

**THE USE OF PORPE (PREDICT, ORGANIZE, REHEARSE, PRACTICE,
EVALUATE) STRATEGY IN TEACHING READING DESCRIPTIVE
TEXT FOR THE TENTH GRADE STUDENTS
OF SMAN 1 PERCUT SEI TUAN**

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ABSTRACT

This study aims to find out the use of PORPE strategy in teaching reading descriptive text for the tenth grade students of SMAN 1 Percut Sei Tuan in the academic year of 2019/2020. This study was conducted by using descriptive qualitative research. The data of this study were collected by using observation and interview to the process of PORPE strategy in teaching reading descriptive text and students' self-predicted essay questions and answers as supported data. The result of observation, interview, and students' self-predicted essay questions and answers prove that the use of PORPE strategy in teaching reading descriptive text for the tenth grade students of SMAN 1 Percut Sei Tuan was 87%. Based on the result, the use of PORPE strategy which was done by the teacher were well-structured. Thus, the reason why PORPE considered to be applied because PORPE is appropriate in teaching reading descriptive text. The strategy made students more critical towards the questions because in every step they had to think critically and remember all the key points in the passage. The data were analyzed by using Sugiyono (2008) theory. It was supported that the percentage of each steps of PORPE strategy were predict (89%), organize (83%), rehearse (67%), practice (100%), and evaluate (100%). This showed that the students were interested in PORPE strategy and the average of students' score of self-predicted essay questions and answers was 91. This number is categorized as good according to Nurgiyantoro's Criterion Referenced Evaluation. Thus, PORPE strategy is effective and appropriate to be used in reading text, particularly descriptive text.

Keywords: *PORPE strategy, reading, descriptive text.*

*Graduate Status

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INTRODUCTION

Background of the Study

In learning English, there are four skills should be mastered by students, they are listening, speaking, reading and writing. Speaking and writing refers to productive skills while reading and listening refers to receptive skills (Harmer, 2003). Though it is a receptive skill, reading is not a passive process. Reading is comprehending, that is, the construction of meaning. Reading as one of the four English skills is indeed important to learn by students. Moreover, according to the 2013 Curriculum, the main objectives of teaching English is to encourage the students to be able to comprehend texts in form of recount, narrative, procedure, descriptive, report, explanation in daily life context and included in reading comprehension test. This shows that reading has a great position in the key.

The teaching of reading is also about transferring skills for language learners in which goal is to make the learners able to read and get the ideas or understand any written texts. In line with that, the teacher is expected to concern the teaching of reading comprehension to achieve the goals of the teaching and learning processes. Furthermore, to enable the students master the reading comprehension skill, teachers should provide materials that are appropriate with the curriculum and find suitable methods in teaching and learning process.

But the reality sometimes doesn't meet the expectation. The researcher strongly say that not all the teachers are aware of having a proper teaching methods or strategy in the daily basis. According to researcher's personal experiences when she was holding a practical teaching in a senior high school, she witnessed an English teacher in the twelfth grade, with initial SO didn't pay attention in delivering the material. In other words, this teacher didn't apply any strategy in teaching. The teacher came to the classroom, asking whether they had meal then straightly assigned them to answer the following task. This teacher left his students confused, and when it came to the examination or the daily task, especially in text that usually followed by essay questions, most of the students

were still low in comprehending and answering such questions. Considering that responsibility, teachers need a set of strategy to make students understand about the material and succeed in answering the essay questions that usually follow a text.

Also, based on the present researcher observation in SMA Negeri 1 PercutSei Tuan, one of the English teachers was captured using a strategy in teaching reading comprehension. After having one student to read the text, there were couple of times that the teacher asked the students to predict what was kind of questions would follow the text. The teacher admitted the use of such that strategy is helpful in teaching reading comprehension.

REVIEW OF LITERATURE

1. The Nature of PORPE

a. Definition of PORPE

PORPE is one of the strategies of teaching reading. According to Simpson, et al (1988: 152) PORPE is an independent study strategy which operationalizes the cognitive and metacognitive processes that effective readers engage in to understand and subsequently learn content area material. It means that PORPE strategy sought to determine whether students train to create and rehearse their own explicit and implicit test question and can improve their understanding of content area concepts. PORPE is an acronym for Predict, Organize, Rehearse, Practice, and Evaluate. PORPE is to provide long term support for students' development in reading comprehension. As Simpson, et al (1988: 152) said:

With PORPE, students are involved in Predicting potential essay questions to guide subsequent study; Organizing key ideas using their own words, structure, and methods; Rehearsing the key ideas; Practicing the recall of the key ideas in self-assigned writing tasks that require analytical thinking; and Evaluating the completeness, accuracy, and appropriateness of their written product in terms of the original task, the self-predicted essay question.

By using PORPE strategy, students are expected to be an effective readers, as Baker and Brown in Simpson, et al (1988: 152) stated that effective readers who clarify the purpose of reading, identify the important aspect of message, focus attention on the major content, monitor ongoing activities, engage in self-questioning to determine whether goals are being achieved, and take corrective action in understanding.

b. Steps in PORPE Strategy

According to Simpson and Haye (1989: 22), there are five steps of PORPE operationalize the cognitive and metacognitive processes that effective readers engage in to understand and subsequently learn content area material. Baker and Brown (1984) have described effective readers as those who: (a) clarify the purposes of reading (understanding both the explicit and implicit task demands), (b) identify the important aspects of a message, (c) focus attention on the major content rather than the trivia, (d) monitor ongoing activities to determine whether comprehension is occurring, (e) engage in self questioning to determine whether goals are being achieved, and (f) take corrective action when failures in understanding are determined. There are five steps in this learning strategy. Those are: predict, organize, rehearse, practice, and evaluate.

a. Predict

In this step students generate higher level essay questions that cover the content to be mastered and call for organized essay responses. By posing several general or higher order essay questions that ask for a synthesis and discussion, a comparison and contrast, or an evaluation of the key concepts from a unit of study, students are stimulated to process the text in a more active or elaborative manner as they read and stud. After reading the chapter, students predict possible essay questions from the information contained in the text. In the arrangement of these questions, the students should evade questions that begin with “what, who, or when and do not include analysis. Some key question words are “explain,” “discuss,” “criticize,” “evaluate,”

b. Organize

It involves students in constructing the information that will answer the self-predicted essay questions. In constructing, students build internal connections among ideas so that information becomes reorganized into a coherent structure. For each predicted essay question, students outline their answers in their own words or formalize them in a map or chart. Few days before the exam, the organization of information is needed to answer the predicted questions. The organization can be done by outlining or by other methods such as mapping.

c. Rehearse

It engages students in the active recitation and self-testing of the key ideas recorded in their maps, charts, or outlines. In a sense, students are verbally answering their self-predicted essay questions so that the key ideas can become transferred to working memory. Teachers recite aloud the information and examine the students' memory. Reciting aloud must be performed because the more senses that are involved in forming the memory the better understanding the students will get. This step helps students to place the key ideas, examples, and overall organization in students' long-term memory.

d. Practice

It is the validation step of learning because students must write from recall the answers to their self-predicted essay questions in some public and observable form. This process of writing can lead students from passive and literal-minded responses to higher levels of thinking and reasoning such as analysis and synthesis. In practicing, the students answer the students' predicted essay questions from memory. The students can draft an outline of the essay or organize a complete answer.

e. Evaluate

It requires students to use their writing in order to validate whether they have created a meaningful text that demonstrates their understanding of the key ideas and to evaluate their text as another reader, such as the content area teacher, might. To facilitate this monitoring and evaluating, students are given a checklist that guides them in determining the completeness, accuracy, and appropriateness of their written product in terms of the original task, the self-predicted essay question. Hence, the students' essays written in step four, Practice, provide them a specific and immediate feedback and reinforcement to their own learning and understanding. Teachers evaluate the students' work by asking the following question: Do I have enough clear examples? Is my answer complete, truthful, and suitable? Is there anything I should study before taking the exam?

c. Teaching Steps Using PORPE Strategy

PORPE is a reading comprehension strategy that is used after reading.

- a. The first step is to predict the possible essay questions from the reading. These questions should be higher level questions that begin with words like: Explain, Discuss, Criticize, Compare, Contrast. This step is for pair work as to motivate students develop their initial knowledge.
- b. The second step is to organize, summarize, and synthesize key points from the chapter into students' words. In this step, it can be for individual and or small group discussion. The role of teacher is as a facilitator whenever students need help related to the completion of the work. Teacher is not anymore to be tutor in this step.
- c. The third step is to rehearse by reciting aloud information to quiz student's memory. This helps students to put this information into

student's long-term memory. They can perform in front of the class so that other students can listen to the reciting.

- d. The fourth step is students practice by answering the questions from step one. With the information students have tried to put into their long-term memory through rehearsal.
- e. The last step students evaluate by asking students questions such as:
1) "Do I have enough concrete examples?" 2) "Is my answer complete, accurate, and appropriate?" 3) "Is there anything I should study before taking the exam?" This final step helps students to determine students level of confidence in students' knowledge of the information and helps students to assess if students need more time to study of its students have learned the information from the text.

d. Reasons of Using PORPE Strategy in Teaching

According to Simpson, et al (1988) PORPE has the advantages for the students, as follows:

- a. PORPE can stimulate students to synthesize, analyze, and think about key concepts. The students trained in PORPE who participated in the two research studies cited wrote essays significantly better in content, organization, and cohesion than the control group's essays.
- b. PORPE can help students prepare for multiple-choice exams, especially when the questions ask them to draw conclusions and apply information to new contexts. In studies cited the students trained in PORPE scored significantly better on the multiple-choice questions.
- c. PORPE can have a durable and long-term impact upon student learning. In studies cited the students trained in PORPE scored significantly better than the control group on the unannounced exam

that occurred two weeks after the initial exam. This condition held for both the multiple-choice and essay questions.

- d. PORPE is especially useful for high-risk students. The subjects of both research studies cited were students predicted by the university to perform below a 70% average during their freshmen year. Yet these students internalized the steps of PORPE after three weeks of intensive training and were able to independently employ PORPE as a means of studying psychology chapters. More importantly, they were able to perform at higher levels than the university's regression formula had predicted they would perform.

RESEARCH METHODOLOGY

This research is a descriptive qualitative research since the data was collected in the form of words or pictures rather than numbers. Parse (2001: 57) states that the purpose of the descriptive qualitative method is to study a phenomenon to discover the patterns and themes about life events. It is used when the researcher has a specific question about the phenomenon. Descriptive qualitative method is used for research which focused on social connections, interrelationships, life events, and other matters concerned with social sciences.

The data of the study are obtained from several sources; those are observation of teaching and learning process, student's reading task, and student's responses. The source of data was taken from an English teacher of SMA Negeri 1 Percut Sei Tuan. The teacher is ES (40) and the tenth-grade students of SMA Negeri 1 Percut Sei Tuan.

In this study, observation was used to collect the data needed. The observation was specifically conducted in classroom. The researcher collected the data from this step. The researcher observed the process of PORPE strategy done by the teacher (ES) in X MIPA 2 of SMAN 1 Percut Sei Tuan through an observation list. The observation list consists of

activities that must be done in each step of PORPE strategy and how are the students' interests during the process in scale 1-3.

In order to support the data gained from classroom observation, an interview was conducted in this study. The interview process was conducted after finishing the classroom observation process. Then the documentation is additional to the interview process. The use of audio recorder was intended to help the interviewer in gaining the more detailed data during the interview.

The researcher intended to know what is the reason of using PORPE strategy in SMAN 1 PercutSei Tuan. The researcher interviewed a teacher (ES). The researcher provided list of interview questions to the teacher and recorded the interview by using audio-recorder.

One of the advantages of using audio-recording is that the data recorded can be repeated analyzed several times and can portray many lesson details that cannot be captured by another instruments (Richard and Lockhart, 1996:1). In this study, the researcher recorded the interview process with the teacher by using audio recorder.

RESEARCH FINDINGS AND DISCUSSIONS

Research findings

1. From the data analysis, the researcher discovered that the teacher used PORPE strategy in teaching reading descriptive text adopted from Simpson (1989). The teacher performed this strategy with well-applied and interesting. It can be seen from the observation list for teacher. She actually did the whole steps. the researcher discovered that the teacher used each strategy of PORPE started from Predict to Evaluate step as it has been explained in the data analysis. The use of PORPE strategy during the teaching-learning process were suitable and in the right track according to the steps of PORPE that originally found by Simpson and

Tahl. The teacher followed every step well-executed since she skipped none of those five steps. The researcher discovered that in predict step the teacher firstly showed the students a video about Taj Mahal. She asked them to observe the video. Then after that, she explained about the descriptive text then she asked one of the students to read aloud a descriptive text about the popular tourism spot which is Taj Mahal. After that, the students were asked to predict possible essay questions that usually follow a descriptive text. The teacher continued to ask the students to outline the key ideas of a passage which are pertinent to their self-predicted essay questions related to the text about Taj Mahal. The students highlighted the important points from the text. After that, the teacher asked students to formalize and wrote down their final answers in a piece of paper. In rehearse step, teacher asked the students to recite aloud the key information out loud and quiz themselves by listing all the facts they can remember from the descriptive text about Taj Mahal. In order to examine student's memory and in a sense, students were asked verbally to answer their self-predicted essay questions so that the key ideas can become transferred to working memory. In this step, the researcher discovered that the teacher asked the students to come forward to answer their self-predicted essay questions from memory by drafting a complete answer in front of the class. Next, each student had a chance to read and answered their self-predicted essay questions related to the text of Taj Mahal. In this stage, students began to prove whether their self-predicted essay questions match each answer. The other students who listened to the reciting took a role to assess their friend's work by oral. Last, the teacher managed to finalize the whole strategy. The students were given a checklist that guides them in determining the completeness, accuracy, and appropriateness of their written self-predicted essay questions and its answer. After that, they were evaluated by the teacher and they had a chance to receive feedback regarding to the

self-predicted essay questions orally in order to ensure that their questions and the answers correlated each other.

2. From the data analysis, the researcher discovered that the students' reading descriptive text ability taught by using PORPE strategy is good (87%). All student had a good interest toward this strategy and followed every step in PORPE strategy. In Predict, they got 8 score (89%), in Organize they got 5 score (83%), in Rehearse they got 4 score (67%), in Practice they got 3 score (100%), and the last in Evaluate they got 6 score (100%).
3. From the data analysis, the researcher discovered that the average of students' reading descriptive text by using PORPE strategy got 91. This score is categorized as good according to the criteria of Nurgiyantoro (2013).

Discussion

In teaching reading descriptive text, the teacher applied PORPE strategy. PORPE is considered as one of the strategies that is potentially needed to be applied in learning process in order to make students' reading comprehension get better especially in reading descriptive text. PORPE is a strategy to study textbook materials in which the students create and answer essay questions. It can be a time-consuming process, but it is an excellent means for preparing for essay exams.

The researcher collected the data through observation sheet and interview with the teacher about the use of PORPE strategy in teaching reading descriptive text for the tenth grade students of SMAN 1 PercutSei Tuan. As supported data, the researcher gathered students' self-predicted questions and its answer from reading descriptive text activity.

It can be seen from research's findings that the researcher observed the use of PORPE strategy in teaching-learning process which taught by the teacher and conducted an interview with the teacher to know the reasons of using PORPE strategy on their reading descriptive text.

The findings of this study resulted that the teacher used PORPE strategy adapted from Simpson and Tahl (1989). The teacher performed this strategy with well-applied according to the observation sheet for teacher.

There were five steps of PORPE strategy, predict, organize, rehearse, practice, and evaluate. Since this school implemented curriculum 2013, the teacher combined the use of PORPE strategy with scientific approach step. PORPE strategy used in observing, questioning, experimenting, associating, and communicating activity. The activity in observing and questioning are the same as the predict step since the teacher instructed the students to observe video about Taj Mahal and predict possible essay questions that potentially appeared after the text. Moving on to the experimenting, it is the same with organize and rehearse steps as the students were asked to outline their self-predicted questions with the correct answers in a map or chart formatted in their own words. Then associating, it is the same with practice step of PORPE. In this process, the students were asked to practice in answering their self-predicted essay questions in front of the class one by one and the others took a role to listen if the answers were correct. The last activity is communication, this activity is the same with evaluate step of PORPE. The teacher finalized the whole activity by giving feedback to the students' performances. The students were evaluated whether their self-predicted essay questions meet the requirements and the answers were true. Then the teacher gave the score to every students' work.

CONCLUSIONS AND SUGGESTIONS

Conclusions

1. During the implementation of PORPE strategy in the class X MIPA 2 of SMAN 1 Percut Sei Tuan, the researcher discovered that the teacher used each strategy of PORPE started from Predict to Evaluate step as it

has been explained in the data analysis. Through the observation, the implementation of PORPE strategy during the teaching-learning process were suitable and in the right track according to the steps of PORPE that originally found by Simpson and Tahl. The teacher followed every step well-executed since she skipped none of those five steps. But in the perspective of the researcher, the teacher was seen to have difficulty in giving appropriate evaluation on the last step even though she said that the first step (Predict) were the hardest one but the researcher shaped it differently. In other words, the evaluation of each created questions were lack of elaboration. In addition to students' interest while being taught by using PORPE strategy, the teacher gave more stimulation to them on the critical thinking while comprehending the text. As a result of this process, students' reading comprehension were considered escalate because they no longer uninterest to read descriptive text. It was seen by how they brought back the memories to recall the key concepts of the paragraph in the whole passage and then pouring and transform the ideas into self-predicted essay questions plus its answers. Fun fact discovered, the students had a huge memories on number, colors, shapes, and any visual or physical part of described thing as it was proved on they self-predicted essay questions they created by their own.

2. Furthermore, the interview details with the teacher showed the major reason of why the teacher used PORPE strategy in teaching reading descriptive text is because it's appropriate in teaching reading

descriptive text. The strategy made students more critical towards the questions because in every step they had to think critically and remember all the key points in the passage. In addition, after being evaluated, they recognized their mistakes and know how to answer another question in the future. Thus, they also interested in reading English text, especially text like descriptive in the daily basis.

Suggestions

1. In relation to the conclusions, the following are presented as the suggestions which useful for:

1. The teacher

The teacher should keep teaching reading text by using appropriate strategy like PORPE strategy because it results in the improvement of students' interests to read a text.

2. Students

Students should be able to read an English text because reading a descriptive text is one of receptive skills which have to be mastered by students.

3. Other Researchers

This research is not complete yet and needs additional explanation. It still need elaboration from other researchers who are interested on studying strategy in teaching reading because reading is one of the four language skills.

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