

## IMPROVING EIGHTH GRADERS' READING COMPREHENSION ON DESCRIPTIVE TEXT THROUGH PORPE STRATEGY

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**ABSTRACT:** This study was aimed to find out whether there were any significant differences in reading comprehension on descriptive text through PORPE (predict, organize, rehearse, practice, evaluate) strategy and those who were not. There were 66 students of eighth graders of SMP Negeri 13 Palembang were involved in this study as the sample, the experimental group consisted of 33 students and the control group consisted of 33 students. The method of this study was quantitative method with a quasi experimental design. The experimental group were taught by using PORPE (predict, organize, rehearse, practice, evaluate) strategy. The control group were taught by using discussion strategy. The result of paired sample T-Test in control group showed the value of t-obtained was 6.508 at the significance level 0.000 with degree of freedom was 33 (1.669) and the significance (2 tailed) was lower than 0.05. The result of paired sample T-Test in experimental group showed the value of t-obtained was 5.003 at the significance level 0.000 with degree of freedom was 33 (1.669) and the significance (2 tailed) was lower than 0.05. The result of independent t-test from experimental and control group shown that t-obtained was 1.742 and it was higher than t-table 1.669.

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

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## MENINGKATKAN PEMAHAMAN MEMBACA TEKS DESKRIPSI KELAS VIII MELALUI STRATEGI PORPE

**ABSTRAK:** Penelitian ini bertujuan untuk mengetahui adakah perbedaan yang signifikan dalam pemahaman membaca teks deskriptif melalui strategi PORPE dan yang tidak melalui strategi PORPE. Sampel dalam penelitian ini berjumlah 66 siswa kelas VIII SMP Negeri 13 Palembang, 33 siswa sebagai kelompok eksperimen dan 33 siswa adalah kelompok kontrol. Metode penelitian yang digunakan adalah metode kuantitatif dengan desain eksperimen semu. Kelompok eksperimen diajar dengan menggunakan Strategi PORPE (Predict, Organize, Rehearse, Practice, and Evaluation). Sedangkan kelompok kontrol diajar dengan menggunakan Strategi Diskusi. Hasil Uji T sampel berpasangan pada kelompok kontrol menunjukkan nilai t sebesar 6,508 pada taraf signifikansi 0,000 dengan derajat kebebasan 33 (1,669) dan signifikansi (2 tailed) lebih rendah dari 0,05. Hasil Uji T sampel berpasangan pada kelompok eksperimen menunjukkan nilai t yang diperoleh sebesar 5,003 pada taraf signifikansi 0,000 dengan derajat kebebasan 33 (1,669) dan signifikansi (2 ekor) lebih rendah dari 0,05. Hasil uji t independen dari kelompok eksperimen dan kontrol menunjukkan bahwa t yang diperoleh adalah sebesar 1,742 dan lebih tinggi dari t-tabel 1,669.

**Kata Kunci:** *pemahaman membaca, teks deskriptif, Teknik PORPE*

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## INTRODUCTION

In English, there were four major skills should be mastered by the students, such as listening, speaking, reading and writing. They should be involved by teacher in process of teaching and learning in a classroom. In this context, reading is one of four major skills. Reading is useful activity because the students could get knowledge, news and to develop their creativity. In English Foreign Language classroom, reading is a crucial activity since reading contributes to help improving language learners' general abilities, such as building learner's vocabulary, improving learner's writing and speaking skill, and facilitating learners to language knowledge acquisition (Sari, 2020). According to Klingner, Sharon and Boardman (2007), reading is an activity that has a purpose. In other words, reading was the process to guide the information of the text. It was to comprehend the text that they read. Besides, Smith (2004, p. 11) also stated that reading is as natural as recognizing and interpreting facial expressions. Understanding reading becomes complicated when certain metaphorical states of affairs are taken as being literally true. As readers, they should understand of target language.

In the Curriculum 2013, Junior High School students were taught several texts in the teaching and learning process, like descriptive text, explanation text, procedure text, narrative text, personal letter, hortatory exposition text, etc. The Curriculum 2013 also stated some indicators and standard of competency based on the syllabus. The text type in this study was focused on reading comprehension on descriptive text. Descriptive text is contained in the Indonesian English language syllabus which is one of the competencies measured in reading skills. It is a text that describes or illustrates an object such as people, animals, and places, (Kane, 2005, p. 352). The purpose of reading is not only to mention or spell the words contained in the text, but students are asked to understand the contents of the text to be read starting from the main idea to details. Therefore, teachers are required to be able to teach reading comprehension properly and appropriately. So, students can understand the reading text correctly

Based on the observation that the writers did at the Eighth Graders of SMP N 13 Palembang in June 2019, the students had some problems in comprehending the descriptive text. The students were not able to identify the language feature of the text, gain the detail information of the text, find the synonym and antonym of the text, the students were lack of vocabulary so they did not know how to comprehend the text.

The writers applied the strategy of teaching reading to help the students to be easy to comprehend the text. So, the writers conducted PORPE (Predict, Organize, Rehearse, Practice and Evaluate) strategy as an alternative of teaching reading strategy to improve students' reading comprehension at the eighth grade students at SMP N 13 Palembang. This strategy made the students could be easy to comprehend the text. Because it prepares for the implementation of metacognitive understanding when reading (Saeful et al, 2019). In addition, Stahl (2014) stated the advantages of PORPE. Specifically, PORPE helps students remember concepts over time and stimulates students to synthesize, analyze, and think about key concepts. Hopefully, this strategy helped the students to understand and made the teacher efficient to teach reading comprehension.

Based on the above explanation, the writers intended to conduct a study entitles "Improving the Eighth Grade Students' Reading Comprehension on Descriptive Text Through PORPE (Predict, Organize, Rehearse, Practice and Evaluate) Strategy at SMP Negeri 13 Palembang". The objective of this study was to improve the eighth grade

students' reading comprehension on descriptive text through PORPE. According to Stahl (2014), PORPE is the five steps in reading to build upon each other and guide students through the processes necessary to read, study and learn content area material. This strategy could added to improve students' reading comprehension in reading class.

## METHODOLOGY

### 1. Research Design

"Research is a process in which you engage in a small set of logical steps" (Cresswell, 2012, p. 2). In this study, the writers used experimental design. Experimental design was the general planed to carry out the research. The design was important because it determined the study's internal validity, which was the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.

### 2. Research Variables

A variable is a characteristic or attribute of an individual or an organization that the researchers can measure or observe and varies among individuals or organizations studied (Creswell, 2012, p. 112). Furthermore, he states that independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. The independent variable in this study was PORPE strategy. Then, dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. The dependent variable in this study was reading comprehension.

### 3. Population and Sample

Fraenkel, Wallen and Hyun (2012, p. 92) stated that the population is a large group of interest to the researcher, the group to whom the researcher will like to generalize the results of the study. The population of this study was the Eighth Graders of SMP N 13 Palembang in the academic year of 2018/2019. The total number of population were 371 students. Meanwhile, the writers used purposive sampling. According to Fraenkel, Wallen & Hyun (2012), purposive sampling is a type of nonprobability sample. The total samples of this study were 66 students, it can be seen from the table below.

*Table 1. Sample of the Study*

No	Class	Group	Total
1.	VIII 2	Control class	33
2.	VIII 3	Experimental class	33
Total			66

### 4. Techniques in Collecting Data

#### 4.1 Test

In this study, the writers gave descriptive text reading comprehension test in relation to descriptive text in multiple choices form. The test had administered twice. Before the researcher applied the pre-test in control and experimental class, they did the tryout first in another class. After the researchers did the try out, they did the pre-test. First, pre-test was given to the students in order to measure the students' ability in reading comprehension of descriptive before they got a treatment. Second, post-test was also given to the students in order to find out the progress of the students in reading comprehension of descriptive text after they got a treatment.

#### 4.2 Validity of the Test

Fraenkel, Wallen and Hyun (2012, p. 148) state that validity has been as referring to appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researcher makes based on the data they collect. In this study, the writers used content validity. Furthermore, Fraenkel, Wallen, and Hyun (2012, p. 148), also explained that the content and format should be consistent with the definition of the variable and the sample of subjects to be measured. The result of the try out analyzed by correcting item correlation. Field (2005) stated that corrected item correlation was the correlation between each item and the total score of question. If the value of  $r$ -obtained was higher than the value of  $r$ -table, the item was valid. Based on the result of validity analysis, it was found out that 8 items were not valid and 32 items were valid and used as the test items for reading test.

#### 4.3 Reliability of the Test

Fraenkel, Wallen and Hyun (2012, p. 154) state that reliability is the consistency of the scores obtained, how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. To measure the reliability of the instrument, the writers used split-half reliability. In split-half reliability, a test for a single knowledge area was split into two parts and then both parts given to one group of students at the same time. It was found that the reliability coefficient of reading test was 0.812. If the reliability coefficient of test was higher than 0.70, the test would categorize reliable. It meant that the result of this reliability was categorized highly reliable. The result of reliability test showed that the coefficient was 0.81. It was categorized reliable.

### 5. Technique for Analyzing the Data

#### 5.1 Independent Sample T- Test

The independent  $t$ -test was used in situations in which there are two experimental conditions and different participants have been used in each condition (Field, 2009, p. 334).

#### 5.2 Paired Sample T-Test

Paired sample T-test was program to process the data which have two samples. Lani (2010, p. 1) stated that paired sample  $t$ -test is used before and after studies or when the sample are matched pairs, or the case is control study. The paired  $t$ -test assumes that the differences between pairs are normally distributed (Donald, 2008, p. 176).

## FINDINGS AND DISCUSSION

### 1. The Result of Pre - test and Post- test in Control Group

To find out whether there was significant different between the students' who were taught by using PORPE Strategy and the students' who were not, the writers computed the data through analysis descriptive statistic to saw the result of pre - test and post -test in both controls. Table 5 shows the result of descriptive statistical analysis in control group.

*Table 2. Descriptive Statistical Analysis in Control Group*

	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Pre-con	34	40	30	70	1651	1.917	11.177	124.921
Post-con	34	34	43	77	1976	58.12	1.750	10.206

Based on Table 2 above, number of statistic pre-test for control group was 34. Then, in control group pre - test the minimum score was 30, the maximum score was 70, standard error was 1.917 with the standard deviation was 11.177, and the mean score was 48.56.

Meanwhile, number of statistic post-test for control group was 34. Next, in post - test group the minimum score was 43, the maximum score was 77, standard error 1.750 with the standard deviation 10.206, and the mean score was 58.12.

**2. The Result of Pretest and Posttest in Experimental Group**

Meanwhile the result of analysis descriptive statistic in experimental group was shown in Table 3 below shows the result of descriptive statistical analysis in experimental group.

*Table 3. Descriptive Statistical Analysis in Experimental Group*

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre-exp	34	40	30	70	1844	54.24	1.659	93.579
Post-exp	34	46	47	93	2119	62.32	1.664	9.701

Based on Table 3, above number of statistic pre-test for experiment group was 34. Then, in experimental group pre - test the minimum score was 30, the maximum score was 70, standard error was 1.659 with the standard deviation was 9.674, and the mean score was 54.24. Meanwhile, number of statistic post-test for experimental group was 34. Next, in post - test group the minimum score was 47, the maximum score was 93, standard error 1.664 with the standard deviation 9.701, and the mean score was 62.32.

### 3. The Analysis of Frequency

To get out the score distribution in both control and experimental group, the writers did analysis of frequency. Table 7 showed the result of analysis frequency in control group.

Table 4. The Score Distribution for Control Group

Score	Category	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
80 – 100	Excellent	-	-	-	-
70 – 79	Very good	-	-	4	11.8%
65 – 72	Good	6	17.6%	5	14.7%
60 – 64	Average	1	2.9%	6	17.7%
55 – 59	Poor	1	2.9%	4	11.8%
≤ 55	Very poor	26	76.3%	15	44 %
Total		34	100%	34	100%

Based on the above results of pre-test and post-test in control group, very poor category in pre-test was 26 students (76.30%), poor category was 1 student (2.90%), average category was 1 student (2.90%), good category was 6 students (17.60%). Besides, the results of post-test in control group was 15 students in very poor category (44%), poor category was 4 students (11.80%), average category was 6 students (17.70%), good category was 5 students (14.70%), very good category was 4 students (11.80%). Based on the data above, it can be concluded that the students’ post-test score in control group had improvement. The result of analysis frequency in experimental group shown in Figure 2 below.

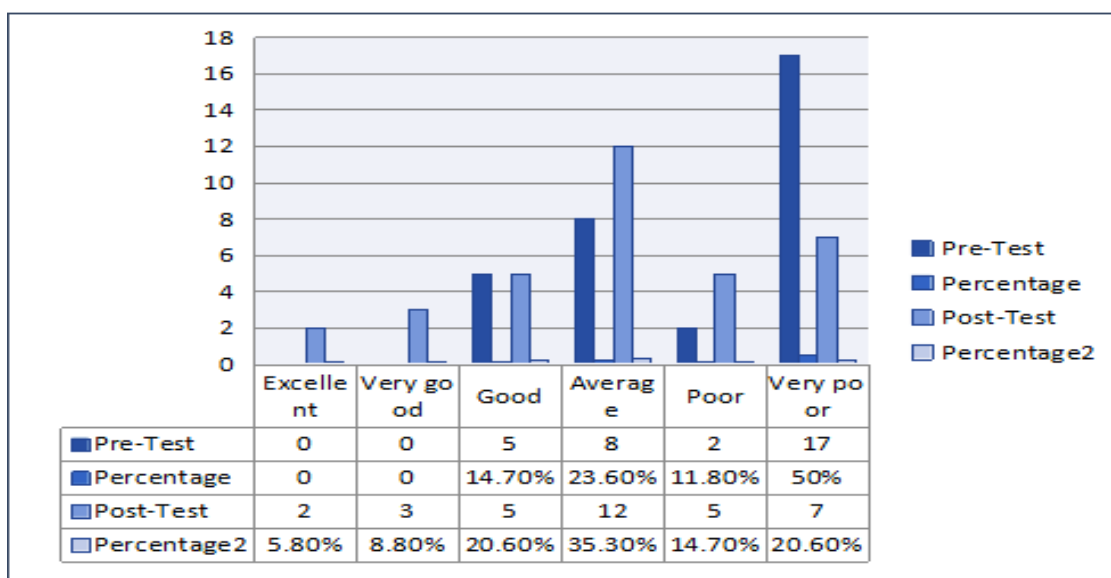


Figure 2. Diagram Score of Pre- Test and Post- Test in Experimental Group

Based on the above results of pre-test and post-test in experimental group, very poor category in pre-test was 17 students (50%), poor category was 2 students (11.80%), average category was 8 students (23.60%), good category was 5 students (14.70%). Besides, the results of post-test in experimental group was 7 students in very poor category (20.60%), poor category was 5 students (14.70%), average category was 12 students (35.30%), good category was 5 students (20.60%), very good category was 3 students (8.80%). Based on the data above, it can be concluded that there was the improvement of each students' score after the writers applied PORPE strategy in experimental group.

#### 4. The Result of Paired Sample T-test of Experimental Group

The result of paired sample statistic of experimental group showed in Table 5. It was used to find out whether PORPE (Predict, Organize, Rehearse, Predict, and Evaluate) strategy could improve students' reading comprehension or not.

Table 5. The Result of Paired Sample Test in Experimental Group

Pair	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	Df	Sig.	
				Lower	Upper				
1	PreExp- PostExp	- 11.765	13.711	2.351	-16.549	-6.981	-5.003	33	.000

The result of paired sample T-Test in experimental group showed the value of t-obtained was 5.003 at the significance level 0.000 with degree of freedom was 33. As the t-obtained was higher than t-table (1.669) and the significance (2 tailed) was lower than 0.05. So, it can be stated that reading comprehension of experimental group improved significantly.

#### 5. The Result of Paired Sample T-test of Control Group

Table 6. The Result of Paired Sample Test in Control Group

Pair	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)	
				Lower	Upper				
1	PreCon - PostCon	-9.559	8.564	1.469	-12.547	-6.571	-6.508	33	.000

The result of paired sample T-Test in control group showed the value of t-obtained was 6.508 at the significance level 0.000 with degree of freedom was 33. As the t-obtained was higher than t-table (1.669) and the significance (2 tailed) was lower than 0.05. So, it can be stated that reading comprehension of experimental group improved significantly.

6. The Result of Independent Sample T-test

After the data were collected from both control and experimental group, the writers used independent sample t-test to compare the result of post- test from both control and experimental group. Table 7 below showed the result of independent sample t-test.

Table 7. The Result of Independent Samples Test

	Levene's Test for Equality of Variances		T-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	1.140	.290	1.742	66	0.086	4.206	2.415	9.027	.616
Equal variances not assumed	-	-	1.742	65.830	0.086	4.206	2.415	9.028	.616

Based on Table 10 above, the post-test result from independent sample t-test showed the value significance 0.000 was lower than 0.05. While, the value of t-obtained (1.742) was higher than t-table (1.669) with degree of freedom was 66. It can be stated that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. In other words, there was any significant difference on reading comprehension between the eighth-grade students of SMP Negeri 13 Palembang who were taught by using PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) Strategy and those who were not.

**Discussion**

After calculating all the data, the writers came to the interpretations. PORPE was applied to improve students' reading comprehension in descriptive text at the eighth grade students of SMP Negeri 13 Palembang. The result of the statistical analysis showed that PORPE Strategy was improved students' reading comprehension of descriptive text in experimental group at class VIII 3. Before giving the pre-test and post-test, they did not understand the meaning or make an conclusion of the text. After being given the treatment, the students were understood the meaning of sentences and how to make conclusions of the text.

The writers found the difficulties when they applied this treatment in the teaching and learning process, such as the noisy of the students to study in the classroom, the students always asked permission to go to the rest room when they would like to do exercise, one student disturbed to the other students and they were shy to read aloudof the text that was finished to do. The writers found the solution to solve to this problem. They asked to the students to read first in front of the class if they got the problems above, they should speak English when they want to go to the toilet and they should move to sit in the front on their chair and tables. So, this solution made the students did not make the problems and they could be more diligent and actived in the



learning process.

The writers calculated the independent sample t-test to get out whether or not there was any significant difference between students who were taught reading comprehension by using PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) strategy and those who were not. The post-test result from independent sample t-test showed the value significance 0.000 was lower than 0.05. While, the value of t-obtained (1.742) was higher than t-table (1.669) with degree of freedom was 66. It showed that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. In other words, there was any significant difference on reading comprehension between the eighth grade students of SMP Negeri 13 Palembang who were taught by using PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) Strategy and those who were not.

## CONCLUSION

The writers concluded that the use of PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) Strategy had the positive impact in teaching reading comprehension of descriptive text to the eighth grade students of SMP Negeri 13 Palembang. The students were able to understand their reading material, understand how to make conclusion or explanation of descriptive text, and also it could improve their reading skill especially in descriptive text. In addition, the experimental group had higher progress in reading descriptive text than control group. It caused because PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy was effective to applied in teaching reading on descriptive text.

The writers concluded that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. In other words, there was a significant difference on reading comprehension between the eighth grade students of SMP Negeri 13 Palembang who were taught by using PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) Strategy and those who were not.

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