

**IMPROVING THE VIII F YEAR STUDENTS' READING  
COMPREHENSION BY USING PORPE STRATEGY  
AT SMP MUHAMMADIYAH 1 JEMBER  
IN THE 2016/2017 ACADEMIC YEAR**

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**ABSTRACT**

Reading comprehension is an ability to read a text, process it, and understand the meaning. But related to the condition and situation right now, there are some students who still unable to read comprehend a text. To face this common problem there must be some ways and solutions to improve the students' reading comprehension through the available teaching method or strategy, in this case the researcher used PORPE strategy to improve reading comprehension."

In this research the problems are "How can the use PORPE Strategy improve the VIII F students' reading comprehension at SMP Muhammadiyah 1 Jember in 2016/2017 Academic Year?" and How can the use PORPE Strategy improve the VIII F students' to be actively involved in English teaching learning process at SMP Muhammadiyah 1 Jember in 2016/2017 Academic Year?". The purpose of this research is to improve the VIII F Students' Reading Comprehension by Using PORPE Strategy at SMP Muhammadiyah 1 Jember in 2016/2017 Academic Year. The design of the research is Classroom Action Research : which uses reading test and observation checklist as the instruments of the research. The population of the VIII F year students are 22.

The result of reading test in cycle 1 was showed that from 13 students have scored  $\geq 70$ , and the average was 67 while the average result of the observation checklists were 43,18 % active students and 56,82% passive students. It means the result did not achieved the target. The researcher needs to revise plan or strategy in cycle 2. In cycle 2 there were 18 students who scored  $\geq 70$  , then the average was 78 while the result of observation checklists were 17 of 22 students (77,28%) who actively participated or 5 of 22 students (23.72%) who passively participated. It means the target is achieved. The action was stopped because requirement could achieved the target.

Based on the result, it can be concluded that by using PORPE Strategy improve the VIII F year students reading comprehension at SMP Muhammadiyah 1 Jember in 2016/2017 Academic Year

Key Words: Reading Comprehension and PORPE (predict, organize, rehearse, practice and evaluate)

## INTRODUCTION

The importance of learning English could be seen from the fact that most scientific books are written in English, and the students are supposed to comprehend those books. Based on KTSP, English teaching consists of four skills, namely reading, listening, speaking, and writing. The four skills are supported by the learning of language components such as structure, vocabulary, pronunciation.

Reading is an activity that look on written text to get an information. Syatriana (2012:1) states “Reading can be said an interactive process”. When a student reads a text, she tries to think about the information about and of course, she is going to predict and then appear a question from this activity.

Thinker stated, “Reading comprehension is not just reading with a loud but reading to establish and understand the meaning of the words, sentences, and paragraph sense relationship among the ideas to get an information” (Syatriana, 2012:4). It means that to understand a text the reader should be able to determine the idea of the text. Thus, reading comprehension is important because without it reading does not provide the reader with any information.

Based on the objectives of teaching English as stated in the Objectives of English Curriculum of 2006 for junior high school, the students are expected to have the ability to understand and create a variety of short functional text monologue and the essay form of procedure, descriptive, recount, narrative, and report (BNSP, 2006:124).

Before conducting the research, preliminary study was done at SMP Muhammadiyah 1 Jember. It was done through an interview with the English teacher of the VIII F students. From the result of the interview with the English teacher of the VIII F students at SMP Muhammadiyah 1 Jember, it was found that VIII F students was having more difficulties in reading comprehension especially could get an information from the text , thus they could not answer the questions.

Ideally, an effective strategy of teaching reading should be applied in order to stimulate the students’ ability in reading comprehension and the class activeness, thus the goal of teaching reading can be reached.

Because of the problems are detected, the researcher find the solving or strategy that can improve their ability to comprehend the text and the class activeness. The researcher believes PORPE (predict, organize, rehearse, practice and evaluate) strategy can solve those problems. Simpson (1986) States that PORPE assists in the process constructing the meaning and build knowledge (Brunner, 2012:152). By using PORPE, students have to do some steps in the process of implementation. It can stimulate them to comprehend the text, thus reading class will be active.

Therefore, it is necessary to conduct a classroom action research which focusses on Improving The VIII F Students’ Reading Comprehension by Using PORPE (predict, organize, rehearse, practice and evaluate) Strategy at SMP Muhammadiyah 1 Jember in 2016/2017 Academic Year. Classroom action research is chosen because the researcher permitted by the Headmaster to do a researcch and the problems that occur at SMP Muhammadiyah 1 Jember faced by the teacher and students, then PORPE (predict, organize, rehearse, practice and evaluate) strategy has

never been applied in SMP Muhammadiyah 1 Jember. Thus, the researcher expect that the problems of reading can be solved through the implementation of the classroom action research.

Based on the discussion above, the researcher is interested in carrying out a study on “Improving The VIII F Students’ Reading Comprehension by Using PORPE (predict, organize, rehearse, practice and evaluate) Strategy at SMP Muhammadiyah 1 Jember in 2016/2017 Academic Year”.

### **RESEARCH METHOD**

This research is a classroom action research (CAR). The design of this research is Kemmis and Mc Taggarat’s design. The research subjects are VIII F students of SMP Muhammadiyah 1 Jember in the 2016/2017 academic year. In this action research, SMP Muhammadiyah 1 Jember especially the class VIII F. Based on the research design, the actions of the research are implemented in four stages they are; planning, implementing, observing and reflecting.

### **DISCUSSION**

In the cycle 1, the students’ reading comprehension after being given the action by teaching reading applying narrative text was unsatisfactory yet. The result of the reading comprehension test in the first cycle showed that the average of the result score was bellow expectation. The average of the students was 67 while the KKM is 70. It means that the average had not been achieved and it can be said that it was not successful.

For the reason, the researcher investigated the cause of this matter. The result of the investigation showed that the students didn’t understand about PORPE strategy and the students still had difficulties using the strategy because it was a new experience for students, because of this problem they tend to make mistakes in trying to comprehend a text using narrative text. Then the students’ participation was still low in teaching learning process, the students used to be passive participant because the researcher did not guide the students to be active students during the teaching and learning process.

Having taken the problems in cycle 1 into consideration, the researcher did some modifications to the way of teaching reading comprehension by using PORPE strategy to the students. The researcher explained more about the steps of PORPE strategy and asked the students to make group to make them become more confident in the last step of PORPE stratgy. And then the researcher gave reward to the students who were active in the class, were some of ways to enhance the motivation and participation of the students in teaching learning process.

In the cycle 2 could be concluded that the whole process of teaching learning was running well, the students cooperate with the teacher, almost of students had initiative by their selves to give questions and answers.

Caverly (1996) “suggests PORPE is a strategy used to understand reading material in imroving students’ reading comprehension (Brunner, 2012:152)”. It means that PORPE strategy can be applied in the teaching reading by using narrative

text, students can improve their reading comprehension, including the word, sentence, paragraph and text.

It can be showed from the improvement of the VIII F year students were caused of the students who have become accustomed to use PORPE strategy in teaching and learning process from reading the text, making their own questions related to the text based on narrative text, and then answering the questions given by outlining and developing it while reading the text. It made the students easier to integrate the information and the ideas presented in the text.

Based on explanation above, the result of this research was after implementing the actions in cycle 1 and cycle 2, that was teaching reading comprehension by using PORPE strategy, it was found that there was improvement on the students' reading comprehension. It could be said that PORPE strategy was able to improve the students' reading comprehension.

## **CONCLUSION AND SUGGESTION**

### **CONCLUSION**

The use of PORPE strategy can improve the reading comprehension by asking the students to make summarize. The students have to predict essay questions, outline the information and develop it into summarize. These steps stimulate the students to think the idea of the text. After those steps they have to evaluate the summarize, it helps students in checking the ideas that already written. With this strategy the students could more understand about the text that they have read, thus they can more easily to find out the answer of the text.

Based on the result of the reading comprehension test that was done in cycle 2, it can be conclude that PORPE strategy could improve the VIII F year students' reading comprehension at SMP Muhammadiyah 1 Jember in the 2016/2017 academic year.

### **SUGGESTION**

The result of the research shows that the use of PORPE strategy can improve the students' reading comprehension, considering the result some suggestion are given to the English teacher, the students, and the other researcher.

The English teacher is suggested to use PORPE strategy as an alternative strategy in teaching reading to improve the students' reading comprehension since it is interesting they will enjoy reading the text.

The students are suggested to be accustomed to use PORPE strategy because it could improve their reading comprehension, help the students to know the meaning of text and can improve the students score in English.

The suggestion for another researcher that the researcher suggested in this research such as:

The other researchers are suggested to conduct a classroom action research to increase the teacher strategy in teaching learning process.

The other researchers are suggested to use PORPE strategy increase the students' reading comprehension ability.

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