

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

In learning English, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skills (Harmer, 2003). Though it is a receptive skill, reading is not a passive process. Reading is comprehending, that is, the construction of meaning. Readers construct meaning by interacting with the text based on their existing or prior knowledge about the world. As Moreillon (2007) states, reading is an active process that requires the readers to have a great deal of practice and skill.

Reading as one of the four English skills is indeed important to learn by students. In addition, reading is useful activity because students can get knowledge, news, and develop their creativity. For example, reading a book allows students to exercise and cultivate their creative thinking skill. Besides that, students will get pleasant and enjoyment when reading. Through reading activity, students can improve their own language and experience.

Moreover, according to the 2013 Curriculum, the main objectives of teaching English is to encourage the students to be able to comprehend texts in form of recount, narrative, procedure, descriptive, report, explanation in daily

life context and included in reading comprehension test. In line with that, reading comprehension has been included in National Examination (Ujian Nasional). At least, there are 6 reading comprehension texts that have been tested within it and the total number of questions are 40 items. This fact shows that reading has a great position in passing National Examination.

The teaching of reading is also about transferring skills for language learners in which goal is to make the learners able to read and get the ideas or understand any written texts. In line with that, the teacher is expected to concern the teaching of reading comprehension to achieve the goals of the teaching and learning processes. Then, in the curriculum 2013, it uses a scientific approach as a teaching strategy by using scientific steps in teaching subject matter at senior high school in Indonesia. Scientific approach is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis.

According to curriculum 2013, there are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating, and communicating. In these stages, teachers are responsible to create such an effective teaching-learning process to fulfill the goals of recent curriculum. Considering that responsibility, teachers need a set of strategy to make students understand about the material and succeed in answering the essay questions that usually follow a text. Furthermore, to enable the students master the reading comprehension skill, teachers should

provide materials that are appropriate with the curriculum and find suitable strategy in teaching and learning process. One of strategy suggested is by using PORPE method, With PORPE, students are involved in (1) predicting potential essay questions to guide subsequent study; (2) organizing key ideas using their own words, structure, and methods; (3) rehearsing the key ideas; (4) practicing the recall of the key ideas in self-assigned writing tasks; and (5) evaluating the completeness, accuracy, and appropriateness of their written text. PORPE (Predict, Organize, Rehearse, Practice and Evaluate) is suggested by Simpson and Tahl (1989).

PORPE is a strategy to study textbook materials in which the students create and answer essay questions. It can be a time-consuming process, but it is an excellent means for preparing for essay exams. The first approach in PORPE reading is to predict. To make some prediction, students need to create question that makes use of words such as explain, compare, differentiate, or criticize. After they formulate their own question, they will then organize. Organize involves summarizing the significant terms and key points per chapter or per topic of the material they are reading. After predicting and organizing, it is now time to rehearse the information students have gathered. Reciting aloud and frequently under this step will greatly help they memorize the concept of what they have read. Then, of course, they need to practice by answering their predicted questions using their own words.

Finally, students are now ready to evaluate their own work by asking themselves if they answer their predicted question as it should be and whether

they have some concrete examples that will support their analysis or explanation. PORPE aims to give students the details of what they will be reading. After reading using this approach, they will be able to answer the why and how.

Moreover, there are many kinds of reading text, such as narrative, recount, report, descriptive, explanation, analytical exposition, hortatory exposition, procedure, discussion, news item and so forth. Descriptive text is one of genre of language text should be taught to students of senior high school especially in the tenth graders.

Pardiyono (2007:34) states that descriptive text is a type of written text, which has the specific function to give description about an object (human or non-human). Descriptive text is mentioned the explanation about the description of person, animal, place, or thing. The purpose of descriptive text is to describe and reveal a person, place, or thing in details or specific to make the reader be able to visualize the description. It can be concluded that descriptive is used to describe everything, which is seen by writer in detail.

With regard of teaching, teachers must use strategy in teaching to help students understanding the types of language in a descriptive text which may vary.

Based on researcher's observation in SMA Negeri 1 Percut Sei Tuan, one of the English teachers was captured using a strategy in teaching reading comprehension. After having one student to read the text, there were couple of times that the teacher asked the students to predict what was kind of questions

would follow the text. The teacher admitted that the use of such that strategy is helpful in teaching reading comprehension. Below is the teacher-students conversation that has been transcribed by the researcher:

T : Nah, sesudah teks dibaca oleh teman kalian, in your opinion, kira-kira apa isi dari teks ini?

St 1 : Teks ini isinya pemaparan dan penjelasan tentang wisata air terjun Niagara, Bu.

T : Ya, betul. *Menurut prediksi kalian, kira-kira bagaimana bentuk atau jenis soal yang akan mengikuti teks seperti ini? Coba tebak.*

St 2 : Biasanya pertanyaan atau soal berupa “Dimanakah lokasi wisata air terjun Niagara? Menurut saya seperti itu, Bu.

Based on the data provided, the use of PORPE strategy is seen impactful during the teaching-learning process. It is seen from the responses of students when the teacher asked to make predicted questions based on the text. This strategy is considered helpful in gaining critical thinking of students. It leaves students become active in organizing the possible questions and create best answers.

In addition, as the experience of the researcher during conducting practical teaching in SMA Negeri 1 Percut Sei Tuan at November 2018, another English teacher used PORPE strategy in teaching reading descriptive text. The teacher said that strategy is a bridge to help students to be critical in answering essay questions since the students there aren't used to think critical and they aren't aware of answering essay questions.

Therefore, the researcher intends to know whether the PORPE strategy is helpful in teaching reading descriptive text and thus, she is interested in

conducting research which focuses on analyzing the use of PORPE strategy in teaching reading descriptive text.

### **B. Identification of the Problem**

Based on the researcher observation in SMA Negeri 1 Percut Sei Tuan, it is found that many students were not able to answer essay questions that follow a text. It showed that the teaching learning of English in classroom has not achieved the goals yet. Many students face the problems in reading. Teachers as the facilitator needed strategy which attract them to read and able to answer the essay questions.

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

Referring to the background of the study, the researcher formulated the research question as follows:

1. How is the implementation of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy in Teaching Reading Descriptive Text toward the reading comprehension of the tenth-grade students of SMAN 1 Percut Sei Tuan?
2. Why is PORPE strategy used in teaching reading descriptive text?

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

In line with the problems of study, the objectives of this research are:

1. To describe the use of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy in Teaching Reading Descriptive Text toward the reading comprehension of the tenth-grade students of SMAN 1 Percut Sei Tuan
2. To investigate the reasons of using PORPE strategy in teaching reading descriptive text.

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

This research is focused on the analysis of PORPE strategy used by the teacher to grade ten students of SMAN 1 Percut Sei Tuan and the type of text is descriptive text.

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

It is expected that the findings of this study offer theoretical and practical significance.

Theoretically, the findings of this study are expected to be useful for the enrichment for addition of some new theories and information in the area of how teacher uses PORPE strategy during the teaching and learning practice.

Practically, the findings can be references for other researchers, mainly university students who are willing to conduct the same research.