

## CHAPTER II

### READING COMPREHENSION BY USING PORPE

#### A. The Nature of PORPE

PORPE is one of the strategy of teaching reading. According to Simpson, *et al* (1988: 152) PORPE is an independent study strategy which operationalizes the cognitive and metacognitive processes that effective readers engage in to understand and subsequently learn content area material. It is means that PORPE strategy sought to determine whether students train to create and rehearse their own explicit and implicit test question, and can improve their understanding of content area concepts.

PORPE is an acronym for Predict, Organize, Rehearse, Practice, and Evaluate. PORPE is to provide long term support for students' development in reading comprehension. As Simpson, *et al* (1988: 152) said:

”With PORPE, students are involved in Predicting potential essay questions to guide subsequent study; Organizing key ideas using their own words, structure, and methods; Rehearsing the key ideas; Practicing the recall of the key ideas in self-assigned writing tasks that require analytical thinking; and Evaluating the completeness, accuracy, and appropriateness of their written product in terms of the original task, the self-predicted essay question.”

According to Norman (1992: 6) These five steps are synergistic as they build upon each other and lead learners through the cognitive and metacognitive processes essential to successful independent learning. Its

also supported by Lea and Donald in Shanahan (1990: 162) states that the learning outcomes of PORPE strategy was not only recall of information but also students cycled back to the text to reread and reconsider them as they prepared outlines and students also reread their own essay as a part of the evaluation step.

By using PORPE strategy, students are expected to be an effective readers, as Baker and Brown in Simpson, *et al* (1988: 152) stated that 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.

### **1. Steps of PORPE**

To make the step of PORPE more understood, Simpson, *et al* (1988: 154) stated that steps of PORPE, as follows:

- a. Predict: after reading the text, students predict some possible essay question from the information in the text. The students can use the WH questions to predict potential essay questions to guide their studying.
- b. Organize: organize, summarize, and shyntesize the key points of the text using their own words. In this step students should be able to summarize by using their own words. Therefore, they will comprehend the whole things in reading text, for example, the

students can find the factual information, the main idea, the meaning of difficult word, identify reference, etc.

- c. Rehearse: recite aloud the information. After they had summarize some key ideas, the students have to recite the information that they get from the text.
- d. Practice: in practicing, students answer their predicted essay questions. Students can sketch an outline of the essay or prepare a complete answer.
- e. Evaluate: students evaluate their own work by asking the following questions: Did I answer the question directly? Is my answer complete and appropriate?. The students do this before their tasks are collected to the teacher.

## **2. The Advantages of PORPE**

According to Simpson, *et al* (1988) PORPE has the advantages for the students, as follows:

- a. PORPE can stimulate students to synthesize, analyze, and think about key concepts. The students trained in PORPE who participated in the two research studies cited wrote essays significantly better in content, organization, and cohesion than the control group's essays.
- b. PORPE can help students prepare for multiple-choice exams, especially when the questions ask them to draw conclusions and apply information to new contexts. In studies cited the students trained in PORPE scored significantly better on the multiple-choice questions.

c. PORPE can have a durable and long-term impact upon student learning.

In studies cited the students trained in PORPE scored significantly better than the control group on the unannounced exam that occurred two weeks after the initial exam. This condition held for both the multiple-choice and essay questions.

d. PORPE is especially useful for high-risk students. The subjects of both research studies cited were students predicted by the university to perform below a 70% average during their freshmen year. Yet these students internalized the steps of PORPE after three weeks of intensive training and were able to independently employ PORPE as a means of studying psychology chapters. More importantly, they were able to perform at higher levels than the university's regression formula had predicted they would perform.

### **3. The Disadvantages of PORPE**

According to Simpson, *et al* (1988) The PORPE has the disadvantages for the students, as follows:

a. When the students read the reading passage then summarize, it takes the amount of the time. In the PORPE, the teacher should obey with the steps in the PORPE. To overcome this problem, the researcher helped student to selected the time in the learning process to avoid the spend time.

b. When the students predict the questions of the context, the questions' plan which were made by the students were less related to the context.

To overcome this problem the teacher guide and helped the students to plan their questions to guide their studying.

## **B. Reading Comprehension**

### **1. Definition of Reading**

Reading is one of the common ways to get information.

According to Sandra (1994: 13) reading is a complex information processing skill in which the reader interacts with text in order to re(create) meaningful discourse. According to Jeremy (1998 :68) reading is useful for other purposes too: any exposure English (provided students understand if more or less) is a good thing for language students. Its mean that reading is the way of the reader to get the information that presented by the writer. The reader especially for the students only can understand what the writer talking about if the reader reads the text.

Margaret and Hulme (2005: 24) states reading is information-processing: transforming print to speech, or print to meaning. As stated by Patel and Jain (2008: 113) reading means to understand the meaning of printed words i.e. written symbols. Its can be conclude that reading is deriving meaning of written word. A reader gets the meaning of the content of reading material if he or she understand the meaning of print books.

According to Susan (2005 :7) reading is a complex system of deriving meaning from print. Susan also stated that reading has five components, they are: phonemic awareness, decoding, fluency, vocabulary and comprehension. It means that comprehension is one of components of reading and to know the information of the print word if a reader comprehend of the text.

## **2. Definition of Reading Comprehension**

Comprehension is understanding what you read. Snow (2002: 11) reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. As stated by Karen (2003: 90) comprehension is the center of reading. It means that comprehension is the process of deriving meaning of the content in a text. A reader may be understand what the ideas from the writer.

According to Kate in Margaret and Hulme (2005 :248) comprehension is the ultimate goal of reading. Denton (2007 : 65) said comprehension, the ability to gain meaning from text, is essentially the ultimate goal of reading. Its can be conclude that reading without comprehension or understanding is not reading. It supported by Margaret and Hulme (2005: 225) stated that the goal of reading is to understand.

Considering the quotation above, the researcher summarizes the reading comprehension is a process of grasping the ideas or the

information in order to be understood and so there will be communication between the writer and the reader. Reading needs an ability to comprehend the text and to have more information from what we read.

### **3. The Aspects of Reading Comprehension**

According to Turlington (2013:147) there are some aspects of reading comprehension. They are main idea, identifying the factual information, understanding the meaning of vocabulary, making Inference, and identifying the reference.

#### **a. Identifying the Main Idea**

The first aspect is the students identify the topic or theme that being discussed in the text or in a paragraph. Usually the main idea is located at the beginning of a text however it also could be located in the middle or in the last paragraph of the text. By enabling readers to find the main idea of text it could ease them to understand the text that they read.

#### **b. Identifying the Factual Information**

The factual information requires the students to scan the specific details. The types question of factual information such as question type of reason, purpose, result, comparison, identity, time, and a mount in which most of the answer can be found in the text.

c. Understanding the Meaning of Vocabulary

The students could develop their guessing ability to the word which is not familiar with them by relating the meaning of the unfamiliar words in the text that is read.

d. Making Inference

The inference is how the students able to create a conclusion based on the information that they have received from reading the text. These enable readers to think critically, predicting, and enabling them to fully understand the text not only from the already stated information within then text.

e. Identifying the Reference

The reference is the relationship of one linguistic expression to another, in which one provides information necessary to interpret the other. Reference in reading comprehension is the one of demonstrative pronoun in a reading text. The demonstrative pronoun can be like the use of, it, we, they, this, etc. For example, “the word it refers to?”.

Based on the indicators of reading comprehension above, if the reader especially the students can understand all the indicators, it means that the students got the achievement of teaching learning process in reading comprehension. The researcher decides used all of five indicators of reading comprehension in designing the assesment.



#### **4. The Procedure of Teaching Reading Comprehension by Using PORPE**

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

1. PORPE was explained by the teacher to the students what PORPE strategy is and what the advantages of using PORPE in reading comprehension is.
2. The teacher has some procedures or steps in teaching PORPE strategy 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 the students predicted and get the questions from information in the text, students organized or summarized by using their own word. Therefore, they comprehend the whole thing in reading text.
  - c. Rehearse: Teacher asked the students to recite aloud the information after they had summarized, the students shared the information that they get from the text.
  - d. Practice: In practicing, teacher asked the students to answer their predicted essay questions.

e. Evaluate: Before students' task are collected, the students recheck their task, to make sure that their questions was answer correctly.

