

SKRIPSI

**IMPROVING READING ABILITY THROUGH PORPE
STRATEGY AT THE TENTH GRADE OF MA
IZZATUL MA'ARIF TAPPINA
KABUPATEN POLMAN**



2018

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KABUPATEN POLMAN**



By

NUR ILMIR
Reg Num. 14.1300.039

Submitted to the English Program of Tarbiyah and Adab Department of State Islamic
Institute of Parepare in Partial of Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

**ENGLISH DEPARTMENT
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE
2018**

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**As Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd)**

English Program

Submitted by

**NUR ILMI R
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to

PAREPARE

**ENGLISH DEPARTMENT
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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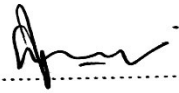
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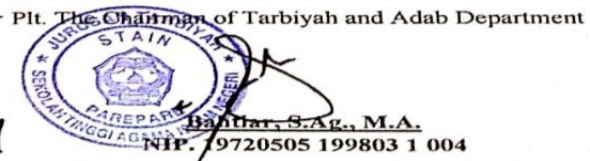
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Finally, the researcher expects this “Skripsi” will give valuable information for development of education and become the inspiration for people who read it.

Parepare, August, 25th 2018

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 25 August 2018

The Researcher


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ABSTRACT

NurIlmi. *Improving Reading Ability Through PORPE Strategy at The TenthGrade of MA IzzatulMa'arifTappinaKabupatenPolman* (Supervised by Syarifuddin tjali and Abdul Haris Sunubi)

This research is motivated by the lack of students' knowledge about the reading strategys that students are not actively involved when faced with reading text. The purpose of this study is to describe the PORPE (Predict, Organize, Rehearse, Practice and Evaluate). The five stages of applying the PORPE strategy involve the process cognitive and metacognitive thinking that allows active readers more motivated to understand and then study the contents of the readings as an effective and interesting method to teach English for high school students. Especially to see Improving reading ability at the tenthGradeof MA IZZATUL MA'ARIF TAPPINA.

The population of this research were the students of the tenth grade of MA IZZATUL MA'ARIF TAPPINA in academic year 2017-2018. The subject of this research is X Social class which is consisted of 16 students. The sample was taken by using purposive sampling. The design in this research was pre-experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post-test. It aimed to know whether PORPE strategycan improve reading ability.

The result in this research was indicated that there was improvement of the students' reading ability. It was indicated by the students' mean scoreof post-test (71,25) was greater than pre-test (55). Even, for the level significant (p) 5% and df = 15, and the value of table is 1,753, while the value of t-test is 5,6. it means that, the t-test value is greater than t-table ($1,753 \geq 5,6$). Thus, it can be concluded that the students' reading ability is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Keywords: Reading Ability, PORPE Strategy.

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CHAPTER I

INTRODUCTION

1.1 Background

Language is a tool of communication used by people to relate one another. By language they will be easy to express their ideas, opinions, feelings, etc. There are many languages in the world. English is one of the languages used as international language. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. Therefore, language has a role in students social and emotional development. In learning language especially English, there are four skills should be mastered by students, such as listening, speaking, reading, and writing. Among four skills researcher interested discuss about reading because reading is an important part in English and reading one of the four language skills that are very important to be mastered by students.

Reading is essential to every students to be able to master another skill and aspect in English such as vocabulary, grammar, speaking, listening and writing. For example if students want to be a good writer they have to a good reader. The student can enrich their vocabulary by reading because in the text reading there are many new words that they can found. The grammar ability also can improve their grammatical sentences that use in the text they read. After reading a text they can practice and it is very helpful to improve their speaking ability. In the learning process when the teacher read a text, students will try to understand the text by listening carefully and try to improve their writing skill and they try to write by their own language.¹

Reading is an active process, which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is important tool for academic success.² In reading activity

¹Harmer, *The practice of English Language Teaching* (Cambridge: Longman, 2005), p. 203.

²M.F Patel & Praveen M. Jain. *English Language Teaching* (Methods, Tools, & technique). (Jaipur: Sunrise Publisher, 2008), p. 113.

is hoped to produce reading comprehension of the students. Because by having Comprehension, students are able to make sense what the texts tell about.

In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the ideas expressed in the printed material. Therefore, reading with comprehension is only away for the students to get what they want to know from the reading material. However, the problem is how to make them comprehend.

The main purpose of reading is to obtain information. In the process obtaining the necessary information a through understanding of the content read order to express messages as well implied obtained. The goal related to the ability to read of the reader in capturing the contents reading, reading speed, and a through understanding of the contents reading.

However, that is one of the problems based on the present researcher observation, there are some problems that were often faced by students in learning reading such as; students can nothing comprehend the contents of reading text, students can nothing answer some question in reading text, lest interest in learning process, low learning motivation, and many other. Those problems happened because students not pay attention much to be class, lack of vocabulary mastery and not trained. Moreover, those problems can not only be attributed to the students' personal factor but also teacher factor such as unused interest and suitable strategy in teaching and learning process. In this case, teacher has to find out good strategy that can make students interest in learning reading.

One alternative strategy that can improve students' reading ability is PORPE (predict, organize, rehearse, practice, evaluate) method. According to Simpson PORPE is study to assist students in learning content material. Help student in the process construction in the meaning and build their knowledge.³ the students more

³Simpson Michle L. (1986). PORPE: *A writing strategy for studying in the laerning for content areas*. Journal of Reading, P. 407.

active in learning process, those automatically train students more understand about material. In addition, there are five steps to apply this strategy, consists of predict, organize, rehearse, practice, evaluate. So, the researcher was motivated to applying this strategy.

Therefore, based on the explanation above, the researcher is motivated to carry out a research with the title “Improving Reading Ability of the Tenth Grade Students Of MA Izzatul Ma’arif Tappina Through Predict, Organize, Rehearse, Practice, And Evaluate (PORPE) Strategy.

1.2 Problem Statement

Referring on the background above, the writer is motivated to carry out the problem statetment namely

- 1.2.1 Is the use of PORPE strategy able to improve the reading ability at the tenth grade students of MA Izzatul Ma’arif Tappina?
- 1.2.2 How to use of PORPE strategy in the implementation reading comprehension at the tenth grade of MA Izzatul ma’arif Tappina?

1.2 Objective of The Research

- 1.2.1 The objective of the study is to find improvement of the Reading Abilty Through PORPE strategy of the tenth grade students MA Izzatul Ma’arif Tappina.
- 1.2.2 Another purpose of this study to know the students’ how the use PORPE strategy in the implementation reading ability by using PORPE strategy.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of Reading

2.1.1.1 Definition of Reading

Reading is a complex process in which the recognition and comprehension of written symbols are influenced by readers' perceptual skills, decoding skills, experiences, language backgrounds, mind sets, and reasoning abilities as they anticipate meaning on the basis of what has been read.⁴

According Parel and Jain, reading is an important activity for expanding knowledge of a language. By reading, students can increase their knowledge of certain subjects.⁵ they can catch what texts tell about. Also, they can learn the language because the text provide the structures of the language to learn. Thus, students tried to understand the texts. Because students carefully pay attention to the content of the text.

Futhermore, Parel and jain state that reading is an activity process that requires a great deal of practice and skill. It is consists of recognition and comprehension skill. It is not a passive activity because actually readers think and analyze meaning. For example, when students read pronunciation books, they are required to pronounce words that are related to the books.⁶ In addition, through reading, students could recognize texts. They analyzed the detail information of texts. They also analyzed the structures that are related of the texts. Therefore, reading was an activity to get information in written language, so that reading is a useful activity to expand knowledge. In this learning students and teachers learnt together.

⁴ Albert J. Haris And Edward R. Sipay, *How Increase Reading Ability* (New York & London; Longman 1980), p.10.

⁵Parel and Jain, *English Language Teaching*. (Jaipur: Sunrise Publisher, 2008), p. 113-114.

⁶Nurhildayanti, *Using Media Triangle to Improve the Students' Reading Comprehension* (Unpublished Skripsi: STAIN Parepare, 2014), p. 9.

Reading is language dependent because students use the concepts they have formed and used in their oral language as they begin to reach to print. Oral language is a mediator for perceiving written messages in the initial stages of processing the written word.⁷

Based on explanation about reading, so the research concluded that teaching reading is very important for students. There are some reason for this. The first reason is Many English students need to read English texts for their career, for study or simply for pleasure. The second reason is reading text also will help the students when they study writing.

2.1.1.2 Kinds of reading

There are five kinds of reading according to Nuttal⁸ as follow;

2.1.1.2.1 Loudly Reading

Reading aloud is the kinds of reading that expressed orally every word in the text. It aims to improve the students ability in pronouncing the word. Stressing the words and having a good intonation about every sentence in the passage. The student who involve in reading aloud activity will get progress because they themselves always measures their own skill of pronouncing and stressing the words that shown by teacher in reading aloud activity.

2.1.1.2.2 Silently Reading

Silently Reading reinforces the reader to find out the meaning of the words. This kind of reading leads the reader to better comprehension. This reading is a skill to criticize what is written to discusses something written means to draw inference and conclusion as to tell new idea on what is read.

2.1.1.2.3 Speed Reading

⁷Alexander,et. Al, *Teaching Reading* (Canada: Brown and Company (Canada) limited, 1979), p.16.

⁸Nuttal Christene, *Teaching Reading Skill in Foreign*, (London Heineman International publishing 1982), p.17.

Speed reading is used to improving speed comprehension in reading. This must run side by with the main purpose of reading that is comprehension. It depends on the kinds of material of reading. The rate of speed of reading a story or newspaper or narrative will be different from the reading of scientific material.

2.1.1.3 Types of reading

According brown, H. Douglas there are some types of reading :

2.1.1.3.1 Perspective.

A perspective is a literary tool, which serves as a lens through which readers observe characters, events, and happenings. Perspective reading task involve attending to the components of large stretch of discourse : letters, words, punctuation, and other symbols. Relate the idea of perspective to reading: explain to students that when we read, we see the story from the perspective of the narrator, such as whoever is telling the story at a particular point.

2.1.1.3.2 Selective

Selective reading isa process of reading with purpose. The category is largely an artifact of assessment format. In order to ascertain one's reading cognition of lexical, grammatical or discourse of language within a very short stretch of language, certain typical tasks are used picture – cued tasks, matching, true / false, multiple – choice, etc.

2.1.1.3.3 Intensive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sentence, interact with the text, that is, reading is a process of negotiating meaning ; the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of process.

2.1.1.3.4 Extensive

Extensive reading involves learning reading texts for enjoyment and to develop general reading skill. It can be compared with intensive reading, which means reading in detail with specific learning aims and tasks. Applying to texts of more than a page, up to and including professional articles, essays, technical report, short stories, and books.

Based on the types of reading above, the researcher assumes that, the reader has to know the fourth types of reading because in reading there are some articles, stories and also reading material in the learning always include the type of reading which can make the reader understand more about reading.⁹

2.1.1.4 Teaching Reading

Teaching reading is to bring students in contact with the mind of great authors, with the written account of their experiences as Gray in Parel and Jane's statements.¹⁰ Kimbel and Garmezy in Brown assumed that teaching may be defined as a process of showing or helping the learners or someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, and causing to know or understand.¹¹

“According to Ninan, many reading instruction programs more emphasize in testing reading comprehension than teaching readers how to comprehend. Monitoring comprehension is essential to achieve successful reading. Part of a monitoring process includes verifying that the predictions being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained.¹²

⁹Nurhana on her research, *Improving The Students Reading Comprehension Through Directid Reading Thinking Activity (DRTA) At The Eleventh Grade Students Of SMA NEGERI 5 PINRANG*, 2018, p.8.

¹⁰Parel and Jain, *English Language Teaching*, (Jaipur : Surnise Publisher, 2008), p.114.

¹¹Douglas, *Principles of Language and Teaching*, (New York : Pearson Education, 2000), p.75.

¹²Ninan, *Language Teaching Methodology*, (Sydney : Prentice Hall, 2003), p.75.

Based to explanation above, In order to help the students to get better reading ability. Teacher should provide the the appropriate texts-right level linguistically, interesting and relevant to their needs in order to make reading activity meaningful teacher should implement the three stages in a reading lesson by considering students' preferable activity.

2.1.1.5 Types of Cassroom Reading Perfomance

According to Brown, a variety of reading perfomance in the classroom is derived more from varieties of texts to which teachers can expose students then from the various types of overt types of performance.¹³ The types of reading performance were:

2.1.1.5.1 Oral Reading

Occasionally, teacher ask their students to read orally at the beginning and intermediate levels because oral reading can serve as an evaluative check on bottm-up processing skills, double as pronouncation check, and serve to add some extra students' participation.

2.1.1.5.2 Silent Reading

Silent reading is categorized into intensive and extensive reading. Intensive reading gives attention to gramatical forms, discourse maker or other detail struktures for the purpose of understanding literal meaning, implication and or rhetorical relationship. Nuttal supports that the intensive reading asks which forces students to pay a great attention to texts.

2.1.2 Defenition of PORPE Strategy

Anthony Manzo and Ula Manzo stated that PORPE's five steps guide the students to behave like effective readers who have awareness and control of their own

¹³Brown. H. Doughlas, *Principles of Language Learning and Teaching While Plaints* (New York: Longman 1987), p. 312-313.

cognitive activities while they read and study.¹⁴ According to Simpson PORPE is study strategy that can be used in any content area course that uses the essay exam to measure learning or any test format that encourages higher levels of thinking such as synthesis, application, and evaluation.¹⁵ In addition, PORPE is a strategy to study textbook material in which you create and answer essay questions, It can be a time consuming process, but it is an excellent tool for preparing for essay exams.

Another Simpson statement states that “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.”¹⁶ In PORPE strategy, learners carry out activities that are related to cognitive and metacognitive processes, such as remembering, understand, analyze, synthesize and evaluate reading material.

PORPE is based upon the work of Baker and Brown described effective readers as individual who process the following metacognitive skills:¹⁷

1. Clarify their purpose of reading by understanding the explicit and implicit demands of the task.
2. Identify the important aspect of a message.
3. Focus attention on the major content and not the trivia.
4. Monitoring their on going activities to ascertain whether comprehension is occurring.
5. Engage in self-questioning to determine if their purpose is being achieved.
6. Take corrective action when failures in comprehension are identified.

¹⁴Anthony Manzo and Ula Manzo. 2010. *Content area reading*. Available online @<http://books.google.co.id>

¹⁵www.aminlimpo.com/2017/01/porpe-predict-organise-rehearse.html/m=1

¹⁶Simpson Michle L., Stahl, N., & Hayes, C. G. 1988. An Initial Validation Of A Study Strategy System”. *Journal of Literasy Research*, 2, XX, p. 149.

¹⁷Baker L., Brown A. L. 1984. *Metacognitive skill and reading*. In Pearson P. D. (Ed), *Handbook of reading research* New York: Longman. Available online @<http://www.jstor.org.edu/porpe.html>

From statement of experts above, it can be concluded that PORPE is active and independent learning techniques for understanding and learning a text. The technique is said to be included in active learning techniques in the process of learning, PORPE consists of the active ways of exercises done by learners, namely Predict, Organize, Rehearse, Practice and Evaluate. All the learning stages are carried out by the participants students and teachers only act as fasilitators, So that learners are trained to learn independently.

2.1.2.1 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.

1. Predict

The first stage in the PORPE strategy is predicting possibilities essay questions on the material to guide the next lesson. Cook and mayer describes the first phase of this PORPE as the engagement of the selection because it asks the learner to pay attention to important information in reading. After reading the text, learners predict the quastions inside essay forms relating to reading material to carefully and diligently, so that learners will learn a text well.

2. Organize

The next stage is to organize that information will answer the question of the prediction essay. Summarize and synthesize ideas through a concept or outline. Related to this second stage, Cook and Mayer mentions that “When Students the key ideas of a passage which are partinent to a self- predicted essay question they are involved in selecting, acquiring, and constructing, all critical encoding processes”. through the concept maps learners can assemble ideas keys that relate to systematic, structured prediction questions and regular.

3. Rehearse

Practice with an organization of concept map strcuture loading key ideas through active memorization. The third stage in this PORPE, Rehearse (Train), involving learners to actively memorize and test themselves against key ideas from

their concept maps or outline. That is, learners orally answer questions of their predictivessay, so the key ideas can be transferred to the memory of the brain.

4. Practice

In this stage, students practice by writing answers of the prediction questions with the remembering process. Stage practice: practice engaging learners creating their own text from brain memory that answers their prediction questions. 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 question from memory. The students can draft an outline of the essay or organize a complete answer.

5. Evaluate

After the four stages in the PORPE strategy done, students evaluate the writing results by filling out a checklist of completeness, accuracy, and the suitability of the text. It requires students to use their writing in order to validate whether they have created a meaningful that demonstrates their understanding of the key ideas and to evaluate their text as reader.

2.2 The Previous Reelated Finding

There are some researchers who have conducted research by using a few strategy and technique in teaching English on reading ability process more effective. There are:

Ahyadi, a pre-experimental research about improving students' reading comprehension through reap technique the eleventh year students of Madrasah Aliyah Pesantren Yastrib Kabupaten Soppeng. Result of his research in 2012 found that reap technique is able to improve student's reading comprehension. It was proved by the result of post-test (10.67) was higher than pre-test (6.33). Furthmore, the result of t-test value (7.2) was greather than t-table value (2.14).¹⁸

¹⁸Ahyadi, "Improving Students' Reading Comprehension Through Reap Technique at the Eleventh Year Students of Madrasah Aliyah Pesantren Yastrib Kabupaten Soppeng" (Unpublished Skripsi STAIN Parepare, 2012), p. 53.

Nurlaelah.S, Improving students' reading comprehension through reciprocal teaching technique of the eleventh grade of Madrasah Aliyah Negeri (MAN) Wajo Belawa. The result of the data analysis indicate that there was significant defferent of the students reading comprehension after giving tretment by using Teciprocal teaching technique,.it was proved by the mean score of pre test was 43.66 and the mean score of post test was 62.33 The data analyzed by using t-test was higher than the t-table value. The value of t-test was 8.66, while t-table value was 2.045 at the 0.05 level significance.¹⁹

Nur Rahman, in her research with the tilte "Improving reading ability through scanning and skimming to the tenth year students of MA DDI Tellu Limpo Sidrap regency". The research have founding that the use of skimming and scanning in teaching reading is effective to improve students' reading ability of the tenth year students of MA DDI Tellu Limpoe Kab. Sidrap. It proved by the difference between the results of the through scanning and skimming. And then the students' read ability of MA DDI Tellu Limpoe have in poor reading speed by the level of 0 -156 word perminute.²⁰

Dian Kurniawan (2011) Conducted in SMPN 1 Banten about the effect of using PORPE strategy toward reading comprehension of the second year students. She concluded that the second hypothesis is accepted because T-table at the 5% grade of significance refers to 2.-4. While, in the level of significance. It can be read that $(2.04 < 7058 > 2.76)$. It means that there is significance effect of using PORPE strategy to

¹⁹Nurlaelah.s, "Improving Students' Reading Comprehension Through Reciprocal Teaching Technique of the Elevent Grade of Madrasah Aliyah Negeri (MAN) Wajo Belawa" (Unpublished Skripsi STAIN Parepare 2014), p.50.

²⁰ Nur Rahman "Improving reading ability through scanning and skimming to the tenth year students of MA DDI Tellu Limpoe sidrap regency (State Islamic STAIN Parepare, 2010)."p,43.

improve reading comprehension at the second year SMPN 1 Banten, Bengklis Regency.²¹

Referring to the some previous related finding above that shown of four researcher have been doing the researcher by the researcher can be seen that have a good method or strategy in the class can help students to understand the contents of the reading. Although the method or strategy they used were different but all of the researchers have the same goal.

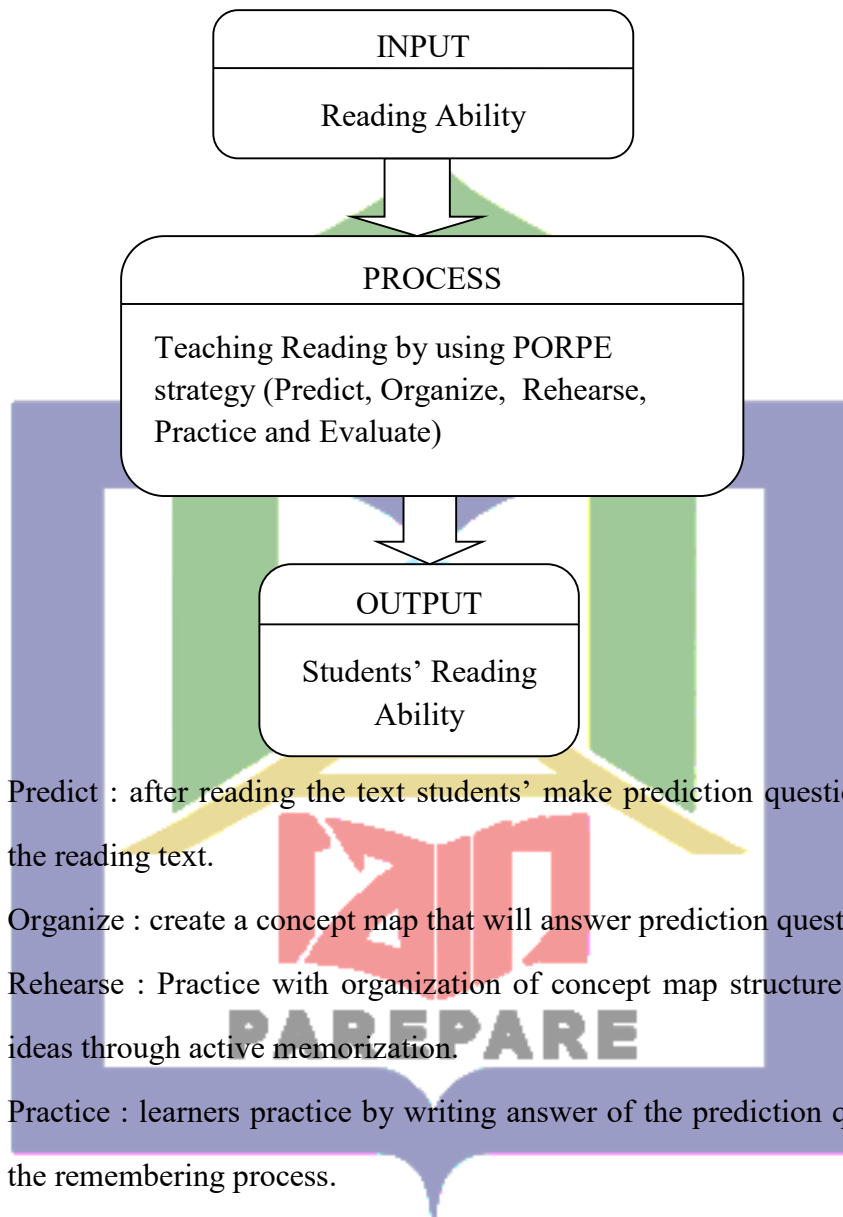
The relationship on the previous finding above with my research is both a researching about reading. And the differences on the previous research finding above with my research from some of the previous finding above using the method reap technique, reciprocal teaching technique, and scanning and skimming while my research uses PORPE strategy. But there is one previous research finding above have same with my method but the previous research finding above focus to the effect of using PORPE strategy toward reading comprehension while my research focus to the improving reading ability through PORPE Strategy.

2.3 Conceptual Framework

There are many strategy which could be presented in teaching to make the students' to get improve and success in learning English. Especially in reading ability, the using of PORPE strategy is hoped can improve the students' interest and achievement.

²¹ Dian Kurniawan, "Th effect of using PORPE Method Toward Reading Comprehension of the Second Year Students at SMPN 1 Banten, Bengklis Regency" (Unpublished Skripsi University Sultan Syarif Kasim R Pekan Baru, 2011),p.54.

The theoretical framework underlying this research is giving in the following diagram:



- Predict : after reading the text students' make prediction question related to the reading text.
- Organize : create a concept map that will answer prediction question.
- Rehearse : Practice with organization of concept map structure loading key ideas through active memorization.
- Practice : learners practice by writing answer of the prediction question with the remembering process.
- Evaluate : evaluate the writing results by filling out a checklist of completeness, accuracy, and the suitability of the text.

In the diagram above, there are three elements as follows: The theoretical framework underlying this research is giving in the following diagram:

In the diagram above, there are three elements as follows:

1. Input refers to the material that is applied.
2. Process refers to the teaching and learning reading by using PORPE strategy (Predict, Organize, Rehearse, Practice, and Evaluate), include researcher will give Pre-Test after that give treatment and the last give post test.
3. Output refers to the students' reading ability.

2.4 Hypothesis

The hypothesis of this research is formulated as follow:

- (H₀) : Using PORPE strategy is not able to improve the students' reading ability at the tenth grade students of MA Izzatul Ma'arif Tappina.
- (H_i) : Using PORPE strategy is able to improve the students' reading ability at the tenth grade MA Izzatul Ma'arif Tappina .

2.5 Variable and Operational Defenition of Research

2.5.1 Research Variable

In this research have two Variables, independent Variable and dependent Variable :

1. Dependent variable : Improving Reading Ability
2. Independent variable : Using PORPE Strategy

2.5.2 Operational Defenition of Variable

2.5.2.1 PORPE(Predict, Organize, Rehearse, Practice, Evaluate) is one of strategy that can be used the teacher in correction the students' ability. It is able to improve the students' reading.

2.5.2.2 The students' mastery in reading ability is the result and successfulness as well as progress of students' skill in English in MA Izzatul Ma'arif Tappina.

CHAPTER III

METHOD OF THE RESEARCH

This part cover the description of the research design and variables, populating and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

3.1 The Research Design

The Design that uses in this research is an experimental. It aims to find out effectiveness of the uses of PORPE strategy to improve students' reading ability at the tenth grade students of MA Izzatul Ma'arif Tappina. The schematic reception of the design is present below:

$$O_1 \quad X \quad O_2$$

Where:

O_1 : Pretest

X : treatment

O_2 : Posttest.²²

3.2 Location and Duration of the research

Researcher does research in MA Izzatul Ma'arif Tappina, The researcher was use the quantitative research that have several times to collect and analyze data. The duration of this research is about one months.

3.3 Population and Sample

3.3.1 Population

According to L.R.Gay the population is the group of interest to the researcher, to the grop to which she or he would like result of the study to generalizable.²³ Population is a groups object, events that become targets the researcher.

²²Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA, 2015),p. 111.

²³L.R Gay,*Educational Penelitian Pendidikan pendekatan kuantittif, kualitatif and R&D* (Bandung : Alfabeta, n.d), p. 81.

The population of the research is the tenth grade students of MA Izzatul Ma'arif Tappina academic year 2017/2018 to make clear, it can be seen in the table.

Table 3.1 The total students of MA Maizzatul Ma'arif Tappina

No.	Class	Sex		Total
		Male	Female	
1.	X IPA	11	19	30
2.	X IPS	7	9	16
3.	XI IPA	8	9	17
4.	XI IPS	7	13	20
5.	XII IPA	10	17	27
6.	XII IPS	12	8	20
Total				140

(source: Administration of MA Izzatul Ma'arif Tappina)

3.3.2 Sample

Based on the Population above, the researcher use purposive sampling technique that one class of the tenth grade students of MA Izzatul Ma'arif Tappina has taken as research X Social, because of the researcher recommendation. The class most of students X Social have problem in learning English specially in reading. The total number of sample of this research was 16 students.

3.4 The Instrument of the research

In collecting data the researcher used reading ability (narrative text) and which consist of two kind of instrument namely reading test. The test was given to the students to measure the students ability the writer chooses the test namely true false and multiple choice, the total item is 20 numbers. There are two test of this research, they are pre-test and post-test. Pre-test was given before the treatment to find out the students prior knowledge and post-test had been given after the treatment to get data on the impact of using PORPE Strategy in upgrading students reading ability.

3.5 Procedure of collecting Data

The procedures of collecting data in this researcher as follows:

3.5.1 Pre-Test

Before giving the treatment, the researcher was give pre-test to the students sampel, to know the students reading ability and the aims to identify the students who are understood and don't understand the meaning of reading test consist 10 true false and 10 multiple choice. So, the total itm is 20 numbers.

The procedures of pre-test as follows :

1. The researcher was distribute the reading test of the students.
2. The researcher was explained to the students how to work the test.
3. The students do the test in 30 minutes.
4. The researcher was collect the test and check them.

3.5.2 Post-Test

After the treatment, the post-test was conducting to find out the progress and results of the treatment to measure the students reading ability by using PORPE strategy. The researcher gave the same test in pre-test and post-test.

3.6 Treatment

Treatment was be given after the pre-test. The researcher was gave treatment in some steps or sessions as follow:

3.6.1 The first Meeting

In the first meeting the researcher gave motivation about the importance of English to the students before giving material. After that researcher introduced the material or one of the strategy that can be used to improving reading ability namely PORPE strategy (Predict, Organize, Rehearse, Practice, and Evaluate), and describe the activities to the students before giving material. Then, researcher gave chance the students to give question that they did not understand about the material. And then, researcher closed the meeting.

3.6.2 The second meeting

In the second meeting the researcher gave material about "Misunderstanding" to know the extent of the level of understanding of students in reading text before the the application of the PORPE strategy (Predict, Organize, Rehearse, Practice, and

Evaluate). After that, researcher explained the steps of PORPE strategy and closed the meeting.

3.6.3 The third meeting

In this meeting, before begin the researcher was give motivation to the students in order to know the important of English.

To apply this strategy in the learning process, researchers adapting the steps of Simpson as follows:

1. Learners are given a reading.
2. Some learners are asked to read a language text reading English aloud.
3. After the learner read the text, the teacher invited the learner to aks if there is a vocabulary that had not been understood.
4. Then learners learnt the reading with performing stages in the PORPE strategy.

After that, the students will read the text by using PORPE strategy.

3.6.4 The four meeting

In this meeting the researcher gave a tests with the same reading topic to know about do the students have understood how to use PORPE strategy (Predict, Organize, Rehearse, Practice, and Evaluate). In using PORPE strategy can improve student's reading ability at the tenth grade students of MA Izzatul Ma'arif Tappina.

3.7 Technique of Data Analysis

The data will be collected through the test that have been analyzed by using quantitative analysis employed statically calculation to test the hypothesis. The steps are as follow:

3.5.1 The classification students' score

Table 3.2: classification students' score

Score	Predicate	Categories
80-100	A	Very Good

66-79	B	Good
56-65	C	Enough
40-55	D	Less
30-39	E	Bad

Scoring the students' writing of pre-test and post-test

$$\text{Score} = \frac{\text{Students' correct}}{\text{Total number of items}} \times 100$$

Finding out the mean score by using the following formula:

$$X = \frac{\sum X}{N}$$

In which:

X = Mean score

\sum = Total Score

N = The total number of students²⁴

Calculating the rate percentage of the students' score by using the following formula:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = percentage

F = frequency

²⁴Suharsimi arikonto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p.298

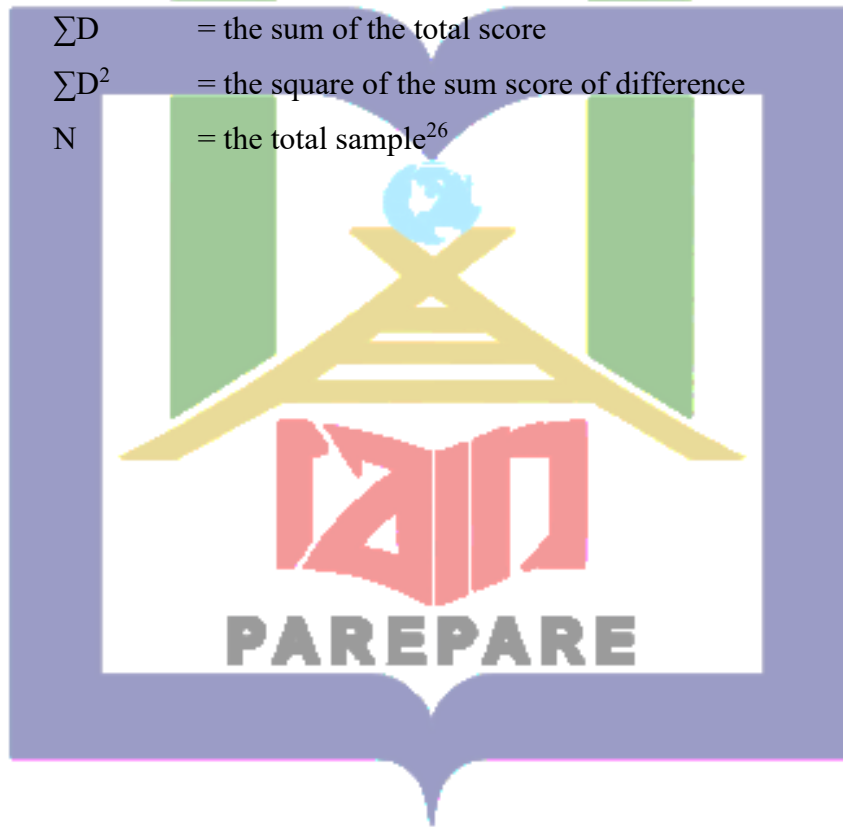
N = the total number of the students'²⁵

Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

- T = test of significance
- D = the mean score of difference (X1-X2)
- $\sum D$ = the sum of the total score
- $\sum D^2$ = the square of the sum score of difference
- N = the total sample²⁶



²⁵Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43

²⁶Gay, L.R. *Educational Research*, New Work: Charles Merrill Publishing. Co,A. Bell and Howel Company.1987.p.331

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consist of two parts, namely the finding of research and the discussion of the research. The finding of the research cover the description of the result of data collected through test that can be discussed in the part below.

4.1 Findings

The findings of this research deal with the classification of the students' pre-test and post-test. To find out the question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' reading ability, while post-test was given after treatment through PORPE strategy and the result of the post-test of this research can answer the question of this research that aims to find out through PORPE strategy can be able to improving the students' reading ability at the tenth grade of MA Izzatul Ma'arif Tappina.

4.1.1 The students score in Pre-test

The pre-test had done before implementation PORPE strategy. It was conducted on Wednesday 25th, 2018. The students was given the pre-test. The researcher found out the research of the students pre-test based on the scoring of reading before giving treatment that using PORPE strategy which where analyzed and resulted in the information as shown in the following table:

Table. 4.1 the Students score in Pre-test

No	Students	Pre-Test of the Students (X ₁)		X ²	CLF
		Max Score	Score X ₁		
1	Arinda	100	70	4900	Good
2	Amir	100	45	2025	Less
3	Amirullah	100	50	2500	Enough
4	Aswin	100	40	1600	Less
5	Diani	100	70	4900	Good

6	Hasdan	100	60	3600	Enough
7	Afdal Maulana	100	55	3025	Enough
8	Nur Aisyah	100	60	3600	Enough
9	Rahman	100	55	3024	Enough
10	Sanri	100	45	2025	Less
11	Sugiarti	100	50	2500	Less
12	Herniyanti	100	55	3025	Less
13	Edi Sudraja	100	35	1225	Bad
14	Darmi	100	60	3600	Enough
15	Suarni	100	65	4225	Good
16	Riska	100	65	4225	Good
Total			$\sum X = 880$	$\sum X^2 = 49505$	

(Data source: the students Score in Pre-test)

Firstly, the researcher calculated the mean score of the pre-test:

$$X = \frac{\sum x}{N}$$

$$X = \frac{880}{16}$$

$$X = 55$$

So, the mean score (X_1) for pre-test is 55

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 55. From that analyzing. It could be seen that almost of the 16 students ability in reading was still low because most of the students gained less score.

Secondly, the researcher calculated the standard deviation of the pre-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{49505 - \frac{(880)^2}{16}}{16 - 1}}$$

$$SD = \sqrt{\frac{49505 - \frac{774400}{16}}{15}}$$

$$SD = \sqrt{\frac{49505 - 48400}{15}}$$

$$SD = \sqrt{\frac{1105}{15}}$$

$$SD = \sqrt{73,6}$$

$$SD = 8,5$$

So, the result of the standard deviation of the pre-test is 8,5

After determining the mean score (X_1) of pre-test was 880 and standard deviation (SD) of the pre-test was 8,5 It could be seen that improving students reading ability were in low category.

PAREPARE

Table 4.2 The frequency and rate percentage of the students' reading ability of Pre-Test.

Classification	Score	Predicate	pre-test	
			Frequency	Percentage (%)
very good	80-100	A		
Good	66-79	B	3	18.75%
Enough	56-65	C	5	31.25%
Less	40-55	D	7	43.75%
Bad	30-39	E	1	6.25%
Total			16	100%

(Data source: the Rate Percentage of the Frequency of the Pre-test)

The table above indicated that rate percentage of the pre-test shows that before giving the treatment of (Predict, Organize, Rehearse, Practice and Evaluate) PORPE strategy no one students got very good score, three (18,75%) students got good score. There were five (31,25 %) students got enough, seven (43,75%) students got less score and one (6,25 %) students got bad category.

Based on the table from 16 students, seven students got less category have followed English course for elementary level. So they did not recognize a few meaning words in the reading text. But no one got a good or very good score. Its mean that the students' reading was still low.

4.1.2 Score of Post-Test

Table. 4.3 the Students score in Post-test

No	Students	Post-Test of the Students (X_1)		X^2	CLF
		Max Score	Score X_1		
1	Arinda	100	70	4900	Good
2	Amir	100	55	3025	Enough
3	Amirullah	100	56	3136	Enough
4	Aswin	100	70	4900	Good

5	Diani	100	70	4900	Good
6	Hasdan	100	80	6400	Very Good
7	Afdal Maulana	100	60	3600	Enough
8	Nur Aisyah	100	80	6400	Very Good
9	Rahman	100	80	6400	Very Good
10	Sanri	100	65	4225	Enough
11	Sugiarti	100	55	3025	Enough
12	Herniyanti	100	80	6400	Very Good
13	Edi Sudraja	100	80	6400	Very Good
14	Darmi	100	75	5625	Good
15	Suarni	100	80	6400	Very Good
16	Riska	100	75	5625	Good
Total			$\sum X = 1140$	$\sum X^2 = 81361$	

(Data source: the students score in Post-test) The first to get the mean score of the post-test, used formula:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1140}{16}$$

$$X = 71,25$$

Based on the result of the post-test, the data showed that the mean score of the post-test was 71,25. From that analyzing. It could be seen that almost of the 16 students reading ability was very good and good score.

The second to get the standard deviation of the post-test, used formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{81361 - \frac{(1140)^2}{16}}{16 - 1}}$$

$$SD = \sqrt{\frac{81361 - \frac{1299600}{16}}{15}}$$

$$SD = \sqrt{\frac{81361 - 81225}{15}}$$

$$SD = \sqrt{\frac{136}{15}}$$

$$SD = \sqrt{9,0}$$

$$SD = 3$$

So, the standard deviation of the pre-test is 3

After determining the mean score (X_i) of post-test was 71,25 and standard deviation (SD) of the post-test was 3 It could be seen that improving students reading ability were in a very good category.

4.1.2.1 The result of the pre-test and post-test were presented in the following:

Table. 4.4 The Mean Score and Standard Deviation of the Pre-test and Post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	880	8,5
Post-test	1140	3

(Data source: the mean score and standard deviation of pre-test and post-test)

4.1.2.2 The frequency and rate percentage of the students' score of post-test shows in the table below:

Table 4.5 The frequency and rate percentage of the students' reading ability of Post-Test

Classification	Score	Predicate	Post-test	
			Frequency	Percentage (%)
very good	80-100	A	6	37.50%
Good	66-79	B	5	31.25%
Enough	56-65	C	3	18.75%
Less	40-55	D	2	12.50%
Bad	30-39	E		
Total			16	100%

(Data source: the Rate Percentage of the Frequency of the Post-test)

The table above shows that after giving the treatment PORPE (Predict, Organise, Reherse, Practice and Evaluate) strategy, the students' reading strategy score could be classified as good by the result of post-test. There were six (37,50%) out of 16 students' classified into very good, five (31,25%) out of 16 students' classified into good, three (18,75%) out of 16 students' classified into enough and two (12.50%) out of 16 students' classified into less. So that the researcher was able to conclude that the students got a change in the study of English if given PORPE strategy.

4.1.3 The T-test value

Table 4.6 The worksheet of calculated of the score pre-test and post-test of reading ability.

NO	Pre-test	Post-test	(D)	D ²
1	70	70	0	0
2	45	55	10	100
3	50	65	15	225
4	40	70	30	900
5	70	70	0	0
6	60	80	20	400
7	55	60	5	25
8	60	80	20	400
9	55	80	25	625
10	45	65	20	400
11	50	55	5	25
12	55	80	25	625
13	35	80	45	2025
14	60	75	15	225
15	65	80	15	225
16	65	75	10	100
Total			260	6300

(Data source: the of the Calculation of the Score on Pre-test and Post-test on the Improving Students reading ability through PORPE stragegy)

$$D = \frac{\sum D}{N}$$

$$= \frac{260}{16}$$

$$= 16,25$$

$$t = \frac{D}{\frac{\sqrt{\sum D^2 - (\sum D)^2}}{N}} \cdot \frac{1}{\sqrt{N(N-1)}}$$

$$= \frac{16,25}{\frac{\sqrt{(6300) - (260)^2}}{16}}$$

$$= \frac{16,25}{\frac{\sqrt{6300 - 67600}}{16}}$$

$$\frac{16,25}{\sqrt{6300 - 4225}}$$

$$240$$

$$= \frac{16,25}{\frac{\sqrt{2075}}{240}}$$

$$= \frac{16,25}{\sqrt{8,6}}$$

$$= \frac{16,25}{2,9}$$

$$t = 5,6$$

In order to know whether the means score of the pre-test and the means score of the post-test is significantly different, the research used a T-test. The result of the T-test is $t = 21,39$. To find out the degree of freedom (df) the research use following formula:

$$df = N - 1$$

$$df = 16 - 1$$

$$df = 15$$

For the level of significance ($p = 0,05$) and $df = 15$ then the value of the table = 1,753 Thus the value of T-test greater than the variable ($5,6 > 1,753$) it meant that there is significant difference in reading ability after doing treatment by PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) strategy in students' reading ability at the tenth social grade students' of MA Izzatul Ma'arif Tappina.

4.1.4 Hypothesis testing

The hypothesis was tested by using the t-Test statistical analysis. The result as follow:

If the t-Test value was greater than the t-Table value for the level of significance 0.05 with a degree of freedom 15, thus the alternative Hypothesis would be accepted. The data analysis result is the t-Test value (5,6) was greater than the t-Table value (1,753). So, the Alternative hypothesis is accepted. By this result, it is concluded that there was a significant difference between the students' reading ability that was through PORPE (Predict, Organize, Rehearse, Practice and Evaluate) strategy .

4.2 Discussion

4.2.1 The Improvement of Students' Reading Ability through PORPE Strategy

The research aimed at investigating the improvement of students' reading ability through PORPE strategy in teaching reading ability of narrative texts for the tenth grade of MA Izzatul Ma'arif Tappina. The researcher calculated the mean score students' reading ability was indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment was 55 and the mean score of post-test was 71,25 after treatment.

By looking at the test finding, from the data provided in classification table based on the reading, clearly to see that three (18,75%) student got good score, five (31,25%) students got enough score, and seven (43,75%) students got less score in the pre-test, while in the post-test, six (37,50%) students got very good score, five (31,25%) students got good score, and three (18,75%) student got enough score. From the result the researcher concluded that the students' reading ability from enough to very good classification.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_a), the researcher used t-test to calculating result showed that on the t-test value 5,6 was greater than t-table value 1,753 table ($5,6 \geq 1,753$) with degree of freedom (df) 15. It means alternative hypothesis (H_a) was concluded that the PORPE strategy was able to improve the students' reading ability

at the tenth social grade of MA Izzatul Ma'arif Tappina. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

The result of this research showed that PORPE strategy is significantly effective in teaching reading ability of narrative texts. Using PORPE strategy in teaching and learning process in classroom had good influence to students' reading ability. By presenting PORPE strategy in reading class, the students were more active in the process of teaching and learning because the activities offered by PORPE strategy have relevancy to the characteristics of most senior high school students that curious and enjoy dynamic situations.

Furthermore, by PORPE strategy, the students mostly participated actively in each activity. They also had more effort by asking the vocabularies they did not know in English especially in narrative text in order to maintain their reading activities with their set partner. They also did more reading practice even though they were not under monitored by the teacher. By doing so, The students saw very interested in the process of learning because they can share their ideas freely to each other, and this made the class becoming more alive.

Based on the findings above, the researcher concluded that there was an improving of using PORPE strategy in reading ability at the tenth grade of MA Izzatul Ma'arif Tappina.

4.2.2 The Ways of Implementation of PORPE Strategy to Improvement the Students' Reading Ability

In connection with the finding in every meeting on treatment, the researcher concluded that the students enjoyed the class and they feel more easy ability to read. They could be reading well because they read a text through five steps. 1. Predict: after reading the chapter, predict possible easy question from the information contained in the text. 2. Organize: organize, summarize, and synthesize the key points of the chapter using your own words. then outline answer to the predicted questions. 3. Rehearse: recite aloud the information. 4. Practice: in practicing, you answer your predicted essay

questions from memory, you can sketch an outline of the essay or prepare a complete answer. 5. Evaluate: evaluate your own work by asking the following question : Do I have enough concrete examples? Is my answer complete, accurate, and appropriate?. The PORPE strategy had impact in improving the students reading ability. As a fact, based on the finding, the result is positively indicates that there is positive effect of using PORPE strategy in teaching reading ability. It can be seen from the significant improvement of students' score from comparison between pre-test and post-test. It meant that, the treatment was success in improving the students' reading ability.

There were four meetings for doing the treatment of this research with main material (narrative text) and identified it, and PORPE as a strategy in teaching process. At the first, before giving the treatment, the students did the pre-test it purposed to know students' ability in reading before getting the treatment. The step of this test was the researcher started to do the brainstorming to take the students attention and made the students interest to do the next instruction of the researcher. The researcher asked some the students to reading before giving test of pre-test. After that, the researcher gave a test.

In the first meeting on Thursday, July 26th, 2018, the first the researcher gave motivation to the students about the easy to study English. After that researcher introduced the material or one of the strategy that can be used to improving reading ability namely PORPE strategy (Predict, Organize, Rehearse, Practice, and Evaluate), the researcher gave illustration that PORPE is a strategy to study textbook materials in which the students create and answer essay question. and describe the activities to the students before giving material. Then, researcher gave chance the students to give question that they did not understand about the material. The students were very enthusiastic in learning reading through PORPE strategy. It was because the teacher never used PORPE strategy in teaching reading ability so the students be interesting.

On Saturday, August 04th, 2018 was the second meeting, In the second meeting the researcher was give material about "Misunderstanding" to know the extent of the level of understanding of students in reading text before the application of the PORPE

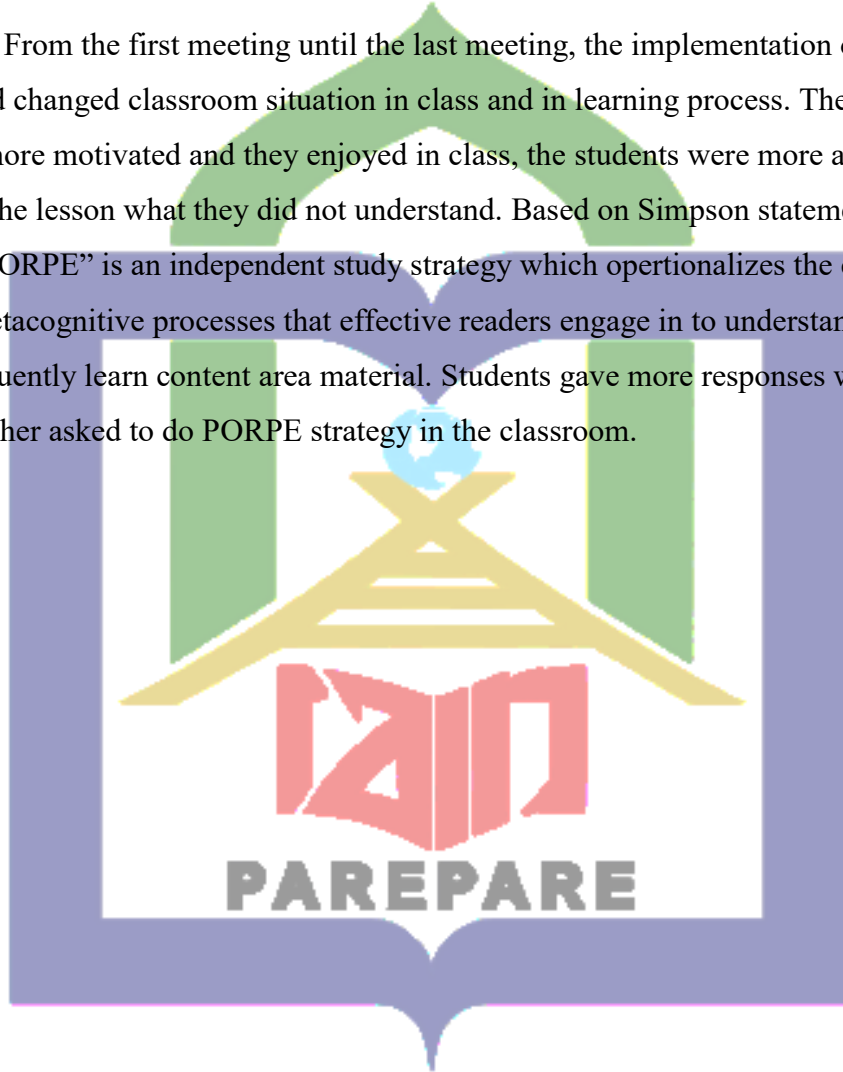
strategy (Predict, Organize, Rehearse, Practice and Evaluate). After that, researcher explain the steps of PORPE strategy *Predict* The first stage in the PORPE strategy is predicting possibilities essay questions on the material to guide the next lesson. The next stage is to *Organize* that information will answer the question of the prediction essay. Summarize and synthesize ideas through a concept or outline. *Rehearse* practice with an organization of concept map structure loading key ideas through active memorization. *Practice* In this stage, learners practice by writing answers of the prediction questions with the remembering process. Stage practice: practice engaging learners creating their own text from brain memory that answers their prediction questions. After the four stages in the PORPE strategy done, learners evaluate the writing results by filling out a checklist of completeness, accuracy, and the suitability of the essay.

Third meeting on Thursday, August 09th, 2018, the researcher gave a test in the form of PORPE. It purposed to know that students had progress in reading ability or not. In this meeting the students had been divided into one group only two students to make the researcher easy to do the method. The researcher ask students to read a text and work on it using the PORPE strategy. After that, the students observe reading text and ask questions about whatever is not understood, every student explained the result of their work in front of class. After that, the resercher gave lists evaluate to his partner to assess his friend's answer. It made the students easy to understand and remember the reading text that it has read.

On Thursday, 16th, 2018 was the fourth meeting. Before beginning this meeting, the researcher gave a test again to students with a text different. In this meeting was different from previous meeting. the researcher used PORPE strategy combined with the game so that the students did not get bored in the class, the game used by researcher had a relationship with the reading ability, this meeting was done outside the classroom so that the students can freely accept the material in a relaxed and quickly absorbed.

In the last, the researcher gave a post-test on Sunday, August 19th, 2018. Before that, the researcher did brainstorming first to take the students' focusing and their attention. The students answered the question based on their knowledge after treatment. In this, the researcher did not give back the students' paper again. Its purpose was to know whether this treatment had increased or not.

From the first meeting until the last meeting, the implementation of PORPE method changed classroom situation in class and in learning process. The students were more motivated and they enjoyed in class, the students were more active to ask about the lesson what they did not understand. Based on Simpson's statement, it states that "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. Students gave more responses when the researcher asked to do PORPE strategy in the classroom.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about improving reading ability of the students' through PORPE (Predict, Organize, Rehearse, Practice and Evaluate) strategy.

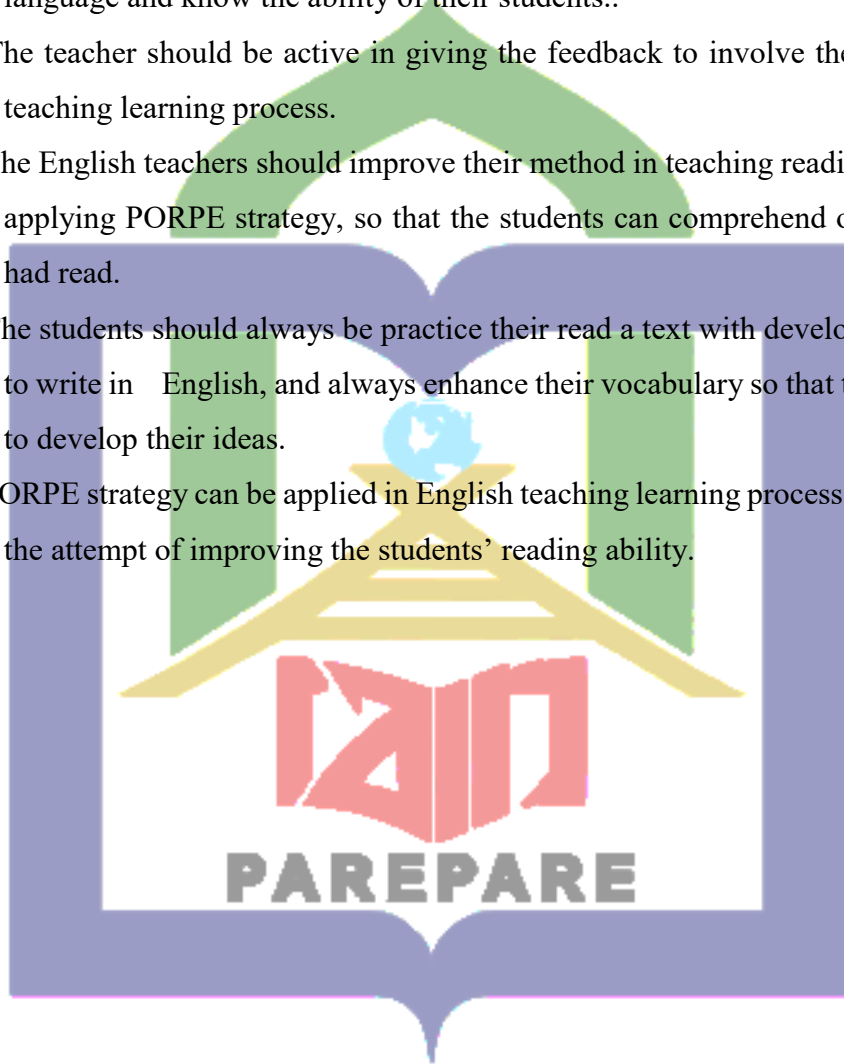
5.1 Conclusions

- 5.1.1 Based on the result of data analysis and the discussion of the result in previous chapter, Reading is a process to understand the text, content and to get information. By reading the students can build their knowledge, their vocabulary and their grammatical competence. On the other hand, without reading the students will face the difficulties when they learn the other skill such as listening, speaking and writing. After being taught with PORPE strategy the student could receive the material easier and more enjoyable. They can comprehend the text more easily, such as finding factual information and identify main idea. Therefore, the researcher concluded that using PORPE strategy can improve the students reading ability at the tenth grade of MA Izzatul Ma'arif Tappina.
- 5.1.2 During the implementation PORPE strategy students were more motivated and active in learning process. They were very positive after learning reading through PORPE strategy (Predict, Organize, Rehearse, Practice and Evaluate). It means that there is significant difference of the students reading ability before and after treatment. The finding of the result showed the positive impact in the students reading ability.

5.2 Suggestion

Based on the conclusion presented above, the researcher would like to give some suggestions as follows:

- 5.2.1 In teaching English, the teachers should master the skills and components of language and know the ability of their students.
- 5.2.2 The teacher should be active in giving the feedback to involve the students in the teaching learning process.
- 5.2.3 The English teachers should improve their method in teaching reading ability by applying the PORPE strategy, so that the students can comprehend what they have read.
- 5.2.4 The students should always practice reading a text with developing their ideas to write in English, and always enhance their vocabulary so that they are easy to develop their ideas.
- 5.2.5 The PORPE strategy can be applied in the English teaching learning process, particularly in the attempt of improving the students' reading ability.



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Appendix 1 T- tabel

Titik Persentase Distribusi t (df = 1 – 40)

df	Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
		0.50	0.20	0.10	0.050	0.02	0.010	0.002
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2		0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5		0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70590	1.39585	1.85085	2.30998	2.89645	3.35700	4.50079
9		0.70150	1.38141	1.81812	2.26215	2.81453	3.24981	4.29681
10		0.69784	1.36905	1.78956	2.22814	2.74689	3.15985	4.11418
11		0.69479	1.35823	1.76579	2.19988	2.68943	3.08543	3.95015
12		0.69223	1.34873	1.74589	2.17604	2.64186	3.02338	3.80091
13		0.69007	1.34034	1.72837	2.15591	2.60267	2.97143	3.66399
14		0.68821	1.33295	1.71282	2.13899	2.57058	2.92826	3.53703
15		0.68664	1.32646	1.69896	2.12481	2.54519	2.89257	3.42001
16		0.68527	1.32077	1.68649	2.11291	2.52599	2.86307	3.31271
17		0.68408	1.31570	1.67519	2.10291	2.51166	2.83946	3.21499
18		0.68305	1.31117	1.66491	2.09351	2.50091	2.82046	3.12571
19		0.68217	1.30711	1.65553	2.08451	2.49246	2.80581	3.04399
20		0.68143	1.30346	1.64703	2.07601	2.48511	2.79431	2.96871
21		0.68081	1.30017	1.63931	2.06801	2.47871	2.78571	2.89899
22		0.68029	1.29721	1.63236	2.06051	2.47311	2.77991	2.83371
23		0.67986	1.29457	1.62607	2.05351	2.46811	2.77571	2.77199
24		0.67951	1.29214	1.62034	2.04691	2.46371	2.77201	2.71271
25		0.67923	1.28991	1.61517	2.04071	2.45981	2.76871	2.65599
26		0.67899	1.28787	1.61046	2.03491	2.45631	2.76581	2.60171
27		0.67879	1.28601	1.60619	2.02951	2.45311	2.76321	2.54999
28		0.67862	1.28431	1.60227	2.02451	2.45021	2.76081	2.50071
29		0.67848	1.28277	1.59869	2.01981	2.44751	2.75861	2.45399
30		0.67836	1.28137	1.59534	2.01541	2.44501	2.75661	2.40971
31		0.67826	1.28011	1.59221	2.01131	2.44261	2.75481	2.36799
32		0.67818	1.27897	1.58929	2.00751	2.44041	2.75321	2.32871
33		0.67811	1.27795	1.58657	2.00391	2.43831	2.75171	2.29199
34		0.67806	1.27704	1.58404	1.99991	2.43641	2.75031	2.25771
35		0.67802	1.27623	1.58169	1.99621	2.43461	2.74901	2.22599
36		0.67800	1.27551	1.57951	1.99271	2.43291	2.74781	2.19671
37		0.67798	1.27487	1.57751	1.98941	2.43131	2.74671	2.16999
38		0.67797	1.27431	1.57567	1.98631	2.42981	2.74571	2.14571
39		0.67797	1.27381	1.57399	1.98341	2.42841	2.74481	2.12399
40		0.67797	1.27337	1.57247	1.98061	2.42711	2.74401	2.10471



Appendix 2 Instrument of the Pre-test

Name :

Class :

Read and answer the question below!

MISUNDERSTANDING

In a remote part of Wales there is a place called Morrow.

One day, at a London train station, a traveller said to the booking-clerk, "I want a ticket to Morrow, please." The clerk raised his eyebrows, saying, "If you want a ticket tomorrow, why don't you come for it tomorrow?"

"But I want a ticket to Morrow today," the traveller replied. "I told you," the clerk said, "you Can't have a ticket tomorrow today. You'll have to come tomorrow for it."

By this time, that traveller was getting more and more annoyed and finally lost his temper and yelled, "Can't you understand what I mean? I want a ticket to a place called Morrow and I want it now!"

Finally understanding what the traveller really wanted, the clerk said quite calmly, "Why didn't you say so in the first place? Here's your ticket."

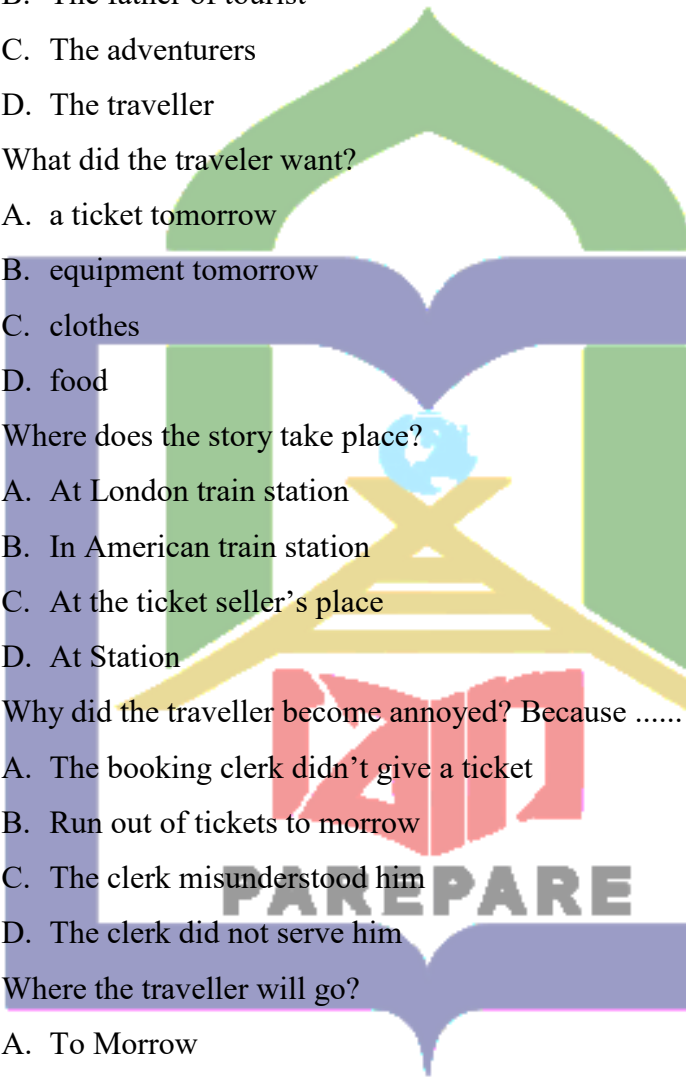
Questions

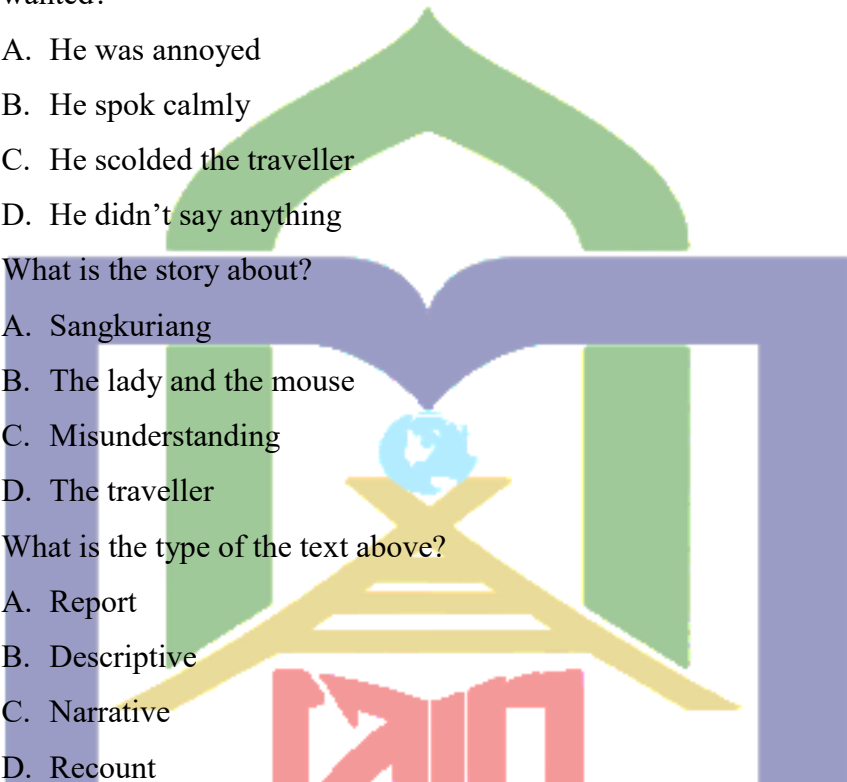
I. True or False

1. (.....) The title of the story is misunderstanding.
2. (.....) Morrow is located in a very populated area.
3. (.....) The traveller got what he wanted in the end.
4. (.....) The traveller wanted to travel the next day.
5. (.....) Raising one's eyebrows is a gesture expressing anger.
6. (.....) The traveller is very happy.
7. (.....) Morrow is a place.
8. (.....) The traveller got what he wanted in the end.
9. (.....) The clerk said "you can have a ticket tomorrow today."
10. (.....) The traveller had to repeat his request several times before the clerk finally understood.

II. MULTIPLE CHOICE

1. What is the "Morrow" of the story?
 - A. a place
 - B. a remote place

- 
- C. a station
D. tourist attraction
2. Who wants to go to Morrow?
A. The booking-clerk
B. The father of tourist
C. The adventurers
D. The traveller
3. What did the traveler want?
A. a ticket tomorrow
B. equipment tomorrow
C. clothes
D. food
4. Where does the story take place?
A. At London train station
B. In American train station
C. At the ticket seller's place
D. At Station
5. Why did the traveller become annoyed? Because
- A. The booking clerk didn't give a ticket
B. Run out of tickets to tomorrow
C. The clerk misunderstood him
D. The clerk did not serve him
6. Where the traveller will go?
A. To Morrow
B. Tomorrow
C. National Monument
D. At station
7. How did he speak when he lost his temper?
A. He is angry

- B. He is very angry
C. He spoke politely
D. He yelled
8. How did the clerk speak when he finally understood what the traveller wanted?
- A. He was annoyed
B. He spok calmly
C. He scolded the traveller
D. He didn't say anything
9. What is the story about?
- A. Sangkuriang
B. The lady and the mouse
C. Misunderstanding
D. The traveller
10. What is the type of the text above?
- A. Report
B. Descriptive
C. Narrative
D. Recount
- 

Appendix 3 Instrument of the Post-test

Name :

Class :

Read and answer the question below!

THE PROUD LION

One day, a rat walked past a lion sleeping in a deep forest. Just then, the lion woke up and saw the rat. He caught it with his paw.

“What a tasty meal!” he said.

“Mr. Lion, King of the Forest,” cried the rat, “please have a pity on me. I’m too small to make a good meal for you. If you let me go, I’ll always be grateful to you. Perhaps one day I shall be able to repay you for your kindness.”

The lion laughed, “How can you ever repay me?”

But since he was not feeling very hungry, he let the rat go.

The next day, the rat heard a loud noise in the forest, he ran to see what it was. It was the lion. He had fallen into a hole in the ground and was caught in a rope net.

The lion looked up and saw the rat. “Mr. Rat,” he called out, “Mr. Rat, please jump down and help me.”

The rat jumped down into the hole and started to bite through the net. The lion was soon able to climb out of the hole.

“Mr. Lion,” said the rat, “yesterday you were very proud. You thought I was small and helpless. Today, I was able to save your life. I hope you will never forget that, although you are big and strong, even someone as small as I can help you.”

Questions

I. True or False

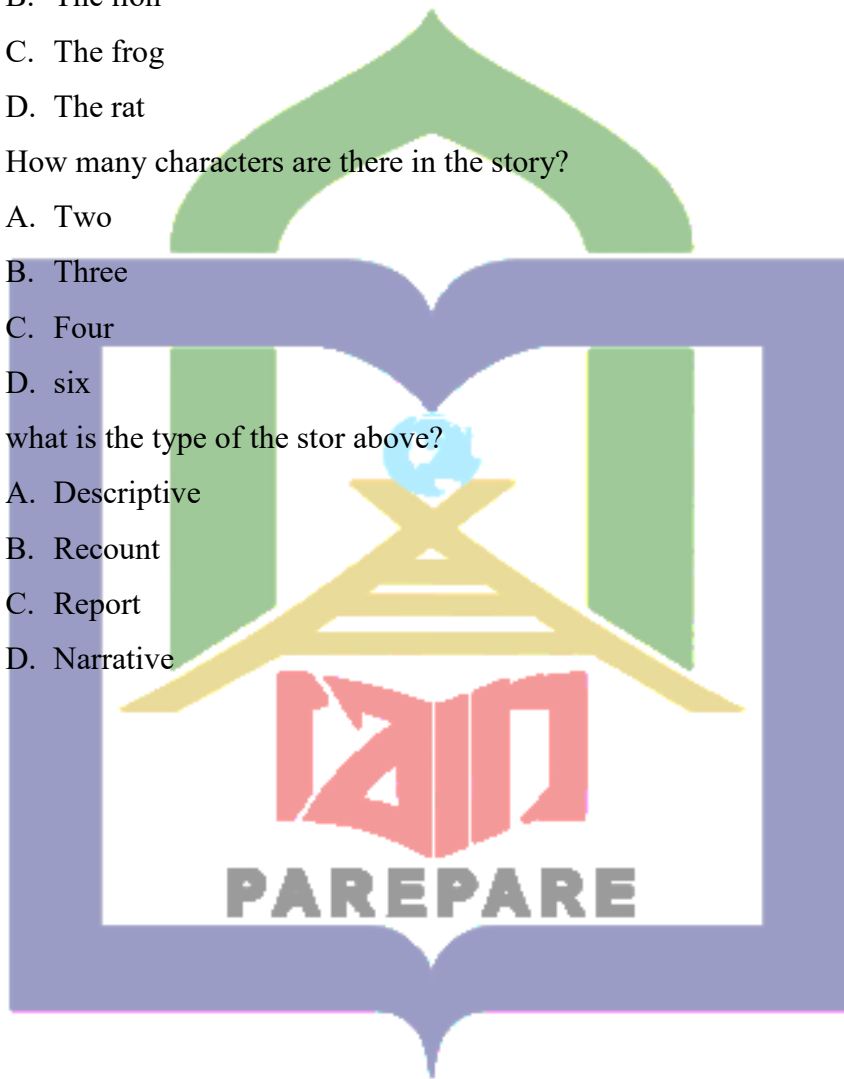
1. (.....) The lion ate the rat.
2. (.....) The rat saved the lion’s life.
3. (.....) The title of the story is the proud rat.
4. (.....) The lion learned a valuable lesson.
5. (.....) The moral of the story is: “Bigger is not better!”
6. (.....) “Mr. Lion is King of the Forest”.
7. (.....) The hole into which the lion fell was probably dug by a man.
8. (.....) The lion woke up and saw the rat.
9. (.....) The lion likes to eat the vegetable.
10. (.....) The rat heard a loud noise in the forest.

II. MULTIPLE CHOICE

1. What can we learn from the story?
 - A. Never make friends with someone bigger than you
 - B. Never underestimate someone who is smaller than you
 - C. Never ask someone who is smaller than you
 - D. Never help someone who is proud

2. What did the lion think when he saw the rat past him?
 - A. That the rat was his friend
 - B. That the rat can be a delicious meal
 - C. That the rat was such a nuisance
 - D. That the rat was small and ungly
3. The Lion laughed,"How can you ever repay me?".
From this sentence we know that
 - A. The lion is very happy
 - B. The lion is kind creature
 - C. The lion is curious about the rat 's statement
 - D. The lion underestimates the rat
4. What did he caught lion do when he saw the ratcome to him?
 - A. He asked the rat to join him
 - B. He asked the rat ti find some help
 - C. He asked for his help
 - D. He sent the rat somewhere else
5. The Lion was roud of his
 - A. Healthy
 - B. Paws
 - C. Teeth
 - D. Strength
6. Why did the rat jump into the hole? Because.....
 - A. He wants to help the lion
 - B. He wants to find food
 - C. He wants to rest in the hole
 - D. He wants to take refuge
7. What is the main information discussed in the last paragraph?
 - A. The lion was very hungry and ate rats
 - B. The rat advises the lion

- C. The lion scolded the rat
 - D. The rat apologized to the lion
8. Based on the story above, who is a kind animal?
- A. The cat
 - B. The lion
 - C. The frog
 - D. The rat
9. How many characters are there in the story?
- A. Two
 - B. Three
 - C. Four
 - D. six
10. what is the type of the stor above?
- A. Descriptive
 - B. Recount
 - C. Report
 - D. Narrative



Appendix 4 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MA Izzatul Ma'arif Tappina
Mata Pelajaran	: BAHASA INGGRIS
Kelas/Semester	: X Social/ 2
Alokasi Waktu	: 8 x 35 menit(4 pertemuan)
Skill Pembelajaran	: Membaca (Reading skill)
Jenis teks	: Narrative text
Tema	: The People Speak

A. Kompetensi Inti

1. Dapat mengenali ungkapan-ungkapan yang bervariasi baik itu melalui lisan atau tulisan.
2. Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan ingin tahunya tentang ilmu pengetahuan bahasa Inggris sebagai bahasa internasional.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi	
1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait <i>Teks bacaan yang telah disediakan</i> yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.	3.4.1	Membaca dan mengidentifikasi <i>Teks bacaan yang telah disediakan</i>
	3.4.2	<ul style="list-style-type: none"> • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan)
	3.4.3	<ul style="list-style-type: none"> • Unsur kebahasaan - Pernyataan dan pertanyaan terkait <i>Teks bacaan yang telah disediakan</i> - Penyebutan dengan <i>a, the</i>, bentuk jamak (-s)

		- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait <i>Teks bacaan yang telah disediakan</i> yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.4.1	Identifikasi materi tentang PORPE method (Predict, Organize, Rehearse, Practice, and Evaluate).
	4.4.2	Menerapkan materi-materi yang sudah di dapat melalui membaca Teks bacaan yang telah disediakan
	4.4.3	Menerapkan materi-materi yang sudah di dapat melalui membaca Teks bacaan yang telah disediakan
	4.4.4	Identifikasi bacaan secara lisan

Fokus penguatan karakter : Sikap santu, peduli dan percaya diri.

C. Tujuan pembelajaran

1. Peserta didik mampu menentukan bentuk dan tema wacana sederhana secara tepat.
2. Peserta didik mampu menentukan informasi umum dari wacana tulis.
3. Peserta didik mampu menentukan informasi rinci dari wacana tulis.
4. Peserta didik mampu memahami inti dari teks bacaan yang diberikan.

D. Materi pembelajaran

The People Speak (terlampir)

E. Metode pembelajaran :

Sumber/media pembelajaran

1. Sumber : buku Readings in English “Improving Reading Skill in English”
2. Materi pembelajaran : teks “The People Speak”, contoh teks untuk pengerjaan dengan teknik PORPE, white board and marker.

F. Teknik Pembelajaran

Menggunakan strategy PORPE (Predict, Organize, Rehearse, Practice, Evaluate).

G. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan 1

No	Kegiatan Guru	Kegiatan Siswa	Aloksi Waktu
1	<p>Kegiatan Awal:</p> <ul style="list-style-type: none"> ● Mengucapkan salam pembuka dan menanyakan kabar “How are you?” <p>Menjawab pertanyaan peserta didik. “I’am fine too.”</p> <ul style="list-style-type: none"> ● Memperkenalkan diri (Introduce my self) <p>Peserta didik diberi kesempatan untu bertanya</p> <ul style="list-style-type: none"> ● Menanyakan kehadiran peserta didik. “Who absen today?” 	<ul style="list-style-type: none"> ● Menjawab salam dan menyatakan kabar. “I’am Fine.” <p>Menanyakan kabar guru.”How about you?”</p> <ul style="list-style-type: none"> ● Peserta didik berhak menanyakan hal apa saja yang terkait dengan identitas guru ● Menyebutkan nama peserta didik yang tidak hadir 	10 menit
2	<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> ● Memperkenalkan kepada peserta didik salah satu metode yang dapat digunakan untuk meningkatkan membaca pemahaman (Improving Reading Comprehension). ● Memperkenalkan metode PORPE dan 	<ul style="list-style-type: none"> ● Menyimak dan mem perhatikan penjelasan guru. <p>Menanyakan hal-hal yang kurang dipahami.</p>	40 menit

	<p>menggambarkan kegiatan yang akan dilakukan oleh peserta didik selama proses pembelajaran.</p> <ul style="list-style-type: none"> ● Mempersilahkan peserta didik untuk menanyakan hal-hal yang terkait dengan metode PORPE. 		
3	<p>Kegiatan Penutup:</p> <ul style="list-style-type: none"> ● Menutup pelajaran dan mengucapkan salam. 	<ul style="list-style-type: none"> ● Menjawab salam. 	10 menit

Pertemuan 2

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1	<p>Kegiatan Awal:</p> <ul style="list-style-type: none"> ● Mengucapkan salam pembuka dan menanyakan kabar “How are you? Menjawab pertanyaan peserta didik. “I’am fine too.” ● Menanyakan kehadiran peserta didik. “Who absen today?” 	<ul style="list-style-type: none"> ● Menjawab salam dan menyatakan kabar. “I’am Fine.” Menanyakan kabar guru. “How about you?” ● Menyebutkan nama peserta didik yang tidak hadir. 	10 menit
2	<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> ● Memberikan teks bacaan “Misunderstanding” sebagai Pre-test ● Memberi penjelasan mengenai langkah-langkah pembelajaran PORPE method. <p>Langkah-langkah pembelajarannya adalah sebagai berikut:</p> <ol style="list-style-type: none"> 1. <i>Predict</i> (Memprediksi) 	<ul style="list-style-type: none"> ● Menerima teks bacaan dari guru. ● Memperhatikan penjelasan mengenai langkah-langkah pembelajaran dengan teknik PORPE. 	40 menit

	<p>- Membuat pertanyaan prediksi dengan menggunakan 5W + 1H, seperti <i>who, what, where, when, why, how, etc.</i> Yang berkaitan dengan ide-ide kunci bacaan secara individu.</p> <p>2. <i>Organize</i> (Mengorganisasi)</p> <p>- Mengorganisasi atau mengatur informasi yang akan menjawab pertanyaan prediksi.</p> <p>- Meminta peserta didik meringkas ide-ide kunci yang memuat pertanyaan dan jawaban pertanyaan prediksi melalui peta konsep.</p> <p>3. <i>Rehearse</i> (Melatihkan)</p> <p>- Menghafalkan ide-ide kunci tersebut menggunakan peta konsep atau <i>outline</i> secara berpasangan.</p> <p>4. <i>Practice</i> (Memperaktikkan)</p> <p>- Menuliskan jawaban dari pertanyaan prediksi secara detail menjadi bentuk teks dengan mengandalkan ingatan.</p> <p>5. <i>Evaluate</i> (Mengevaluasi)</p> <p>- Membaca hasil tulisan pasangan kemudian mengevaluasi hasil tulisan tersebut dengan mengisi lembar <i>checklist</i>.</p>		
	<p>Kegiatan Penutup:</p> <ul style="list-style-type: none"> ● Menyampaikan bahwa pertemuan selanjutnya siswa akan diberikan 	<ul style="list-style-type: none"> ● Mendengarkan penyampaian guru. ● Menjawab salam. 	<p>10 menit</p>

	<p>teks bacaan.</p> <ul style="list-style-type: none"> ● Menutup pelajaran dan mengucapkan salam. 		
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Pertemuan 3

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1	<p>Kegiatan Awal:</p> <ul style="list-style-type: none"> ● Mengucapkan salam pembuka dan menanyakan kabar “How are you?” <p>Menjawab pertanyaan peserta didik. “I’am fine too.”</p> <p>Peserta didik diberi kesempatan untu bertanya</p> <ul style="list-style-type: none"> ● Menanyakan kehadiran peserta didik. ● “Who absen today?” ● Sebelum memulai pelajaran guru memberi motivasi kepada peserta didik untuk mengetahui pentingnya belajar bahasa inggris. 	<ul style="list-style-type: none"> ● Menjawab salam dan menyatakan kabar. “I’am Fine.” ● Menanyakan kabar guru. “How about you?” ● Menyebutkan nama peserta didik yang tidak hadir. <p>Mendengarkan motivasi dari guru</p>	10 menit
	<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> ● Membagikan teks “The People Speak” kepada peserta didik ● Membaca teks “The People Speak” terlebih dahulu kemudian meminta salah satu peserta didik untuk membaca teks dengan suara nyaring dan membenarkan kesalahan yang dilakukan peserta didik ● Mempersilahkan peserta didik untuk 		

	<p>menanyakan kosa kata yang belum dimengerti.</p> <p>Meminta peserta didik membaca dan menerjemahkan teks “The People Speak” secara bersama-sama.</p>		
2	<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> ● Membagikan teks “The People Speak” kepada peserta didik ● Membaca teks “The People Speak” terlebih dahulu kemudian meminta salah satu peserta didik untuk membaca teks dengan suara nyaring dan membenarkan kesalahan yang dilakukan peserta didik ● Mempersilahkan peserta didik untuk menanyakan kosa kata yang belum dimengerti. <p>Meminta peserta didik membaca dan menerjemahkan teks “The People Speak” secara bersama-sama.</p>	<ul style="list-style-type: none"> ● Menerima teks “The People Speak” dari guru ● Memperhatikan dan peserta didik membaca teks “The People Speak” dengan suara nyaring secara bergantian. ● Memperhatikan dan bertanya. ● Membaca dan menerjemahkan teks “The People Speak” secara bergantian. 	40 menit
3	<p>Kegiatan Penutup:</p> <ul style="list-style-type: none"> ● Memberi tugas untuk menyempurnakan kalimat dengan memilih kata kunci, dan akan dikumpul pada pertemuan selanjutnya. ● Menutup pelajaran dan mengucapkan salam. 	<ul style="list-style-type: none"> ● Menyimak penjelasan guru mengenai tugas yang akan dikerjakannya. ● Menjawab salam 	10 menit

Pertemuan 4

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1	<p>Kegiatan Awal:</p> <ul style="list-style-type: none"> ● Mengucapkan salam pembuka dan menanyakan kabar “How are you?” <p>Menjawab pertanyaan peserta didik. “I’am fine too.”</p> <ul style="list-style-type: none"> ● Menanyakan kehadiran peserta didik. <p>“Who absen today?”</p>	<ul style="list-style-type: none"> ● Menjawab salam dan menyatakan kabar. “I’am Fine.” <p>Menanyakan kabar guru. “How about you?”</p> <p>Menyebutkan nama peserta didik yang tidak hadir.</p>	10 menit
2	<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> ● Membagikan teks “The People Speak” kepada peserta didik ● Membaca teks “The People Speak” terlebih dahulu kemudian meminta dua peserta didik untuk membaca teks dengan suara nyaring dan membenarkan kesalahan yang dilakukan peserta didik ● Memberi penjelasan mengenai langkah-langkah pembelajarannya serta contoh pengerjaannya dalam suatu teks. (contoh teks terlampir) 	<ul style="list-style-type: none"> ● Menerima teks “The People Speak” dari guru ● Memperhatikan dan dua peserta didik membaca teks “The People Speak” dengan suara nyaring . ● Memperhatikan dan beranya. ● Memperhatikan penjelasan mengenai langkah-langkah pembelajaran dengan teknik PORPE dan contoh pengerjaannya dalam teks. 	40 menit

<p>Langkah-langkah pembelajarannya adalah sebagai berikut:</p> <p>6. <i>Predict</i> (Memprediksi)</p> <p>- Peserta didik membuat pertanyaan prediksi dengan menggunakan 5W + 1H, seperti <i>who, what, where, when, why, how, etc.</i> Yang berkaitan dengan ide-ide kunci bacaan secara individu.</p> <p>7. <i>Organize</i> (Mengorganisasi)</p> <p>- Peserta didik mengorganisasi atau mengatur informasi yang akan menjawab pertanyaan prediksi secara individu. - Meminta peserta didik meringkas ide-ide kunci yang memuat pertanyaan dan jawaban pertanyaan prediksi melalui peta konsep secara individu.</p> <p><i>Rehearse</i> (Melatihkan)</p> <p>- Peserta didik menghafalkan ide-ide kunci tersebut menggunakan peta konsep atau <i>outline</i> secara berpasangan.</p> <p>8. <i>Practice</i> (Memperaktikkan)</p> <p>- Peserta didik menuliskan jawaban dari pertanyaan prediksi secara detail menjadi bentuk teks dengan mengandalkan ingatan secara individu.</p>	<ul style="list-style-type: none"> ● Melaksanakan langkah-langkah pembelajaran dengan teknik PORPE pada teks “The People Speak” ● Menerima kertas kosong dan lembar <i>checklist</i>. ● Mengerjakan teks “The People Speak” dengan langkah-langkah teknik PORPE. <p>1. <i>Predict</i> (Memperediksi)</p> <p>- Membuat pertanyaan prediksi dengan 5W + 1H, seperti <i>who, what, where, when, why, how,</i></p>	
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	<p><i>Evaluate</i> (Mengevaluasi) - Peserta didik membaca hasil tulisan pasangannya kemudian mengevaluasi hasil tulisan tersebut dengan mengisi lembar <i>checklist</i>. Meminta peserta didik mempelajari teks “The People Speak” seperti contoh yang sudah dijelaskan dengan langkah-langkah pembelajaran teknik PORPE.</p> <ul style="list-style-type: none"> ● Membagikan selembar kertas kosong sebagai lembar jawab dari langkah-langkah pembelajaran serta lembar <i>checklist</i> untuk tahap <i>evaluate</i>. ● Guru mengelilingi kelas, mengecek pekerjaan peserta didik 	<p><i>etc.</i> Yang berkaitan dengan ide-ide kunci bacaan secara individu.</p> <ol style="list-style-type: none"> 2. <i>Organize</i> (Mengorganisasi) - Mengorganisasi atau mengatur informasi yang akan menjawab pertanyaan prediksi secara individu. - Meringkas ide-ide kunci yang memuat pertanyaan dan jawaban pertanyaan prediksi melalui peta konsep secara individu. 3. <i>Rehearse</i> (Melatihkan) - Menghafalkan ide-ide kunci tersebut menggunakan peta konsep atau <i>outline</i> secara berpasangan. 4. <i>Practice</i> (Memperaktikkan) - Menuliskan jawaban dari pertanyaan prediksi secara detail menjadi bentuk teks dengan mengandalkan ingatan secara individu. 5. <i>Evaluate</i> (Mengevaluasi) - Membaca hasil tulisan pasangannya kemudian mengevaluasi hasil tulisan tersebut dengan mengisi lembar <i>checklist</i>. <ul style="list-style-type: none"> ● Satu peserta didik maju ke depan kelas untuk membacakan hasil tulisannya. 	
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	<ul style="list-style-type: none"> ● Meminta satu perwakilan dari peserta didik untuk maju ke depan kelas membacakan hasil tulisannya. ● Membenarkan hasil tulisan yang dibacakan peserta didik jika terdapat kesalahan. 		
3	<p>Kegiatan Penutup:</p> <ul style="list-style-type: none"> ● Meminta peserta didik untuk mengumpulkan lembar pengerjaannya. ● Membuat kesimpulan bersama peserta didik tentang teks yang telah dipelajari. ● Menutup pelajaran dan mengucapkan salam perpisahan. 	<ul style="list-style-type: none"> ● Mengumpulkan lembar pekerjaan kepada guru. ● Menjawab kesimpulan dari teks yang dipelajari <p>Menjawab salam</p>	10 Menit

H. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik penilaian otentik
Sikap : Observasi

Pengetahuan: penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntutan struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.

2. Keterampilan: Unjuk kerja dalam bentuk tindakan komunikatif lisan dan karya tertulis

✓ Praktik :

Membaca, mengartikan dan menjawab soal terkait materi yang telah disediakan, untuk meningkatkan kemampuan reading

1. Rubrik Penilaian dan Pedoman Penskoran

a. Rubrik penilaian pengetahuan

ASPEK	KRITERIA	SKOR	JUMLAH SOAL	SKOR PEROLEHAN
Fungsi Sosial	Sangat sesuai	3		
	Sesuai	2		
	Kurang Sesuai	1		
Struktur Teks	Benar dan tepat	3		
	Benar tapi kurang tepat	2		
	Kurang tepat	1		
Unsur Kebahasaan	Sangat tepat	3		
	Tepat	2		
	Kurang tepat	1		
Keterangan :				
Nilai akhir = (Nilai perolehan : Nilai maksimal) x 100				

b. Rubrik penilaian keterampilan (Praktik/ Unjuk Kerja)

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Reading text	Membaca dengan terbata-bata (tidak lancar)	Membaca dengan lancar tetapi penyebutankurang pas	Lancar mencapai fungsi sosial, lancar dalam membaca dan penyebutannya baik.

<p>Keterangan :</p> <p>Mahir mendapat skor 3</p> <p>Memuaskan mendapat skor 2</p> <p>Terbatas mendapat skor 1</p>			

Pembelajaran Remedial :

Pembelajaran Remedial diberikan kepada siswa yang belum mencapai KKM berupa pembelajaran ulang atau penugasan terkait struktur teks dan unsur kebahasaan

Pembelajaran Pengayaan :

Pembelajaran Remedial diberikan kepada siswa yang telah mencapai KKM berupa penugasan terkait unsur kebahasaan berupa ucapan, tekanan kata, intonasi, ejaan, dan tanda baca.

Peneliti


NUR ILMIR
14.1300.039

PAREPARE

Appendix 5 The Students' Pre-test

$\frac{11}{20} \times 100$
(55)

Pre-Test

Name **RAHMAN**
Class : **X IPS**

Read and answer the question below!

MISUNDERSTANDING

In a remote part of Wales there is a place called Morrow.

One day, at a London train station, a traveller said to the booking-clerk, "I want a ticket to Morrow, please." The clerk raised his eyebrows, saying, "If you want a ticket tomorrow, why don't you come for it tomorrow?"

"But I want a ticket to Morrow today," the traveller replied. "I told you," the clerk said, "you Can't have a ticket tomorrow today. You'll have to come tomorrow for it."

By this time, that traveller was getting more and more annoyed and finally lost his temper and yelled, "Can't you understand what I mean? I want a ticket to a place called Morrow and I want it now!"

Finally understanding what the traveller really wanted, the clerk said quite calmly, "Why didn't you say so in the first place? Here's your ticket."

Questions

True or False

1. (~~T~~) The title of the story is misunderstanding. ✓
2. (T) Morrow is located in a very populated area. X
3. (F) The traveller got what he wanted in the end. X
4. (T) The traveller wanted to travel the next day. X
5. (T) Raising one's eyebrows is a gesture expressing anger. X
6. (T) The traveller is very happy. X
7. (F) Morrow is a place. X
8. (F) The traveller got what he wanted in the end. X
9. (T) The clerk said "you can have a ticket tomorrow today." ✓
10. (T) The traveller had to repeat his request several times before the clerk finally understood. ✓

II. MULTIPLE CHOICE

1. What is the "Morrow" of the story?
 - A. a place
 - B. a remote place
 - C. a station ✓
 - D. tourist attraction
2. Who wants to go to Morrow?
 - A. The booking-clerk
 - B. The father of tourist
 - C. The adventurers ✓
 - D. The traveller
3. What did the traveler want?
 - A. a ticket tomorrow
 - B. equipment tomorrow ✓
 - C. clothes
 - D. food
4. Where does the story take place?
 - A. At London train station
 - B. In American train station
 - C. At the ticket seller's place ✓
 - D. At Station
5. Why did the traveller become annoyed? Because
 - A. The booking clerk didn't give a ticket
 - B. Run out of tickets to morrow
 - C. The clerk misunderstood him ✓
 - D. The clerk did not serve him
6. Where the traveller will go?
 - A. To Morrow ✗
 - B. Tomorrow
 - C. National Monument
 - D. At station

7. How did he speak when he lost his temper?
- A. He is angry
 - B. He is very angry
 - C. He spoke politely X
 - D. He yelled
8. How did the clerk speak when he finally understood what the traveller wanted?
- A. He was annoyed
 - B. He spok calmly
 - C. He scolded the traveller X
 - D. He didn't say anything
9. What is the story about?
- A. Sangkuriang
 - B. The lady and the mouse
 - C. Misunderstanding ✓
 - D. The traveller
10. What is the type of the text above?
- A. Report
 - B. Descriptive X
 - C. Narrative
 - D. Recount

$$\frac{12}{20} \times 100$$

60

Pre-Test

Name : Norm

Class : X/195

Read and answer the question below!

MISUNDERSTANDING

In a remote part of Wales there is a place called Morrow.

One day, at a London train station, a traveller said to the booking-clerk, "I want a ticket to Morrow, please." The clerk raised his eyebrows, saying, "If you want a ticket tomorrow, why don't you come for it tomorrow?"

"But I want a ticket to Morrow today," the traveller replied. "I told you," the clerk said, "you Can't have a ticket tomorrow today. You'll have to come tomorrow for it."

By this time, that traveller was getting more and more annoyed and finally lost his temper and yelled, "Can't you understand what I mean? I want a ticket to a place called Morrow and I want it now!"

Finally understanding what the traveller really wanted, the clerk said quite calmly, "Why didn't you say so in the first place? Here's your ticket."

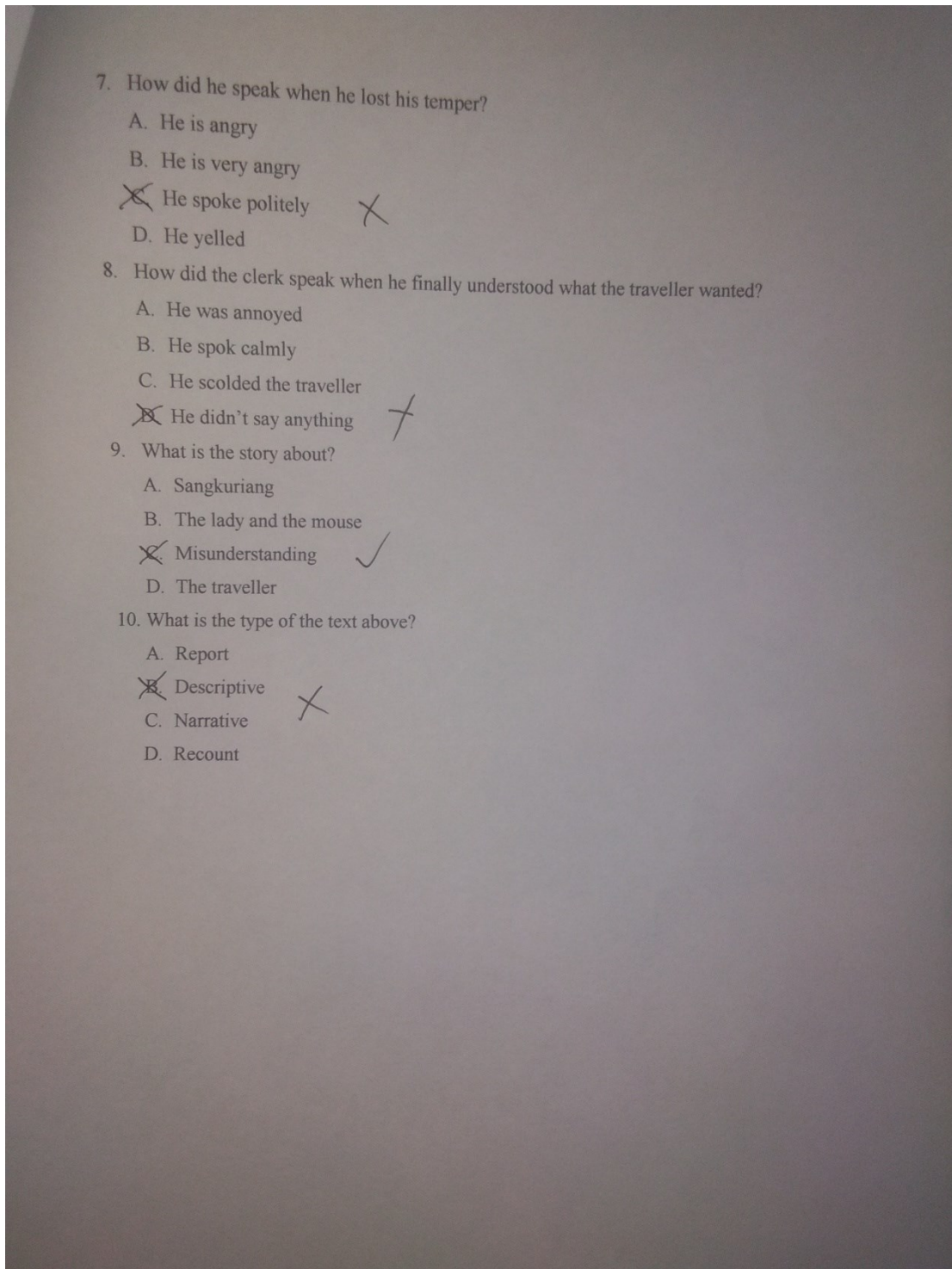
Questions

True or False

1. (T) The title of the story is misunderstanding. ✓
2. (F) Morrow is located in a very populated area. ✗
3. (F) The traveller got what he wanted in the end. ✗
4. (F) The traveller wanted to travel the next day. ✓
5. (T) Raising one's eyebrows is a gesture expressing anger. ✗
6. (F) The traveller is very happy. ✓
7. (T) Morrow is a place. ✓
8. (F) The traveller got what he wanted in the end. ✗
9. (T) The clerk said "you can have a ticket tomorrow today." ✓
10. (T) The traveller had to repeat his request several times before the clerk finally understood. ✓

II. MULTIPLE CHOICE

1. What is the "Morrow" of the story?
 - A. a place
 - B. a remote place
 - C. a station ✓
 - D. tourist attraction
2. Who wants to go to Morrow?
 - A. The booking-clerk
 - B. The father of tourist
 - C. The adventurers ✓
 - D. The traveller
3. What did the traveler want?
 - A. a ticket tomorrow
 - B. equipment tomorrow ✗
 - C. clothes
 - D. food
4. Where does the story take place?
 - A. At London train station
 - B. In American train station
 - C. At the ticket seller's place ✗
 - D. At Station
5. Why did the traveller become annoyed? Because
 - A. The booking clerk didn't give a ticket
 - B. Run out of tickets to morrow
 - C. The clerk misunderstood him ✗
 - D. The clerk did not serve him
6. Where the traveller will go?
 - A. To Morrow
 - B. Tomorrow ✗
 - C. National Monument
 - D. At station



7. How did he speak when he lost his temper?

- A. He is angry
- B. He is very angry
- C. He spoke politely
- D. He yelled

8. How did the clerk speak when he finally understood what the traveller wanted?

- A. He was annoyed
- B. He spok calmly
- C. He scolded the traveller
- D. He didn't say anything

9. What is the story about?

- A. Sangkuriang
- B. The lady and the mouse
- C. Misunderstanding
- D. The traveller

10. What is the type of the text above?

- A. Report
- B. Descriptive
- C. Narrative
- D. Recount

$$\begin{array}{r} 16 \\ \times 10 \\ \hline 20 \end{array}$$

80

Post-Test

Name : RAHMAN

Class : X.B. IPS

Read and answer the question below!

THE PROUD LION

One day, a rat walked past a lion sleeping in a deep forest. Just then, the lion woke up and saw the rat. He caught it with his paw.

"What a tasty meal!" he said.

"Mr. Lion, King of the Forest," cried the rat, "please have a pity on me. I'm too small to make a good meal for you. If you let me go, I'll always be grateful to you. Perhaps one day I shall be able to repay you for your kindness."

The lion laughed, "How can you ever repay me?"

But since he was not feeling very hungry, he let the rat go.

The next day, the rat heard a loud noise in the forest, he ran to see what it was. He had fallen into a hole in the ground and was caught in a rope net.

The lion looked up and saw the rat. "Mr. Rat," he called out, "Mr. Rat, please jump down and help me."

The rat jumped down into the hole and started to bite through the net. The lion was soon able to climb out of the hole.

"Mr. Lion," said the rat, "yesterday you were very proud. You thought I was small and helpless. Today, I was able to save your life. I hope you will never forget that, although you are big and strong, even someone as small as I can help you."

Questions

True or False

1. (F) The lion ate the rat. ✓
2. (T) The rat saved the lion's life. ✓
3. (F) The title of the story is the proud rat. ✓
4. (F) The lion learned a valuable lesson. ✓
5. (T) The moral of the story is: "Bigger is not better!" ✓
6. (T) "Mr. Lion is King of the Forest". ✓
7. (....) The hole into which the lion fell was probably dug by a man. ✗
8. (T) The lion woke up and saw the rat. ✓
9. (F) The lion like eat the vegetable. ✓
10. (T) The rat heard a loud noise in the forest. ✓

II. MULTIPLE CHOICE

1. What can we learn from the story?
 A. Never make friends with someone bigger than you
 B. Never underestimate someone who is smaller than you
 C. Never ask someone who is smaller than you
 D. Never help someone who is proud
2. What did the lion think when he saw the rat past him?
 A. That the rat was his friend
 B. That the rat can be a delicious meal
 C. That the rat was such a nuisance
 D. That the rat was small and ugly
3. The Lion laughed, "How can you ever repay me?"
From this sentence we know that
 A. The lion is very happy
 B. The lion is kind creature
 C. The lion is curious about the rat 's statement
 D. The lion underestimates the rat
4. What did he caught lion do when he saw the rat come to him?
 A. He asked the rat to join him
 B. He asked the rat to find some help
 C. He asked for his help
 D. He sent the rat somewhere else
5. The Lion was roud of his
 A. Healthy
 B. Paws
 C. Teeth
 D. Strength
6. Why did the rat jump into the hole? Because.....
 A. He wants to help the lion
 B. He wants to find food
 C. He wants to rest in the hole

D. He wants to take refuge

7. What is the main information discussed in the last paragraph?

A. The lion was very hungry and ate rats

B. The rat advises the lion

C. The lion scolded the rat

D. The rat apologized to the lion

8. Based on the story above, who is a kind animal?

A. The cat

B. The lion

C. The frog

D. The rat

9. How many characters are there in the story?

A. Two

B. Three

C. Four

D. six

10. what is the type of the stor above?

A. Descriptive

B. Recount

C. Report

D. Narrative

$$\frac{15}{20} \times 100 = 75$$

Post-Test

Name : Oran

Class : X 105

Read and answer the question below!

THE PROUD LION

One day, a rat walked past a lion sleeping in a deep forest. Just then, the lion woke up and saw the rat. He caught it with his paw.

"What a tasty meal!" he said.

"Mr. Lion, King of the Forest," cried the rat, "please have a pity on me. I'm too small to make a good meal for you. If you let me go, I'll always be grateful to you. Perhaps one day I shall be able to repay you for your kindness."

The lion laughed, "How can you ever repay me?"

But since he was not feeling very hungry, he let the rat go.

The next day, the rat heard a loud noise in the forest, he ran to see what it was. It was the lion. He had fallen into a hole in the ground and was caught in a rope net.

The lion looked up and saw the rat. "Mr. Rat," he called out, "Mr. Rat, please jump down and help me."

The rat jumped down into the hole and started to bite through the net. The lion was soon able to climb out of the hole.

"Mr. Lion," said the rat, "yesterday you were very proud. You thought I was small and helpless. Today, I was able to save your life. I hope you will never forget that, although you are big and strong, even someone as small as I can help you."

Questions

True or False

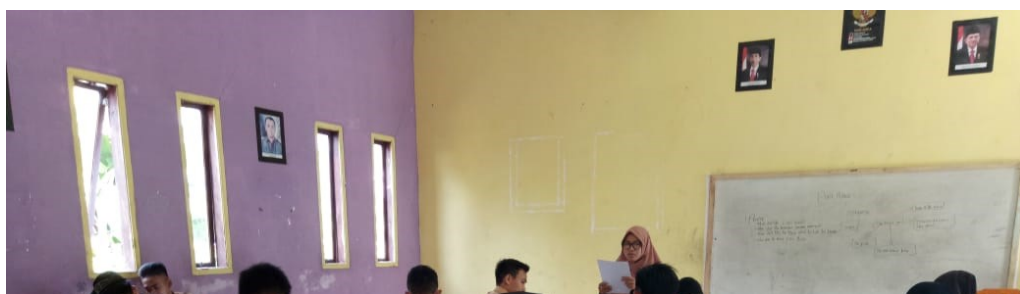
1. (T) The lion ate the rat.
2. (F) The rat saved the lion's life.
3. (F) The title of the story is the proud rat.
4. (F) The lion relearned a valuable lesson.
5. (T) The moral of the story is: "Bigger is not better!"
6. (T) "Mr. Lion is King of the Forest".
7. (F) The hole into which the lion fell was probably dug by a man.
8. (T) The lion woke up and saw the rat.
9. (F) The lion like eat the vegetable.
10. (F) The rat heard a loud noise in the forest.

II. MULTIPLE CHOICE

1. What can we learn from the story?
 - A. Never make friends with someone bigger than you
 - B. Never underestimate someone who is smaller than you
 - C. Never ask someone who is smaller than you
 - D. Never help someone who is proud
2. What did the lion think when he saw the rat past him?
 - A. That the rat was his friend
 - B. That the rat can be a delicious meal
 - C. That the rat was such a nuisance
 - D. That the rat was small and ugly
3. The Lion laughed, "How can you ever repay me?".
From this sentence we know that
 - A. The lion is very happy
 - B. The lion is kind creature
 - C. The lion is curious about the rat 's statement
 - D. The lion underestimates the rat
4. What did he caught lion do when he saw the rat come to him?
 - A. He asked the rat to join him
 - B. He asked the rat to find some help
 - C. He asked for his help
 - D. He sent the rat somewhere else
5. The Lion was proud of his
 - A. Healthy
 - B. Paws
 - C. Teeth
 - D. Strength
6. Why did the rat jump into the hole? Because.....

- A. He wants to help the lion
B. He wants to find food ✓
C. He wants to rest in the hole
D. He wants to take refuge
7. What is the main information discussed in the last paragraph?
A. The lion was very hungry and ate rats
 B. The rat advises the lion ✓
C. The lion scolded the rat
D. The rat apologized to the lion
8. Based on the story above, who is a kind animal?
A. The cat
B. The lion ✓
C. The frog
 D. The rat
9. How many characters are there in the story?
 A. Two ✓
B. Three
C. Four
D. six
10. what is the type of the stor above?
A. Descriptive
B. Recount ✓
C. Report
 D. Narrative

Appendix 7 The Documentation









KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE

Alamat : Jl. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠 (0421) 24404
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 624 /In.39/PP.00.9/06/2018
Lampiran : -
Hal : Permohonan Rekomendasi Izin Penelitian

Kepada Yth.
Bapak Bupati Polewali Mandar
Cq. Ka. Badan Kesatuan Bangsa dan Politik
di
KAB. POLEWALI MANDAR

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : NUR ILMI
Tempat/Tgl. Lahir : PEKKABATA, 25 Mei 1995
NIM : 14.1300.039
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : JLN. TALITTI, KEC. DUAMPANUA, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. POLEWALI MANDAR** dalam rangka penyusunan skripsi yang berjudul :

" IMPROVING READING COMPREHENSION THROUGH (Predict, Organize, Rehearse, Practice and Evaluate) PORPE METHOD AT THE FIRST GRADE OF MA'IZZATUL MA'ARIF TAPPINA KABUPATEN POLMAN "

Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

Juli 2018

A.n Rektor

Pt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



Muh. Djunaidi

Tembusan:
DPMPTSP Kab. Polewali Mandar



DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN

NOMOR : 503/467/IPL/DPMPSTSP/VII/2018

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
 2. Peraturan Daerah Kabupaten Polewali Mamasa Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
 3. Memperhatikan :
 - a. Surat Permohonan Sdr (i) NUR ILMI
 - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-483/Bakesbangpol/B.I/410.7/VII/2018, Tgl. 23 Juli 2018

MEMBERIKAN IZIN

Kepada :

Nama	: NUR ILMI
NIM/NIDN/NIP	: 14.1300.039
Asal Perguruan Tinggi	: IAIN PAREPARE
Fakultas	: -
Jurusan	: PENDIDIKAN BAHASA INGGRIS
Alamat	: KEC. DUAMPANUA KAB. PINRANG

Untuk melakukan Penelitian di Kecamatan Binuang Kabupaten Polewali Mandar, terhitung tanggal 23 Juli s/d 23 Agustus 2018 dengan Judul " **IMPROVING READING COMPREHENSION THROUGH (Predict, Organize, Rehearse, Practice and Evaluate) PORPE METHOD AT THE FIRST GRADE OF MA MAIZZATUL MA'ARIF TAPPINA KABUPATEN POLMAN** ".

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
Pada Tanggal, 24 Juli 2018

a.n. **BUPATI POLEWALI MANDAR**
Pjt. KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU



Ir. BUDI UTOMO ABDULLAH.MM
Pangkat : Pembina Utama Muda
NIP : 19660520 199203 1 017

Tembusan:

1. Unsur Forkopinda di tempat;
2. Kepala Kemenag Kabupaten Polewali Mandar di tempat;
3. Camat Binuang di tempat;
4. Kepala MA Maizzatul Ma'arif Tappina di tempat.



**YAYASAN
PEMBERDAYAAN DAN PENGEMBANGAN FITRAH INSANI (YP2FI)
MADRASAH ALIYAH IZZATUL MA'ARIF TAPPINA
TAHUN PELAJARAN 2018-2019**

Alamat: Jl.Poros-Pinrang KM 11 Tappina Desa Mirring Kec.Binuang Kab. Polman No Hp 082346162197

SURAT KETERANGAN

NOMOR : MA.31.03/022/PP.006/022/21/VIII/2018

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Izzatul Ma'arif Tappina Kabupaten Polewali Mandar Provinsi Sulawesi Barat menerangkan bahwa:

Nama	: Nur Ilmi
NIM/NIDN/NIP	: 14.1300.039
Asal Perguruan Tinggi	: IAIN Parepare
Fakultas	: Tarbiyah dan Adab
Jurusan	: Pendidikan Bahasa Inggris
Alamat	: Kec. Duampanua Kab. Pinrang

Benar telah melakukan penelitian di Madrasah Aliyah Izzatul Ma'arif Tappina Kabupaten Polewali Mandar, terhitung mulai tanggal 23 Juli s/d 23 Agustus 2018 dengan judul :

"IMPROVING READING COMPREHENSION THROUGH (Predict, Organize, Rehearse, Practice and Evaluate) PORPE METHOD AT THE FIRST GRADE OF MA IZZATUL MA'ARIF TAPPINA KABUPATEN POLMAN".

Demikian surat keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Tappina, 24 Agustus 2018



CURRICULUM VITAE



The researcher was born on May 25nd, 1995 in Pinrang. She is the first child of three siblings; I have two brothers. Her father name is Rustan and her mother name is Hj.Anti. Her educational background began 2001 in SDN 28 Pinrang, Kec Duampanua, Kab. Pinrang and graduated in 2007. She continued her study at Mts Pi DDI-AD Mangkoso Kab. Barru and graduated in 2010. She registered in senior high school of MA Pi DDI-AD Mangkoso also and graduated in 2013. She studied at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah and Adab Department as her major. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten an S1 degree in English program of Tarbiyah and Adab Department in 2018. With the title of her skripsi “Improving Reading Comprehension through PORPE method at the first Grade of MA IZZATUL MA’ARIF TAPPINA KABUPATEN POLMAN”

