

CHAPTER I

INTRODUCTION

A. The Background of Study

Basically, human as human beings can't be separated from the role of language. It is evident that humans require language in the interact process. In daily life, language is very important to interact with others. Someone can convey ideas, thoughts and feelings through a language. Through language, a person can express his intentions to others. Along with the era globalization, Indonesians are not only able to communicate with Indonesian only, but also with foreign language. In addition to Indonesia, English is one of foreign language that needs to be mastered in this country.

Language is the most important things in communication and it is used as tool of human communication among the nation in all over the world that uses arbitrary symbols. English language as one of the curriculum in teaching include Indonesia. E.H. Stureven has stated "Language is a system of arbitrar, vocal, symbol which permit everybody in a given culture other people who have learned the system of the culture to communicate or interact. It's become students motivate to study English language so that have good ability in English Language.¹ English has applied the government through learning in Senior High School (SMA),

¹ E. H Stureven, *Book of Introduction to Linguistics Science*, (Alexandria: Library of Congress, 1998), p.311

Vocational High School (SMK), and Madrasah Aliyah (MA) that exist in Indonesia. There are many skills in English language, such as listening, speaking, writing, and reading.

Reading is very important skill for human's social development. As quoted in M Jain. Bacon said that: "Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success"² Then reading is a key to success in school, and out of school. It should become interest and enjoyment of leisure time which give benefit to personal and social adjustment. It helps one to adjust to their peers, to become independent person and qualified teachers, to achieve social responsibilities. Through reading, we may able improving our tastes and our understanding of others; we make our life worthy.

Pamela J. Farris defined that, "Reading comprehension is the process of understanding the message."³ In fact, teaching reading comprehension is not easy, many teachers get difficulty in teaching reading comprehension to their students. Therefore, this study will present a reading comprehension teaching strategy to intermediate students. In which is expected to be very pleasant and interesting for students. The

² M. Jean Preveen, *English Language Teaching (Strategies, Tools, Techniques)*, Jaipur: Sunrise Publisher & Distributor, 2008, p.113

³ Pamela J. Farris, *Teaching Reading a Balance Approach for Today's Classroom*, (New York: McGraw, 2004), p.3

teaching strategy is Predict, Organize, Rehearse, Practice, and Evaluate (PORPE).

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.⁴ 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.

Based on the observation in SMAN 1 Ciomas, most of the students face difficulties to reading comprehension. The students have limited vocabulary and grammar. They do not understand what they read. They also cannot answer question based on the selection. Their comprehension can be recognized through their way of reading. In order to make comprehension easier in reading a text in Senior High School, the teacher should use the best strategy in teaching reading. It is the important factor that may affect the student's ability in reading comprehension.

Along this time the teacher is the most active in the classroom activity while the students are passive. There some alternative strategies that often used in improving the students reading comprehension, such as: Predict, Organize, Rehearse, Practice, and Evaluate (PORPE), KWL

⁴ Michele L. Simpson and Norman Stahl, "AN INITIAL VALIDATION OF A STUDY STRATEGY SYSTEM", *Journal of Reading Behavior*, Vol. XX, No. 2, (1998), 152

(Know, Want, Learn), Reciprocal Teaching Strategy and Collaborative Strategy Reading (CSR).

Based on the problem, the writer will apply Predict, Organize, Rehearse, Practice, and Evaluate (PORPE) to solve the students from reading problem in English in order to the student can understand what they read such as they're able to identify the main idea, and the structure of a text. In addition, they can also be active in discussing with his friends. Based on the reason above, the writer wants to conduct an experimental research in reading comprehension **“The Use of Predict, Organize, Rehearse, Practice, and Evaluate (PORPE) Strategy for Teaching Students Reading Comprehension”**.

B. The Identification of Problem

Based on the identification of the problem above, the writer drawn the identification of the research as follow:

1. Students of tenth grade of SMA Negeri 1 Ciomas less motivation in learning English
2. Students of tenth grade of SMA Negeri 1 Ciomas reading comprehension is low
3. Students of tenth grade of SMA Negeri 1 Ciomas need interest teaching strategy

C. Limitation of the Problem

Based on the identification of problem, the writer limitation them as follow:

The writer will focus on using PORPE Strategy in teaching Reading Comprehension. The object of research is students of the tenth grade of SMA Negeri 1 Ciomas and the research method will be used in this research is experimental research.

D. Statement of the Problem

The writer makes statement of problems as follow:

1. How is the student's skill in reading comprehension at the tenth grade of SMA Negeri 1 Ciomas?
2. How is the effect of PORPE strategy in teaching reading comprehension at the tenth grade students at SMA Negeri 1 Ciomas?

E. The Objectives of the Research

Based on the statements of problem, the objectives of research are to know:

1. The student's skill in reading comprehension at the tenth grade of SMA Negeri 1 Ciomas
2. The effect of PORPE strategy toward reading comprehension at the tenth grade students at SMA Negeri 1 Ciomas

F. The Benefits of the Research

By doing the research the effect of PORPE strategy in teaching reading comprehension the writer hopes the results of the research will give some advantages impacts as follow:

1. For the Writer

The writer can improve scientific quality and knowledge in applying PORPE strategy in teaching process in the classroom. And the writer hopes that the result of the research will improve the quality of the teaching learning process.

2. For the Teacher

Teacher can identify which part of the language programs is difficult for the students. Then the teacher will get feedback for the effectiveness of her/his teaching techniques. And it also improves the quality of the teaching learning process in the classroom in order to make the students understand the learning material and teaching learning process is interesting

3. For the Students

This research can contribute in improving students reading comprehension and on all reading materials, motivate them to read, and improve the student's competence in learning English. And the student be able to collaborate with their friends.

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading Comprehension

1. Definition of Reading

Reading is an active process of communication. Reading is one of the basic skills in learning a language. To make sure that we know exactly what reading is, here are some definitions of reading according to some expert. What is reading? Reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill.⁵

Reading is the process by which we identify individual words from their painted and written forms, and by which we combine these words into simple ideas or proposition, in order to be able to form a mental model of the text based upon inferences that take us beyond the information given.⁶ Therefore, reading is very important to learn because to get knowledge we must read first. So, we will know and conclude the ideas in reading text. Hurmer suggest some principles of teaching reading. They are:

1. Reading is not passive skill. Reading will success when the teacher guides the students to know what word means, understand the arguments and make the students active.

⁵ Judi Moreillon, *Collaborative Strategies for Teaching reading Comprehension*, (Chicago: America Library Association,2007). p. 10

⁶ Geffroy Underwood and Vivienna Btt, *Reading and understanding an Introduction to the psychology of Reading* (Cambridge: Blackwell Publisher Incm 1996), p. ix

2. The students need to be engaged with what they are reading. Students who are not engaged with reading text, not actively interested in what they are doing. Thus, the students should improve their reading.
 3. The students should be encouraged to respond to the content of reading text, just not to the language.
 4. The prediction is a major factor on reading. The students should predict what they are going to read.
 5. The task should match with the topic. Once a decision has been taken about what reading text, the students are going to read. The teacher gives a task for the students based on the topic that has been read by the students.
- In this part of discussion, the writer discusses about the types of reading, according to Patel and Praven M. Jain. Below are types of reading⁷:

a. Intensive reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information.

b. Extensive reading

Extensive reading is reading for pleasure. The purpose of extensive reading will be to train the students to read directly and fluently in the target language for enjoyment, without aid of the teacher. This type

⁷ Patel, M.F, & Praveen M. Jain, *English Language Teaching* (Strategy, Tools, Techniques), (Jaipur: Sunrise Publisher & Distributors, 2008), p.114

can be made the basis for oral reports, to the rest of the class, or full class discussion.

c. Reading aloud

Reading aloud is the base of words pronunciation. Reading aloud is difficult skill because read the text should be loud and of course the pronunciation must be correct. Which have been written to read aloud like poetry, dialogue, and other type of text.

d. Silent reading

Silent reading is important skill in teaching English. The activity will do without sound to understanding text and get a lot of information.

2. Definition of Reading Comprehension

Reading comprehension is very important in our every reading activity. When we glanced at a newspaper, magazine, texts books, stories/folktales/folklore, we often need to understand the reading passage or profoundly, someone can't get information completely without comprehension

According to Christopher et.al in his book, reading comprehension abilities are quite complex and they vary in numerous ways depending on tasks motivation, goals and language abilities.⁸

Reading comprehension is not a static competency; it varies according to the purpose for reading and the text that is involved. When the prerequisite

⁸ Christopher N, et all. *Teaching and Researching Reading*. (England: Pearson Education. 2002), p.17

skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished through use of strategies, both cognitive and metacognitive.⁹

According to Jeanne Shay :Reading comprehension is viewed as the process of using one's own prior knowledge and the writer's cues to infer the author's intended message".¹⁰

One of several experts said that, "reading comprehension requires an action on the part of the reader that action involves the use of existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning."¹¹ Reading is an active skill. As mentioned earlier, it constantly involves guessing, predicting, checking and asking itself questions. This should therefore be taken into consideration when devising reading comprehension exercises. It is possible, for instance, to develop the student powers of inference through systematic practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end story from the preceding paragraphs.

According to Transkersley that "Reading comprehension depend on three factors. The first factor is the reader has command of the linguistics structures of the text. The second factor is the reader is able to exercise metacognitive control over the content being read. This means that the reader

⁹ Kristin Lems, Leah D. Miller and Tenena M.Soro, *Teaching Reading to English Language Learner*. (New York: The Guildford Press, 2010), p. 170

¹⁰ Jeanne Shay S, *Reading Assesment and Instruction for all Learner*, (New York; Guilford press, 2006), p.223

¹¹ Danny Brassel & Timothy Rasinski *Comprehension that works*, (Hunting beach; Shell Education, 2008), p.16

is able to monitor and reflect on his or her own level of understanding while reading material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.”¹²

3. Strategies of Reading Comprehension

In the reading skill that working with texts there are pre reading instruction, during reading instruction, and post reading instruction. In pre reading instruction, teacher asks students to review their memories related to the text, and make a short discussion related to the title of the text, so the students able to predict the topic of the text that they will read. During reading process instruction, the teachers observe the students, and let the students ask about difficult vocabulary, or the correct pronunciation of the words. Post reading instruction, the teacher ask students to give the summary about the text by using their own words, teacher ask students to give their opinion about the text or let the students figured out the character of the text, moral value or the plot of the story of the text.

According to Judi, “Reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they counter in texts.”¹³

There are several steps that can be used to enrich experience in reading process, which can help students in improving students reading

¹² Karen Tankersley, *The Thread of Reading Strategy for Literacy Development*, (Alexandria: ASCD, 2003), p.90

¹³ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: America Library Association), p.10

comprehension. First, let the students remind their past experience in reading and let them build their prior knowledge related to the text.

Second, let the student read the text deeply and let them asking about their difficulties in understand the difficult vocabulary on the text.

Third, make a short discussion after reading process, let the student tells their opinion about the text, or teacher ask the students to give a short oral description about the text.

In reading process, the students also should take their comfort during the process of reading. The purposed is to make them free in taking the strategy to understand the reading text.

The strategy in reading process can divide into three steps. Those are, pre reading, while reading and post reading. As previous definition Gerald stated that: These strategies can be categorized as: before you begin reading, as you begin reading, during reading and after reading.¹⁴

In conclusion, there are several steps in improving student's reading comprehension, that are pre reading, during reading and post reading. And those three steps should be integrated well, so the student can reach the comprehension on their reading process.

1. Before Reading

Readers are more motivated, and comprehend more, when they are reading for a purpose that makes sense to them. The following are before reading strategies:

¹⁴ Gerald G. Duffy, *Explaining Reading*, (New York: The Guilford Press, 2009), p. 19

1. Prior knowledge about the purpose of the reading
2. Prior knowledge about the topic
3. Prior knowledge about type of text

It means, students have the origin knowledge in reading process. Students know about the topic that they will read and students understand about the kind of the text that they read. Such as narrative text, descriptive text, recount text or procedure text.

2. During Reading

The process of reading is the most important in improving student's reading comprehension the process should be in control. So, students really get the main purposes of reading and get the main idea of reading text.

The most important during-reading strategy is the predict-monitor-re-predict cycle. In certain situations, readers will use a fix it strategy, but often the "fix" occurs in the process of predicting-monitoring-re predicting. Similarly, some narrative text will require students to use descriptive language to infer an image, but it often embedded in the process of predicting-monitoring-re predicting. As noted earlier, comprehension involves use of relatively few strategies in various combinations.¹⁵

In conclusion, the most important thing in during reading phase is to describe the prediction result on preview phase on order to be an inferring. Usually the reader to describe the prediction based on their experiences and their background knowledge to construct meaning.

¹⁵ Gerald G. Duffy, *Explaining Reading*, (New York: The Guilford Press, 2009), p. 20

3. After Reading (Post Reading)

The following are important after-reading strategies: Deciding on the texts important message or main idea and determining theme. Then, summarizing and synthesizing.

Summarizing is to make short statement giving only the main information about something without giving all the details.¹⁶ Synthesizing is to combine different ideas, experience, or piece of information together to make something new.¹⁷

The writer assumed, summarizing is the students make a short general conclusion about the text from the beginning until the end of the text. Synthesizing is the students should take the specific information of the text such as the main topic of the text, and the important message of the text involving character or moral value.

According to Tankersley said that: “After reading a text, we want students to focus on clarifying their understanding and connecting the new knowledge to prior knowledge.”¹⁸

In conclusion, the post reading activity purposed to get detail information such as moral value, main idea, and the student can understand the content of the text. It means that through the process of before, during and

¹⁶ Longman, *Advance American Dictionary*, Second Edition Limited, (Essex: Pearson Education Limited, 2007), p. 1594

¹⁷ Longman, *Advance American Dictionary*, Second Edition Limited, (Essex: Pearson Education Limited, 2007), p. 1614

¹⁸ Karen Tankersley, *The Thread of Reading Strategy for Literacy Development*, (Alexandria: ASCD, 2003), p.10

after reading activity, it can help the students in understanding the text and the students are expected to be more active involved in the reading process.

B. Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is kind of genre which has been taught in junior high school. The tense that used in descriptive text is simple present tense. According to Clause, Description adds an important dimension to our lives because it moves our emotion and expands our experience. Description expands our experience by taking us to place we might not otherwise know much about, which explains the popularity of descriptive travel essay in magazines and newspapers.

John Langan states Descriptive is When you describe something or someone, you give your readers a picture in words. To make this “word picture” as vivid and real as possible, you must observe and record specific details that appeal to your readers’ senses (sight, hearing, taste, smell, and touch). More than any other type of writing, a descriptive paragraph needs sharp, colourfull details.¹⁹

2. The Generic Structure of Descriptive Text:

- a. Identification :** Identifies the person, place or thing to be described.

¹⁹ John Langan, *Exploring Writing Sentence and Paragraphs*, 2nd Edition (New York:Atlantic Cape Community College ,2010), page 92-93.

- b. Description** : Describe parts, qualities and characteristics of the person, place or thing.

When we describe a process or procedure, we often use present passive verb forms (is/are + verb stem + ed. it is manufactured) to give a general description. Based on the explanation above, it can be concluded that the criteria of descriptive text not only to entertain, express feelings, and persuade the reader, but also descriptive text has some competent that used in writing a descriptive text.

3. Grammatical Features of Descriptive text

Grammatical features there must be consist of:

- 1) Using Simple Present Tense: when describing things from a technical or factual point of view the present tense is predominantly used, although, present tense may be used in literary descriptions, it is past tense that tends to dominate.
- 2) Using Relational verbs: “is, are, has, have” are used when classifying and describing appearance/qualities and parts/functions of phenomena.
- 3) Using Adjective: to add extra information to nouns and may be technical or literary, depending on the text.
- 4) Using Action Verb: when describing behavior / uses.²⁰

²⁰Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Australia: A UNSW Press book, 2005) p.99

4. Kinds of Descriptive Text

As we know that descriptive text is used to describe something, Such as person, place or thing. Usually, when people want to describe something such as people, they often describe each people in terms of age, personality, characteristic and so on. Therefore, there are three type of descriptive text:

a. Description of a place

In describing a place for example a room, we have to describe chronologically. Actually, there is no set pattern for arranging sentence in descriptive paragraph. It is not necessary to begin with ne area and then proceed to another one. However, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being describes. To make the paragraph more interesting, you can add a controlling idea that state an attitude or impression about the place being describe, and the arrangement of the details of your description depend on your subject and purpose.²¹

b. Description of a Person

Every person has their own characteristic, and therefore they are different. In describing someone, we have to describe the object based on what and how it is looks like. Here three ways to identify the person based on the situation, as follows:

²¹Regina L. Smaller and Marry K. Ruetten, *Refining composition skill*, (New York: International Thompson Publishing Company, 4thedition), p. 69

1. Identification

Identification only consist certain statistical information (height, weight, age) visible characteristics (colour of hair, skin and eyes), and recognizable (scars, birthmark).²²

2. Impression

Unlike identification, impression may not identify a person, but it does convey on overall idea of the object that will be describe. Although, impression is usually less complete and informative than identification. It may be effective in capturing an individual striking distinctive trait.²³

3. Character sketch

The complete description of people usually called character sketch: they may be referred to as profile, literacy portrait, and biographical sketches.

c. Description of Thing

To describe a thing, the writer must have a good imagination about that thing that will be describe.²⁴ Besides, to make our subjects as interesting and as vivid to our reads as they are to us: using proper nouns and effective verbs.

²²Michael E. Adelstein and Jean O. Piva, *The Writing Commitment*, (Harcourt Brace Jovanovich, Inch,. 1976), p 149.

²³Michael E. Adelstein and Jean O. Piva, *The Writing Commitment*, p. 150.

²⁴Michael E. Adelstein and Jean O. Piva, *The Writing Commitment*.

C. Predict, Organize, Rehearse, Practice, and Evaluate (PORPE)

1. Definition of PORPE

According to Michele L. Simpson, Predict, Organize, Rehearse, Practice, and Evaluate (PORPE) is a study strategy that can be used in any content area course that uses the essay exam to measure learning or any test format that encourages higher levels of thinking such as synthesis, application, and evaluation.²⁵ In addition to improving ability to read, PORPE also improve writing skills especially on the matter of essay.

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.²⁶ 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.

²⁵ Michele. M. Simpson, Normsn Stahl, & Hayes, C. G, *A Research Validation. Journal of Reading*, (1986), p. 407

²⁶ Michele L. Simpson and Norman Stahl, "An Initial Validation of a Study Strategy System", *Journal of Reading Behavior*, Vol. XX, No. 2, (1998), 152

2. The Procedure of Predict, Organize, Rehearse, Practice, and Evaluate (PORPE)

There are five steps that are applied in teaching PORPE strategy. The five steps are predict, organize, rehearse, practice, and evaluate.²⁷

a. Predict

With the first step, *Predict*, students generate higher level essay questions that cover the content to be mastered and call for organized essay responses. 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, students are stimulated to process the text in a more active or elaborative manners as they read and study.

In predict step, students use word such as: discuss, explain, criticize, compare, and contrast. Students also need to generate chapter summaries, chapter questions, boldface headings and the chapter organization. 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.²⁸

²⁷ Michele L. Simpson, (1986). PORPE: A Writing Strategy for Studying and Learning in the Content Areas. *Journal of Reading*, p.407-408

²⁸ Dewi S. Sinaga, "The Effect of Applying Predict, Organize, Rehearse, Practice, Evaluate (PORPE) Strategy on Student's Reading Comprehension, (Artikel, 2013), p. 3.

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. For each predicted essay question, students outline 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, charts, or outlines. In a sense, students are verbally answering their self-predicted essay questions so that the key ideas can become transferred to working memory.

d. Practice

The fourth step of PORPE, *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 that demonstrates their understanding of the key ideas and to evaluate their text as another reader, such as the content area teacher, might.

3. The Advantages of Predict, Organize, Rehearse, Practice, and Evaluate (PORPE)

PORPE has many advantages for the student and content area teacher. Most importantly, it is a strategy that can begin as teacher directed and initiated and then, when appropriate, be gradually phased from teacher to student control. The research conducted PORPE suggest several other advantages for content area learning. These four advantages are discussed below:²⁹

1. 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.
2. PORPE can help students prepare for multiple-choice exams, especially when the questions ask them to draw conclusions and apply information to new context. In multiple-choice questions. This finding is unique considering the equivocal findings about the impact of writing upon recognition tasks (King, Biggs, & Lipsky, 1984; Newell, 1984)
3. 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. Perhaps the synergistic steps of PORPE required more

²⁹ Michele L. Simpson, Stahl, N., & Hayes, C. G. (1989) *PORPE: A Research Validation. Journal of Reading*, p. 22-28.

elaborative processing from the students, and thus more depth of processing (Bradshaw & Anderson, 1982).

4. 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.

PORPE is a study strategy that can be incorporated into teachers' instructional routines without jeopardizing the time reserved for teaching content area concepts. PORPE, however, is not a panacea for all tasks, texts, and students. Middle school and secondary students need a repertoire of strategies in order to become successful independent learners.

D. Previous Study

In the journal written by Fitri Hilimyati and Muhajirotnunisa with the title, "The Effectiveness of Using Generating Interaction between Schemata and Text (GIST) Strategy on Student's Reading Comprehension". The writer collects data from 30 students spread in two classes, one class as the experimental class and another one is as the control class, by applying experimental research method. The population is the second grade of SMPIT Ar-Raudhah Al-Bantani year 2014/2015,

while class B as the experimental class and class D is control class are taken as the sample. Since the research uses experimental method, the data is gathered through pre test and post test.

The result of this research shows that hypothesis which stated according to the data, the value of t_o is higher than t_t $2.00 < 3.5$ or $3.5 > 2.66$. Therefore, the null hypothesis is rejected and alternative hypothesis is accepted. Thus, based on calculating the data of t-test, that effectiveness of using GIST strategy on students' reading comprehension has positive effect.³⁰

In the paper written by Siti sasmianti Dewi (072300308) with the title "The Influence of Collaborative Strategic Reading on Student's Reading Comprehension (An Experimental Research at Third Grade of SMP Babus Salam Tangerang). The result of study of experiment class is 6,02 and control class is 3,60. The effect is the student's reading comprehension who use CSR strategy better that those who doesn't use CSR strategy. The writer recommended that this study, especially the research about various strategies that can improve or increase reading comprehension in learning English. Need to be more elaborated by student's learning English in order to increase student's motivation in learning English. Thus, further research is suggested to conduct the

³⁰ Fitri Hilmiyati and Muhajirotnunisa, "The Effectiveness of Using Generating Interaction between Schemata and Text (GIST) Strategy on Student's Reading Comprehension", Vol. 3, No. 2, (July-Desember 2014), 57.

investigation of other teaching strategies it can be applied by teacher to encourage their students in teaching English.³¹

E. Hypotesis

Hypothesis can be defined as a temporary answer against the problem of research.³² It is a formal statement about an expected relationship between two or more variables which can be tested through an experiment.³³ The hypothesis formulated must be tested, allowing researchers to gather data in order to test the truth of the hypothesis. The hypothesis is distinguished into two, namely the zero hypothesis and alternative hypothesis.

1. Alternative hypothesis (Ha): the hypothesis stating the existence of the mutual relations between two or more variables, or declare the existence of differences in specific things on different groups. For example, there is significant effect of Project-based Learning in teaching descriptive reading.

³¹ Siti Sasmianti Dewi, “*The Influence of Collaborative Strategic Reading on Students’ Reading Comprehension: An Experimental Research at Third Grade of SMP Babus salam Tangerang.*” (S.Pd.I. Paper, IAIN “SMHB” Banten, 2011), p. i

³² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013) p.110

³³ David Nunan, *Research Strategy in Language Learning*, (Cambridge: Cambridge University Press, 1992), p.230.

2. The zero hypothesis (H_0), a hypothesis which States the absence of mutual relationship between two or more variables, or hypothesis stating the lack of difference between one group with other groups.
For example, there is no significant effect of Project-based Learning in teaching descriptive reading.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Method

In this research the writer used experimental research. David Nunan said that “Quasi-Experiment is had both pre-test and post-test, experiment and control group, and not random assignment of subject.” The experimental method is basically a collection of research designs, guidelines, and criteria for determining the quality of study.³⁴

Daniel says, “Experimental research is the best strategy for examining causal relationships because the method allows us to look at the three main questions that need to be answered in the affirmative before we can say that one variable causes another: is there a relationship between the variables, does our cause precede our effect in time, and are there any confounding variables that could explain the relationship? A problem with experiments is that they take place in artificial environments (the laboratory) that are quite different from typically complex and multifaceted educational settings. This means that we can’t be certain that findings from experiments will necessary hold in real-life settings. Experiments can also be difficult to implement in education.”³⁵

³⁴ David Nunan, *Exploring Second Language Classroom Research.*, (Cengage Learning, 2009), p. 83.

³⁵ Daniel Muijs, *Doing Quantitative Research in Education*, (London, 2004), p. 32.

In this research, the writer took two classes. The experimental class consists of the students who are given PORPE strategy and the control class is without PORPE strategy, this research is Quasi experiment.

In this research, the writer tried to fully criteria of this experiment with pre-test to survey the result for both classes. And in this research, the writer will use the quantitative design to achieve the purpose. And design to conduct his study because the writer will teach reading with PORPE strategy as strategy to teach.

B. Place and Time of the Research

This research will be conducted at SMAN 1 Ciomas. SMAN 1 Ciomas located at Serang City, Jl. Raya Pasar Ciomas, Sukaberes, Kec. Ciomas, Kab. Serang, Prov. Banten. The time of this research is on June 2018 to July 2018. The writer choose this place because the writer want to know how is the effect PORPE strategy in senior high school.

C. The Population and Sample

a. Population

Population is area generalization includes: Object, subject which certain qualities and characteristics that area set by the researcher to be studied and then drawn the conclusion³⁶. According Nunan, say that “Population is formal statement about an expected relationship between

³⁶Prof. DR. Sugiyono, *Metode Penelitian Pendidikan, (pendekatan kuantitatif, kualitatif, dan R&D)*, (Bandung: Alfabeta. 2015), 117.

two or more variables which can be tested through an experiment.³⁷ The total population of this research is 162 students, from X IPA 1 – X IPA.

b. Sample

In this research, the writer chooses 60 students of second class as a sample of the research, which consists of two classes as control and experiment class. The writer will take class X IPA 1 as Experiment with 30 students and X IPA 2 as Control class with 30 students.

D. Research Procedures

The Procedure of PORPE Strategy in Reading Comprehension

1. Pre-Teaching Activity

In this stage, the teacher prepares everything related to the learning process. Then, the teacher checks student's attendance. The function of this activity is to warm up and prepare them to the lesson.

Then, the teacher should tell the basic competences and learning objectives of the study. Teacher may briefly review what they got from the previous lesson to make relationship with what they are going to learn today. After that the teacher introduces the topic.

³⁷David Nunan, *Research Strategy in Language Learning* (New York: Cambridge University Press, 1992),230.

2. Whilst Teaching Activity

a. Exploration

In this phase, the teacher explores what the students need to comprehend the text. Firstly, the teacher leads the students to the topic about descriptive text that will be discussed by showing a picture, for example picture tells about Sule. Based on that picture, the teacher should build the students' background knowledge about the text by asking some questions.

The teacher has a role to guide them while asking some questions. Then, the teacher explains about the text that will be learned in the class. The teacher tells to the students that describing a people belongs to a descriptive text. Therefore, the activities that they have done are such kind of activity of descriptive text.

Then, the explanation can be continued about the generic structure, the function and explain how the descriptive text used in their daily life. After that, the teacher gives a descriptive text to the students. The teacher reads the text first and then asks two students to read the text aloud.

b. Elaboration

After the students understand with the texts that they read, the teacher introduces PORPE strategy and describes the activities to the students. The teacher gives an explanation about PORPE strategy before asking students to apply PORPE strategy into the text. The teacher explains about the steps of the lesson as well as examples of the work in a given text.

The first step of PORPE is Predict. The teacher asks the students to make question predictions related to the text that they read by using WH questions, in order to help them easier generate the questions.

The second step is Organize. In this step, the teacher explains that the students will be asked to organize the key answer related to the question prediction that they get by making outline and summary.

The third step is Rehearse. In this step, the teacher asks students to memorize the key ideas based on an outline and the summary that they write before in pairs. The fourth step is Practice. The students practice by writing the answer from question predictions in detail become a text form with relying on memory individually.

The last step of PORPE is Evaluate. In this step, the students have to read the results of their partners' writing activity and evaluate them by filling out the checklist paper.

c. Confirmation

In this phase, the teacher asks the students whether the students understand or not about the lesson. The teacher gives an exercise to the students about another descriptive text. The teacher asked the students to read the text like the example that is already explained in the steps of learning PORPE strategy. The teacher gives a piece of paper to answer sheet and checklist paper to evaluate step. After that, the teacher is walking around the class and checks the students' activity.

After the students finish their exercise, the teacher asked one of the students to read the result of their writing in front of the class. After that, the teacher corrects the students exercise if they have some mistakes.

3. Post-Teaching Activity

In this activity, the teacher gives feedback to the students toward the process and learning achievement. Teacher give chance to the students to ask some questions related to the topic that have discussed. Teacher also checks the students understanding about the topic by asking some questions that related to the lesson that they have learned. Teacher asks students to make homework. Teacher and students conclude the lesson together.

D. Research Instrument

The instrument of the research:

1. Observation

Observation is as technique of collecting data which is many utilized to measure individual behavior or process, even it is happen an activity that can be observed either actually in situation and also in artificial situation. By observation writer can measure each activity that is usually done by teacher and students in learning process, the writer can also know environment situation at place that writer observed.

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 treatment.

a. Pre-test

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

b. Post-test

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

E. Technique of Data Collecting

The data will be collected by observation and test. Observation will be done to find out what students to do in the EFL (English Foreign Language) in classroom. Meanwhile, quantitative data is taken from the students' score in the test and the data will be collected from three cycles. The writer will analyze the descriptive text so that the writer will be give questions about descriptive text. Then, the test is taken to know students' ability in reading comprehension using PORPE strategy.

F. Technique of Data Analysis

To analyze the data, the writer used quantitative technique first, the writer analyzed the data of student's reading comprehension by pre-test and post-test. Then found out how significant the effect of PORPE strategy in teaching reading comprehension, the data used variable of research.

To know the effect of PORPE strategy in teaching reading comprehension, it can be seen from the result of the t-test. Anas's formula³⁸:

1. Determine mean variable X1 with formula

$$M_1 = \frac{\sum X_1}{N_1}$$

2. Determine of variable X2 with formula

$$M_2 = \frac{\sum X_2}{N_2}$$

3. Determine deviation score variable X₁ with formula

$$X_1 = X_1 - M_1$$

4. Determine deviation score variable X₂ with formula

$$X_2 = X_2 - M_2$$

5. Analyzing the result by using calculation of t-test as follow:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{(\sum X_1^2 + X_2^2)(N_1 + N_2)}{(N_1 + N_2 - 2)N_1 \cdot N_2}}}$$

Note:

M₁ = The average score of experiment class

M₂ = The average of control class

³⁸Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo, 2014), 317.

X_1 = Sum of the squared deviation score of control class

X_2 = Sum of the squared deviation score of experiment class

N_1 = The number of experiment class

N_2 = The number of control class

df = degree of freedom ($N_1 + N_2 - 2$)

2 = Consonant number.

CHAPTER IV

RESULT AND DISCUSSION

A. The Data Description

In this chapter, the researcher explained the description of the data obtained. The population of this study was the tenth grade student's classes of SMAN 1 Ciomas, in academic year 2018/2019. As stated in this chapter, the writer 60 students as the sample.

The goal of the research was intended to find out the accurate data in accord with the research title. So the sample in this study was divided into two classes they are 30 students of X IPA 1 as the experimental class and 30 of X IPA 2 as the control class, the total number of the sample was 60 students.

In teaching reading comprehension, teacher should find a better technique to teach reading material for the students. Students need technique and strategy in reading to achieve reading goals and build their comprehension. It means students should get something which makes them interested in studying reading. To get good comprehension, teacher should give the students more activities that can attract their attention to participate in the lesson actively. A good technique will help them to get the meaning of material. And teaching reading comprehension by using PORPE strategy would be a better way to improve students reading comprehension and will make a good achievement. When the researcher

teaches a reading material to the students, she gave some information about descriptive text, like the generic structure, and the social function. After that, the writer gave the multiple choices as question. Having finished the field research, the researcher got the score as follow:

1. The score of pre-test and post-test of Control Class

The students in X IPA2 Class as control class obtained mean score 67,7 for pre-test and 68,4 for post-test. The score they got in these test would be described in following table:

Table 4.1 The Score of Reading Comprehension Test Control Class

NO	Respondents	Score	
		Pre-test	Post-test
1	AA	57	83
2	SS	67	70
3	ANA	80	90
4	MN	77	87
5	A	47	67
6	ARA	60	77
7	AS	77	53

8	AMK	57	53
9	APA	50	60
10	ANS	57	53
11	DF	73	83
12	E	93	73
13	NN	70	63
14	F	77	73
15	F	70	77
16	HL	70	60
17	HN	67	53
18	HR	43	50
19	TK	83	90
20	K	86	77
21	MAS	50	70
22	MHA	63	60
23	MSM	63	50

24	MGW	47	43
25	NN	73	80
26	SA	83	67
27	PP	67	53
28	PN	77	80
29	DAM	77	80
30	R	70	77
		$\Sigma X = 2031$	$\Sigma X = 2052$
		$M = 67,7$	$M = 68,4$

Mean of Pre-test:

$$M = \frac{\Sigma X_1}{N} = \frac{2031}{30} = 67,7$$

Mean of Post-test:

$$M_2 = \frac{\Sigma X_2}{N} = \frac{2.052}{30} = 68,4$$

M = Mean

X₁ = Total score Pretest

X₂ = Total score Posttest

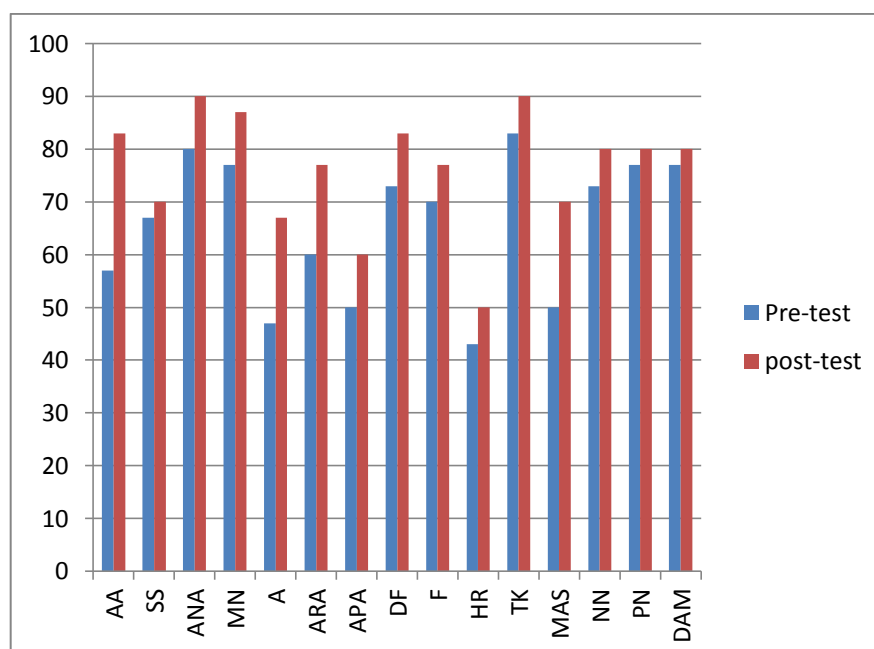
N = The number of Class

Based on the table above, it showed that the result of pre-test in control class is 67,7, while the result of post-test in control class is 68,4. It means that the comparison score of pre-test and post-test in control class is not better than experiment class. It can be seen from the average score of post-test from control class is smaller than the average score of post-test from the experiment class. It caused the control class did not used PORPE strategy in teaching reading comprehension.

The researcher described the score of pre-test at the control class by the graphic as follow:

Graphic 4.1

Score Pre-Test and Post-Test at Control Class



The graphic above showed about the comparison between score of pre-test and post-test at the control class. According to the graphic above the score of post-test is better than the score of pre-test commonly.

2. The score of pre-test and post-test of Experiment Class

The students in X IPA1 Class as experiment class obtained mean score 61,9 for pre-test and 72,1 for post-test. The score they got in these test would be described in following table:

Table 4.2

The Score of Reading Comprehension Test Experiment Class

NO	Respondents	Score	
		Pre-test	Post-test
1	AJ	60	67
2	AS	33	60
3	AF	50	70
4	DD	53	53
5	F	37	47
6	FF	90	97
7	IF	60	70
8	MR	47	63

9	NA	67	83
10	NNF	50	73
11	PL	47	60
12	FW	70	80
13	PWK	57	63
14	RA	60	57
15	RR	53	47
16	SS	83	90
17	SNF	70	80
18	SA	83	90
19	SFS	87	97
20	S	47	60
21	VZO	60	67
22	VRS	80	90
23	YS	67	70
24	AI	43	53

25	DPT	90	97
26	SRS	60	80
27	YA	70	77
28	SPP	60	80
29	RM	67	80
30	II	56	63
		$\Sigma X = 1.857$	$\Sigma X = 2.164$
		$M = 61,9$	$M = 72,1$

Mean of Pre-test:

$$M = \frac{\Sigma X}{N_1} = \frac{1.857}{30} = 61,9$$

Mean of Post-test:

$$M_1 = \frac{\Sigma X_1}{N_2} = \frac{2.164}{30} = 72,1$$

Note: M = mean

X1 = students' scores (pre-test)

X2 = students' scores (post-test)

N = number of students

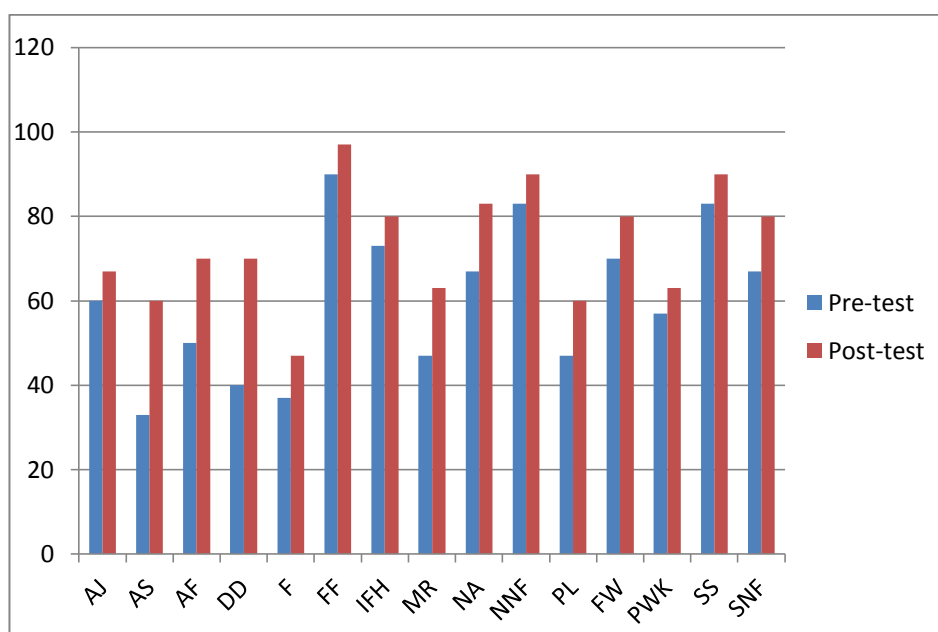
Based on the calculation on the table 3.2 of pre-test and post-test assessment at experimental class, it showed that the result of experiment class got the well improvement after giving treatment. It seen from the

average score post-test is better than the average score pre-test, that is 72,1 > 61,9. The student improvement score caused by the researcher used the effect of PORPE strategy in teaching reading comprehension.

The researcher described the students improving score of pre-test and post- test at the experimental class by the graphic as follow:

Graphic 4.2

Score Pre-Test and Post-Test at Experimental Class



The graphic above showed about the comparison between score of pre-test and post-test at the experimental class. According to the graphic above the score of post-test is better than the score of pre-test commonly.

Students reading comprehension at the tenth grade SMAN 1 Ciomas before given the treatment is low. It can be seen from the result of pre-test at experimental class the lowest score is 33 and the high score is 93 and students mean score is 72,1. The result of pre-test at control class

the lowest score is 43 and the highest score is 90 and students mean score 68,4.

B. The Data Analysis

After getting the data from the post-test score of two classes, then the researcher analyzed it by using t-test. The result calculation of post-test at the Control Class and Experiment Class can described in following table:

Table 4.2

**The result calculation of post-test at the Experiment Class (X_1^2)
and the Control Class (X_2^2)**

NO	Score		X_1	X_2	X_1^2	X_2^2
	X_1	X_2				
1	67	83	-5,1	14,6	26,1	213,6
2	60	70	-12,1	1,6	146,41	2,56
3	70	90	-2,1	21,6	4,41	466,56
4	53	87	-20,1	18,6	404,1	345,96
5	47	67	-25,1	-1,4	630,01	1,96
6	97	77	-24,9	8,6	620,01	73,96
7	70	53	-2,1	-15,4	4,41	237,16
8	63	53	-9,1	-15,4	82,81	237,16
9	83	60	10,9	14,6	118,81	70,56
10	73	53	0,9	-15,4	0,81	237,16

11	60	83	-12,1	14,6	146,41	213,16
12	80	73	7,9	4,6	62,41	21,16
13	63	63	-9,1	-5,4	82,81	29,16
14	57	73	-15,1	4,6	228,01	21,16
15	47	77	-25,1	8,6	630,01	73,96
16	90	60	17,9	-8,4	320,41	70,56
17	80	53	7,9	-15,4	62,41	237,16
18	90	50	17,9	-18,4	320,41	338,56
19	97	90	24,9	21,6	620,01	466,56
20	60	77	-12,1	8,6	146,41	73,96
21	67	70	-5,1	1,6	26,01	2,56
22	90	60	17,9	-8,4	320,41	70,56
23	70	50	-2,1	-18,4	4,41	338,56
24	53	43	-19,1	-25,4	364,81	645,16
25	97	80	24,9	11,6	620,01	134,56
26	80	67	7,9	-1,4	62,41	1,96
27	77	53	4,9	-15,4	24,01	237,16
28	80	80	7,9	11,6	62,41	134,56
29	80	80	7,9	11,6	62,41	134,56
30	63	77	-9,1	-5,4	82,81	73,96
Σ	2.052	2.164			6.287,08	5.205,20

Note:

- x1** = Score Post-Test (Experiment Class) **X1 = x1-M1**
- x2** = Score Post-Test (Control Class) **X2 = x2-M2**
- X1¹** = Squared value of X1 **X2²** = Squared X2
- M1** = Mean of Post test (Experiment Class)
- M2** = Mean of Post test (Control Class)

The formula to determine T-table with significance 5% and 1% as follow:

$$\begin{aligned} \text{Df} &= N1+N2-2 \\ &= 30+30-2 \\ &= 58 \text{ (consult to "t" table score)} \end{aligned}$$

Based on t table that there is 58. With df as number 58 is got t table as follow:

- a. At significance level 5%: $t_t = 2.00$
- b. At significance level 1%: $t_t = 2.65$

After that the researcher calculated them based the t-test formula:

1. The average score of experimental class

$$M_1 = \frac{\sum X_1}{N_1} = \frac{2.164}{30} = 72,1$$

2. The average score of control class

$$M_2 = \frac{\sum X_1}{N_2} = \frac{2.052}{30} = 68,4$$

3. Sum of the squared deviation score of experimental class.

$$\sum X_1^2 = 6.287,08$$

4. Sum of the squared deviation score of control class.

$$\sum X_2^2 = 5.205,20$$

5. Determining t-table (t_t) by using formula:

$$df = N_1 + N_2 - 2 = 30 + 30 - 2 = 58$$

Because the value of 58 is not available in the t-table, the researcher used the closer to 58 that is 60 as degree of freedom (df).

$$\begin{aligned} t &= \frac{M_1 - M_2}{\sqrt{\frac{(\sum X_1^2 + \sum X_2^2)(N_1 + N_2)}{(N_1 + N_2 - 2) N_1 \cdot N_2}}} \\ &= \frac{72,1 - 68,4}{\sqrt{\frac{(6287,08 + 5205,2)(30 + 30)}{(30 + 30 - 2) \cdot 30 \cdot 30}}} \\ &= \frac{3,7}{\sqrt{\left\{\frac{11492,28}{58}\right\} \left\{\frac{60}{900}\right\}}} \\ &= \frac{3,7}{\sqrt{\{198,14\} \{0,06\}}} \\ &= \frac{3,7}{\sqrt{14,07}} = \frac{3,7}{0,91} = \mathbf{4,06} \end{aligned}$$

In general, the scores of post-test in experiment class was better than the scores of post-test in control class. It can be seen from the total amount of the scores of post-test in experiment class was 2.164 and pre-test was 1.857 and the average score of post-test was 72,1 and

pre-test was 61,9, while the total amount of the post-test scores in control class was 2.052 and pre-test was 2.031, and the average score of post-test was 68,4 and pre-test was 67,7.

According to the result of statistic calculation, it is obtained that the score of t_0 is = 4,06 degree of freedom is 5 %. The value of 58 is mentioned in the table about 2.00 (as degree of significant).

To prove the hypothesis, the data obtained from the experimental class is calculated by using t-test formula with assumption as follow:

- a. If $t_{\text{observation}} > t_{\text{table}}$ the alternative hypothesis is accepted. It means there is an improvement of using PORPE strategy in teaching reading comprehension.
- b. If $t_{\text{observation}} < t_{\text{table}}$ the alternative hypothesis is rejected. It means there is no improvement of using PORPE strategy in teaching reading comprehension.

C. The Data Interpretation

The analysis is aimed to know the used of PORPE strategy in teaching reading comprehension. It has been known that the mean score of experiment class is 61,9 in pre-test and 72,1 in post-test.

Before deciding the result of hypothesis, the researcher proposes the interpretation with procedures as follows:

- a. $H_a = t_{\text{observation}} > t_{\text{table}}$. It means there is an improvement of using PORPE strategy in teaching reading comprehension.
- b. $H_o = t_{\text{observation}} < t_{\text{table}}$. It means there is no improvement of using PORPE strategy in teaching reading comprehension.

According to the data, the value of $t_{\text{observation}}$ is bigger than t_{table} . $t_{\text{observation}} = 4,06 > t_{\text{table}} = 2.00$ (5%) or $t_{\text{observation}} = 4,06 > t_{\text{table}} = 2,66$ (1%), so H_o is rejected and H_a is accepted.

From the result above, the researcher gives conclusion that there is any effect and improvement PORPE strategy in teaching reading comprehension. It can be seen that the students get good or better scores using PORPE strategy. PORPE strategy used for teaching reading comprehension of descriptive text provide to several steps to make learning reading easier. The strategy had positive effect on the ability to learning the difficulties of students in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research which has been conducted in SMA Negeri 1 Ciomas about “The Use of Predict, Organize, Rehearse, Practice, and Evaluate (PORPE) Strategy for Students Reading Comprehension took two conclusion, there are:

1. Students reading comprehension at the tenth grade SMAN 1 Ciomas before given the treatment is low. It can be seen from the result of pre-test at experimental class the lowest score is 33 and the high score is 93 and students mean score is 72,1. The result of pre-test at control class the lowest score is 43 and the highest score is 90 and students mean score 68,4.
2. From the result of the score of experimental class, pre-test 1860 and post test score 2400. The pre-test control class was 1857, and post test was 2164. The result of analysis of the research show the value of t_o 4,06 it is higher than the value of t_{table} the level significance 5% and

1%. It can be seen from the result of t table with level significant 5%=2,00 and with level significant 1%= 2,65 $t_{\text{observation}}= 4,06$ so $2,00 < 2,65 < 4,06$. It means that $t_o > t_t$ and the researcher concluded the alternative hypothesis (H_a) is accepted. The researcher can conclude that an experimental which used PORPE strategy is better than control class. It means that there is any effect and improvement of PORPE strategy in teaching reading comprehension.

B. Suggestions

Based on the research, researcher tries to give some suggestion related with teaching learning process. The suggestions are for the teacher and students as follow :

1. The teachers should always give motivation to the students in teaching learning process. English teacher should explain more detail about reading comprehension, in order students understand clearly about PORPE in teaching reading comprehension as communicative and interactive approach in teaching learning process.
2. The students should enrich their experience and knowledge in learning English and to study more hardly to improve their reading comprehension, especially using PORPE strategy the student more active and effective and in reading comprehension.

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