

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

Reading comprehension is one of reading aspect which is essential to obtain academic learning success especially in English context. To get further knowledge from the text, the students has to have analytical and critical thinking to understanding the text. Grellet (1999: 8) says that reading can not be separated with other skills such as writing, speaking, listening, in the context of reading process. He also says reading is as an active skill, it is constanly involves guessing and predicting, checking and asking oneself question. It means that the readers are active in thinking process that they communicate with the text to obtain what is the information in the text.

Furthermore, reading is one of essential skills for english language learners because reading is the window of the world. Tarigan (2008) states that reading is a process in accepting information from writer printed media. By reading oftenly it can make learners comprehend the text by it process. They can catch many information and find the knowledge from the book and other media that they don't know before. It means that reading can improve their knowledge in any part of life such as education, social, health and many more.

However, according to Wiryani and Fitrawati (2017) states that going to the process of reading comprehension is a must. Because the reading ability is used in final examination and midterm examination especially for senior high school students that mostly learn English as sideline subject. It can give them difficult more, because the time of teaching learning process is has limited time than other primary subject. So, besides the students will try to through the process of comprehending, in the other side the teacher should choose appropriatte strategy to teach them related to the reading comprehension.

PORPE strategy itself is strategy that involves analytical and critical in comprehending the text. PORPE stand from Predict, Organize, Rehearse, Practice and Evaluate. In predict step, the students ask to predict make essay question using this kind of words (explain, discuss, compare, contrast, criticize). Then in organize step the students asked to constructing the text as like making summary or highlight the important point using their own words. Third step is rehearse, the students asked to recite aloud by read their summary or their highlight. Fourth, in practice step, the students asked to answer their predicted questions. Last is evaluate, the students asked to evaluate themselves such as (a) am i ready for the test? (b) do i comprehend the text? And etc. base reason why the researcher want to test the theory because there is a research by Wiryani and Fitrawati (2017) entitled "*improving reading comprehension of senior high school by using PORPE strategy*" in directly change the first step of PORPE that is predict, they put predict step not using the keywords such as the researcher explain above, but they put WH questions as their predicted questions .

Many researchers had conducted the studies to know the effect of PORPE strategy in teaching and learning reading comprehension. A Study was conducted by Rohmah (2017) that investigates *the effectiveness of PORPE method to seven grade student's reading comprehension of SMPN 1 Kandat Kediri in the Academic year 2016/2017*. The reseach design is using quasy experimental and quantitative approach. The research was conduct in SMPN1 Kandat-Kediri. The subject of this research is seventh grade students, especially VII E class that consisting 37 students. The result shows that there is significant effect by applying PORPE method toward reading comprehension. Suggestions for the next researcher is the teacher or researcher should be creative in facilitating teaching learning process.

A study was conducted by Sinaga, and Sibarani (2013) that investigates *the effect of Applying Predict, Organize, Rehearse, Practice, Evaluate strategy on students reading comprehension*. This research is quantitative specially experimental. The population of the study is taken at SMAN 1 Lumbanjulu , there are 120 students and 60 students taken as the sample. The data were analyzed using T-test formula. To achieve reliability to the consistency of measurement, the researcher use Kuder Richardson (KR-21) to check. The researcher prove that there's significant effect when applying PORPE for reading comprehension. The suggestions are the teacher should improve their strategy by applying PORPE strategy. And the next researcher hoped that able to involves students more and add classroom meetings.

A study was conducted by Kurniawan (2011) that investigates *the effect of using PORPE method toward reading comprehension of the second year students at SMPN 1 Bantan, Bengkalis Regency*. The research design is experimental. The population is taken from all second grade of SMPN 1 Bantan totally 88 students but the researcher only taken for two clases as control group and experiment group. each class consist of 29 students. To analyze the data the researcher using T-test formula. Kind of pre-test is 25 items multiple choice. First the researcher explain what PORPE method and the advantage, then share the reading text then asks students to make some possibly essay questions.

Then the students asked to summarize the information of text by their own word. So, they hopefully able to comprehend the whole of text. Then in rehearsing, students asked to recite aloud what they summarized before. In practicing, the researcher asked students to answer their predicted questions before. In evaluating, the researcher asked the students to evaluate or recheck their answer whether they collect enough complete information or not. The result after implementing PORPE method is positive able to make them has better reading comprehension. Suggestions for better study from researcher are the teacher should choose suitable method and making interest learning and not feel bored.

A study was conducted by Wiryani and Fitrawati (2017) that investigates improving reading comprehension of senior high school by using PORPE strategy. The research design is implementation. In the exploration the researcher explain about descriptive text and asking the students by describe the animal. In elaboration the teacher has entered PORPE strategy. In confirmation PORPE strategy has been done and the researcher ask students to do the exercise. The suggestions from researcher are teacher should make class more interactive and prepare material well. The result of porpe itself is able to improve reading comprehension of the students.

Based on the review above, the previous studies indeed concern on investigating the effect of PORPE in teaching reading comprehension with different weakness and suggestions in the process of making their research. In this present study, the researcher will complete the previous research by Wiryani and Fitrawati (2017) that investigates *improving reading comprehension of senior high school by using PORPE strategy* that has incompatibility of the PORPE step.

Dealing with the problems faced by the students in reading comprehension, researcher will conduct the study entitled “ *The Effect of PORPE Strategy On student’s Reading Comprehension at SMA NU 2 Gresik*”. The researcher is interested in conducting this study which intends to find out whether applying PORPE strategy combining on reading comprehension at SMA NU 2 Gresik.

## **1.2 Statement of Problem**

Based on the problem above, PORPE is independent and complex strategy, the formulated problem as followed:

is there any significant effect of PORPE strategy on student’s reading comprehension at SMA NU 2 Gresik?

## **1.3 Purpose of Study**

The purpose of study is to investigate any significant effect of PORPE strategy on student’s reading comprehension at SMA NU 2 Gresik.

## **1.4 Significance of Study**

the result of this study is expected to give a contribution to teaching and learning process of student's reading comprehension theoretically and practically.

### **1.4.1 Theoretical Significance**

For theoretical significance, this study gives knowledge and information for the teacher how to make reading comprehension easier to understand than before without use the strategy. So, the students has more enthusiasm to read and comprehend the text.

### **1.4.2 Practical Significance**

There are two practical significance contributions gained from this study:

a. For teacher

The teacher can improve their teaching learning process by using PORPE strategy to make them easier to comprehend the text and make them more enthusiasm to read because the students has enjoyable with the strategy.

b. For the students

The students can explore the activity by their own words by processing through PORPE steps. After following the steps, hopefully they can obtain the benefit like comprehend the reading text and able to answer the questions.

## **1.5 Scope And Limitation**

The researcher make the present study with the scope and limitation. The scope of this study is students of grade 11 of SMA NU 2 Gresik. Meanwhile, the limitation of this study is focuses on the applying PORPE strategy on student's reading comprehension.



## 1.6 Hypothesis

Based on the statement of the problem above, the hypothesis is formulated as follow:

$H_0$  : there is no significance difference on student's reading comprehension with and without PORPE strategy in reading comprehension at SMA NU 2 Gresik.

$H_1$  : There is significant effect of PORPE strategy toward student's reading comprehension at SMA NU 2 Gresik.

## 1.7 Definition of Key Terms

- a. Reading comprehension is one of aspect that demand the students to comprehend the content of the text to obtain information.
- b. PORPE strategy is an independent strategy that help students to explore more related to analytical, critical thinking and their creativity in comprehending the text.

