy, instructional media are components of teaching which have great influence in improving students' reading comprehension. Picture is one of the good media in learning process. According to Sanjaya (2012), pictures are the common used media for many kinds of learning process. The good picture is not only a picture that is used for showing something, but also a picture that can be used to train students' thinking ability and develop their

imagination. Through picture, the students will be interested and will enjoy the teaching and learning process. Efendi (2018) conducts a study to figure out the use of pictures can improve students' reading comprehension or not. The result of this research can be stated that pictures are theoretically can be a good media to help the students enhancing their reading comprehension. Alfira (2023) add that pictures can be applied to improve students' English speaking ability.

In this case, there have been some researchers who introduce the idea of improving reading comprehension by using TPRC strategy, but studies on incorporating pictures in the implementation of the TPRC strategy to improve students' reading comprehension, especially in descriptive text, are very rare. So, the researcher conducted the incorporation of picture in TPRC strategy to investigate whether there is a significant difference of the students' reading comprehension between those are taught through picture in TPRC strategy and those are taught through original TPRC strategy and also to find out the aspect of reading enhances the most after they have been taught through picture in TPRC strategy and those are taught through original TPRC strategy.

### 1.2 Identification of the Problems

About the background of the problem, the following problems can be identified as follows:

- 1. Learning strategies may not be suitable.
- 2. The students are lack of vocabularies.
- 3. Students can pronounce well but do not understand the meaning.
- 4. Students find difficulties to gain the meaning of the text.

- 5. Students have problems in comprehending text to get information.
- 6. Students have lack motivation and interest in reading English because they consider that English as the hardest subject to learn.

## 1.3 Limitation of the Problems

Based on the identification of the problems above, the research will be focused on the following problems:

- 1. Learning strategies may not be suitable.
- 2. Students have problems in comprehending text to get information.

## 1.4 Formulation of the Research Questions

In line with the limitation of the problems, the researcher has three main research questions to be addressed, they are as follows:

- 1. Is there any significant difference of the students' reading comprehension between those are taught through picture in TPRC strategy and those are taught through original TPRC strategy?
- 2. What aspect of students' reading enhances the most after being taught through picture in TPRC strategy?
- 3. What aspect of students' reading enhances the most after being taught through original TPRC strategy?

## 1.5 Objectives of the Research

Based on the formulation of the problem above, the objectives of this research are determined as follows:

- To find out whether there is a significant difference of the students' reading comprehension between those are taught through picture in TPRC strategy and those are taught through original TPRC strategy.
- To find out the aspect of students' reading enhances the most after being taught through picture in TPRC strategy.
- To find out the aspect of students' reading enhances the most after being taught through original TPRC strategy.

## 1.6 Significances of the Research

The research can be hopefully be useful both theoretically and practically.

1. Theoretically

The finding of this research are expected to be useful for supporting the theory about teaching reading through TPRC strategy and picture media.

- 2. Practically
- a. For the researcher

The result of the study may answer the curiosity about the incorporation of picture in TPRC strategy able to improve students' reading comprehension in descriptive text.

b. For the teacher

The result of this research can be used as an alternative strategy for English teacher in teaching reading comprehension.

c. For the students

The incorporation of picture in TPRC strategy make students interested in teaching learning process. Moreover, it helps them improve their skill in reading.

## 1.7 Scope of the Research

This research focused on incorporating pictures in the TPRC strategy to improve students' reading comprehension. The data on reading comprehension achievement were taken from the reading comprehension test. There were two tests in reading comprehension achievement: a pretest conducted before the treatments and a posttest conducted after the treatments. The pretest and posttest were objective tests in multiple-choice form, with four options for each question (a, b, c, and d).

## 1.8 Definition of Terms

There are some terms used in this research and to make it clear, the researcher defines as follows:

## a. Reading comprehension

Reading Comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text.

## b. TPRC strategy

TPRC 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.

#### c. Picture

Picture is one of learning that can be used to explain the subject matter.

Picture used almost for all levels of learning or intellegence. The use of pictures as media or means of delivery of the lesson, not only interesting but

also can bind to the attention and clarify ideas or information presented to the students of a teacher.

As the study has elaborated the point above, in brief this study already has the strong background in conducting the research. Still, this study needs the review of theories concerning the research topics and conceptual framework underlying the study as the next chapter is presented.

#### II. THEORETICAL FRAMEWORK

#### 2.1 Review of Previous Research

This chapter discusses things related to the review of previous research and the review of related literature. This frame of theories is present in the following points; Several researchers used Think-Predict-Read-Connect (TPRC) strategy to see whether it can be used to improve students' skills or not. The first research Rahmah et al. (2020) entitled "Improving Reading Descriptive Text Achievement of The Tenth Grade Students of SMA Negeri 10 Palembang Through Think, Predict, Read, And Connect (TPRC) Strategy". The result showed that 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.

Based on the experimental research conducted by Muthmainnah et al. (2018) entitled "Teaching Reading by Using TPRC Strategy in Understanding Recount Text". The researcher focuses on the application of TPRC strategy in teaching reading. The type of text that is taught is recount text in the form of multiple choice. The study was conducted at SMPN 1 Kuta Baro Aceh Besar. The result shows that there is a significant improvement on students' reading skill after the implementation of TPRC strategy.

Fitriyah conducted the previous research (2018). Entitled "The Effectiveness of TPRC Strategy for Teaching Reading Comprehension of Descriptive Texts". She said that TPRC strategy can be a helpful strategy for summarizing ideas from students about topic given.

In addition, there is study conducted by Amandari et al. (2023) entitled "The Influence of Think, Predict, Read, and Connect Strategy Towards Students' Reading Comprehension". The research aimed to know the influence of Think, Predict, Read, and Connect strategy on students' reading comprehension. This strategy helped the students comprehend main idea, supporting idea, inference, reference and vocabularies of the text.

In addition, Ulmadani et al. (2021) entitled "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". The result showed that 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.

Regarding to the previous studies that have been explained above, it can be said that TPRC strategy could give a positive impact on students' reading comprehension. It reveals that TPRC strategy could help both teachers in teaching reading and students on improving their reading comprehension.

#### 2.2 Review of Related Literature

Review of related literature is used by the researcher to support her in composing the research theoretically. It contained a definition of terms and theories which are related to the topic of the research.

## 2.2.1 Reading

Reading is one of the important skills taught to the students from elementary school to university. There have been several experts who define reading. Nuttal (1982: 42) defines reading as the meaningful interpretation of printed or written verbal symbols. Other linguists, Finichiaro and Bonomo (1973) state that reading is bringing and getting meaning from the printed or written materials. Smith (1982) says that reading certainly implies comprehension, and reading is something that makes sense to the reader. The readers try to understand and get the meaning and information in the written texts in form of symbols, letters, graphs, etc. Thus, they grasp the writer's messages from the texts.

As Richards and Schmidt (2002) state, reading as a process of discovering a text in written form to understand its contents. Reading means understanding the meaning of the reading passage not only read the words. Understanding reading is a process of extracting and constructing meaning simultaneously through contact and engagement with the written language in the text (Bernhardt, 2011). This means the students must be able to grasp the concept in the text, which is often indirectly written.

Based on those explanations, the researcher summarizes that reading is an important skill for students. Reading also is an active process in order to get information and comprehend from printed text using eyes and brain to understand what the writer's mean. Reading is important process for students' to get the information and comprehend more active in the text.

## 2.2.2 Reading Comprehension

Reading Comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text (Heal, 2002). The ability to comprehend something from reading materials for students who learn a foreign language needs to be improved in order to make them easier in reading process and to give them enough time in developing ability. Additionally, the reading objectives invite the readers to understand what being presented by the writer. Understanding will not only know what being delivered by focusing only on intended meaning delivered, but also the deep inference of specific meaning and message.

According to Caldwell (2008), comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals word by using memory and knowledge of letter and sounds patterns, matching the resulting pronunciations to meaning and finally connect these word into idea units. It means that comprehension is process ability of someone to make sense of the context base on what he or she reads or hears. It is way in which someone interprets the text.

In short, reading comprehension is the ability which cannot be separated, in reading the students deal with the goal which is to understand the whole message content of the text, and to understand the text itself the readers should gather the concept of comprehending first. Reading comprehension helps the students to get the deepest meaning of the text.

## 2.2.3 Reading Aspects

According to Nuttal (1982) suggests that there are five reading aspects that must be mastered by the students of reading comprehenison which the students should comprehend a text well, they are:

## 1. Determining main idea

The main idea is called the topic sentence. It is important because the main idea becomes the main point or concept that the author wants to communicate to the readers about the topic. Sometimes the author does not state the main idea directly. This requires the readers to look closely at the content—at specific words, sentences that are used and repeated- to sum up what the author is talking about. The example question of main idea as follows: "What is the main idea of the last paragraph?".

### 2. Identifying Specific Information

Specific information is called as a supporting sentence. It refers to the precise fact, examples, incidents, comparison, analogies, description, causes, an effect of something mentioned in the text to develop the topic sentences. The readers can obtain detailed information by reading the whole text. The example question of specific information as follows: "Who is Sangkuriang?".

## 3. Making Inference

Inferences refer to the unknown words or phrases that the author implies or suggests. The readers may identify the words or phrases by predicting or guessing available facts and information in the text. The reader may be able to make an interpretation of a passage in order to give them the rough idea. The example question of making inference as follows: "The following statement below are true, EXCEPT...".

## 4. Identifying Reference

References are words or phrases which show the readers to find the meaning of the word that will be found elsewhere in the text. Reference is used to avoid unnecessary repetition of words or phrases. The reader can find the meaning of the unknown words or phrases by themselves. The unknown word might represent another word that is written in the sentence before that word. The example question of making reference as follows: "The word "they" (line 3 paragraph 3) refers to...".

### 5. Understanding Vocabulary

Vocabulary is the fundamental thing for those who want to produce something both spoken and written. In reading, the more vocabularies a person has, the easier it will be for her or him to grasp the meaning in a text. The example question of vocabulary as follows: "...Bebe is so fragile." The word "fragile" means...".

In order to comprehend a reading text in the term of descriptive text, the aspects proposed by Nuttal are applied because these aspects are fairer in scoring each aspect of reading.

## 2.2.4 Teaching Reading

Reading is an interactive process between the reader and the text (Sutarsyah, 2015). The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Teaching is a dynamic process and gives not only the students but also the teacher's knowledge. Several activities can be done in the classroom, particularly during the teaching and learning process. Teaching is not an easy task but it's a vital one and

can be very satisfying when the teacher sees the students improve and realizes that the teacher helped make it happen (Harmer, 2008). Some students at times can indeed be challenging and frustrating, but it is also worth noting that best teaching can also be highly enjoyable. Regarding some explanation of the teaching, the researcher concludes that teaching is that the activities and manage the environment in a very shape to form and provides the chance for the scholars in the learning process to urge the aim. From these, it can be logically inferred that it is important to improve the ability of the students to learn the reading strategy according to their intent as the main objective of teaching reading. Unlike conventional texts, contemporary reading tasks require three-phase procedures in teaching reading: pre—, while-, and post-reading (Alyousef, 2006). The pre-read stage helps to trigger the respective schema. For example, while previewing the text, the teacher may ask the students questions which arouse their interest. The aim of the while reading stage (or interactive process) is to develop the ability of the students to tackle text by improving their knowledge of language and schema. Post-reading includes activities which use exercises to improve comprehension of learning.

Teaching aims to improve the ability of students to read English text effectively and efficiently. When teaching reading the teacher should provide the students with a reading strategy particularly before reading to stimulate the interest of the students and the background knowledge of the students to make it easier for the students to understand the text. This can be real when students read and communicate with different types of texts, i.e. text in function and monologue.

Consequently, it can be concluded that correct and practicable strategies should be implemented in teaching based on the intent of reading to obtain the understanding. Since, there are five aspects of macro-reading comprehension that the teacher needs to recognize as a target, such as determining main idea, identifying specific information, identifying references, making inferences and understanding vocabulary.

# 2.2.5 Descriptive Text

Descriptive text is a text containing two components identification and description by which describe animals, people, or others (Siahaan, 2008). This means that descriptive text can be used to describe animals, people, or others. Thus, it helps the reader imagine what the text about. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in.

According to Dzuharie (2009), descriptive text is a text which describes and gives more detail information about particular people, thing, place, and animal. It means that descriptive text tells the readers to know about something specifically by giving characteristic of something which described.

Descriptive text has two parts of generic structure. First is the identification which is the introductory statement introducing general classification of the things being described. The second is the description. This part describes the description of the general classification mentioned before. There are four language features used in descriptive text. First is the specific participant, has a certain object, is not common

and unique. Second is the use of adjective. Third the use of simple present tense.

And the last is use action verb.

#### 2.2.6 TPRC Strategy

Think, predict, read and connect strategy is introduced by Rudell (2008) is an alternative way to study reading which requires students to be in teams. Each team needs paper, pencils, and text (textbooks, primary sources, literature, or whatever). The instruction begins when teacher directs the teams to work together *think* about and jot down everything they know about the general topic within which the lesson topic fits. Students should be given about 6 to 8 minutes for working while the teacher observes and listens in from distance and/or assists any teams that appear to be having trouble. The teacher next announces the specific subject the reading is to be about and asks students to *predict* what they will find in the reading. Student then *read* the assignment individually; however, even though the students are reading individually, the room is not means silent. Teacher can expect to hear a low buzz of conversation as students read – partners and teams will talk to each other and comment about information found in the text. When the reading is completed, the teacher leads a discussion in which students connect what they knew before reading with what they learned during reading.

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.

TPRC can help students to understanding 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.

For example, in a lesson to teach the rules and regulations for playing football, students might be asked to think about and list everything they know about football. Then the teacher asks the students to put a check mark beside anything students think might be in their reading. After that, the students are asked to read and connect their mind mapping with the passage before answering the question. Based on those steps, TPRC strategy may be good to apply in teaching reading, especially informational (non-fiction) texts, for example descriptive texts, report texts, and news-items.

In conclusion, TPRC is a strategy to learning English especially for reading, TPRC can help students understanding the text which their own knowledge about the material or issue that they learn. Teaching reading by using TPRC strategy can give more positive impact on students' reading comprehension.

#### 2.2.7 *Media*

The use of media can create a good atmosphere in the teaching and learning process. By using an appropriate media, teachers and students are more easily to achieve the goal of teaching. This statement was supported by Ivers and Barron (2002), define that media as s component of teaching that supports the teaching and learning process. Forms of media may include text, graphics, animation, pictures, video, and sound. When media is used to support our teaching and learning process, perhaps many teachers believe that media encourage students to work in groups,

express their knowledge in multiple ways, solve problems, revise their own work, and construct knowledge.

Moreover, Media is an instrument that is used to transform messages or information from "resource" to "receiver", Criticos (1996). Based on these definitions, it can be said that the learning process is a process of communication. The learning process contains five components of communication, teachers (communicators), learning materials, learning media, students (communicants), and learning objectives. So, learning media is everything that can be used to channel messages (learning materials), so that it can stimulate attention, interest, thoughts, and feelings of students in learning activities to achieve learning goals. Ibrahim (2001) stated that instructional media plays a key role in the design and use of systematic instruction. A medium, broadly conceived, is any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills, and attitudes. In this sense, the teacher, text book, and school environment are also media.

## 2.2.8 *Picture*

## 2.2.8.1 Definition of Picture

Picture is a visual representation of a person or a thing which can illustrate what teachers wish to teach, so that the students can imagine it. According to Wright (1989), pictures are not just an aspect of method, they are an essential part of the overall experience due to their representation of places, objects, and people. It means that pictures can help students to retell experiences or understand something since they can represent place, object, people, etc.

Moreover, Marianne and Sharon (1998) stated that pictures are sort of visual instructional materials that can be utilized more effectively to develop and enhance motivation, as well as to teach or improve english skills. Pictures can also be used in a variety of ways to improve learning and practice.

Based on those definitions, the researcher concludes that picture is a visual representation of a person or a thing which can help students to illustrate something.

## 2.2.8.2 Characteristics of Picture

Picture is a visual representation of person, places, or things, photographic prints are most common, but sketches, cartoon, murals, cutouts, charts, graphs, and maps are used. This medium has characteristics (Wright, 1989):

- a. Pictures can be drawn, printed or photographically, processed.
- b. Pictures are various in size and color.
- c. Pictures can be highly representational or abstract.
- d. If pictures classroom use, it probably would be most efficient to ask everyone to turn to the same page to look at the pictures.
- e. Pictures maybe displayed on a classroom bulletin board or flannel for individual or small-group observation.
- f. Pictures can be mounted for preservation.
- g. Photocopying; pictures can be photocopied. However, the photocopying machine may be used by teacher to make picture. For instance, by photocopying objects.

## 2.2.8.3 Kinds of Picture

According to Hamalik (1997) kinds of picture are painting, illustration, caricature, cartoon, poster, series picture and photograph. Picture can help the teacher to

explain something difficult to describe it by speech. Beside that pictures can also overcome the miss understanding toward distance and time also something that told by the teacher to the students. In fact, the students of junior high school are feeling so interest to study if there are picture on the explanation material. It can add their attention to see, to understand and to remember about the material that have been discussed. Because, picture is something that easy to understand and remember.

As a teaching media picture have some roles in the class Wright (1989) they are:

- a. Pictures can motivate students and make them want to pay attention and want to take a part.
- b. Pictures can stimulate and provide information to be referred into conversation discussion and storytelling.
- c. Pictures can response to questions or cue substitution through controlled practice.
- d. The pictures can describe in an objective way or interpreted, or responded to subjectively.
- e. Pictures contributes to the context in which the language.

## 2.2.9 Teaching Reading through the Modified TPRC Strategy

The researcher created modification in TPRC strategy by adding a media that is picture. The researcher use picture as learning media in the step "think" in TPRC strategy to help students think logically and systematically about the materials. According to Campbell and Gonzales (2001), the use of pictures is very useful in the teaching process. Picture also contribute to improving the students' interest and motivation in the teaching and learning process. Every learning strategy has steps in process, TPRC strategy is the right strategies used in teaching reading

comprehension. TPRC strategy has various ease of use. Learning reading comprehension by incorporating picture in TPRC strategy will foster an enthusiastic student, because picture is one of the good media in learning process. According to Sanjaya (2012), pictures are the common used media for many kinds of learning process. The good pictures are not only used for showing something, but also can be used to train students' thinking ability and develop their imagination. It will be the alternative way to solve the weaknesses of the use of TPRC strategy.

## 2.2.10 Procedure of Teaching Reading Through TPRC Strategy

According to Diane Lapp the steps of TPRC strategy are:

- a. Ask student team to list everything they know about a general topic (e.g., shark, addition, the Mississippi river).
- b. Announce the specific topic (e.g., varieties of sharks, adding three-place numerals, lessons of the Mississippi).
- c. Ask students to predict what information on their list will appear in the text and to add any new ideas to their lists.
- d. Have students read the text and note how well they predict what would appear and what they added.
- e. Lead a short discussion about what students knew before they read and what new information they found "how well did you predict?" or "what were some of the things you knew before we read? What are some new things you found?"

According to procedure above the researcher able to get conclusions that steps of TPRC strategy may be good to apply in teaching reading, especially informational (non-fiction) text, for example descriptive texts, report text, and news items. And

ask students to make small group or pairs in work it can improve students thinking skill and students' knowledge in every member of group to show everything they know about the text and can help students' to solve the problem of the text with connect between students' knowledge until they get the goal of the text during reading the text.

# 2.2.11 Procedure of Teaching Reading Through Original TPRC Strategy and Modified TPRC Strategy with Picture

This research modified TPRC Strategy by adding picture as media to create clear steps for students in order to make the learning process done effectively, especially in making them do the group task.

Table 2.1 The Difference Procedure of Original Think, Predict, Read, and Connect Strategy and Modified Think, Predict, Read, and Connect Strategy with Picture

Original TPRC Strategy	TPRC Strategy Modified
Ask student team to list everything they know about a general topic (e.g., cat, the Mississippi river).	<ul> <li>Divide the students into groups of three to four.</li> <li>Using notebook or larger sheets of paper, ask students to write the topic at the top. Using vertical lines, tell students to divide the paper into three equal sections.</li> <li>At the top of the left column, ask students to write the word "Think." At the top of the middle column, ask them to write the word "Predict." At the top of the right column, have them write the word "Connect".</li> </ul>
Announce the specific topic (e.g., varieties of cat, lessons of the Mississippi).	<ul> <li>Explain to students the topic and give them picture that related with the topic for the lesson while activating their background knowledge.</li> <li>Ask students to think about what they already know about the topic. This information should be recorded in the "Think" column.</li> </ul>
Ask students to predict what information on their list will appear in the text and to add any new ideas to their lists.	After explaining to students that they will be reading information on this topic, ask them to review what was written in the "Think" column

	and place a checkmark in the "Predict" column beside the information they believe will be included in the text.
Have students read the text and note how well they predict what would appear and what they added.	<ul> <li>Ask students to read the selection and mark with a sticky note or highlight the text, if it includes information they predicted would be included.</li> </ul>
Lead a short discussion about what students knew before they read and what new information they found "how well did you predict?" or "what were some of the things you knew before we read? What are some new things you found?"	<ul> <li>Have students make connections between the information in the text and what they already know about the topic as they read. Have them record these thoughts in the "Connect" column.</li> <li>Lead a short discussion about what students knew before they read and what new information they found "how well did you predict?" or "what were some of the things you knew before we read? What are some new things you found?".</li> </ul>

Based on the steps mentioned above, the researcher believes that it can help the teacher and the students in teaching learning process to become more active and interactive in delivering and receiving the material. It also can make the students easier to understand the text given by the teacher.

# 2.2.12 Advantages and Disadvantages of Teaching Reading Through Modified TPRC Strategy

As a teaching strategy used in teaching foreign language, the TPRC strategy and picture as media has its own advantages and disadvantages. According to Fitriyah (2018) the advantage of TPRC Strategy are;

First is think. Students were able to make a mind mapping that would help them
to have a better understanding of a text. It will be a warming up step before
reading a text.

- 2. Second is predict. When making a prediction, students will try to find and write some words that are related to the topic given. This steps not only will develop students' vocabulary mastering but also improve their writing skill.
- 3. Third is reading. TRPC strategy helps students to have a better understanding of a text after doing some steps before reading a passage.
- 4. The last is connect. Students' concentration will be stimulated on this steps.

  They will try to find out whether or not the predictions they have made are related to the passage.

Advantage of using pictures according to Susilana & Riyana (2007) are;

- 1. Clarify a message that is not too verbal.
- 2. Allows students to learn independently according to their talents and visual, auditory and kinesthetic ability
- 3. Helping students to build conceptual understanding.
- 4. The visual detail makes students easy to study subjects because they use their mind and imagination to comprehend the material through picture because the picture will help students comprehending the abstract topic into more concrete.

When we are talking about the advantages, we also have the disadvantages from this strategy. TPRC is one of the strategies that can be applied to teach reading especially in descriptive text. It stimulates students to have their own perspective or imagination before reading a text. However, this kind of strategy still has a disadvantage, those are;

1. Not all kind of text can be predicted. We know that if we want to predict something, firstly we have to know anything about the things that we will

predict or describe later. When students don't have background knowledge about the topic given, surely they will not able to make their own description. It can be an obstacle for students to do the next activity (Rahmah et al, 2020).

- 2. There are risk of learners relying too much on visual, affecting task without pictures.
- 3. Selecting relevant pictures for reading topics can be time-consuming and may not align with learning objectives.

#### 2.2.13 Theoretical Assumption

Based on the explanation on literature review, it can be assumed that Reading comprehension is functioned to understand a text that is read as the process of constructing meaning from a text. The process of a teacher leading students to gain reading comprehension on a text using a certain strategy is known as teaching reading comprehension. The teacher is the focus of these activities since it is the teacher's role to help students learn or acquire a foreign language, English, in an interactive way.

In this research, researcher chooses TPRC strategy as one of the cooperative learning strategy to use. This strategy support 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. While using the TPRC strategy, the researcher also use picture as the media. By incorporating picture in TPRC strategy the researcher believes that this strategy can improve students'

reading comprehension in descriptive text and also can enhances the aspect of students' reading.

# 2.2.14 Hypothesis

Based on the theoretical assumptions above, the researcher formulated the hypothesis in this research as follows:

- $H_0$  = There is no significant difference of the students' reading comprehension between those are taught through picture in TPRC strategy and those are taught through original TPRC strategy.
- $H_1$  = There is a significant difference of the students' reading comprehension between those are taught through picture in TPRC strategy and those are taught through original TPRC strategy.

This chapter explains the concept of reading, reading comprehension, reading aspect, teaching reading, descriptive text, TPRC strategy, picture media, Procedure of TPRC strategy through picture media in Teaching Reading, advantages and disadvantages of TPRC strategy through picture as media, theoretical assumption and hypothesis.

#### III. RESEARCH METHODS

This chapter deals with twelve subchapters consisted of setting of the research, research design, population and sample, variables, data collecting techniques, research instruments, validity and reliability, research procedures, data analysis, normality test, homogenity test and hypothesis testing are explained.

# 3.1 Setting of the Research

The research was conducted on grade VIII students of SMP Islam 1 Kalirejo for five meetings and was carried out in the first semester of the 2024/2025 academic year. The Place of the study at SMP Islam 1 Kalirejo which is located on Jln Jenderal Sudirman, Kalirejo, Central Lampung.

## 3.2 Research Design

The researcher used quantitative approach in which this research was utilized true experimental design (control group pre- test post-test design). There were two classes used; the experimental group and the control group. The experimental group was given treatments by using the modified TPRC strategy, and the control group was given treatments using the original TPRC strategy. The researcher used the Control Group Pre-test Post-test Design for the first research question. According to Setiyadi (2006), the design of the research is as follow:

G1: T1 X T2

G2: T1 O T2

Notes:

G1 : Experimental Group

G2 : Control Group

T1 : Pre-test

T2 : Post-test

X : Treatment by using picture in TPRC strategy

O : Treatment by using original TPRC strategy

The pre-test was used to obtain the students' reading comprehension scores before the treatment. Then, three treatment sessions were conducted in the form of learning activities on descriptive text material, using picture in the TPRC strategy for the experimental class and the original TPRC strategy for the control class. After that, the post-test was administered to determine the significant difference in students' reading comprehension achievement after the treatments. Finally, the data were analyzed using an independent group t-test. The second and third research questions were analyzed using paired sample test.

# 3.3. Population and Sample

The population of this research was the eighth-graders of SMP Islam 1 Kalirejo. There were 131 eighth-graders, divided into four classes. This can be drawn in table 3.1.

Table 3.1 The Number of Eighth Graders of SMP Islam 1 Kalirejo in the Academic Year 2024/2025

No	Class	Gender		Total
		Male	Female	
1	VIII A	16	16	32
2	VIII B	15	20	35
3	VIII C	15	20	35
4	VIII D	16	17	33
Total		62	73	135

A total of five meetings were conducted in this study. The researcher took two classes: VIII D as the experimental class and VIII C as the control class. These classes were selected using cluster random sampling. There was no priority class; the selection was implemented based on the consideration that each class in the population had the same opportunity to be chosen.

#### 3.4 Variables

The variables in this research consisted of two. The first variable was the independent variable, which included the experimental groups (picture in TPRC strategy) and control groups (original TPRC strategy), and the dependent variable was students' reading comprehension.

## 3.5 Data Collecting Technique

In collecting data, the researcher used the following procedures:

1. Pre-test before conducting the treatments, the pre-test was conducted to determine the students' reading comprehension performance before the treatments. This test consisted of multiple-choice questions, in which the students were asked to choose one correct answer from the choices a, b, c, or d. In this test, the students were given 40 test items within 90 minutes.

2. Post-test after conducting the treatments, the researcher administered the post-test to determine the students' improvement after implementing the treatments. This test consisted of 40 multiple-choice items for 90 minutes. The students were also given multiple-choice questions in this test with 4 alternative options.

#### 3.6 Research Instruments

In this research, the researcher obtained the data by conducting a reading comprehension test. The reading comprehension test was divided into a pre-test and a post-test. The pre-test was conducted to measure the students' reading ability in comprehending the text before the treatment. Meanwhile, the post-test was conducted after the treatments. The test contained five aspects of reading: main idea, specific information, inference, reference, and vocabulary. Therefore, before conducting the pre-test and post-test, the researcher had to conduct a tryout first and test whether the questions used for the pre-test and post-test were reliable and valid.

## 3.7 Validity and Reliability

In conducting the research and determining whether the test items were applicable or not, the researcher tried out the test to assess its validity, reliability, difficulty level, and power of discrimination. This was done to evaluate whether the test items had good quality before being used for the pre-test and post-test. There were four requirements for a good test that needed to be met: validity, reliability, level of difficulty, and discrimination strength.

# 3.7.1 Validity of Reading Test

Validity refers to how well the test tests what is supposed to be measured. There are four validity types, namely face validity, content validity, construct validity, and

empirical or criterion validity. The researcher used validity of content and construct validity to determine whether the test has a strong validity.

# a. Content Validity of Reading Test

According to Setiyadi, content validity is intended to analyze whether the items as a whole have represented the material to be measured. If a measuring instrument has represented all ideas related to the material to be measured, the measurement tool has fulfilled the aspects of content validity. To fulfil the aspects, the researcher should pay attention to the test items whether the test represented the curriculum that is used by the school. This research used descriptive text at the eight grade in Junior High School as the basis for the learning process selected from Kurikulum Merdeka.

#### b. Construct Validity of Reading Test

Construct validity issues whether the tests were real representation in accordance with the theory of what learning the language means (Heaton, 1975). If a test has validity model, it is capable of evaluating those specific characteristics in line with the language behavior and learning theory. The instrument's validity relationship refers to construct validity in which question reflects five kinds of reading skills, i.e. determining main idea, identifying specific information, identifying reference, making inferences, and understanding vocabulary. The content and construct validity of the test were evaluated by an English teacher. The validator used a checklist table to ensure that all tests met the validity criteria. Here is the table of specification of reading comprehension test that is used for the research.

Table 3.2 Specification aspects of reading comprehension

No	Aspect of Reading Comprehension	Number of Items
1	Determining Main Idea	4, 5, 10, 17, 25, 29, 32, 34
2	Identifying Specific Information	2, 6, 11, 14, 24, 36, 37, 38
3	Identifying Reference	1, 13, 18, 21, 23, 27, 33, 40
4	Making Inference	3, 9, 15, 19, 20, 22 30, 31
5	Understanding Vocabulary	7, 8, 12, 16, 26, 28, 35, 39

# 3.7.2 Reliability of Reading Test

The next important part that should be tested is instruments' reliability. Reliability is a consistency of measurements or how far that measurement can be measured the similar subjects in a different time but showed the consistent result. To measure the coefficient of the reliability between odd and even group, this research used the split-half method in the following formula:

$$r1 = \frac{\sum xy}{\sqrt{(\sum x2)(\sum y2)}}$$

Where:

r1 : Reliability between odd and even

x : The total number of odd number items

y : The total number of even number items

After getting the reliability of half test, the researcher then used spearman Brown's Prophecy formula (Hatchy and Farhady, 1982) to determine the reliability of the whole test a follow:

$$rk = (2r_{-xy})/(1 + r_{-xy})$$

Where:

rk : The reliability of the whole test

rxy : The reliability of half test

The criteria of the reliability are:

0.00 - 0.19: Very Low

0.20 - 0.39: Low

0.40 - 0.59 : Average

0.60 - 0.79 : High

0.80 - 1.00 : Very High

(Hatch and Farhady, 1982)

The result of the try out test reliability (the coefficient correlation of whole item) was 0,98 (See Appendix 7). It could be inferred that the test had very high level of reliability. Based on the result of those analyses (See Appendix 6), the researcher dropped 10 items. Briefly, there were 40 items administered in the pre test and post test.

## a. Level of difficulty

Level of difficulty is used to classify the test items into difficult items, average items, and easy items. The items should not be easy for the students to see the difficulty of the test items; this research used this following formula:

$$LD = \frac{U + L}{N}$$

In practice, the formula can be expanded as follows:

LD : Level of difficulty

U : Total of the correct answer of the higher group

L : The total of the correct answer of the lower group

N : That is the total number of the students following the test

#### Classification:

a. An item with LD 0.00-0.30 = difficult

b. An item with LD 0.31-0.70= Average (good item)

c. An item with LD 0.71-1.00 = Easy

(Shohamy, 1985)

After the calculation, the test items are average in the level of difficulty and some are categorized as having difficult level (See Appendix 6).

b. Discrimination power

Discriminating power is the ability of the item to discriminating between the students who have high ability and those who have low ability. In discriminating power, the researcher use the formula as following:

$$DP = \frac{U - L}{1/2N}$$

Notes:

**DP**: Discrimination Power

U: The total of correct answer of the higher group

L : The total of correct answer of the lower group

N: Total number of students

The criteria are:

DP = 0.00 to 0.20 refers to poor.

DP = 0.21 to 0.40 refers to satisfactory.

DP = 0.41 to 0.70 refers to good.

DP = 0.71 to 1.00 refers to excellent.

DP = - (Negative) refers to bad items.

(Shohamy, 1985)

Based on the computation of discrimination power of the try-out test (See Appendix 6), it was found that there were 10 items (items number 2, 4, 7, 12, 18, 28, 29, 34, 35 and 40) considered as poor items since the discrimination power was between

0.00 to 0.20. Next, there were 10 items (6, 10, 11, 14, 15, 17, 24, 38, 45 and 48) which had satisfactory discrimination power. Then, there were 15 items (3, 8, 13, 16, 19, 20, 21, 22, 25, 27, 31, 33, 37, 41 and 49) which belong to good category of discrimination power. Last, there were 15 items (1, 5, 9, 23, 26, 30, 32, 36, 39, 42, 43, 44, 46, 47 and 50) which refers to excellent.

## 3.8 Research Procedure

The researcher uses the following procedures in order to collect the data:

## 1. Determining the research problem

The problems of the research were significant difference between the students' taught through modified TPRC strategy and those taught through original TPRC strategy is able to improve students reading descriptive text.

Preparing the instruments for collecting the data. The researcher prepared reading test, which consisted of a try-out test, pre-test, and post-test.

#### 2. Determining subjects of the research

The population of this research was the eighth grade of junior high school students.

The researcher take two classes as experimental class and control class.

## 3. Selecting the material

The material of this research was descriptive text based on Curriculum for junior high school students at the second grade.

#### 4. Administering the try-out test

The aim of this test was to determine the quality of the test used as the instrument of the research and to determine which item should have been revised or dropped for the pre-test and the post-test.

## 5. Administering the pre-test

The pre-test was administered to assess the reading comprehension aspects before the treatments were offered in the class. This test also consists of reading comprehension from the descriptive text of the multiple choice test. After the test had been conducted every test item may be calculated.

# 6. Conducting treatments

After doing the pre-test, the students were given three times treatments. The treatments is teaching-learning reading by incorporating picture in TPRC strategy in experimental class, and original TPRC strategy in control class.

#### 7. Administering the post-test

Post-test was conducted to given to significant difference between the students' taught through modified TPRC and those taught through original TPRC is able to improve students reading descriptive text. This test was conducted from 40 multiple-choice items and had four alternative answers (A, B, C, and D); one of them is the right answer, and the other is the attention solver. The test is conduct in 90 minutes.

#### 8. Data analysis

After conducted pre tes and post test, the researcher analyzed the data. The data of students reading comprehension was analyzed by using SPSS with independent groups t test.

## 3.9 Data Analysis

After conducting pre test and post test, the researcher analyzed the data. It was used to know whether there is significant difference toward students' reading comprehension achievement after being taught by the original TPRC strategy and

40

the incorporation of picture in TPRC strategy. The researcher examined the

students' score by using following steps:

1. scoring pre-test and post-test.

2. calculating the total correct answer of pre-test and post-test.

3. tabulating the score of the student's reading comprehension test results using a t-

test.

4. Drawing conclusion from the tabulated result of the pre test post test, that is

statistically analyzed by using SPSS (Statistical Program for Social Sciences) in

order to examine whether increase of the students gain is significant or not.

3.10 Scoring System

Before getting the score, the researcher determined the procedure or technique to

be used in scoring the students' work. In order to do that, the researcher used

Arikunto's formula (2010). The ideal highest score is 100. The scores of pre test

and post test calculated by using following formula:

$$s \frac{r}{n} 100$$

Where:

s : The score of the test

r: The total of right answer

n: the total of the items

3.11 Hypothesis Testing

This research explains that out of three research questions: there is one research

question, which is hypothetical (use hypothesis testing), and there are two research

questions which are not hypothetical, that is not tested by using hypothesis testing.

Hypothesis testing is used to prove the hypothesis in this research is accepted or not. The researcher used Independent Sample T-Test in SPSS to find out the significant difference of students' reading comprehension between those are taught through picture in TPRC strategy and those are taught through original TPRC strategy. The hypothesis is approved if the sig value is lower than 0.05. The formulation could be seen as follows:

- $H_0$  = There is no significant difference of the students' reading comprehension between those are taught through picture in TPRC strategy and those are taught through original TPRC strategy.
- $H_1$  = There is a significant difference of the students' reading comprehension between those are taught through picture in TPRC strategy and those are taught through original TPRC strategy.

This chapter has discussed the setting, research design, population and sample, variables, data collecting techniques, research instruments, validity and reliability, research procedures, data analysis, normality test, homogenity test and hypothesis testing.

#### V. CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusions of the research findings and suggestions for English teachers interested in implementing the modified TPRC strategy in their English-reading classes. It also offers guidance to future researchers who wish to investigate and contribute to this field of study.

#### **5.1 Conclusions**

Basen on the result of the data analysis and discussion, the following conclusions are drawn: there is a significant difference of the students' reading comprehension between those who are taught through picture in TPRC strategy and those who are taught through original TPRC strategy. It is revealed from t-value which is higher than t-table with the significance level of less than 0.05. The incorporation of picture in TPRC strategy and original TPRC strategy can be used to improve students' reading comprehension in descriptive text.

The aspect of reading skill that enhance the most after the students being taught through modified TPRC strategy among other aspects of reading is determining main idea, because the pictures help activate the student's prior knowledge, allowing the students to predict the text's central theme before reading. This modified strategy also makes the students focus on the essential message of the passage, improving their ability to determine the main idea accurately.

However, the aspect of reading skill that enhance the most after the students being taught through original TPRC strategy among other aspects of reading is identifying reference. By engaging in prediction and connection activities, the students are encouraged to actively process the relationships between different parts of the text, which can improve their ability to identify and interpret referential words and phrases.

## **5.2 Suggestions**

Referring to the conclusions above, some suggestions could be listed for the teacher, and further researcher:

#### 1. For the teacher

To address the challenge of unequal participation, teachers should actively monitor student interactions and implement strategies to ensure all students are equally engaged. And teachers should pay attention to time and class management because students have to keep doing the instructions which ask them to work in groups in limited time.

#### 2. For the further researcher

The present study may be used to examine other language skills such as writing and speaking since this research only focused on one receptive skill, that is reading. The parts of the treatment may also help the learners to improve their other English skills.

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