CHAPTER I
INTRODUCTION

A. Background of the Study

Reading skill plays a central role in the teaching and learning success at all educational stages. Having difficulties in this skill will give variety of consequences in all subjects of study, since reading includes a variety of sub-skills such as: discrimination of linguistic symbols, coordination between the symbol and a suitable meaning, the usage of context to recognize the lexical meaning, the ability of visual analysis of words to recognize their ingredients, the ability of sound discrimination, coordination between the symbols seen by the readers and the corresponding sound, the good comprehension of a reading text, and understanding further meanings implicitly included within the lines.

Anderson (1984:34) states that comprehension is also influenced by the ability to connect prior knowledge with new knowledge in order to create meaning. Students who succeed in comprehending text are actively involved in the reading processes that require the ability to make predictions, to confirm or disaffirm those predictions, to ask questions, to infer and visualise, and to monitor understanding as they read.

Nowadays, both teachers and students have difficulties in reading comprehension. It is not easy for teachers 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 teachers. It is worse because students have less vocabulary which is very useful to comprehend a passage.

In order to make students have a better understanding of reading text, an effective way is needed to teach reading. “Reading as a field of teaching is considered as one of the important areas of teaching.”(Carnine et al 1990 : 23).One of the strategies to teach reading is TPRC (Think, Predict, Read and Connect). This is a strategy that makes people think and predict before they read a passage. TPRC strategy will help readers have a better way to comprehend a passage, so the result of reading will be more effective.

By designing this research, the writer hopes that by using the TPRC strategy, students’ reading comprehension can be achieved and the result of this investigation will give the answer to the problem such as the students’ difficulties in acquiring information and knowledge from a passage. It will help students who have less vocabulary.

B. Reasons for Choosing Topic

Why the writer choose this topic? There are two reasons. First, reading is an important skill for students to master because it can measure their ability in reading some text. Second, TPRC has the potential to make students understand what they read.

C. Problem of The Study

The problems that will be discussed in this study is:

Is the use of TPRC effective to teach Reading Comprehension?
D. Aim of The Research

The purposes of the study are as follows:

To find out whether or not the TPRC is effective to teach reading comprehension.

E. Clarification of the Key Terms

There some terms in this research that should be clarified. They are as follows:

1. Effectiveness

Effectiveness is a measurement of the match between stated goals and their achievement (Frasher, 1994 : 104 as cited in Harvey, 2004).

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

Think, Predict, Read and Connect (Haggard, 1989) quoted by Ruddel, (2005 : 7576) 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).

3. Reading Comprehension

Reading comprehension is a cognitive process in which a reader receives word which involves eye movements and thinking activities including the understanding and the remembering (Tampubolon, 1990 : 32).
F. Contribution of the Study

By conducting the research about the effectiveness of TPRC strategy for teaching reading comprehension, the writer hope that the result of the research will be useful to give some contributions to English language teaching and learning, i.e.:

1. Theoretically

Theoretically this study will motivate them to practice more than they did before and encourage them to learn English by improving their reading comprehension.

2. Practically

The results of this study will be useful to examine how far the students’ mastery of reading skill and comprehension, and also as a reflection in order to increase and develop their method in teaching reading.

3. Pedagogically

Pedagogically, the result of the study hopefully can be useful as the source of reference and it is also useful to inform the readers about the effectiveness of the TPRC strategy for teaching reading comprehension of the tenth grader of SMA 4 Pekalongan.