

# CHAPTER I INTRODUCTION

## A. The Background of the Study

Reading is one of the skills in language proficiency which is taught formally in Indonesia from elementary school up to the university level. Many researchers note that reading is the most important skill in learning language besides listening, speaking, and writing. So, students need to intensify their reading ability because there are much information that must be shared as much as possible in the new globalization era. By knowing much information, the students are able to cover the news all over the world. They can read magazines, newspapers, and textbooks. When they are lazy to read, they get nothing, but when they often read, they are rich in information and knowledge.

Various parties claim that the Indonesian people's interest in reading comprehension is still low. Vincent Grenary Study (2009) reported that students' reading ability (51.7 percent) in Indonesia, the final sequence after Philippines (52.6 percent), Thailand (65.1 percent), Singapore (74.0 percent), and Hongkong (75.5 percent). It means the interest of Indonesian's students worst than students in other countries.

Lee, Grigg, & Donahue (2007) stated that only 29 percent of all eight graders were able to comprehend at or above a proficient level, while 43 percent read at a basic level, and 28 percent were only able to comprehend at a below-basic level. It shows that the number of eight graders who cannot comprehend a text well is over 70 percent.

Moreover, Educational Level- Oriented Curriculum, (*Kurikulum Tingkat Satuan Pendidikan*) 2006 for high school students stated that one of the main objectives of teaching English is to encourage the students to be able to comprehend text in form of recount, narrative, procedure, descriptive, and report in the context of daily life. In line with that, the curriculum stated that the ideal criterion for each indicator of one basic competence is 75%. It shows that the minimum score of students is 70 up to 75.

Reading comprehension also has been included in *National Examination (Ujian Nasional)*. It means that reading comprehension need to be mastered to pass *National Examination*. In fact, many students' failed in *National Examination*. They cannot comprehend the text well because the text is too long and there are many difficult words. Finally, they cannot get good score.

Nowadays, many teachers usually orients to the students' textbook in teaching reading. Teachers just teach students by asking them to read the textbook and answer some questions provided in the textbook. These activities do not give any opportunities to improve students' ability because it cannot give contribution to the students reading comprehension. Therefore, students cannot comprehend their reading text and be passive in the teaching learning process.

Many students also find some difficulties in learning reading comprehension. They think that comprehending the text is a difficult task to do because they have to open dictionary, look for the pronunciation of words, choose the suitable meaning, and getting the main idea of the text.

A strategy, a method, or a technique in teaching reading comprehension is important to make the teaching learning process effective and interesting. They will help the students learn faster and remember information for a long period of time. In reading comprehension, people are suggested not only to have just one strategy, method, or technique but also learn other strategies that enable them to read a variety of text.

There are some strategies in teaching reading comprehension. They are activating background knowledge, questioning, searching for information, summarizing, and organizing graphically. The teacher must be able to make variations and choose the suitable strategy in order to attract students' interest in reading. For this purpose, the researcher proposes a strategy named PORPE (Predict, Organize, Rehearse, Practice, Evaluate) to provide long term support for students' development in reading comprehension. This strategy can be applied in improving students' achievement in mastering reading comprehension effectively.

PORPE is a study strategy which operationalizes the cognitive and metacognitive processes that effective readers engage in to understand material. By using PORPE strategy, students are expected to be an effective readers who clarify the purpose of reading, identify the important aspect of message, focus attention on the major content, monitor ongoing activities, engage in self-questioning to determine whether goals are being achieved, and take corrective action in understanding.

There are some benefits of using PORPE strategy. It helps students to improve their comprehension skill, understand the content of text, and analyze

text critically. Due to the benefits, the researcher conducts an experimental research with title “The Effect of Applying PORPE Strategy on Students’ Reading Comprehension.”

### **B. The Problem of the Study**

In line with the background of the study, the problem of the study is formulated as follows:

“Does Predict, Organize, Rehearse, Practice, Evaluate (PORPE) Strategy have significant effect on students’ reading comprehension?”

### **C. The Scope of the Study**

There are many strategies that teachers can suggest to students for enhancing the students’ ability in reading comprehension. In this study, the writer limits on the effect of Predict, Organize, Rehearse, Practice, Evaluate (PORPE) strategy on student’s reading comprehension.

### **D. The Objective of the Study**

The objective of the study is aimed to find out which has more significant effect on reading comprehension: teaching reading with Predict, Organize, Rehearse, Practice, Evaluate (PORPE) Strategy or teaching reading with conventional method.

### **E. The Significance of the Study**

The findings of the study are expected to be useful and relevant theoretically and practically. Theoretically for other researcher, who is interested in getting prior information to do further related study to prove this strategy with different participants. Practically, the findings are useful for :

1. English teachers, who want to get source and information to enlarge their knowledge in teaching reading comprehension.
2. Students, who want to improve their skill and stimulate them to improve their ability in reading comprehension.