

THE EFFECT OF PORPE METHOD (PREDICT, ORGANIZE, REHEARSE, PRACTICE, EVALUATE) ON STUDENTS' READING COMPREHENSION OF REPORT TEXT AT THE ELEVENTH TKJ STUDENTS OF SMK NEGERI 1 LUMUT IN 2021/2022 ACADEMIC YEAR

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ABSTRACT: *The purposes of this research are to know: 1) the application of PORPE method on teaching reading comprehension of report text, 2) the students' reading comprehension before and after using PORPE method, 3) Whether there is any significant effect of PORPE method on teaching reading comprehension of report text at the XI TKJ students of SMK Negeri 1 Lumut. This research uses experimental method with the pre-experimental design by using one-group pretest and posttest design. The population of this research was all of the XI TKJ students' of SMK Negeri 1 Lumut which consist of 106 students. Sample were XI TKJ¹ which consist of 36 students which taken by purposive sampling. In collecting data the researcher uses observation sheet and oral test as an instrument. The result of this research: 1) the application of PORPE method was 3.8, it was categorized "Very Good". 2) the mean score of the students' speaking ability was 56 and it was categorized "fail". Meanwhile, after using point counter point strategy was 82, it is categorized "Very Good". The result of data analysis shows that t_{test} was higher than t_{table} ($t_{test} 30.22 > t_{table} 2.03$). So, the hypothesis was accepted. It means that, there is any significant effect of PORPE method on students' reading comprehension of report text at the eleventh TKJ students of SMK Negeri 1 Lumut.*

Keywords: PORPE Method, Reading Comprehension, Report Text

Abstrak: Tujuan penelitian ini adalah untuk mengetahui : 1) penggunaan metode PORPE dalam mengajar pemahaman membaca, 2) pemahaman membaca siswa sebelum dan sesudah pengaplikasian metode PORPE, 3) apakah ada pengaruh yang signifikan dari metode PORPE terhadap pemahaman membaca di kelas XI TKJ¹ SMK Negeri 1 Lumut. Penelitian ini menggunakan metode eksperimental dengan rancangan penelitian pre eksperimental: one group pre-test post-test design. Jumlah populasi 106 siswa dan 36 jumlah sampel dengan menggunakan teknik purposive sampling. Dalam pengumpulan data peneliti menggunakan lembar observasi dan tes lisan. Hasil dari penelitian: 1) penggunaan metode PORPE mendapat nilai 3.8 yang dikategorikan "sangat baik", 2) nilai pemahaman siswa dalam membaca teks report 56 dan dikategorikan "gagal". Sedangkan, setelah penggunaan metode PORPE nilai pemahaman siswa dalam membaca teks report adalah 82 dan dikategorikan "sangat baik". Hasil dari penelitian menunjukkan bahwa t_{test} lebih tinggi dari t_{table} ($t_{test} 30.22 > t_{table} 2.03$). hal ini menunjukkan bahwa hipotesis diterima. Dan menunjukkan bahwa ada pengaruh yang signifikan dari penggunaan metode PORPE terhadap pemahaman membaca teks report siswa di kelas XI TKJ¹ SMK Negeri 1 Lumut Tahun Ajaran 2021/2022.

Kata kunci: Metode PORPE, Pemahaman Membaca, Teks Report

I. INTRODUCTION

Reading is an act of communication in which information is transferred from a transmitter to receiver. Reading skill is necessary for students to acquiring knowledge and new information. Reading is the most essential skill in the context of education because it can be an assessment of students' language skills in general. Comprehension is the ability to understand what has been read. Reading comprehension focuses on meaning main idea or core information of reading materials. Moreover, reading comprehension relates to the complex process because it needs many ways, method or model to get the comprehension.

In fact many students have difficulty in reading comprehension of report text. Students still have low reading skills, especially in reading comprehension of report text, such as difficulty in understanding the meaning of the text.

Likewise, in class XI TKJ at SMK Negeri 1 Lumut, researcher found several obstacles in learning reading comprehension. This can be see when the researcher asked students to answer the question based on the text, most of students could not answer it correctly. Based on students' answer sheet, the researcher find the

data of recapitulation there are many low in reading comprehension of report text from 36 students the researcher get the average score 50 meanwhile according to the researcher the students can pass reading if they get the minimal score 70.

If the problem is not solved, the researcher is afraid that the students' reading comprehension will be lower. The researcher wanted to see the significant effect of using the PORPE method on students' reading comprehension. Therefore, the researcher offers the PORPE (Predict, Organize, Rehearse, Practice, Evaluate) method as a solution. Hopefully, the using of PORPE method in teaching can give the students a lot of opportunities to be creative and brave on students reading comprehension of report text. PORPE method is a learning designed to assist students in actively planning, monitoring, and evaluating their learning about the content of the reading comprehension so that students can understand the content of the reading comprehension and the material presented.

Based on the previous explanation, the researcher tries to conduct a research entitled "The Effect of PORPE Method (Predict, Organize, Rehearse, Practice, Evaluate) on Student's Reading

Comprehension of Report Text at the Eleventh TKJ Students of SMK Negeri 1 Lumut in 2021/2022 Academic Year”.

1. Definition of Reading Comprehension of Report Text

Reading is an activity to see the written text and the process of understand the contents of the text out loud or silently. Reading comprehension is the ability to process the text, understand its meaning and to integrate with what the reader already knows.

Hasibuan, et al .,(2020:95) said that, reading comprehension is the ability to read text, focus and understand its meaning. According to Grabe (2009:14) in Aditya (2021) “reading is one of four learning skills: listening, speaking, reading and writing”.

Futhermore, Dewi (2016:55) “Reading is an activity to gain meaning and information by writing”. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is most useful and important skill for people. This skill is more important than speaking and writing.

While, Patel and Jain (2008:113) “Reading is the most important activity in any language class. Reading is not only a source of information and a fun activity, but also a means of integrating and expanding language skills. Reading is very necessary to widen the mind and understand different cultures ”.

Next, Bojovic (2010:1) says, Reading is a complex, purposeful, interactive, comprehending and flexible activity that requires considerable time and resources to develop. Reading literacy is a cognitive skill that one can use when manipulating written text”.

Then, Sinaga (2013:1) says, Reading is one of the language skills officially taught in Indonesia from elementary

school up to university level. It is important for students to acquire reading comprehension as a prerequisite for sharing information and spreading knowledge.

From the explanation above, reading is an activity or cognitive process that seeks to find various information contained in writing. This means that reading is a thought process to understand the content of the text read.

2. Indicators of Report Text

Reading could not be produce without understood the indicators in language such as, main idea, topic sentence, reference, and vocabulary. According to Brown (2004:206), suggest some from indicators of reading comprehension as follow: main idea, supporting idea, reference and vocabulary. These indicators are explained as below:

a. Main idea

Main idea is the most important or central thought of a paragraph or large section of text, which tells the reader what the text is about.

b. Supporting idea

Supporting idea is a sentence contains facts, statements, examples spesifics which guide us to a full understanding of the main idea.

c. Reference

Reference is the words or phrase that is used to avoid repetition.

d. Vocabulary

Vocabulary is a word or phrase that everyone used to speak in the language.

e. Social Function of Report Text

Social function refers to aim of the text. Marbun (2020:14) says, social function of report text is to describe the way thing are in general inference/to report something. According to Gerot and Wignell (1994:196-197) in Khairani state that "report text is a which functions to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment". Report means a text which describe specific things in general.

Then, Pestaria, et al (2014:29) say, report text is a text which can be written out with a descriptive technique. It describes an object to the readers. The length of the text depends on the specific details of the object being described. It means that Social function of report text is to describe the way things are, with reference to arrange on natural, manmade, and social phenomena in our environment. In writing a report text, the writer must describe the subject in correct information as it is observed.

f. Generic Structure of Report Text

A good text should have text's structure which usually called as a generic structure. generic structure of report text

consist of two main points, they are: General classification/identification and Description.

g. Lexicogrammatical Features of Report Text

Lexicogrammatical is a synonym of language features, which discuss general rules in a text. Lexicogrammatical of report text contain general aspect, conditional logical connection, simple present tense, no temporal sequence, noun, specific terms, linking verbs, action verbs, adjective of quality and the last relational processes.

3. Definition of PORPE Method

In this research, the researcher uses PORPE method in teaching reading comprehension of report text. PORPE Method is one of the methods of learning to read that trains students to be active and independent in learning and understanding the content of reading comprehension.

According Faaris (2020) "PORPE is a learning method that helps students in the process of meaning formation and helps them learn content and build knowledge. Help students learn this process more actively and to understand reading material. Automatically trains students' more creative abilities".

Sinaga (2013:2) "PORPE is a learning strategy that operates the cognitive and metacognitive processes that effective readers do to understand the material. By using the PORPE method, students can clarify the purpose of reading and an important aspect of reading. Students are expected to be an effective reader to identify and focus on. The message is to draw attention to the most important content, monitor ongoing activity, and determine if your goals are being achieved and take corrective action for understanding".

Meanwhile, Martini (2021) says, PORPE method is one of the reading comprehension methods introduced by Mr. Simpson. PORPE method is a reading learning method that trains students to be active and independent in studying the content of reading or a text.

Based on the explanation above, the researcher can conclude that PORPE Method is a good method teaching learning process of reading comprehension. This method can help students in reading comprehension and can train students to be creative, active and independent in studying the contents of a reading or text.

II. .METHODOLOGY OF RESEARCH

The location of the research is in SMK Negeri 1 Lumut. It is located on Jl. M. Sorimuda Km. 35, Desa Aek Gambir , Kecamatan Lumut, Kabupaten Tapanuli Tengah, Sumatera Utara. The headmaster of this shcool is Mr. Drs. H. Sumarno, M.Si and teacher of English in this school are Mrs. Tuti Purnamasari Pangaribuan, S.Pd.

The reason of the researcher in choosing SMK Negeri 1 Lumut as the place of this research, because the researcher found the problem of this research, the researcher conduct this research at the eleventh TKJ students. In this research, the process of the research was conduct for three month, February until June 2022.

Methodology is the way, system, rule or procedure that must be followed by a researcher in finishing the research activity. Method of the research means the way that should be chosen to see the significant effect of using PORPE method on students' reading comprehension of report text.

This study applied the pre-experimental design by using one-group pre test and post test design. The research used observation sheet and test as the instrument.

III. RESULT

Based on the result obtained from the analysis of observation sheet about the application of PORPE Method in Teaching Reading Comprehension of Report Text at the eleventh TKJ students which contains 14 steps and the mean of the score is 3.8 it categorized "Very Good" criterion.

The mean score of the students' reading comprehension of report text before taught by using PORPE method was 56. It is categorized as "Fail" category. While, after taught by using PORPE method, the mean score of the students' reading comprehension of report text was 82. It is categorized as "Very Good" category.

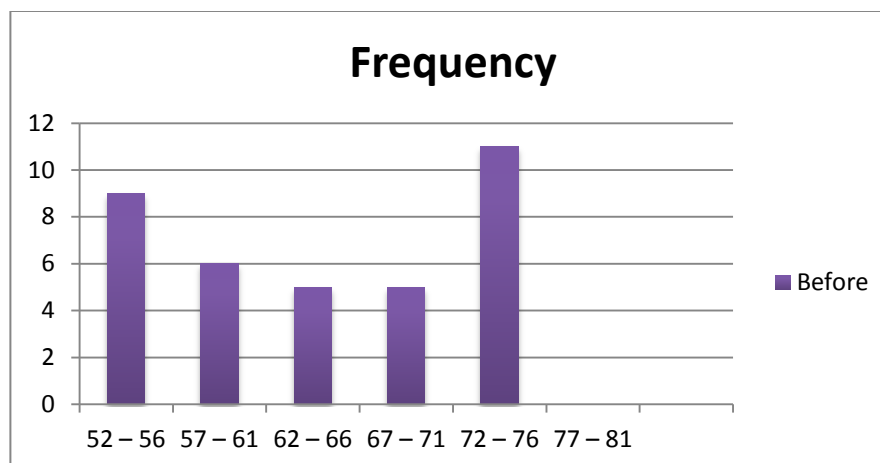


Figure 1 : Students' reading comprehension of report text before using PORPE method

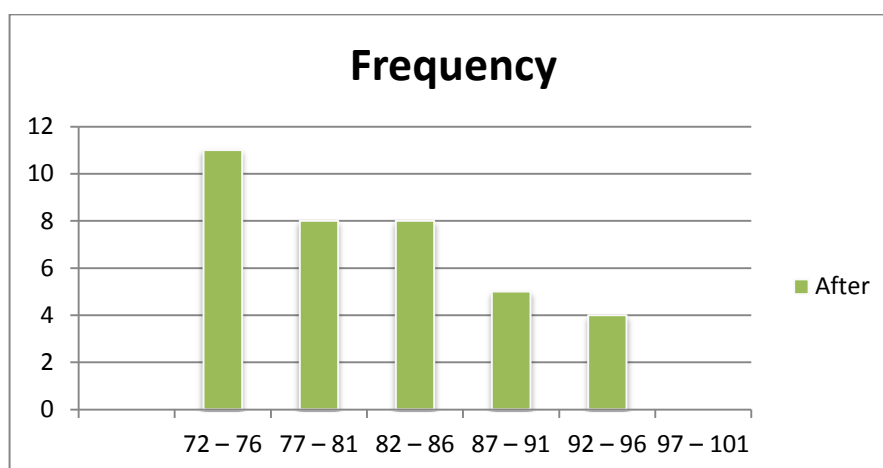


Figure 2 : Students' reading comprehension of report text after using PORPE method

IV. DISCUSSION

Based on the observation sheet, the result of PORPE method on students' reading comprehension of report text, the researcher found that the score is 3.8. The score is categorized as "Very Good" criterion. Furthermore, the result of students' reading

comprehension of report text before taught by using PORPE method was 56 and it is included in “Fail” criterion. While, the result of students’ reading comprehension of report text after taught by using PORPE method is 82. It is included in “Very Good” criterion. It means that there is an effect on students’ reading comprehension of report text after taught by using PORPE method.

In this research, the researcher get “Very Good” categorize. It can be seen from the mean score in which the score of pretest was 56 and the posttest was 82. It can be concluded that the students reading comprehension of report text after using PORPE method is higher than the students reading comprehension of report text before using PORPE method. Then, from the result t_{test} also proven that t_{test} is higher than t_{table} ($t_{test} 30.22 > t_{table} 2.03$). therefore, the hypothesis is accepted.

CONCLUSION

Based on the research result in chapter IV, the researcher describes the conclusion as follows: 1) The result of the application of using PORPE method in teaching reading comprehension of report text at the eleventh TKJ students of

SMK Negeri 1 Lumut is 3.8 and it is categorized “Very Good”. It means that the PORPE method in teaching reading comprehension is very good. 2) The students’ reading comprehension of report text before taught by using PORPE method at the eleventh TKJ students of SMK Negeri 1 Lumut was 56 and it is included as “Fail” category. While, the students’ reading comprehension of report text after taught by using PORPE method at the eleventh TKJ students of SMK Negeri 1 Lumut is 82 and it is included as “Very Good” category. 3) The testing that has been done to measure the hypothesis showed that t_{test} is higher than t_{table} ($t_{\text{test}} 30.22 > t_{\text{table}} 2.03$). Therefore, the alternative hypothesis of this research can be accepted. It means that there is a significant effect of using PORPE method on students’ reading comprehension of report text at the eleventh TKJ students of SMK Negeri 1 Lumut in 2021/2022 Academic Year.

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