CHAPTER I

INTRODUCTION

This chapter consist of the background of the study, problem of the study, objective of the study, significance of the study, scope and limitation of the study and definition of key terms.

A. Background of the Study

In Indonesia, English is a foreign language which is taught at schools. It starts from kindergarden until university. There are four skills in English lesson, consist of speaking, writing, reading and listening. Reading is the most important one, because it is a key to understand the whole text what we read. Reading comprehension comprises a complex and active process of meaning constructing resulting from the reader's interacting with the text[1]. Reading is not only given as compulsory subjects which is examined in the national final examination, but also given to prepare the students to face the global era and their future life. A good reading skill is gained from the ability to recognize words and decoding the word.[2]

In addition, When a person select appropriate and necessary language use to make predict about what he or she is reading. These

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[1] Chin-Ying Pan & Pei Ching-Huang, (2009), The development and evaluation of a web-based college English outside reading system for EFL freshmen, *The Jaltcalljournal*, Vol 5 (3), 5.
[2] Noor Hazlini Burhan, et.al, (2015), Developing Reading Skills Using Sight Word Reading Strategy through Interactive Mobile Game-Based Learning for Dyslexic Children, *International Journal for Innovation Education and Research,* Vol 3 (10), 1.

prediction are verified by a process confirming, rejecting and refining. So the reader can comprehend the ideas, follow arguments and detect implications. But, in fact many students do not understand how to read and comprehend the text. As the result, they failed to understand what they read. [3]

In term of understanding reading comprehension, many students have difficulty in understanding various textbooks. The researcher assumes that it is caused by several factors. The first factor is student's lack of vocabulary mastery. If the students did not have enough vocabulary, of course it will be difficult for them to comprehend the reading text. The next factor is student's lack ability of recognizing the grammar, because grammar mastery is also an important problem to understand the text, such as: sentence pattern, syntax, and others. The students must be familiar with those terms. Then, it is about students' passiveness toward reading. It can be identified from their attitude toward the text what they read, such as they are not curious to read and explore more details information on it.

However, low ability that faced by students on reading comprehension is not only cause by the students but also caused by the teacher. Before teaching, the teacher has to prepare enough about the materials. If the teacher does not set up good preparation, it may cause

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[3] Yunita Hasanah, "The Implementation of Porpe Method to Increase Students Ability in Comprehending Reading Text at SMPN Pekanbaru" (Thesis, Islamic Univercity of Riau, Pekanbaru, 2010), 6.

some problems that occur in the teaching and learning process of English during class activity. In the preliminary study, the researcher finds that the teacher still uses traditional method when she taught reading skill. Reading should be taught in effective and efficient way. And the important one is about the method that used by the teacher should be appropriate to the student comprehension. Finally, the students that given a good strategy on reading skill can understand the English passage well.

In this study, the writer wants to use PORPE (Predict, Organize, Rehearse, Practice and Evaluate) method that suggested by Michele L. Simpson (1989) from USA.[4] This comprehensive strategy prepares students for planning, monitoring and evaluating content area of the text. This method prepare students to predict some questions, organize the key ideas, rehearse aloud in front of class, practice by answering their predicted questions and evaluate their task by themselves before collected to the teacher. The goal of PORPE method is to increase students reading comprehension, and increase conceptual learning in ways that maximize student's involvement.

Many previous studies have been conducted and show that using PORPE method can affect the students reading comprehension. For example, the study conducted by Dian Kurniawan. This research used experimental design and finally the writer concludes that the second

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[4] Michele L. Simpson, et.al, (1998), "An initian Validation of a study strategy system", *Journal of reading behavior*, Vol 2, 149.

hypothesis is accepted because T-table at the 5% grade of significance refers to 2.04. While, in the level of significance 1% is 2.76. Therefore, it can be analyzed that to is higher than t table in either at 5% or 1% grade of significance. It can be read that (2.04<-7058>2.76). It means that there is significant effect of using PORPE Method to improve students' reading comprehension at the second year SMPN 1 Bantan, Bengkalis Regency.[5]

Another study conducted by Dewi S. Sinaga, this research use experimental and reveal that using PORPE strategy significantly affected the student's reading comprehension. The researcher concluded that there is significant effect of applying PORPE strategy on students' reading comprehension. It is proven statistically that t-observed (2.8) is higher than t-table (2.00) at the level of significance (α) 0. 05.[6]

Based on the background of the study above, the researcher interested in conducting a research entitled "Using PORPE to improve reading skills of the first graders of MTs Al-Hidayah Ngancar Kediri. The researcher hopes this method can improve the student ability especially to increase their comprehension in reading text. It is hoped that PORPE method can increase student reading comprehension like the research that conducted before.

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[5] Dian Kurnawan, (2011), "The Effect of Using PORPE Method toward Reading Comprehension of the Second Year Students at SMPN 1 Bantan, thesis online, diakses tanggal 10 November 2016.
[6] Dewi S. Sinaga, (2013) "The Effect of Applaying Predict, Organize, Rehearse, Practice, Evaluate (PORPE) Strategy on Students' Reading", artikel online, diakses tanggal 10 November 2016.

B. Problem of the Study

Based on the background of the study above, the researcher finds problem of the study as follows:

"How can the implementation of PORPE improve reading skill of the first graders of MTs Al-Hidayah Ngancar Kediri?"

C. Objective of the Study

Based on the statement of the problems study above, the researcher would like to formulate the objective as follows:

"To know the improvement of reading skill of the first graders of MTs Al-Hidayah by implementing of PORPE."

D. Significance of the Study

The practical use of the study is expected to be useful and valuable for many people. After reading this research, the readers can take some advantages as follows:

1. For the reader, it helps developing their knowledge about improving reading comprehension by implementing of PORPE.

2. For the teacher, this research is aimed to be one of motivation to expand the students' quality of English reading. And the teacher can teach reading comprehension by implementing of PORPE more creatively.

3. For society and other researchers, the study will be useful for reader and members of society to continue this research and participate

actively in improving the reading comprehension. It also can be one of reference for further research.

E. Scope and Limitation of the Study

English is one of a compulsory lesson in Indonesia, including Junior High School level. One of the purposes of teaching English is to develop the ability of communication. The ability involves four skills: listening, reading, speaking and writing. Reading is one of skills that have to learn in teaching English, especially in Junior High School.

This study is limited to reading skill because it very important in education field. Students need exercise and drill more in order to have a good reading skill. Here, the study limited to use PORPE (Predict, Organize, Rehearse, Practice, Evaluate). This method increase ability in comprehension reading text in MTs Al-Hidayah Ngancar Kediri especially in first grade students because most of the students do not know any strategies in reading and have minimum support to read more.

F. Definition of Key Terms

In this study, the researcher gives definition about some terms in order to avoid misunderstanding. The definition are as follows:

1. Improving : to change to become better or make something better[7]. If the students get 75 minimally it means that they are successful in teaching and learning process, and the percentage of successful which want to reach is 80%.

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[7] Martin H. Manser, *Oxford Learners Pocket Dictionary New Edition* (Oxford University Press:1991), 216.

2. Descriptive text : are the texts which are used to describe about a particular place, person or thing.

3. PORPE : a study strategy which operationalize the cognitive and metacognitive process that effective readers engage to understand the materials.

   a. Predict : to say something will happen in particular way. In this study, predict deals with student ability to predict question based on the text.

   b. Organize : make the necessary arrangement so that an activity can happen. In this study, organize means that the students can summary the text.

   c. Rehearse : practice something that you plan to say to someone. In this study, rehearse is students recite aloud the information of the text.

   d. Practice : repeated regularly to improve one skill. In this study, practice means that the students try to answer they predict questions.

   e. Evaluate : decide the value or quality. In this study, the students have to check again their own work before they collect to the teacher.