

The Use of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy in Teaching Reading Comprehension

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Abstract

This study aimed at examining the effectiveness of PORPE (predict, organize, rehearse, practice, evaluate) strategy in teaching reading comprehension. This research was designed as a pre-experimental research. The sample of this research was students of the tenth graders of Language 2 of MA. *Mu'allimin NW Pancor*. In collecting the data, a pre-test and a post-test were given to students of the tenth graders of MA. *Mu'allimin NW Pancor* in the school year 2015-2016. Descriptive statistic and paired simple t test were used to analyze the data by using SPSS 17.0 for windows. Based on the result of descriptive statistic, the mean score of post-test (20.59) was higher than pre-test (13.19). After submitting the data to a paired samples t-test, the present researcher found that there was a significant difference in the mean scores between the pre-test and the post-test, $t_{(df=26)} = 21.18 < p = 0.01$, meaning that the alternative hypothesis was accepted. PORPE strategy is significantly effective in teaching reading comprehension of narrative texts for the tenth graders of MA. *Mu'allimin NW Pancor* in the school year 2015-2016. Considering the process and the results of this research, the present researcher suggests that the English teacher should use PORPE strategy.

1. Introduction

English is an International language in the world. English is by far the most widely used. So far we have been considering English as a second language. But in the rest of the world, English is a foreign language. That is taught in schools, often widely, but it does not play an essential role in national or social life (Broughton, Burmpit, Flavell, Hill and Pincas., 2003). Today English's used indication, international trade, and tourism to international media, air-

traffic control, and technology. All those suggest that English is important to learn and English has become an international language that used for communication among different notion and cultures .Since, English is as foreign language in Indonesia, the students need to much time to learn and practice it. The students have to study, not only at school but also outside, such as following English course or going to tourism objects to practice their English with native speakers.

In learning English, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skills (Harmer, 2003). In addition, there are two elements of skill in English consists of structure (grammar) and vocabulary.

Reading as one of the four English skills is very important to learn by students. In addition, reading is useful activity because students can get knowledge, news, and develop their creativity. For example, reading a book allows students to exercise and cultivate their creative thinking skill. Besides that, students will get pleasant and enjoyment when reading. Through reading activity, students can improve their own language and experience. Moreover, they will be able to know what they do not know before. In addition, Targian (2008) says that reading is a process in which done by reader to get message or information from the writer through printed media. It is very complex process in recognizing and comprehending written symbols which influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader. Moreover, there are many kinds of reading text, such as narrative, recount, report, descriptive, explanation, analytical exposition, hortatory exposition, procedure, discussion, news item and so forth. Narrative text is one of genre of language text should be taught to students of senior high school especially in the tenth graders.

Based on the present researcher observation, there were some problems that were often faced by students in learning reading such as; students cannot comprehend the contents of reading text, students cannot answer some questions in reading text, less interest in learning process, low learning motivation, and many other. Those problems happened because students not pay attention much to the class, lack of vocabulary mastery and not trained. Moreover,

those problems can not only be attributed to the students' personal factors but also teacher factor such as unused interest and suitable strategy in teaching and learning process. In this case, teacher has to find out good strategy that can make students interest in learning reading.

One alternative strategy that can improve students' reading comprehension is PORPE (predict, organize, rehearse, practice, evaluate) strategy. According to Simpson (1986) PORPE is study to assist students in learning content material. Help students in the process constructing the meaning and build their knowledge. The students more active in learning process, those automatically train students more active and creative to understand reading material especially in narrative text. In addition, there are five steps to apply this strategy, consists of predict, organize, rehearse, practice and evaluate. To teach a kind of text, the researcher used PORPE Strategy to make students more understand about material and ready to answer reading test on examination.

Finally, from the previous elaboration above, the present researcher was interested in investigating the effectiveness of PORPE (Predict, Organize, Rehearse, Practice and Evaluate) Strategy in teaching reading comprehension of narrative text for the tenth graders of *MA. Mu'allimin NW Pancor* in the school year 2015-2016.

2. Method

This research used quantitative research method. Since the design of this research used pre-experimental design, here the present researcher used one-group pretest–posttest design.

2.1 Participants

The population in this research was all of the tenth graders of *MA. Mu'allimin NW Pancor*. The populations consist of eight classes which consist of 256 students. In addition, the researcher took the sample used clusture random sampling, the researcher used the lotre to took the sample and the tenth graders of language two as sample which consists of 27 students.

2.2 Data Collection

2.2.1 Instrument of Collecting Data

Instrument is a tool to collect the data of the study. In this research the present researcher used the objective test in the form of multiple choices which consisted of 30 items and five options. The test items are especially in reading narrative text.

2.2.2 Technique of Collecting Data

In collecting data, the present researcher took data from the pre-test and the post-test. Pre-test was administered to the subject before applying PORPE strategy in teaching reading comprehension. Meanwhile post-test was administered after applying PORPE strategy in teaching reading comprehension.

2.3 Data Analysis

The data collected from the test was analyzed by used descriptive statistic to find out mean score of the data and applied paired simple t-test to test hypothesis. All analysis used the assistance of SPSS 17.0 for windows.

3. Result

In this part, the present researcher described the result of the research regarded to the effectiveness of PORPE strategy in teaching reading comprehension of narrative texts. After calculating the data used SPSS 17.0 for windows, found that mean score of post-test (20.63) was higher than pre-test (13.19). And standard deviation of post-test (4.61) was higher than pre-test (3.16), it means that the PORPE (Predict, Organize, Rehearse, Practice and Evaluate) strategy is significantly effective in teaching reading comprehension.

Furthermore, by examining the value of the significance level, the present researcher could decided whether significantly effective or not (Moedjito, 2015). The most common significance level are 0.05 or 0.01, means that if the value of the significance level of the research lower than the decided significance level, the null hypothesis is rejected. As the result from partial correlation output, the significance level of this research was lower that 0.05 (as the standard significance level in SPSS) at two tails.

After analyse the data, the present researcher elaborated the finding of the research. The result of pired simple t test showed that $t_{(df=26)} = 21.18 < p = 0.00$, meaning that null hypothesis (Ho) was rejected and first alternative hypothesis (Ha) was accepted, it meant that PORPE strategy is significantly effective in teaching reading comperhension of narrative texts for the tenth graders of MA. *Mu'allimin NW Pancor* in the school year 2015-2016.

4. Discussion

This research aimed at investigating the effectiveness of PORPE (Predict, Organize, Rehearse, Practice and Evaluate) strategy in teaching reading comprehension of narrative texts for the tenth graders of MA. *Mu'allimin NW Pancor* in the school year 2015-2016.

The result of this research showed that PORPE strategy is significantly effective in teaching reading comprehension of narrative texts. Using PORPE strategy in teaching and learning process in classroom had good influence to students' reading comprehension. By presenting PORPE strategy in reading class, the students were more active in the process of teaching and learning because the activities offered by PORPE strategy have relevancy to the characteristics of most senior high school students that curious and enjoy dynamic situations. Meaningful situations were established using this strategy in the language classroom.

Furthermore, by PORPE strategy, the students mostly participated actively in each activity. They also had more effort by asking the vocabularies they did not know in English especially in narrative text in order to maintain their reading activities with their seat partner or their group. They also did more reading practice even thought they were not under monitored by the teacher. By doing so, the students saw very interested in the process of learning because they can share their ideas freely to each other, and this made the class becoming more alive. In addition, the application of PORPE strategy is useful and interesting technique because it gives every student an opportunity to present their answer in front of class room.

The restful above related with the theory of PORPE by Simpson (1986, p. 22) said that "PORPE could increase students' learning an actual classroom setting, both show that PORPE does have important advantages for long term learning and students' independence". The

activities PORPE strategy above challenge students to play with, discover, remember, and develop word in reading, this learning process important to elicit students how to find factual information, main idea, meaning of vocabulary, and reading for pleasure.

5. Conclusion

Based on the result of the research, the present researcher concluded that PORPE strategy is effective in teaching reading comprehension of narrative texts for the tenth graders of *MA. Mu'allimin NW Pancor* in the school year 2015-2016. The result of the data showed mean score of pre test was 13.19 and the pre test was 20.63. The result of hypothesis testing was accepted with the value of t-test was 21.19 at $p < = 0.00$. It meant that using PORPE strategy is significantly effective in teaching reading comprehension of narrative texts for the tenth graders of *MA. Mu'allimin NW Pancor* in the school year 2015-2016. The present researcher suggest that this strategy is suitable in teaching reading.

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