The Effect of Applying Predict, Organize, Rehearse, Practice, Evaluate (PORPE) Strategy on Students' Reading Comprehension

Dewi S. Sinaga*

Berlin Sibarani**

ABSTRACT

This study was conducted as an attempt to find out the effect of applying Predict, Organize, Rehearse, Practice, Evaluate (PORPE) strategy on students' reading comprehension. This study used experimental design. The population of this study was students of Grade XI, Senior High School *(Sekolah Menengah Atas: SMA)* Negeri 1 Lumbanjulu which consisted of 120 students. There were sixty students from the population taken as the sample in this study. The sample was divided into two randomized groups: experimental and control groups. The experimental group was taught by using PORPE strategy, while the control group was taught by using conventional method.To obtain the reliability of the test, the writer applied Kuder Richardson 21 formula (KR-21). The result of the reliability was 0.81. The data were analyzed by using t-test formula. The analysis showed that the scores of the students in the experimental group were significantly higher than the scores of the students in the control group at the level of significance 0.05 with the degree of freedom *(df)* 58 , t-observed value 2.8 > t-table value 2.00. The findings indicated that using PORPE strategy significantly affected the students' reading comprehension. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

Keywords: *PORPE Strategy, Reading Comprehension*

INTRODUCTION

Reading is one of the skills in language proficiency which is taught formally in Indonesia from elementary school up to the university level. It is important for the students to master reading comprehension as the requirements for sharing information and enrich their knowledge.

Various parties claim that the Indonesian people's interest in reading comprehension is still low. Vincent Grenary Study (2009) reports that students' reading ability (51. 7 percent) in Indonesia, the final sequence after Philippines (52. 6 percent), Thailand (65. 1 percent), Singapore (74. 0 percent), and Hongkong (75. 5 percent). It means the interest of Indonesian's students worst than students in other countries.

Lee, Grigg, & Donahue (2007) states that only 29 percent of all eight graders were able to comprehend at or above a proficient level, while 43 percent read at a basic level, and 28 percent were only able to comprehend at a below-basic level . It shows that the number of eight graders who cannot comprehend a text well is over 70 percent.

Moreover, Educational Level-Oriented Curriculum, *(Kurikulum Tingkat Satuan Pendidikan)* 2006 for high school students states that one of 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 also included in reading comprehension test. In line with that, reading comprehension has been included in *National Examination (Ujian Nasional)*. At least, there are 6 reading comprehension texts that have been tested within it and the total number of question is 40 items. This fact shows that reading has a great position in passing *National Examination.*

A strategy will help the students learn faster and remember information for a long period of time. In reading comprehension, people are suggested not only to have just one strategy, but also learn other strategies that enable them to read a variety of text.

There are some strategies in teaching reading comprehension. They are activating background knowledge, questioning, searching for information, summarizing, and organizing graphically. The teacher must able to make variations and choose the suitable strategy in order to attract students' interest in reading. For this purpose, the researcher proposes a strategy named PORPE (Predict, Organize, Rehearse, Practice, Evaluate) to provide long term support for students' development in reading comprehension.

PORPE is a study strategy which operationalizes the cognitive and metacognitive processes that effective readers engage in to understand material. By using PORPE strategy, students are expected to be an 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.

To examine the effectiveness of PORPE strategy, the research question is formulated as follows:

"Does Predict, Organize, Rehearse, Practice, Evaluate (PORPE) Strategy significantly affect reading comprehension?"

Steps in Teaching PORPE Strategy

There are five steps that are applied in teaching PORPE strategy. The five

steps are predict, organize, rehearse, practice, and evaluate.

a. Predict

Cook and Mayer in Simpson (1988:154) would describe this predict step of PORPE as involving the encoding processes of selection because it asks the learner to pay attention to the important pieces of information in the passage. When students are asked to predict possible essay questions on the material they have read, they are involved in clarifying the purposes of their subsequent study. Students are also stimulated to process the text actively as they read to master the content and organization 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.

In predict step, students use word such as: discuss, explain, criticize, compare, and contrast. Students also need to generate chapter summaries, chapter questions, boldface headings and the chapter organization, lecture and discussion ideas, especially when they overlap with the chapters being studied, and study guides or hints by the teacher.

The Predict step in itself may be somewhat questionable as an independent study strategy, but when placed within the synergistic model PORPE, it becomes an essential catalyst which stimulates and unifies the other four steps of PORPE.

b. Organize

The second step of PORPE, *O*rganize, 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. Cook & Mayer in Simpson (1988:154) states that when students organize the key ideas of a passage which are pertinent to a self-predicted essay question, they are involved in selecting, acquiring, and constructing, all critical encoding processes. For each predicted essay question, students organize their answers in their own words or formalize them in a map or chart
.

c. Rehearse

The third step of PORPE, *R*ehearse, engages students in the active recitation and self-testing of the key ideas recorded in their maps or charts. In a sense, students are verbally answering their self-predicted essay questions so that the key ideas can become transferred to working memory. This active rehearsal in PORPE characterizes what effective learners, described by Baker and Brown (1984), must do-monitor, self-question, and take corrective action when necessary.

d. Practice

The fourth step of PORPE, Practice, involves students in creating from memory their own text which answers their self-predicted essay question. This Practice step is an integrative encoding process in that during the act of writing students are building connections between their existing knowledge and schemata and the key ideas from the passage. Practice 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.

e. Evaluate

The final step of PORPE, Evaluate, requires students to use their writing in order to validate whether they have created a meaningful text which demonstrates their understanding of the content and to evaluate their text as another reader might. To facilitate this monitoring and evaluating, students are provided a checklist and are asked to read their essays with these six questions in mind: (a) Did I answer the question directly? (b) Did my essay have an introductory sentence which restated the essay question or took a position on the question? (c) Was my essay organized with major points or ideas which were made obvious to the reader? (d) Did my essay include relevant details or examples to prove and clarify each point? (e) Did I use transitions to cue the reader? (f) Did my essay make sense and show my knowledge of the content?

METHOD

This study was conducted by using an experimental research design with pre-test and post-test. The design was applied in order to investigate the effect of applying PORPE strategy on the students' reading comprehension.

The Population and Sample

The population of this study was Grade XI students of the SMAN 1 LUMBAN JULU. This school was located on JL Silahisabungan, Toba Samosir. There were four parallel classes of Grade XI SMAN 1 LUMBANJULU and every class consisted of 30 students. The total number of the sample was 60 students. The researcher selected the sample by using cluster sampling technique. They were divided into two groups: experimental group and control group. Each group consisted of 30 students.

Instrument for Collecting Data

The data of this study were collected by applying multiple – choice test. Brown (2004) states that multiple - choice form are practical, reliable and they give the possibility of an essay and consistent process of scoring and grading. In collecting the data, the researcher gave multiple – choice test which taken from the English textbook and create own question for the test. It was administered as the instrument to obtain the data. The test consisted of 40 items with four options a, b, c, d for each item. Test that was used for pre-test and post test was the same. Students were asked to choose the correct answer.

The Procedures of the Research

There were three procedures that were used by the researcher in collecting data for this research. The procedures were pre-test, treatment, and post-test.

1. Pre-Test

The pre-test was conducted to find out the homogeneity of the sample. It was used to determine whether the two groups are relatively equal in reading. The homogeneity could be seen from the average score of each group. Before starting the experiment, a pre-test was administered to the samples both groups with the same items. It was expected that the different of average score between them not too far. In the other words, the two groups were in the same level of knowledge.

2. Treatment

The treatment was conducted after the administration of the pre-test. The experimental group was taught by using PORPE strategy, while the control group was taught by using conventional method.

3. Post-Test

After conducting the treatment, both of the groups were tested by giving post- test. The post-test was exactly the same as pre-test. It was intended to find out the mean scores of experimental and control group

The Validity and Reliability of the Test

1. The Validity of the Test

In making good test as the instrument for measurement, the validity of the test should be considered. A test was really able to measure what it was intended to measure. Ary (1979: 196) stated that the validity question is concerned with the extent to which an instrument measures what one thinks it is measuring. This study used content validity that was concern with how well the test measured the subject matter and learning outcomes cover during in instructional period.

2. The Reliability of the Test

Reliability dealt with the consistency of the result. The test was reliable when it could show stable outcome. The more reliable the test was, the more confident the scores obtained from the administration of the test.

To achieve the reliability to the consistency of the measurement, Kuder Richardson formula (KR 21) was applied. The calculation showed that the coefficient reliability of the test was 0.81. As Best (2002) stated that the

coefficient reliability ranged from 0.81-1.00 could be categorized as high to very high. So the reliability of the test was high.

RESULT AND DISCUSSION

The result of this research shows that there is difference of output between both groups, during the administration of pre-test and post-test. It can be seen in the table below:

Table 1.The Mean Score of Pre-Test and Post-Test of the Experimental and Control Group

NO	Groups	Pre- Test	Post-Test
1.	Experimental	53.67	73.67
2.	Control	54.17	56.25

The table 1. Showed that the mean score between both groups increased from pre-test to post-test. The mean score of experimental group increased from 53.67 to 73.67. There was 19 points increased in the students' mean score between pre-test and post-test. While in control group, the result showed that the mean score of control group increased from 54.17 to 56.25. The point increased in control group was 2.08. This difference took place because the effect of different treatment in each group. The experimental group was treated by PORPE strategy while the control group by using conventional method. Moreover the result of computing t-test shows that t-observed is higher than t-table as follows:

Table 2. The Result of the t-test Calculation

t-obs > t-table	(α = 0,05) with df 58
2.8 > 2,00	(α = 0,05) with df 58

The calculation showed that the t-observed was higher than t-table (2 8 > 2.00) for the degree of freedom (df) 58 at the level of significance (α) 0.05. Therefore, alternative hypothesis (Ha) was accepted and null hypothesis was rejected. It means "There is significant effect of applying PORPE strategy on students' reading comprehension."

CONCLUSION AND DISCUSSION

Based on the research findings, the researcher concluded that there is significant effect of applying PORPE strategy on students' reading comprehension. It is proven statistically that t-observed (2.8) is higher than t-table (2.00) at the level of significance (α) 0. 05. Based on the conclusions, the results of this research contributed some valuable suggestions for those who interested in teaching reading as follows:

1. The English teachers should improve their strategy in teaching reading comprehension by applying PORPE strategy, so that the students can comprehend on what they had read.
2. Students are advised to have more practices in reading and applying PORPE strategy.
3. For better result in the future, the other researchers have to involve more students and classroom meetings.

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ARTIKEL

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DEWI S. SINAGA

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