

CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, research problem, objective of the research, hypothesis, significance of the research, scope and limitation, and definition of the key terms.

A. Background of the Research

Reading is an activity to retrieve information such as politics, economics, technology, health, and education. People usually read newspapers, online articles, journals, magazines, text books etc. Reading is very important and cannot be separated from human life. According to Patel (2008), reading is an activity needed to expand knowledge of a language. Especially for students, this activity can add insight and get a lot of information and references. Reading derives meaning from printed and plausible words for various purposes such as to gain new knowledge, for enjoyment, and for interest (Linse, 2005). According to Thomas (2001), there are four reading objectives; be entertained, understand life, understand yourself, and understand others.

Reading is one of the skills in learning English that high school students in Indonesia must master based Basic Competencies (KD) as stated in the 2013 curriculum syllabus (K13) in 3.7 basic competency. The narrative text is one of the text genres that tenth-grade students in Indonesia must learn. Narrative is written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experiences in a different way (Sanggam, 2008).

When students read a narrative text, they will try to understand the material or content of the text. Therefore, reading can be useful for our lives, but it is not easy to do, especially for readers who read a text in a foreign language because the purpose of reading is just not to say the words but also to capture the writer's ideas in printed form. When the readers do not know the meaning, they just read and pronounce the words. Readers who want to read successfully must know the importance of the material. The main point of the reading process is understanding the meaning of the authors' goals or ideas.

There are some problems that come from students side. First , reading is boring activity. Second, the students have difficulty in understanding the reading text. Third , they do not concentrate while studying (silfia, 2018). Those problems are the effect when teachers use conventional strategies. There are many kinds of conventional strategy such as discourse, discussion, problem solving, experiment, telling story, question answer and etc. One of them is question answer relationship (QAR) strategy. Raphael (1986) states that QAR is a way to answer of question is related to the type of question being asked. Hence, conventional strategies are very monotonous and make students less active in reading activities. One way to create a classroom atmosphere is to practice appropriate strategies to be more interested and fun in learning. This will make it easier for students to receive lessons.

One of reading strategies to solve students' problems in reading process is PORPE strategy. PORPE is one of strategy which is effective in teaching reading process. This strategy includes: Predict, Organize, Rehearse, Practice and

Evaluation (PORPE). According to Simpson (1986), PORPE is study to help students to getting know content material. It enables student in the process creation in the meaning and construct their knowledge. PORPE is a strategy that is perform the cognitive and metacognitive process that make powerful readers interact in understanding the material (Abidin, 2012). The students focus to pay attention in the content, identify the important thing of the text, take corrective action and etc.

Dealing with the significance of PORPE strategy, there are some previous studies related to this research. First, a study by Silfia (2018), she found that for students who have positive beliefs the PORPE strategy that has been used has a significant effect on students' reading comprehension. The students who are reading using PORPE strategy was higher than the student without using PORPE strategy. Second, a study by Feriwijayanti (2017), the result of her research revealed that there is an effect on students" reading comprehension between the students who are taught and who are not taught by using PORPE method. The third is Afrida (2018), the result of the study showed that it was effective teaching reading comprehension by using PORPE strategy at the seventh- grade students of SMP Pangudi Luhur Santo Aloysius Sukaraja OKU Timur.

Departing from this case in previous explanation, the researcher would like to investigate the effectiveness of using PORPE strategy. This research entitled **“The Effectiveness of Porpe (Predict, Organize, Rehearse, Practice And Evaluate) Strategy In Teaching Reading For Tenth Grade At Ma Sunan Ampel Tretak Pare”**

B. Statement of the Problem

Based on the background of the research, the research problem is formulated; “Do the students who are taught by using PORPE strategy have better achievement in reading skill than those taught by using Question-Answer Relationship(QAR) strategy for the tenth grade students of Sunan Ampel Tretrek Pare?”

C. The Objective of the Study

Based on the problem, this research has aim to investigate the effectiveness of PORPE (Predict, Organize, Rehearse, Practice And Evaluate) Strategy in teaching reading for Tenth grade student at Ma Sunan Ampel Tretrek Pare.

D. The Significance of the Study

Theoretically, this study uses PORPE strategy to improve reading skill. By using the PORPE strategy, it is expected that the teacher can overcome various problems regarding reading comprehension during teaching and learning activities in the classroom.

Practically, PORPE strategy is expected to solve students' reading problem about understanding in a context or material in a reading text. The researcher suggests applying PORPE strategy to improve students' reading ability. The researcher hope this research can provide benefits for students to concentrate, be happy, and enjoy using this strategy.

E. Research Hypothesis

Hypothesis is a provisional assumption about the research that be proven. In this research , there are two kinds of hypothesis formulated; they are Null Hypothesis (H_0)and Alternative Hypothesis (H_a).

(H_0): There is no significant difference on the students" reading achievement between the students who are taught by using PORPE strategy and the student who are not taught by using PORPE strategy at the Tenth Grade Student Ma Sunan Ampel Tretak Pare

(H_a): There is significant difference on the students" reading achievement between the students who are taught by using PORPE strategy and the student who are not taught by using PORPE strategy at the Tenth Grade Student Ma Sunan Ampel Tretak Pare.

F. The Scope and Limitation of the Study

The scope and limitation of this study is reading skill of the students. In this study, the researcher is focused on students reading skill in narrative text using PORPE Strategy in first grade of MA Sunan Ampel Tretak Pare 2020/2021 academic year.

G. Definition of the Key Terms

To avoid mistakes and misunderstanding terms and content of the topic in this study it is necessary to define the key-terms used in this study:

1. Effectiveness

Effectiveness is success for doing something. The effectiveness in this research is difference on the students' reading based on the score of the tests that are given before and after the treatment by using PORPE strategy.

2. Reading Skill

Reading skills is an automatic actions that result in decoding and comprehension with speed, efficiency, and fluency and usually occur without awareness of the components or control involved.

3. PORPE Strategy

PORPE is an independent study strategy which operationalizes the cognitive and metacognitive processes that effective readers engage in to understand and subsequently learn content area material. In PORPE strategy, learners carry out activities that are related to cognitive and metacognitive processes, such as Predict, Organize, Rehearse, Practice And Evaluation (PORPE).