CHAPTER I

INTRODUCTION

A. Research Background

English as a subject in school covers the four basic skills, such as reading, speaking, writing and listening. In every subject, students learning activities involve reading. Reading is one of the goals in learning language. Reading enables students to gain new information from text book. The information itself consists of words and sentences that build meaning in content of reading material. The students get the information of the content of reading text only if they comprehend the text.

Reading is important to the students to know the writer's idea that is presented in reading text. The students as the readers are expected to be able to comprehend what is being discussed in reading text. Thus it can be concluded that when reading, the students need a strategy to understand a text as well as to increase their comprehension.

Strategy plays an important role to help the teacher in presenting the materials in learning process, as well as useful to help them to transfer the knowledge. Concerning to the importance of strategy in teaching reading, the researcher interests to apply PORPE as one of strategy of teaching reading process. Simpson (1988: 152) states PORPE is a study strategy for learning on the content areas. PORPE is an acronym for Predict, Organize, Rehearse, Practice, and Evaluate. This strategy prepares the students to predict some question, organize or summarize the key

ideas, rehearse or recite aloud in front of the class, practice by answering their predicted questions and evaluate their task by themselves before collected to the teacher.

There are some previous findings that show the result of the PORPE. Simpson (1988) states that PORPE is strategy that can be used in any content area classroom. As stated by Shanahan (1990) "Students who used PORPE as a study strategy wrote higher quality essay and answered more multiple-choice questions than students who followed more traditional study strategies." It means that PORPE strategy can be used in the classroom by the students as a strategy on read and comprehend the text to answer the questions in the test.

Based on Dewi on her research, The Effect of (PORPE) Strategy on Students' Reading Comprehension (2013) applying PORPE strategy gave positive effect on students' reading comprehension. Those previous findings imply that PORPE is workable to teach reading comprehension.

Based on previously reasons mentioned above, the researcher interested to conduct a research to find out the effectiveness of teaching reading comprehension on narrative text by using PORPE to the eleventh grade students of SMA Negeri 04 Sungai Raya in the academic year 2016/2017.

B. Research Problems

Fraenkel and Wallen (2009: 27) states a research problem is initially posed as a question, which serves as the focus of the researcher's investigation. Based on the background of the research, the researcher formulated as follows:

1. Is PORPE effective in teaching reading comprehension on narrative text to the eleventh grade students of SMA Negeri 04 Sungai Raya?

2. How far is the effectiveness of PORPE in teaching reading comprehension on narrative text to the eleventh grade students of SMA Negeri 04 Sungai Raya?

C. Research Purposes

Based on the research problems above, the objective of the research are:

1. To find out the effectiveness of PORPE in teaching reading comprehension on narrative text to the eleventh grade students of SMA Negeri 04 Sungai Raya.

2. To find out how far the effectiveness of PORPE is in teaching reading comprehension on narrative text to the eleventh grade students of SMA Negeri 04 Sungai Raya.

D. The Benefits of Research

By doing the research, the researcher hopes that the result given contribution to English language teaching and learning. There are two benefits that are expected from this research, they are as follows:

1. The Theoretical Significance

   The result of this research can be expected to be reference for the English students who want to conduct the similar research.

2. The Practical Significances

   a. For the Other Researcher

      The result of this research useful and the researcher expects that the other researchers can use this technique to solve students' problem and to improve students' achievement in reading skill especially on narrative text. The researcher also hopes that this research can give them information and can be used as references when they conducted the similar research.

   b. For the Students

      The researcher hopes that the strategy can help the students to solve their problem and she hopes that the result of this study is expected to give feedback to motivate the student's selves to get a good result especially in reading narrative text.

c. For The Teacher

Through this research, the teachers be able to increase teaching reading comprehension by using PORPE strategy and adding the references for the teachers about the benefits of PORPE.

E. Scope Of Research

1. Research Variable

Variable is an object of the research. According to Fraenkel and Wallen (2009: 39), "variable is a concept—a noun that stands for variation within a class of objects ...". The variable can be defined as an object of research which have variable value.

a. Independent variable

Based on Fraenkel and Wallen (2009: 42), independent variables are those that the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. Independent variable in this research is the use of PORPE.

b. Dependent variable

According to Fraenkel and Wallen (2009: 42), "the variable that the independent variable is presumed to affect is called a dependent variable." Dependent variable in this research is students' reading comprehension on narrative text.

2. Terminology

In order to clarify the terms used and to avoid misunderstanding, the researcher provides the explanations as follow:

a. Reading comprehension   is constructing meaning of the text. Reading comprehension also a process of grasping the ideas or the information in order to be understood and so there will be communication between the writer and the reader.

b. Narrative text is kind of text to retell the story that past tense. The researcher focus points in narrative text in senior high school are legend, fairy tale and fable.

c. PORPE is an independent learning strategy which operationalizes the cognitive and metacognitive processes that effective readers engage in to understand and subsequently learn content area material.

d. The eleventh grade student of SMAN 04 Sungai Raya In academic year 2016/2017 is located in jl. Angkasa Pura II, Kubu Raya.

F. **Research Hypotheses**

According to Kothari (2004: 184) hypothesis is a formal question that intends to resolve. Based on the previous problem, the hypotheses of the research formulated as follows:

1. Null Hypothesis (Ho)

   According to Kothari (2004: 186) the null hypothesis is the one which one wishes to disprove. It means that null hypothesis represents the hypothesis we are trying to reject. In this research, the null hypothesis is teaching reading comprehension on narrative text by using PORPE is not effective.

2. Alternative Hypothesis (Ha)

   According to Kothari (2004: 186) Alternative hypothesis is usually the one which one wishes to prove. It means that alternative hypothesis represents all other possibilities. In this research, The alternative hypothesis is teaching reading comprehension on narrative text by using PORPE is effective.