

**THE EFFECT OF USING PORPE METHOD TOWARD READING
COMPREHENSION OF THE SECOND YEAR STUDENTS
AT SMPN 1 BANTAN, BENGKALIS REGENCY**



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A Thesis

Submitted to Fulfill One of the Requirements
For Undergraduate Degree in English Education



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SUPERVISOR APPROVAL

The thesis entitled “*The Effect of Using PORPE Method toward Reading Comprehension of the Second Year Students at SMPN 1 Bantan, Bengkalis Regency*”. Is written by Dian Kurniawan, NIM. 10614003472. It has been accepted and approved to be examined in the final examination by The Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

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ABSTRAK

Dian Kurniawan (2011). PENGARUH PENGGUNAAN METODE PORPE TERHADAP PEMAHAMAN MEMBACA PADA SISWA KELAS II SMPN 1 BANTAN, KABUPATEN BENGKALIS

Dalam penelitian ini, peneliti menemukan bahwa pemahaman membaca para siswa SMPN 1 Bantan masih lemah, sedangkan para siswa harus menggunakan bahasa Inggris sebagai satu dari dua bahasa yang digunakan dalam proses belajar mengajar, membaca adalah suatu kemampuan yang diutamakan, dimana siswa seharusnya mampu memahami makna dalam text pendek sederhana, masalah ini disebabkan oleh beberapa faktor: siswa sering merasa bosan didalam membaca, mereka tidak memperhatikan dan konsentrasi didalam pembelajaran membaca, dan tidak memahami materi membaca, oleh karena itu, peneliti tertarik untuk melakukan penelitian yang berhubungan dengan penggunaan metode PORPE terhadap pemahaman membaca. Objektifitas dalam penelitian ini adalah 1) untuk mengidentifikasi pengaruh metode PORPE terhadap pemahaman membaca siswa kelas II SMPN 1 Bantan 2) untuk menemukan apakah ada perbedaan antara siswa yang diajarkan membaca dengan menggunakan metode PORPE dan siswa yang diajarkan membaca tanpa menggunakan metode PORPE.

Adapun populasi dalam penelitian ini adalah seluruh kelas II SMPN 1 Bantan, jumlah populasi keseluruhannya yakni 88 siswa, karena jumlah populasi banyak, peneliti mengambil 2 kelas, yakni kelas VIII A sebagai kelompok kelas experimental yang berjumlah 29 siswa, dan kelas VIII B sebagai kelompok kelas control yang berjumlah 29 orang, jumlah sampel dari keseluruhan sebanyak 58 siswa, untuk menganalisa data peneliti menggunakan formula t-test sampel dengan menggunakan SPSS.

Setelah menganalisa data, peneliti menyimpulkan bahwa ada pengaruh yang signifikan penggunaan metode PORPE terhadap pemahaman membaca siswa SMPN 1 Bantan, kabupaten bengkalis, di mana T menunjukkan 9,461 pada tingkat signifikan 5%, menunjukkan 2,02, dan pada tingkat 1%, itu menunjukkan 2,72. Dengan demikian, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima yang menunjukkan $2,02 < 9,461 > 2,72$.

ABSTRACT

Dian Kurniawan (2011). THE EFFECT OF USING PORPE METHOD TOWARD READING COMPREHENSION OF THE SECOND YEAR STUDENTS AT SMPN 1 BANTAN, BENGKALIS REGENCY.

In this research, the researcher found that students' reading comprehension at SMPN 1 Bantan is still low, whereas the students have to use English as bilingual system in teaching learning process. Reading is one of prominent skill that the students should be able to understanding the meaning in short simple essay. This Problem was caused by some factors: the students often got bored in reading, so, they did not give attention in learning reading, and cannot understand their reading material. Therefore, the researcher is interested to conduct a research related to the use of PORPE method toward reading comprehension. The objectives of this research are 1) To identify the effect of using PORPE method toward students' reading comprehension the second year at SMPN 1 Bantan. 2) To find out if there any significant difference between students' reading comprehension taught by using PORPE method and taught without PORPE method.

The population of this research was all of the second year students. The total number of population was 88 students. Because the number of population was large, the researcher took two class, VIII A consisted of 29 students as experimental group, and VIII B consisted of 29 students as control group, so the numbers of sample from two classes were 58 students. To analyze the data, the researcher adopted paired sample t-test formula by using SPSS.

After analyzing the data, the researcher concludes that there is significant effect of using PORPE method toward students' reading comprehension the second year students at SMPN 1 Bantan, Bengkalis Regency, in which T shows 9.461 at significant level 5%, it shows 2.02, and at level 1%, it shows 2.72. Thus, null hypothesis (H_0) is denied, and alternative hypothesis (H_a) is accepted which shows $2.02 < 9.461 > 2.72$.

CHAPTER I

INTRODUCTION

A. The Background

The importance of learning English could be seen from the fact that most scientific books are written in English, and the students are supposed to comprehend those books. Based on KTSP curriculum, English teaching consists of four skills, namely reading, listening, speaking, and writing. The four skills are supported by the learning of language components as structure, vocabulary, pronunciation, etc.

In learning reading, students have to realize the aim of learning this skills that to enable them to comprehend reading texts in their effort to enrich their knowledge. The writer agrees on Zhang Jin - Liang statement (2007: p.18) that Reading as interpreting means reacting to a written text as a piece of communication; in other words, we assume some communicative intent on the writer's part which the reader has some purpose in attempting to understand. It can be concluded from the statement above that reading is not only a process of eyes movement to printed material, but also a process of understanding the text to get information of knowledge.

SMPN 1 Bantan is one of the junior high school in Bengkalis regency, it is school located in Selat baru, English is one of the main subjects taught at this school, The Students study English twice a week, 2 hours for each. Stimulating the students' interest to reading comprehension is a difficult task for the teacher, however, there are some Methods in teaching English to improve the learners' in reading comprehension.

This school using KTSP curriculum in teaching process, In standard competence of English Subject of KTSP curriculum, Reading is one of prominent skill that should be taught by teacher of English. In addition, the students should be able to understanding the meaning in short simple essay such as Recount and Narrative sustained in daily life. PORPE Method is a activity supported standard competence reading in KTSP curriculum, in which the students read aloud information from text and share information to other students and indentify the meaning of text.

Caverly (1997:36) said that PORPE sought determine whether students train to create and rehearse their own explicit and implicit test question, and will improve their understanding of content area concept in reading comprehension.

Based on writer's observation to the students of SMPN 1 Bantan found that the student often got bored in reading, In other words, they did not give attention in learning reading, The problem faced by the students is that they cannot understand their reading material.

The success of teaching reading for SMPN 1 Bantan is determined by many aspects such as: material of reading, facility, teacher competence, and the students themselves. Furthermore, the way of teaching indicates that one of crucial aspects in teaching reading is the method done by teacher in teaching classroom. In reading subject, English text is read and translated by the teacher for the first time then the teacher ask the students to read and translate the text one by one. Moreover, they are taught by using good methods. But, in reality, the results of their reading study are still far from expectation of curriculum. Actually, many of students who learn English are interested in reading. But, some of them do not understand what they have read.

This case will influence the successful learning of English. Ideally, an effective method of teaching reading should be applied in order to stimulate the students' interest in reading comprehension, so that the goal of teaching reading can be reached.

Based on the phenomena above, there are some symptoms appear:

1. Some of students often get bored with the class.
2. Some of students got difficulties to understand reading text
3. Some of students do not concentrate during learning reading comprehension.

Based on the phenomena above, the writer is interested to write a thesis entitled

**” THE EFFECT OF USING PORPE METHOD TOWARD READING
COMPREHENSION OF THE SECOND YEAR STUDENTS AT SMPN 1 BANTAN,
BENGKALIS REGENCY.”**

B. The Problem

1. Identification of the problem

Based on symptoms above, the writer Identify the problem at this research into as follows:

- a. Why do the students get bored during learning reading comprehension?
- b. Why do the students feel difficult in reading comprehension?
- c. Why the students do not concentrate during reading comprehension?

2. Limitation of the problem

Because of limited time to conduct a research, it is necessary to limit the problem in this research. The writer focuses this research on the use of PORPE method toward reading comprehension of the second year students SMPN I Bantan, Bengkalis regency.

3. Formulation of the problem

The problem of the study can be formulated as follows:

- a. How is the effect of using PORPE method toward reading comprehension of the second year students at SMPN 1 Bantan, Bengkalis regency?
- b. Is there any significant different between students' taught by using PORPE method and taught without PORPE method?

C. Reason for Choosing the Title

The writer is interested in carrying out this research because of some reasons:

- a. The research is very interesting to be discussed in order to know the effect of using PORPE method in learning reading comprehension.
- b. This research is important; it is relevant to the writer's status as English Education students.
- c. As far as the writer concerns, any other researchers have never researched this title yet.

D. The Objective and Significance of the Research

1. Objective of the Research

- a. To identify the effect of using PORPE method toward reading comprehension at the second year students of SMPN 1 Bantan.
- b. To find out if there is any significant difference between students' reading comprehension taught by using PORPE method and taught without PORPE method.

2. Significance of the research

- a. The research finding is to give the valuable input to the teachers of English at SMPN 1 Bantan especially and all teachers of English generally as an attempt in increasing reading comprehension

- b. To give contribution for the students about the way how to improve their reading comprehension.

E. The Definition of The term

To avoid the misunderstanding and misinterpretation about the title of the research, it is better to define the term used as follows:

1. Effect Is a result or condition by a cause, something that happen when one thing acts on another (Longman, 1998.p. 326).

2. PORPE stands for Predict, Organize, Rehearse, Practice, and Evaluate

Predict means to say that something will happen in particular way

(Longman, 1995.1107). In this case, predict deals with students' ability to predict questions based on text.

Organize means making the necessary arrangements so that an activity can happen.

(Longman, 1995: 999) In this case, organize means that students can summarize the text.

Rehearse means practice something that you plan to say to someone.

(Longman, 1995:1196) In this case, rehearse means that students recite aloud and share the information from the text to other students.

Practice means to repeat regularly to improve one skill (Oxford: 323), In this case, practice means that students try to answer their predicted questions before from text by using WH question.

Evaluate means to decide the value or quality (Oxford: 142) This is the last step in PORPE method, In which the students have to check again their own work before they collect to the teacher.

3. Reading Comprehension means the act of understanding what you are reading. (**Joelle Brummitt-Yale :2008. p: 1**) While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

CHAPTER II

THE THEORETICAL FRAMEWORK

A. The Nature of Reading

Reading is one of the most important language skills should be developed inside and outside the classroom, it is also one of the most common ways to get information. Horner, Jeremy (1991: 183- 184) the reader employ a number of specific skills when reading and their success in understanding the content of what they see depends on a large extent on these specific skills. The six skills of reading are: predictive skill, extracting specific picture, getting specific picture, extracting detailed information and discourse pattern, deducting meaning from context.

Two major approaches have been used for developing reading skills, intensive and extensive reading. Intensive reading activities help students comprehend written text and to become aware of text to comprehend. According to Jhon Paul Loucky (2007, p.2), Intensive reading activities are needed for main reasons: to help learners comprehend written texts, to learn how to use and monitor effective reading strategies, and to become more aware of text organization to better comprehend. The statement above can be concluded that reading is a process between readers and texts how to get information and knowledge. so, the process of reading, we should produce comprehension.

Christine Nutthal (1983:3) said that you read because you wanted to get something from the writing: facts, ideas, enjoyment, even feelings of family community (from letter): whatever it was, you wanted to get the message that writer had expressed.

The statement above are also supported by King and Stanley (1989) in soemarni (2007: 8). They state that reading has five component contained in reading texts, which are appropriate with the junior high school curriculum. There are:

a. Finding factual information.

It requires readers to scan specific details.

b. Finding main idea

Reading is concerned with meaning to a greater extent than it is with form. An efficient reader understands not only ideas but also the relative significant as expressed by the writer.

c. Finding the meaning of vocabulary in text.

It means that the reader could develop his guessing ability to the word which is not familiar by the relating the close meaning of unfamiliar words to the information and the topic of paragraph.

d. Identify referents. In order to avoid repeated words or phrases, the authors use reference words and being able to identify the words or phrases to which they refer will help the reader understand the reading passage.

e. Making inference from reading text.

Inference is a skill where the reader has to be able to read between lines. King and Stanley divided into two main attentions, draw logical inferences and make accurate prediction.

According to Harmer (1991: 183-184), “reading is one of the most important language skills that should be developed inside and outside the classroom, it is also one of the most common ways to get information. The reader employs a number of specific skills when reading and their success in understanding the content of what they see depends on a large extent on these spesific skills”.

Furthermore, “Reading is a complex process that depends upon learning specific skills. The purpose of teaching reading in school is both to teach children to become

independently active readers and to introduce them to the pleasure of knowledge which effective reading makes possible.” According to Jack et al (1992: 379).

Reading is one of subject to get information and knowledge about everything those readers need from written form. Reading is very important, and it is one of the four language skills. According to Nunan (1990: 33), “reading is an interactive process between what readers already news about topic or subject, and what writer writes.

Before going to the conclusion, I think it is important to know about the purposes of reading. In general, the purposes of reading are classified as follows:

- a. Getting general information from the text
- b. Getting specific information from the text
- c. Reading for pleasure

B. The Nature of PORPE Method

Basically, PORPE method is aimed to understand a reading, Therefore, the writer uses it to improve students’ reading comprehension, The method is suggested by Caverly (1997:36) as cite in Soemarni (2007:12). PORPE sought determine whether students train to create and rehearse their own explicit and implicit, and will improve their understanding of content area concept in reading comprehension.

The Statement above is supported by Simpson and Stahl (1987:36) This comprehensive study strategy prepares students for planning, monitoring, and evaluating content area.

PORPE is study to assist students in learning content material. Help students in the process constructing the meaning, build knowledge. Students more active in learning this process, automatically train students more creative to understand reading material.

Based on Newton's 1st law (2001.p.268-269).The teacher will give the students a PORPE organizer handout to guide the activities they as follows:

- 1.The students will *predict* at least two essay questions that could possibly be on the test. Teacher will provide students with key words to use in forming their questions. (Explain, discuss, compare and contrast).
- 2.The students will *organize* or highlight the important points in the text. They will outline answers to the predicted questions.
- 3.Students will recite (*rehearse*) key information out loud and quiz themselves by listing all of the facts they can remember.
- 4.Students will answer the questions they developed during the prediction stage of PORPE (*practice*). This can be done in outline form or with complete answers.
- 5.Students will *evaluate* the answers to their questions. They need to be sure they have enough information and examples in their answer. They should ask themselves: Am I ready for the test? Is there anything else that I need to study?

The statement above supported by Simpson and Hayes(1989: 22)Said that when students the steps of PORPE as they read and study, they behave like Baker and Brown's (1984) "effective readers" who encode information and regulate own learning. Supported by Simpson (1986: 22) said that PORPE could increase students' learning an actual classroom setting, both show that PORPE does have important advantages for long term learning and students' independence.

The activities PORPE method above that challenge students to play with, discover, remember, and develop word in reading, this learning process important to elicit students how to find factual information, main idea, meaning of vocabulary, and reading for pleasure. This Method supported in learning reading at junior high school In standard competence of English Subject of KTSP curriculum, Reading is one of prominent skill that should be taught by teacher of English. In addition, the students should be able to understanding the meaning in short simple essay such as Recount and Narrative sustained in daily life.

C. Relevant research

This research has relevance with other research Sri wahyuni Nopri (2007) did research on titled "The use of PQ2RSA method to increase the first year students' Reading comprehension ability in SMAN 1 pasir pangarayan", she found that is PQ2RSA method increase students reading comprehension, it could be seen from the score of students. The average score pretest was 15.26, while the average of posttest was 21.76, It mean that the students' ability has increased.

Wandi Syahfutra (2010) the effect of SQ3R toward reading achievement of the second year at MAN 1 pekanbaru. the writer concludes that the second hypothesis is accepted because T-table at the 5% grade of significance refers to 2.01. While in the level of significance 1% is 2.68. Therefore, it can be analyzed that t_o is higher than t- table in either at 5% or 1% grade of significance. It can be read that $2.01 < 8.26 > 2.68$. it means that there is significant from effect of SQ3R method toward reading achievement of the second year students' at MAN 1 Pekanbaru.

H. Operational Concept

To avoid misunderstanding and misinterpreting in this scientific research, we must know its concept. Hornby(2000,252) state that concept is an idea or principle that is connected with something, general notion. In research plan, we must interpret the concept into a particular word in other to be easy measure and operate.

So, it has to defined in clear statement to obtain the needed data, for more information, this research consists of two variables, Variable X is using PORPE method and variable Y is reading comprehension. Therefore, the operational concept of this research can be seen in the following indicators:

Variable X: using PORPE method in teaching

In this research, writer determines that each variable has indicators become measurement of success conducting of the research. To be operated that describe the operational concept, as follows:

1. The teacher asks students' to predict some possible essay questions from information in the text.
2. After predict and get the question from information in the text, the teacher asks students to organize or summarize by using their own words.
3. The teacher asks students to recite aloud information after they had summarized, The students have to share information that they get from the text.
4. The teacher asks students to answer their predicted question before.

5. The teacher asks students to evaluate their own task before their collected.

Variable Y: The students reading comprehension

1. The students are able to find factual information of the text
2. The students are able to find main idea in text
3. The students are able to find the vocabulary.
4. The students are able to identify references from reading text.
5. The students are able to identify inferences from reading text.

I. Assumption and Hypothesis

1. Assumption

Before formulating the Hypothesis as temporary answer the problem the writer assumes that the use of PORPE Method is able to improve the students' reading comprehension.

2. Hypothesis

a. General Hypothesis

Ho: There is no significant effect on the students' reading comprehension before and after they are taught by using PORPE Method.

Ha: There is significant effect on the students' reading comprehension before and after they are taught by using PORPE method.

b. Statistical Hypothesis

Alternative Hypothesis (Ha) = $t_{\text{calculated}} > t_{\text{table}}$

Null Hypothesis (Ho) = $t_{\text{calculated}} < t_{\text{table}}$

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Design of the Research

This Research is Pre-experimental research, and the type of the research is the statistic-Group Comparison. The statistic-Group comparison at least involved two groups, one received a new, or experimental, treatment and other that received a traditional, or control group treatment. Both groups were tested. The study consisted of two variables.

The experimental group means the group which teaching Reading was taught by using PORPE method, From beginning until the end of this research, The experimental group will be given the tests, pre-test and post-test.

B. Location and Time of the research

This research was conducted at SMPN 1 Bantan. The time of research was started on Desember 2010 until February 2011.

C. The Subject and the object of the Research

The subject of this research is the second year students of SMPN 1 Bantan students and the teacher as interrelated person in this research.

While, the object of the research knows was the effect using PORPE Method toward Reading comprehension.

D.The Population and the sample of the Research

The population of this research was students divided into three classes. There was VIIIA, VIIIB, VIIIC. The total of population was 88 respondents.

Since it was a pre-experimental group research design that consisted two group with treatments, the writer took one class as experimental group.

Table III.1
The Population of the second year students of SMPN 1
Bantan

No.	Clasess	Male	Female	Total
1.	VIIIA	15	14	29
2.	VIIIB	17	12	29
3.	VIIIC	16	14	30
	Total	48	40	88

In order to find the effect of teaching reading by using PORPE method, the writer took the sample into two parts in which class VIIIA was experimental group and VIII B was control group.

Table III.2
The Sample of the research

No.	Class	Total	Sample
1.	VIIIA	29	29
2.	VIIIB	29	29

F. The Techniques of the Data Collection

In order to get some data that are needed to support this research, the writer applied the techniques as follows:

1. Observation

This Method was carried out to observe directly the process and the result on the effect of PORPE method toward student's reading comprehension. The observation was conducted in classroom; the observation was carried out for eight meetings.

2. Test

The test was distributed to measure the student's reading comprehension. The test was divided into two test; pre-test was test given before the treatment, and post-test was given after using the treatment. The type of the test was multiple choice tests consisted of 25 items.

Table III.3
Series of the treatment of the sample

Subjects	Instructional activities		
Experimental Group	T1	X1	T2
Control Group	T1	X2	T2

Notes:

T1 : pre-questionnaire for experimental

X1 : Teaching by using PORPE method

X2 : Teaching by using common strategies

T2 : Post-questionnaire for the Experimental and control group.

G. The Data Analysis Techniques

The technique of collecting data in this research used test. The type of the test was multiple choice test which consisted of 25 items. The data were analyzed by SPSS 16:

The reliability coefficients for good classroom comprehension test were expected to exceed 0.0 and closed 1.00. Heaton(1995: 16) states that, the reliability of the test is considered as follows:

0.00 – 0.20	Reliability is low
0.21 – 0.40	Reliability is sufficient
0.41 – 0.60	Reliability is high
>. 0	Reliability is very high

Comprehension test was used to evaluate subject results given from teachers to students, and so forth. To apply this test, the writer could divide the test into multiple choices.

In analyzing the data, the writer used scores of the pre-test and post test of the experiment and control group. These score were analyzed by using statistical analyzed. The different mean was analyzed by using Paired-sample T-test SPSS.The formula in the final step followed the basic format of:

$$\text{Test value} = \frac{(\text{observe value}) - (\text{expected value})}{\text{Standard error}}$$

Where, the observed value was the mean of the differences. The expected value was $\bar{d} = 0$. The standard error of the difference was the standard deviation of the difference, divided by the square root of the sample size. Both populations should be normally distributed, Bluman (2004: 466).

The following formula was t-Table. T-Table was employed to see a significant difference between the mean score of both experimental and control class. The T-obtained value was consulted with the value of t-Table as degree of freedom.

$$df= N-1$$

Statistically hypothesis:

$$H_o= t_o < t_{table}$$

$$H_a= t_o > t_{table}$$

Criteria of hypothesis:

1. H_o is accepted if $t_o < t_{table}$. It can be said that there is no significant difference in reading comprehension between the students taught by using PORPE method and without PORPE Method.
2. H_a is accepted if $t_o > t_{table}$. It can be said that there is significant difference in reading comprehension between the students taught by using PORPE Method and without PORPE Method.

H. The Technique of Data Analysis by SPSS 16.0

The following steps were how to get the result data based on SPSS 16.0, for windows-statistical software:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Descriptive Statistics*, and click *Frequencies*.

3. From the menu, click your variables, and press the narrow button.
4. From the analysis setting, click *Statistics* that will show *frequencies: statistics*, it consisted of four analysis group:
 - a. *Percentile Values*, click *Quartiles* and *Percentiles (s)*.
 - b. *Central Tendency*, click Mean, Mode, and Sum.
 - c. *Dispersion*, click Std. deviation, Variance, Range, Minimum, Maximum, and S.E. mean.
 - d. *Distribution*, click Skewness and Kurtosis, and then click continue.
5. From the *Charts* analysis setting, click *Histogram with normal curve*, and click continue.
6. From the *Format* analysis setting, at *Order by* menu click *Ascending Values*, at *Multiple Variables* click *Compare Variables*, and then click continue. (Hartono: 31-39).

To know the reliability of the test, we should know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpha. The following steps were how to get the result data based on SPSS 16.0, for windows-statistical software:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Scale*.
3. From the menu click your variables, and press the narrow button.
4. From *statistics*, click item and scale, at inter-item; click correlation, at summaries; click means and correlation, and then click *ok* to end this process and you will see the output data of SPSS automatically.

The following steps were how to get the result data based on SPSS 16.0, for windows-statistical software:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Compare Means*, and click *Paired-Samples T Test*.
3. From the menu, click your variables, press the narrow button, then click *ok* and click *ok* to end this process .You will see the output data of SPSS automatically.

I. The Procedure of Teaching Learning Process by Using PORPE Method

In this research, it is very important for the writer to express the procedure of teaching learning process by using PORPE method; the procedure can be forwarded as follows:

- 1) As researcher, I explained to the students what PORPE method is and what advantages of using PORPE method in reading comprehension is.
- 2) As researcher, I have some procedures or steps in teaching PORPE method as follows:
 - a. Predict: Teacher shared to the students some of reading text and ask them to predicted some possible essay questions from information in the text. The questions to predict potential essay questions guide their studying.
 - b. Organize: After students predicted and got the questions from information in the text, students organize or summarize by using their own word. So, they will comprehend the whole thing in reading text.
 - c. Rehearse: Teacher asked students to recite aloud information after they had summarized, the students have to shared information that they get from the text.
 - d. Practice: In practicing, teacher asked students to answer their predicted essay questions.
 - e. Evaluate, before students task are collected. The students recheck their task, to ensure that have enough information and examples in their answer.

1. The researcher's activities

A. The pre-test activities

- a. The researcher greets the students.
- b. The researcher explains what is going to do.
- c. The researcher began testing the students.

B. The treatment activities

- a. The researcher greets the students specially to call as warming up.
- b. The researcher introduces the PORPE method.
- c. The researcher taught the students theory and the Method on reading.
- d. The researcher assigns the students to search some articles as the source of reading.

C. The post-test activities

- a. The researcher greets the students
- b. The researcher directly administered the post-test
- c. The researcher end the research program

2. The students' activities

A. The pre-test activities

- a. The students respond the researcher's greeting.
- b. The students answer the question asked by the researcher.

B. The treatment activities

- b. The students respond the researcher's greeting.
- c. The students listen to the researcher's explanation.
- d. The students do the assignment assign by researcher.

- e. The students search the some articles as the source of PORPE method.

C. The pos-test activities

- a. The students prepare to test.
- b. The students answer the question based on the text given.

1. Procedures of Collecting Data for Experimental Group

a. Pre-test

The pre-test is carried out to determine the ability of the students selected as the sample. Items used for pre-test consisted of 25 items. The test was about reading comprehension appropriate with their in use curriculum.

b. Treatment

The treatment was conducted for experimental group only. The treatment was using PORPE method in teaching reading comprehension. The length of time to apply the strategy was about eight meetings.

c. Post-test

After eight meetings (including pre-test), the post-test were administrated. The results of the post-test for experimental group were analyzed and used as final data for this research.

2. Procedures of Collecting Data For Control Group

a. Pre-test

The Goal, items, and procedures of the test for control group are the same as these conducted for experimental group.

b. Conventional strategy

In this case, the teacher teaches reading comprehension for control group by using conventional strategy or classical method.

c. Post-test

Post-test for both control group and experimental group were administrated after giving the treatment. The result of the post-test for both control group experimental group were analyzed and use as final data for this research.

Table III.4 The Blue Print of the test

Reading Text	The classification of items	Number of items	Items number
My Friends's and New shoes	1. Find the Factual information	1	1
	2. Finding the Main Idea of the text	1	2
	3. Finding the Vocabulary	1	3
	4. Identify Referents of the text	1	4
	5. Identify Inferences of the text.	1	5
Bakri's Stomachache	6. Find the Factual information	1	6
	7. Finding the Main Idea of the text	1	7
	8. Finding the Vocabulary	1	8
	9. Identify Referents of the text	1	9
	10. Identify Inferences of the text.	1	10
Snow White	11. Find the Factual information	1	11
	12. Finding the Main Idea of the text	1	12
	13. Finding the Vocabulary	1	13
	14. Identify Referents of the text	1	14
	15. Identify Inferences of the text.	1	15

Jane's flu	16. Find the Factual information 17. Finding the Main Idea of the text 18. Finding the Vocabulary 19. Identify Referents of the text 20. Identify Inferences of the text.	1 1 1 1 1	16 17 18 19 20
Indonesian Dances	21. Find the Factual information 22. Finding the Main Idea of the text 23. Finding the Vocabulary 24. Identify Referents of the text 25. Identify Inferences of the text.	1 1 1 1 1	21 22 23 24 25

CHAPTER IV
THE DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

1. The Data of Classroom Observation

Besides the test, the writer also observed the effect of PORPE method. The kinds of observation in this research only describe the condition of classroom participant itself. The writer did eight observations to experiment class about the effect of PORPE method toward reading comprehension of the second year students at SMPN 1 Bantan. To make clearer about the data, it can be seen as follows:

The Observation of English Teachers at SMPN 1 Bantan, Bengkalis Regency

From the first to the last observation, I observed the researcher who had done study about PORPE Method rightfully. He was a good partner in teaching and learning process. He had good preparation in every meeting because the researcher was able to combine his teaching form within teaching English procedure here. From the observation above, it can be concluded that, among researcher, teacher, and students had done good cooperation in teaching and learning process. See Appendix A

The Observation Form of Experimental Group at SMPN 1 Bantan, Bengkalis Regency

From the first observation, there was good cooperation with the staff, teachers, and students. They had good learning facilities in the classroom. From the second observation, the students were very enthusiastic to learn to study English. From the third observation, I saw

students who had good preparation to start studying, and they were honor persons. From the fourth observation, I saw they enjoyed learning by using PORPE Method.

From the fifth observation, the students had focused on learning process. Automatically, they had good result in the test. From the sixth observation, students were involved in teaching and learning process, more active than before. The English teacher was very communicative as a controller in the classroom. From the seventh observation, I saw, they had better comprehension than before based on their test result, and I did treatment to give the post-test. From the observations done above, it can be concluded that in the classroom observation, researcher, teachers, and students had done good cooperation in teaching and learning process. It could be seen from the teacher as a controller in the classroom as long as the researcher did the research. See Appendix A

2. The Data from Test

The student's reading comprehension data were gotten based on the result of the test. To get a good data, test should be valid and reliable. The data about students' reading comprehension were obtained from the test that the writer administrated comprehension test. The writer made multiple choice questions. The score for each item was 4 (four). So, the students who answered all correct answer would get 100. The scores are presented in appendix. Based on the research finding, the writer concludes that the second hypothesis is accepted because T-table at the 5% grade of significance refers to 2.02. While, in the level of significance 1% is 2.72. Therefore, it can be analyzed that t_o is higher than t table in either at 5% or 1% grade of

significance. It can be read that $2.02 < 9.461 > 2.72$. It means that there is significant effect of using PORPE Method to improve students' reading comprehension at the second year SMPN 1 Bantan, Bengkalis Regency.

B. The Data Analysis

1. The Data from Observation

Based on the data, the writer did not use items observation format category, but the writer only used descriptive form in observation. Then, the writer concludes that between researcher, teachers, and students had good cooperation as long as the writer did the research at SMPN 1 Bantan, Bengkalis Regency.

2. The Data from Test

In order to find whether or not there is a significant difference in improving students' reading comprehension of the two classes, the writer calculated data taken from the scores of the students' final test. The data were analyzed by using statistical analysis technique to identify the average score of both experimental and control class. The difference of means was analyzed by using Paired sample T-test in SPSS. Instead, this research used pre-test and post-test.

Where, the observed value was the mean of the differences. The expected value was $\sim d = 0$. The standard error of the difference was the standard deviation of the difference, divided by the square root of the sample size. Both populations must be normally or approximately normally distribute.

This research is to obtain the effect of using PORPE Method to improve students' reading comprehension at the second year SMPN 1 Bantan, Bengkalis Regency. The data of this research

were the scores of students' post-test. The writer gave pre-test to all of the population to determine two classes as the samples. It was found that class VIIIA as the experimental group and VIIIB as the control group.

The total of test for both classes was significantly different. The data of this research were gotten from the scores of the students' pre-test and post-test. The data were collected through the following procedures:

- a. Both groups (experimental group and control group) were asked to express the pre-test and post-test.
- b. The teacher evaluated from the test based on reading comprehension aspect that consisted of finding.

There were 25 items of reading comprehension test given to the 29 respondents in this research. From the test, it was obtained that the lower score was 20 and the higher score was 76. The mean was 50.34.

The result of the test from the experimental and control group can be seen in the following table:

Table IV.1
The Result of the Test from the Experimental and Control Group

		Statistics			
		Before	After	CtrlBefore	CtrlAfter
N	Valid	29	29	29	29
	Missing	0	0	0	0
Mean		40.00	50.34	31.72	36.55
Std. Error of Mean		1.995	1.519	2.479	2.304
Median		39.11 ^a	49.85 ^a	31.33 ^a	36.67 ^a
Mode		36	52	28 ^b	44
Std. Deviation		10.744	8.178	13.349	12.408
Variance		115.429	66.877	178.207	153.970
Skewness		.261	1.065	.114	.394
Std. Error of Skewness		.434	.434	.434	.434
Kurtosis		.352	2.116	-.466	1.254
Std. Error of Kurtosis		.845	.845	.845	.845
Range		48	36	52	60
Minimum		20	40	8	12
Maximum		68	76	60	72
Sum		1160	1460	920	1060
Percentiles	25	32.67 ^c	44.22 ^c	22.33 ^c	28.86 ^c
	50	39.11	49.85	31.33	36.67
	75	48.22	54.73	40.50	44.25

a. Calculated from grouped data.

- b. Multiple modes exist. The smallest value is shown
- c. Percentiles are calculated from grouped data.

Based on the table above, we can see that mean score of experimental group after having treatment was (50.34), and standard deviation was (8.178). If we compare with before treatment score was mean (40.00), and standard deviation was (10.744). It means that the experimental group after was better than before. In control group after, the mean score was (36.55), and standard deviation was (12.408). When we compare with control before, mean score was (31.72), and standard deviation was (13.349). It means that the control group after is better than before.

Table IV.2
The Frequency Distribution of Reading Comprehension
Test in Experimental Group

		Before			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	2	6.9	6.9	6.9
	28	3	10.3	10.3	17.2
	32	3	10.3	10.3	27.6
	36	6	20.7	20.7	48.3
	40	3	10.3	10.3	58.6
	44	2	6.9	6.9	65.5
	48	5	17.2	17.2	82.8
	52	4	13.8	13.8	96.6
	68	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

From the table IV.2, about the frequency distribution of experimental group before shows the output from 29 respondents. The valid percent at interval 20 was 6.9%, at interval 28 was 10.3%, at interval 32 was 10.3%, at interval 36 was 20.7%, at interval 40 was 10.3%, at interval 44 was 6.9%, at interval 48 was 17.2%, at interval 52 was 13.8%, and at interval 68 was 3.4%.

Table IV.3
The Frequency Distribution of Reading Comprehension
Test in Experimental Group
After

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	5	17.2	17.2	17.2
44	4	13.8	13.8	31.0
48	5	17.2	17.2	48.3
52	8	27.6	27.6	75.9
56	3	10.3	10.3	86.2
60	2	6.9	6.9	93.1
64	1	3.4	3.4	96.6
76	1	3.4	3.4	100.0
Total	29	100.0	100.0	

The table 1V.3,shows the frequency distribution of experimental group from 29 respondents. The valid percent at interval 40 was 17.2%, at interval 44 was 13.8%, at interval 48 was 17.2%, at interval 52 was 27.6%, at interval 56 was 10.3%, at interval 60 was 6.9%, at interval 64 was 3.4%, at interval 76 was 3.4%.

Table IV.4
The Frequency Distribution of Reading Comprehension
Test in Control Group

CtrlBefore

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 8	2	6.9	6.9	6.9
12	1	3.4	3.4	10.3
16	1	3.4	3.4	13.8
20	3	10.3	10.3	24.1
24	3	10.3	10.3	34.5
28	4	13.8	13.8	48.3
32	2	6.9	6.9	55.2
36	4	13.8	13.8	69.0
40	3	10.3	10.3	79.3
44	1	3.4	3.4	82.8
48	2	6.9	6.9	89.7
52	2	6.9	6.9	96.6
60	1	3.4	3.4	100.0
Total	29	100.0	100.0	

From the table 1V.4, shows the frequency distribution of experimental group from 29 respondents. The valid percent at interval 8 was 6.9%, at interval 12 was 3.4%, at interval 16 was 3.4%, at interval 20 was 10.3%, at interval 24 was 10.3%, at interval 28 was 13.8%, at interval 32 was 6.9%, at interval 36 was 13.8%, at interval 40 was 10.3%, at interval 44 was 3.4%, at interval 48 was 6.9%, at interval 52 was 6.9% at interval 60 was 3.4%.

Table IV.5
The Frequency Distribution of Reading Comprehension
Test in Control Group

CtrlAfter

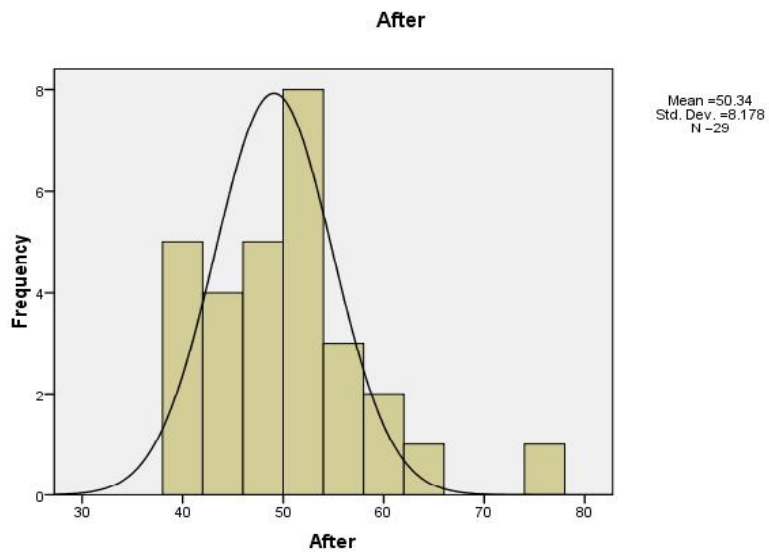
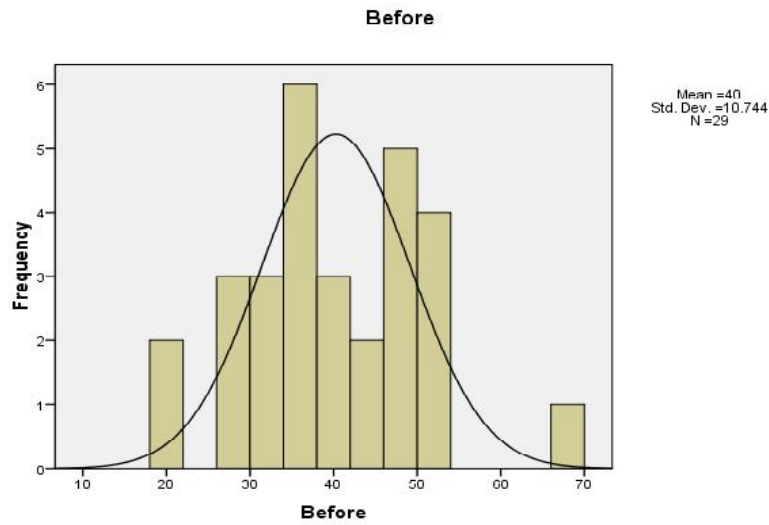
	Frequency	Percent	Valid Percent	Cumulative Percent
--	-----------	---------	---------------	--------------------

Valid	12	1	3.4	3.4	3.4
	16	1	3.4	3.4	6.9
	20	2	6.9	6.9	13.8
	24	1	3.4	3.4	17.2
	28	3	10.3	10.3	27.6
	32	4	13.8	13.8	41.4
	36	4	13.8	13.8	55.2
	40	2	6.9	6.9	62.1
	44	7	24.1	24.1	86.2
	48	1	3.4	3.4	89.7
	52	2	6.9	6.9	96.6
	72	1	3.4	3.4	100.0
Total		29	100.0	100.0	

From the table 1V.5, shows the frequency distribution of experimental group from 29 respondents. The valid percent at interval 12 was 3.4%, at interval 16 was 3.4%, at interval 20 was 6.9%, at interval 24 was 3.4%, at interval 28 was 10.3%, at interval 32 was 13.8%, at interval 36 was 13.8%, at interval 40 was 6.9%, at interval 44 was 24.1%, at interval 48 was 3.4%, at interval 52 was 6.9%, and at interval 72 was 3.4%.

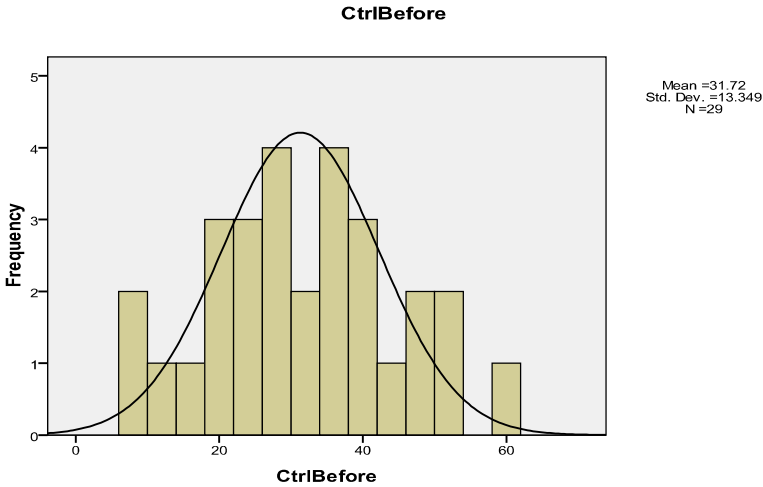
To know more about PORPE method and the result given to 29 respondents of the second year students' at SMPN 1 Bantan, Bengkalis Regency, the writer gives the following histogram:

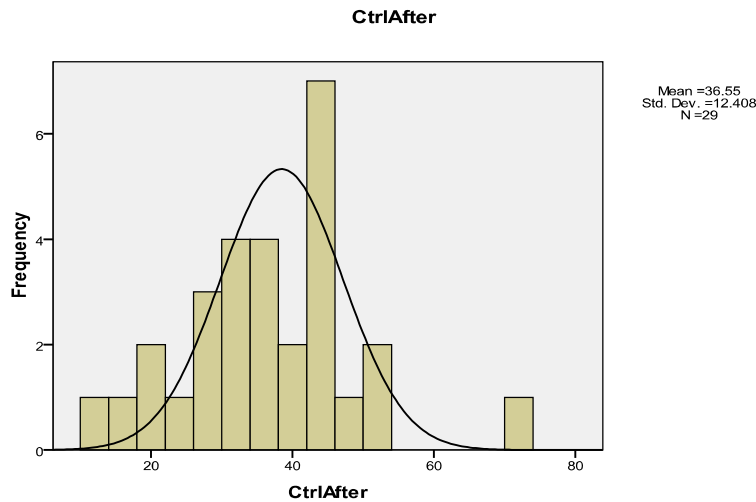
Histogram of Experimental Group



Based on histogram above, we can see that mean score of experimental group before having treatment was mean 40.00, and standard deviation was 10.744. If we compare with before treatment score was mean 50.34, and standard deviation was 8.178. It means that the experimental group after is better than before.

Histogram of Control Group





In control group before, mean was 31.72, and standard deviation was 13.349. When we compare with control after, mean score was 36.55, and standard deviation was 12.408. It means that the control group after is better than before.

To obtain the data about the effect of using PORPE Method to improve students reading comprehension, the writer acquired to see each score. It was used pertaining to the most characteristic of an item to be accurately determined by its difficulty. Then, the tests given to students were taken into account. Too difficulty or easy often showed the low reliability. Item of difficulty was determined as the proportion of correct responses. This was held pertinent to the index difficulty, in which it was generally expressed as the percentage of the students who answer the questions correctly (Heaton 1995:178).

The formula for item of difficulty was as follows:

$$FV: \frac{R}{N}$$

Where FV: index of difficulty or facility value

R: the number of correct answer

N: the number of examiners or students taking the test

Heaton (1995: 178)

The formula above was used to find out the easy or difficulty of each item test that the researcher gave to the respondents. The items that did not reach the standard level of difficulty were excluded and changed into new items appropriately. Heaton (1995: 179) says that prepared in practice to accept items with facility between 0.30 and 0.70.

The standard level of difficulty is <0.30 and >0.70 . Then, the proportion correct is represented by “P”, whereas the proportion incorrect is represented by “Q”, it can be seen in the following tables:

Table IV.6
The Students are able to Find Factual Information

Variable	Finding Factual Information					N
Item no	1	6	11	16	21	29
Correct	14	12	19	22	20	
P	0.48	0.41	0.65	0.75	0.68	
Q	0.51	0.58	0.34	0.24	0.31	

Based on the table IV.6, the proportion of correct answer for item number 1 shows the proportion of correct 0.48, Item number 6 shows the proportion of correct 0.41, Item number 11 show the proportion of correct 0.65, Item number 16 shows the proportion of correct 0.75, Item number 21 shows the proportion of correct 0.68. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in easy of each items number for understanding the content of reading text are accepted.

Table IV.7
The Students are able to find Topic of the Text

Variable	Finding Main Idea					N
Item no	2	7	12	17	22	29
Correct	9	9	13	20	14	
P	0.31	0.31	0.44	0.68	0.48	
Q	0.68	0.68	0.55	0.31	0.51	

Based on the table IV.7, the proportion of correct answer for item number 2 shows the proportion of correct 0.31, Item number 7 shows the proportion of correct 0.31, Item number 12 shows the proportion of correct 0.44, Item number 17 shows the proportion of correct 0.68. Item number 22 shows the proportion of correct 0.48. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each items number for identifying Topic of the text are accepted.

Table IV. 8
The Students are able to find Vocabulary

Variable	Finding the Vocabulary					N
Item no	3	8	13	18	23	29
Correct	17	11	11	10	21	
P	0.58	0.37	0.37	0.34	0.72	
Q	0.41	0.62	0.62	0.65	0.27	

Based on the table IV.8, the proportion of correct answer for item number 3 shows the proportion of correct 0.58, Item number 8 shows the proportion of correct 0.37, Item number 13 shows the proportion of correct 0.37, Item number 18 shows the proportion of correct 0.34, Item number 23 shows the proportion of correct 0.72. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties, in easy of each items number for finding the new vocabulary are accepted.

Table IV.9
The Students are able to Identify Meaning of the Text

Variable	Identify Referents					N
Item no	4	9	14	19	24	29
Correct	9	10	16	9	12	
P	0.31	0.34	0.55	0.31	0.41	
Q	0.68	0.65	0.44	0.68	0.58	

Based on the table IV.9, the proportion of correct answer for item number 4 shows the proportion of correct 0.31, Item number 9 shows the proportion of correct 0.34, Item number 14 shows the proportion of correct 0.55, Item number 19 shows the proportion of correct 0.31. Item number 24 shows the proportion of correct 0.41. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each items number for identifying meaning of the text are accepted.

Table IV.10
The Students are able to Identify Communicative Purpose of the Text

Variable	Identify Inferences					N
Item no	5	10	15	20	25	29

Correct	10	10	12	18	21	
P	0.34	0.34	0.41	0.62	0.72	
Q	0.65	0.65	0.58	0.37	0.27	

Based on the table IV.10, the proportion of correct answer for item number 5 shows the proportion of correct 0.34, Item number 10 shows the proportion of correct 0.34, Item number 15 shows the proportion of correct 0.41, Item number 20 shows the proportion of correct 0.62, Item number 25 shows the proportion of correct 0.72, Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each items number for finding Communicative Purpose of the text are accepted.

Table IV.11
The Result of Pre Test and Post Test for Experimental Group

STUDENTS	X	Y	X ²	Y ²	XY
1	20	44	400	1936	880
2	48	52	2304	2704	2496
3	40	56	1600	3136	2240
4	68	76	4624	5776	5168
5	28	44	784	1936	1232
6	52	52	2704	2704	2704
7	48	48	2304	2304	2304

8	32	40	1024	1600	1280
9	32	52	1024	2704	1664
10	36	48	1296	2304	1728
11	52	48	2704	2304	2496
12	28	40	784	1600	1120
13	48	64	2304	4096	3072
14	44	56	1936	3136	2464
15	48	60	2304	3600	2880
16	48	52	2304	2704	2496
17	52	52	2704	2704	2704
18	36	60	1296	3600	1440
19	44	52	1936	2704	2288
20	36	40	1296	1600	1440
21	32	44	1024	1936	1408
22	36	48	1296	2304	1728
23	36	40	1296	1600	1440
24	28	48	784	2304	1344
25	52	56	2704	3136	2912
26	40	40	1600	1600	1600
27	36	52	1296	2704	1872
28	40	52	1600	2704	2080
29	20	44	400	1936	880
	1160	1460	49632	75376	59360

Table.IV.12
The Result of Pre Test and Post Test for Control Groups

STUDENTS	X	Y	X ²	Y ²	XY
1	20	24	576	400	480
2	40	44	1936	1600	1760
3	52	40	1600	2704	2080
4	24	44	1936	576	1056
5	40	36	1296	1600	1440
6	28	44	1936	784	1232
7	36	28	784	1296	1008
8	8	32	1024	32	256
9	44	36	1296	1936	1584
10	28	20	400	784	560
11	36	44	1936	1296	1584

12	8	16	256	32	128
13	52	36	1296	2704	1872
14	24	52	2704	576	1248
15	36	40	1600	1296	1440
16	36	32	1024	1296	1152
17	24	28	784	576	672
18	60	52	2704	3600	3120
19	20	44	1936	400	880
20	32	44	1936	1024	1408
21	28	20	400	784	560
22	12	12	144	144	144
23	20	36	1296	400	720
24	16	44	1936	256	704
25	48	28	784	2304	1344
26	48	72	5184	2304	3456
27	32	32	1024	1024	1024
28	28	32	1024	784	896
29	40	48	2304	1600	1920
	920	1060	43056	34112	35728

Table IV.13
Case Processing Summary

		N	%
Cases	Valid	29	100.0
	Excluded ^a	0	.0
	Total	29	100.0

a. Listwise deletion based on all variables in the procedure.

Table IV.14
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.644	.668	25

Table IV.15
Scale Statistics

Mean	Variance	Std. Deviation	N of Items
158.62	994.601	31.537	25

The Reliability of Test

Number items	25
Mean	158.62
Standard deviation	31.537
Cronbach'sAlpa 0.644	

The score obtained compares to r table of product moment that the degree of freedom is 80, " r " product moment at level 5% is 0.237 and 1% is 0.354. The score obtained of Cronbach'sAlpa was 0.644 higher than r table whether 5% and 1% ($0.237 < 0.644 > 0.354$). It means that the test was reliable. See appendix C.

Paired Sample t-test

When the samples are dependent, a special 't' test for dependent mean was used. This test employed the difference in values of the matched pairs. The hypothesis is:

$$\begin{array}{l} \textit{Two-tailed..left-tailed..right-tailed} \\ \underline{H_0 : \sim_D = 0....., H_0 : \sim_D \geq 0....., H_0 : \sim_D \leq 0} \\ H_1 : \sim_D \neq 0....., H_1 : \sim_D < 0....., H_1 : \sim_D > 0 \end{array}$$

Where \sim_D is the symbol for the expected mean of the difference of the matched pairs, where the observed value is the mean of the differences, The expected value \sim_D is zero if the

Table IV.18
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pa Before – ir After 1	-10.345	7.893	1.466	-13.347	-7.342	-7.058	28	.000

1. *Output Paired Samples Statistics* shows that mean score before was 40.00, and after was 50.34, while N of two samples were 29. The Standard of Deviation before showed 10.744, and after is showed 8.178. The Mean standard error before showed 1.995, and after showed 1.519.
2. *Output Paired Samples Correlation* shows correlation between before and after, where correlation obtained was .683 and significant sample was 0.00. The probability of assumption are:
 - a. If the probability > 0. 05 the null hypothesis can be accepted.
 - b. If the probability < 0. 05 the null hypothesis cannot be accepted.

So, because samples are significant, 0.00 smaller than 0.05. It means that the null hypothesis cannot be accepted.

3. *Output Paired Sample T Test* shows analysis of result by using t test. Where t test compares between t_0 (t observation) and t_i (t table). The score obtained of t_0 was 9.461, higher than t table whether 5% and 1% ($2.04 < -7.058 > 2.76$). It means that the null hypothesis cannot be accepted. The probability of assumption are:

- a. If the probability > 0.05 the null hypothesis can be accepted.
- b. If the probability < 0.05 the null hypothesis cannot be accepted.

Based on the result of Paired Sample t-test by using SPSS above, the t test sign is. $< t(0.00 < 0.05)$ H_0 cannot be accepted and H_a can be accepted. From the data above, teaching reading by using PORPE Method got effect to improve students' reading comprehension. Hartono (2008: 151-152).

After calculating the degree of freedom above, we know that the degree of freedom is 40. The t-table at 5% grade of significance is 2.04; while in the level of significance 1% are 2.76, so the writer can conclude that t_0 is higher than t-table 5% and 1%. It can be read that $(2.04 < 7.058 > 2.76)$.

The score above shows that the alternative hypothesis can be accepted, and it means that there is significant effect of using PORPE Method toward reading comprehension the second year at SMPN 1 Bantan, Bengkalis Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

After doing the research, it seems very important for the researcher to make conclusion and to give suggestions for the students, teachers, and the another researchers.

A. The Conclusion

Based on the data analysis, the writer concludes that the second hypothesis is accepted because T-table at the 5% grade of significance refers to 2.04. While, in the level of significance 1% is 2.76. Therefore, it can be analyzed that t_o is higher than t table in either at 5% or 1% grade of significance. It can be read that $(2.04 < 2.76)$. It means that there is significant effect of using PORPE Method to improve students' reading comprehension at the second year SMPN 1 Bantan, Bengkalis Regency.

Related for this study, by using PORPE Method can make the students predict and delimit easily as discussed or informed in the text after they read and answer the questions.

B. The Suggestion

Finally, the researcher would like to give some suggestions to any person who concerns with English teaching learning activity, particularly in teaching reading comprehension, Considered the result of this study, the researcher would like to give some suggestions, they are some follows:

1. Suggestion for Teachers

- a. The teacher should be aware of appropriate activities that will be used in teaching learning process.

b. The researcher suggests English teachers to choose the suitable methods in teaching reading for their students in order to make the students feel interested and not bored to study English.

2. The teacher should be creative in providing learning activities, especially in reading comprehension, so that the students feel enjoy.

3. Suggestion for Students

a. The students should be creative to select kinds of reading method in order to comprehend more the text in learning English, especially in reading comprehension.

4. Suggestion for the next Researchers

a. The activity is expected can give valuable reference for the next researchers who are interested in carrying out a research in similar discussion topic. The researcher also expects that this thesis can be a guidance for the next researchers who carry out an experimental research.

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