

**THE EFFECT OF USING PORPE (PREDICT, ORGANIZE, REHEARSE,
PRACTICE, EVALUATE) ON THE STUDENTS' ACHIEVEMENT IN
READING COMPREHENSION IN SMP MUHAMMADIYAH 06
MEDAN**

SKRIPSI

*Submitted in Partial Fulfilment as the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

by

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MEDAN
2018**



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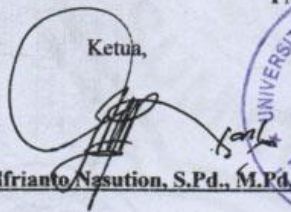
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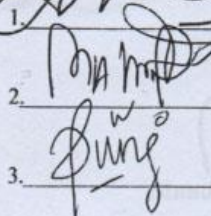

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Tanggal	Hasil Bimbingan Skripsi	Tanda Tangan
25-07-2018	- Data Analisis - Dokumentasi	
15-08-2018	- Abstract - Post test - pre test	
14-09-2018	- Acknowledge - Curriculum Vke	
19-09-2018	Acc green table.	

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ABSTRACT

Silvi Damayanti. 1402050100. The Effect of Using Porpe (Predict, Organize, Rehearse, Practice, Evaluate) on the Students' Achievement in Reading Comprehension in SMP Muhammadiyah 06 Medan. Skripsi. English Faculty of Teachers Training and Education. English Education Program. University of Muhammadiyah Sumatera Utara, Medan 2018.

The objective of the research was to find out the effect of using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) on students' achievement in reading comprehension in SMP Muhammadiyah 06 Medan and to find out the percentage of effect of using PORPE (Predict, Organize, Rehearse, Practice, Evaluation) on students' achievement in reading comprehension in SMP Muhammadiyah 06 Medan. This research was conducted in the SMP Muhammadiyah 06 Medan level of first class academic year 2017/2018 at Jl. Medan Belawan km 22.5 Medan 20415. The reason for choosing that school is the school has fulfilled all the qualification for conducting research into this school to repair and give the knowledge and also experience to student because student here less be interested to subject writing. and in learning process the student seen a teacher do not give the media and also interesting facility for students. The findings showed that the $t_{\text{observed}} > t_{\text{table}}$ $6.2921 > 1.860$. T_0 test the hypothesis, the formula of t_{test} and the distribution table of observed were applied. The facts showed that $t_{\text{critical}} (t_c)$ value was higher than the t_{table} on the level 1.860. Therefore, the null hypothesis was rejected and alternative hypothesis was accepted. So, the researcher concluded the alternative was accepted that there was any significant effect of using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) on the students' ability in reading comprehension. The students difficulties of using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) on the students' ability based on the minimal passing grade the students that 70 points or 36% was low did not get pass the minimal passing grade and the students got above passed of the minimal passing grade 69%, it means that, the using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) on the students' ability was not succeeded.

Keywords: Porpe (Predict, Organize, Rehearse, Practice, Evaluate), Reading Comprehension

ACKNOWLEDGEMENTS



Assalamu'alaikum wr. wb.

Alhamdulillah, first of all the researcher would like to thanks to Allah SWT, the most Merciful in the world for blessing to complete this research. Secondly, blessing and peace be upon the Prophet Muhammad SAW who has brought from the darkness into the brightness.

In writing this study entitled “The Effect of Using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) on the Students’ Achievement in Reading Comprehension in SMP Muhammadiyah 06 Medan”, there were so many troubles, without much help from the following people, it was impossible for her to complete and finish my skripsi.

Therefore, the researcher would like to present thanks to her dearest Mother Suyanti and My Grand Mother Sukinah who has given the prayer, material, support and motivation during her education process. Thank also for beloved cousin Dini Indriani Lubis and her lovely little brother Muhammad Bintang Arbani who has been her spirit and motivation. In writing this Skripsi, the researcher has got some difficulties but she never stopped and still encourage in writing process. She had spent much time to accomplish this Skripsi. Furthermore, the researcher would like to extend her sincere gratitude to some people who have given her guidance, comments and supports during the preparation of this study.

1. Muhammad Arifin, S.Pd., M.Pd., the Rector of UMSU.

2. Dr. Elfrianto Nasution, S.Pd, M.Pd, as the Dean of Faculty of Teacher Training and Education.
3. Dra. Hj. Syamsuyurnita, M.Pd as the vice dean 1 of FKIP UMSU, who has encouraged her education in FKIP.
4. Mandra Saragih, S.pd, M.Hum as the head of English Department FKIP UMSU, and Pirman Ginting, S.Pd, M.Hum as the secretary of English Department FKIP UMSU for their encouragement to the researcher during the process of writing the study.
5. Ambar Wulan Sari, S.Pd., M.Pd. the supervisor who had given suggestion, ideas, criticism and guidance in writing the study.
6. All lecturers who had given their valuable thought in Teaching English during the academic years at UMSU.
7. Saifullah, S.Pd.M.M as the Headmaster of SMA Al-Hidayah Medan who had allowed to do the research in the school.
8. Her beloved young sister Adinda Natasya and Aqillah her big family who has given the researcher pray, support, suggestion, inspiration, spirits, and motivations her study at FKIP UMSU. Thanks for everything.
9. Her Best friends Pejuang Sarjana Muda group, Eriska Saritia Lubis, Ulfa Husna And Nahmi Yani, who always gives spirit, support, motivation, and care in finishing her thesis.
10. Her friendship Goals The Fantastic group, Ulfa Husna Eriska Sritia Lubis, Nahmi Yani, Dwi Cahya Syaputri, Retno Jrsn Pkn, Rizki Deswita, Aan

Yolanda, Desi Nathalia Panjaitan, Elfrita, Eva, Thanks for all support, motivations, and moments love you all.

11. Her Bos in work and Her friend. Sir Ibrahim, Sir Irwan Alinaga, Sir Krismanto .S.E, Sir Acun, Sir Sutrisno Mrs Nila Nirwana, Mrs Kharsella, Mrs Wita, Mrs Anita, Mrs Erti and Mrs Amelia, Mrs Dewi Sartika, Mrs Siti ,Mrs Vallen ,Mrs Wulan, Mrs Maria, My Thanks for all support, and your kind understand to me.

12. All of friends in team PPL who cared and supported each other in finishing this research. Thanks for moments.

13. All of Friends in VIII A evening who cared and supported each other in finishing this research.

The realizes that the Skripsi is still far from perfect, therefore, constructive criticism and correction the examiners will be highly appreciated. May Allah SWT bless all of us. Amin ya rabbal 'alamin.

Wassalamu'alaikum wr. wb.

Medan, September 2018

The researcher,

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CHAPTER I

INTRODUCTION

A. The Background of Study

Reading is one of the important skills in English and it gives many benefits for us. Reading is the window of the world. By reading, people can get more knowledge and information from books, magazines, newspapers, and others. Reading is the most important component in learning process and social interaction because, *first*, reading is an indispensable communication tool in a civilized society. *Second*, that the reading materials produced in any period of time in history most influenced by social background. *Third*, developments, that over the period of the recorded history of reading has led to two very different poles.

Reading is bringing meaning to and getting meaning from printed or written material (Finochiaro and Bonomo in Tarigan, 1973:119). Through the reading activity, the students can enlarge their knowledge and it can also make them wise and respectful. Students' reading ability must be developed. Teachers have duties to develop their skill and ability. Everything teachers do in reading class should be designed to build students' ability to understand increasingly complex content of the texts. The methods, techniques, and teaching media that is chosen and used by the teacher will influence the success of teaching learning process and students achievement. In the teaching reading activities a good method, media, and strategy are needed in this research.

There were some problems that caused the low students' achievement. The *first* was motivation. Most of students didn't interest in learn English. Their mind set that English was so difficult. Reading was the main problem because they did not understand the content of the text. The *second* was facility of the reading room or a language laboratory. Facility of the reading room or a language laboratory was important to support in English learning especially reading. Teaching leaning process would be effective if there was facility of reading room or a language laboratory. But, actually most of the school has not facility of reading room or a laboratory language because economic problem. It caused the students didn't spirit in English learning. The *third* was teaching strategy. Teaching strategy that was used by the teacher in teaching learning process was still conventional and still applied lecturing strategy. There was no group work but they worked individually. Teaching strategy made the students felt bored and inactive because they can not interact with each other.

Based on the researcher's experience during her teaching Field Practice Experience (PPL program) in SMP Muhammadiyah 06 Medan many students have problems in understanding subjects and they always confused to master the reading text. Reading is the important subject to be taught in the school. In reading learning process the student must understand what the content of text to get the information from it.

Reading is process to transfer the science from book to brain from writer to reader, and this information will not received with the readers if they did not understand what the content of the text. Other problem in reading is lack of

vocabularies and also pronunciation. From that many problems, they will have an opinion that English learning is a difficult in particular the reading skill. The students know from their test result that they always failed in the reading text. This matter will out from the goal of teaching learning. The solution of thus problems is that the teacher should know more about approach, method, and strategy in learning English, as the method will support the teacher way to make his teaching learning more effective.

These conditions become the challenge for English teacher to find out the solution to improve students' achievement in reading comprehension. One way to improve their achievement in reading comprehension is PORPE (Predict, Organize, Rehearse, Practice, Evaluate). PORPE is a study strategy which operationalizes the cognitive and metacognitive processes that effective readers engage in to understand material. By using PORPE strategy, students are expected to be an effective readers who clarify the purpose of reading, identify the important aspect of message, focus attention on the major content, monitor ongoing activities, engage in self-questioning to determine whether goals are being achieved, and take corrective action in understanding.

From explanation or background above it is clear that reading is main part of communication. That is why PORPE (Predict, Organize, Rehearse, Practice, Evaluate) is very important to be discussed in order to help the students to improve their achievement in reading comprehension.

Based on the reason above, the researcher tented to choose the title **"The Effect of Using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) on**

the Students' Achievement in Reading Comprehension in SMP Muhammadiyah 06 Medan”.

B. The Identification of Problems

The problems of this reseach was identified as follows:

1. Many students have problems in understanding subjects and they always confused to master the reading text.
2. Many students have problem in vocabularies and pronunciation.

C. The Scope and Limitation

The scope of this research is reading in limited on teaching reading comprehension by applying PORPE (Predict, Organize, Rehearse, Practice, Evaluateon students' achievement in reading comprehension in SMP Muhammadiyah 06 Medan.

D. The Formulation of the Problems

The problems of this study are formulated as follows: Is there any effect of appying PORPE (Predict, Organize, Rehearse, Practice, Evaluate on students' reading comprehension achievement?

E. The Objective of the Study

The objectives of the study is to find out the effect of appying PORPE (Predict, Organize, Rehearse, Practice, Evaluate on students' reading comprehension achievement.

F. The Significance of the Study

The researcher hopes that this research gives some benefits for teaching learning English both in theoretically and practically benefit.

1. Theoretically

Related to this research, the researcher hopes that this research can be used as reference (Harmer, 2005) for other researcher who wants to conduct research about writing.

2. Practically

The researcher expects that the results of the study would be useful for:

1. Teachers, to provide the English teachers a plan and to conduct a better and interesting learning process, used as an alternative method.
2. Students, who want to know how to understand writing through PORPE (Predict, Organize, Rehearse, Practice, Evaluate to improve their writing ability.
3. The results of this study hopefully will provide information for those who are interested in this study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

A research is conducted based on the related theories in this study. In this case, the theoretical framework aims to give a clear concept and perception applied in this research in order to avoid the misinterpretation of some terms related to the research.

1. Method, Technique, Strategy

According to Richards and Rodgers (2009) A method is an organized, orderly, systematic, and well-planned procedure aimed at facilitating and enhancing students' learning. It is undertaken according to some rule, which is usually psychological in nature. That is, it considers primarily the abilities, needs, and interests of the learners. *Method* is employed to achieve certain specific aims of instruction. To make it as an effective instrument, it should be presented with certain amount of efficiency and ease. So, the teaching method aims to achieve greater teaching and learning output, thus saving time, efforts and even money on the part of both the teacher and the learner. It directs and guides the teacher and the students in undertaking any class lesson or activity.

The procedural variation of a method is called technique. *Technique* encompasses the personal style of the teacher in carrying out specific steps of the teaching process. Through technique, teachers enable to develop, create and implement, using her distinctive way, the procedures (method) of teaching.

Originally the word strategy was used in military context. The word itself comes from the Greek word for a general. The following definition reflects the fact that strategy is no longer confined to the military environment. A *strategy* is a general method for achieving specific objectives. Simon (2007: 2) said that strategy is tool for active, self-directed involvement that is necessary for developing communicative ability.

Reading strategy is the tactics or actions teachers implement in order to approach and make sense of reading text. Students should experience all reading strategies. It is important to emphasize those skills student are less familiar or do not cope with as well as they would like to. Each of the pre-while-post stages of teaching a reading lesson plan should involve a variety of reading strategies.

2. Reading Comprehension

Reading is one of the most important skills in learning language. Definition of reading according some experts Cristine Nuttal in Edithia (2008:15) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading a result of the interaction between perception of graphic symbols that represent language and the reader's language skills, cognitive skills, and the knowledge of the world.

Devine and Eskey(2008: 23) said that reading was viewed primarily as a decoding process of the reconstruction the author intended meaning via recognizing the printer letter and words and building up a meaning for a text from the smallest unit at the bottom (phrases, clauses, in essential link). So, the reading

process a dynamic one requiring interactive meaningful communication between the author and the reader.

Reading is a communication process between the researcher and the reader. Reading for meaning should occur from the on of instruction and reading instruction should occur at all time during the school day when medium is being utilized.

Nunan (2008: 5) says “Reading is a complex cognitive process of decoding symbols for the purpose of deriving meaning (reading comprehension) or constructing meaning”. Reading is basically a matter of decoding a series of written symbols into their aural equivalent .Classifies reading into:

1. Getting general information from the text
2. Getting specific information from a text
3. For pleasure or for interest

James Ross (2004: 11) said that reading is more than recognizing the words for which certain combinations of letters bring about a correct recall. It includes the whole gamut of thinking responses feeling and defining some need, identifying a solution for meeting the need, selecting from alternative means, experimenting with choices, rejecting or retaining the chosen route. and devising some means of evaluating the results.

Thorndike(2005: 239) defined reading as thinking. He stated that the reading of a paragraph involves the same sort of organization and analysis as does thinking. It includes learning, reflection, judgment, analysis, synthesis, problem-solving behavior, selection, inference, organization, comparison of data,

determination of relationships, and critical evaluations of what is read. It also includes attention, concentration and deduction.

There are principles of learning to the student's mastery of reading skills.

Some principles of learning according David L. Shepherd in Editia, (2008: 18):

1. Reading requires purpose and motivation (interest, need)
2. Reading requires the meaning for learner
3. The teacher must bring much background information to any reading task
4. Reading is an active process, it requires the learner to be active in his learning to read
5. Reading skills need the forming habits
6. A knowledge of syntactic structure and vocabulary is important
7. Reading requires practice-time on task
8. Favorable attitudes are important for effective reading
9. Reading capabilities are different for each student
10. Reason for reading is important to be an effective reader

In reading, the students are expected to increase their reading skill by explaining the ideas in context where as in comprehension and to have more skill than to explain individual text on passage after comprehending them. The main purpose of reading is to understanding or comprehends the communication between the author and the author's audience. Some students do not comprehend the material they read. They verbalize words but do not understand the author's message.

Comprehension is an active process that involves the child integration of prior knowledge with information the text in order to comprehend that text. Among the major goals of reading instruction today is the development of learners who understand. Students need these abilities to understand concept presented in print, to think about materials read, and to use, that which is read for relevant purpose.

Kustaryo (2008: 4-5) says,” Comprehension is relationship among the element of reading skill. They are competence, reading technique, reading skill and good comprehension.

Reading with comprehension means reading with understanding the comprehension of written language involves knowledge of vocabulary, structure and situation in which language in use. In order words comprehension in the combination of knowledge is structure and vocabulary in which situation on largely because the same structure, or vocabulary or the combination of them might have the different meaning in different situation. So, the vocabulary is holding an important thing. Without vocabulary the students are not able to understand the topic of paragraph.

So, reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is the best viewed as multifaceted process affected by several thinking and language abilities. Reading comprehension involves taking meaning to a text on order to obtain meaning from the text.

Kustaryo (2008: 11) said that reading comprehension means understanding what has been read. It is active, thinking process that depends not only on comprehension skills but also on the student's experience and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose. Making judgments, and evaluation.

Alexander (2008: 159). An individual may be said to comprehend a text fully when he can:

1. Recognize the words and sentences of the text and know what these words and sentences mean (obtain literal meaning)
2. Associate meanings, both denotative and connotative, from personal experiences with the printed text (obtain inferential meaning)
3. Recognize how all these meanings and/or his perceptions of them fit together contextually.
4. Make value judgments about, and based in, the reading experience (read critically)

a. Factor Affecting Reading Development

Burns et al. (2004: 13) stated reading depends on many factors namely:

- 1) The reader's ability comprehends printed ideas. It means that reader must have good techniques in reading. They must also have a large number of vocabularies
- 2) The reader's background knowledge to which new information must be added. Before reading the text, student should have previous knowledge about the

topic of the text so he/she can relate it to the new information that he gets from the text.

- 3) The reader's purpose or goal in reading the material. Student's purpose in reading depends on their motivation to read. Students must have motivation whether it is intrinsic or extrinsic. Intrinsic motivation is more powerful in determining the success of reading than extrinsic motivation.

b. Purpose of Reading Comprehension

Reading is one the most important academic tasks faced by student. Strategies designed to improve reading comprehension may have any number of purposes as adapted from Melntyre and Pressley (2006: 203) said that as the following:

- 1) to enhance understanding of the context information in a text
- 2) to improve understanding of the organization if information in a text
- 3) to improve attention and concentrating while reading
- 4) to make reading a more active process
- 5) to increase personal involvement in the reading material
- 6) to promote critical thinking and evaluation of reading material
- 7) to enhance registration and recall of text information in memory

c. Levels of Comprehension

According to James Ross (2004: 177) there are four levels of reading comprehension: they are literal, interpretative, critical, and creative comprehension. The following levels can tells us about how far the students understand about reading material and which level has been achieved:

1) Literal Comprehension

Literal comprehension involves acquiring information that is directly stated in selection. Recognizing stated main ideas, detail, causes and effects, and sequences is the basis of literal comprehension, and through understanding of vocabulary, sentence meaning, paragraph meaning is important. Heilman (2009: 246) says, "literal comprehension is understanding the ideas and information explicitly stated in passage".

There are some abilities that should be mastered by students, such as:

- a) Knowledge of word meaning
- b) recall of details directly stated or paraphrased in own words
- c) understanding of grammatical clues-subject, verb, pronouns, conjunctions, and so forth
- d) recall of main idea explicitly state

2) Interpretative Comprehension

Interpretative comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for interpretative reading include, inferring main idea in which the main ideas are not directly stated, Inferring cause and relationship when they are not directly stated, inferring referents of pronouns, inferring referents of adverbs. Inferring omitted words, detecting the author's purpose in writing, drawing conclusion.

Heilman (2009: 246) stated that interpretative comprehension is understanding of ideas and information not explicitly stated in the passage.

There are some abilities that should be mastered by students, such as:

- a) Reason with information presented to understand the author's tone, purpose and attitude
- b) Infer factual information pmain ideas, comparisons, cause-effect relationships not explicitly stated in the passage
- c) Summarization of story content

3) Critical Comprehension

Kustaryo (2008: 11) stated that critical reading a higher degree of skill development and perception. Critical Comprehension is analyzing, evaluating, and personally reacting to information presented in a passage.

There are some abilities that should be mastered by students, such as:

- a) Personally reacting to information in a passage indicating its meaning to the reader
- b) Analyzing and evaluating the quality of written information in terms of some standards

4) Creative Comprehension

Kustaryo (2008: 11) stated that creative comprehension refer to the ability of reader to use his/her imagination when reading the passage. Skills for creative reading comprehension include understanding cause-effect relationship on a story solving problem and producing the creations.

d. Expository

Expository is a type of oral or written discourse that is used to explain, describe, give information or inform on what is being discussed. One important point to keep in mind for the author is to try to use words that clearly show what they are talking about rather than blatantly telling the reader what is being discussed. Since clarity requires strong organization, one of the most important mechanisms that can be used to improve the researcher's skills in exposition is to provide a direction to improve the organization of the text. It tells readers about the information in the selection. The purpose of expository text is to inform, to explain, to describe, to present information or to persuade

Arnaez (2006: 43) says “the range of information that can convey expository texts is varied, as a rule admitting that there is no topic (social, political, economic, educational, humanistic, scientific, etc.). This can not be addressed in the exhibition.

3. PORPE (Predict, Organize, Rehearse, Practice, Evaluate)

PORPE is a study strategy which operationalizes the cognitive and metacognitive processes that effective readers engage in to understand material. By using PORPE strategy, students are expected to be an effective readers who clarify the purpose of reading, identify the important aspect of message, focus attention on the major content, monitor ongoing activities, engage in self-questioning to determine whether goals are being achieved, and take corrective action in understanding.

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.

The teacher will give the students a PORPEorganizer 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(2009: 22)Said that when studentsthe steps of PORPE as they read and study, they behave like Baker and Brown's (2004) "effective readers" who encode information and regulate own

learning. Supported by Simpson (2006: 22) said that PORPE could increase students' learning in an actual classroom setting, both show that PORPE does have important advantages for long term learning and students' independence.

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.

a. Predict

Cook and Mayer in Simpson (2008:154) would describe this predict step of PORPE as involving the encoding processes of selection because it asks the learner to pay attention to the important pieces of information in the passage. When students are asked to predict possible essay questions on the material they have read, they are involved in clarifying the purposes of their subsequent study. Students are also stimulated to process the text actively as they read to master the content and organization by posing several general or higher order essay questions that ask for a synthesis and discussion, a comparison and contrast, or an evaluation of the key concepts from a unit of study.

In predict step, students use words such as: discuss, explain, criticize, compare, and contrast. Students also need to generate chapter summaries, chapter questions, boldface headings and the chapter organization, lecture and discussion ideas, especially when they overlap with the chapters being studied, and study guides or hints by the teacher.

The Predict step in itself may be somewhat questionable as an independent study strategy, but when placed within the synergistic model PORPE, it becomes an essential catalyst which stimulates and unifies the other four steps of PORPE.

b. Organize

The second step of PORPE, *Organize*, involves students in constructing the information that will answer the self-predicted essay questions. In constructing, students build internal connections among ideas so that information becomes reorganized into a coherent structure. Cook & Mayer in Simpson (2008:154) states that when students organize the key ideas of a passage which are pertinent to a self-predicted essay question, they are involved in selecting, acquiring, and constructing, all critical encoding processes. For each predicted essay question, students organize their answers in their own words or formalize them in a map or chart

c. Rehearse

The third step of PORPE, *Rehearse*, engages students in the active recitation and self-testing of the key ideas recorded in their maps or charts. In a sense, students are verbally answering their self-predicted essay questions so that the key ideas can become transferred to working memory. This active rehearsal in PORPE characterizes what effective learners, described by Baker and Brown (2004), must do-monitor, self-question, and take corrective action when necessary.

d. Practice

The fourth step of PORPE, Practice, involves students in creating from memory their own text which answers their self-predicted essay question. This Practice step is an integrative encoding process in that during the act of writing students are building connections between their existing knowledge and schemata and the key ideas from the passage. Practice is the validation step of learning because students must write from recall the answers to their self-predicted essay questions in some public and observable form.

e. Evaluate

The final step of PORPE, Evaluate, requires students to use their writing in order to validate whether they have created a meaningful text which demonstrates their understanding of the content and to evaluate their text as another reader might. To facilitate this monitoring and evaluating, students are provided a checklist and are asked to read their essays with these six questions in mind: (a) Did I answer the question directly? (b) Did my essay have an introductory sentence which restated the essay question or took a position on the question? (c) Was my essay organized with major points or ideas which were made obvious to the reader? (d) Did my essay include relevant details or examples to prove and clarify each point? (e) Did I use transitions to cue the reader? (f) Did my essay make sense and show my knowledge of the content?

There are advantages of PORPE (Predict, Organize, Rehearse, Practice,

Evaluate:

- 1) to increase the depth of students' understanding,
- 2) to use metaphors to link areas of substantive knowledge, and
- 3) to teach a method of hypothesis forma
- 4) to increase understanding about a particular topic or issue
- 5) to increase divergent thinking & problem solving skills
- 6) to promotes collaborative work, study skills,

There are disadvantages of PORPE (Predict, Organize, Rehearse, Practice,

Evaluate:

- 1) Average and below average students, especially from rural background, find difficulty to understand the things taught via this method.
- 2) This is an expensive method as the teachers is to use some aids for teaching.
- 3) For this method, competent teachers must be there, but there is the dearth of good English teachers in the country.
- 4) In the early stage of learning, this method is good. But the teacher must be able to modify it for the benefit of the whole class.

B. Relevant of Study

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 comprehensionability 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.

Tri Agung Gunawan (2010) The Effect of Running Dictation Game toward Reading Achievement of the Second Year at MAN 1 Padang, 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 Dictation Game method toward reading achievement of the second year students' at MAN 1 Padang.

Ira Agustina (2016) did research entitled "The use of Engage, Study, Activate (ESA) method to increase the first year students' reading comprehension ability in SMAN 2 Bandung", she found that is Engage, Study, Activate (ESA) method increase students reading comprehension, it could be seen from the score of students. The average score pretest was 14.73, while the average of posttest was 19.35, It mean that the students' ability has increased.

Fenny Susilawati (2015) did research entitled "The Effect of Giving Logic Learning Skill Using Picturesto Increase the Students' Reading Comprehension Ability in SMAN 1 Bandung", she found that is Giving Logic Learning Skill Using Pictures method increase students reading comprehension, it could be seen from the score of students. The average score pretest was 18.37, while the average of posttest was 28.02, It mean that the students' ability has increased.

C. Conceptual Framework

Reading is a process of activating prior knowledge to help a reader in understanding certain text. Reading comprehension is the mental process by which reader take the word encoded by a researcher intended to convey. As reading is one of the language ability that should be acquired by the students. But some the student have problems to comprehend the reading text and many students think that getting information from reading text is very difficult to do, these are the problem that cause the students' score in reading becomes very low. Therefore, it is necessary to find an effective strategy in teaching reading

comprehension in order to let the students achieve better understanding in reading text

One of the strategies in this study is PORPE (Predict, Organize, Rehearse, Practice, Evaluate). PORPE (Predict, Organize, Rehearse, Practice, Evaluate) is a new interesting strategy to development of creativity group. That is individual trained with another to work together to increase their activity and who function as problem solvers. The procedures of teaching reading through PORPE (Predict, Organize, Rehearse, Practice, Evaluate) are:

1. Introduce the strategy

By giving students each metaphoric activity that relationship with text in written and verbal.

2. Demonstrate the strategy

Assign short passages to be read. As students finish reading the passage, ask them to make metaphoric activity and identify each metaphoric activity. To teach strategy, teacher should use examples that clearly distinguish between the different kinds of metaphoric activity. Demonstrate how to determine kinds of metaphoric activity.

3. Practice in small groups or individually

At this point, Divide students into groups and practice using PORPE (Predict, Organize, Rehearse, Practice, Evaluate). They discuss about the text using metaphoric activity and then the students answer question individually.

PORPE (Predict, Organize, Rehearse, Practice, Evaluate) helps students understand the text with making analogy that relationship text and increase their activity and who function as problem solvers.

D. Hypothesis

Based on theory and conceptual framework above, hypothesis of this research is as follows

- H_a : There is a significant effect of using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) on the students' achievement in reading comprehension in SMP Muhammadiyah 06 Medan
- H_0 : There is no significant effect of "Everyone is a Teacher Here" on the students' achievement in learning conditional sentences.

CHAPTER III

RESEARCH METHOD

A. Location

This research was conducted in the SMP Muhammadiyah 06 Medan level of first class academic year 2017/2018 at Jl. Medan Belawan km 22.5 Medan 20415. The reason for choosing that school is the school has fulfilled all the qualification for conducting research into this school to repair and give the knowledge and also experience to student because student here less be interested to subject writing. and in learning process the student seen a teacher do not give the media and also interesting facility for students.

B. The Population and Sample

1. Population

Population is any group of individual that have one or more characteristics in common that are of interest to the research (Best:2009). The population of this study is the grade VIII students of SMP Muhammadiyah 06 Medan. There are five classes in this school, they are:

Tabel 3.1
Total Students Class VIII

No	Class VIII	Students
1	VIII ¹	39
2	VIII ²	43
3	VIII ³	41
4	VIII ⁴	42
5	VIII ⁵	42
6	VIII ⁶	42
TOTAL		249

From the table we can see that the population consists of six classes that the total number is 249 students.

2. Sample

According to Sugiyono (2009: 118), "Sample is part of amount and characteristic owned by the population". When big population, and researcher not possible to learn all that on population, for example because of fund limitation, energy and time, the researcher can use the sample which is taken away from population for that sample which is taken away from a population have to really representatif (deputizing).

To obtain the sample, the researcher used Purposive sampling. Purposive sampling is technique of determination sample with the certain consideration. The researcher choosing sample as according to the researcher consideration after seeing its population condition. Two of class was selected as the sample.

Tabel 3.2
Sample Class VIII

No	Class VIII	Students	Group
1	VIII ³	41	Control Group
2	VIII ⁵	42	Experimental Group
		84	

The experimental research was purposed to find out the effect of treatment in both experimental and control group. The experimental group was taught by using PORPE (Predict, Organize, Rehearse, Practice, Evaluate), and the control group was taught by using conventional method.

From the table we can see that the sample of the research are class VIII¹ that consists of 40 students and class VIII² that consists of 39 students.

C. Research Design

The study was conducted by using experimental design which consist of two group namely experimental group and control group. The experimental group was treated by using PORPE (Predict, Organize, Rehearse, Practice, Evaluate, while the control group was taught without using PORPE (Predict, Organize, Rehearse, Practice, Evaluate(Conventional Method). Both of group was given pre-test and post- test in order to know the differences of average scores. The design of this study be presented as follow:

Table 3.3
The Design of the Study

Class	Pre- test	Treatment	Post- test
Without Using PORPE (Predict, Organize, Rehearse, Practice, Evaluate	V	-	V
PORPE (Predict, Organize, Rehearse, Practice, Evaluate	V	V	V

Where:

Using PORPE (Predict, Organize, Rehearse, Practice, Evaluate = Experimental
Group

Without using PORPE (Predict, Organize, Rehearse, Practice, Evaluate = Control
Group.

D. The Procedure of the Research

The procedure of research divided into three components. They are pre-test, post-test and treatment.

1. Pre-test

Pre-test was given to two classes (experimental and control group) before gave the treatment or teaching presentation. It was meant to determine the students' level of skill development or prior knowledge of a particular concepts. It would be done by hoping that the result of the test could be concluded that one group was understand of instruction based on student's learning products.

In pre-test, the students would be asked to identifying the similarities meaning of the text on the answer sheets. Then when the time would be overed, the answering sheets would be collected. The test would be given to the experimental group.

2. Treatment

The teacher and librarian in teaching reading skill for the experimental group would be used PORPE (Predict, Organize, Rehearse, Practice, Evaluate). With focus on outcomes, the collaboration designed framework was ideal for evidence based classroom library collaborations.

3. Teaching Procedure

- a. Before the researcher gives the lesson, the researcher, classroom-teacher and librarian must set up the schedule time to do the learning process
- b. After the schedule time had been agree to each other finally

- c. The researcher, teacher and librarian previewed the lesson ideas to each other in advance of the meeting so that planning could be more focused
- d. The researcher divides the students into three groups
- e. The researcher, classroom-teacher and librarian share the job in every group that had divided into three groups to keep attention to the students while they are reading
- f. The researcher asked the students read a text which exist in their English reading book
- g. After the students finished read the text, the researcher, classroom-teacher and librarian asked the students one by one to translate every sentence in the text. But if they could not translate the text into indonesia
- h. The researcher asked them to bring home and re-read the story then finally tomorrow
- i. The researcher, classroom-teacher and librarian asked the students one by one to read the story then while reading the text
- j. The students may stoped and said what their opinion about the text
- k. After they finished read the text, the researcher gave a piece of paper which consisted of essay test
- l. The researcher asked the students to find out the similar meaning which had available in the right side of the table
- m. Gives the correction to the student's answer sheets.

4. Post-test

After conducting the treatment, a post-test would be given to the students. The post-test function to get mean scores of experimental group. It was applied to know the effect of PORPE (Predict, Organize, Rehearse, Practice, Evaluate in reading comprehension.

E. The Technique of Analyzing the Data

From the data, a calculation was made to find out whether the using of PORPE (Predict, Organize, Rehearse, Practice, Evaluate is absolutely helpful in writing. There are two groups of data, those of experimental and control group to analyze the data

1. Determining the equation of linear regression, by using the formula:

(Sudjana, 2002: 312)

$\hat{Y} = a + bx$ where a and b is getting by:

$$a = \frac{(\sum y_i)(\sum x_i^2) - (\sum x_i)(\sum x_i y_i)}{n \sum x_i^2 - (\sum x_i)^2}$$

$$b = \frac{n(\sum x_i y_i) - (\sum x_i)(\sum y_i)}{n \sum x_i^2 - (\sum x_i)^2}$$

2. Determining coefficient r^2 by formulating (Sudjana, 2002: 370):

$$r^2 = \frac{b\{n \sum xy - (\sum y)\}}{n \sum y^2 - (\sum y)^2}$$

3. Examining the statistical hypothesis:

Ha: there was a significant effect of applyingPORPE (Predict, Organize, Rehearse, Practice, Evaluate on the students' ability to write narrative.

Ho: there was not a significant effect of applyingPORPE (Predict, Organize, Rehearse, Practice, Evaluate on the students' ability to write narrative.

By using statistic t formulation: (Sudjana, 2002: 380)

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

With the criteria examination Ho is accepted if $-t (1-\frac{1}{2}\alpha) < t < t (2-\frac{1}{2}\alpha)$

where $t (1-\frac{1}{2}\alpha)$ was getting by t distribution wit df n-2. In the other way, Ho is rejected.

4. Determining the percentage of the effect of x variable toward y variable by using determination formulation:

$$r^2 = \frac{b \{n \sum xy - (\sum y)\}}{n \sum y^2 - (\sum y)^2}$$

$$D = r^2 \times 100 \%$$

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this research were students' answer which was collected by giving the students the test. There were 10 students as sample involved in this research. Samples were divided into two groups, namely the experimental group and control group. Each group was given a pre-test and post-test. The description could be seen in the following table:

Table 4.1

The Result of Pre-Test and Post-Test in Experimental Group

No.	Students' Initial	Score	
		Pre-Test (T ₁)	Post-Test (T ₂)
1	MBP	85	95
2	B	75	100
3	AH	90	100
4	CN	95	95
5	A	90	70
6	H	70	75
7	WP	70	90
8	MY	80	95
9	JF	70	90
10	DH	55	60
11	AS	60	70
12	W	70	85
Total		T1=505	T1=570

The highest score of pre-test in the experimental group was 95 and the lowest was 55 with the total score of was 505. The highest score of post-test in the experimental group was 100 and the lowest was 60 with the total score of was 570. The students' score was low because the writer still applied the conventional method.

Table 4.2

The Result of Pre-Test and Post-Test in Control Group

No.	Students' Initial	Score	
		Pre-Test (T ₁)	Post-Test (T ₂)
1	RS	60	60
2	W	70	70
3	MAG	90	90
4	RIW	95	80
5	SPA	100	50
6	MAG	60	75
7	MBP	70	90
8	PY	80	95
9	RIW	70	90
10	RS	55	60
11	SPA	60	70
12	W	70	85
Total		T1=515	T1=530

The highest score of pre-test in the experimental group was 100 and the lowest was 55 with the total score of was 515. The highest score of post-test in the experimental group was 95 and the lowest was 50 with the total score of was 530.

The students' score was low because the writer still applied the conventional method.

B. Data Analysis

From all the data of the pre-test and post-test of the experimental group and the control group obtained, then the researcher analyzed the data to find out the differences of the sample's score between pre-test and post-test in the experimental group.

1. The Effect of Using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) on the Students' Ability in Reading comprehension

Based on the table above, the following tables 4.3 and 4.4 shown the difference scores between pre-test and post-test of both the experimental group and the control group.

Table 4.3
The Differences Score of the Pre-Test and Post-Test in Experimental Group

No.	Students Initial	Score				
		Pre-Test (T ₁)	T ₁ ²	Post-Test (T ₂)	T ₂ ²	T ₂ -T ₁ (X ₁)
1	MBP	85	900	95	10000	70
2	B	75	900	100	4900	40
3	AH	90	400	100	8100	70
4	CN	95	900	95	8100	60
5	A	90	900	70	8100	60
6	H	70	900	75	10000	70
7	WP	70	900	90	4900	40

8	MY	60	900	100	10000	70
9	JF	70	900	90	4900	40
10	DH	80	900	90	6400	50
11	AS	60	1600	90	10000	60
12	W	70	400	100	6400	60
Total		$\sum T_1=505$	$\sum T_1^2=30400$	$\sum T_2=570$	$\sum T_2^2=380900$	$\sum(X_1)=2610$

The data in the table 4.3 showed the differences scores between pre-test and post-test in the experimental group. From the result of the test previously the data was calculated to find out whether using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) had significant effect on the students' ability in Reading comprehension. The collected data were analysis t-test formula. In experimental group, pre-test was 505 and post-test 570. The differences of the pre-test and post-test were $T_2 - T_1 = 825$.

The Calculation in Experimental Group

1. The calculation for total in pre-test and post-test in experimental group

a. Mean

$$\begin{aligned}
 M_t(X_1) &= \frac{\sum(T_2 - T_1)}{N_1} \\
 &= \frac{2610}{42} \\
 &= 62,25
 \end{aligned}$$

b. Standard Deviation (SD)

$$\begin{aligned}SD_t &= \sqrt{\frac{\sum(T_2 - T_1)^2}{N}} \\&= \sqrt{\frac{2610^2}{12}} \\&= \sqrt{\frac{6812100}{12}} \\&= \sqrt{170303} \\&= 412.68\end{aligned}$$

2. The calculation for pre- test in experimental group

a. Mean

$$\begin{aligned}MT_1 &= \frac{\sum T_1}{N} \\&= \frac{1060}{42} \\&= 26.50\end{aligned}$$

b. Variances

$$\begin{aligned}S^2 &= \sum T_1^2 - \frac{(\sum T_1)^2}{N} \\&= 30400 - \frac{(1060)^2}{42} \\&= 30400 - \frac{1123600}{42} \\&= 30400 - 28090 \\&= 2310\end{aligned}$$

c. Standard Deviation (SD)

$$\begin{aligned}SD &= \sqrt{\frac{\sum T_1^2}{N}} \\&= \sqrt{\frac{30400}{42}} \\&= \sqrt{760} \\&= 27,57\end{aligned}$$

3. The calculation for post- test in experimental group

a. Mean

$$\begin{aligned}MT_2 &= \frac{\sum T_2}{N} \\&= \frac{3670}{42} \\&= 91.75\end{aligned}$$

b. Variances

$$\begin{aligned}S^2 &= \sum T_2^2 - \frac{(\sum T_2)^2}{N} \\&= 340900 - \frac{(3670)^2}{42} \\&= 340900 - \frac{13468900}{42} \\&= 340900 - 336722.5 \\&= 4177.5\end{aligned}$$

c. Standard Deviation (SD)

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum T_2^2}{N}} \\
 &= \sqrt{\frac{34090}{42}} \\
 &= \sqrt{8522.5} \\
 &= 92.32
 \end{aligned}$$

Table 4.4
The Differences Score of the Pre-Test and Post-Test in Control Group

No.	Students Initial	Score				
		Pre-Test (T ₁)	T ₁ ²	Post-Test (T ₂)	T ₂ ²	T ₂ -T ₁ (X ₁)
1	RS	75	400	90	8100	70
2	W	70	900	100	10000	70
3	MAG	80	1600	100	10000	60
4	RIW	60	100	70	4900	60
5	SPA	50	900	100	10000	70
6	MAG	60	2500	100	10000	50
7	MBP	70	900	70	4900	40
8	PY	80	3600	90	8100	30
9	RIW	70	900	70	4900	40
10	RS	70	400	90	8100	70
Total		$\sum T_1=515$	$\sum T_1^2=32700$	$\sum T_2=530$	$\sum T_2^2=274200$	$\sum(X_1)=2250$

The calculation in Control Group

1. The calculation for total test in pre- test and post- test in control group

a. Mean

$$\begin{aligned}M_t(Y_1) &= \frac{\sum(T_2 - T_1)}{N} \\ &= \frac{2250}{10} \\ &= 56.25\end{aligned}$$

b. Standard Deviation (SD)

$$\begin{aligned}SD_t &= \sqrt{\frac{\sum(T_2 - T_1)^2}{N}} \\ &= \sqrt{\frac{2250^2}{42}} \\ &= \sqrt{\frac{5062500}{400}} \\ &= \sqrt{126563} \\ &= 355.76\end{aligned}$$

2. The calculation for pre- test in control group

a. Mean

$$\begin{aligned}MT_1 &= \frac{\sum T_1}{N} \\ &= \frac{1030}{42} \\ &= 25.75\end{aligned}$$

b. Variances

$$\begin{aligned} S^2 &= \sum T_1^2 - \frac{(\sum T_1)^2}{N} \\ &= 32700 - \frac{(1030)^2}{10} \\ &= 32700 - \frac{1060900}{10} \\ &= 32700 - 26522.5 \\ &= 6177.5 \end{aligned}$$

c. Standard Deviation (SD)

$$\begin{aligned} SD &= \sqrt{\frac{\sum T_1^2}{N}} \\ &= \sqrt{\frac{148725}{42}} \\ &= \sqrt{4131.25} \\ &= 64.27 \end{aligned}$$

3. The calculation for post- test in control group

a. Mean

$$\begin{aligned} MT_2 &= \frac{\sum T_2}{N} \\ &= \frac{3280}{42} \\ &= 82.00 \end{aligned}$$

b. Variances

$$\begin{aligned} S^2 &= \sum T_2^2 - \frac{(\sum T_2)^2}{N} \\ &= 272400 - \frac{(3280)^2}{10} \\ &= 272400 - \frac{10758400}{10} \\ &= 272400 - 268960 \\ &= 5240 \end{aligned}$$

c. Standard Deviation (SD)

$$\begin{aligned} \text{SD} &= \sqrt{\frac{\sum T_2^2}{N}} \\ &= \sqrt{\frac{274200}{42}} \\ &= \sqrt{6855} \\ &= 82.79 \end{aligned}$$

Table 4.5
The Calculation Table

No.	X	Y	X ²	Y ²	XY
1	75	95	8.100	10.000	9.000
2	70	100	3.600	4.900	4.200
3	80	100	4.900	8.100	6.300
4	60	95	3.600	8.100	5.400
5	50	70	4.900	8.100	6.300
6	60	75	10.000	10.000	10.000
7	70	90	3.600	4.900	4.200
8	80	95	3.600	6.400	4.800

9	70	90	3.600	4.900	4.200
10	80	95	3.600	6.400	4.800
11	70	90	6.400	10.000	8.000
12	70	85	3.600	6.400	4.800
Total	3.020	3.670	235.200	340.900	281.000

The table 4.5 above, calculating table that explained formula of post-test in experimental and control group was implemented to find the t-critical value both group as the basis to the hypothesis the research.

B. Testing the Hypothesis

Testing the hypothesis should be done in order to know whether the hypothesis is accepted or rejected.

a. The Equation of Linier Regression

$Y = a + b$ was getting by:

$$a = \frac{(\sum Y_1)(\sum X_1^2) - (\sum X_1)(\sum XY)}{n \sum X_1^2 - (\sum X_1)^2}$$

$$a = \frac{(3670)(235200) - (3020)(281000)}{10(235200) - (9120400)}$$

$$a = \frac{863184000 - 848620000}{9408000 - 9120400}$$

$$a = \frac{14564000}{287600}$$

$$= 50.64$$

$$b = \frac{n(\sum X_1 Y_1) - (\sum X_1)(\sum Y_1)}{n \sum X_1^2 - (\sum X_1)^2}$$

$$b = \frac{(40)(281000) - (3020)(3670)}{(40)(235200) - (3020)^2}$$

$$b = \frac{11240000 - 11083400}{9408000 - 9120400}$$

$$b = \frac{156600}{287600}$$

$$= 0.54$$

$$Y = a + bx$$

$$= 50.64 + 0.54x$$

b. Coefficient r^2

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{42(281000) - (3020)(3670)}{\sqrt{\{40(235200) - (3020)^2\} \{42(340900) - (3670)^2\}}}$$

$$= \frac{11240000 - 11083400}{\sqrt{\{9408000 - 9120400\} \{13636000 - 13468900\}}}$$

$$= \frac{156600}{219221}$$

$$= 0.7758$$

c. Examining the statistical hypothesis

Ha : P#0 there was any significant effect of using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) on the students' ability in Reading comprehension.

H_0 : $P = 0$ there was not any significant effect of using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) on the students' ability in Reading comprehension.

With the criteria examination, H_0 was accepted if $t_{\{1-\alpha\}} < t < t_{\frac{\{1-\alpha\}}{2}}$

Where $t_{\frac{\{1-\alpha\}}{2}}$ was getting by t distribution with $dk = n - 2$. $dk = 40 - 2 =$

38. $\alpha = 5\% = 0.05$. In the other way, H_0 was rejected.

$$\begin{aligned} t_{hitung} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0.7143\sqrt{10-2}}{\sqrt{1-0.7143^2}} \\ &= \frac{4,4032}{0,6998} \\ &= 6.2921 \end{aligned}$$

$$\begin{aligned} t_{tabel} &= \left(1 - \frac{1}{2}\alpha\right)(dk) \\ &= \left(1 - \frac{1}{2}0,05\right)(38) \\ &= t_{0,9975}(38) \\ &= 1.860 \end{aligned}$$

The conclusion, because $t_{table} > t_{hit}$ or $6.2921 > 1.860$. So, H_0 was rejected.

It meant that H_0 was acceptable or "there was a significant effect of using PORPE

(Predict, Organize, Rehearse, Practice, Evaluate)on the students' ability in Reading comprehension.

d. Determining the percentage of the effect of X variable toward Y variable

$$\begin{aligned}D &= r^2 \times 100\% \\ &= 0,7143^2 \times 100\% \\ &= 0,6019 \times 100\% \\ &= 60.19\%\end{aligned}$$

It meant the effect of X variable toward Y variable or the effect of using PORPE (Predict, Organize, Rehearse, Practice, Evaluate)on the students' ability in Reading comprehension was 60.19 and the rest was influenced by another factors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research t-test, the research gave some conclusion as follows:

1. The fact of showed that the $t_{\text{observed}} > t_{\text{table}}$ $6.2921 > 1.860$. T_0 test the hypothesis, the formula of t_{test} and the distribution table of observed were applied. The facts showed that t-critical (t_c) value was higher than the t_{table} on the level 1.860. Therefore, the null hypothesis was rejected and alternative hypothesis was accepted. So, the researcher concluded the alternative was accepted that there was any significant effect of using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) on the students' ability in reading comprehension.
2. The students difficulties of using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) on the students' ability based on the minimal passing grade the students that 70 points or 36% was low did not get pass the minimal passing grade and the students got above passed of the minimal passing grade 69%, it means that, the using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) on the students' ability was not succeeded.

B. Suggestion

In relation to the conclusion above, the researcher gives some suggestion, as follows:

1. The English teacher can use PORPE (Predict, Organize, Rehearse, Practice, Evaluate) to increase the students' ability in reading comprehension because based on the research finding, it has effect to the students' ability
2. As an input for the students' to increase their ability when the teacher used PORPE (Predict, Organize, Rehearse, Practice, Evaluate) effectively in teaching learning process in the class.
3. The readers of UMSU library should make this thesis as a reference to make a similar research.
4. Headmaster of the school should support teachers in using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) because the method can increase the students' ability in reading comprehension.
5. As an input for the writer in order to increase knowledge about teaching students.

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