

ARTICLE

The Effectiveness of PORPE Method to Seventh Grade Students' Reading Comprehension of SMPN 1 Kandat Kediri In the Academic Year 2016/2017



Oleh:

IKA NIKMATUL ROMAH

12.1.01.08.0064

Dibimbing oleh :

1. Suhartono, M.Pd
2. Drs. Agung Wicaksono, M.Pd

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2017**

SURAT PERNYATAAN
Artikel skripsi tahun 2017

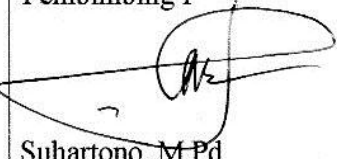
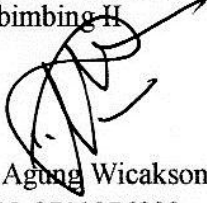

Yang bertanda tangan di bawah ini:

Nama Lengkap : IKA NIKMATUL ROMAH
NPM : 12.1.01.08.0064
Telepon/HP : 085735971615
Alamat Surel (Email) : Revanca_ika@yahoo.com
Judul artikel : The Effectiveness Of Porpe Method to Seventh Grade
Students' Reading Comprehension of SMPN 1 Kandat- Kediri
in the Academic Year 2016/2017.
Fakultas – Program studi : FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
Alamat perguruan tinggi : Jl. K.H. Ahmad Dahlan No. 76, Mojoroto,
Kediri, Jawa timur 64112, Indonesia

Dengan ini menyatakan bahwa:

- Artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarism;
- Artikel telah diteliti dan disetujui untuk diterbitkan oleh dosen pembimbing I dan II.

Dengan surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 23 Januari 2017
Pembimbing I  Suhartono, M.Pd NIDN.0714026901	Pembimbing II  Drs. Agung Wicaksono, M.Pd NIDN. 0711076802	Penulis,  Ika Nikmatul Romah 12.1.01.08.0064

**THE EFFECTIVENESS OF PORPE METHOD TO SEVENTH GRADE STUDENTS'
READING COMPREHENSION OF SMPN 1 KANDAT KEDIRI
IN THE ACADEMIC YEAR 2016/ 2017**

IKA NIKMATUL ROMAH

12.1.01.08.0064

English department Faculty of Teachers Training and Education

Revanca_ika@yahoo.com

Suhartono, M.Pd and Drs. Agung Wicaksono, M.Pd

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

Reading is important skill when learning English, because by reading students can enlarge their knowledge, vocabulary and gain much information. But reading is difficult because reading is not solely to read the text but students need to guess meaning and try to understand the content of the text. The reading problems faced by students are poor vocabulary, identifying main idea and identifying important information. One of method can be applied to solve the problem is PORPE method. This research used quasy-experimental design and quantitative approach. The research was conducted at SMPN 1 Kandat-Kediri. The subject of this research was seventh grade students, especially VII E class consisting of 37 students. The VII E students were given pre-test, post-test and two meetings of treatment to know the effectiveness of PORPE method to students reading comprehension. The result of research shows that there is significant effect of PORPE method to students' reading comprehension, because t-score is higher than the t-table value either at level significance of 5% or 1%. The t-score is 3.555 at the degree of fredom of 36 and the t-table is 2.423 at the level significance 5% and 3.501 at the level significance 1%. Finally, PORPE method proved to be effective to improve students' reading comprehension. It benefited students to understand the material more easily especially in reading process and students can improve their achievement. The other English teachers should apply this strategy or may use some activities in this method to create active teaching learning process.

Keyword: Reading Comprehensions, PORPE method

1. Background of Study

Reading is useful for students to get information and knowledge. According to

Patel and Jain (2008:113). "Reading skill is an important tool for academic success".

Reading is activity to look at and understand about written language like

book, magazine story book, newspaper, etc.

Moreover, Alyousef (2006:64) defines “reading can be seen an “interactive” process between a reader and a text which leads to automatically or (reading fluency)”. Grabe (1991:379) also argues that “many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills” in reading. In other words, it can be said that reading is a process to gain information and understand the meaning of the text. By Reading the students can increase their experience, develop new concept, solve their problem, study how the words are used, how to implement the grammatical rules, and get much knowledge.

In addition, reading is an activity with a purpose. This case also strengthened by Grabe (2009:8-10). That any six purpose of reading, they are : “Reading to search for information (scanning and skimming), reading for quick understanding (skimming), reading to learn, reading to integrate information, reading to evaluate, critique, and use information, reading for general comprehension (in many cases, reading for interest or reading to entertain).” The students may read in order to gain information or critique a writer’s ideas or

writing style. Besides that, the students may read for pleasure or enjoyment, or to enhance knowledge of language being read.

All readings done if they understand what they read. In other words, they can comprehend the meaning of the text. It means that reading need comprehension. Comprehension is a process in which the reader may construct meaning by interacting with the text.

Reading as a communication through the text includes knowledge, news and story. In education, by reading a passage or story the students are got more knowledge and information. The knowledge or information that they got from reading can be used for communicating or sharing their idea with other students through giving opinion or idea. The interaction among students during reading section set up the class more active and alive. The writer thinks that it will be better to give variation in teaching reading comprehension by using method.

Based on the background above, the writer introduced English reading activity to the students by using a method that is PORPE method. This method addressed to optimize in teaching reading comprehension. This method can be applied to all kinds of text related to the

type and the purpose of the text relevance with the method or not.

In fact, most of the student's have some problem in reading. The problems were about find detail information, answer WH-question, vocabulary, and find out inference information. These problem could be influence some factor. It usually appeared caused by strategies that the teacher used in teaching Reading, because some teachers taught reading just gave explanation and exercises. It makes students got nothing and bored. The problems has to be solved in order to make students interested in reading and think that reading is a simple and easy then they will understand about how to write well. Related with some problems above, the teacher needed to use an appropriate strategies teaching learning process of reading that could help them to solve their problems.

Simpson and Stahl (1989) states PORPE method is one of method in teaching reading. Basically, PORPE method is aimed to study well, but in this case, the writer will use in increase the students reading comprehension ability.

By applying appropriate method, the teacher be able to encourage the students to understanding the text. The teacher given opportunity to hard thinking

and active in teaching learning process especially in reading.

Some problems above also happened in SMPN 1 Kandat-Kediri so the researcher used PORPE method in teaching reading. The researcher hoped by using this method to help the student find detail information, answer WH question, and understand vocabulary.

King, Biggs, & Lipsky, 1984; Newell, 1984 state PORPE can help students prepare for multiple-choice exams, especially when the questions ask them to draw conclusions and apply information to new contexts. In studies cited the students trained in PORPE scored significantly better on the multiple-choice questions. This finding is unique considering the equivocal findings about the impact of writing upon recognition tasks. PORPE method helps the students more focus on materials also the student become more active and creative in teaching learning process. Improvement reading skills because the student curiously about the materials, Students can solve the questions in reading.

II. METHOD

The research design applied in this research is quantitative research. Then, the researcher used pre-experimental research to analyse how is the students reading

comprehension before and after being taught using PORPE method and to know the effectiveness of PORPE method on students reading comprehension. The instrument in this research is test which consists of pre-test and post-test were in the same form multiple choices that consists of 15 questions about procedure text which representative of some indicators such as to find detail information, to answer WH questions, vocabulary on meaning and word recognition, implicit and explicit information. The researcher hopes the test can draw the difference of students reading comprehension before and after being taught using PORPE and answer the question of formulation of the problem. The score of students reading comprehension before and after being taught using PORPE method analyzed using statistic analyze.

This study was held in SMPN 1 kandat-kediri which is located on Jl.RayaDesaKandatKodePos64173 KecamatanKandat - Kabupaten Kediri. The researcher decided seventh grade students of SMPN 1 kandat-kediri as population. Then, the researcher chooses seventh grade students of VII E as the sample of this research that consists of 37 students.

III. FINDINGS AND CONCLUSION

A. Findings

The finding of the research will ask about how the students reading comprehension before being taught using PORPE method, how the students reading comprehension after being taught using PORPE and whether there is a significant effective or not PORPE on students reading comprehension.

The first finding shows the result of student reading comprehension after being taught using PORPE was increased.

1. Result of Pre-Test Score in General

No	Classification	Score
1	The highest score	70
2	The lowest score	40
3	The total score	2009

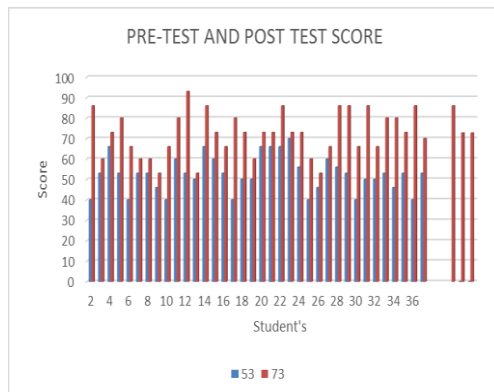
It is known that the highest score is 70, while the lowest score is 40.the total score is 2009 the mean of the total score is 51.5.

2. Result of Pos-Test Score in General

No	Classification	Score
1	The highest score	93
2	The lowest score	53
3	The total score	2677

It is known that the highest score is 93, while the lowest score is 53.the total score is 2677 the mean of the total score is 75.

3. The different score of pre-test and post-test using diagram



Based on the diagram above, it can be concluded that the result of post-test is higher than the result of pre-test. Mostly, the students got an increasing score. However, there are some students who got same score or lower than they had in post-test.

Therefore, the alternative hypotheses (H_a) accept H_o : there is significant effectiveness of PORPE method toward seventh grade student's reading comprehension at SMPN 1 Kandat-Kediri in academic year 2016/2017. Based on the table above, the result has showed that the alternative hypothesis (H_a) is accepted. Therefore, the null hypothesis (H_o) is rejected. The writer concludes the PORPE method has significance to the seventh grade student's reading comprehension at SMPN 1 Kandat-Kediri.

B. Conclusion

Based on the result above the researcher concluded that PORPE has good effective for students reading comprehension, because this technique can help the students got the better comprehend the text and their reading motivation also increase. Another that, most of the students can answered some questions from the text which consists of score indicators of reading comprehension such as to find detail information, to answer WH questions, vocabulary on meaning and word recognition, implicit and explicit information, it is also supported by the theory of Simpson and Stahl (1989) was propose PORPE can help students prepare for multiple-choice exams, especially when the questions ask them to draw conclusions and apply information to new contexts. Besides, their reading comprehension are increase, their teamwork and responsibility are increase too.

The researcher suggests to the teacher and the students. The teacher should teach the students using PORPE method in learning reading because this technique can make the students easy to comrehend and answered the task which consists some indicators of reading comprehension. Another that, PORPE

method can change the assumption that reading is bored subject to be interesting subject. There are cooperation between the students who has more ability with the students who has less ability. The teacher should be more creative in facilitating the process of teaching learning activity in the classroom. Hopefully, it can make the students are enjoy in teaching learning process.

The students should be active in teaching learning process especially in reading class. Then, the students should be read english material not only inside class too, so their english skill are increase especially in reading comprehension.

IV. BIBLIOGRAPHY

- Al-Khateeb, O. S. M. & Idrees, M. W. K. 2010. The Impact of Using KWL Strategy on Grade Ten Female Students' Reading Comprehension of Religious Concepts in Ma'an City. *European Journal of Social Sciences* – Volume 12, Number 3 (2010). Taibah University, Kingdom of Saudi Arabia. 472.
- Alyousef, H. S. (2006). Teaching reading comprehension to *ESL/EFL learners*. *Journal of Language and Learning*, 4, 64–73.
- Anderson, Neil J. (2003). *Fluency in L2 Reading and Speaking*. *TESOL 2005 colloquium*, 68.
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education*. Canada: Wadsworth. 293–316
- Brown, H. Douglas. 2004. *Language Assessment : principles and classroom practice* . New York : Pearson Longman Education Inc. 97
- Carrell, P. L. (1988). *SLA and classroom instruction: Reading*. *Annual Review of Applied Linguistics*, 9, 233–242
- Coxhead, A. (2000). *A New Academic Word List*. *TESOL Quarterly*, Vol. 34 (2): 213-238.
- Day, R. & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge University Press. 41
- Dechant, Emerald. 1991. *Understanding and Teaching Reading: An Interactive Model*. Hillsdale, NJ: Lawrence Erlbaum Associates. 7
- Gebhard (1996). *Reading comprehension English to EFL/ESL*. 209
- Grabe, W. (1991). *Current development in second language learning research*. *TESOL Quarterly*, 25(3), 375-406.

- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge, UK: Cambridge University Press. 8-10
- Grabe, W., & Stoller, F. (2002). *Teaching and researching reading*. Harlow: Pearson Education 9.
- Hubberman, M.A. & Miles, B. M. (1994) “ *Data Management and Data Analysis*” : 429
- Moreover, Snow & Kusen (2002-2011). *Reading for Understanding Toward an R&D Program in Reading Comprehension (RAND) Reading Study Group* (11-88).
- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.
- Paris, S. G., Lipson, M. Y., & Wixson, K. K. (1983). *Becoming a strategic reader. Contemporary Educational Psychology*, 8, 293–316.
- Patel and Jain (2000) *English Language Teaching to Methods, Tools & Techniques* : 113-114.
- Patel and Jain (2008) *English Language Teaching to Methods, Tools & Techniques* : 113-114.
- Simpson, M. L., Stahl, N., & Hayes, C. G. (1989). PORPE: A research
- validation. *Journal of Reading*, 33, 22-28.
- Snow, C.E. & Sweet, A.P. (2003). *Reading for Comprehension*. In A.P. Sweet & C.E. Snow (Eds), *Rethinking reading comprehension* (pp.1-11). New York: Guilford Press.
- Soemarni. “The Effect of Using PORPE Method in Increasing Reading Comprehension of the Second Year Students at SLTPN 4 Sabak Auh, Siak”. (Unpublished thesis). 2007.