

Predict, Organize, Rehearse, Practice and Evaluate(PORPE) Method to Teach Students' Reading Comprehension

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Abstract

The problem of this study is "is it effective using PORPE method to teach reading comprehension at the seventh-grade students of SMP Pangudi Luhur Santo Aloysius Sukaraja OKU Timur?". The objective of the study is "to find out whether or not PORPE method is effective to teach reading comprehension at the seventh grade of SMP Pangudi Luhur Santo Aloysius Sukaraja OKU Timur." In this study, the pre-experimental method was used. The population is all of the seventh-grade students of SMP Pangudi Luhur Santo Aloysius Sukaraja OKU Timur, with the total number of the students 30 students. The sample is 30 students taken through saturated sampling consisting of 30 students as the sample. Based on the description, it could be seen that the result of students pre-test the average score was 5.01 and the result of the student's average score in post-test was 8.01. The result calculation of the matched t-test was 5.45. the t-obtained was higher than t-table 1.699. It means that Ho was rejected and Ha was accepted. In another word, the result of the study showed that it was effective teaching reading comprehension by using PORPE method at the seventh-grade students of SMP Pangudi Luhur Santo Aloysius Sukaraja OKU Timur.

Keywords: Teach, Reading Comprehension and PORPE Method.

INTRODUCTION

One of the languages used for communication in the world is English. It is considered as an international language. As one of the international languages, English plays a very important role in global communication. People use it in business, politics, science, technology, education, entertainment, etc. The teaching of the English language as a foreign language in Indonesia aimed to help the students to master four language skills, such as, listening, speaking, reading and writing. According to Saleh (1997:32), language is regarded as oral and written communication receptively as well as productively.

Reading is an important skill which has an important contribution to the success of learning the language. According to Vallette (1991: 215), reading is a receptive skill in which a student receives meaning from the writer from the written words when she or he is reading. Moreover, in the world of education, all books and handouts are in the written form. It means that students should read them so that they can absorb the contained knowledge. Field (1997: 15), review in general sense, that reading is what happens when people look at a text and assign meaning to the written symbols in that text.

Reading is one of the four languages they are skills listening, reading, speaking, and writing that is involved when a student tries to master a language (Robimett, 1998:173). According to Nugraha (2011: 13), many students of Junior High School find it difficult to understand English texts. They are still poor at reading English texts. Normally they get stuck because of some problems, such as unfamiliar words, inability to understanding the context, being reluctant, and so forth. Apparently, reading is a simple activity, which all English learners can do easily. However, it is not an easy skill to master. A complex process which requires the specialized skill of the reader and needs a comprehension. In this study, the writer focuses on descriptive text.

Moreover, Kennedy (1981:192) defines that reading comprehension as a thought process through which readers become aware of an idea understand it in terms of their experiential background and interpret it in relation to their own needs and purpose. Reading comprehension is the understanding, evaluating, and utilizing information and idea gained through an interaction between the reader and the author. (Smith and Robinson 1980:54). In addition, Clark and Silberstein (2008),

stated that reading comprehension which is done to master the total message of the writer requires a reader to find the main point and supporting idea. While to make sense what is read, readers should be able to not only understand the meaning of a text such as defining the printed word, relating the sentence and identifying the main idea and supporting details, but also incorporate the new information presented in the text with the existing knowledge stored in their minds.

There are some problems found in this study, they are the students' reading comprehension score on the descriptive text was still low because they faced difficulties in comprehending a descriptive text. They needed a lot of time to understand. They also faced difficulties in understanding sentences and finding the meaning of the sentences in a paragraph. That condition caused the students to have difficulties in answering questions following the text. So their score in reading was low. Most of the students did not read the text when they got assessment related to an English text. Only a few students read the text and did their assessments. Some of them copied their friends' work or even did not do it. Most of them were passive in reading class. Therefore, the writer would like to help students' reading comprehension of descriptive text.

Those cases faced by the seventh-grade students of SMP Pangudi Luhur Santo Aloysius Sukaraja OKU TIMUR might considerably occur because the teaching method used by the teacher does not let the students be active. Students are bored with the habitual learning activities have described above. Therefore, the teacher has to be able to use her creativity to establish an inviting, enjoyable, and motivating classroom environment.

In this study, the writers want to use PORPE (Predict, Organize, Rehearse, Practice and Evaluate) method that suggested by Simpson and Stahl (1989:154) from the USA. This comprehensive strategy prepared students for planning, monitoring, and evaluating the content area of the text. This method prepares 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. These activities take place after the students read the text. According to Brown (in Abidin, 2012:97), in the application the PORPE method, the students will give the specific stage, so the students are able to read and get some knowledge about practicing PORPE method in others reading the text and they can be an effective reader. And the goals of PORPE method are to increase students' reading comprehension and increase conceptual learning in a way that maximize student's involvement.

The writer chooses this title based on that problem above. So, here the writer used PORPE method as one of technique to improve the students reading comprehension. PORPE method also can make the students more interesting in reading comprehension.

METHODOLOGY

In this study, the writers used quantitative research. The writers used the pre-experimental design and selected one class as an experimental class. This class got pretest, treatment, and posttest. With the population of this study is all the seventh-grade students of SMP Pangudi Luhur Sukaraja OKU Timur. The total number of students is about 30 students.

Thus, In choosing the sample for the study, the writers used saturated sampling or in other terms is census sampling. Saturated sampling is a technique to determine the sample when all members of the population used as a sample (Sugiyono, 2013:68). The total number is 30 students

In collecting the data, the writer had a test. A test had been given to find out the students' reading comprehension in answering reading questions. The question gives in pre-test and post-test. The test consisted of 20 questions based on the descriptive text.

For analyzing the data, the writer applied three techniques, they are (1) percentage analysis, and (2) the convention of percentages ranges(3) the matched t-test.

RESULT AND DISCUSSION

In this study, the writer gave the pre-test and post-test in the experimental class. The pre-test was given to know how far the students' mastery in reading comprehension before taught through PORPE method and post-test was given to know how far the students progress in their reading comprehension after the students were taught using PORPE method. In addition, the sample of the students were 30 students. By using the students' score in the pre-test and post-test experimental, the writer found that the result of Matched t-test was as follow:

Table 1
The Students' Score in the Pre-test and Post-test at the seventh grade of SMP Pangudi Luhur Santo Aloysius Sukaraja OKU Timur.

No	Pre-Test	Post-Test	D	D ²
1	6.00	8.50	2.50	6.25
2	5.50	8.00	2.50	6.25
3	5.50	8.50	3.00	9.00
4	5.50	8.00	2.50	6.25
5	5.00	8.50	3.50	12.25
6	5.00	8.50	3.50	12.25
7	6.50	9.00	2.50	6.25
8	6.00	8.50	2.50	6.25
9	6.50	9.50	3.00	9.00
10	5.50	8.00	2.50	6.25
11	4.00	7.00	3.00	9.00
12	5.00	8.00	3.00	9.00
13	5.00	7.50	2.50	6.25
14	2.50	6.00	3.50	12.25
15	3.50	7.00	3.50	12.25
16	7.00	9.50	2.50	6.25
17	4.50	7.50	3.00	9.00
18	5.00	7.50	2.50	6.25
19	5.50	8.50	3.00	9.00
20	5.50	8.00	2.50	6.25
21	7.00	9.50	2.50	6.25
22	4.50	7.00	2.50	6.25
23	4.50	7.50	3.00	9.00
24	5.50	8.00	2.50	6.25
25	2.50	6.00	3.50	12.25
26	4.50	7.00	2.50	6.25
27	6.00	9.00	3.00	9.00
28	5.50	8.00	2.50	6.25
29	4.00	9.00	5.00	25.00

30	4.50	8.00	3.50	12.25
Σ	153.00	240.50	87.50	264.25
\bar{X}	5.01	8.01	2.91	8.80

The table above shows that average score of the students' pre-test and Post-test was (8.80). Now to find out the standard deviation the writer used Hatch and Farhady's formula (1982) as follows:

$$SD = \sqrt{\frac{\Sigma D^2 - \left(\frac{1}{n}\right)(\Sigma D)^2}{n-1}}$$

$$SD = \sqrt{\frac{264.25 - \left(\frac{1}{30}\right)(87.50)^2}{30-1}}$$

$$SD = \sqrt{\frac{264.25 - \left(\frac{1}{30}\right)(7.656)}{30-1}}$$

$$SD = \sqrt{\frac{264.25 - 0.03(7.656)}{29}}$$

$$SD = \sqrt{\frac{264.25 - (0.230)}{29}}$$

$$SD = \sqrt{\frac{264.02}{29}}$$

$$SD = \sqrt{9.10}$$

$$SD = 3.01$$

After calculated it, the writer found that the result of the standard deviation was 3.01. The t-test can be calculated after getting the standard error and the writer calculated the standard error before calculated the t-test. The standard error calculated as follows:

$$SD = \frac{SD}{\sqrt{n}}$$

$$SD = \frac{3.01}{\sqrt{30}}$$

$$SD = \frac{3.01}{5.47}$$

$$SD = 0.55$$

After getting the result of the standard error was 0.55. So, to find out the value of t-obtained the writer used matched t-test formula :

$$T_{obt} = \frac{\bar{X}_1 - \bar{X}_2}{SD}$$

$$t = \frac{8.01 - 5.01}{0.55}$$

$$t = \frac{3}{0.55}$$

$$t = 5.45$$

By using the level of significance ($\alpha = 5\%$) and $df (n-1) = 29$, we can found the value of t-table was 1.699.

From the result of the post-test and pre-test experimental, the writer found that the standard deviation was 3.01, the standard error was 0.55, t-obtained was 5.45 and t-table was 1.699. the level of significance ($\alpha = 5\%$) and the degree of freedom was 29. So, t-obtained is higher than t-table. It means that the null hypothesis (H_0) is rejected and consequently the alternative hypothesis (H_a) is accepted.

CONCLUSION

Based on the result of the study, the writers conclude that the result of students' score in post-test was higher than the result of students' score in pre-test. It showed that there was progress reached by the students after they got treatment. The result of the calculation of the Matched t-test was 5.45 and it exceeds as the t-critical value 1.699. It means that H_0 was rejected and H_a was accepted. Therefore, it is indicated that the use of PORPE Method to teach reading comprehension at the seventh grade students of SMP Pangudi Luhur Santo Aloysius Sukaraja OKU Timur was effective.

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