

**“THE EFFECT OF USING PORPE METHOD TOWARD READING
COMPREHENSION OF THE SECOND YEAR STUDENTS AT SMA N 04
BENGKULU CITY”**

THESIS

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NOVEMBER 2020**

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THESIS
Presented to
University of Islam Malang
**in Partial Fulfillment of the Requirements for the Degree of Magister in English
Language Education**

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ABSTRACT

Faaris. 2020. Pengaruh Penggunaan Metode PORPE terhadap Pemahaman Membaca pada Siswa Kelas XI SMA N 04 Kota Bengkulu. Skripsi, Jurusan Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Islam Malang. Pembimbing: (1) Dr. Muhammad Yunus, M.Pd

Kata Kunci: Metode PORPE, Pemahaman Membaca

Membaca merupakan sumber ilmu yang sangat bermanfaat terutama bagi siswa. Untuk menghasilkan ilmu, siswa harus memahami sebuah bacaan. Karena membaca dan memahami bacaan berbeda, penelitian ini bertujuan untuk mengetahui kemampuan pemahaman bacaan siswa yang menggunakan metode PORPE atau tidak, dan apakah berpengaruh atau tidak. Akan ada 5 pertemuan di dalam kelas, yang pertama adalah pre-test, yang kedua adalah treatment dan yang terakhir adalah post-test. SMA N 04 Kota Bengkulu tempat penelitian ini berlangsung. Peneliti mendapatkan 2 kelas dalam melaksanakan penelitian ini yaitu kelas XI IPA 3 sebagai kelas eksperimen yang berjumlah 29 siswa, dan kelas XI IPA 4 sebagai kelas kontrol yang berjumlah 29 orang, sebanyak 58 siswa. Untuk menganalisis data, peneliti menggunakan rumus sampel uji-t dengan bantuan SPSS 20. Sebelum melakukan penelitian, peneliti menemukan bahwa masalah di kelas yang akan diteliti adalah kemampuan pemahaman bacaannya masih relatif lemah. Hal ini terlihat dari nilai bahasa Inggris dan tes membaca dari data guru kelas. Hal ini disebabkan oleh berbagai faktor, seperti metode pengajaran yang membosankan, minat baca siswa yang kurang serta kurangnya hafalan kosakata yang mereka ketahui. Dalam hal ini, metode PORPE diharapkan menjadi solusinya.

Tujuan dari penelitian ini adalah 1. Untuk mengetahui apakah ada pengaruh penggunaan metode PORPE terhadap keterampilan membaca pada siswa kelas XI SMA N 04 Kota Bengkulu. 2. Untuk mengetahui apakah ada perbedaan yang signifikan antara pemahaman membaca siswa yang diajar dengan metode PORPE dan mereka yang diajar tanpa metode PORPE. Setelah menganalisis data, peneliti menyimpulkan bahwa terdapat pengaruh yang signifikan penggunaan metode PORPE terhadap pemahaman membaca siswa SMAN 04 Bengkulu yang berdasarkan perhitungan statistik nilai signifikansi t sebesar 0,000 kurang dari 0,05. Sehingga dapat disimpulkan bahwa terdapat perbedaan rata-rata hasil belajar siswa antara model pembelajaran PORPE dan model konvensional. Berdasarkan hasil tersebut dapat disimpulkan bahwa Hipotesis Nol (H_0) ditolak dan Hipotesis Alternatif (H_a) diterima.

ABSTRACT

Faaris. 2020. *The Effect of The Use of The PORPE Method on Reading Comprehension in Class XI students of SMA N 04 Bengkulu City.* Thesis, English Education Department, Postgraduate Program, Islamic University of Islam Malang. Advisor : (1) Dr. Muhammad Yunus, M.Pd

Key Words : PORPE Method, Reading Comprehension

Reading is a very useful source of knowledge, especially for students. To produce knowledge, students must understand a reading. Because reading and understanding a reading is different, this research aims to determine the reading comprehension ability of students using the PORPE method or not, and whether or not it has an effect. There will be 5 meetings in the classroom, the first is a pre-test, the second is treatment and the last is a post-test. SMA N 04 Bengkulu City is where this research took place. Researcher got 2 classes in conducting this research, namely class XI IPA 3 as an experimental class totaling 29 students, and class XI IPA 4 as a control class totaling 29 people, a total of 58 students. To analyze the data, the researcher used the t-test sample formula using SPSS 20. Before conducting the research, the researcher found that the problem in the class to be studied was that their reading comprehension ability was still relatively weak. It can be seen from the English scores and reading tests from the class teacher data. This is due to various factors, such as the boring method taught, the students' lack of interest in reading and the lack of memorizing the vocabulary they know. In this case, the PORPE method is expected to be the solution.

The objectivity of this research is 1. To determine whether there is an effect of using the PORPE method on reading skills in eleventh grade students of SMA N 04 Bengkulu City. 2. To find out whether there is a significant difference between the reading comprehension of students taught with the PORPE method and those taught without the PORPE method. After analyzing the data, the researchers concluded that there was a significant effect of using the PORPE method on reading comprehension of students of SMAN 04 Bengkulu which was based on statistical calculations, the significance value of t was 0.000 less than 0.05. So it can be concluded that there is a difference in the average student learning outcomes between the PORPE learning model and the conventional model. Based on these results, it can be concluded that the Zero Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted.

CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of the study, research questions, research objectives, hypothesis, significance of the study, scope and limitation of the study and the last definition of key terms.

1.1 Background of the Study

Reading is one of the four skills in English, while vocabulary and pronunciation are included in the components that will support these skills. Because nowadays many books are in the form of scientific papers in English, so students are expected to be able to read deeply and fluently.

Reading should be one of the skills to master. Not only reading, but also being able to understand the meaning of the reading. Stoller (2013) shows that reading is the ability to extract meaning from a printed page and interpret information appropriately. This means that reading is the process of getting the meaning of a text, and readers can understand and use their understanding of the structure of the language.

In addition, reading could be beneficial for everyone throughout the world, especially for students to gain knowledge. Klinger (2007) defined that reading comprehension as the process of constructing meaning by coordinating a number of complex processes that included word reading, word knowledge, and fluency.

The meaning of reading is the ability to understand the meaning of the text. It is a strategy and process of linking thoughts in the text with students' thoughts. Therefore, reading comprehension is one of the skills needed to understand the meaning of the text or what the text says. When students master reading comprehension, they will automatically get information from the text easily.

While activities that expand the knowledge carried out by the teacher is the comprehension of teaching. Teaching English is not as easy as imagined. Sufficient time is required for students to receive and respond. It is also not easy for students to accept material provided by the teacher, because in daily life, they use their first native language. And that is a foreign language. Reading also means not only words, but more towards the purpose and purpose. Finally, many researcher researched reading methods or strategies to make it easier for someone to quickly master a reading.

Meanwhile, the Indonesian government has made various efforts to improve the quality of reading for everyone, especially English, such as building small libraries, provincial libraries, and mobile libraries in all cities in Indonesia. Despite these efforts, people still do not understand the importance of reading.

Based on the author's observations of SMA N 04 students in Bangkulu City, students often feel bored when reading, in other words, they pay less attention to reading learning, and the problem faced by students is a lack of understanding of reading material. . Researchers ask several questions during class, such as does anyone like reading? How many books do they read in a day? How many hours do they spend reading? Based on the questions above, the students' average reading interest was lower than expected.

First, the lack of interest in students in reading English texts. Second, students could only read the text, but they have difficulty comprehension the information in the text. Third, students did not concentrate during reading comprehension. Fourth, students still experience difficulties in determining or interpreting several important aspects, such as, main ideas, structure and features of certain languages. Finally, students were less interested in learning to read because the learning methods applied by the teacher were less attractive. Their reading achievement could be seen from their class activities, evaluation of their studies, or from their final semester.

The success of learning to read at SMA N 04 Kota Bangkulu depends on the facilities, reading materials, the ability of the teacher and the students themselves. In addition, to show that an important aspect of teaching reading can be seen from teaching reading. Teaching method is a method that is used or applied by teachers in classroom teaching. On the topic of reading, the teacher will read and translate the English text first, then the teacher will ask students to read and translate the text one by one. In fact, they have been taught in a good way.

A number of studies have been tested and conducted on the use of PORPE for teaching reading comprehension. Fitrawati (2017) describes the process of implementing PORPE in the reading class, starting from the pre-teaching form to post-teaching activities. They found that PORPE encourages students to learn independently at each stage, all students are directly involved in learning and reading, and teachers act as guides and facilitators.

Furthermore, Septiani, Yani (2020) found that The PORPE method is an alternative that can be used in learning to read editorial texts, because it is

proven to be effective in improving students' reading skills. Therefore, the researcher propose a true experimental study entitled "The effect of using the Predict, Organize, Rehearse, Practice, Evaluate (PORPE) method toward reading comprehension". The difference in this research is that if the previous research only examined students 'reading interest, and also to measure the reading ability of these students and also the text used in the form of editor or recount text, now the researcher will examine students' reading comprehension using the PORPE method and also the text used. used in the form of narrative text. PORPE is one of the teaching method that can be used for tests that apply multiple choice tests or even essay tests that illustrate learning outcomes, cognitive thinking, and evaluation of learning synthesis.

The PORPE method is new to some students, because they are not used to it. It is hoped that after applying this method good things will happen to students because students will easily dig up the contents of a reading.

The PORPE method is a medium that can improve student achievement in learning English, especially in reading. Why is that? because many studies have implemented this method and are successful. Kurniawati (2017) said that the use of the PORPE technique (Predict, Organize, Rehearse, Practice, Evaluate) in learning German reading skills for class XI students of SMA Negeri 1 Ngaglik Sleman is more effective than learning using conventional techniques. It is shown from the post-test results that it is known that the mean value of the experimental class is higher (33.84), the mean value of the control class (31.57). The weight of the effectiveness of using the PORPE technique is 8.3%

This research has relevance with other research Sri Wahyuni Nopri (2007) did research on title "The use of PQ2RSA method to increase the first

year students' Reading ability in SMAN 1 pasir pangarayan”, she found that is PQ2RSA method increase students reading ability, it could be seen from the score of students. The average score pretest was 15.26, while the average of posttest was 21.76, It mean that the students' ability has increased.

Based on the background above, it is important for the researcher to do a research entitled “**The Effect of Using PORPE Method Toward Reading Comprehension of The Second Year Students at SMA N 04 Bengkulu City**”.

1.2 Research Question

The research problems can be formulated as follows:

- a. How does the use of the PORPE method affect the reading comprehension of second year students at SMA N 04 Bengkulu City?
- b. Are there differences in students' reading comprehension abilities that are taught using the PORPE method and are taught without the PORPE method?

1.3 Research Objectives

Research Objectives

- a. To identify the effect of using the PORPE method on reading skills in second grade students of SMA N 04 Bengkulu City.
- b. To find out whether there is a significant difference between students' reading comprehension taught using the PORPE method and taught without the PORPE method.

1.4 Hypothesis

Before formulating the Hypothesis as temporary answer the problem the writer assumes that the use of PORPE Method is able to improve the students' reading comprehension.

Hypothesis

- General Hypothesis

There is no significant effect on the students' reading comprehension before and after they are taught by using PORPE Method.

1.5 Significance of the Study

Research significance

- a. The findings of this study are to provide valuable input to English teachers in SMA N 04 Bengkulu City in particular and all English teachers in general in an effort to improve reading comprehension.
- b. To contribute to students on how to improve their reading comprehension.

1.6 Scope and Limitation of the problem

Because of the limited time to conduct research, it is necessary to limit the problems in this study. The author focuses this research on the use of the PORPE method to the reading comprehension of second grade students of SMA N 04 Bengkulu City.

1.7 Definition of Terms

To avoid miss comprehension and miss interpretation of the research title, it is better to define the terms used as follows:

1. Effects means influences that have the meaning of results / effects / influences and are also results or conditions by cause, something that happens when one thing acts on another.

2. PORPE stands for Predict, Organize, Rehearse, Practice, and Evaluate. In these five steps PORPE will guide students to behave like effective readers who have awareness and control of their own cognitive activities when they are reading and learning. PORPE is a learning method to help students in the process of building meaning, to help students learn content material and to build knowledge. Students will be much more active in learning this process and automatically also train students' more creative abilities to understand reading material. In conclusion, the steps of the PORPE method aim to prepare students to be able to predict some questions, arrange or summarize key ideas, practice or recite aloud in front of the class, practice by answering predicted questions and evaluating their own assignments before being collected to teacher.

Reading Comprehension means a process of recognizing or identifying text, then recalling the contents of the text. Reading comprehension can also mean as an activity to make a sequence about the description / organizing the contents of the text, can evaluate and respond to what is written or implied in the text. One action that can be done is to improve the method / strategies used in the learning process of reading. With clear, directed, systematic and creative method, and attracting students' interest in reading, students will have a desire to learn and most importantly they can know what and how they should act and begin. This means that the learning process finds direction and purpose. Their students' reading comprehension scores on narrative texts are still low because they face difficulties in comprehension narrative texts. They need a lot of time to

understand. They also face difficulties in comprehension sentences and finding main ideas in paragraphs. This condition causes students to have difficulty in answering the questions in the text. So their scores in reading are low. Most students do not read texts when they get an assessment related to English texts. Only a few students read texts and do assessments. Some of them copy their friends' work or don't even do it. Most of them are passive in reading lessons. Therefore, the writer wants to help students read the comprehension of narrative texts.

CHAPTER VI

SUGGESTION AND CONCLUSION

In this chapter is the closing chapter, here researcher will discuss about suggestion and conclusion.

6.1 Conclusion

Based on the results of the research and discussion in the previous chapter, it can be perfected that the use of the PORPE technique can improve the learning process, especially reading. Some indicators that can be seen are, among others, students are more enthusiastic and enthusiastic, the learning process carried out in the classroom is more dynamic, and the courage of students to express experiences of improvement. At every stage of PORPE, especially for predicting, organizing, and practicing students show high appreciation and enthusiasm. This condition was seen when the presentation was made. Students practice ideas, expand the discussion, and appreciate ideas through examples and the latest facts.

The results of the observations also show that the English teacher shows a positive response after the application of the PORPE technique. With the PORPE technique, lecturers can activate and make the class more dynamic. This condition greatly affects the psychological atmosphere of the teacher. The teacher also showed a more enthusiastic and excited state.

Improvements in the learning process above have implications for improving students' ability to understand reading. This is evidenced by an

increase in students' reading comprehension scores. There is a difference in the average in the control group (89.10 > 75.31). Reading comprehension mean score for the experimental class mean score is 70,07. On the other hand, the controlled class mean score is 66,34. Moreover, the experimental class mean score is 89,10. On the other hand, the controlled class mean score is 75,31.

The increase in comprehension skills experienced by students is quite significant. However, if it is observed there are some students who have experienced a decline. This can be seen as a natural thing, because the improvement of language skills is very much influenced by many things. One of them, by the condition of the students themselves, both internally and externally.

6.2 Suggestion

From the results of research that has been carried out, then in an effort to improve student achievement, especially in learning reading comprehension skills, there are suggestions as follows.

1. Teachers should use PORPE (Predict, Organize, Rehearse, Practice, Evaluate) method as alternatives in learning reading comprehension skills.
2. Teachers should use appropriate learning strategies, methods and method so that learning in the classroom becomes fun, not monotonous, and students become more active and enthusiastic in learning.
3. For further researchers to be considered when conducting similar or advanced research.

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