

CHAPTER I INTRODUCTION

1.1 Background of the Problem

Reading as one of the four English skills is very important to learn by students. According to Grabe & Stoller in Javed (2015: 141) reading is a complex cognitive process in which a reader decodes the symbols or printed messages into sounds. Reading is an important language skill that should be mastered by the students because with reading the students can translate a symbol or printed messages in a reading text. Then, there are many kinds of text in reading, such as narrative, recount, report, descriptive, explanation, analytical exposition, hortatory exposition, procedure, discussion, news item and so forth.

The researcher chooses one type of reading text, namely analytical exposition. According to Rifa'atul, Rozimela, and Saun (2017: 85) the analytical exposition is a text that needs a critical thinking about one important issue. The researcher chooses this material because this material include in syllabus of the eleventh grade and with studying analytical exposition it is expected that students can understand the reading text. However, to understand reading text is not easy because the students have some problems. In general some problems that the students have are poor vocabulary and grammar is inadequate. Zuhra (2015:437) state that the students' difficulties in English is poor vocabulary because they did not know the meaning of many words in the texts and they read less English book. Meanwhile, their grammar is inadequate because the students faced difficulties

when the texts are long or the sentences in the texts are long and complicated with various different phrases.

Meanwhile, at school the researcher also found some problems in a preliminary study was conducted by interviewing the teacher of English at MAN 1 North Lampung at the date of Monday, 25th March 2019. Based on interviews, she said that in English, especially in reading skill is very low because the students need to practice a lot in pronunciation and vocabulary which is also low. Then, the students who have the ability in reading comprehension only 50%.

It can be concluded that the students' reading comprehension is low. It might be caused by various reasons. The first is the students are not motivated in reading English text. Actually, in a learning process the students should have motivation in learning especially in reading so that they are interested in reading the text. According to Levpuscek and Zupancic in Riswanto and Aryani (2017: 43) motivation is an internal process that is one of the main factors that determines the success rate of the students' learning. Therefore, motivation is an important thing that must be had by the students. By having motivation the students are encouraged to have better reading.

The second, students cannot comprehend the contents of reading text. For example, the teacher gives text to students and asks them to read and explain again what they understand from the text. However, the students can only read without understanding the content in the text. This is because the students do not master the vocabulary, so the students only read the text without understanding the content of the text.

The third, students cannot answer some questions in reading text, because

the students cannot comprehend the content of reading text and they need a lot of information and knowledge about reading texts. Therefore, to answer some questions in reading text they must have broad knowledge about many issues, so that they do not have problems in answering questions in reading text.

In addition, when the teacher teaching English in the class, especially in reading skills the students think that reading is boring activity because the teacher using same learning strategy. The learning strategy really support the success of teaching and learning processes.

Based on some problems above, the researcher can conclude that students need an interesting learning process for them so that they can improve reading comprehension, meanwhile the teacher should apply suitable strategy in teaching and learning processes. In this case, the teacher has to find out that good strategy that can make the students interested in learning reading. Based on some problems above, it is necessary to use an appropriate reading comprehension strategy to overcome some problems above. One of reading comprehension strategies is the Predict, Organize, Rehearse, Practice, Evaluate (PORPE) strategy.

The PORPE strategy is a reading strategy that was introduced by Simpson in Zuchdi (2008:153) which was designed to help students. This strategy includes 5 stages, namely *Predict*, *Organize*, *Rehearse*, *Practice* and *Evaluate*. Students actively and independently make the predicted questions related to material, organize key ideas related to predicted questions and summarize them by making concept maps or outlines, practice remembering the main ideas contained in concept maps, write answers to predicted questions into text form by relying on memories, and evaluate the results of writing made by students.

According to Simpson in Saiful, Jabu, and Atmowardoyo (2019: 571) one medium to facilitate the classroom activities that may involve students more actively in reading comprehension is by using PORPE strategy. With using the porpe strategy in reading the students will be more active in reading comprehension, so that the students will master reading skills and make it easier for them to translate or understand the contents of the reading text. Then, by using PORPE strategy, it can overcome some problems described by researcher. The PORPE strategy steps will motivate students to think critically and express their ideas in verbal and writing. PORPE strategy will also make the students think and try hard to comprehend the content of reading text, and the success of the students in understanding the text will make it easier for them to answer any questions related to the text, such as implicit questions or explicit questions.

Finally, from the background described above, the researcher is interested in investigating the influence of using PORPE strategy in teaching reading comprehension of the eleventh graders of Madrasah Aliyah Negeri 1 North Lampung academic year 2019 / 2020.

1.2 Identification of the Problem

Based of the problem above, the researcher identify the problem at this research into as follows :

- a. The students have low motivation in reading English text.
- b. The students cannot comprehend the content of reading text.
- c. The students cannot answer some questions in reading text.

1.3 Limitation of the problem

Because of limited time to conduct a research, it is necessary to limit the problem in this research. The researcher focuses this research on the use of PORPE strategy in teaching reading comprehension of the eleventh graders of Madrasah Aliyah Negeri 1 North Lampung academic year 2019 / 2020.

1.4 Formulation of the Problem

The problem of the study can be formulated as follow :

Is there any influence of using PORPE strategy in teaching reading comprehension of the eleventh graders of Madrasah Aliyah Negeri 1 North Lampung academic year 2019 / 2020.

1.5 Objectives of the Research

The objective of this research is to find out if there is any influence of using PORPE strategy in teaching reading comprehension of the eleventh graders of Madrasah Aliyah Negeri 1 North Lampung academic year 2019 / 2020.

1.6 Uses of the Research

The uses obtained from this study are as follows :

a. Theoretically

The results of this research can inform the readers about the influence of using PORPE strategy in teaching reading comprehension.

b. Practically

1. For the Teachers

This research is useful as an additional reference for the strategies used in teaching reading comprehension.

2. For the Students

This research is useful for improving reading comprehension skills to all of the students in Senior High School.

3. For the Next Researchers

This research can be used as a reference material for those who want to do a research on the same subject in the future.