

**JOURNAL**

***THE USE OF PORPE IN STUDENTS' READING COMPREHENSION AT  
THE SECOND GRADE OF SMKN 2 KEDIRI 2016/2017***



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2017**



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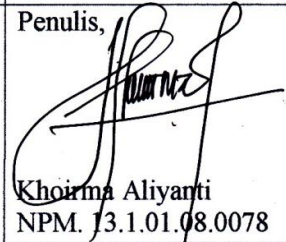
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 at the Second Grade of SMKN 2 Kediri 2016/2017  
 Fakultas – Program Studi : FKIP – Bahasa Inggris  
 Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri  
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## THE USE OF PORPE IN STUDENTS' READING COMPREHENSION AT THE SECOND GRADE OF SMKN 2 KEDIRI 2016/2017

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### ABSTRACT

English is one of the important languages in teaching and learning process of SMKN 2 Kediri. The students are expected to be able to communicate in English whether in spoken or written language. In this research, the researcher found that there were some problems related to the students' English, especially in reading comprehension. The problems were influenced by some factors; the students were not equipped the effective strategy by the teacher, so they face the difficulties to find the meaning of the text and comprehend what is the text about. Therefore, the researcher tried to conduct a research that related with the students reading comprehension by using PORPE strategy. To conduct the research, the researcher arranged the objectives; 1) To analyze how is the process of using PORPE to the students' reading comprehension at the second grade of SMKN 2 Kediri 2016/2017. 2) To know whether PORPE is effective to the students' reading comprehension at the second grade of SMKN 2 Kediri 2016/2017. This research used pre-experimental with one group pretest-posttest design with the subject one class of XI TKJ 1 that was 31 students. The researcher finished the research by giving the pretest, treatment, and posttest to the students at XI TKJ 1 in three times of meeting. To analyzing the data, the researcher used SPSS in version 2.1. The result of this research showed that PORPE has the significant effect to the students' reading comprehension. The t-test showed  $11,376 > 2.04227$  with the significance level 5%. Therefore,  $H_0$  was rejected, while  $H_a$  was accepted. It can be proved that PORPE has the positive effect to the students' reading comprehension. Through the result of this study, the researcher suggests that PORPE should be implemented by the teacher since it could help the students to be the better and effective reader in independent way. The students are also trained to know the progress of their reading through PORPE strategy.

**Keyword : PORPE, Reading Comprehension**

### I. INTRODUCTION

Reading comprehension is one of the skills in English language learning in which the students or reader have the

interaction with the text and get the meaning or the author's message in their own ways of comprehending. Grabe (2010:

15) defines that reading is centrally a comprehending process. Comprehending is the cognitive process which is related with the basic goal of reading that is to understand what the reader read. It is the process of making sense of words, sentences and connected text.

In fact, reading is one of the difficult skill that faced by the students in the real implementation. Students still have many difficulties to develop their comprehension when they have to read the text. Juztin et.al (2004: 8) says that students often face many difficulties when they are reading, such as; how to decode unfamiliar words, how to read with sufficient fluency to maximize comprehension, and how to identify main ideas. In order to help the students overcome those problems and can comprehend the text in a better ways, the effective strategy is needed here.

Strategy is one of the important elements in reading. According to Justiz, et al., (2004: 8), strategy is a general set of steps which are used to solve problems. Strategies are essential, not only to successful comprehension, but to overcoming reading problems and becoming a better reader and comprehender (McNamara, 2009: 34). There are many strategies in reading such as; making prediction, summarization,

skimming, scanning, and many others (Brown, 2000: 306).

Related with some important aspect of reading and the difficulties which is faced by the students, the researcher is interested to conduct the research that entitled, "The Use of PORPE in Students' Reading Comprehension at the Second Grade of SMKN 2 Kediri 2016/2017". According to Simpson (1989), PORPE is a reading strategy which consist of three steps of independence learning (Predict, Organize, Rehearse) and two last steps of metacognitive process (Practice and Evaluate). In conducting this research, the researcher wants to know how is the process of PORPE and whether it is effective or not. Finally, the researcher proposes the research questions as like; 1) How is the process of using PORPE to the students' reading comprehension at the second grade of SMKN 2 Kediri 2016/2017?; 2) Is PORPE effective to the students' reading comprehension at the second grade of SMKN 2 Kediri 2016/2017?

## II. METHOD

The design of this research was based on quantitative research in one group pretest-posttest design. The design was applied in order to investigate the process

of PORPE in students' reading comprehension and whether or not PORPE is effective to the students' reading comprehension at the second grade of SMKN 2 Kediri 2016/2017.

The population in this study was the students in grade XI TKJ 1 of SMKN 2 Kediri. This school is located on Jl. Veteran 05 Kediri. There was 31 students who participated as the sample in this study, because the researcher did not need the control group, so the subject of this research was only one subject or class. The researcher used non probability sampling techniques to choose the sample. As Croswell (2012: 145) says that in non-probability sampling, the researcher selects individuals because they are available, convenient, and represent some characteristic the investigator seeks to research.

The data of this research were collected by applying multiple choice and essay test. The questions item which taken from English textbook. The questions item was administered as the instrument to obtain the data. The questions were consisted as 20 multiple choice from with 4 kinds of procedure text and 5 essay questions with 1 procedure text. The researcher arranged the questions in the form of pretest and posttest where the

students have to answer the questions correctly. This researcher began at May, 2<sup>nd</sup> 2017 and finished on July in reporting the data. There were four times of class meeting in this research in which the researcher took the students' pretest, once treatment, and the students' posttest.

To gain the valid data, a valid instrument is needed. Then, the researcher decided to use content validity. According to Arikunto (2006: 67), "A test has content validity when the test measures a certain purpose that reflects the material which was given". It means that the test would be appropriate if the test represented the material which has already stated on the syllabus of second grade of SMKN 2 Kediri 2016/2017 on the second semester. Then, the data in this research was analyzed by SPSS V.21.

### **III. RESEARCH FINDING AND CONCLUSION**

The process of PORPE in students' reading comprehension consists of five stages, they are predict, organize, rehearse, practice, and evaluate. In reading class, the researcher took a role as the teacher. Then, the researcher gave a procedure text and asked the students to read it. After the reading activity, the students were asked to predict or make three questions which was

started by the word analyze, identify, and explain based on the text. In here, the students tried to make the questions after they read the text.

Then, in organize stage, the students were asked to choose two questions from the three questions before and asked them to answer the questions based on the text. While, in rehearse stage, the students were asked to make the questions as much as possible and answer it in their own word while organizing it as a short summary. The researcher and the students began to discuss it together. One by one student was called to come in front of the class and read their summary aloud, this stage was included as the practice stage. The rest students were paying attention and making correction if their friends got difficulties or mistake. Finally, in the last stage, the students were asked to make a list about anything that they still did not understand about the material and the part that they had already understand.

From the stages above, the students were trained to be the effective and better reader in independent way. The students read the text and tried to understand it, and then they were asked to make questions to analyze, identify, and explain what they had got from the text and organize it into their own word. After that, they had to

correct it if there is some mistakes. The students are also trained to know their progress in learning, especially in reading comprehension by evaluating what they had got and anything part that they still did not understand. So they can ask it to the teacher to confirm it.

After analyzing the result of pretest and posttest, it was found that the mean of pretest before the students received the treatment with PORPE strategy was 65.61 from the total score was 2034 with 31 students were involved. Meanwhile, the mean of posttest was 82.71 from the total score was 2564 with 31 students. The result of posttest was gained after the students received the treatment with PORPE strategy in their reading comprehension, especially in procedure text.

From the known data, then the researcher counted the result of pretest and posttest with SPSS V.21 or version 21 as follow:

#### 1. Mean of Pretest and Posttest

Table 4.3

The Mean Score of Pretest and Posttest with Paired Samples Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST	65,61	31	9,517	1,709
POSTTEST	82,71	31	5,255	,944

After calculated the paired sample statistic of pretest and posttest as like the



table above, the result showed that the mean score of pretest was 65.61 with the standard deviation 9.517 and the amount of student was 31 students. While, the mean of posttest was 82.71 with the standard deviation 5.255 and the amount of student were 31 students.

## 2. Correlation

Table 4.4

The Correlation of Pretest and Posttest Score with Paired Samples Correlation

	N	Correlation	Sig.
Pair 1 PRETEST & POSTTEST	31	.482	.006

From the table above, the result showed that the data before and after the treatment between the pretest and posttest was 0.482 with the significance value 0.006. It concludes that there is the correlation between the students' reading comprehension before and after they received the treatment with PORPE strategy.

## 3. T-test

Table 4.5

T-test of Pretest and Posttest with Paired Sample Test

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1 PRETEST - POSTTEST	-17.097	8,368	1,503	-20,166	-14,027	11,376	30	,000

The paired sample of t-test above showed that the result of t-test between the students' pretest and posttest was 11.376 and t-table with the degree of freedom (df) 30 was 2.04227 at the level of significance ( $\alpha$ ) 5%. It had mean that t-test is higher than t-table ( $11,376 > 2.04227$ ). The mean between pretest and posttest was -17.097.

Related some consideration above, the researcher got the significance difference between the score of two tests. Based on the data analysis, the researcher got the t-table at the level of significance 5% refers to  $11.376 > 2.04227$ . It means that there is significant effect of the use of PORPE in students' reading comprehension. Therefore, PORPE strategy is effective for the students' reading comprehension at the second grade of SMKN 2 Kediri 2016/2017.

Finally, according to the data analysis and the theories above, it could be concluded that the use of PORPE is effective to the students' reading comprehension at the second grade of SMKN 2 Kediri 2016/2017. The use of PORPE strategy could help the students' reading activity more effective and being motivated. The students of XI TKJ 1 as the sample of this study looked more interested, active, and serious during the use of PORPE strategy. So, it made the

students' posttest was higher than the pretest.

Difficulties, Including Dyslexia.  
University of Texas System: Texas  
Education Agency

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