ARTICLE

THE EFFECT OF PORPE METHOD ON STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF SMA PAWYATAN DAHA KEDIRI IN THE ACADEMIC YEAR 2016/2017

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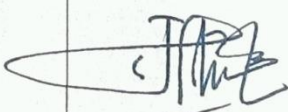**2017**

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ABSTRACT

Reading is one of the complex ways in learning English. It is a kind of activity to make comprehend the writer's ideas or the content of written language like a book, a text, a passage, etc. The purpose of this research was to find out whether there is any effect of PORPE method on the students' reading comprehension at the tenth grade of SMA Pawyatan Daha KEDIRI in the academic year 2016/2017 or not. This research uses quantitative approach especially uses pre-experimental design in the form of One Group Pretest – Posttest Design. Population in this research was all of the first grade students which consist of 210 students. The writer took the sample is one class consisting of 36 students. To make sample, the writer used clustering random sampling. The instrument of this research is test. The data collecting technique were done by pre-test, treatment and post-test. The result of test was analyzed by using t-test. The result shows that t-score was 9,58 at the degree of freedom of 27, t-table was 2,052 at the level of significance of 5%. It means that t-score (9,58) > t-table at the level significance of 5%. So, there is an effect on students' reading comprehension between the students who are taught and who are not taught by using PORPE method at the tenth grade students of SMA Pawyatan Daha Kediri in the academic year 2016/2017.

Keywords: Reading Comprehension, PORPE Method

I. INTRODUCTION

Reading is one of the most important activities to get information from every reading passage in any language teaching and learning classroom. It is not only a source of information but also as a means of extending knowledge of the language. Grabe and Stoller (2011: 3) says that,

reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that, reading is a process to get meaning of the text, the reader recognize and use their knowledge of the structure of language.

Reading is an interactive process in two ways. Grabe (2009:15) also defines

that reading is an interaction between the reader and the writer. The text provides information that the author wants the reader to understand in certain ways and the reader brings a wide range of background knowledge to reading. In other words, it can be said that reading is process constructs the meaning of the text by comprehending what the writer intends and by interpreting it in terms of background knowledge activated by the reader.

Furthermore, reading is a process of communication between the writer and the reader which involves the recognition of letters, words, phrases, and clauses. To support that idea, Sheng (2000:1) state that, "Reading as the process of recognition, interpretation, and perception of written or printed material". It means that the reader needs a process to connect the words, symbol, and phrase with readers' background knowledge while reading the text, besides that the reader should comprehend the text.

In addition, reading is an activity with a purpose. The students read English book to get information or knowledge (education purposes) and the parents read a newspaper for getting pleasure or getting information. Briefly, both of them have different purposes. The students may read

in order to only get information or read for pleasure or enjoyment but they do not think how to comprehend. It means that the students need to comprehend each contents of the passage in order to understand what they read. Moreover, reading without understanding is useless. When they read the text they need to comprehend the context of the text.

McNamara (2007) defines that, "Reading comprehension is a product of complex interaction between the properties of the text and what readers bring to the reading situation." It means reading comprehension is a strategy and process of making connection between ideas in the text with student's mind. In reading comprehension, a reader should have knowledge about understanding the reading passage.

However, the students lack of vocabulary. They did not know about the meaning of the word. The students usually translate the word by word in dictionary to know the meaning of the text. The students low ability in reading comprehension, such as finding factual information in the text, identify main idea and identify references. The students cannot understand the context and they had difficulties to get information of the text. The teacher still applied a

traditional method in teaching learning process like translating the text, only give explanation about the material, and doing the exercises based on that material.

In order to make the student successful in reading skills, the teacher should use an appropriate method to make the student interested to study the reading subject and to overcome the problems above. PORPE is a method to study textbook materials in which the students create and answer essay questions (Simpson and Stahl: 1989). PORPE (Predict, Organize, Rehearse, Practice, Evaluate) is designed to help students in; 1) Actively planning, monitoring, and evaluating their learning of content; 2) learning the processes involved in preparing for examinations; and 3) using the process of writing as a means for learning content area material. The steps of PORPE method are prepare 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.

The problem of this research can be seen that is there any effect of PORPE method on the students' reading comprehension at the tenth grade of SMA Pawyatan Daha Kediri in the academic year 2016/2017?. The purpose of this research is to find out whether there is any effect of PORPE method on the students' reading comprehension at the tenth grade of SMA Pawyatan Daha KEDIRI in the academic year 2016/2017 or not.

II. RESEARCH METHODS

This study investigated the effect of independent variables toward the dependent variable. The independent variable is PORPE method and the dependent variable is students' reading comprehension. This research uses quantitative approach especially uses pre-experimental design in the form of One Group Pretest – Posttest Design. The pre-test and post-test were conducted two times, where before giving treatment called pre-test and after giving treatment called post-test. In this study the researcher just puts one group and uses pre-test and post-test to see the result of the treatments.

This research conducts in SMA Pawyatan Daha Kediri the located on Jl. Balowerti II/37-A Kediri. The researcher chooses this school because the students in this school have difficulties in the reading lesson, their low scores of reading comprehension is not improved soon. Furthermore, the facilities in this school

are relatively complete to do this research and the material of narrative text is suitable for this grade in first semester. Another reason in this school is very discipline. This research starts from August 2016 – December 2016.

Population is the whole objects who become a real subject of the research. Ary et. al (2010: 148) said that population is class of people, events, or objects. Population in this research was all of the first grade students of SMA Pawyatan Daha Kediri in academic year 2016/2017 which consists of 210 students.

Ary et. al (2010: 148) defined sample as the small group that is observed. It means that sample is the part of the population number which is used as the object of the research. The researcher took the sample is one class consisting of 36 students. The technique of taking sample is clustering random sampling. Clustering random sampling is the sampling method where different groups within a population are used as a sample.

The instrument of this research is tests. According to Ary et. al (2010 : 201), test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned. The test is given in a text,

then answer the question. The first test is called as pre-test and the second test is called as post-test.

In this research, the test that the researcher chooses is reading test that is monolog text. The researcher chooses narrative text as the type text. The researcher tried to hold written test by asking them to seek the given material involving: finding main idea, general information, reference and inference of the text. The type of the test is multiple choices consist of 25 items.

For technique of collecting the data, the researcher uses three stages. In the first day is used to give pre-test to the students and get the data. The second stage is used to give treatment and post-test to get the data after treatment given.

The technique of analyzing the data which is used in this research is T-Test. This technique is used to prove the hypothesis that there is effect of PORPE method to the students' reading comprehension. It is shown by looking up the result of pre-test and post-test which are given to the students.

According to Ary et. al (2010: 177), the formula of T-test is as follow:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{\left(\sum D\right)^2}{n}}{n(n-1)}}}$$

III. RESULT AND CONCLUSION

A. RESULT

In order to find whether or not there is a significant effect on students' reading comprehension, the researcher calculated data taken from the scores of the students' test. The data were analyzed by using T-test. It is to identify the data of students' reading comprehension before being taught using PORPE method and the data analysis of students' reading comprehension after being taught using PORPE method.

The score different pre-test and post-test as follows:

X (pre-test)	Y (post-test)	D	D²
$\sum$X = 1472	$\sum$Y = 2056	$\sum$D = 588	$\sum$D² = 15984

The table above defined that the total of D is 588 and the final result of D^2 is 15984. The lowest score of D (total scoring post-test and pre-test) is -12 and the highest score of D is 40. Total score of pre-test is 1472 and total score of post-test is 2056. It can be said that the score of post–test is better than pre–test. It means that the students' score increased.

Calculating the value of t-test and degree of freedom (db) is needed to analyze pre-test and post-test in one group design research. The values of t-test is used to know t-table whether the result is significant or not. Then, the degree of freedom is used to know the level of t-table.

The result of this research shows that t-score is 9.58 at the degree of freedom 27 and t-table 2.052 at the level significant of 5% (0,05). It means that t-score (9.58) > t-table at the level of significant of 5% (2.052).

The data presented that t-score is higher than t-table in the significance 5%. Therefore, the Alternative Hypothesis (Ha) was accepted the Null Hypothesis (Ho) was rejected. It can be concluded that PORPE method has significant effect on students' reading comprehension at the tenth grade students of SMA Pawyatan Daha Kediri in the academic year 2016/2017.

In other words, there is significant difference of students' reading comprehension before they are taught using PORPE method and after being taught by PORPE method. The students

who were taught using PORPE could receive the material easier and more enjoyable than the students who were taught without it. They can more comprehend the text, such as finding factual information, identify main idea, and identify reference and inferences because PORPE can have durable and long-term impact upon student learning. It is supported by Simpson, Stahl, & Hayes (1989), there are some advantages of PORPE, and they are: 1) PORPE can stimulate students to synthesize, analyze, and think about key concepts. Students' essays revealed these higher levels of thinking in the holistic scorings. 2) PORPE can help students remember concepts over time, whether their learning is measured in a recognition or recall/production format.

B. CONCLUSION

Based on the discussion above, it can be concluded that reading is a process to understand the text, content and to get information. By reading the students can build their knowledge, their vocabulary and their grammatical competence. On the other hand, without reading the students will face the difficulties when they learn the other skill such as listening, speaking and writing.

Moreover, in present study, the result is positively indicates that there is positive effect of using PORPE method in teaching reading comprehension. It can be seen from the significant improvement of students' score from the comparison between pre-test and post-test. This method should be applied in teaching reading in order to make the students feel interested and enjoy studying English. After being taught with PORPE method the students could receive the material easier and more enjoyable. They can comprehend the text more easily, such as finding factual information, identify main idea, and identify reference and inferences because PORPE can have durable and long-term impact upon student learning.

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