



## IMPROVING READING COMPREHENSION OF SENIOR HIGH SCHOOL STUDENTS BY USING PORPE STRATEGY

Yosi Wiryani<sup>1</sup> and Fitrawati<sup>2</sup>

English Department

Faculty of Languages and Arts

State University of Padang

[wiwienyosiwiryani16@gmail.com](mailto:wiwienyosiwiryani16@gmail.com)

### Abstract

Makalah ini membahas tentang cara mengatasi pemahaman membaca siswa di SMA yang mengalami kesulitan dalam memahami apa yang mereka baca. Mereka cenderung sulit mengingat ide-ide pokok dari teks yang mereka baca. Membaca merupakan hal yang membosankan bagi siswa. Karena teksbacaan umumnya dipakai dalam ujian semester dan ujian nasional, maka siswa SMA perlu meningkatkan kemampuan membaca mereka. Oleh karena itu guru perlu memilih strategi yang mampu meningkatkan kemampuan siswa dalam memahami teks yang mereka baca. *PORPE* merupakan salah satu strategi yang bisa digunakan untuk meningkatkan kemampuan siswa dalam memahami ide-ide yang tersirat ataupun tersurat di dalam teks yang mereka baca. Langkah-langkah dalam memakai *PORPE strategy* adalah : 1) *Predict*. Siswa secara aktif dan mandiri membuat pertanyaan prediksi yang berhubungan dengan materi. 2) *Organize*. Siswa mengorganisasi atau mengatur ide kunci yang berhubungan dengan pertanyaan prediksi dan meringkas dengan pembuatan *outline*. 3) *Rehearse*. Siswa diminta berlatih untuk mengingat ide pokok yang ada dalam *outline* dengan membaca teks dengannyaring. Tahap ini dilakukan secara berpasangan. Tahap ini akan membantu siswa dalam mengingat ide-ide dari teks tersebut. 4) *Practice*. Siswa menulis jawaban prediksi menjadi bentuk teks dengan mengandalkan ingatan. 5) *Evaluate*. Siswa mengevaluasi hasil tulisan yang mereka buat dengan cara mengisi tabel *checklist*. Pada tahap ini siswa juga bisa melihat kemampuan mereka dalam menjawab pertanyaan yang ada pada teks tersebut.

**Key Words:** *Membaca, PORPE (Predict, Organize, Rehearse, Practice and Evaluate) Strategy, outline, checklist, Sekolah Menengah Atas*

### A. INTRODUCTION

Teaching English is intended to develop students' ability to communicate that involves reading, speaking, listening, and writing skills. They must be taught integrated. Although the four skills must be taught integrated, Indonesian educational curricula emphasize in reading skill and reading itself is interrelated with other skills. Grellet (1999:8) says reading should not be separated with other

<sup>1</sup> English ELTSP of English Department of FBS Universitas Negeri Padang graduated on March 2017

<sup>2</sup> Lecturer of English Department of FBS Universitas Negeri Padang



skills. So reading can be combined with listening writing, and speaking. He also says reading is an active skill. It constantly involves guessing or predicting, checking and asking oneself questions. This means that readers are active in thinking process that they communicate with the text to get what is included in the text.

Furthermore, reading is one of the important skills for English language learners because reading is the window of the world. By reading, the learners can comprehend the meaning of the text. They can catch any information and find the knowledge from the books and other media that they do not know previously. It means that reading can help the learners to improve their knowledge in any part of life, such as education, social, health and etc.

However, without going through the process of comprehension, the learners can not find information and knowledge more and varied, so in learning the skills of reading, text comprehension is crucial to be emphasized to the learners. Besides that, reading is a skill that majority is examined in the Midterm or final exams of the Semester to the students of Senior High School (SMA) and Madrasah Aliyah (MA), so that the students are at least able to achieve the completeness of minimum criteria (KKM). The process to achieve the KKM, the students should be able in comprehending reading text and do the exercise well. In addition, it is not easy to have a good ability in reading. It can be seen from many students that get low score in semester examination, especially in reading comprehension.

Reading still seems difficult for the students. Many of them face some problems in comprehending this text. Firstly, the students are not motivated in reading English text. Actually, in learning reading students should be motivated to make them interested and enjoy in reading the text. If they are motivated, they will get success in their objectives. Dalu, Setyawati, Arianto, and Azizaturrohmah (2017) says that motivation involves “the attitudes and affective states that influence the degree of effort that learners make to learn an L2. Brown (2001) also states that, motivation could come from inside called intrinsic motivation and from outside called extrinsic motivation. The intrinsic motivation of students motivates themselves to do something incidentally to get the goal. For example, they read the text because they want to get the information not because of teacher asks them. On the other hand, the students who have extrinsic motivation do something because of punishment given by their teachers.

Secondly, the problems in reading English text occur because reading materials selected by the teacher are not suitable with their development. For example, the teacher teaches the text that is not familiar with the students in term of topic, content, and language. Consequently, the students are bored to read those materials. It cannot catch students’ interest. Because of this problem the teacher should select suitable text to be taught in the classroom that is familiar to them.

Thirdly, strategies used by the teacher do not catch students’ interest. Based on the writer’s informal interview with several Senior High School students, the teachers commonly use conventional strategy. The teacher reads the text by her/him and asks the students to read the same text loudly. After that, the teacher finds difficult words and translates it into Indonesian. Next, the teacher

asks the students some questions related to the text to be answered by them until the end of the class. Consequently, the students are bored in reading the text and from the writer's informal interview with some students, the writer found out that the reading subject is not interesting and extremely boring. Some teacher also said that the students are not motivated and interested in reading. It makes them passive and they felt difficult in comprehend the text and to answer the some question about the text. It is also can be seen while students having exercise, some of the students prefer to cheat each other.

From the problem above, the writer can conclude that the factors which caused the students' failure in reading are the teacher seemed do not vary the strategies. Because of that the teacher should find the way how to make students' attention focus on the lesson. Their attention must be challenged from the beginning of the class.

Ideally, before going to read the texts, the teacher should prepare their students with pre reading activity. This activity gives them a chance to start thinking about the topic and become familiar with the material before starting the reading texts. Many activities that can be done in teaching reading at Senior High School, such as SQ4R, KWLH, repeated reading, reciprocal reading, guided reading, PORPE strategy, etc. unfortunately, not all teachers realize the importance of applying strategies in teaching, even some of them do not know what strategy that they should use.

Simpson (1988:152) states that PORPE strategy is an independent study strategy which operationalizes the cognitive and metacognitive processes that effective readers engage in to understand and subsequently learn content area materials. This statement according to Simpson (1988:152) means that PORPE strategy is one of the strategy of learning that can direct the students ability. He furthermore states that the students did a series of learning stage that includes predict, organize, rehearse, practice and evaluate in the process of understanding and studying a text. In addition, this strategy also directs the students ability to speaking and writing, because this strategy contains an activity that involves a speaking process is rehearse, the writing activities are predict, organize, and practice.

It can be concluded that PORPE is a strategy of active and independent learning for comprehending and studying a text. These strategies are said to be included in the active learning strategies because in the process of learning, PORPE consist of the active strategies such as an exercises that can be done by the students, that is Predict , Organize, Rehearse, Practice and Evaluate . All of stages of the study can be done by the students and teachers only as a facilitator, so that the students are trained for independent study.

## **B. DISCUSSION**

### **The Procedure of *PORPE* Strategy in Comprehending Reading**

#### **1. Pre-Teaching Activity**

In this stage, the teacher prepares everything related to the learning process. Then, the teacher checks student's attendance. The function of this activity to warm up and prepare them to face the lesson.

Then, the teacher should tell the basic competences and learning objective of the study. Teacher may briefly review what they got from the previous lesson to make relationship with what they are going to learn today. After that the teacher introduces the topic.

## 2. Whilst Teaching Activity

### a. Exploration

In this phase, the teacher explores what the students need to comprehend the text. Firstly, the teacher leads the students to the topic about descriptive text that will be discussed by showing a picture, for example picture tells about Orangutan. Based on that picture, the teacher should build the students' background knowledge about the text by asking some questions. The step can be illustrated as follow:

- The teacher : Now, I have a picture. (Teacher shows orangutan picture by using LCD projector)
- The teacher : Have you ever seen this animal?
- The students : Yes, Mam.
- The teacher : Where can you usually find this animal?
- The students : (mention the place)
- The teacher : What is orangutan characteristics based on the picture?
- The students : (all of the students raise their hand)
- The teacher : (choose some of students to give their answer)
- The students : (mention about orangutan's characteristics)
- The teacher : Good answer; give applause to your friend. Where can you find this animal?
- The students : (all students raise their hands)
- The teacher : (Choose some students)
- The students : In the zoo, Mam.
- The teacher : Very good, give applause to your friend. What is the main point from all your friend answer?
- The students : (mention about orangutan's characteristics)
- The teacher : Excellent.

The teacher has a role to guide them while asking some questions. Then, the teacher explains about the text that will be learned in the class. The teacher tells to the students that describing animal belongs to a descriptive text. Therefore, the activities that they have done are such kind of activity of descriptive text.

The step can be illustrated as follow:

- The teacher : After you see the orangutan picture, you already know about orangutan characteristics. Actually do you know what the material that will be learned today?
- The students : Describing animal, Mam.
- The teacher : Good answer, can you give another answer?
- The students : Descriptive text, Mam.
- The teacher : Excellent. Describing animals belong to descriptive text. So, today we will learn about descriptive text.

Then, the explanation can be continued about the generic structure, the function and explain how the descriptive text used in their daily life. After that,

the teacher gives a descriptive text to the students. The teacher reads the text first and then asks two students to read the text aloud. The step can be illustrated as follow:

The teacher : Today we will learn about reading descriptive text. Descriptive text is a text that describe about person, animal, place or thing. Previously, you have saw to a picture about orangutan. You have known about orangutan’s characteristics; and orangutan’s habitat. Now, I will give you a descriptive text. I want read this text and you have to listen carefully. After that, I want two of you to read this text too.

**b. Elaboration**

After the students understand with the texts that they read,the teacher introduces PORPE strategy and describes the activities to the students. The teacher gives an explanation about PORPE strategy before asking students to apply PORPE strategy into the text.The teacher explains about the steps of the lesson as well as examples of the work in a given text.The first step of PORPE is Predict. The teacher asks the students to make question predictions related to the text that they read by using WH questions, in order to help them easier generate the questions. The second step is Organize. In this step, the teacher explains that the students will be asked to organize the key answer related to the question prediction that they get by making outline and summary. The third step is Rehearse. In this step, the teacher asks students to memorize the key ideas based on an outline and the summary that they write before in pairs. The fourth step is Practice.The students practiceby writing the answer from question predictions in detail become a text form with relying on memory individually. The last step of PORPE is Evaluate. In this step, the students have to read the results of their partners’ writing activity and evaluate them by filling out the checklist paper. The step can be illustrated as follow:

The teacher : Now, you will learn a descriptive text with a strategy. This strategy is called PORPE. PORPE is a strategy of reading comprehension, in which this strategy includes five stages of learning, i.e., predict, organize, rehearse, practice and evaluate.The first step of PORPE isPredict. In this step, you will make some questions related to the text. You can use WH question. Have you understood about this step?

The students : Yes, Mam.

The teacher : For example questions are what is the animal?, where can we find this animal?, what is characteristic of this animal? what does this animal eat?.

The teacher : It is Organize step. In this step, you will make an outline and summary to help you answer the question before. Have you ever learnt to make an outline and summary before?

The students : Yes, Mam.

The teacher : How to make an outline?

The students : We find some keyword from each paragraph.

- The teacher : Very good. After that, write down the keyword become an outline. Then, write the summary based on the outline.
- The students : Yes, Mam.
- The teacher : Remember, you must write a summary with your own words.
- The students : Yes, Mam.
- The teacher : The third step of PORPE is Rehearse. In this step, I want you to read aloud. You will memorize about the outline and summary that you wrote before with your friend. You memorize orally then your friend will listen to you. Have you understood?
- The students : Yes, Mam.
- The teacher : The fourth step of PORPE is Practice. In this step, you will have such writing activity. I want you to write down the answer from question that you wrote before become a text. You will do this step by yourself. Have you understood?
- The students : Yes, Mam. (Write the text)
- The teacher : The last step of PORPE is Evaluate. You will checklist your results of the writing activity on the checklist paper.
- The students : (Check their result of the writing activity)
- The teacher : If you have positive evaluation, you've already success in this strategy. But, if you have negative evaluation, you must go back to the step that you do not really understand enough. Have you understood?
- The students : Yes, Mam.

### c. Confirmation

In this phase, the teacher asks the students whether the students understand or not about the lesson. The teacher gives an exercise to the students about another descriptive text. The teacher asked the students to read the text like the example that is already explained in the steps of learning PORPE strategy. The teacher gives a piece of paper to answer sheet and checklist paper to evaluate step. After that, the teacher is walking around the class and checks the students' activity. The step can be illustrated as follow:

- The teacher : Ok, based on my explanation before, do you understand about PORPE strategy?
- The students : Yes, Mam.
- The teacher : Now, I have another descriptive text. I want you to do the exercise by using PORPE strategy into this text.
- The students : (Take the text)
- The teacher : This is paper to answer sheet and the checklist paper.
- The students : Yes, Mam. (Do the exercise)

After the students finish their exercise, the teacher asked one of the students to read the result of their writing in front of the class. After that, the teacher corrects the students exercise if they have some mistakes.

### 3. Post-Teaching Activity

In this activity, the teacher gives feedback to the students toward the process and learning achievement. Teacher give chance to the students to ask some questions related to the topic that have discussed. Teacher also checks the students understanding about the topic by asking some questions that related to the lesson that they have learned. Teacher asks students to make homework. Teacher and students conclude the lesson together. The step can be illustrated as follow:

The teacher	: Ok students, do you know what our lesson today?
The students	:Describing animals, Mam.
The teacher	:Good answer, could you tell me another answer?
The students	:Descriptive text, Mam.
The teacher	:Excellent. The material today is descriptive text and describing animals, things and people belongs to descriptive text.

## C. CONCLUSION AND SUGGESTION

### 1. Conclusion

PORPE strategy (Predict, Organize, Rehearse, Practice, Evaluate) can improve reading comprehension of students. In addition the use of the PORPE strategy is also more effective than conventional strategy in students ' reading comprehension. This is because this strategy is designed to understand and then study the contents of a reading, which contains a series of activities that actively designing, monitoring and evaluating readingmaterials. In addition, in its application, the students carry out 5 stages of learning, i.e., predict, organize, rehearse, practice and evaluate conducted independently so that all of the students are actively engaged in understanding and study of the readings, while the teacher served as mentors and facilitators.

### 2. Suggestions

It is suggested to the teacher to apply PORPE strategy to figure out the difference atmosphere of the teaching learning process, especially for the progress of the students. It can be seen from the implementation of the strategy that student's reading comprehension improves after PORPE strategy applied. The teacher should have a good preparation such as materials and media. Second, teacher has to make the teaching and learning process more interactive. The interactive learning will be achieved by the teachers' effort and students' attention, comprehension of the material in the learning process. Interactive learning also needs students' participation in the class, so the teacher should make the learning process as interactive as possible. Third, teacher should apply a good technique in teaching that can give benefit both on teacher and students.

**Note:** This article is written based on the writer's paper with the advisor Fitrawati, S. S., M.Pd

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