

CHAPTER I

INTRODUCTION

A. Background of the Research

Language learning is very important for human's social development. English is a tool of communication of people in the world to get trade, social cultural, science, and technology goals, moreover, English competence is important for career development, therefore students need to understand and use English to improve their confidence to face global competition.

Since English as international and scientific language, it is very important to learn English in globalization era nowadays. In Indonesia, English is taught at schools from elementary school up to universities. Apart from formal education, English also taught in private courses outside of school, it is expected that all of students in Indonesia can master English, talking about English, it has four skills, they are reading, speaking, listening, and writing. One of the skill will be discussed in this paper is reading.

Reading is one of the language skills and it is a process of getting idea of written text. The aims of reading, however, are not only to spell the word of written text but also to catch the idea of it.

Reading is an important language skill that should be mastered by the students, because in every subject in learning English, the students have to read the text. Most of the materials in teaching learning process are printed in English.

But not all students like reading. For some students, reading is very boring. One of problem writer found in reading is many students do not understand what they read. And also, they are lazy to try to understand it.

To stimulate students' interest in reading activity the teacher has to use interesting strategy or technique. Islam and Mares in Tomlison's book, they quote Madsen and Bowen, "...the good teacher is constantly striving for congruence among several related variables: teaching materials, methodology, students, course, objectives, the target language

and its context, and the teacher's own personality and teaching style".¹

Here, writer is interested in researching of using PORPE strategy to teaching reading, because PORPE is a strategy to guide students to behave like effective reader who have some awareness and control of their own cognitive activities while they read and study. Many strategy or technique we used should increase student in learning English language especially in academic reading. There for the writer choose the research topic "Using PORPE Strategy in Teaching Reading Comprehension" (An Experimental Research at the Second Grade of MTS Al-Rahmah)

B. The Statement of The Problem

The writer of this paper formulate following statement of problems. Some problem they are:

1. How is students' reading comprehension?
2. How is PORPE strategy applied in teaching reading comprehension?

¹ Brian Tomlinson, *Developing Materials for Language Teaching*, (New York: Continuum, 2003), 87.

3. How is the influence of PORPE strategy towards students in teaching reading comprehension?

C. The Objects of the Study

The writer formulates following the objects of the study are:

1. To know the students' reading comprehension
2. To know how PORPE strategy is applied in teaching reading comprehension
3. To know the influence of PORPE strategy towards students reading comprehension

D. Hypothesis

Based on the previous problem, the research stand as follow:

1. The null hypothesis (ho): there is no significant of "using PORPE strategy in learning reading comprehension".
2. The alternative hypothesis (ha): there is significant of "using PORPE strategy in learning reading comprehension".

E. Previous Research

Some previous research finding related this research as follows:

1. Dian Kurinawan (2011) In his research he concluded that by using PORPE method can make the students predict and delimit easily as discussed or informed in the text after they read and answer the questions.
2. Qodariah (2017) In her research she concluded that the use of TPRC strategy in language learning especially reading comprehension is used to facilitate students' are more effect on reading comprehension when the writer taught using TPRC and connect strategy students more interactive, communicative and more confidents for the students at the second grade of MAN 1 Pandeglang.
3. Tiara Lugina (2017) In her research she concluded that using POSSE strategy to improve reading comprehension on report text that effective readers and learners use automatically for the students at the second grade of SMAN 14 Pandeglang.

F. Organization of Writing

In order to make this research is easy to follow, so the researcher organized it in five chapters as follows:

The first chapter is introduction. It covers background of the research, the statement of the problem, the aims of the study, hypothesis, previous research, organization of writing.

The second chapter is theoretical foundation, it covers;

- 1) Description about reading, consists of the definition of reading, kinds of reading,
- 2) Description about reading comprehension, consists of definition of comprehension, definition reading comprehension,
- 3) purpose of reading,
- 4) process of reading.
- 5) description about PORPE Method, consist of definition of PORPE, steps in PORPE, advantages of PORPE.

The third chapter is research methodology, it covers; description about methodology of the research, place and time, population and sample, the research instrument, the technique of data collecting, the technique of data analysis.

The fourth chapter is result and discussion, it covers; description of data, analyzing the data, interpretation of data.

The fifth chapter is conclusion and suggestion, it covers; conclusion and suggestion.