The Effect of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy on Students' Ability in Comprehending Descriptive Text

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Abstract:- Generally, low ability to comprehend the written text was still a problem for senior high school students. Therefore, the writer offered a solution by applying the PORPE strategy to teach reading comprehension. The aim of this research paper is to find out whether or not there was any effect on students' reading ability in comprehending descriptive text among students taught using PORPE strategy and who were not. Quasi-experimental research design used as the method of the study. There were 40 students taken as the sample. The samples group consist of two groups namely experimental group and control group. The writer selected class X IBB as the experimental group and class X IPS 4 as the control group. In collecting the data, the writer used the reading test and documentation as the research instruments. The test was multiple choice test that consisted of 20 items. The test was given twice to experimental and control groups as a pretest and posttest. The data of pretest and posttest were analyzed using independent sample t-test in SPSS 16 program to verity the hypothesis. The writer concluded that the p-output from independent sample t-test (sig. 2-tailed) was 0.000 which was lower than 0.05 and t-value 4.670 was higher than t-table with df=38 (2.024). Therefore, teaching reading comprehension using PORPE strategy has any effect on students' reading ability in comprehending descriptive text.

Keywords:- Effect, PORPE Strategy, Students' Reading Skill, Reading Comprehension, Descriptive Text.

I. INTRODUCTION

According to Romero (1985:2) reading is the basic skill in English that should be mastered by language learners because it is the process to interpret a written text. There are various types of reading texts in English including descriptive text, narrative text, and recount text. Descriptive text is contained in the Indonesian English language syllabus which is one of the competencies measured in reading skills. It is a text that describes or illustrates an object such as people, animals, and places. The purpose of reading is not only to mention or spell the words contained in the text, but students are asked to understand the contents of the text to be read starting from the main idea to details. Therefore, teachers are required to be able to teach reading comprehension properly and appropriately. So, students can understand the reading text correctly.

In the reality, there are many students who still struggle in mastering reading comprehension in English especially descriptive text. The research conducted by Kartawijaya in 2017 analysed the reading comprehension in comprehending descriptive text of eighth-grade students at Junior High School Number 1 Sungai Penuh. The result of his study explained that students' reading comprehension skills were still low. Students did not use their background knowledge when understanding the text and lack of vocabulary mastery also causes of low students' reading comprehension. Then, they did not understand the rules of the text being read. This problem was also found in the school which will be the location of this research. The writer selected SMAN 4 Kota Bengkulu as the location of the research. It was one of the educational institutions in Bengkulu city that has been accredited A by BAN-S/M from 2017. Therefore, the school is eligible for scientific research therein.

Based on the data that got from English teachers in SMAN 4 Kota Bengkulu by conducting an interview and asked the students' last score from the teacher on February 26th, 2020, the writer found that the students' score in descriptive text material still low. There were 54 out of 65 students got score under 75. Therefore, choosing an effective and attractive strategy for teaching reading comprehension became an indispensable thing.

There is a teaching strategy focused on improving reading skills, namely the PORPE strategy. Stages of PORPE strategy consist of Predict, organize, rehearse, practice, and evaluate. This strategy was first developed by Michele Simpson in 1986. Some of the advantages of this strategy are can stimulate students to synthesize, analyse, and think about concepts. The meaning is students are required to comprehend the text by analyzing and thinking more about the contents of the text and its structure. So, students will be more interested in focusing on the text being read. Also, in this strategy, the teacher can help to increase students' cognitive and meta-cognitive aptitude. Due to its advantages, the PORPE strategy hoped could gave any effect on students' reading ability in comprehending descriptive text.

Based on the problem above, the writer interested to conducting an experimental research using POPRE strategy.

II. LITERATURE REVIEW

➢ *Reading*

According to Grabe (2009:14) reading is one of four types of skills in learning English namely listening, speaking, reading and writing. Urquhart and Weir stated that that the process of receiving and interpreting information marked in the language of the printed media is reading. Besides, according to Targian (2008) reading is a process in which done by reader to get message or information from the writer through printed media (in Pajriahasrikandi, 2017:25). Reading is not only spelling or mentioning letters, words or sentences in the text but also is required to understand the meaning or ideas in the text being read.

Then, coordination of various abilities, strategies, and knowledge all of them involved in the reading process (in Cain, 2010: Chap.1). Therefore, reading becomes an important skill in learning a language. Through reading, we can find out information that happened in the past and get the information update from what we read.

➢ *Kinds of Reading*

There are four kinds of reading as follow:

● *Intensive Reading*

According to Long and Richards, a detailed analysis in the classroom, led by the teacher, from vocabulary and grammar points called intensive reading (in Do, 2017:55). Then, Brown sees intensive reading classes as a bottom-up and top-down processing place to achieve reading comprehension that is used interactively (in Do, 56).

According to Carrell and Carson, intensive reading is reading in a conventional way that aims to support students in understanding the meaning of a reading text in detail through careful analysis and translation led by teachers to develop their linguistic knowledge (in Ro and Soengsan-gu, 2017:131).

Based on the explanation above, it can be concluded that intensive reading is the process of understanding a detailed reading text that is taught directly by the teacher.

● *Extensive Reading*

According to Stoller the reading process in which learners read large amounts of reading material, inside and outside the classroom is called the extensive reading approach., that are easily understood, interesting, and likable (in Yulia, 2018:208). From the theory, the writer conclude that extensive reading can create a student reading habit that aims to improve cognitive and metacognitive skills in reading comprehension in an easily understood, interesting and enjoyable way.

● *Aloud Reading*

According to Richard and Schmidt aloud reading is to mention written text aloud or called oral reading (in Kartawijaya, 2017). Then, Hasbrouck and Tindal pointed out "oral reading fluency as an assessment tool for reading". Besides, aloud reading fluency also play an important role in the reading comprehension competency (in Khalid and Kassim, 2019).

Based on the explanation above, it can be concluded that reading aloud plays an important role in the process of asses reading competence by measuring students' understanding of texts read aloud.

● *Silent Reading*

According to Richard and Schmidt, silent reading is the process of perceiving written text to understand its content which is carried out silently (in Kartawijaya, 2017). In the process, silent reading will make students get more information from the reading text. The teacher must be able to direct students to read silently with full concentration. From the above research, it can be concluded that silent reading is the process of getting information from the reading text silently with voiceless.

➢ *Reading Comprehension*

Kendeou stated that "comprehension is our ability to mentally interconnect different events in the text and form a coherent representation of what the text is about" (in Grabe, 39). Then, according to Mansaleo (2018:21) reading comprehension are the steps in which a reader must reconstruct and decide the symbol of the language into a meaningful unity intended by the author. In addition, according to Klingner (2007:2) reading comprehension includes reading words, knowledge of the world and words, and fluency is a process of building meaning by coordinating a number of complex processes.

So, we can conclude that reading comprehension means a process of understanding a reading text we read, we should be able to remind any information contained in it. Then, the information that has been obtained will be coordinated with the background knowledge of the reader to comprehend the contents of the text.

➢ *POPRE Strategy*

The PORPE strategy is one of the strategies applied in learning reading comprehension. This strategy was first developed by Michele Simpson in 1986. This method was developed from a review of the research literature to find practical ideas on how advanced readers prepare for essay-type tests. PORPE strategy has five steps that teach students to act like "effective readers who have some awareness and control of their own cognitive activities while they read and study" (in Manzo, 1990:291). Then, Brown stated that most importantly they have a better chance of becoming life-long learners. This method prepares for the implementation of metacognitive understanding when reading (in Saeful, 2019:571). In addition, Stahl (2014:571) stated the advantages of PORPE. Specifically, PORPE helps students remember concepts over time and stimulates students to synthesize, analyze, and think about key concepts.

Based on the theories above, it can be concluded that the PORPE has some advantages to improve student's ability in comprehending reading texts namely: can improve student's cognitive and metacognitive awareness, can stimulate students ability to synthesize, analyze and think about key concepts. Therefore, this strategy is very suitable to be applied to improve students' reading ability in comprehending reading texts.

III. METHOD AND PROCEDURE

➢ *Design of Research*

In this study, the writer used quantitative experimental research to determine the effect of the PORPE strategy on students' reading comprehension. Nunan (1993:3) stated that "Quantitative is obstructive and controlled, objective, beheaded, results-oriented, and assumes the existence of 'facts' that are somehow outside and not dependent on the observer or researcher". Therefore, the writer has gone to the research location to collect the data directly. In this research there are two variables, namely independent and dependent. The writer used the PORPE strategy as an independent variable and students' reading ability as the dependent variable. This has the experimental class and control class as the sample of the research. The experimental class that received the treatment and the control class were not.

➢ *Subject of the Study*

The subjects of this study were 40 students of SMAN 4 Kota Bengkulu divided to two classes that is class X IBB as the experimental group and X IPS 4 as control group.

➢ *Validity and Reliability*

The writer used Pearson Product Moment and KR-20 formula in testing the validity and reliability of research instrument. As a result, there were 22 items from a total of 30 items that were valid and reliable. To make it easier to calculate student test scores, the writer took 20 of 22 items with the highest validity value.

➢ *Data Collecting Data*

In collecting the data, the writer had a reading comprehension test in form of multiple choice. There 20 items for pre-test and post-test. In the test sheet there were some descriptive text that should comprehend by the students.

➢ *Data Analysis*

For analyzing the data, the writer used SPSS 16 for windows. In it there were there steps that has been done namely normality test, homogeneity test, independent sample t-test.

IV. RESULTS AND DISCUSSION

➢ *The Result of Reading Comprehension Test*
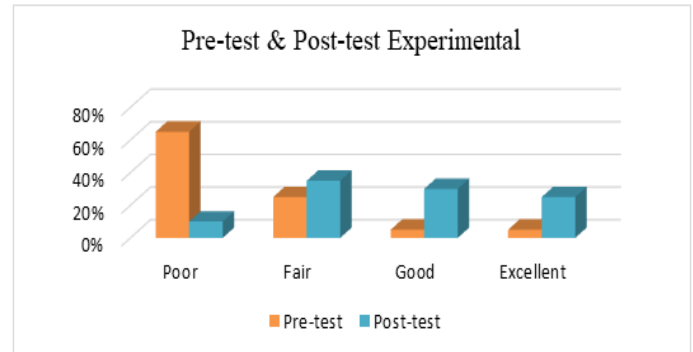
Graphic 1
Graphic of Pre-test & Post-test Score of Experimental Class

Based on the figure 1, it showed that the lowest frequency of the pre-test of the students was excellent and good category, whilst the highest students' pre-test frequency was poor category. Then, poor category was the lowest frequency in students' post-test score and the higher was fair category.

From the explanation of the figure above, it found that the pre-test score was lower than post-test score. It concluded that there were improvements on students' score in comprehending descriptive text.
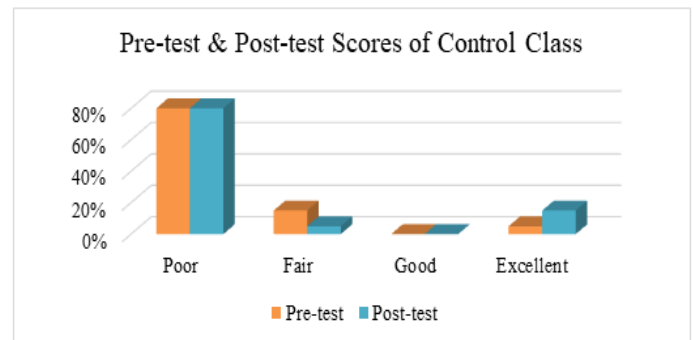
Graphic 2
Graphic of Pre-test & Post-test Score of Control Class

Based on the graphic 2, it showed that the highest frequency was poor category and excellent category was lowest whilst good category was not counted. Meanwhile, for the post-test results, there was no significant average difference on student's results than pre-test results.

Based on the explanation above, it can conclude that there was no significant improvement on students' reading ability in comprehending descriptive text.

Table 1: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test Results	Equal variances assumed	1.333	.256	4.670	38	.000	25.250	5.407	14.304	36.196
	Equal variances not assumed			4.670	33.795	.000	25.250	5.407	14.260	36.240

Based on the result of t-test, it found that p-output of Sig. (2-tailed) was 0,00< 0,05. Then, it found that t_{count} value was 4,670 > t table df=40-2=38 (2,024) based on $t_a= t.025$ from t-distribution table.

➤ *Interpretation of the Data*

Based on the results of the study, the writer found that the results showed that there was any significance difference of average score in post-tests of experimental and control class. It means that there was any effect on students' reading ability in comprehending descriptive text between the students who taught using PORPE strategy and that who were not. It can be concluded by looking at the results of the hypothesis testing has been done before. Based on independent t-test result, it found that the value of Sig. (2-tailed) was lower than value of the t-test criteria which mean that H_0 was rejected and H_a was accepted. In addition, the statement also took by compared t_{count} value with t-table value. It found that the t_{count} was higher than and t-table value. It means that H_0 was rejected and H_a was accepted.

V. CONCLUSION

Based on the results and interpretation of the data, it found that there was effect on students' reading ability in comprehending descriptive text among students taught using the PORPE strategy and were not at SMAN 4 Kota Bengkulu. Therefore, English teachers can use the PORPE strategy as an alternative to improve student's reading comprehension skill. Finally, the writer stated that the research problem has been answered.

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