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THE INFLUENCE OF TEXT- THINK- CONNECT (TTC) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION IN RECOUNT TEXT AT THE TENTH GRADE OF SMA NEGERI 1 NATAR LAMPUNG SELATAN IN THE ACADEMIC YEAR OF 2021/2022

Dony Surya[1], Akhmad Sutiyono[2], Purna Wiratno[3]
[123]Program Studi Pendidkan Bahasa Inggris, Jurusan Bahasa dan Seni, STKIP-PGRI Bandar Lampung
[1]donysurya18@gmail.com, [2]akhmadsutiyonobl@gmail.com, [3]purnawiratno@gmail.com

Abstract: This research aimed to know the influence of Text- Think- Connect Strategy towards students' reading comprehension. In the research the writer used quasi experimental method. The population of this research was 417 students in 12 classes. The sample was taken by using cluster random sampling technique. Because there were 12 classes of the tenth grade at SMA Negeri 1 Natar. There were two classes for the sample. First class was experimental class and the second class was the control class. The main technique to measure students' reading comprehension was multiple choice which consisted of 40 items test. Each item has five options A, B, C, D and E the score each item was 2.5. The writer got the result that H_a was accepted. It was obtained that t_{test}= 5,78, t_{table} for α= 0.05 was 2.00 and for α=0.01 was 2.66 (5,78 ≥ 2.00 ≤ 2.66). So, H_a was accepted. It has positive influence of using Text- Think- Connect strategy towards students' reading comprehension. And the average score of students' reading comprehension who learn reading through Text- Think- Connect strategy was higher than who learn reading through direct instruction. It was 67.40 ≥ 54.24. Based on the result above, it is clear that Text- Think- Connect Strategy can improve students' reading comprehension. In experimental class the students were got high scores by applying this strategy. While in control class, the students got lower scores because did not taught by using Text- Think- Connect strategy.

Keywords: Influence, Reading Comprehension, Text- Think- Connect strategy.

INTRODUCTION

Reading is the process of interaction between the reader and the text. This is an activity that means not only "read" but also trying to interact with the text. This interaction includes identifying the meaning of punctuation, word meanings, sentence meanings, paragraph meanings, and then combining them into a main idea. According to Jack and Richards (2010: 589) "Reading is the process of getting meaning from printed material". Then, it is supported by Grabe and Stoller (2002: 9) that reading is the ability to draw meaning from the printed page and interpret the information appropriately. When readers try to do this activity, it means that they are doing reading comprehension activity.

Reading comprehension is also the same as reading activity, but this is the next activity that readers can do to get the specific information from a text such as recognizing unfamiliar words, reference, making conclusions, reinterpreting the content of the text and gaining contextual understanding. Braunger (2006: 3) explain, "Reading

comprehension is an interactive process involves the reader, the text, and the activity or purpose for reading". Reading comprehension should be studied by students to increase their knowledge and make them able to understand many types of reading texts and be able to relate them in everyday life as the most important resource in life where every reading process becomes very potential. In this research the researcher focused in recount text.

According to Siahaan & Shinoda (2008: 3) that recount is written out to make report about experience of a series of related event. Recount text is also written out to inform an events or to entertain people. There are three types of recount text by Rojas (2010: 10) such as : a). Personal Recount**,** b). Factual Recount and c). Imaginative Recount.

Based on preliminary research at the tenth grade of SMAN 1 Natar Lampung Selatan, the writer found that the students reading comprehension need to be improve, especially to answer questions in the reading text correctly, the students found difficulties to understand the meaning of vocabularies in the text and the students were unable to add their connections between the topic and their own knowledge after reading a text. Therefore, the writer wants to provide solutions to these problems by conducting research and applying appropriate strategies in reading comprehension lessons, namely by using the text-think-connect (TTC) strategy.

Ruddell (2005: 89) stating that the purpose of Text, Think, and Connect (TTC) Strategy is to help the students develop general knowledge before, during, and after reading. The text-think-connect strategy is a strategy based on the play of the teacher's roles and functions in teaching reading comprehension. This strategy begins with the teacher asks them to read and then think what the content of the text and after the students read the text, the teacher as the facilitator asks them to make connection with their knowledge or their activity every day. The purpose of this strategy is to help the students to develop their general knowledge before, during and after reading a text. It is important to the students because directly this strategy activates the students' background knowledge.

Based on the background of the problem above, the writer interested to improve students' reading comprehension by applying text, think and connect (TTC) strategy in teaching reading comprehension. Therefore, the writer proposes a research entitled: **The Influence of Text-Think-Connect Strategy Towards Students' Reading Comprehension in Recount Text at the tenth Grade of SMAN 1 Natar Lampung Selatan in the Academic Year of 2021/2022.**

METHOD OF RESEARCH

In conducting the research, the writer used quantitative study with quasi experiment method. According to Mackey (2005: 363) quantitative study is a research which variables are manipulated to test hypotheses and in which there is usually quantification of data and numerical analyses. The research focussed on the influence of Text-Think-Connect Strategy towards students' reading comprehension. The population of this research was 417 students in 12 classes. The sample was taken by using cluster random sampling technique. The writer took two classes. The first class was the experimental class and the second was the control class. The writer taught reading comprehenson in experimental class by using Text-Think-

Connect Strategy and in control class the writer taught reading comprehension by using direct instruction.

To get the data of students' reading comprehension the writer used reading test. The kind of the test is multiple choice test which consist of 40 items, each item consist of five options: a,b,c,d and e. The point of each item is 2.5. So, the highest score is 100, and the lowest score is 0.

Brown (2001: 387) states that "The validity is the degree to which the test actually measures what it is intended to measure". To know the validity of the test, the writer used content validity and construct validity. It means that the test would design based on the content of curriculum at SMA 1 Negeri 1 Natar Lampung Selatan in the academic year of 2021/2022. Heaton (1988: 161) states that constructs is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning. In this case, the writer confirms to predict correlations with other theoretical propositions and the design of construct validity. The data normality test in this research used the following formula:

$$x^2\ ratio = \sum_{i=1}^{k} \frac{(Oi - Ei)^2}{Ei}$$

The homogeneity test of *variance* in this research uses following formula:

$$f = \frac{\text{S}^2\ (\text{The highest Variance})}{\text{S}^2\ (\text{The lowest Varience})}$$

The criteria of H0 is accepted if $F_{count} > F_{table}$ ½ α (V_1. V_2) and significance level 0,05 % and 0,01%. It is use to prove the hypothesis proposed by the writer whether they are accepted or not by using t- test formula as follows:

$$t_{test} = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$s^2 = \frac{(n_1 - 1)s_1^2 = (n_2 - 1)s_2^1}{n_1 + n_2 - 2}$$

Testing criterion: H0 is accepted if $t_{1\ -\ ½\ \alpha} < t < t_{1\ -\ ½\ \alpha}$
Df = (n_1 + n_2 - 2) another H0 value rejected.

The testing of the equality of the average score with the criteria is accepted is Ha if *t –cal > t –tab (1- α)* at significant level 5% and 1% and for the different test of two average score with the criteria is Ha is accepted if t- cal > t- tab (1- $\frac{1}{2}\alpha$) For significant level α = 5 % or 0,05 and α = 1% or 0,01. (Sudjana, 2005: 239)

RESULT AND DISCUSSION

The data normality of experimental class. The writer used reading test on experimental class in order to see the students' achievement in reading comprehension. The writer got the result that the highest score was 85 and the lowest score was 50 with (n)= 33. Obtained the result:

$\sum$fi = 33
$\sum f_1x_1$ = 2224,5
$\sum f_1x_1^2$ = 152912,25
The average score:
$\bar{X}_1$= 67,40
Standar deviation:
$S_1^2 = \sqrt{92,52}$
S_1 = 9,61

Based on the calculating above, it was obtained at significant level of 0.05 and also 0.01 that $\chi^2_{ratio} < \chi^2_{table}$. =

6.98 ≤ 7.81 ≤ 11.3. Since $\chi^2_{ratio} < \chi^2_{table}$ therefore, the criterion was accepted. It means that the data have normal distribution.

The data normality test of control class, the writer used test on control class in order to see the students' achievement in reading comprehension. After presenting whole materials by using direct instruction in control class and gave the test. The writer got the result that the highest score was 80 and the lowest score was 40 with (n)= 33. Obtained the result:

$\sum f_2$ = 33
$\sum f_2 x_2$ = 1790
$\sum F_2 x_2^2$ = 99734
Average score:
$\bar{X}_2$ = 54,24
Standard deviation:
s_2^2 = $\sqrt{82,50}$
S_2 = 9,08

Based on the calculation above, it was obtained at significant level of 0.05 is 7.81 and also 0.01 is 11.3 that $\chi^2_{ratio} < \chi^2_{table}$. = 4,14 ≤ 7.81 ≤ 11.3. So, the Ho was accepted. And also it means that the data have normal distribution.

After the data population that had been proven that have normal distribution. Therefore, the writer also conducted the examination with the test of homogenity variance from both samples. From the result of homogenity test by comparing to the f-table (by looking at I table). Based on the data, F_{ratio} was 1.12. F_{table} at significant level of 0,05 was 1.82 and 0.01 was 2.34. Since $F_{ratio} \leq F_{table}$, Ho was accepted (1.12 ≤ 1.82 ≤ 2.34). It means that the variance of the data in experimental class and control class were homogeneous.

The hypothesis test , to test whether the hypothesis is accepted or not, the writer used formula to analyzed the data, the formula used can be seen at down below:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}}$$

With :

$$S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}$$

From the table above, obtained :
n_1 = 33
n_2 = 33
$\bar{x}_1$= 67,40
$\bar{x}_2$ = 54,24
S_1^2 = 92,52
S_2^2 = 82,50

Then data above was included into the following T_{test} formula :

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}}$$

With

$$S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}$$

$$S^2 = \frac{(33-1)92,52+(33-1)\,82,50}{33+33-2}$$

$$S^2 = \frac{2960.64+2640}{64}$$

$$S^2 = \frac{5600.64}{64}$$

S^2 = 87,51
S = $\sqrt{87,51}$
S = 9,35

Then, the data include into the following T-test formula as follows :

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}}$$

$$t_{test} = \frac{67.40 - 54.24}{9,35\sqrt{\frac{1}{33}+\frac{1}{33}}}$$

$$t_{test} = \frac{13.16}{9.35\sqrt{0.03+0.03}}$$

$$t_{test} = \frac{13.16}{9,35\sqrt{0.06}}$$

$$t_{test} = \frac{13.16}{9{,}35\ (0.24)}$$
$$t_{test} = \frac{13.16}{2.24}$$
$$t_{test} = 5.87$$

To prove the hypothesis there was an influence of Text- Think- Connect (TTC) Strategy towards students' reading comprehension in recount text at the tehth grade of SMA Negeri 1 Natar Lampung Selatan in 2021/2022, the writer tried to see the result of t_{test} or $t_{table.}$

Testing criterion :
H_a accepted if $t_{test} > t_{table}$ $(1 - \alpha)$ with df = $(n_1 + n_2 - 2)$ with significance level 0.05 and 0.01 by looking at T table, (*see on the appendix 25*).
df = 64
For the significance level 5% ($\alpha = 0.05$) obtained :
t_{tab} = 1.67

For the significance level 1% ($\alpha = 0.01$) obtained :
t_{tab} = 2.39

Based on the calculating above, it was got t_{test} was higher than $t_{table.}$ The result of t_{test} was 5.87, t_{table} for significant level of 5% was 1.67 and for significan level of 1% was 2.39 ($5.87 \geq 1.67 \leq 2.39$.Therefore, H_a was accepted, it means that there was an influence of Text- Think- Connect (TTC) Strategy towards students' reading comprehension in recount text at the tehth grade of SMA Negeri 1 Natar Lampung Selatan in the Academic Year of 2021/2022.

To prove the hypothesis of the average score of reading comprehension which is taught by using Text- Think- Connect Strategy was higher than which is taught through direct instruction at the tenth grade of SMA Negeri 1 Natar Lampung Selatan, the writer tried to see the result of t_{test} *or* $t_{table.}$

Testing criterion :
H_a accepted if $t_{test} > t_{table}$ $(1 - \frac{1}{2}\ \alpha)$ with *df* = $(n_1 + n_2 - 2)$ and took the real level 0.05 and 0.01 by looking at G table (*see on the appendix 26*).
df = 64
For the significance level 5% ($\alpha = 0.05$) obtained :
t_{tab} = 2.00
For the significance level 1% ($\alpha = 0.01$) obtained :
t_{tab} = 2.66

Based on the calculating above, t_{test} is higher than t_{table} . The result of t_{test} was 5.87, t_{table} for significant level of 5% was 2.00 and for significan level of 1% was 2.66 ($5{,}87 \geq 2.00 \leq 2.66$.) So H_a was accepted. It means that the average score of reading comprehension which is taught by using Text- Think- Connect Strategy was higher than which taught by direct instruction at the tenth grade of SMA Negeri 1 Natar in 2021/2022.

Based on the data analysis and testing of hypothesis, the writer got the result that H_a was accepted found that the average score of students' reading comprehension. The average score in experimental class was 67.40 and the average score in control class was 54.24. It showed by t_{test} that was higher than t_{table} with significant level 5% and 1% ($5{,}87 \geq 2.00 \leq 2.66$). Therefore, it means that there was significant influence of using Text- Think- Connect (TTC) Strategy towards students' reading comprehension.

Conclusion

Based on the result of the data analysis and hypothesis test, the writer concluded that there was a significant influence of using Think- Connect Strategy towards students' reading comprehension and the students' reading

comprehension who learn reading through Think- Connect Strategy is higher than those who learn reading through direct instruction. The writer would give the conclusion as follow:

1. There was an influence of Think-Connect Strategy towards students' reading comprehension at the tehth grade of SMA Negeri 1 Natar Lampung Selatan in 2021/2022. It can be seen that the result t_{test}= 5,87 ,t_{table} for α= 0.05 was 2.00 and for α=0.01 was 2.66 (5,87 ≥ 2.00 ≤ 2.66).

2. The average score of students' reading comprehension which was taught through Think- Connect Strategy was higher than which was taught through direct instruction at the tehth class of SMA Negeri 1 Natar in the academic year of 2021/2022. It can be seen that the average score of experimental class was 67.40 and the average score of control class was 54.24.

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