

Improving Students' Reading Comprehension Through Predict, Organize, Rehearse, Practice and Evaluate (PORPE) Strategy Second Grade Student at SMA Negeri 1 Silangkitang

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ABSTRACT

This study is aimed at finding out the impacts of the use of PORPE strategy in improving the reading comprehension among eight grade students of SMA Negeri 1 Silangkitang. The subject of this research was eleventh grade students of SMA Negeri 1 Silangkitang. It consisted of one class with 30 students as respondents. This research was conducted by using classroom action research. The technique of analyzing data was applied in this research were qualitative and quantitative. The qualitative data were taken from observation sheet, interview, and documentation. The quantitative data were taken from tests. The tests were given to the students in the form of pre-test, post-test I and post-test II. The result of data analysis showed that there was an improvement on the students' improvement in reading comprehension from each cycle. It was showed from the mean of pre-test which was 42,5, after PORPE Strategy was applied in the first cycle, there was an improvement of the result of the students' mean which was 66,8 and for the second cycle after reflection on the first cycle there was an improvement of students' mean which was 76,76. Moreover In the pre-test, there were 13,33 % (4 of 30 students) who got score ≥ 68 . In the post-test I, there were 43.33% (13 of 30 students) who got score ≥ 68 . In the post-test II, there were 90% (25 of 30 students) who got score ≥ 68 . Therefore, the total percentage of the improvement from the pre-test to post-test II was about 90%.

Keyword: *Reading Comprehension, Classroom Action Research, PORPE Strategy, Narrative Text.*

INTRODUCTION

The importance of learning English could be seen from the fact that most scientific books are written in English, and the students are supposed to comprehend those books. Based on KTSP curriculum, English teaching consists of four skills, namely reading, listening, speaking, and writing. The four skills are supported by the learning of language components as structure, vocabulary, pronunciation, etc. In learning reading, students have to realize the aim of learning this skills that to enable them to comprehend reading texts in their effort to enrich their knowledge. The researcher agrees on Zhang (2007:18) states that Reading as interpreting means reacting to a written text as a piece of communication; in other words, we assume some communicative intent on the writer's part which the reader has some purpose in attempting to understand. It can be concluded from the statement above that reading is not only a process of eyes movement to printed material, but also a process of understanding the text to get information of knowledge.

Reading, as one of language skills, has a very important role. The students should comprehend the reading for certain purpose, however it needs a practical and suitable method. The idea is supported by the fact that reading now has a part of daily life. Reading can not be separated from daily activities. People read many kinds written materials such as newspapers, magazines, novels, academic books and so on. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes need reading skill enough. So that way, when people talk about reading, it might be automatically related

to comprehension or understanding. For instance, a reader who understands what he has read can answer questions about it. It means that understanding something is the main goal of reading.

Reading becomes an important part of language teaching, and it has complicated problem. Some teachers considered that reading is not favorite activity for most students. Therefore, English teachers should find strategies to overcome this problem. They are expected to find appropriate strategies or activities to make students understand reading text and moreover enjoy reading. Talking about reading activities, there are some techniques that can be used by the English teachers. Absolutely, every teacher should choose the appropriate one to reach their goals. For example in Indonesia, it is known that most of the classes are big. These classes can consist of 35 up to 45 students or more for each class. Consequently, it is hard for the teacher to manage such big classes. It is difficult for the teacher to make the contact to the student directly, moreover students at the back row. The teachers will be difficult to control every students one by one. On the other side, it is also difficult for the students to ask for and receive individual attention. Moreover, if the teacher wants to actively engage the students in the students in learning activities, it will take more time to do it.

According to Freeman (2013:34) states that good language learners are who have a strong desire to communicate. From explanation above, it means that teachers must consider a strategy that suitable for teaching reading in order to make the learning process becomes effective. The strategy its self should be adjusted with the condition of the class and the ability of the students. Because every class has its condition its self, it also will determine the suitable strategy its self.

Also, the strategy used by English teachers in teaching reading must be adjusted to the kinds of reading text. In the current curriculum- School based curriculum (Kurikulum Tingkat Satuan Pendidikan) There are several texts which are ought to be learnt by high school students in Indonesia. According to the Standard of Competence and Basic Competence in the current curriculum of 2013, some of those texts are procedure, descriptive, argumentative and narrative text.

SMA Negeri 1 Silangkitang is one of the senior high school in Kabupaten Labuhanbatu Selatan, English is one of the main subjects taught at this school, The Students study English twice a week, 2 hours for each. Stimulating the students' interest to reading comprehension is a difficult task for the teacher; however, there are some Methods in teaching English to improve the learners' in reading comprehension.

This school using curriculum of 2013 in teaching process, In standard competence of English Subject of 2013 curriculum, Reading is one of prominent skill that should be taught by teacher of English. In addition, the students should be able to understanding the meaning in short simple essay such as Recount and Narrative sustained in daily life. PORPE strategy is a activity supported standard competence reading in 2013 curriculum, in which the students read aloud information from text and share information to other students and indentify the meaning of text. Cavalry (1997:36) said that PORPE sought determine whether students train to create and rehearse their own explicit and implicit test question, and will improve their understanding of content area concept in reading comprehension.

Based on researcher's observation to the students of SMA Negeri 1 Silangkitang found that the student often got bored in reading, In other words, they did not give attention in learning reading, The problem faced by the students is that they cannot understand their reading material. The success of teaching reading for SMA Negeri 1 Silangkitang is determined by many aspects such as: material of reading, facility, teacher competence, and the students themselves. Furthermore, the way of teaching indicates that one of crucial aspects in teaching reading is the method done by teacher in teaching classroom. In reading subject, English text is read and translated by the teacher for the first time then the teacher asks the students to read and translate the text one by one. Moreover, they are taught by using good methods. But, in reality, the results of their reading study are still far from expectation of curriculum. Actually, many of students who learn English are interested in reading. However, some of them do not understand what they have read.

This case will influence the successful learning of English. Ideally, an effective method of teaching reading should be applied in order to stimulate the students' interest in reading comprehension, so that the goal of teaching reading can be reached. Based on the phenomena above, there are some symptoms appear:

1. Some of students often get bored with the class.
2. Some of students got difficulties to understand reading text
3. Some of students do not concentrate during learning reading comprehension.

Based on the phenomena above, the researcher is interested to write a thesis entitled "improving students' reading comprehension using PORPE strategy (Predict, Organize, Rehearse, Practice and Evaluate) of second grade students at SMA Negeri 1 Silangkitang."

REVIEW OF RELATED LITERATURE

Reading is one of the most important language skills should be developed inside and outside the classroom, it is also one of the most common ways to get information. Harmer (2010: 183) the reader employ a number of specific skills when reading and their success in understanding the content of what they see depends on a large extent on these specific skills. The six skills of reading are: predictive skill, extracting specific picture, getting specific picture, extracting detailed information and discourse pattern, deducing meaning from context.

Two major approaches have been used for developing reading skills, intensive and extensive reading. Intensive reading activities help students comprehend written text and to become aware of text to comprehend. According to Loucky (2007:2), Intensive reading activities are needed for main reasons: to help learners comprehend written texts, to learn how to use and monitor effective reading strategies, and to become more aware of text organization to better comprehend. The statement above can be concluded that reading is a process between readers and texts how to get information and knowledge. So, the process of reading, we should produce comprehension.

The statement above are also supported by King and Stanley (1989) in Soemarni (2007:8). They state that reading has five components contained in reading texts, which are appropriate with the junior high school curriculum. There are:

- a. Finding factual information.
It requires readers to scan specific details.
- b. Finding main idea
Reading is concerned with meaning to a greater extent than it is with form. An efficient reader understands not only ideas but also the relative significant as expressed by the writer.
- c. Finding the meaning of vocabulary in text.
It means that the reader could develop his guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words to the information and the topic of paragraph.
- d. Identify referents.
In order to avoid repeated words or phrases, the authors use reference words and being able to identify the words or phrases to which they refer will help the reader understand the reading passage.
- e. Making inference from reading text.
Inference is a skill where the reader has to be able to read between lines. King and Stanley divided into two main attentions, draw logical inferences and make accurate prediction.

According to Harmer (1991: 183), "reading is one of the most important language skills that should be developed inside and outside the classroom, it is also one of the most common ways to get information. The reader employs a number of specific skills when reading and their success in understanding the content of what they see depends on a large extent on these specific skills". Furthermore, "Reading is a complex process that depends upon learning specific skills. The purpose of teaching reading in school is both to teach children to become independently active readers and to introduce them to the pleasure of knowledge which effective reading makes possible."

PORPE Strategy (Predict, Organize, Rehearse, Practice and Evaluate)

Basically, PORPE Strategy is aimed to understand a reading, Therefore, the writer uses it to improve students' reading comprehension, The strategy is suggested by Caverly (1997:36) as cite in Soemarni (2007:12). PORPE sought determine whether students train to create and rehearse their own explicit and implicit, and will improve their understanding of content area concept in reading comprehension. The Statement above is supported by Simpson and Stahl (1987:36) This comprehensive study strategy prepares students for planning, monitoring, and evaluating content area.

PORPE is study to assist students in learning content material. Help students in the process constructing the meaning, build knowledge. Students more active in learning this process, automatically train students more creative to understand reading material. Based on Newton's 1st law (2001.p.268-269).The teacher will give the students a PORPE organizer handout to guide the activities they as follows:

1. The students will predict at least two essay questions that could possibly be on the test.
Teacher will provide students with key words to use in forming their questions. (Explain, discuss, compare and contrast).
2. The students will organize or highlight the important points in the text. They will outline answers to the predicted questions.
Students will recite (rehearse) key information out loud and quiz themselves by listing all of the facts they can remember.
3. Students will answer the questions they developed during the prediction stage of PORPE (practice). This can be done in outline form or with complete answers.
Students will evaluate the answers to their questions. They need to be sure they have enough information and examples in their answer. They should ask themselves:
 - a. Am I ready for the test?
 - b. Is there anything else that I need to study?

The statement above supported by Simpson and Hayes(1989: 22)Said that when students the steps of PORPE as they read and study, they behave like Baker and Brown's (1984) "effective readers" who encode information and regulate own learning. Supported by Simpson (1986: 22) said that PORPE could increase students' learning an actual classroom setting, both show that PORPE does have important advantages for long term learning and students' independence.

The activities PORPE Strategy above that challenge students to play with, discover, remember, and develop word in reading, this learning process important to elicit students how to find factual information, main idea, meaning of vocabulary, and reading for pleasure. This Strategy supported in learning reading at junior high school In standard competence of English Subject of KTSP curriculum, Reading is one of prominent skill that should be taught by teacher of English. In addition, the students should be able to understanding the meaning in short simple essay such as Recount and Narrative sustained in daily life.

2.3.1. Steps in Teaching PORPE Strategy

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

a. Predict

Cook and Mayer in Simpson (1988:154) would describe this predict step of PORPE as involving the encoding processes of selection because it asks the learner to pay attention to the important pieces of information in the passage. When students are asked to predict possible essay questions on the material they have read, they are involved in clarifying the purposes of their subsequent study. Students are also stimulated to process the text actively as they read to master the content and organization by posing several general or higher order essay questions that ask for a synthesis and discussion, a comparison and contrast, or an evaluation of the key concepts from a unit of study.

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

headings and the chapter organization, lecture and discussion ideas, especially when they overlap with the chapters being studied, and study guides or hints by the teacher.

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

b. Organize

The second step of PORPE, Organize, involves students in constructing the information that will answer the self-predicted essay questions. In constructing, students build internal connections among ideas so that information becomes reorganized into a coherent structure. Cook & Mayer in Simpson (1988:154) states that when students organize the key ideas of a passage which are pertinent to a self-predicted essay question, they are involved in selecting, acquiring, and constructing, all critical encoding processes. For each predicted essay question, students organize their answers in their own words or formalize them in a map or chart.

c. Rehearse

The third step of PORPE, Rehearse, engages students in the active recitation and self-testing of the key ideas recorded in their maps or charts. In a sense, students are verbally answering their self-predicted essay questions so that the key ideas can become transferred to working memory. This active rehearsal in PORPE characterizes what effective learners, described by Baker and Brown (1984), must do-monitor, self-question, and take corrective action when necessary.

d. Practice

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

e. Evaluate

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

RESEARCH METHODOLOGY

The research method which will be used in this study is a classroom action research. This classroom action research will be conducted by the teacher in order to get a solution to the problem until it can be solved. Action research is a reflective process which is conducted by using some kinds of necessary technique in order to solve the problem.

Action research has some procedures. Based on Kemmis and Taggart (in Burns 2003:32), the procedure of action research can be drawn in this figure:

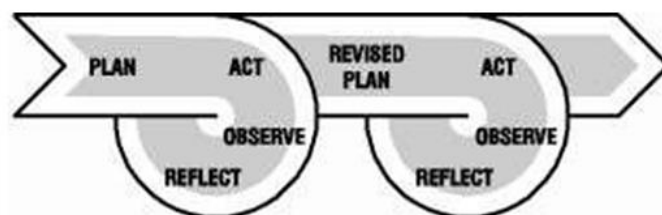


Figure 1. Procedures of Action Research

Based on the figure above, it is clear that action research has four steps. Those steps are planning, acting, observing and reflecting. As a practitioner in the research, the researcher tried to develop a new way to solve the problem but still based on the action research procedure. Before conducting the research, the researcher did pre-elimination test. The purpose of the pre-elimination test was to find out the student's achievement in reading comprehension of narrative text. The process then continued by the next process of action research: planning, acting, observing and reflecting. After that, cycle test will do to find out the students' comprehension in narrative text after being treated by using PORPE strategy. In gathering the data, Tryout is a kind of test which provides opportunities to the test maker to see the quality of the instrument. Arikunto (2006:223) says that "trying out the test is necessary since the result can assess the validity and reliability of the test, and it can be carried out in either a small scale or a large one." In other words, a good quality of an instrument depends on two important qualifications. Those are validity and reliability of the test.

Technique of Analyzing Data

The purpose of this study was to find out whether PORPE strategy could improve students' reading comprehension in narrative text or not. In analyzing the data, the researcher analyzed the data from the pre-elimination test, cycle 1 test, cycle 2 test, observation sheets and also the questionnaire. Because this study used qualitative analysis, the results of the test were only to strengthen the opinion and the description of this study.

In analyzing pre-elimination test, cycle 1 test, and cycle 2 test, the researcher asked the students to answer multiple choice items test which consisted of 20 questions related to narrative text. Then the researcher assessed the students' result based on the scoring system. The researcher used the mean of the results to be compared whether there was some significant improvement or not.

The observation sheet was analyzed by using the criteria on the observation sheet. The result described about the students' interest and students' response about the conducting of PORPE strategy in the class. Besides, it also described about students' activity, students' attendance and student's participation during the teaching and learning process.

The questionnaire was given to the students after the last cycle, so the result of the questionnaire reflected students' interest based on their answer. Because the questionnaire was closed questionnaire, the procedure of analyzing the questionnaire was based on the most answers made by the students. The result described students' interest, like and dislike, and also their impression on English reading class.

RESEARCH FINDINGS AND DISCUSSION

Finding of Cycle 1

a. Planning

After determining the problems related to the teaching of reading, the researcher and the collaborators began to plan the actions to solve the problems. The actions were focused on improving students' reading comprehension through the use of PORPE Strategy. The situations expected after the implementation of the actions are:

- 1) Students could have more opportunities to express the ideas related to the topic of the text.
- 2) Students would be motivated and interested to read the text.
- 3) Students could find specific and general information from the text
- 4) Students could improve their abilities to read efficiently by using comprehension strategy such as skimming scanning, guessing meaning.
- 5) The teacher could guide the students in before, during, and after reading process.

The first cycle will held in twice meeting. The last, to know the improvement scores from pre-test to post-test the researcher also prepared the instrument of post-test I to collect the data.

b. Acting

The action of the cycle I for the first meeting, the total of students at that time was 30 students. In that class, there were 30 students, consists of 13 female and 18 male students. Some actions would be implemented in Cycle I. The action planed of Cycle I were using interactive text-preview through the use of PORPE strategy, using pictures to help students activate prior knowledge, pre teaching key vocabulary, using skimming and scanning strategies, asking the students to guess the meaning and use fix-up strategies, and checking the students' chart. They are discussed as follows.

The first action done was using interactive text-preview. This action aimed at promoting the interaction between the teacher and the students. By using this action, the teacher could build the students' motivation, attract the students' interest in reading, and give chance to the students to express their ideas related to the topic of the text.

The second action was using pictures. This action aimed at stimulating the students to activate their previous knowledge related to the topic of the text.

Pictures were also used as a media in the teaching of reading since there were no media used in the classroom. The third is preteaching vocabulary. This action aimed at creating a context for the students that facilitates comprehension by identifying key words and then preteach them. The action was also expected to solve the students' low vocabulary mastery problems so the students did not need to translate every words in the text when they were reading.

The fourth action was using skimming and scanning. Skimming gave the students advantage of being able to predict the function of the passage, the main topic, and the messages of the text. Here, the students did quick running one's eyes across a whole text for its gist. The use of scanning helped the students to extract specific information without reading through the whole text. Here, the students did quick searching some particular piece or pieces of information in a text. The use of this strategy could also help the students to focus attention on the text.

The fifth action was asking the students to guess meaning and use fix-up strategies. This action could help the students when they found difficult words in the text. By using the strategies, the students would not depend on the use of dictionary.

The last action was checking the students' chart. This action aimed at assessing the students comprehension by crosschecking before and after reading. From seeing PORPE strategy, the students' process of thinking was obvious. The use of PORPE strategy also helped the teacher to guide the students before, during, and after reading.

c. Observing

In the first cycle, the classroom atmosphere in learning process can be seen the students were more curious and silent. They sit well on their own chair. In the process of PORPE strategy, when the teacher let students predict and ask questions, many students raised their hand to give their

idea prediction, and asked many questions related to the text, for example the schematic structure of descriptive text, the characteristic of descriptive structure and vocabulary. The students focused and followed the teacher instruction. The students were active at classroom.

In the cycle I, I was held on post-test I regarding students' reading comprehension of descriptive text. Based on the result of the post-test I, the mean score of the class in reading gained 65.20 in which there were 10 students who passed the KKM 65(sixty five). For the learning activities can be described as following the students participants are giving the idea, asking, answering, the question, and doing task on tie, the percentage as below:

d. Reflecting

After teaching learning process, the teacher and the researcher discussed about the conclusion of the applying the action. Based on the result of observation toward teaching learning process in this cycle, the students' participation were still low, because they did not pay attention and for active students, they were ashamed to ask and answer question that was given is difficult, so they would rather do other activities than answer it. As the result, the student's did not accomplish their task on time.

In addition, based on the result of the post-test I, there were 10 students who passed the PORPE strategy. Although there was an improvement in cycle 1, this condition has not reached yet the criteria of success that has been decided. It means that, to get 65% students reach the PORPE strategy the teacher and the researcher had to develop the action.

The modification of the strategy is needed to apply when the teacher presented the reciprocal teaching for the next cycle. I suggested explaining and teaching slowly and clearly. It has purpose in order to students could listen and understand the instruction well. Furthermore, the teacher is expected to give reward to whom could answer the question and giving idea.

Although the result of the students score has not yet reached yet, the teacher and I realized that both of them must do more efforts to improve the students' reading comprehension by using PORPE strategy. It needed have more improvement in the next cycle.

Finding

a. Planning

Before conducting the actions in Cycle II, the researcher and the teacher held a discussion to revise the plans for Cycle II. They focused to solve the problems found in Cycle I especially related to the language used, the use of comprehension strategy, and also the way to motivate students to be more active. The action plans of Cycle II are as follows. In addition, to know the improvement the students' reading comprehension, the researcher prepared the instrument of post-test II to collect data.

b. Acting

The action of the second cycle was done first action was using interactive text-preview through the use of PORPE strategy. This action was the same as Cycle I. The difference with Cycle I was that the researcher tried to minimize the use of Bahasa in expressing their ideas. In Cycle II, the students had to use English as much as possible. The second action was using pictures to activate the students' prior knowledge. Here, the researcher used more pictures than before. The use of series of picture was effective since it could help the students to recall what they haveknown about the topic.

The third action in Cycle II was pre teaching the key vocabulary in every meeting. This actions aimed at providing enough background to the students about the topic of the text. The procedure used in the Cycle was the same with theprevious one.The fourth action asking the students to guess meaning and use fix-up strategy. The researcher asked the students to reread the sentence, reread the sentences before and after, break apart the work and look for smaller words, look for a prefix or suffix.

The five action was using strategies in reading namely skimming and scanning. The students would scan the text for finding the answers for their own questions in the previous column. Then the students would skim the text for finding main ideas, text value, and social function of the text. The last action was checking the the students' chart. The difference with the

first cycle was the use of self-reflection. In Cycle II, the researcher asked the students to write their own reflection or expand ideas by making a summary.

c. Observing

In the second cycle, the classroom atmosphere in learning process can be seen the students were more curious and silent. They sit well on their own chair. In the process of PORPE strategy, when the teacher let students predict and ask questions, many students raised their hand to give their idea predictions, to complete this research. There were no students walked to another table and talked with their friend in a group when the teacher was explaining the lesson.

They focused and followed the teacher instruction. the teacher also made among other groups in that activity in order to they had a spirit to be the first to ask the question and give their idea, predicted, and look up their dictionary quickly, and gave detailed opinion about the text. Students were active at the classroom.

Moreover, they did PORPE in a group collaboratively and correctly. In the second action of the second cycle, the teacher was held on post-test II regarding students' reading comprehension of descriptive text. Based on the result of the post-test II, the mean score of the class in reading gained 74.48 in which there were 20 students who passed the PORPE strategy 70 (sixty eight). For the learning activities can be described as following the students participation are giving the idea, asking, answering the question, and doing task on time.

d. Reflecting

From the reflecting phase, based on the result of acting and observing toward teaching learning process in this cycle the researcher and the teacher were satisfied because of their work hard to improve students' reading comprehension in this case descriptive text had been reached. There were many improvements after applying the second action of CAR. For example, first, the result of students' participants in the learning reading descriptive text was better than the first cycle.

It can be seen the behavior students while the teacher was explaining the text through PORPE strategy were change, they followed the teacher's instruction and answered teacher's question actively.

Then, in the classroom, students could develop their skill, in this term reading skill. They felt easy to comprehend the text and felt enthusiastic in learning reading text, as the result, they can answer correctly.

The last, there was a progress of their score from post-test I to post-test II which has been showed more than 70% of students who passed the PORPE strategy, it means that I and the teacher decided to stop the CAR because it succeeded. The researcher and the teacher did not need to rearrange for next planning. Based on the result of evaluation between I and the teacher, it should be concluded that implementing of CAR can improving students reading comprehension by using PORPE strategy.

DISCUSSION

This research aimed at investigating the effectiveness of PORPE (Predict, Organize, Rehearse, Practice and Evaluate) strategy in teaching reading comprehension of narrative texts for the tenth graders of SMA Negeri 1 Silangkitang. The result of this research showed that PORPE strategy is significantly effective in teaching reading comprehension of narrative texts. Using PORPE strategy in teaching and learning process in classroom had good influence to students' reading comprehension. By presenting PORPE strategy in reading class, the students were more active in the process of teaching and learning because the activities offered by PORPE strategy have relevancy to the characteristics of most senior high school students that curious and enjoy dynamic situations.

CONCLUSION

Related to the findings of this research, it could be said that this research was successful. It is proven by the test result, that there was 80.61% improvements of students mean score

from pretest to posttest in the cycle II. In the pretest, there were 3 students who passed the KKM and another 27 students who were out of target. In the posttest I, there were 13 (56.98%) students who passed the KKM and in Post-test II there were 27 students or (80.61%) who passed the KKM, based on teaching and learning narrative text by using PORPE strategy. From this percentage of improvement participation in teaching learning process, it showed the students became more enthusiastic and active on studying reading comprehension.

By PORPE strategy, they could analyze the main idea and the schematic structure of descriptive text and got many vocabularies. The last, based on the interview result, the student's reading comprehension in term narrative text has improved, and the teacher appreciated with the effort that has been implemented.

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