

**THE EFFECT OF PORPE (PREDICT, ORGANIZE, REHEARSE,
PRACTICE, EVALUATE) STRATEGY ON STUDENTS'
READING ABILITY IN COMPREHENDING DESCRIPTIVE
TEXT**

(Quasi Experimental Research at 10th Grade Students of SMAN 4 Kota Bengkulu)

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana Pendidikan* (S.Pd) of
English Education in State Islamic Institute of Bengkulu



By:

EDO SULISTIO ADITYA
NIM. 1611230079

**THE STUDY PROGRAM OF ENGLISH EDUCATION
TARBIYAH AND TADRIS FACULTY
THE STATE ISLAMIC INSTITUTE OF BENGKULU
2021**



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat: Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276, 51171 Fax. (0736)51172 Bengkulu

ADVISORS SHEET

Subject : EDO SULISTIO ADITYA
NIM : 1611230079
To : The Dean of Tarbiyah and Tadris Faculty IAIN Bengkulu in Bengkulu

Assalamu 'alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

Name : Edo Sulistio Aditya
NIM : 1611230079
Title : The Effect of PORPE (*Predict, Organize, Rehearse, Practice, Evaluate*) on Students' Reading Ability in Comprehending Descriptive Text (Quasi Experimental Research at 10th Grade Students of SMAN 4 Kota Bengkulu).

Has already fulfilled the requirements to be presented before The Board of Examiners (*munagasyah*) to gain Bachelor Degree in English Education. Thank you for the attention.

Wassalamu 'alaikum Wr.Wb

Bengkulu, 2021

First Advisor,

Second Advisor,


Risa Nawati, M.Pd
197405231999032002


Fera Zasrianita, M.Pd
197902172009122003



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
JURUSAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Telp (0736) 51276, Fax (0736) 5117 Bengkulu

RATIFICATION

This is certify the *Sarjana* thesis entitled “*The Effect of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy on Students’ Reading Ability in Comprehending Descriptive Text (Quasi-Experimental Research at 10th Grade Students of SMAN 4 Kota Bengkulu)*” by Edo Sulistio Aditya has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairwoman
Nurlaili, M.Pd.I
NIP. 197507022000032002

Secretary
Andri Saputra, M.Sc
NIP. 199106262019031014

Examiner I
Dr. H. Ali Akbarjono, M.Pd
NIP. 197607112005012004

Examiner II
Ferri Susanto, M.Pd
NIP. 197512082014111001

Bengkulu, Januari 2021

Approved by the Dean of Islamic and Tadris Faculty

Dr. Zubaedi, M.Ag., M.Pd
NIP: 196903081996031005

DEDICATION

This thesis is dedicated to:

- ❖ *Allah SWT for his blessing, His mercies, His Messenger and everything given to me.*
- ❖ *My Special thanks to my beloved parents, mother (Lisminingsih) and father (Limin YS), who constantly always pray for me, always gives me spirit, support, and motivation, thanks for everything.*
- ❖ *My best grandparents, grandmother (Nani) and grandfather (Hamid), who always helped and support me during my college journey.*
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not require of any soul more than what it can afford”

“Allah tidak membebani seseorang melebihi kesanggupannya”

(Al-Baqarah(2), 286)



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INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS**

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171. 51276 Fax. 51171 Bengkulu

PRONOUNCEMENT

Name : Edo Sulistio Aditya
Place and date of Birth : Muara Kalangan, 26th January 1998
SRN/NIM : 1611230079
Study Program : English Study Program
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis entitled “The Effect of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy on Students’ Reading Ability in Comprehending Descriptive Text (Quasi Experimental Research at 10th Grade Students of SMAN 4 Kota Bengkulu)” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2020
Stated by ,

Edo Sulistio Aditya
NIM : 1611230079

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2021

Edo Sulistio Aditya

NIM.1611230079

ABSTRACT

Edo Sulistio Aditya, 2020. *The effect of PORPE(Predict, Organize, Rehearse, Predict, Evaluate) on Students' Reading Ability in Comprehending Descriptive Text (Quasi Experimental Research at 10th Grade Students of SMAN 4 Kota Bengkulu).* Thesis of English Department. Tarbiyah and Tadris Faculty, State Institute for Islamic Studies of Bengkulu (IAIN).

Advisors:

1. **Risnawati, M.Pd.**
2. **Fera Zasrianita, M.Pd.**

The low ability to comprehend the written text was still a problem in tenth-grade students at SMAN 4 Kota Bengkulu. Therefore, the researcher offered a solution by applying the PORPE strategy to teach reading comprehension. The objective of the study was to find out whether or not there was any effect on students' reading ability in comprehending descriptive text among students taught using PORPE strategy and were not at SMAN 4 Kota Bengkulu. In this study, the researcher used Quasi Experimental Research Design using pretest-posttest control group design. There were 40 students taken as the sample. In collecting the data, the researcher used the reading test and documentation as the research instruments. The test was multiple choice test that consisted of 20 items. The test was given twice to experimental and control groups as a pretest and posttest. To verify the hypothesis, the data of pretest and posttest were analyzed by using independent sample t-test in SPSS 16 program. The findings showed that the p-output from independent sample t-test (sig. 2-tailed) was 0.000 which was lower than 0.05 and t-value 4.670 was higher than t-table with df=38 (2.024). Therefore, it means that teaching reading comprehension using PORPE strategy has any effect on students' reading ability in comprehending descriptive text.

Keywords: *Reading Ability, Descriptive Text, PORPE Strategy.*

ABSTRAK

Edo Sulistio Aditya. *Pengaruh Strategi PORPE (Predict, Organize, Rehearse, Practice, Evaluate) terhadap Kemampuan Membaca Siswa dalam Memahami Teks Deskriptif. (Penelitian Quasi Experimental pada Siswa Kelas 10 di SMAN 4 Kota Bengkulu).* Skripsi Jurusan Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri (IAIN) Bengkulu. Dibimbing oleh

Pembimbing:

- 1. Risnawati, M.Pd**
- 2. Fera Zasrianita, M.Pd.**

Rendahnya kemampuan memahami teks tertulis masih menjadi kendala bagi siswa kelas X di SMAN 4 Kota Bengkulu. Oleh karena itu, peneliti menawarkan solusi dengan menerapkan strategi PORPE untuk mengajarkan pemahaman membaca. Tujuan penelitian ini adalah untuk menemukan ada atau tidaknya pengaruh terhadap kemampuan siswa dalam memahami teks deskriptif antara siswa yang diajar menggunakan strategi PORPE dengan yang tidak di SMAN 4 Kota Bengkulu. Pada penelitian ini, peneliti menggunakan desain Quasi Experimental research nonequivalent pretest-posttest control group design. Ada 40 siswa yang dijadikan sebagai sampel. Dalam proses pengambilan data, peneliti menggunakan test dan dokumentasi sebagai instrument penelitian. Tes berbentuk pilihan ganda yang berisi 20 soal. Tes diberikan kepada kedua kelas eksperimental dan kontrol sebagai pretest dan posttest. Untuk menguji kebenaran hipotesis, peneliti menggunakan independent sample t-test pada program SPSS 16. Hasil uji hipotesis menunjukkan output dari independent sample t-test (sig. 2-tailed) adalah 0.000 yang mana lebih rendah dari 0.05 dan nilai t_{count} 4.670 yang mana lebih tinggi dari t-table $df=38$ (2024). Oleh karena itu, dapat diartikan bahwa mengajar kemampuan membaca pemahaman menggunakan strategi PORPE berpengaruh terhadap kemampuan membaca siswa dalam memahami teks deskriptif.

Kata Kunci: *Kemampuan Membaca. Teks Deskriptif, Strategi PORPE.*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important element for the development of human life. Devoid of language, the development of human life will be hampered because language is a medium for communicating with one another. One of the languages used to communicate that is English. It is a language that is used in many countries around the world and it has become an international language. Furthermore, in the modern era full of technology and knowledge today, English has become the main language to support the development of the sundry of work fields in the world. Therefore, students are required to be able to compete with people around the world, then mastering English is a must.

In Indonesia, English has become a compulsory subject in the education curriculum (K13). It is taught from elementary school to college. Moreover, in many cities in Indonesia, there are many courses that offer to learn English outside school time. Therefore, students hoped to be able to master English that helpful for themselves and their future. There are four skills of English that namely, listening, speaking, reading, and writing. In this study, the researcher will discuss about reading skill specifically.

Reading is the basic skill in English that should be mastered by language learners because it is the process to interpret a written text.¹ There are various types of reading texts in English including descriptive text, narrative text, and recount text. Descriptive text is contained in the Indonesian English language syllabus which is one of the competencies measured in reading skills. It is a text that describes or illustrates an object such as people, animals, and places. The purpose of reading is not only to mention or spell the words contained in the text, but students are asked to understand the contents of the text to be read starting from the main idea to details. Therefore, teachers are required to be able to teach reading comprehension properly and appropriately. So, students can understand the reading text correctly.

In the reality, there are many students who still struggle in mastering reading comprehension in English especially descriptive text. The research conducted by Kartawijaya in 2017 analysed the reading comprehension in comprehending descriptive text of eighth-grade students at Junior High School Number 1 Sungai Penuh. The result of his study explained that students' reading comprehension skills were still low. Students did not use their background knowledge when understanding the text and lack of vocabulary mastery also causes of low students' reading comprehension. Then, they did not understand the rules

¹ Angelita D Romero and Rene C Romero, *Developmental Reading: A skill Text for College Students* (Manila: REX Book Store, 1985), p.2

of the text being read.² This problem was also found in the school which will be the location of this research. The researcher selected SMAN 4 Kota Bengkulu as the location of the research. It was one of the educational institutions in Bengkulu city that has been accredited A by BAN-S/M from 2017. Therefore, the school is eligible for scientific research therein.

Based on the data that got from English teachers in SMAN 4 Kota Bengkulu by conducting an interview and asked the students' last score from the teacher on February 26th, 2020, the researcher found that the students' score in descriptive text material still low. There were 54 out of 65 students got score under 75. Therefore, choosing an effective and attractive strategy for teaching reading comprehension became an indispensable thing.

There is a teaching strategy focused on improving reading skills, namely the PORPE strategy. Stages of PORPE strategy consist of Predict, organize, rehearse, practice, and evaluate. This strategy was first developed by Michele Simpson in 1986. Some of the advantages of this strategy are can stimulate students to synthesize, analyse, and think about concepts. The meaning is students are required to comprehend the text by analyzing and thinking more about the contents of the text and its structure. So, students will be more interested in focusing on the text being read. Also, in this strategy, the teacher can help to increase

² Sukarta Kartawijaya, "Analysis of Students' Reading Comprehension in Comprehending Descriptive Text," *Jurnal Curricula* Vol 2, No 3 (2017), p.80

students' cognitive and metacognitive aptitude. Due to its advantages, the PORPE strategy hoped could gave any effect on students' reading ability in comprehending descriptive text.

The PORPE strategy has been applied in several previous studies, one of which was a study conducted by Saeful et al in 2019. The research was conducted at the Muhammadiyah University of Makassar. The objective of their research is to find out whether the PORPE strategy can give any significant effect on students' reading comprehension and metacognitive awareness. The results of the study showed that the PORPE strategy did not give any significant effect on students' reading comprehension and metacognitive awareness.³ So, the research was conducted by Saiful et al shows that at the university level, the PORPE strategy has not gave any significant effect on students' reading comprehension.

Then, the research was conducted by Erlisa in 2019 that conducted at SMAN 1 Takalar with the objectives to improve student reading and listening comprehension also to know the significant difference between students who taught using PORPE strategy and group discussion. Based on the results of her research, it found that there was an improvement on students' reading and listening comprehension skills. Also found that there was any significant difference between students taught using PORPE strategy and group discussion. From the differences in the results

³ Saiful, et al, "*The Effects of the PORPE Method on Students' Reading Comprehension and Metacognitive Awareness*" (Journal of Language Teaching and Research, Vol. 10, No. 3, pp. 569-582, May 2019),

obtained from previous studies, the researcher interested in testing the effectiveness of the PORPE strategy on students' reading comprehension again but focused on descriptive text.

Based on the explanation above, the researcher was interested in conducted research related to the PORPE strategy and reading comprehension entitled "*The Effect of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy on Students' Reading Ability in Comprehending Descriptive Text (Quasi-Experimental Research at 10th Grade Students of SMAN 4 Kota Bengkulu)*".

B. Identification of the Problem

Based on the background explanation of the research problems, the researcher defined some identification of the problems as follow:

1. Student's score in descriptive text material still low.
2. Students who have scored below 75 are 54 out of 65 students.

C. Formulation of the Problem

The researcher formulates the statement of the problem to this question: Was there any effect on students' reading ability in comprehending descriptive text among the students taught using PORPE strategy and that were not?

D. The Objective of the Study

Based on the research problem above, the objective of this study were: To find out whether or not any effect on students' reading ability in

comprehending descriptive text among the students taught using PORPE strategy and that were not.

E. Limitation of the Problem

Based on the description of the problem above, this research only discussed the problem on the effect of the PORPE strategy on students' reading ability in comprehending descriptive text in grade X IBB and X IPS 5 at SMAN 4 Kota Bengkulu. The researcher wanted to know that there was any effect on students' reading ability in comprehending descriptive text among the students who taught using PORPE strategy and that were not.

F. Significance of the Study

The researcher hopes that this study were be able to (1) help the English teachers to teaching reading comprehension more effective and attractive by using PORPE strategy, (2) help students to improve their reading comprehension skill on attractive way, (3) help the next researcher as their reference in new research, especially in reading comprehension the descriptive text.

G. Definition of Key Terms

1. PORPE is the abbreviation from Predict, organize, rehearse, practice, and evaluate which is a mention of the steps in it. It is a strategy of teaching reading that involves the practice of writing to get the main ideas or ideas contained in reading text.

2. Ability in comprehending reading descriptive text is the ability to get the point and ideas that text described therein.
3. Descriptive text is a type of text that describes the description of an object being discussed such as humans, plant, animals, places or inanimate objects in detail.

CHAPTER II

LITERATURE REVIEW

A. Reading

1. Definition of Reading

Reading is one of four types of skills in learning English namely listening, speaking, reading and writing. Urquhart and Weir stated that that the process of receiving and interpreting information marked in the language of the printed media is reading.⁴ Besides, according to Bojovic, reading skills are a cognitive ability that a person can use when interacting with the written text.⁵ Reading is not only spelling or mentioning letters, words or sentences in the text but also is required to understand the meaning or ideas in the text being read.

Then, coordination of various abilities, strategies, and knowledge all of them involved in the reading process.⁶ Therefore, reading becomes an important skill in learning a language. Through reading, we can find out information that happened in the past and get the information update from what we read.

⁴ William Grabe, *Reading in a Second Language: Moving from Theory to Practice* (New York: Cambridge University Press, 2009), p. 14

⁵ M. Bojovic, "Reading Skills and Reading Comprehension in English for Specific Purposes," (The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures 2010, September 2020), p. 1

⁶ Kate Cain. *Reading Development and Difficulties*.(UK: BPS Blackwell Publishing, 2010) chap.1

2. Kinds of Reading

There are four kinds of reading as follow:

a. Intensive Reading

According to Long and Richards, a detailed analysis in the classroom, led by the teacher, from vocabulary and grammar points called intensive reading.⁷ Then, Brown sees intensive reading classes as a bottom-up and top-down processing place to achieve reading comprehension that is used interactively.⁸

According to Carrell and Carson, intensive reading is reading in a conventional way that aims to support students in understanding the meaning of a reading text in detail through careful analysis and translation led by teachers to develop their linguistic knowledge.⁹

Based on the explanation above, it can be concluded that intensive reading is the process of understanding a detailed reading text that is taught directly by the teacher.

b. Extensive Reading

According to Stoller, the reading process in which learners read large amounts of reading material, inside and outside the classroom is called the extensive reading approach., that are easily understood, interesting,

⁷ Dung Thi Thanh Do, "News Report: A Blend Extensive Reading and Intensive Reading Activity," (Journal of Development Research, 1 (2) (November 2017), P. 55

⁸ Dung Thi Thanh Do, *News Report: A Blend Extensive Reading and Intensive Reading Activity*, p. 56

⁹ Danjoeng, ro and Soengsan-gu, "A Comparison of the Impact of Extensive and Intensive Reading Approaches on the Korean EFL Learners' Reading Rate and Reading Comprehension Development," (International Journal of Applied Linguistics & English Literature, Vol. 6 No. 3; May 2017), p.131

and likable.¹⁰ From the theory, the writer conclude that extensive reading can create a student reading habit that aims to improve cognitive and metacognitive skills in reading comprehension in an easily understood, interesting and enjoyable way.

c. Aloud Reading

According to Richard and Schmidt, aloud reading is to mention written text aloud or called oral reading.¹¹ Then, Hasbrouck and Tindal pointed out “oral reading fluency as an assessment tool for reading”. Besides, aloud reading fluency also play an important role in the reading comprehension competency.¹²

Based on the explanation above, it can be concluded that reading aloud plays an important role in the process of asses reading competence by measuring students' understanding of texts read aloud.

d. Silent Reading

According to Richard and Schmidt, silent reading is the process of perceiving written text to understand its content which is carried out silently.¹³ In the process, silent reading will make students get more

¹⁰ Made Frida Yulia, “Extensive Reading for Indonesian University Students: An Alternative Framework for Implementation,” (LLT Journal: A Journal on Language and Language Teaching, Vol. 21, No. 2, October 2018),p.208

¹¹ Sukarta Kartawijaya, *Analysis of Students' Reading Comprehension in Comprehending Descriptive Text*, p.82

¹² Muhammad Khalid M. S and Hafizoah Kassim, “Comparison of Reading Aloud Strategies Versus Silent Reading Strategies Used On Pakistani University Students' Reading Comparison for Reading Proficiency & Literal Reading Skills,” (European Journal of Education Studies, Vol. 5, No.2, 2019), p. 114

¹³ Sukarta Kartawijaya, *Analysis of Students' Reading Comprehension in Comprehending Descriptive Text*, p.82

information from the reading text. The teacher must be able to direct students to read silently with full concentration.

From the above research, it can be concluded that silent reading is the process of getting information from the reading text silently with voiceless.

B. Reading Comprehension

1. Definition of Comprehension

Comprehension is the goal to obtain information when reading and listening to something. Besides, according to the research by Bazerman, “successful comprehension does not happen automatically. But, it depends mostly on directed cognitive effort, which includes knowledge about and regulation of cognitive processing.”¹⁴ Then, according to Mikulecky, comprehension means understanding a text that is read by connecting ideas in the text with what the reader has known before.¹⁵

Based on the theories above it can be concluded that comprehension means connecting the knowledge we have to get ideas or information from a source. The source can be through direct interaction or media seen or read.

2. Definition of Reading Comprehension

Kendeou stated that “comprehension is our ability to mentally interconnect different events in the text and form a coherent

¹⁴ Pezhmun Zare, “*The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learners*,” (International Journal of Humanities and Social Science Vol. 3 No. 13; July 2013), p. 188

¹⁵ Beatrice S. Mikulecky, *Advanced Reading Power* (New York: Pearson Longman, 2007), P.74

representation of what the text is about.”¹⁶ Then, according to Mansaleo, reading comprehension are the steps in which a reader must reconstruct and decide the symbol of the language into a meaningful unity intended by the author.¹⁷ In addition, according to Klingner, reading comprehension includes reading words, knowledge of the world and words, and fluency is a process of building meaning by coordinating a number of complex processes.¹⁸

So, we can conclude that reading comprehension means a process of understanding a reading text we read, we should be able to remind any information contained in it. Then, the information that has been obtained will be coordinated with the background knowledge of the reader to comprehend the contents of the text.

In everyday life, reading comprehension is very important. When we read books, magazines, newspapers, or writings in public places, we must have the understanding to get information in them. Otherwise, without comprehension, we cannot get any information from what we read.

C. Student’s Reading Ability in Comprehending Written Texts

According to Burhan, reading ability is a physical and mental movement to uncover the meaning of written texts, while in that action there is a cycle of knowing letters. The reason he says physical activity is

¹⁶ William Grabe, *Reading in a Second Language: Moving from Theory to Practice*, p.39

¹⁷ Anggriany Gries Mansaleo, "The Implementation of Reading Comprehension in English at Apple Tree Preschool Manado," (Linguistic Journal, Volume 6 Number, 1 July 2018), p.21

¹⁸ Jannete Klingner, et al, *Teaching Reading Comprehension to Students with Learning Difficulties* (Guilford Press, 2007), p.2

because the body parts do it too, especially our eyes. What's more, it says mental action insight and memory as parts of however are associated with it.¹⁹ Then, Cline et.al stated that reading ability is the way toward getting importance from the content. For most readers, this cycle includes interpreting written text.²⁰

Based on the theories above, it can be concluded that reading ability is the physical and mental activity to interpreting written texts that involve the body parts and our memory. Therefore, reading ability is important for students to comprehending written texts.

D. PORPE Strategy

1. The Definition of PORPE

The PORPE strategy is one of the strategies applied in learning reading comprehension. This strategy was first developed by Michele Simpson in 1986. This method was developed from a review of the research literature to find practical ideas on how advanced readers prepare for essay-type tests. PORPE strategy has five steps that teach students to act like “effective readers who have some awareness and control of their own cognitive activities while they read and study”.²¹ Then, Brown stated that most importantly they have a better chance of becoming life-long learners. This method prepares for the

¹⁹ Ika Olviyanti, Risma Marbun, Zainal Arifin, “*An Analysis on the Ability Comprehending a Reading Text by the Sixth Year Students*”, (Journal of Program Studi Bahasa Inggris FKIP Untan Pontianak), p. 3

²⁰ Ika Olviyanti, Risma Marbun, Zainal Arifin, “*An Analysis on the Ability Comprehending a Reading Text by the Sixth Year Students*”, p.3

²¹ Anthony Manzo and Ula Manzo, *Content Area Reading: A Heuristic Approach* (Columbus, Ohio: Merrill Publishing Company, 1990), p.291

implementation of metacognitive understanding when reading.²² In addition, Stahl (2014) stated the advantages of PORPE. Specifically, PORPE helps students remember concepts over time and stimulates students to synthesize, analyze, and think about key concepts.²³

Based on the theories above, it can be concluded that the PORPE has some advantages to improve student's ability in comprehending written texts namely: can improve student's cognitive and metacognitive awareness, can stimulate students ability to synthesize, analyze and think about key concepts. Therefore, this strategy is very suitable to be applied to improve students' reading ability in comprehending written texts.

2. Steps in PORPE Strategy

In the PORPE strategy there were five steps that should done. These steps must be done sequentially so that the process of understanding the text is more effective. The steps consist of *Predict, Organize, Rehearse, Practice, and Evaluate*.

The Explanation of the steps as follows:

a. Predict

In this step, students are asked to predict essay questions in a descriptive text. Students must also include answers to the predicted essay questions in the second steps. The role of the teacher here is to assist students in synthesizing, analyzing and applying questions properly

²² Saeful et.al, "*The effect of the PORPE Method on Students' Reading Comprehension and Metacognitive Awareness*", p. 570

²³ Saeful et.al, "*The effect of the PORPE Method on Students' Reading Comprehension and Metacognitive Awareness*", p.571

and correctly, namely with the type of "what" and "when" questions. one way to do this is to introduce them to a glossary of the words most commonly used in essay questions: explain, critique, compare, contrast, react, support, outline, etc. Then, as a follow-up, the teacher should exemplify the thought process in preparing (predicting) and composing essay questions on the body of previously learned information. Students then have to prepare predictable questions and then share them with classmates.

b. Organize

Students are directed to organize the information needed to answer predictable questions. The information got from the text. Students are requested to use semantic maps and outlines for this purpose. Again, teachers should model this strategy.

c. Rehearsal

This is the conventional "study" or memorizing and reciting step. Students should be encouraged to use their appropriate memory, namely long-term memory or short-term memory.

d. Practice

In this step, students practice writing or answering essay type questions. Students can write down the results of their thoughts in predicting and compiling and memorizing essay questions and answers that have been previously obtained.

The steps that they should be reminded as follows:

1. Work from an outline.
 2. Make sure your opening sentence repeats the question and / or takes a clear position.
 3. Make sure your answer is clear by using transitional words and phrases such as "first", "on the other". "Furthermore." And finally."
 4. Give examples of main points.
 5. Reread what you wrote, and make editorial corrections as appropriate.
- a. Evaluate

Evaluate is the last step of the PORPE strategy. The idea simply is to consider how a teacher might evaluate students' answer. It may be necessary to conduct several sessions where students listen to, read, and discuss the relative merits of various essay answers before they acquire the ability to get outside of themselves and review their own work.²⁴

3. The Advantages of the PORPE Strategy

According to study was conducted by Simpson et al, there were six advantages of PORPE strategy²⁵ as follows:

1. PORPE can stimulate students to synthesize, analyse, and think about concepts. The benefit obtained from this can train students to improve their thinking skills to find ideas and determine ideas from a text.

²⁴ Manzo, *Content Area Reading: A Heuristic Approach*, p. 291

²⁵ Michele L. Simpson, et al, "PORPE: A Research Validation," (JSTOR: Journal of Reading, Vol. 33, No. 1, Oct 1989), p. 27

2. PORPE is a learning strategy that can be fully controlled by the teacher or applied by students totally. That way, learning becomes easier to control.
3. PORPE can improve students' cognitive and metacognitive processes. With the improvement of these two aspects, students will find it easier to improve their ability to understand technology and obtain information in it.

E. Descriptive Text

1. The Definition of Descriptive Text

Gerot and Wignell define a descriptive text as a type of text that aims to describe certain people, places or objects. Then, Gerot and Wignell divided the descriptive text into two parts, namely: First, identification, which is the part that identifies the topic to be described. Second, description, which is a part that describes the parts, activities, and characteristics of the topic.²⁶ Moreover, Cavanagh points out that the generic structure of descriptive text is composed of an introduction that introduces the subject of description, features of the subject, such as physical appearance, quality, habitual behavior, important attributes.²⁷

²⁶ Siti Masitoh and Dasep Supriadi, "Improving Students' Ability in Writing Descriptive Text Using Genre Based Approach (Gba) at The Eighth Grade Students of SMP Islam Terpadu Fitrah Insani," (ELTIN Journal Vol 3/1, April 2015), p. 40

²⁷ Fauzal Efita, "Improving Students' Reading Comprehension of Descriptive Texts Through Cognitive Strategy at Grade VII-2 of SMP Indra Praja Tembilahan", (Jurnal Pendidikan Bahasa, Sastra dan Seni, Volume 16, No.2, Septemer 2014), p.121

Based on the explanation above, it can be concluded that descriptive text is a type of text that contains a detailed description of an object such as humans, animals, plants, or inanimate objects.

2. The Generic Structure of Descriptive Text

In the descriptive text, there two kinds of the generic structure as follow:

- b. Identification is an introduction, in the form of a general description of a topic.
- c. Description is to contain special characteristics possessed objects, places, or people described. For example traits, physical features, and other things that are written specifically.

The example of descriptive text:

Figure 2.1: Example of Descriptive Text

Identification	<p style="text-align: center;"><i>Bali (Indonesian)</i></p> <p>Bali is an island and province of Indonesia. The province includes the island of Bali and a few smaller neighbouring islands, notably Nusa Penida, Nusa Lembongan, and Nusa Ceningan. It is located at the westernmost end of the Lesser Sunda Islands, between Java to the west and Lombok to the east. Its capital of Denpasar is located at the southern part of the island. With a population of 3,890,757 in the 2010 census, and 4,225,000 as of January 2014, the island is home to most of Indonesia's Hindu minority.</p>
Description	<p>According to the 2010 Census, 83.5% of Bali's population adhered to Balinese Hinduism, followed by 13.4% Muslim, Christianity at 2.5%, and Buddhism 0.5%. Bali is a popular tourist destination, which has seen a significant rise in tourists since the 1980s. It is renowned for its highly developed arts, including traditional and modern dance, sculpture, painting, leather, metalworking, and music.</p> <p>The Indonesian International Film Festival is held every year in Bali. Bali is part of the Coral Triangle, the area with the highest biodiversity of marine species. In this area alone over 500 reef building coral species can be found. For comparison, this is about 7 times as many as in the entire Caribbean. There is a wide range of dive sites with high quality reefs, all with their own specific attractions. Many sites can have strong currents and swell, so diving without a knowledgeable guide is inadvisable. Most recently, Bali was the host of the 2011 ASEAN Summit, and the 2013 APEC.</p> <p><i>Source: https://www.ilmubahasainggris.com/descriptive-text/</i></p>

F. Teaching and Learning Theories

In the teaching approach, there were three general approaches that have become a fundamental theory in teaching-learning. The approaches as follows:

1. Behavioristic Approach

Theories that study human behavior are called behavioristic theories. Behaviorism focuses on how people behave. According to Desmita, behavioristic learning theory is a theory of learning to understand human behavior using objective, mechanistic, and materialistic approaches, so that changes in behavior in a person can be done through conditioning efforts.²⁸ In education, how students behave while studying is discussed in behaviorism. More specifically, behaviorism focuses on observing how students respond to certain stimuli that, when repeated, can be evaluated, measured, and finally controlled for each individual. Thought or cognitive processes are not the most emphasized in the deep behaviorism but rather that which can be observed. In short, if you cannot observe it, you cannot study it.²⁹ Based on the theory, according to the behavioristic theory of learning is a change in behavior as a result of the interaction between stimulus (stimulus) and response (response).

²⁸ Novi Irwan Nahar, "Penerapan Teori Belajar Behavioristik Dalam Proses Pembelajaran" (Jurnal Ilmu .30265489

+ Pengetahuan Sosial, Vol.1 Desember 2016), p.65

²⁹ Anthony G. Picciano, "Theories and Frameworks for Online Education: Seeking an Integrated Model" (Online Learning, 21(3), 166-190), P.167.

In other words, learning is a change in students' ability to behave in new ways as a result of the interaction between stimulus and response. If a person is able to show a change in behavior, then he/she is considered to have learned something.

2. Cognitive Approach

Cognitive focuses on changes in internal mental processes that are used in an effort to understand the external world. The mental structure includes knowledge, beliefs, skills, expectations, and other mechanisms in the head of the learner. According to Gredler in Uno, cognitive learning theory is a learning theory that is more concerned with the learning process rather than learning outcomes itself.³⁰ Therefore, the cognitive theory is more concerned with the learning process than the learning outcomes.

The cognitive theory says that learning does not merely involve the relationship between stimulus and response, but rather a person's behavior is determined by his perception and understanding of situations related to his learning goals. The cognitive theory also emphasizes that parts of a situation are interconnected with the entire context of the situation. This theory states that learning is an internal process covering memory, information processing, emotions, and other psychological aspects. Activities that involve a very complex thought process can be called a learning process.

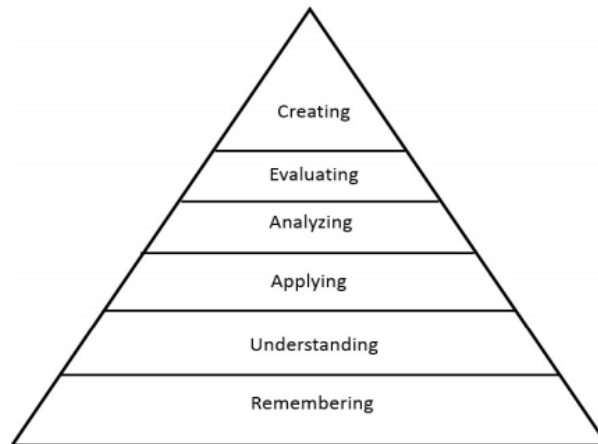
³⁰ Jum Anindar, *“Teori Belajar Menurut Aliran Kognitif Serta Implikasinya Dalam Pembelajaran”* (UIN Imam Bonjol Padang), P.8

The psychologist who first developed a taxonomy of learning was Benjamin Bloom in 1956. The taxonomy related to the development of intellectual abilities and problem-solving as the higher-level skill in learning.³¹ The key elements contained in Bloom's taxonomy as follows:

- a) *Creating*: Bringing elements together to form a coherent or functional whole and organizing elements into new patterns or structures through generation, planning, or production.
- b) *Evaluating*: Make an assessment based on criteria and standards through inspection and criticize.
- c) *Analyzing*: Divide the material into parts and determine how the parts relate to one another and for the whole structure or purpose through differentiation, organizing, and attributes.
- d) *Applying*: Perform or use procedures through implementation or application.
- e) *Understanding*: Construct meaning from spoken, written, and graphic messages through interpret, exemplify, classify, summarize, conclude, compare, and explain.
- f) *Remembering*: Retrieve, recognize and recall relevant knowledge from the long-term memory.

³¹ Anthony G. Picciano, "Theories and Frameworks for Online Education"p.168

Figure 2.1:
Bloom's Taxonomy



There are nine events in teaching that drive the definition of the objectives and instructional design strategies outlined by Gagne. The description as follows:

Figure 2.2:
Gagne's Nine Events Instruction

1. **Gain attention:** Use media related to the topic.
2. **Describe the goal:** Present clear objectives to the overall course goals.
3. **Stimulate prior knowledge:** Review previously presented material and concepts and connect them to the material to be addressed in the current module.
4. **Present the material to be learned:** Readings, presentations, demonstrations, multimedia, graphics, audio files, animations, etc.
5. **Provide guidance for learning:** Discussions to enable learners to actively reflect on new information in order to check their knowledge and understanding of content.
6. **Elicit performance:** Activity-based learning such as group research projects, discussion, homework, etc.
7. **Provide feedback:** Immediate, specific, and constructive feedback is provided to students.
8. **Assess performance:** Assessment activity such as a test, research project, essay, or presentation.
9. **Enhance retention and transfer:** Provide opportunities for additional guided practice or projects that might relate learning to other real-life activities.

According to Jones & Brader, constructivism is an approach that has emerged as a refreshing learning idea in an educational context. This concept allows students to be actively involved in its learning process.³² According to Brooks, the underlying philosophy or worldview is called constructivism. The theory shows that constructivism is more a philosophy and not a strategy, approach, or learning model. In addition, Glaserfeld defines constructivism will always form a conception of knowledge actively and creatively.³³ Therefore, he sees knowledge as something that actively accepts anything through common sense or through communication and interaction. Then, a term in learning emerges called a paradigm.

The concept of paradigm was first popularized by Kuhn quoting from his work: *The Structure of Scientific Revolutions* as a set of explicit and implied assumptions on which to base scientific ideas.³⁴ Paradigm is defined as a form of something, a pattern, or a model. So, the paradigm can be concluded as a learning model. A learning paradigm also has a process, in constructive theory, it is called an active learning approach.

Active learning approach is the transition of the concept of learning centered on the teacher (teacher-centered learning) towards the concept

³² Kurniawan Nugroho, D.Wulandari, "Constructivist Learning Paradigm as the Basis on Learning Model Development. *Journal of Education and Learning*" (Journal of Education and Learning, Vol. 11 (4) pp. 410-415,2017), p.411

³³ H. Dadang Supardan, "Teori dan Praktik Pendekatan Konstruktivisme Dalam Pembelajaran, (Journal of Edunomic | Volume 4 No. 1 Tahun 2016), p.1

³⁴ Imroatus Solikhah, "Paradigma Baru Pembelajaran Bahasa dan Resistensi Masyarakat Terhadap Perubahan" (CENDEKIA, Vol. 8, No. 2, Oktober 2014), p.153

of learning-centered on students (student-centered learning). This learning theory is implemented by referring to the following principles:

- a. *Experiencing*, students (students) are actively involved both physically, mentally, and emotionally through direct experience will give meaning to students rather than just listening.
- b. *Communicating*, learning activities enable communication between teachers and students. The process of good communication is between the communicator and the communicant element in one direction.
- c. *Interaction*, in constructive theory, learning is the process of constructing knowledge. The construction process was carried out personally and socially. Interaction can occur if there is a "conditioning" factor by the environment that causes individuals to learn something.
- d. *Reflection*, learning activities enable students to rethink what has been done. The reflection process really needs to be done to find out how far the learning process has been achieved. Reflection as an activity carried out in the learning process which in principle is an activity to assess students to educators.

G. E-learning

According to Michael, E-learning is learning that is structured for the purpose of using an electronic system or computer so that it is able to support a learning process.³⁵ E-Learning was related to online education. Several theories that discuss online education as follows:

1. Community of Inquiry (COL)

Garrison et al have develop a model for online learning that was community of inquiry in 2000. This model is based on the “presence”: cognitive, social, and teaching and support the design of online learning. Community of inquiry has become one of the popular models for online courses and blends designed for become highly interactive among students and faculty using discussion boards, blogs, wikis, and video conferencing.³⁶

2. Connectivism

Initially, the Connectivism model was pioneered by Siemens in 2004, a learning model that keeps pace with the increasingly rapid development of data communication networks. Internet technology has increased the level of learning from internal, individualistic activities to groups, communities, and even crowd activity. Siemens asserted that connectivism as a theory is driven by the dynamics of information

³⁵ Nurhayati, “*Metode Pembelajaran Daring/E-learning Yang Efektif*” (Universitas Pendidikan Ganesha Singaraja, Indonesia), p.4

³⁶ Anthony G. Picciano, “*Theories and Frameworks for Online Education*”, p.173

flow.³⁷ There are eight principles of connectivism put forward by Siemens as follows:

- a) Learning and knowledge rests in diversity of opinions.
 - b) Learning is a process of connecting specialized nodes or information sources.
 - c) Learning may reside in non-human appliances.
 - d) Capacity to know more is more critical than what is currently known.
 - e) Nurturing and maintaining connections is needed to facilitate continual learning.
 - f) Ability to see connections between fields, ideas, and concepts is a core skill.
 - g) Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities.
 - h) Decision making is itself a learning process.
3. Online Collaborative Learning (OCL)

Harasim is a person who put forward the theory of Online Collaborative Learning (OCL) which focuses on Internet facilities to provide a learning environment that encourages collaboration and build knowledge.

³⁷ Anthony G. Picciano, *Theories and Frameworks for Online Education*, p.175

In OCL, there are three phases of knowledge construction through discourse in a group:

- a) *Idea generating*: the brainstorming phase, where different thoughts are gathered.
- b) *Idea organizing*: the phase in which ideas are compared, analyzed, and categorized through discussion and argument.
- c) *Intellectual convergence*: the phase where consensus and intellectual synthesis occurs, including agreeing to disagree, usually through assignments, essays, or otherwise part of the work together.

Online learning has been widely applied at various levels of education with the help of internet networks ranging from elementary school to university level. As technology develops now, E-learning can also be done via a smartphone. The use of smartphones as a medium for teaching online is because almost all students and teachers have them. The use of online-based learning is increasing related to the emergence of the COVID-19 pandemic since the beginning of 2020.

During the current covid-19 pandemic, it is almost impossible to do the learning process directly. Therefore, using the internet-based virtual applications are the solution for many people to stay in touch when at home.

Some of applications that commonly used in online learning as follows:

1. *Zoom*, it is a platform to facilitate work or teaching and learning activities during a pandemic was founded by Eric Yuan from China.³⁸ Through the Zoom application, users can communicate virtually from long distance. Due to its technology, Zoom has widely used in the teaching and learning process all over the world during this pandemic.
2. *Google Meet*, this application released in March of 2017 by Google. Meet is of the conference application that used in teaching-learning process. Its maximum capacity is 30 persons. In this application, users can make a video call or sending a message to another person who in long distance.
3. *Google Classroom*, it is one of application that the most used in teaching-learning process. Google classroom released on May 6th, 2014 by google. This application has got updated since 2015 to 2019. In accordance with its function, this application dedicated to making the teaching-learning process come easily.
4. *Whatsapp*, this application is one of the most used of social media application. Whatsapp or WA released in January of

³⁸ Connexindo, "*Berawal dari Tantangan, Begini Awal Mula Sejarah Zoom*" (<https://www.nataconnexindo.com/blog/berawal-dari-tantangan-begini-awal-mula-sejarah-zoom>), Accessed on December 5th, 2020)

2009 by Brian Acton and Jan Koum.³⁹ Users can download this application in iOS, Android, and Windows. It used in teaching-learning process because in this app users can make a group discussion that consist of unlimited members in it. Then, users can make a video call and sending a message quickly.

H. The PORPE Strategy Teaching Procedures

1. Pre-Activities (10 Minutes)

- a) The researcher prepares the Google Classroom and Whatsapp applications.
- b) The researcher prepares students to be active in learning forums.
- c) The researcher greets students and opens lessons.

2. While-Activities (40 Minutes)

- a) The researcher sends the material in PPT form and the students download it.
- b) Students read and understand the material with the guidance of the researcher.
- c) Students are asked to understand the stages in the PORPE strategy.
- d) After understanding the material, the researcher provided a descriptive text to be understood using the PORPE strategy.
- e) Students are directed to read the text that has been shared in the forum.

³⁹Wikipedia, “*Whatsapp*” (<https://en.wikipedia.org/wiki/WhatsApp>, Accessed on December 5th, 2020)

- f) The teacher directs students to predict essay questions that related to the text.
- g) Students are asked to compose answers from the essay questions that have been predicted beforehand.
- h) Students are asked to memorize and repeat the questions and essay answers that have been found from the text.
- i) The researcher directs the students to practice writing down their findings by making an outline containing the important points of the text.
- j) Students are asked to self-assess their findings whether it is in accordance with the information contained in the text or not.

3. Post-Activities (10 Minutes)

- a) The researcher follow-up on student work results.
- b) The researcher gave the task of making essay questions and their answers based on the findings of each student and collected through the Google Classroom application or Whatsapp.

I. Previous Study

There are some previous research finding related this research. First, the research was conducted by Erhan in 2018 entitled Using PORPE (Predict, Organize, Rehearse, Practice and Evaluate) Strategy in Teaching Reading Comprehension. The research was conducted in MTS Al-Rahmah, located in Lebak Wangi-Walantaka, Serang-Banten. He was select class VIII A and VIII B as the sample of the research. The

objectives of this research were to know the students' reading comprehension, how PORPE strategy is applied in teaching reading comprehension and the influence of PORPE strategy towards students' reading comprehension. The researcher was use quasi-experimental research design. He was used two classes as the sample, namely experimental and control class. He was compared the post-test results between the experimental class and control class. The result of his research is that using PORPE strategy is significantly effective in teaching reading comprehension.⁴⁰

Second, the research was conducted by Saiful, et al in 2019 that has the objective to know does the application of the PORPE strategy have any significant effect on improving university students' literal, interpretative, and critical comprehension and on students' metacognitive awareness. The research was conducted in Makassar Muhammadiyah University, Makassar. The researcher has used a quasi-experimental design with non-equivalent group design. Their research involved two groups as the sample, namely an experimental and control class. The researcher has used the questionnaire to get a deeper understanding of metacognitive awareness. Then, based on the results of the P-alpha test that has been done by researchers, obtained p-alpha level greater than

⁴⁰Asila Erhan, "*Using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy in Teaching Reading Comprehension (An Experimental Research at Mts Al-Rahmah Grade Viii,*" (S1 Thesis. Banten: Education and Teaching Training Faculty,The State Islamic University Sultan Maulana Hasanuddin Banten, 2018)

0.05 ($p > 0.05$) with sig.0.324. It means that H_0 is stated that "There is no effect of PORPE to the students' metacognitive awareness" is accepted and the research hypothesis which stated that "There is the influence and effect of PORPE to the students' metacognitive awareness" is not accepted. So, there is no significant effect on metacognitive awareness by applying PORPE strategy.⁴¹

Third, the research was conducted by Lestari in 2017. The objective of the study was to find out the significant improvement and differences of eighth-grade students of SMPN 3 Betung before and after using the PORPE strategy in narrative reading. This research used quasi experimental with pre-test post-test non-equivalent group design. The researcher selected class VIII as the sample of the research. The conclusion of her research as follow: first, from the result of pre-test and post-test of the experimental group, there was a significant improvement on the eighth-grade students' narrative reading achievement who are taught by using PORPE strategy at SMPN 3 Betung. Second, there was significant difference on eighth-grade students' narrative reading achievement who were taught by using PORPE strategy and those who were not at SMPN 3 Betung.⁴²

⁴¹ Saiful, et al, "*The Effects of the PORPE Method on Students' Reading Comprehension and Metacognitive Awareness*" pp. 569-582

⁴² Ita Lestari, "*Teaching Narrative Reading by Using Predict, Organize, Rehearse, Practice, and Evaluate (PORPE) Strategy to The Eight Grades Students of SMPN 3 Belitung*," (S1 Thesis. Palembang: Tarbiyah Faculty, State Islamic University Raden fatah Palembang, 2017).

Fourth, the research was conducted by Erlisa in 2019. His research examines the use of the PORPE strategy in teaching English at SMAN 1 Takalar. The purpose of this study was to find an increase in students' reading comprehension, students' listening comprehension, and a significant difference between students' reading comprehension and listening comprehension using the PORPE strategy and discussion groups. The research design used in this research is quasi experimental research with a total sample of 60 students. The findings obtained from the study were that there was a significant increase on students' ability in reading comprehension and listening comprehension using the PORPE strategy.⁴³

Based on the results of the research above, this research has some differences. First, the dependent variable of the previous research was different. The study by Erhan only focus on reading comprehension without focus on specific text. Then, the study from Saiful et al put many of aspect that measured namely: literal, interpretative, and critical comprehension also metacognitive awareness. Meanwhile, the study from Erlisa added listening skill in her research problem. However, this researcher focused on reading comprehension of descriptive text. Third, all of the previous study was conducted with giving the treatment directly. However, this study was conducted through online learning basis due to COVID-19 pandemic. The last, the study by Lestari only

⁴³ Lisa Erlisa, "*The Use of "Porpe Strategy" In Teaching English At SMAN 1 Takalar,*" (S1 Thesis. Makassar: Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, 2020),

focus on reading narrative text. However, this research only focused on students reading ability in comprehending descriptive text. From these reasons, it can be concluded that this study has many aspects that distinguish it from previous studies.

J. Hypothesis

Based on the previous problem, the researcher formulated the following hypothesis:

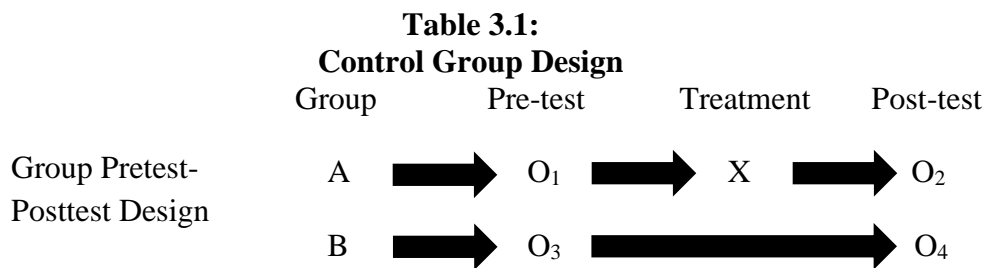
Ha: There was any effect on students' reading ability in comprehending descriptive text among the students who taught using PORPE strategy and that were not.

Ho: There was not any effect on students' reading ability in comprehending descriptive text among the students who taught using PORPE strategy and that were not.

CHAPTER III
RESEARCH METHOD

A. Research Design

In this research, the researcher used quantitative experimental research to determine the effect of the PORPE strategy on students' reading comprehension. Nunan stated that “Quantitative is obstructive and controlled, objective, beheaded, results-oriented, and assumes the existence of 'facts' that are somehow outside and not dependent on the observer or researcher”.⁴⁴ Therefore, the researcher has gone to the research location to collect the data directly. In this research there are two variables, namely independent and dependent. The researcher used the PORPE strategy as an independent variable and students' reading ability as the dependent variable. This has the experimental class and control class as the sample of the research. The experimental class that received the treatment and the control class were not. The design called the control group design.⁴⁵ It can be illustrated below:



(Source: Campbell & Stanley, 1963, p.47)

⁴⁴ David Nunan, *Research Method in Language Learning* (Cambridge: Cambridge University Press, 1993), p.3

⁴⁵ Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi-Experimental Designs for Research* (London: Houghton Mifflin Company, 1963), p.67.

Note:

A : Experimental Class

B : Control Class

X : Treatment

O₁ : Pre-test Experimental Class

O₂ : Post-test Experimental Class

O₃ : Pre-test Control Class

O₄ : Post-test Control Class

B. Population and Sample

a. Population

A population is a group of individuals or organizations that have the same characteristics used as objects in a study.⁴⁶ The population in this study were students in class X IBB and X IPS 4 of the first semester at SMAN 4 Kota Bengkulu in the academic year 2020.

Details of the population displayed in the following table:

Table 3.2:
Table of the Population

Class	Male	Female	Number of Students
X IPS 5	8	12	20
X IBB	4	16	20
Total	12	28	40

(Source: SMAN 4 Kota Bengkulu in academic year 2020/2021)

⁴⁶ Dimitra Hartes, *Educational Research and Inquiry: Qualitative and Quantitative Approaches* (London: Continuum International Publishing Group, 2010), P.67

b. Sample

The sample is a subgroup of the target population that is generalized to be studied afterwards.⁴⁷ This research used students in two classes as the experimental group and control group.

Table 3.3:
Table of the Sample Group

Class		Male	Female	Number of Students
Experimental	X IBB	4	16	20
Control	X IPS 5	8	12	20
Total		12	28	40

(Source: SMAN 4 Kota Bengkulu in academic year 2020/2021)

C. The Research Instrument

Grabe stated that research studies sometimes use standards to measure student levels or student teaching outcomes.⁴⁸ Then, that standard was used as an indicator to develop research instruments in the process of collecting data. In this research, the researcher used the reading test as an instrument to measure students' reading comprehension by doing pre-tests before giving treatment and post-tests after giving treatment.

1. Reading Test

Reading test is the test that measure student's reading ability. Its purpose was to know how far students' understanding in comprehending reading text. In this research, descriptive text was used as part of test instrument. The researcher used multiple-choice questions about 20 items

⁴⁷ John W Creswell, *Educational Research*, p.147

⁴⁸ William Grabe, *Reading in a Second Language*, p.355

which has been tested for validity and reliability. In the question sheet, there were several descriptive reading texts that students should understand to answer the questions. The total score students got if they could answer all questions correctly was 100 points which 5 points for each question. The score categorized as follows:

Table 3.4
The Classification of Student's Score

The Range of Score	Category Score	
85-100	Excellent	A
75-84	Good	B
56-74	Fair	C
< 55	Poor	D

2. Documentation

Documentation is the record of past events. Its results can be in the form of writing, pictures, and videos. Documentation used to record the activity that does in the research process. The researcher used a smartphone and laptop to record all research activities.

D. Validity and Reliability Test

1. Validity Test

Validity test is a stage to find out whether an instrument is valid or not. An instrument is said to be valid if it can measure what it wants to be measured. In this research, the researcher used the Test Validity of the Pearson correlation. Then, the value compared the value of T-count with R Table= 2.086 and Probability 0.05.

The formula of Pearson correlation:

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

Note:

R_{xy} : correlation coefficient per item

N : number of subjects

$\sum X$: total item score

$\sum Y$: total score of all items

$\sum XY$: total item score* total score of all items

The formula to find out t_{count} :

$$t_{hitung} = \frac{r_{xy} \sqrt{(n - 2)}}{\sqrt{(1 - r_{xy}^2)}}$$

Note:

$n-2$: $22-2=20$

Based on the result of validity test, there are 22 of the 30 items are valid and the level of reliability can be tested.

2. Reliability Test

Reliability test is a stage to test the consistency of an instrument in measuring what it wants to measure. The researcher used KR-20 formula in reliability test.

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Note:

r_{11} : overall test reliability

p : the proportion of subjects who answered the item correctly

q : the proportion of subjects who answered the item incorrectly

$\sum pq$: the sum of the multiplication between p and q .

N : number of items

S^2 : standard deviation from the test (standard deviation is the root of variance)

Before looking for the value of r_{11} , the researcher counted the value of S^2 by using this formula of variance:

$$S^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

Note:

S^2 : Variance

$(\sum x)^2$: The quadrat of the total score obtained by the student.

$\sum x^2$: The sum of the quadrat scores obtained by the students.

To see the level of reliability from the results of the r_{11} value, the researcher matched r_{11} value with the following reliability criteria:⁴⁹

Table 3.5
The Level of Reliability

0.00 – 0.200	Very low reliability
0.200 – 0.400	Low reliability
0.400 – 0.600	Medium reliability
0.600 – 0.800	High reliability
0.800 – 1.00	Very high reliability

Based on the result of the reliability test, it found that the value of $r_{11} = 0.91$. Its mean that the level of reliability of the research instrument was very high.

E. The Technique of Data Collection

In collecting data, the researcher carried out three stages to find out the significant effects on students' reading comprehension as follows:

1. Pre-test

The pre-test was conducted to measure students' reading comprehension ability before the treatment was given. This test was conducted in the experimental and control class.

⁴⁹ Suharimi Arikunto, *Prosedure Penelitian Suatu Pendidikan Praktik*, Jakarta: Rineka

2. Treatment

Treatment is the process of giving the material related to the objective of the research. In this research, the researcher used the PORPE strategy as the treatment.

3. Post-test

The post-test is the final test that has the purpose to know the result of students' reading comprehension ability after treatment was given. This test was conducted in experimental class and control class. The results compared with the pre-test results to know the effect on students' reading comprehension ability.

F. The Technique of Data Analysis

The data analysis process carried out after the researcher collected the pre-test and post-test results from the experimental group. In analysing the data that has been obtained, the researcher measured the differences of the students' average score of the experimental group before and after treatment. The researcher used the paired sample t-test formula with SPSS 16 (Statistical Package for Social Science) application for windows. Before conducting the paired sample t-test, a normality test is required to be done first.

1. Normality Test

The researcher used the *Kolmogorov-Smirnov* normality test which was a test conducted to know the distribution of the experimental class and control class have normal distribution or not. The Researcher used

SPSS version 16 to conducting normality test. The criteria of normality test as follows:

If $\text{Sig} > \alpha = 0,05$ (H_0 accepted/normal distribution)

If $\text{Sig} > \alpha = 0,05$ (H_a accepted/abnormal distribution)

2. Homogeneity Test

This research used Levene's test of equality variance in homogeneity test. A homogeneity test is a test conducted to find out that two or more groups of sample data come from the population that have the same variance (homogeneous).

Homogeneity test results can be seen through the following criteria:

- a. If Significance value (p) > 0.05 indicates that the groups from the population have same variance (homogeneous).
- b. If Significance value (p) < 0.05 indicates that the groups from the population have different variance (not homogeneous).

3. Independent Sample T-Test

Independent sample t-test is one of the parametric tests for the independent comparisons. The basis for determining the independent sample t-test is based on the significance value (2-tailed) that measures the presence or absence of the average difference in the subjects tested.

The criterias as follow:

- a) If Significance value (2-tailed) > 0.05 indicates that there is no any significance effect on the students' reading ability among the research subjects (H_0 accepted).

- b) If Significance value (2-tailed) < 0.05 indicates there is any effect on students' reading ability among the research subjects (H_a accepted).

In addition, the effect on students' test results can also be measured by comparing the value of t count and t table. The decision made based on the values comparison value of t count and t table in the independent sample t test can be guided by the following basic decisions:

- a) If the value of t count $< t$ table, its mean H_0 is accepted and H_a is rejected, which means there was no any effect on student's reading ability among the experimental class and control class.
- b) If the value of t count $> t$ table, its mean H_0 is rejected and H_a is accepted, which means there was any effect on student's reading ability among the experimental class and the control class.

G. Research Procedures

The research procedures carried out in this study consist of three phases as follows:

1. Preparation Phase

The steps of the preparation phase as follows:

- a. Conducted preliminary observations at the school that used as a research location.
- b. Determined the competency standards, basic competencies, and main material that used in research.
- c. Arranged the lesson plan and learning material.
- d. Make the research instrument guideline.

- e. Make the research instrument in the form of the objective test.
- f. Make the answer key.
- g. Conducted a try out of research instruments.
- h. Analyze the test items by conducting validity and reliability tests.

2. Implementation Phase

The steps of the implementation phase as follows:

- a. Doing consultation with the English teacher of samples class.
- b. Taking the research samples from existing classes that was experimental and control class.
- c. Conducting pre-test in experimental and control class.
- d. Giving the treatment by using PORPE strategy in three times of meeting for experimental class.
- e. Conducting post-test in experimental and control class.

3. Reporting Phase

The steps of the reporting phase as follows:

- a. Analyze the data of the research result.
- b. Reporting the research result.

CHAPTER IV
RESULTS AND DISCUSSION

A. Results

The results in this research were in the form of students' test scores from the pre-test and post-test in the experimental and control classes. The pre-test was carried out before the experimental class was given the treatment and the post-test was carried out after the treatment. Then the data were analyzed using t-test in SPSS 16 program.

1. Results of Reading Comprehension Test

a. The Description of Pre-test Scores and Post-test Scores of Experimental Group

Table 4.1
Statistical Description of Pre-test and Post-test score in the Experimental Class

Statistic Value	Pre-test	Post-test
N	20	20
Mean	44.25	75.5
Median	42.5	77.5
Standard Deviation	21.6597	13.7554
Variance	469.145	189.211
Minimum	15	45
Maximum	85	100

Detailed of the data description as follows:

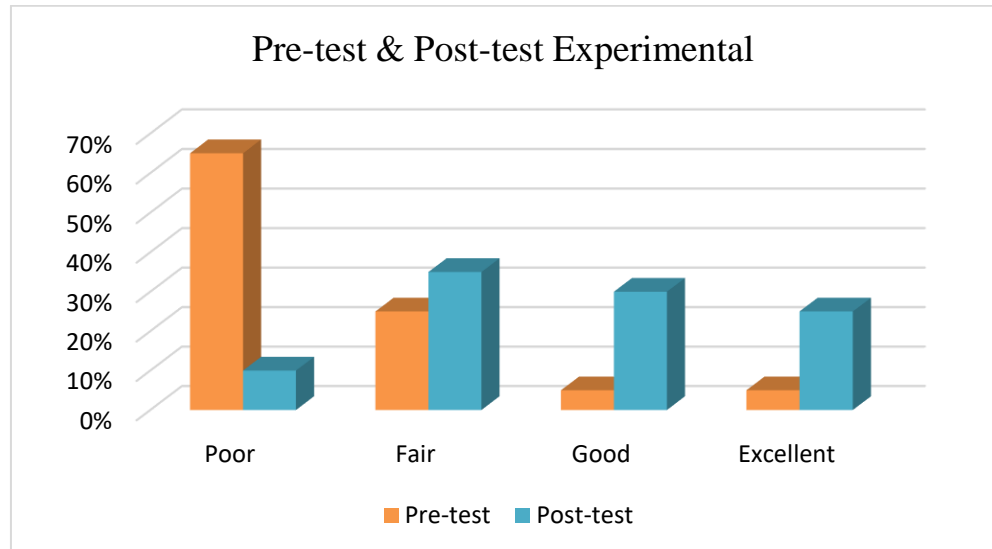


Figure 4.1

Graphic of Pre-test & Post-test Score of Experimental Class

Based on the figure 4.1, it showed that the lowest frequency of the pre-test of the students was excellent and good category, whilst the highest students' pre-test frequency was poor category. Then, poor category was the lowest frequency in students' post-test score and the higher was fair category.

From the explanation of the figure above, it found that the pre-test score was lower than post-test score. It concluded that there were improvements on students' score in comprehending descriptive text.

Below was the description table of the distribution experimental group test results:

Table 4.2
The Distribution of Experimental Group Test Results

Interval Score	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
85-100	Excellent	1	5%	5	25%
75-84	Good	1	5%	6	30%
56-74	Fair	5	25%	7	35%
<55	Poor	13	65%	2	10%
Total		20	100%	20	100%

Based on the data of the table above, it found that in pre-test there were 13 students (65%) who are in poor category (score <55), 5 students (25%) who are fair category (score between 56-74), and 1 student (5%) who are in good category (score between 75-84), and 1 student (5%) in excellent category (score between 85-100). Whilst, in the post-test, it showed that there were 2 students (10%) who were in poor category (score <55), 7 students (35%) who were in fair category (score between 56-74), 6 students (30%) who are in good category (score between 75-84), and 5 students (25%) who are in excellent category (score between 85-100).

b. The Description of Pre-test Scores and Post-test Scores of Control Group

Table 4.3
Statistical Description of Pre-test and Post-test score in the Experimental Class

Statistic Value	Pre-test	Post-test
N	20	20
Mean	40	49.25
Median	40	50
Standard Deviation	21.0263	19.8862
Variance	442.105	395.461
Minimum	10	25
Maximum	85	85

Detailed of the control group test results as follows:

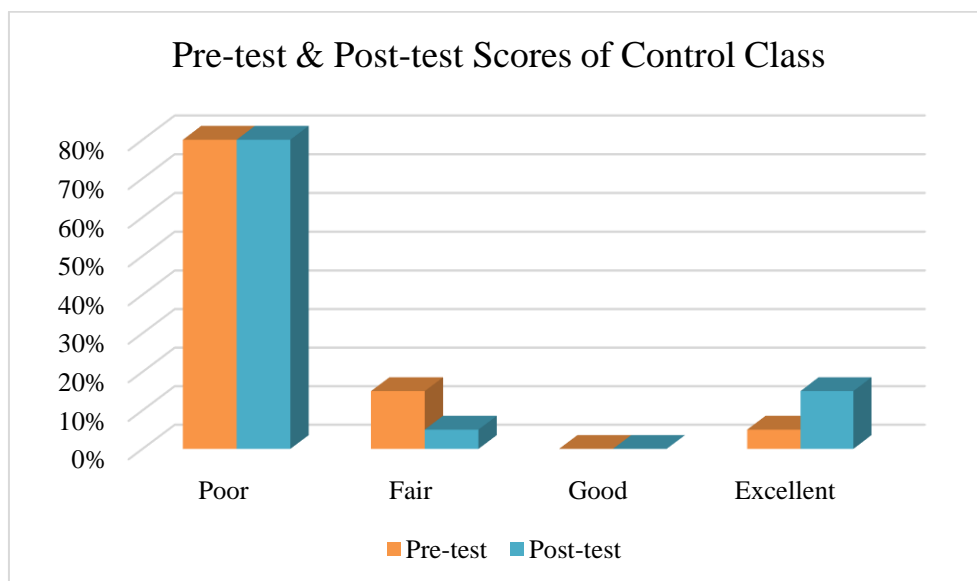


Figure 4.2

Graphic of Pre-test & Post-test Score of Control Class

Based on the figure above, it showed that the highest frequency was poor category and excellent category was lowest whilst good category was not counted. Meanwhile, for the post-test results, there

was no significant average difference on student's results than pre-test results.

Based on the explanation above, it can conclude that there was no significant improvement on students' reading ability in comprehending descriptive text.

The distribution of the control group test results described below:

Table 4.4
The Distribution of the Control Group Test Results

Interval Score	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
85-100	Excellent	1	5%	3	15%
75-84	Good	0	0%	0	0%
56-74	Fair	3	15%	1	5%
<55	Poor	16	80%	16	80%
Total		20	100%	20	100%

Based on the data table 4.2, it found that in pre-test there were 16 students (80%) who are in poor category (score <55), 3 students (15%) who are fair category (score between 56-74), 0 student (0%) who are in good category (score between 75-84), and 1 student (5%) who are in excellent category (score between 85-100). Whilst, in post-test result, it found that there were 16 students (80%) who are in poor category (score <55), 1 student (10%) who are fair category (score between 56-74), and 0 student (0%) who are in good category (score between 75-84), and 3 students (15%) in excellent category (score between 85-100).

2. Normality Test

The normality test has been carried out using the *Kolmogorov-Smirnov*.

a. The Normality of Pre-test

Detailed of normality test results as follows:

Table 4.5
Normality Test Result of Pre-test

Tests of Normality						
Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Results Experimental	.145	20	.200 [*]	.940	20	.243
Control	.150	20	.200 [*]	.952	20	.397

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the data in the table 4.3, it showed that the significance value of experimental class and control class = 0,200. It means that the value of p (sig) > 0,05 or H_0 is accepted. Therefore, it can conclude that the experimental group students are distributed normally.

The histogram of the pre-test normality test presented below:

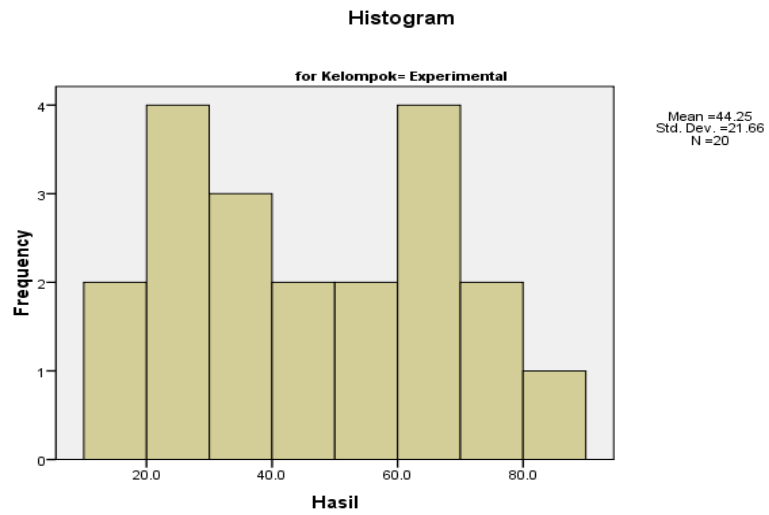


Figure 4.3

The Histogram of the Experimental Group Pre-test Score

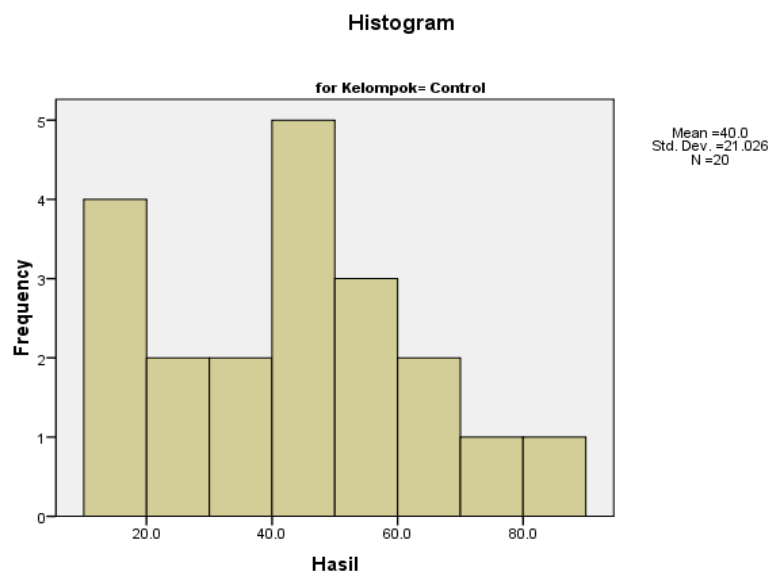


Figure 4.4

The Histogram of the Control Group Pre-test Score

b. The Normality Test of the Control Group Post-test

Detailed of the data described in the table 4.5 as follows:

Table 4.4
The Normality Test of Post-test

Tests of Normality						
Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Results Experimental	.155	20	.200*	.981	20	.944
Control	.186	20	.067	.888	20	.025

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the table above, it showed that the significance value of experimental class = 0,200 and control class = 0,67. It means that these value of p (sig) > 0,05 or H_0 is accepted. Therefore, it can conclude that the experimental group students are distributed normally. The histogram described as follows:

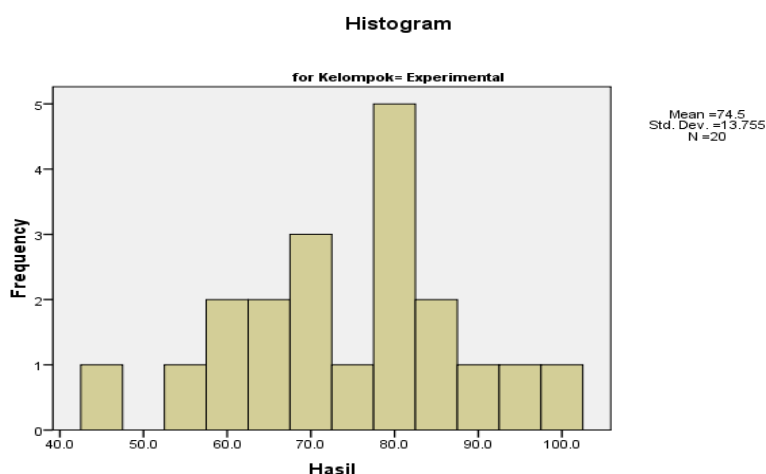


Figure 4.4
The Histogram of the Experimental Group Post-test Score

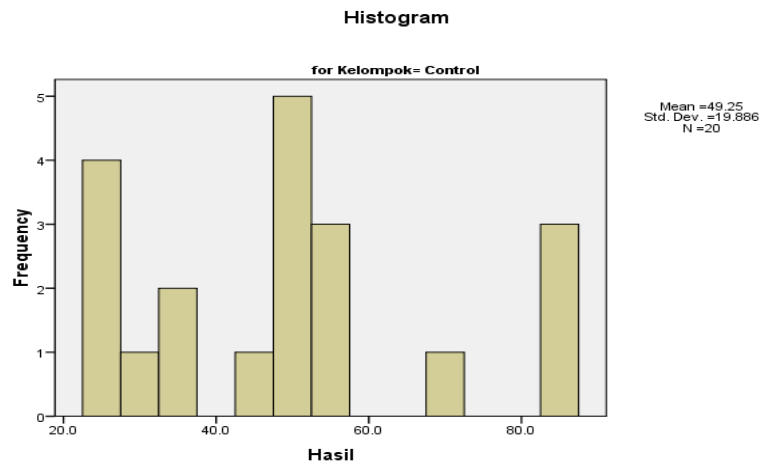


Figure 4.4

The Histogram of the Control Group Post-test Score

3. Homogeneity Test

In the homogeneity test, levene test was used.

a. The Homogeneity Test of the Pre-test Results

Table 4.7
The Homogeneity Test of Pre-test Results

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pre-test Results	Based on Mean	.557	1	38	.460
	Based on Median	.550	1	38	.463
	Based on Median and with adjusted df	.550	1	35.666	.463
	Based on trimmed mean	.499	1	38	.484

Based on the table above, it can be seen that the output of the levene test of homogeneity of variance (based on mean/sig.) was $0,460 > 0,05$. Therefore, it can be stated that pre-test data have the same variance (homogeneous).

b. The Homogeneity Test of the Post-test Results

Detailed of the data described as follows:

Table 4.8
The Homogeneity Test of the Post-test Results

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Post-test Results Based on Mean	1.333	1	38	.256
Based on Median	1.180	1	38	.284
Based on Median and with adjusted df	1.180	1	32.722	.285
Based on trimmed mean	1.458	1	38	.235

Based on the table above, it can be seen that the p-output of the levene test of homogeneity of variance (based on mean/sig.) was 0,256 which higher than 0,05. Therefore, it can be stated that post-test data have the same variance (homogeneous).

4. Statistically Testing

Statistically testing was carried out using the SPSS 16 program. The researcher used the independent sample t-test in the SPSS program because there were two different groups in this research. Detailed of the statistically testing presented as follows:

a. Hypotheses Testing of Pre-test

Table 4.9
Group Statistics of Pre-test Result

Group Statistics				
Group	N	Mean	Std. Deviation	Std. Error Mean
Results Experimental	20	44.250	21.6597	4.8433
Control	20	40.000	21.0263	4.7016

Table 4.10
Average Difference Score of Pre-test Result

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Pre-test results Equal variances assumed	.557	.460	.630	38	.533	4.2500	6.7500	-9.4147	17.9147
Equal variances not assumed			.630	37.967	.533	4.2500	6.7500	-9.4151	17.9151

Based on the table p-output of Sig. (2-tailed) was $0,533 > 0,05$. It means that H_0 accepted and H_a rejected based on the basis for decision making in the independent sample t-test. It means that there was no average difference score between experimental class and control class.

b. Hypotheses Testing of Post-test

Table 4.11
Group Statistics of Post-test Result

		Group Statistics			
Group		N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental	20	74.50	13.755	3.076
Results	Control	20	49.25	19.886	4.447

Table 4.12
Average Difference Score of Post-test Result

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test Results	Equal variances assumed	1.333	.256	4.670	38	.000	25.250	5.407	14.304	36.196
	Equal variances not assumed			4.670	33.795	.000	25.250	5.407	14.260	36.240

Based on the table p-output of Sig. (2-tailed) was $0,00 < 0,05$. It means that H_0 rejected and H_a accepted based on the basis for decision making in the independent sample t-test.

Then, it found that t_{count} value was $4,670 > t$ table $df=40-2=38$ (2,024) based on $t_{\alpha} = t_{.025}$ from t-distribution table. Based on the basis of decision making through the comparison of t_{count} value and t table, it can be stated that H_0 rejected and H_a Accepted. It means that there was a significance difference on students' average score between experimental class and control class. Therefore, it could be concluded that there was any effect on students' reading ability in comprehending descriptive text among students taught by using PORPE strategy and those were not at tenth-grade students of SMAN 4 Kota Bengkulu.

B. Discussion

In this research, there were steps that conducted before giving the treatment that were conducted a pre-test in control class and experimental class. Due to the COVID-19 pandemic, the school temporarily does not allow direct learning in the class. Therefore, the test has done online using the google forms application, in which students were sent a link containing test sheet. The students did the test at home and sent the results directly. Then, the researcher received the test results directly after being sent by the students and accessed via google forms link that has been created before. Before conducting the pre-test, the researcher conducted the try-out

of the instrument firstly. The try-out was conducted on 22 respondents at the same level, namely tenth-grade students in senior high school. After the try-out was conducted, the researcher tested the validity and reliability of the instrument. The researcher used Pearson correlation and KR-20 formula in testing the validity and reliability of research instrument. As a result, there were 22 items from a total of 30 items that were valid and reliable. To make it easier to calculate student test scores, the researcher took 20 of 22 items with the highest validity value. Then, the researcher had been conducting the pre-test in control class before experimental class. After pretest has been done, the researcher giving the treatment using PORPE strategy was carried out in the experimental class., treatment can only be done online through the google classroom application and Whatsapp group. During the treatment, there were 3 meetings excluding pretest and posttest. In the first meeting, the researcher gives a material in form of PPT that contain about descriptive text explanation, PORPE strategy explanation, and how to comprehend reading descriptive text by using PORPE strategy. Then, students read and understanding the material guided by the researcher. After students understand the material given, the researcher assigned tasks to practice students in comprehending descriptive texts with the PORPE strategy in the next meeting.

In second and third meetings, the researcher gave an assignment that related to the material each meeting. The assignment is also done online via the Google Classroom application and Whatsapp group. These

assignments are done by students individually. Then, the students sent the result of their work by taking photos and sent directly to the researcher for correction via Whatsapp application. Based on the results of the first and second assignments, quite a number of students were able to understand the descriptive text well, seen from their ability to find essay questions and their answers in the text based on their understanding. All of students' activity in the treatment has recorded in documentation. Based on record of students' score, it showed that there was an increase on students' ability in comprehending descriptive text. After seeing an increase in students' abilities in finding and making essay questions and their answers related to the text discussed, the researcher decided to end the treatment phase. Then, the researcher conducted post-tests in experimental and control class. Based on the results of the post-tests that have been conducted in both classes, it found that there was any significant increase of the average score of students in experimental class. Meanwhile, there was not any significant increase on average score of control class. Then, the test results analyzed using SPSS 16 program.

Data analysis was carried out in three stages, namely: normality test, homogeneity test, and hypothesis testing. The normality test was carried out using *Kolmogorov-Smirnov* testing and it was found that both were normally distributed. Meanwhile, the homogeneity test was carried out using the Levene's test for equality of variance and the results were homogeneous. Then, the researcher tested the hypothesis using the

independent sample t-test. After test has conducted, the researcher found that the results showed that there was any significance difference of average score in post-tests of experimental and control class. It means that there was any effect on students' reading ability in comprehending descriptive text between the students who taught using PORPE strategy and that who were not. It can be concluded by looking at the results of the hypothesis testing has been done before. Based on independent t-test result, it found that the value of Sig. (2-tailed) was lower than value of the t-test criteria which mean that H_0 was rejected and H_a was accepted. In addition, the statement also took by compared t_{count} value with t-table value. It found that the t_{count} was higher than and t-table value. It means that H_0 was rejected and H_a was accepted.

Based on the explanation above, the researcher concluded that there was any effect on students' reading ability in comprehending descriptive text among students' who taught using PORPE strategy and were not. This showed that the research problem has been answered.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of the data and discussion in chapter 4, the researcher made the conclusion. From the results of the pretest and posttest in the experimental and control classes, it was found that there was any effect on students' reading ability in comprehending descriptive text among students taught using the PORPE strategy and were not at SMAN 4 Kota Bengkulu. The conclusion was made from the result of hypothesis testing using the independent sample t-test in the SPSS 16 program.

Based on the hypotheses testing, it could be seen that p-output (0,00) $<0,05$ and $t_{count} = 4,670 > t_{table} = 2,024$. Therefore, it could be concluded that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. Therefore, based on all the results of the research and the hypotheses test results above, the researcher stated that the research problem has been answered.

B. Suggestions

Some suggestions that can be given by the researcher in developing the quality of EFL learning in classroom. First, to improve students' reading comprehension skills in comprehending descriptive text, teachers can use the PORPE strategy as an alternative, especially for English teachers at SMAN 4 Kota Bengkulu.

Second, as English learners, students must be able to motivate themselves to improve reading skills. Improving understanding in aspects of language such as grammar and vocabulary must be done actively. Apart from reading, students also have to improve other skills such as listening, speaking and writing so that students' English language skills are getting better.

Hopefully, the results of this study can be used as a theoretical and practical reference for next researchers discussing same problems related to reading comprehension.

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Appendix 1
Research Schedule
Research Schedule at SMAN 4 Kota Bengkulu

No	Schedule	Meeting	Time	Text Tittle	Note.
1	Pre-test in Control Class	1 st	17/10/2020	-	Online
2	Pre-test in Experimental Class	2 nd	19/10/2020	-	Online
3	Treatment 1	3 rd	21/10/2020	The Great Wall of China	Online
4	Treatment 2	4 th	27/10/2020	Pink Beach	Online
5	Treatment 3	5 th	04/11/2020	My Favorite Bag	Online
6	Post-test in Experimental Class	6 th	06/11/2020	-	Online
7	Post-test in Control Class	7 th	11/11/2020	-	Online

Diketahui,
Guru Pamong

Bengkulu, November 2020
Mahasiswa Penelitian

Hikma Wipaqi. M.Pd
NIP. 197205141998012001

Edo Sulistio Aditya
Nim.1611230079

Uji Validitas Instrumen (Try Out)												
No.	Responden	Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9	Item10	Item11
1	Siswa1	0	1	1	0	1	1	1	1	1	1	1
2	Siswa2	0	1	0	0	1	0	1	1	1	1	0
3	Siswa3	0	0	1	0	1	1	1	0	1	1	1
4	Siswa4	1	1	0	0	0	1	1	0	1	0	1
5	Siswa5	0	1	1	1	1	0	1	1	1	1	1
6	Siswa6	1	1	1	0	1	1	1	1	1	1	1
7	Siswa7	0	1	1	0	1	1	1	1	1	1	1
8	Siswa8	1	1	1	0	1	1	1	1	1	1	1
9	Siswa9	1	1	1	0	1	0	1	0	1	1	1
10	Siswa10	1	1	1	0	1	1	1	0	1	1	1
11	Siswa11	1	1	1	0	0	1	1	0	1	1	0
12	Siswa12	0	1	1	1	1	0	1	0	1	1	1
13	Siswa13	1	1	0	0	1	1	1	1	1	1	0
14	Siswa14	0	1	1	0	0	0	0	0	1	1	1
15	Siswa15	0	1	0	1	1	1	0	1	1	1	0
16	Siswa16	1	1	0	0	1	0	1	0	1	1	1
17	Siswa17	1	1	0	0	0	1	1	0	1	1	1
18	Siswa18	0	0	1	0	0	0	1	0	1	1	0
19	Siswa19	0	0	0	0	1	0	0	0	0	0	0
20	Siswa20	0	1	0	0	0	0	0	0	0	0	0
21	Siswa21	0	0	0	0	0	0	0	0	0	1	1
22	Siswa22	0	1	0	0	1	0	1	0	1	0	0
	r-tabel	2.085963	2.085963	2.085963	2.085963	2.085963	2.085963	2.085963	2.085963	2.085963	2.085963	2.085963
	rx _y	0.552	0.449	0.493	0.232	0.244	0.468	0.497	0.376	0.499	0.484	0.611
	t-hitung	2.959492	2.24915	2.530994	1.0643	1.125024	2.370357	2.562936	1.817208	2.574131	2.470243	3.449849
	Keterangan	VALID	VALID	VALID	INVALID	INVALID	VALID	VALID	INVALID	VALID	VALID	VALID
	Total Valid	22										
	Total Invalid	8										

Note:

t-hitung > r-tabel = Valid

t-hitung < r-tabel = Invalid

Item26	Item27	Item28	Item29	Item30	Jumlah
0	1	0	0	1	20
0	0	0	0	0	8
0	0	0	0	0	10
0	1	1	1	1	17
0	1	0	1	1	23
0	1	1	1	1	26
0	1	0	0	1	15
1	1	1	1	1	27
1	1	1	1	1	24
0	1	0	1	0	21
0	0	0	1	0	13
1	1	0	0	1	21
1	1	0	0	0	17
1	1	0	0	0	11
0	1	0	0	0	14
0	1	0	0	0	10
1	1	1	1	1	24
0	0	1	1	0	10
0	1	0	1	0	5
0	0	0	0	0	5
1	0	1	0	1	10
0	0	0	0	0	6
2.085963	2.085963	2.085963	2.085963	2.085963	
0.379	0.640	0.436	0.488	0.713	
1.832366	3.729706	2.165308	2.498465	4.546548	
INVALID	VALID	VALID	VALID	VALID	

No.	Responder	Item1	Item2	Item3	Item6	Item7	Item9	Item10	Item11
1	Siswa1	0	1	1	1	1	1	1	1
2	Siswa2	0	1	0	0	1	1	1	0
3	Siswa3	0	0	1	1	1	1	1	1
4	Siswa4	1	1	0	1	1	1	0	1
5	Siswa5	0	1	1	0	1	1	1	1
6	Siswa6	1	1	1	1	1	1	1	1
7	Siswa7	0	1	1	1	1	1	1	1
8	Siswa8	1	1	1	1	1	1	1	1
9	Siswa9	1	1	1	0	1	1	1	1
10	Siswa10	1	1	1	1	1	1	1	1
11	Siswa11	1	1	1	1	1	1	1	0
12	Siswa12	0	1	1	0	1	1	1	1
13	Siswa13	1	1	0	1	1	1	1	0
14	Siswa14	0	1	1	0	0	1	1	1
15	Siswa15	0	1	0	1	0	1	1	0
16	Siswa16	1	1	0	0	1	1	1	1
17	Siswa17	1	1	0	1	1	1	1	1
18	Siswa18	0	0	1	0	1	1	1	0
19	Siswa19	0	0	0	0	0	0	0	0
20	Siswa20	0	1	0	0	0	0	0	0
21	Siswa21	0	0	0	0	0	0	1	1
22	Siswa22	0	1	0	0	1	1	0	0
	Benar	9	18	12	11	17	19	18	14
	Salah	13	4	10	11	5	3	4	8
	p	0.41	0.82	0.55	0.50	0.77	0.86	0.82	0.64
	q	0.59	0.18	0.45	0.50	0.23	0.14	0.18	0.36
	pq (p.q)	0.24	0.15	0.25	0.25	0.18	0.12	0.15	0.23

Diketahui:

Skor total= 276

Skor total dikuadratkan: 4272

p.q= 4,68

$$\begin{aligned}
 S^2 &= \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N} \\
 &= \frac{4272 - \frac{(76176)}{22}}{22} \\
 &= \frac{4272 - 3462,5}{22}
 \end{aligned}$$

$$S^2 = \frac{809,5}{22} = 36,795$$

$$\begin{aligned}
 r_{11} &= \left(\frac{N}{n-1} \right) \left(\frac{S^2 - pq}{S^2} \right) \\
 &= \left(\frac{22}{21} \right) \left(\frac{36,795 - 4,68}{36,795} \right) \\
 &= (1,05) \left(\frac{32,115}{36,795} \right) \\
 &= (1,05) (0,87)
 \end{aligned}$$

$$r_{11} = 0,91$$

0,800 - 1,00 = Very High Reliability

Item13	Item14	Item16	Item17	Item18	Item19	Item20	Item21	Item23
1	0	1	1	1	1	1	1	1
1	0	0	0	0	0	0	0	0
0	0	0	1	0	0	0	0	1
1	0	0	1	0	1	1	1	1
1	1	1	1	0	1	1	1	1
1	1	1	1	1	1	1	1	1
0	0	1	1	0	0	1	1	0
1	1	1	1	1	1	1	1	1
1	1	1	1	1	0	1	1	1
1	1	1	1	0	0	1	1	1
0	0	1	0	0	0	1	1	0
1	1	1	0	1	0	1	1	1
0	0	1	1	1	1	1	0	1
1	0	0	0	0	1	0	1	0
0	0	1	0	0	0	1	1	1
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
0	1	0	1	0	0	1	0	1
0	0	0	0	0	0	0	0	0
0	0	0	1	0	0	1	0	0
0	1	0	0	1	0	0	1	0
0	0	0	0	0	0	1	0	0
11	9	12	13	8	8	16	14	13
11	13	10	9	14	14	6	8	9
0.50	0.41	0.55	0.59	0.36	0.36	0.73	0.64	0.59
0.50	0.59	0.45	0.41	0.64	0.64	0.27	0.36	0.41
0.25	0.24	0.25	0.24	0.23	0.23	0.20	0.23	0.24

Item25	Item27	Item28	Item29	Item30	Skor (s)	(s2)
0	1	0	0	1	17	289
0	0	0	0	0	5	25
0	0	0	0	0	8	64
0	1	1	1	1	16	256
1	1	0	1	1	18	324
1	1	1	1	1	22	484
0	1	0	0	1	13	169
1	1	1	1	1	22	484
1	1	1	1	1	20	400
1	1	0	1	0	18	324
1	0	0	1	0	12	144
1	1	0	0	1	16	256
0	1	0	0	0	13	169
0	1	0	0	0	9	81
1	1	0	0	0	10	100
1	1	0	0	0	8	64
1	1	1	1	1	21	441
0	0	1	1	0	10	100
1	1	0	1	0	3	9
0	0	0	0	0	3	9
1	0	1	0	1	8	64
0	0	0	0	0	4	16
12	15	7	10	10	276	4272
10	7	15	12	12		
0.55	0.68	0.32	0.45	0.45		
0.45	0.32	0.68	0.55	0.55		
0.25	0.22	0.22	0.25	0.25	4.86	

Appendix 4

Result of Readability Test for the Reading Text of the Treatment's Instrument

No	Text Title	Type Text	Word per Sentence (Avg.)	Character per Word (Avg.)	Total Words	Flesh Reading Ease Score	Text Level
1	The Great Wall of China	Descriptive Text	19	4.4	213	66	Standard
2	Pink Beach		20	4.4	117	65.6	Standard
3	My Favorite Bag		27	3.8	160	67.1	Standard

Test Formula: <https://readabilityformulas.com/free-readability-formula-tests.php>

Appendix 5

Result of Readability Test for the Reading Text of the Test Instrument

No	Text Title	Type Text	Word per Sentence (Avg.)	Character per Word (Avg.)	Total Words	Flesh Reading Ease Score	Text Level
1	Bill Gates	Descriptive Text	13	4.6	158	65.5	Standard
2	Taj Mahal		14	4.6	154	60.8	Standard
3	Cats		11	4.4	216	68.8	Standard
4	My Mom		11	4.3	260	69.1	Standard
5	My Favorite Cellphone		19	4.1	148	65.2	Standard
6	My Motorcycle		15	4.2	255	69	Standard

Test Formula: <https://readabilityformulas.com/free-readability-formula-tests.php>

Explanation:

Level of the Text based on the Flesh Reading Ease Score:

- 90-100 : Very Easy
- 80-89 : Easy
- 70-79 : Fairly Easy
- 60-69 : Standard
- 50-59 : Fairly Difficult
- 30-49 : Difficult
- 0-29 : Very Confusing

Appendix 6

Experimental Class Tests Result

No	Members	Gender	Pre-test	Post-test
1	ASP	L	25	70
2	ANM	P	50	80
3	AW	L	40	100
4	ADA	P	15	80
5	ASP	P	30	60
6	CA	P	20	70
7	DA	P	30	65
8	Dam	P	20	60
9	DPN	P	75	95
10	EPMS	P	85	90
11	FD	P	65	85
12	GK	P	60	80
13	IS	L	35	55
14	MC	P	65	70
15	MRA	L	15	45
16	RPA	P	60	75
17	RKA	P	45	80
18	STW	P	70	85
19	WAP	P	55	80
20	ZAP	P	25	65

Diketahui,
Guru Pamong

Bengkulu, November 2020
Mahasiswa Penelitian

Hikma Wipaqi. M.Pd
NIP. 197205141998012001

Edo Sulistio Aditya
Nim.1611230079

Appendix 7
Control Class Tests Result

No	Members	Gender	Pre-test	Post-test
1	AS	L	40	45
2	DA	P	15	25
3	HPA	P	60	55
4	KAO	P	15	25
5	LM	L	10	25
6	MA	P	55	55
7	MNA	P	40	55
8	MNN	P	55	85
9	MAUP	L	40	50
10	MD	L	40	50
11	MF	L	20	30
12	ReA	L	20	35
13	RiA	L	35	50
14	SAQ	L	10	25
15	SMU	P	50	35
16	SDU	P	40	50
17	SK	P	65	70
18	TK	P	70	85
19	TFS	P	85	85
20	ZFH	P	35	50

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Mahasiswa Penelitian

Hikma Wipaqi. M.Pd
NIP. 197205141998012001

Edo Sulistio Aditya
Nim.1611230079

Appendix 9

T-table

The shaded area is equal to α for $t = t_\alpha$.

<i>df</i>	$t_{.100}$	$t_{.050}$	$t_{.025}$	$t_{.010}$	$t_{.005}$
1	3.078	6.314	12.706	31.821	63.657
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.080	2.518	2.831
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763
29	1.311	1.699	2.045	2.462	2.756
30	1.310	1.697	2.042	2.457	2.750
32	1.309	1.694	2.037	2.449	2.738
34	1.307	1.691	2.032	2.441	2.728
36	1.306	1.688	2.028	2.434	2.719
38	1.304	1.686	2.024	2.429	2.712
∞	1.282	1.645	1.960	2.326	2.576

Appendix 10
Research Instruments
Reading Comprehension Test

Class : X
School : SMAN 4 Kota Bengkulu
Skill : Reading

Petunjuk pengerjaan:

- a. Berdoa terlebih dahulu.
- b. Isilah data diri pada kolom yang telah tersedia.
- c. Baca dan pahami soal beserta teks yang tersedia.
- d. Pilihlah jawaban yang paling benar.

Text 1. Read the following text to answer questions number 1-2.

Bill Gates

William Henry “Bill” Gates III is one of the richest & influential people. In 1975 together with his friend, Paul Allen, he co-founded Microsoft which became the world’s largest PC software company. That is why his name exists in the list of world’s wealthiest people by Forbes.

Bill Gates or Trey as his nickname was born on 28th October 1955 in Seattle, Washington, USA. By 2019, he is 64 years old. His hair as well as eye color is same, light brown. Bill Gates’ weight is 64 kilograms with 177 centimeters height. With his wife named Melinda Gates, they have three children.

Besides being the best-known entrepreneur, Bill Gates is also known as a philanthropist. In 2000, he & his wife created Bill & Melinda Gates Foundation. It was identified as the world’s wealthiest charitable foundation in 2013. Through this foundation, Bill Gates donates large amounts of money to many charitable organizations and scientific research programs.

Source: <https://englishcoo.com/contoh-descriptive-text-about-someone/>

1. What is the purpose of the text?
 - a. To describe the technology created by Bill Gates.
 - b. To show how the Microsoft was made.
 - c. To promote Bill Gates’s PC.
 - d. To describe Bill Gates’s journey.

- e. To describe the figure of a William Gates and his achievements.
2. Which statements are related to the text, except...
- a. Bill Gates's birthday was on 28th October.
 - b. Bill Gates has light brown eye.
 - c. Bill Gates started to build Microsoft company in 1955.
 - d. His wife is Melinda Gates.
 - e. He is a generous person.

Text 2. Read the following text to answer questions number 3-7.

Taj Mahal

Taj Mahal is one icon from India which is very famous for its beautiful architecture and history. It is specifically located in Agra. This building was established during the reign of Mughal Emperor Shah Jahan. It took around 22 years to build Taj Mahal. It was dedicated as a mausoleum (grave) to his wife, the Empress Arjumand Banu Begum known as Mumtaz Mahal.

Although the Emperor had had two other wives, but the Empress Mumtaz Mahal was the one he loved very much. After the birth of their daughter, the Empress passed away. Then Mughal Emperor ordered his ministers to design the Taj Mahal as a symbol of his love to the Empress.

The building looks so majestic with white marble from the front. Taj Mahal consists of the main gate, the garden, a mosque, a living room, and some white and beautiful buildings. Especially at sunrise and sunset, this building looks so wonderful.

Source: <https://englishcoo.com/contoh-descriptive-text-tentang-tempat-wisata-dunia/>

3. The main purpose of the text is?
- a. To invite many of people to come to Taj Mahal.
 - b. To give direction to Taj Mahal.
 - c. To describe how Taj Mahal was built.
 - d. To describe all of India's tourism.
 - e. To describe Taj Mahal in detail.
4. During whose reign the Taj Mahal was built?
- a. King Mughal Shah Jahandi.
 - b. Emperor Mughal Shah Jahan.
 - c. Mughal Jahan Shah.
 - d. Emperor Jahan.
 - e. Mughal.

5. How many years Taj Mahal was built?
 - a. 21 years.
 - b. 20 years.
 - c. 22 years.
 - d. 23 years.
 - e. 24 years.

6. What is the main idea of the second paragraph?
 - a. Taj Mahal was built as a symbol of his love for the Empress.
 - b. Mumtaz is the Mughal first love.
 - c. Mughal's Empress passed away.
 - d. Mughal had two Empress.
 - e. Mughal had a daughter.

7. What is the purpose of the last paragraph?
 - a. To describe history of Taj Mahal.
 - b. To describe building characteristic of Taj Mahal.
 - c. To describe the founder of Taj Mahal.
 - d. To describe about India.
 - e. To describe about Taj Mahal location.

Text 3. Read the following text to answer questions number 8 to 9.

Cats

Who doesn't know cats? Cats are a type of animal Carnivorous mammals from out of Felidae. Almost in every country knows and has cats. Almost all over the world there are cats from Sabang to Merauke, from Indonesia to Russia. In Indonesia, it is known as Anggora cats, wild cats and so on.

Cats have been known since 6000 years ago. Even according to archaeologists' data, the Egyptians had known cats to keep away from disturbing mice. Cats become the most popular pet in the world.

Cats have physical characteristics similar to tigers, but are small in shape. And both meat eaters. Cats in this world have various types, such as Persia, sphinx, and for example.

The Felidae group is a mammal that develops very quickly. Data says the development or existence of cats has existed from 10 to 15 million years ago.

Similar to rabbits, tigers, lions and cougar, cats have ears that can capture vibrations and sound from a distance of 10 meters more. The cat was first classified as Felis Catus by Carousl Linnaeus.

Wild cats will live wildly. And it will multiply very quickly, so the population will change to a lot in an instant. Until now, the type of cat that is traded is only race cats. And even specifically bred.

Source: <https://www.nesabamedia.com/contoh-descriptive-text/>

8. From the text we know that, except...
 - a. Cats are an herbivorous animal.
 - b. The most popular pet in the world is cat.
 - c. Cats are a carnivorous animal.
 - d. Persia is one of the cat's type.
 - e. Cats are able to hear sounds longer than 10 meters.

9. "...such as Persia, sphinx, and for example." (Paragraph 3) The underlined word is the type of cat from...
 - a. Spain.
 - b. Brazil.
 - c. Arabic.
 - d. Rome.
 - e. Egypt.

Text 4. Read the following text to answer questions number 10 to 14.

My Mom

My name is Uliyaton Sholikah. I have a mother who I really admire. My mother is named Sulaspi. She was born in Pati on September 22, 1976. She is a housewife. She has two daughters and my younger sister, Novinda rahmadani. She is a mother who has a hardworking character and is not easy to give up in facing every challenge in battle.

Mother is the person who has the most merit in this life. She contains 9 months and produces us through enormous sacrifices. My mother is a person who is very dear and I love this life.

She has a beautiful face, wavy black hair, round eyes, and a beautiful smile. She has qualities that can make me amazed and proud to be his and make me want to be. My mother is a tough, unyielding, and patient woman. Get from a mediocre family.

She always relented about everything with her younger siblings. Even though she just graduated from elementary school, for me she graduated with a degree. The way to think, act, and act really amazes me. It is said as education because of limitations in its economy. Starting from childhood, she had been diligently working to help her parents and this inspired me in helping everything in front of me. My mother is a woman who is good at cooking.

The cuisine is always delicious and makes me always addicted. Especially if my mother cooks me carrot soup mixed with cabbage, it tastes very good. Besides being good at cooking, she is also good at crafting.

Source: <https://www.nesabamedia.com/contoh-descriptive-text/>

10. What is the purpose of the text?
- To describe Sulaspi's daughters.
 - To describe Uliyatun's sister.
 - To describe Uliyatun's mom.
 - To describe Sulaspi's mother.
 - To describe Uliyatun's parents.
11. From the text we know that...
- Uliyatun has a mother named Novinda.
 - Uliyatun's mother was born in 1967.
 - The human who is given merit the most is the mother.
 - The worst chef in the world is mom.
 - Uliyatun's mother also bad in crafting.
12. What is the main purpose of the third paragraph?
- To describe mother's childhood.
 - To describe mother's ability.
 - To describe that mother good in cooking.
 - To describe mother's economy.
 - To describe mother's cuisine.
13. "The cuisine is always delicious..." (Paragraph fourth) The underlined has same meaning to...
- Drink.
 - Eat.
 - Cook.
 - Made.
 - Dish.
14. What a meal that a mother used to cook especially for Novinda?
- Salad cabbage.
 - Corn soup with onion.
 - Carrot soup with cabbage.
 - Cabbage soup with fruit.
 - Fish soup with carrot.

Text 5. Read the following text to answer questions number 15 to 16.

My Favorite Cellphone

I have a favorite cellphone. I bought it last month using money from my work as a writer. This cellphone is the second cellphone that I bought using my own money, I have waited for two months since its first introduction in April and finally the cellphone is available at an official store in my city.

My favorite cellphone is an Android based smartphone. the android version is 9.0 or known as Android Pie. I rely on the cellphone for me because it is very helpful in my work, I can use it to open Google, play games and also social media especially the workout is fairly good with 16 MP resolution and also supported by large RAM, 4 GB and 64 GB ROM with 4300 MAh capacity battery, so I can operate the cellphone for a long time. The color of my favorite cellphone is black.

Source: <https://tutorialbahasainggris.co.id/10-contoh-descriptive-text-benda-dalam-bahasa-inggris/>

15. What is the main idea of the first paragraph?
- I have a favorite cellphone.
 - I have waited for two months since its first introduction.
 - The cellphone is available at an official store in my city.
 - I have a phone.
 - My favorite cellphone is an Android based smartphone.
16. What is the purpose of the second paragraph?
- To describe cellphone's price.
 - To describe how to get the cellphone.
 - To tell about cellphone instruction.
 - To tell about how to make the cellphone.
 - To describe the specification of the cellphone.

Text 6. Read the following text to answer questions number 17 to 20.

My Motorcycle

My father bought a motorcycle for me when I was in Senior High School. This is the only motorcycle that I have right now, but even if one day I buy another one, this one will always be my favorite, because there are so many things that happened with me and this motorcycle. For me, it is irreplaceable.

The type of my favorite motorcycle is underbones. If you are familiar with various types of motorcycles, then I believe you can imagine what my motorcycle looks like. The dominant color of my motorcycle is red. It has spoke wheels type of rim and standard tire. The original rearview mirror was broken and I replaced it with a smaller one. Last year I replaced the original shock absorber with the new one. The color of the new shock absorber is black. A very distinctive part of my motorcycle is the seat. It is because I modified it a little bit from the original shape.

The seat of my motorcycle is so long so it can accommodate two people. I decided to add some foam rubber on it, starting from the middle part of the seat up to the back part. It makes the back part of the seat to be higher than the front part and causes a border which separated the driver's seat and the passenger's seat.

Source: <https://www.jagoanbahasainggris.com/2018/11/7-contoh-descriptive-text-tentang-benda-kesayangan.html>

17. From the first paragraph we know that...except...
- The motorcycle is a present from his father.
 - The motorcycle is his first vehicle.
 - He will not buy another one motorcycle.
 - The motorcycle bought when he was in Senior High School.
 - The motorcycle is his favorite.
18. The main idea of the second paragraph is...
- The type of my favorite motorcycle is underbones.

- b. It is because I modified it a little bit from the original shape.
 - c. The dominant color of my motorcycle is red.
 - d. A very distinctive part of my motorcycle is the seat.
 - e. It has spoke wheels type of rim and standard tire.
19. From the second paragraph we know that...
- a. The motorcycle has slight red color.
 - b. The shock absorber of the motorcycle still original.
 - c. The type of the motorcycle is not underbones.
 - d. The shape of the motorcycle still original.
 - e. The motorcycle has spoke wheels type of rim.
20. Which parts of the motorcycle that discussed in the last paragraph?
- a. The motorcycle's tire.
 - b. The motorcycle's Seat.
 - c. The motorcycle' color.
 - d. The motorcycle's shape.
 - e. The motorcycle's type.

GOOD LUCK.

Assignment 1

Find and write essay questions and their answers based on the following text.

The Great Wall of China

The Great Wall of China is not just a long wall, it is a series of fortifications consist of man-made separated walls, trenches, and natural defensive barriers such as hills and rivers. The first construction of the wall during Qin Dynasty use stone, brick, wood and other material to built the wall. After the first construction, The Great Wall has been rebuilt, maintained and enhanced for several times by several dynasty. The best-known and best preserved section was built during the Ming Dynasty.

If you travel to China to see The Great Wall, what you will be visited might be the remain of the wall built by the Ming Dynasty. The length of the wall built by the Ming Dynasty was 8.851,8 kilometers, stretched from Hushan in Liaoning to Jiayuguan Pass in Gansu. The average height of the wall is 23 to 26 feets. We will also see some communication towers along the wall. There are three type of this communication tower, the first was the one built on top of the wall, the second type was built inside the wall, and the third was built separated from the wall to scout the enemy. The wall is becoming shorter day by day because of natural erosion and human activity.

Essay Questions:

- 1.
- 2.
- 3.
- 4.
- 5.

Essay Answers:

- 1.
- 2.
- 3.
- 4.
- 5.

Assignment 2

1. Find and write essay questions and answers in the text.

Text 1

Pink Beach

Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink.

The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell.

At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

Essay Questions:

6.

7.

Essay Answers:

6.

7.

Text 2

My Favorite Bag

I really like this backpack, the reason is that this bag is not only easy to put on the back, but also because this bag has a large space to store the bag in it, so I can carry whatever items I want in this bag. I bought this bag about three years ago with my own money and until now this bag is still very feasible to use.

The color of my favorite bag is brown, this bag is made of thick cotton. This backpack is divided into three parts, namely large bags, medium bags and also small bags. The small bag of material is coated with rubber, usually I keep a flshdisk, a car key and also a pen in this little bag. I decorate my bag with a bag hanger in the form of a toy flower and also a small dog toy in the zipper section, so that when I move, the handgrip also moves automatically.

Essay Questions:

- 1.
- 2.
- 3.

Essay Answers:

- 1.
- 2.
- 3.

2. Make a descriptive text that contains of description about yourself.

No	Objectives	Text Title	Indicator	Number of Items	Total of Test	Types of Test	Answer Key
1	To measure the students' comprehension in reading focus on descriptive text	Bill Gates	The students are able: <ul style="list-style-type: none"> To identify the main idea/purpose of the text To identify information details 	1 2	2	Multiple choice	E C
2	To measure the students' comprehension in reading focus on descriptive text	Taj Mahal	The students are able: <ul style="list-style-type: none"> To identify the main idea/purpose of the text To identify information details 	3 4 5 6 7	7	Multiple choice	E B C A B
3	To measure the students' comprehension in reading focus on descriptive text	Cats	The students are able: <ul style="list-style-type: none"> To identify the main idea/purpose of the text To identify information details 	8 9	9	Multiple choice	A E
4	To measure the students' comprehension in reading focus on descriptive text	My Mom	The students are able: <ul style="list-style-type: none"> To find the purpose of the text To identify information 	10 11 12 13	14	Multiple choice	C C A E

			details	14			C
5	To measure the students' comprehension in reading focus on descriptive text	My Favorite Cellphone	The students are able: <ul style="list-style-type: none"> To find main idea/purpose of the text To identify information details 	15 16	16	Multiple choice	A E
6	To measure the students' comprehension in reading focus on descriptive	My Motorcycle	The students are able: <ul style="list-style-type: none"> To identify the main idea/purpose of the text To identify information details 	17 18 19 20	20	Multiple choice	C A E B

RENCANA PELAKSANAAN PEMBELAJARAN (RPP DARING)

Sekolah : SMA NEGERI 4 Kota Bengkulu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Materi Pokok : Teks Deskriptif, Historical Building
Alokasi Waktu : 2JP x 30 Menit, (Pertemuan 1)

I. **Media Pembelajaran:** WA Group dan Google Classroom.

II. **Tujuan Pembelajaran**

Peserta didik diharapkan dapat:

- Menganalisis fungsi social, struktur dan unsur kebahasaan teks deskriptif terakait dengan bangunan bersejarah didunia sesuai konteks penggunaannya.
- Membandingkan fungsi social, struktur dan unsur kebahasaan teks deskriptif terkait dengan bangunan bersejarah didunia sesuai dengan konteksnya.

III. **Kegiatan Pembelajaran**

• **Alat dan Bahan**

- **Alat:** Handphone, laptop, jaringan internet.
- **Bahan:** File materi, buku dan siswa

• **Langkah-Langkah Pembelajaran**

1. **Pendahuluan (15 Menit)**

- Guru menyiapkan google classroom atau grup Whatsapp.
- *Orientasi:* Guru menyampaikan salam berdoa Bersama dan menanyakan kabar, kondisi dan kesiapan peserta didik unntuk menerima proses pembelajaran melaui *Whatsapp group* dan memeriksa kehadiran siswa melalui *google form*.
- *Apersepsi:* Mengaitkan materi text descriptive bangunan bersejarah dengan pengalaman peserta didik.
- *Motivasi:* Guru memberikan motivasi tentang kompetensi dasar untuk materi deskriptif teks dan memberikan penjelasan singkat tentang bangunan bersejarah.

2. **Kegiatan Inti (60 Menit)**

- Guru memberikan materi dalam bentuk PPT ke google classroom atau grup WA.
- *Literasi:* Guru meminta siswa untuk membaca materi yang telah dibagikan dengan seksama.
- *Critical thinking:* Peserta didik diberi kesempatan untuk menganalisa, dan membandingkan fungsi social, struktur teks dan unsur kebahasaan descriptive bangunan bersejarah didunia. Peserta didik diberikan kesempatan untuk memberikan pendapat dan bertanya tentang materi yang telah dibagikan.
- *Predict:* Peserta didik diminta untuk memprediksi pertanyaan esai yang berkaitan dengan teks yang dibaca.
- *Organize:* Peserta didik diminta untuk menyusun jawaban dari pertanyaan esai yang telah diprediksi sebelumnya.
- *Rehearse:* Peserta didik diminta untuk mengulang-ulang dalam pikiran dan ingatan mereka pertanyaan esai beserta jawaban yang telah disusun sebelumnya.
- *Practice:*), pada langkah ini, siswa disuruh untuk melatih kemampuannya untuk memahami teks dengan pertanyaan esai serta jawaban yang telah di dapatkan sebelumnya dengan membuat outline yang memuat hasil analisa siswa terhadap teks sebelumnya.
- *Evaluate:* Peserta didik diminta untuk mengevaluasi ataupun menilai sendiri pertanyaan serta jawaban esai yang telah didapat. Apakah pertanyaan esai dan jawabannya tersebut sudah memuat ide-ide dan informasi yang terdapat didalam teks atau belum.

3. **Penutup (15 Menit)**

- Guru dan peserta didik melakukan refleksi dari proses pembelajaran yang sudah dilakukan melalui group WA atau google classroom.

C. **Penilaian Hasil Pembelajaran**

- Penilaian Sikap: mengamati siswa melalui keaktifan dan partisipasi dalam group WA atau google classroom.
- Penilaian Pengetahuan: berupa penyelesaian tugas yang dikirim melalui group WA/google form.
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Bengkulu, November 2020

Guru Pamong

Mahasiswa Penelitian

Hikma Wipaqi, M.Pd
NIP. 197205141998012001

Edo Sulistio Aditya
Nim.1611230079

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Alokasi Waktu : 2JP x 30 Menit, (Pertemuan 2)

I. **Media Pembelajaran:** WA Group dan Google Classroom.

II. **Tujuan Pembelajaran**

Peserta didik diharapkan dapat:

- Menganalisis fungsi social, struktur dan unsur kebahasaan teks deskriptif terakait dengan bangunan bersejarah didunia sesuai konteks penggunaannya.
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- Guru dan peserta didik melakukan refleksi dari proses pembelajaran yang sudah dilakukan melalui group WA atau google classroom.
- Guru memerikan tugas kepada siswa untuk mengamati sebuah teks descriptive dan mencari pertanyaan esai beserta jawabannya.

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- Guru memberikan tugas untuk membuat sebuah teks descriptive singkat tentang diri siswa masing-masing.

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Hikma Wipaqi, M.Pd
NIP. 197205141998012001


Edo Sulistio Aditya
Nim.1611230079



***Comprehending
Descriptive Text
Through PORPE
Strategy***

BY:

EDO SULISTIO ADITYA



What is the Descriptive text?

- *Descriptive text atau teks deskripsi adalah jenis teks yang menggambarkan atau menjelaskan suatu objek secara rinci. Objek yang dijelaskan bisa berupa benda, orang, dan tempat.*

Struktur Descriptive Text (generic structure):

- *Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.*
- *Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.*

Characteristic of Descriptive text

Ciri-ciri teks deskripsi sebagai berikut:

- Menggunakan simple present tense
- Menggunakan attribute verb(Verb-ing), seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

Unsur Kebahasaan

Unsur kebahasaan dari teks deskripsi sebagai berikut:

- Kata benda yang terkait dengan orang/benda/tempat/binatang.
- Kata sifat yang terkait dengan sifat orang/binatang/benda.
- Kata kerja bentuk pertama (present tense/Verb 1).
- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- Rujukan kata.

Contoh teks deskripsi:

The Great Wall of China

The Great Wall of China is not just a long wall, it is a series of fortifications consist of man-made separated walls, trenches, and natural defensive barriers such as hills and rivers. The first construction of the wall during Qin Dynasty use stone, brick, wood and other material to built the wall. After the first construction, The Great Wall has been rebuilt, maintained and enhanced for several times by several dynasty. The best-known and best preserved section was built during the Ming Dynasty.

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Memahami teks deskripsi dengan strategi PORPE

PORPE adalah singkatan dari:

- *Predict* (memprediksi)
- *Organize* (menyusun)
- *Rehearse* (mengulang)
- *Practice* (berlatih)
- *Evaluate* (mengevaluasi)

Tahap-tahap dalam strategi PORPE:

1. *Memprediksi (Predict)*, dalam tahap ini siswa diminta untuk memprediksi atau mengira-ngira pertanyaan esai apa yang akan muncul dari teks yang dibaca.
2. *Menyusun (Organize)*, dalam tahap ini siswa diminta untuk menyusun jawaban esai dari pertanyaan yang telah diprediksi sebelumnya. Cari pertanyaan esai serta jawabannya sebanyak mungkin di setiap paragraf untuk meningkatkan pemahaman siswa terhadap teks.

Contoh: Pertanyaan: *When The Great Wall was built?*

Jawaban: *During the Qin Dynasty.*

3. Mengulang (*Rehearse*), pada tahap ini, siswa diarahkan untuk mengulang-ulangi pertanyaan esai serta jawabannya didalam kepala/pikirannya.

4. Berlatih (*Practice*), pada Langkah ini, siswa disuruh untuk melatih kemampuannya untuk memahami teks dengan pertanyaan esai serta jawaban yang telah di dapatkan sebelumnya.

5. Mengevaluasi (*Evaluate*), dalam tahap terakhir ini, siswa diminta untuk mengevaluasi sendiri pertanyaan esai serta jawabannya. Apakah sudah memuat ide-ide atau informasi yang terdapat didalam teks atau belum? Atau apakah sesuai dengan teksnya atau belum.

Catatan: Langkah-Langkah dalam strategi PORPE ini dilakukan dalam pikiran sambil membaca teks yang akan dipahami.



Thank You

Daftar Hadir dan Nilai Siswa
Tahun Ajaran 2020/2021

Mata Pelajaran: Bahasa Inggris
Kelas : X IBB

Treatment in Experimental Class

No	Nama Siswa	L/P	Pertemuan Ke-			Kehadiran					
			1	2	3	Nilai Akhir	S	I	A	B	
			Tanggal dan Bulan								
			21/10	27/10	04/11						
1.	ADISTY FANIA DWI CAHYANI	L	45	90	90	95,5					
2.	AGUNG SURYA SAPUTRA	L	.	75	90	82,5					
3.	ALYA NAURA MUKTI	P	.	80	90	85					
4.	ANNA PUTRI MEILEIANA	P	.	80	85	82,5					
5.	APRIN WAHYUDI	L	.	75	85	80					
6.	ARTIKA DESWITA ANGGRAINI	P	.	85	90	87,5					
7.	AULIA SALSABILA PUTRI	P	.	80	90	85					
8.	CHACA AGNECIA	P	.	75	80	77,5					
9.	DELLYZA AINNUR	P	.	75	85	80					
10.	DITA AMELIA	P	.	75	80	77,5					
11.	DWI PETRI NURMALA	P	.	85	90	87,5					
12.	ELISA PERMATA	P	.	85	90	87,5					
13.	FEBRI DARMAWATI	P	.	85	90	87,5					
14.	GHINA KHAIRUNNISA	P	.	75	85	80					
15.	ILHAM SYAHPUTRA	L	.	80	85	82,5					
16.	INDAH YULIA ANDINI	P	45	85	90	92,5					
17.	KRISMAN ADINATA	L	.	75	80	77,5					
18.	M. DANU SETIAWAN	L	.	80	85	82,5					
19.	MONICA CITTERA	P	.	80	90	85					

20.	MUHAMMAD RIZKY AKBAR	L	.	80	90	85		
21.	NOVALIN AMANDA GAYATRI	P	.	75	80	77,5		
22.	PELTA PURNAMA SARI	P	.	75	80	77,5		
23.	PITRI ISKANDAR	P	.	80	90	85		
24.	RAHMA KURNIA ANGGITA	P	.	80	85	82,5		
25.	REINA PUTRI ANANDA	P	.	80	90	85		
26.	RIZKY RAMDHANI	L	.	85	90	87,5		
27.	SELFINA TRI WAHYUNI	P	.	80	90	85		
28.	WENNY WANDA NABILA	P	.	85	90	87,5		
29.	ZACKY ARYA PRATAMA	L	.	75	80	77,5		

Bengkulu, 13 November 2020

Guru Pamong

Mahasiswa Penelitian

Hikma Wipaqi, M.Pd
NIP. 197205141998012001

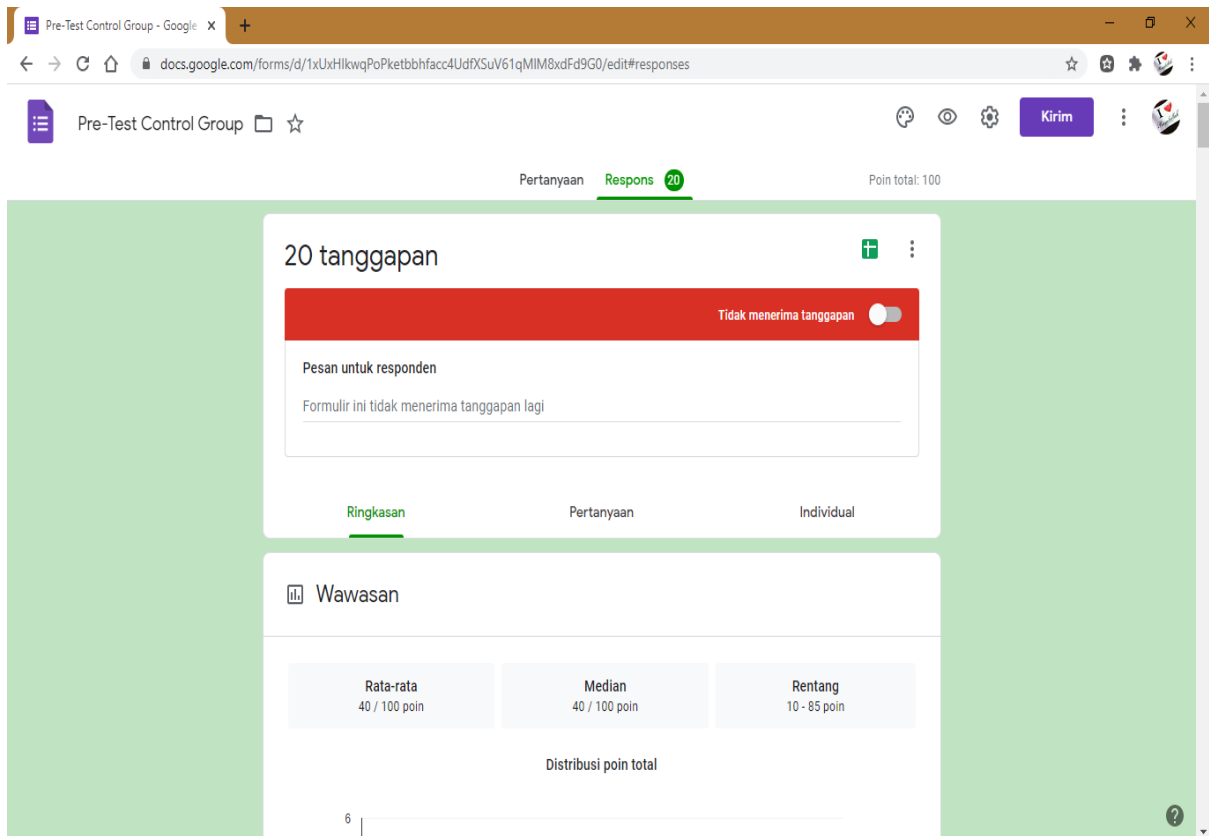
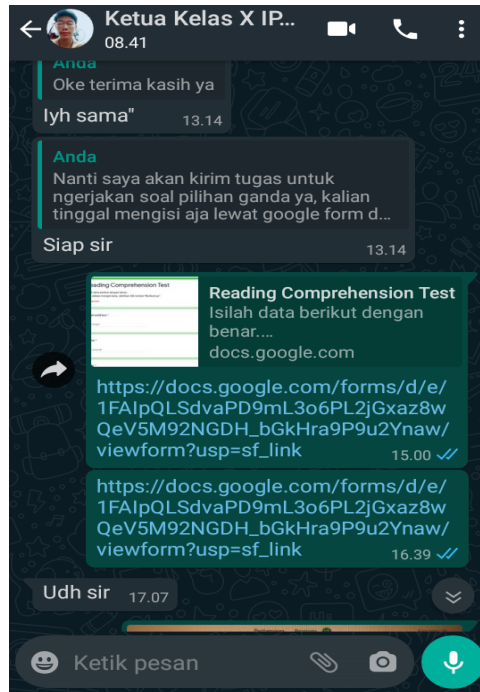
Edo Sulistio Aditya
Nim. 1611230079



LISTS OF DOCUMENTATION

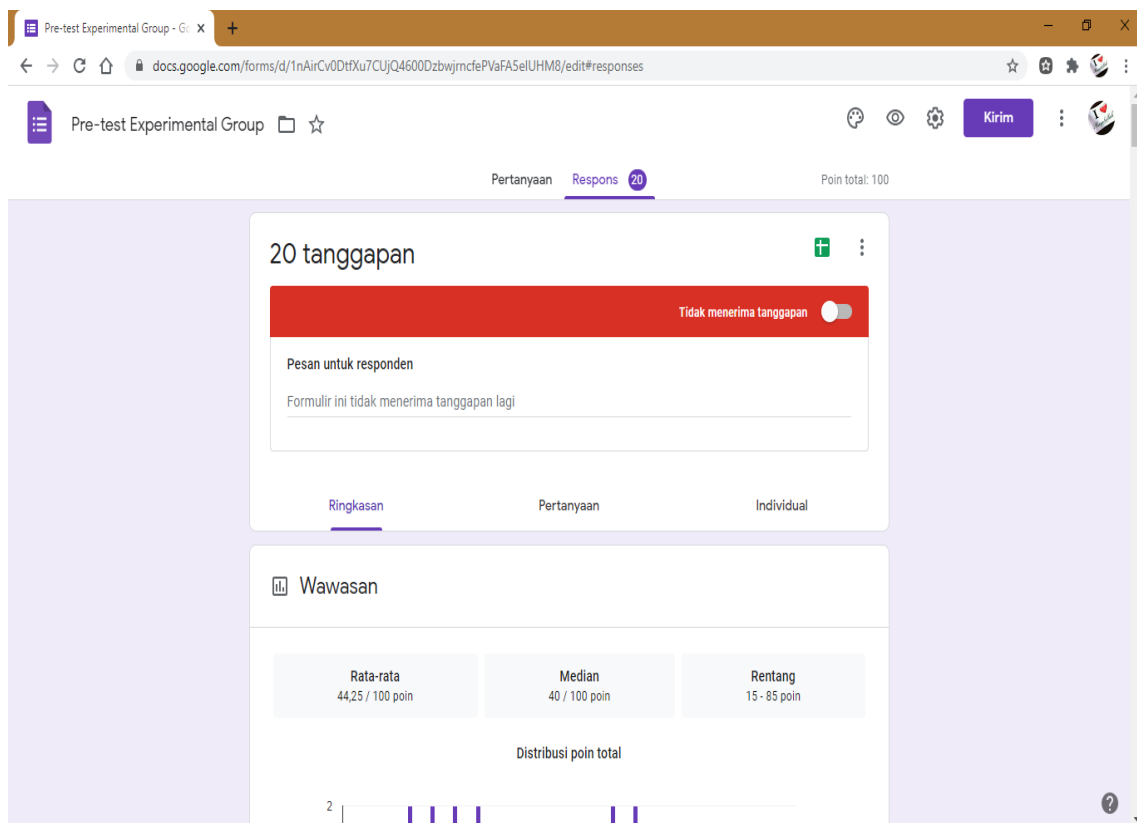
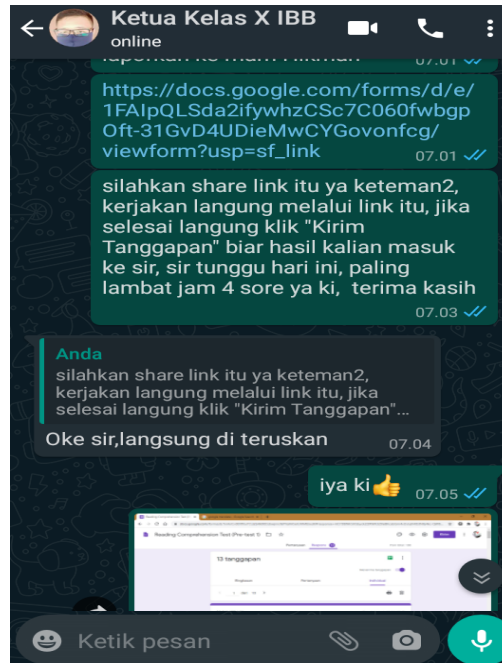
Documentation 1

Pre-test in Control Class



Documentation 2

Pre-test in Experimental Class

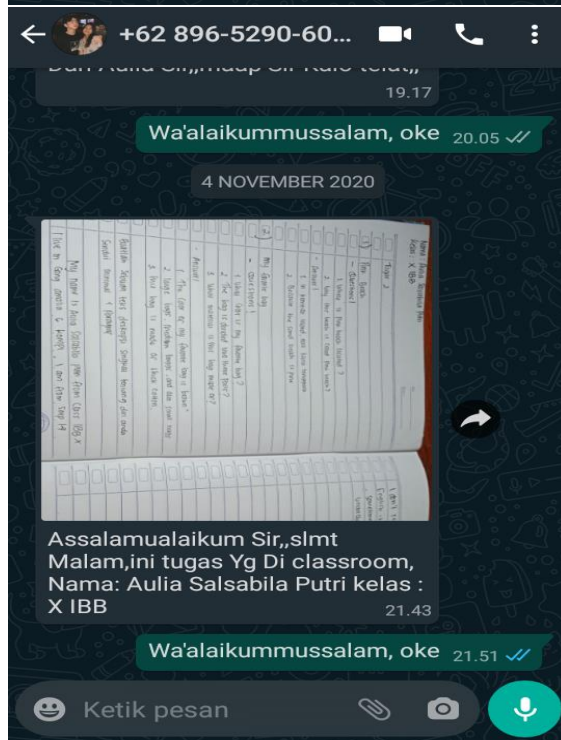
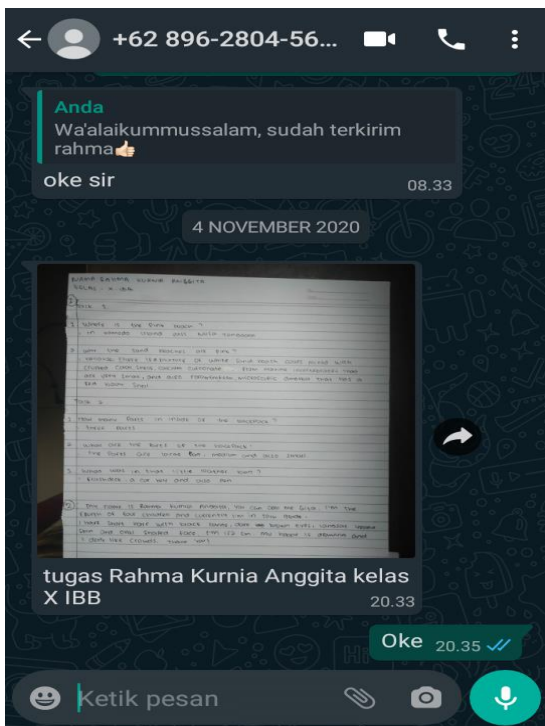
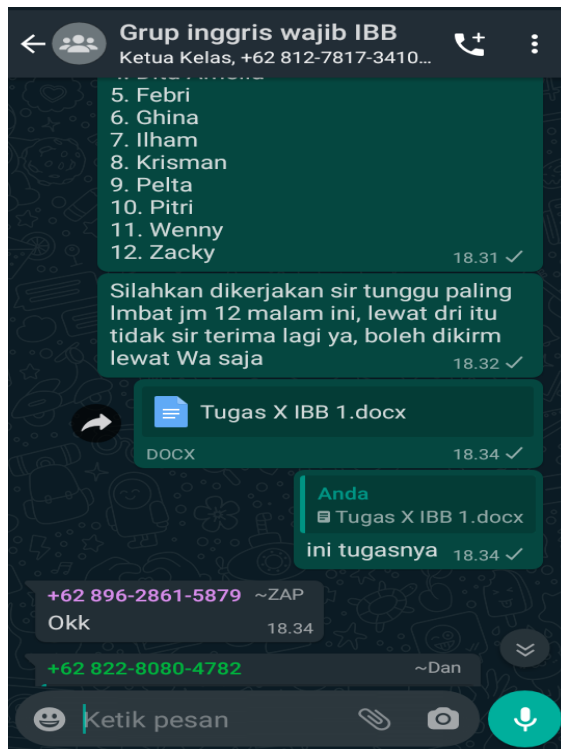
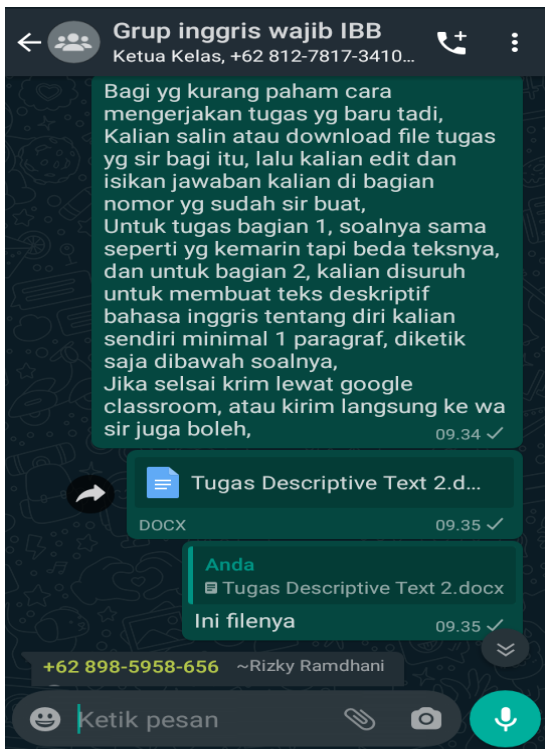


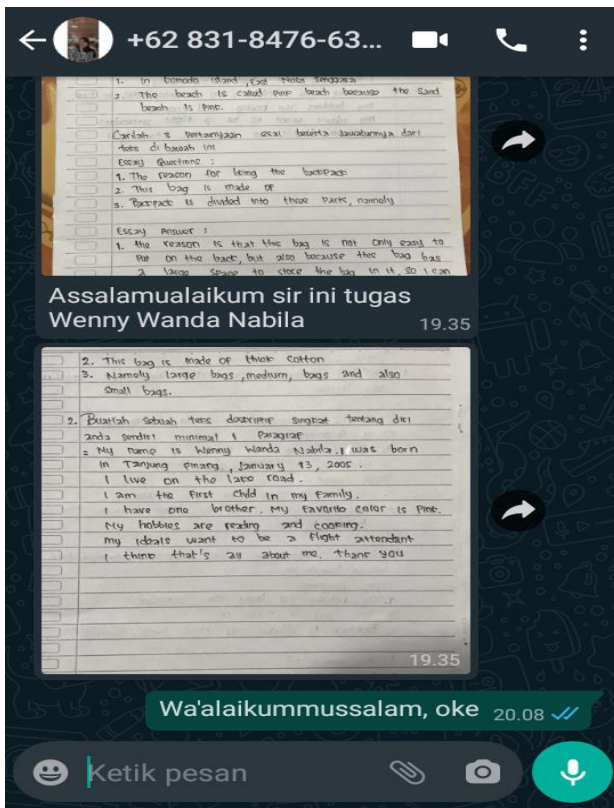
Documentation 3

Treatments in Experimental Class

The screenshot shows a Google Classroom forum post. At the top, there is a navigation bar with 'X IBB', 'Forum', 'Tugas Kelas', and 'Anggota'. Below this is a blue header banner. The main content area features a 'Mendatang' (Upcoming) section on the left with the text 'Hore, tidak ada tugas yang perlu segera diselesaikan!' and a 'Lihat semua' button. The forum post itself is from user 'Edo Sulistio Aditya' at 11:08. The text of the post says 'silahkan baca materinya terlebih dahulu, jika ada yg kurang jelas silahkan tanya melalui komentar ya'. Below the text is a 'Descriptive Text Material...' PowerPoint attachment. At the bottom of the post is a comment input field with the placeholder 'Tambahkan komentar kelas...'. A second post from the same user at 10:47 is partially visible below, with the text 'Silahkan isi absen' and an 'Absensi Pertemuan 1' attachment.

This screenshot shows a thread of forum posts in Google Classroom. The navigation bar includes 'X IBB', 'Forum', 'Tugas Kelas', 'Anggota', and 'Nilai'. The thread consists of several posts: 1) A post from 'Edo Sulistio Aditya' dated 4 Nov with the title 'Edo Sulistio Aditya memposting tugas baru: Tugas Teks Descriptive 2'. 2) A post from 'Edo Sulistio Aditya' dated 27 Okt (Diedit 28 Okt) with the title 'Edo Sulistio Aditya memposting tugas baru: Tugas Descriptive Text'. 3) A post from 'Edo Sulistio Aditya' dated 27 Okt with the text 'Silahkan pelajari dan pahami materi berikut untuk mengerjakan tugas yg akan sir berikan setelah ini' and a 'Materi Teks Descriptive K...' PowerPoint attachment. 4) A post from 'Edo Sulistio Aditya' dated 21 Okt with the text 'Silahkan dijawab ya: What is the descriptive?'. Each post includes a comment input field at the bottom.





← Kembalikan ⋮

Tugas Teks Descriptive 2

Elisa Permata

Diserahkan

Beri nilai / 100



Edited - [Template] Tugas Descriptive Text 2.pdf

Komentar pribadi



Elisa Permata 4 Nov

Good night sir, itu tugas Elisa Permata kelas X IBB. Thank You

Tambahkan komentar pribadi ▷

← Kembalikan ⋮

Tugas Descriptive Text

Dwi PN

Diserahkan

Beri nilai / 100



IMG_20201027_203316.jpg

Komentar pribadi



Dwi PN 27 Okt

Assalamu'alaikum Sir 🙏
 Saya Dwi Petri Nurmalasari dari Kelas X IBB
 Saya ingin mengumpulkan Tugas Descriptive Text Sir 🙏



Edo Sulistio Aditya 28 Okt

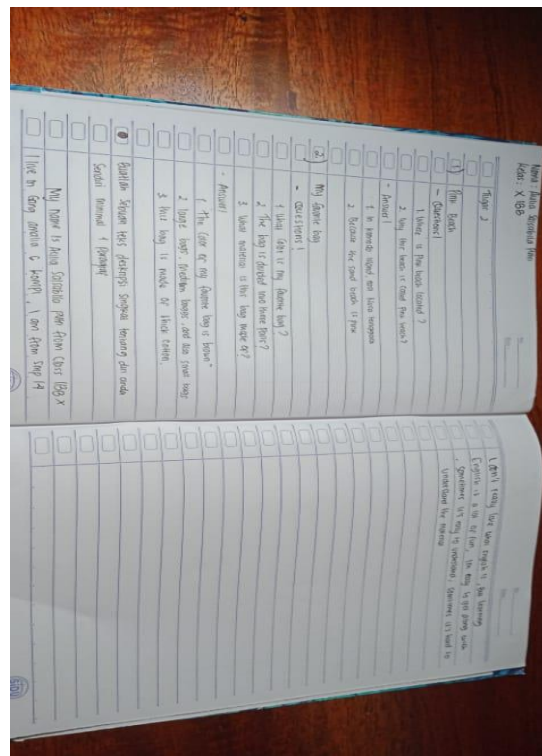
Wa'alaikummussalam, Done



Dwi PN 28 Okt

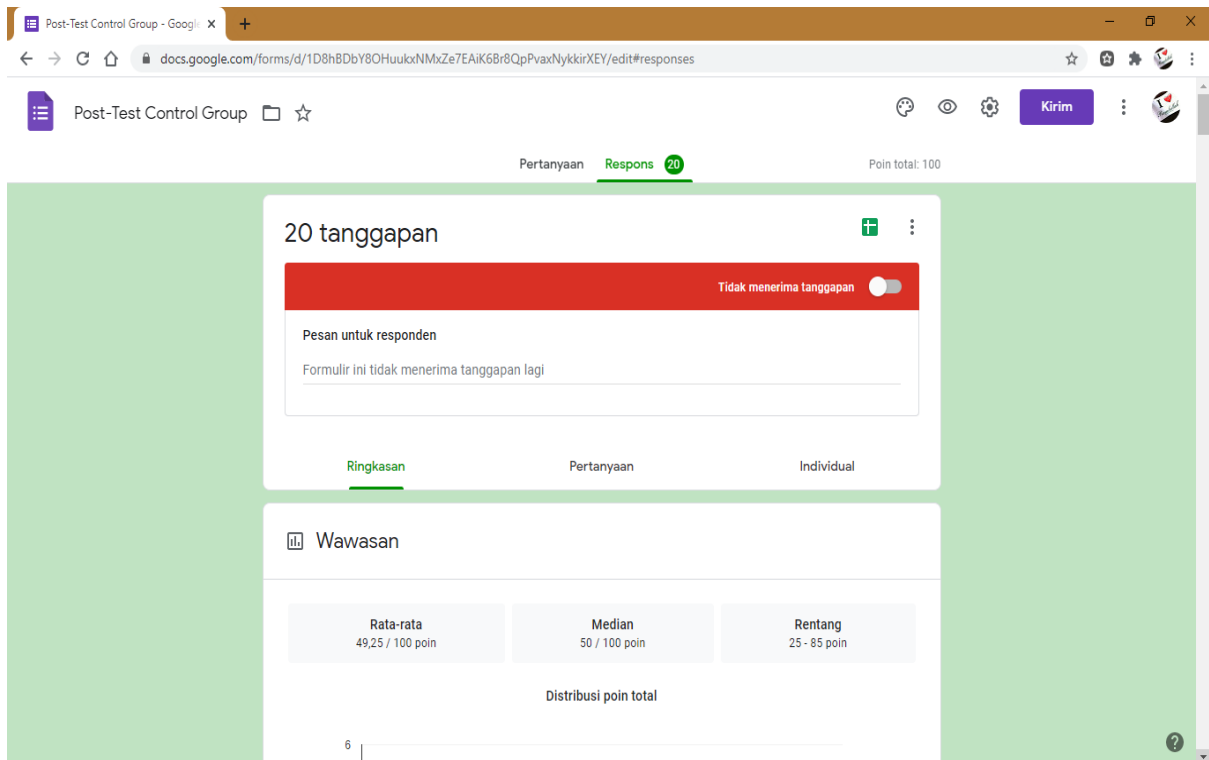
Terima kasih Sir 🙏

Tambahkan komentar pribadi ▷



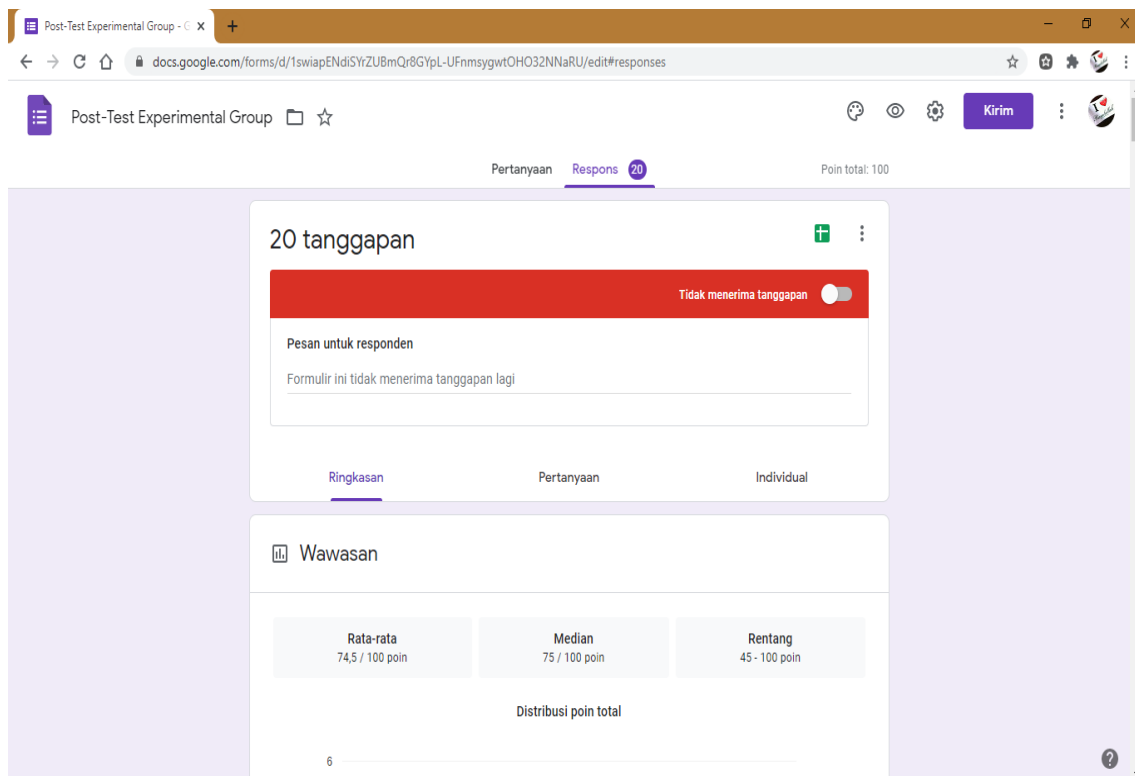
Documentation 4

Post-test in Control Class



Documentation 5

Post-test in Experimental Class



Documentation 6

Preliminary Data

Jain Zainul Arifin Bengkulu 38229 ((Telp) / Fax (0736) 22061 e-mail : sman041

KELAS : X BAHASA TAHUN PE

NO	NAMA	L/P					
			1	2	3	4	
1	ADISTY FANIA DWI CAHYANI ✓	P	75	100	75	50	75
2	AGUNG SURYA SAPUTRA ✓	L	15	100	60	60	59
3	ALYA NAURA MUKTI ✓	P	70	100	75	50	74
4	ANNA PUTRI MEILEIANA ✓	P					-
5	APRIN WAHYUDI ✓	L	60	100	75	50	71
6	AREVI RAHAYU SENTIKA ✓ <i>Artika</i>	P					-
7	AULIA SALSABILA PUTRI ✓	P	25	90	50	70	59
8	CHACA AGNECIA ✓	P	60	70	65	60	64
9	DELLYZA AINNUR ✓	P					-
10	DITA AMELIA ✓	P	60	50	75	30	54
11	DWI PETRI NURMALA ✓	P	70	100	95	80	86
12	ELISA PERMATA ✓	P	55	100	90	60	76
13	FEBRI DARMAWATI ✓	P	35	80	70	70	64
14	GHINA KHAIRUNNISA ✓ <i>5</i>	P					-
15	INDAH YULIA ANDANI ✓	P	75	100	75	50	75
16	KRISMAN ADINATA ✓	L	30	40	75	30	44
17	M. DANU SETIAWAN ✓	L	25	45	35	70	44
18	MONICA CITTERA ✓	P					-
19	NOVALIN AMANDA GAYATRI ✓	P	30	100	85	60	69
20	PELTA PURNAMA SARI ✓	P					-
21	PITRI ISKANDAR ✓	P					-
22	RAHMA KURNIA ANGGITA ✓	P	75	100	75	50	75
23	REINA PUTRI ANANDA ✓	P	30	90	75	60	64
24	RIZKY RAMDHANI ✓	P	30				8
25	SELFINA TRI WAHYUNI ✓	P	45	80	75	60	65
26	ZACKY ARYA PRATAMA ✓	L	30		10		10
27	Artika deswita A. ✓	P	75	95	75	50	74
	Wenny wanda N.	P		90	85	60	59
	M. Rizky akbar	L	30		65		24
	Ilham syahputra ✓	L	25				6
	Putri Ananda	P					-
	Edwin madyan	L					-
	Fendi	L					-
	Jumlah L	5					
	Jumlah P	21					
	Jumlah Keseluruhan	26					

SHOT ON MI A1
MI DUAL CAMERA

NO	NAMA	SEMESTER 1														
		PENGETAHUAN						Rerata	PTS	PAS	NA	KETERAMPILAN				
		KD 1	KD 2	KD 3	KD 4	KD 5	TGS					KD 1	KD 2	KD 3		
1	ABRAHAM ALIF IRFANI	79	80	65	70		85									
2	ANDIKA SAPUTRA	59	75	75	70				78							
3	APRIANDYAH EKA PUTRA	66	70	70	65											
4	JARDIKA UKHRON															
5	ALDIFA KHARUNNISA	73	90	75	70											
6	AULIA LARASATI	66	70	55	65											
7	DHEA APRILYANTI	73	70	65	75				78							
8	FIRZHYA FAHLIPHY	66	50	75	50											
9	HELLEN PRESILIA ANGGRIANI	73	80	70	80											
10	IRVAN ANGGARA															
11	KARISMA ANGGI OKTAVIANA	53	70	75	70											
12	LEGIO MALDA															
13	LLINDI NADITA	53	100	100	60		85		78				82			
14	LUTHFI MUSTAQIM															
15	MARSYA ANANTA	53	90	80	70		85		78							
16	MAURA NUR AYSA	59	100	85	80				78							
17	MELYZA NAZWA NINGSIH						85									
18	MILA ASMARA ILLAHI															
19	MUHAMMAD AJI UTAMA PUTRA	53	65	65	70		85									
20	MUHAMMAD DEGWANTONI	53	80	75	65											
21	MUHAMMAD FIRMANSYAH	59	75	75	75				78							
22	MUHAMMAD RAIHAN HIBATULLAH	73	80	80	75				78							
23	MUHAMMAD ZAKY IRMANTO															
24	RADITYA ANGGARA KRISNA															
25	RAHMAT DILISTYAN SAPUTRA															
26	RENDY AGUSRIAN	59	80	65	70											
27	RIAMA PASKAH CRISTINE SINAGA	86	100	100	90				78				85			
28	RICKY AGUSTIAN	73	95	75	50		85		78							
29	RISKA ELEBIN	80	80	100	80				78				85			
30	SAID ALZAR QAWI	73	80	80	60											
31	SELPI MARSYA UTAMI	79	30	75	65											
32	SHINTA DILA UTAMI	80	80	85	70				78							
33	SINDY KLAODIA	59	75	60	70											
34	TALIKA KHAIRUNISA	66	100	75	78		85		78				80			
35	TASYA FILLO SOFIA	79	90	90	90											
36	ZETI FADHILAH HASANAH	66	75	80	75				78							

KD 1: (TUGAS SOAL) LET ME INTRODUCE MYSELF

Bengkulu, ...
Guru Mata