

STATEMENT OF ORIGINALITY

Here I declare that the research paper I wrote as a partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the Faculty of Education and Letters wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequence in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, August, 2018

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ABSTRACT

AsilaErhan, 142301644, 2018, *Using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy in Teaching Reading Comprehension an Experimental Research at Second Grade Students of MTS Al-Rahmah.*

This research entitled Using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy in Teaching Reading Comprehension (An Experimental Research at Second Grade Students of MTS Al-Rahmah). For knowing how is the effect of using PORPE strategy in increasing students in reading comprehension. The method which was used in this research was using quasi experimental research with two classes, called experiment and control class, the data was gathered through pre test and post test. The result of the research showed that the influence of PORPE strategy in teaching reading comprehension was good, it can be seen from the result of $t = 78,3$ and the degree of freedom (df) = 50, the result of t table on significance 5% = 2, 67 and with level significance 1% = 3, 26 and t account = 3, 58. So $2, 67 < 3, 58 > 3, 26$. It means $t > t_t$, and the writer concluded the alternative hypothesis is accepted, it means using PORPE strategy is significantly effective in teaching reading comprehension. Based on analysis, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means using PORPE strategy in teaching reading comprehension was successful in improving students in reading comprehension.

Keyword: PORPE strategy, Reading comprehension

THE ADVISERS APPROVAL

This is to certify that the undergraduate research paper Asila Erhan entitled Using PORPE(Predict, Organize, Rehearse, Practice, Evaluate) Strategy In Teaching Reading Comprehension. Has been approved by the research paper advisers for further approval by the Board of Examiners.

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**USING PORPE (PREDICT, ORGANIZE, REHEARSE,
PRACTICE, EVALUATE) STRATEGY IN TEACHING
READING COMPREHENSION**

(An Experimental Research at Second Grade of MTS Al-Rahmah)

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DEDICATION

This research paper is dedicated to the writer's beloved parents: Hanafi and Juhaeriyah who constantly pray, give love, support and motivation for me.

My beloved sisters Silvia Hanifa, Lu-lu Il_Abyad, Ainussittah, and my beloved brothers Ubang Fauzi and M. Abu Rizki although we often quarrel but must you know that I love you all, and my best friend Nurjannah.

All my teachers who have motivate and taught me. And my friends who always give supported in finishing this paper. I hope all of your kindness reciprocated by Allah Swt. Amin.

MOTTO

“Read! With the name of your God
who create everything”

(Al-‘Alaq : 1)

A Brief Biography

The writer, Asila Erhan, was born in Serang, Banten, on June 03rd, 1995. She is the first daughter, out of six, of Mr Hanafi and Mrs Juaheriyah. She finished her Kindergarten at Raudhatul Athfal Pontang in 2001, and she finished her elementary education at SDN Singarajan and Madrasah Ibtidaiyyah in 2007, and she finished her junior and senior high school in Al-Rahmah Islamic Boarding School at 2013, in 2014, she continued her education by joining undergraduate program of English Education Department, faculty of Education and Teacher Training, the State University for Islamic Studies “Sultan Maulana Hasanuddin” Banten.

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TABLE OF CONTENTS

STATEMENT OF ORIGINALITY	i
ABSTRACT	ii
THE ADVISER APPROVALS	iii
UNDER THE EXAMINERS APPROVAL	iv
THE BOARD EXAMINERS APPROVAL	v
DEDICATION.....	vi
MOTTO	vii
A BRIEF BIOGRAPHY.....	viii
ACKNOWLEDGMENT	ix
TABLE OF CONTENT.....	x
LIST OF TABLE.....	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	
A. Background of Research	1
B. Statements of the Problem	3
C. The Objects of the Study.....	4
D. Hypothesis.....	4
E. Previous Study	5

F. Organization of Writing	6
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CHAPTER II THEORITICAL FRAMEWORK

A. Reading	8
1. Definition of reading	10
2. Kinds of reading	11
B. Reading Comprehension.....	13
1. Definition of Comprehension	13
2. Definition of Reading Comprehension.....	14
3. Purpose of Reading.....	15
4. Process of Reading	17
C. PORPE Method	18
1. Definition of PORPE Method.....	18
2. Operational Concept of PORPE In Teaching Reading Comprehension.....	19
3. Steps of PORPE method.....	21
4. The Procedure of PORPE In Teaching Reading Comprehension.....	23
5. Advantages of PORPE Strategy	26

CHAPTER III METHODOLOGY OF THE RESEARCH

A. The Research Method.....	27
B. Place and Time	28
C. Population and Sample	28
D. The Research Instruments	29
E. The Technique of Data Collecting	30
F. The Technique of Data Analysis	30

CHAPTER IV

A. Description of the Data..... 33
B. Interpretation of the Data..... 45
C. Discussion of the Research Finding 46

CHAPTER V

A. Conclusion..... 48
B. suggestion 49

BIBLIORAPHY 51

LIST OF TABLES

Table 4.1 Pre-Test Score of Experiment Class.....	34
Table 4.2 Post-Test Score of Experiment Class	33
Table 4.3 Pre-Test Score of Control Class	37
Table 4.4 Post-Test Score of Control Class.....	39
Table 4.5 the Frequency of Distribution Score of Post-Test at the Experiment Class and Control Class.....	42

LIST OF APPENDICES

Appendix 1 Lesson Plan

Appendix 2 Instrument Pre-test and Post-test

Appendix 3 The Result of Pre-test and Post-test

Appendix 4 Documentation

Appendix 5 The Decision Letter From Dean Of Education and Teacher

Training Faculty

Appendix 6 Recommendation Research

Appendix 7 The Statement Letter from the Principle of MTS Al-Rahmah

Appendix 8 Consultation Book