

CHAPTER I

INTRODUCTION

A. Background of The Study

One of the four pillars of fluency in English is reading, with vocabulary and pronunciation serving as pillars. Due to the prevalence of scientific publications written in English as textbooks, students are held to higher standards of comprehension and fluency in the language.

Information is transmitted from sender to recipient through the act of reading. Students who are able to read well are better able to learn and grow. When it comes to evaluating a student's proficiency in the English language, reading is the most important skill. The ability to comprehend what has been read is called reading comprehension. Understanding the text's central argument or content is crucial to reading comprehension. In addition, there are a variety of approaches, methods, and models that can be used to improve reading comprehension (Hasibuan et al., 2022).

Additionally, reading may be useful for people of all ages and backgrounds all around the world, but especially so for students. Word recognition, vocabulary development, and fluency are all crucial components of Klingner et al., (2015) definition of reading comprehension as the act of generating meaning.

It's also possible that reading could help people of all ages and backgrounds learn new things, but especially students. According to Klingner et al., (2015), reading comprehension is the result of a series of interrelated mental operations, including decoding new words, familiarizing oneself with existing words, and reading with ease.

Junior High School students in the 2013 curriculum were exposed to a wide variety of texts for various purposes, including but not limited to: descriptive texts, explanation texts, procedural texts, narrative texts, personal letters, hortatory exposition texts, etc. Some indications and standards of competency based on the curriculum were also outlined in the Curriculum 2013. This study targeted participants' ability to read and understand descriptive material. One of the reading abilities competences in Indonesia's English language curriculum is how well students can comprehend descriptive material.

Teachers' expertise is developed through professional development programs. It's more difficult to teach English than people think. Students need enough time to process what they hear and respond appropriately. Students may find it difficult to accept the teacher's materials since they are more comfortable communicating in their first language. And that certainly isn't the native tongue. Reading is about more than just words; it's also about getting where you're going. Finally, numerous scholars have investigated reading methods or strategies to facilitate rapid mastery of a reading.

Meanwhile, the government of Indonesia has undertaken numerous initiatives to increase the standard of reading across the country, particularly in English. These include the construction of small libraries, provincial libraries, and mobile libraries in all major towns around the country. Not enough people value reading, even after all everything has been done to promote it.

From what the author has seen in the classrooms at SMK Bina Patria 1 Sukoharjo, it appears that many pupils struggle to comprehend what they read since they are bored while doing so. Researcher pose a variety of inquiries to students, such as "Does anyone here enjoy reading?" I'm curious about their daily book tally. How long does their reading habit last? The answers to the preceding questions suggest that the majority of pupils are not very interested in reading.

First, the lack of interest on students in reading English texts. Second, students could only read the text, but they have difficulty understanding of the information in the text. Third, students did not concentrate during reading comprehension. Fourth, students still experience difficulties in determining or interpreting several important aspects, such as, main ideas, structure and features of certain languages. Finally, students were less interested in learning to read because the learning methods applied by the teacher were less attractive. Their reading achievement could be seen from their class activities, evaluation of their studies, or from their final semester.

The facilities, reading materials, teaching competence, and student motivation at SMK Bina Patria 1 Sukoharjo all contribute to whether students are able to learn to read. Furthermore, to demonstrate how instructing reading reveals an essential component of instructing reading. The term "teaching method" refers to the approach taken by educators in instructing students. First, the instructor will read and translate the English material, and then the students will be given individual assignments to read and translate the text. They have received excellent instruction.

PORPE has been tried and tested in a variety of reading instruction studies. Starting with a pre-lesson evaluation form and ending with follow-up exercises, Based on Wati & Suhardi (2022) PORPE learning strategies are recommended to be an alternative in an effort to improve the quality of learning, especially in learning to read. All students are actively engaged in the learning and reading process, and teachers play the role of guides and facilitators, they discovered, in PORPE.

In addition, Saiful et al., (2019) has a research about "The Effects of the PORPE Method on Students' Reading Comprehension and Metacognitive Awareness". Two goals guided this study's research: to determine if teaching the PORPE approach has a positive effect on students' reading comprehension, and to determine if teaching the PORPE method has a positive effect on students' metacognitive awareness. The study followed a quasi-experimental strategy. Students enrolled in the spring 2016

semester at Makassar Muhammadiyah University were the subjects of this research. There were perhaps 64 people total, split evenly between two groups of 32 or 33. The sampling strategy used was a systematic random selection. The pupils were given an essay test to complete and were also given a metacognitive awareness inventory to fill out. Two main findings emerged from this study: implementing the PORPE approach led to an increase in students' reading comprehension, and implementing the PORPE method had no influence on students' metacognitive awareness.

Some students may find the PORPE approach unfamiliar because they have not previously used it. It is intended that by using this strategy, students will be able to uncover the details of a reading quickly and readily, leading to positive outcomes.

Based on the background above, it is important for the researcher to do research entitled "IMPROVING READING COMPREHENSION WITH PORPE METHOD".

B. Problem Statements

The researcher formulates the statement of the problem to this question
Can the PORPE method improve the students reading comprehension in class XII TKJ 1 at SMK Bina Patria 1 Sukoharjo?

C. The Identifications of Problems

Based on the background explanation of the research problems, the researcher defined Student's score in descriptive text material still low.

D. Limitation of the Problem

Based on the description of the problem above, this research only discussed IMPROVING READING COMPREHENSION WITH PORPE researcher wanted to know that there was any effect on students' reading ability in comprehending who taught using PORPE strategy and that were not.

E. The Objectives of the Study

Based on the research problem above, the objective of this study is : To find out whether on students' reading ability in teaching using PORPE strategy improve.

F. The Benefit of the Study

The benefits of research include:

- a. With this research, it is possible to find out whether or not any effect on students' reading ability in teaching using PORPE strategy and that were not.
- b. Participate and contribute ideas to the Educational Institution for the next planning and teaching step.
- c. Adding scientific knowledge of researchers in relation improving reading comprehension with porpe method.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Reading Comprehension

One of the four pillars of fluency in English is reading, with vocabulary and pronunciation serving as pillars. Due to the prevalence of scientific publications written in English as textbooks, students are held to higher standards of comprehension and fluency in the language.

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Additionally, reading may be useful for people of all ages and backgrounds all around the world, but especially so for students. Word recognition, vocabulary development, and fluency are all crucial components of Klingner et al., (2015) definition of reading comprehension as the act of generating meaning.

It's also possible that reading could help people of all ages and backgrounds learn new things, but especially students. According to Klingner et al., (2015), reading comprehension is the result of a series of interrelated mental operations, including decoding new words, familiarizing oneself with existing words, and reading with ease.

2. PORPE Method

The Predict, Organize, Rehearse, Practice, and Evaluate (PORPE) method is a reading comprehension method introduced by M.L. Simpson. This method is designed to improve the ability to understand reading texts. In addition, this method aims to prove that writing is a way to help students understand and conclude reading content. Based on this opinion, it can be interpreted that the PORPE method is a method of learning to read that train student to be active and independent in learning and understanding reading content. The PORPE method is designed to help students: (1) actively design, observe, and evaluate the content of the text being studied; (2) preparing for essay exams (3) involving writing activities in studying reading texts. From this opinion, it can be concluded that the PORPE method is a learning method that trains students to be actively and independently involved in studying a text (Martini, 2021).

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strategies are recommended to be an alternative in an effort to improve the quality of learning, especially in learning to read. All students are actively engaged in the learning and reading process, and teachers play the role of guides and facilitators, they discovered, in PORPE.

In addition, Saiful et al., (2019) has a research about “The Effects of the PORPE Method on Students’ Reading Comprehension and Metacognitive Awareness”. Two goals guided this study's research: (1) to determine if teaching the PORPE approach has a positive effect on students' reading comprehension, and (2) to determine if teaching the PORPE method has a positive effect on students' metacognitive awareness. The study followed a quasi-experimental strategy. Students enrolled in the spring 2016 semester at Makassar Muhammadiyah University were the subjects of this research. There were perhaps 64 people total, split evenly between two groups of 32 or 33. The sampling strategy used was a systematic random selection. The pupils were given an essay test to complete and were also given a metacognitive awareness inventory to fill out. Two main findings emerged from this study: (1) implementing the PORPE approach led to an increase in students' reading comprehension, and (2) implementing the PORPE method had no influence on students' metacognitive awareness.

B. Previous Study

Saiful et al., (2019) conducted a study entitled " The Effects of the PORPE Method on Students' Reading Comprehension and Metacognitive Awareness". The goals of this study were to (1) determine if using the PORPE approach enhanced students' reading comprehension, and (2) determine if using the PORPE approach boosted students' metacognitive awareness. The study followed a quasi-experimental strategy. Students enrolled in the second semester of the 2015/2016 school year at Makassar Muhammadiyah University constituted the study's population. Each of the two groups, made up of 32 or 33 individuals, made up the population. The complete sampling method was used to select the sample. The pupils were given an essay test to complete and were also given a metacognitive awareness inventory to fill out. The findings supported the hypotheses that (1) using PORPE would have a positive impact on students' reading comprehension and (2) PORPE would have no effect on students' metacognitive awareness.

Hasibuan et al., (2022) conducted a study entitled "The Effect of Porpe Method (Predict, Organize, Rehearse, Practice, Evaluate) on Students' Reading Comprehension of Report Text at The Eleventh TK J Students Of Smk Negeri 1 Lumut in 2021/2022 Academic Year". This study's goals are twofold: 1) to learn how well the PORPE method may be used to improve students' reading comprehension of

report texts, and 2) to compare students' reading comprehension levels before and after being exposed to the PORPE method. IX TKJ students at SMK Negeri 1 Lumut's reading comprehension of report content taught using the PORPE method: a statistically significant effect? The experimental method using a pre-experimental design with a single-group pre- and post-test structure was used in this study. The 106 students enrolled in Form XI TKJ at SMK Negeri 1 Lumut made up the study's population. Purposeful sampling was used to choose our sample of 36 students from XI TKJ1. The researcher will use an observation sheet and an oral exam to gather information. One finding from this study was that PORPE technique application scored a 3.8, placing it in the "Very Good" category. 2) The students' average speaking ability was rated as "fail" (56 points out of 100). Point-counterpoint strategy's final score of 82 earned it the "Very Good" designation. The data analysis revealed that ttest outperformed ttable by a significant margin ($t_{test}:30.22 > t_{table}:2.03$). Therefore, the hypothesis was agreed upon. Students in the 11th grade at SMK Negeri 1 Lumut who were taught using the PORPE approach showed considerable improvements in their understanding of report texts.

Ningrat et al., (2022) conducted a study entitled "Improving Eighth Graders' Reading Comprehension on Descriptive Text Through PORPE Strategy ". This research set out to compare students' understanding of descriptive texts read with and without the aid of the

PORPE (predict, organize, rehearse, practice, and evaluate) technique. A total of 66 eighth graders from SMP Negeri 13 Palembang served as the study's sample; 33 pupils were assigned to the experimental group, and the same number served as the control group. This study employed a quantitative strategy and a quasi-experimental approach. Predict, organize, rehearse, practice, and evaluate (PORPE) was the instructional method used with the experimental group. Discussion-based instruction was used with the control group. The value of t -obtained from the paired sample T-Test in the control group was 6.508 at the significance level 0.000, with a degree of freedom of 33 (1.669), and a significance level of less than 0.05 on the two-tailed test. The value of t -obtained from the paired sample T-Test for the experimental group was 5.003 at the 0.000 significance level, with a degree of freedom of 33 (1.669), and a significance level of less than 0.05 on the two-tailed test. $T_{obtained} = 1.742$, which is more than $t_{table} = 1.669$, as revealed by an independent t -test of the experimental and control groups.

Martini (2021) conducted a study entitled " Efforts to Improve Learning Activities And Reading Comprehension Skills Using The P ORPE Method (Predict, Organize, Rehearse, Practice, Evaluate) (Classroom Action Research on Class V Students At Sdn Sirnagalih, Jatina ngor District, Sumedang Regency, Academic Year 2019/2020)". This study was hindered by the students' lack of interest in learning and

their inability to comprehend what they read in the fifth grade at SDN Sirnagalih in the Jatinangor Kecamatan of Sumedang. It has been proposed that the PORPE method could be used to address this issue. However, the purpose of this study is to describe how students in grade five at SDN Sirnagalih in the village of Jatinangor in the province of Sumedang improved their reading comprehension and study habits using the PORPE method throughout the 2019–2020 school year. This study employed a classroom observational study on a sample of 30 students from Grade V at SDN Sirnagalih in the village of Jatinangor in the province of Sumedang. However, due to the events of Covid 19, research was carried out on a riskier scale, with a larger sample size of 20 people chosen because of their propensity for adventurous behavior. In this case, it's because not all students can afford to buy their own phones. Researcher gathered these data through experiments in daring teaching methods and tests of learning outcomes. Students' engagement in learning activities such as making predictions, organizing predictions, practicing predictions, and evaluating learning outcomes were found to increase from 49% in the initial data set to 62% in the first cycle and 79% in the second. Using test data analysis, we conclude that the PORPE method can increase students' learning engagement. This is seen by the rise in students' test scores from their starting points, which went from 45% to 63% in Cycle I and 77% in Cycle II.