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1. Artikel belum pernah diterbitkan di media cetak yang lainnya.
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   PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
   Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
   Peringkat 3 (*Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri*)

6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama-nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
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Daftar Isi

THE EFFECTIVENESS OF PORPE METHOD WITH COMIC STRIPS IN THE TEACHING READING OF NARRATIVE TEXT

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Abstrak: Membaca adalah dasar dari ilmu pengetahuan. Guru sebagai fasilitator harus menjadi kreatif dalam mengajar murid dan memotivasi murid untuk belajar bahasa inggris lebih rajin. Di jaman modern ini beberapa metode banyak yang di terapkan pengajar untuk membuat anak didik mereka tertarik untuk belajar bahasa inggris. Pembelajaran ini merupakan model penelitian percobaan yang mengaplikasikan penelitian kuantitatif yang membandingkan metode PORPE dengan Aplikasi Comic Strips dalam mengajar siswa kelas 10 di SMAN 4 Blitar. Hipotesa diantara dua tersebut mengatakan bahwa para siswa yang diajar menggunakan PORPE method with Comic Strips Aplication mencapai keuntungan atau prestasi yang lebih baik dalam membaca teks narrative.

Kata Kunci: Keefektifan, Metode PORPE, Mengajar Membaca,

Abstract: Reading is a foundation of knowledge. Teacher as a facilitator must be creative to teach their students and motivate the students to study English well. There are some methods that can make the students interested in English. This study was an experimental research design applied the quantitative research compared PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) with Comic Strips to teach Tenth Grade students in SMAN 4 Blitar. The alternative hypothesis said the students who taught using PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) with Comic Strip gain better achievement in reading narrative text.

Key Words: Effectiveness, PORPE Method, Teaching Reading

INTRODUCTION

Nowadays the ability to communicate in some languages takes the strongest role in this globalization era, particularly English. It is the prerequisite to fulfill not only to get a job but also continue one's study to higher level. English is one of the world languages, which is frequently used to communicate and build relationship among people all over the world.

The students who are taught English in Indonesia are expected to be able to use English for communication in their daily life. According to Nation (2009:7) reading should be related to other language skill. The course should involve listening, speaking and writing activities related to the reading. The students should master

four language skills, namely: listening, speaking, reading, and writing. Therefore, as a foreign language, English must be learned by the students since kindergarten.

One of the important aspects in learning a foreign language is reading. Reading is the process of contructing meaning from the written text. Reading is a process shaped partly by the text, partly by the reader's background, and partly by situation the reading occurs in (Hunt, 2004 : 137). Reading is a commonplace of teacher education that teachers tend to teach by the methods which were used by the teachers who teach them (Geoffrey, Brumfit, Roger Flavell, Hill and Anita, 2003:89). Students can learn it because reading is a foundation of knowledge.

According to Nation (2009 : 80) students may have difficulty reading because they do not know enough vocabulary. Most of students in Senior High School failed in the process of understand what they read in reading activity. The problem that they have limited vocabulary and make they did not understand what the text telling about. Learning English especially to memorize vocabulary is boring for some students and make they limit the vocabulary (Neaty, 2011 : 16). As result student cannot identify the main idea and generic structure of the text. So they confused to choose the correct answer for all question from the text.

Most of the students at tenth school level fail to obtain good grades because teacher teaches their students through traditional method. Students are unable to pick key concepts and cannot understand ideas in the text material. As a result, students cannot catch point of the learning goal. Giovannelli (2003) maintains that "teacher must be able to think for themselves and to understand those through process in order to teach their students how to think". The problem in the learning teaching process is because the teacher uses wrong method to teach their students. The teacher chooses old method that not suitable for them. So, the students feel bored easily and cannot understand the lesson well.

On the other hand, the teacher must be creative to teach their students and motivate the students to study English well. Therefore, the teacher had to encourage students to make reading becomes their habit. One of ways is teacher should change their technique to teach English. The teacher needs a new strategy to improve students reading comprehension, in order to make students active, enjoy and comprehend about the main point of reading text. Then, the researcher proposes a strategy named PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) that is designed by Simpson in 1986, this method can be used in any content area course that uses the essay exam.

Therefore, the writer uses it to improve students' reading comprehension, the method is suggested by Caverly (1997 : 36) as cite in Soemarni (2007 : 12). It applied to measure learning or any test format that encourages higher levels of thinking such us synthesis, application, and evaluation. PORPE is a method to study textbook materials in which the students create and answer essay questions. It can be a time-consuming process, but it is an excellent means for preparing for essay exam. There are five steps in this learning strategy. Those steps are: Predict Organize, Rehearse, Practice and Evaluate. Beside that the researcher combines this method with Comic Strip, a media which likes by the students in this era. Comic Strips is a sequence of drawings, either in color or black and white, relating a comic incident, an adventure or mystery story etc. often serialized, typically having dialogue printed in balloons, and usually printed as horizontal strip in daily newspaper and in an uninterrupted block or longer sequence of such strips in Sunday newspaper and in comic books.

As the fact reality, PORPE method can make the students to be effective readers who can clarify the purpose of their activity. Beside the result of Comic Strip successfully improved the students' ability in writing narrative text especially in terms of contents, language use and spelling. (Nurul Afifah, 2015 : 2) By using this method and media the students can be effective readers who can clarify the purpose of their reading activity. Moreover, they can focus attention on the major content of reading text and monitor ongoing activities in order to improve their reading skill. By applying this method and media students can be interested to read and understand clearly the English lesson by well.

READING

According to Harmer (1991 : 183-184), "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. The six skills of reading are: predictive skill, extracting specific picture, getting specific picture, extracting detailed information and discourse pattern, deducting 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.

Based on definition above, the researcher may conclude that reading is a skill process of the readers to find the information or get message from the text writer, and they should understand after making interpretation about the information.

The readers must improve their ability about reading, writing, and speaking skill to achieve produce comprehension. Therefore, reading is important activity for us because it gives us much information that is useful in our life.

Purpose of Reading

According to Harmer (2005 : 8-10) there are six major purposes :

The first is reading to search for information (Scanning ans skimming). The combination of scanning (Indentifying a specific graphic form)and Skimming (Building a simple quick understanding of the text) allows a reader to seach for information. Both skimming and scanning are processess carried out at very high speed (with high rates of word per minute [wpm]).

The second, reading for quick understanding (Skimming). Skimming is also used for variety of other reasons. The reader skim when they want to dertermine what a text is about and not to spend more time reading it, to work through many text and make decisions about which texts to focus more attention on,or when the reader under intense time pressure and need to reach some decision about the usefulness of information in a text and when the reader expected to read more difficult text so that they need to understand the text.

The third, reading to learn is often carried out in academic and professional setting. When the information in a text is identified as important (often by teacher or textbook) and when that information will be used for some task or may be needed in the future.Reading to learn places more processing demands on the reader because the reader is expected to remember the main ideas an many supporting ideas and be able to recall this information as needed. The reader also has to connect the text content with information established in the reader's long time memory (i.e., prior knowledge)

The fourth, reading to integrate information requeires that the reader synthesize (and learn) information from multiple text or bring together information from different parts of a long text, such as a long and complex chapter in a textbook.

The fifth, reading to evaluate, critique, and use information represents an increased level demand and a more complex interaction of reading process. In academic and professional settings, reader are at times asked to evaluate and critique information from multiple texts or requiring them to make decisions about which aspects of the text are most important or most persuasive or most controversial. Moreover, the reader need to decide how to relate the text information toother information intertextually and to their prior knowledge and beliefs.

The sixth, reading for general in comprehension (in many cases, reading for interest or reading to entertain). Reading for general in

comprehension is the most common purpose for reading among fluent reader, and it is the default assumption for term reading comperhension.This is the readin that takes place when the reader read a good novel, an interesting newspaper story or fearure article, or a magazine.

Types of Reading

There are two types of reading. Those are intensive and extensive reading. Bellow is the explanation of those type :

1. Intensive Reading

Intensive reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence. (Nation, 2009 : 25)

It means intensive reading focuses on the linguistic or semantic details of a passage and content. Intensive work on a reading text can focus on the following aspects:

1) Comprehension.
2) Regular and irregular sound-spelling relations
3) Vocabulary
4) Grammar
5) Cohesion
6) Information structure
7) Genre features
8) Strategies

From the aspect above, the roles of the teacher to get students to read enthusiastically in class, the teacher need to work to create interest in the topic and tasks. However, there are futher roles the teacher need to adopt when asking students to read intensively (Harmer, 2005 : 213).

1. Organiser
2. Observer
3. Feedback organiser
4. Prompter

2. Extensive Reading

Extensive reading is a form of learning from meaning-focused input. During extensive reading learners should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text. (Nation, 2005: 50). It means that the reader not only focus on the grammatical and the content,but they really interested with their reading process.

Extensive programmed can help learners move systematically through the graded reader level, there are six ways to help the learners move (Nation, 2005: 56) such as : Learners should read at least one graded reader every week, no matter what level they are reading at, Learners should read at least five books at a level before moving to books at the next level, Learners should read more books at the later levels than the earlier, Learners should read at least 15–20 and preferably 30 readers in a year, Learners should work their way through the levels of graded readers as the later levels provide excellent conditions for establishing the vocabulary of the earlier levels, and Learners may need to study directly the new vocabulary at the earlier

levels or at least make use of a dictionary when starting to read book sat a particular level.

TEACHING READING IN ELF CLASSES

Teaching reading is one of part when as a teacher teach a language subject such as English as a foreign language which have for skills and one of them is reading skill. English is foreign language in our country. People especially learners or students use bahasa Indonesia and their native language becomes their language in their daily activity, so it is a challenge for teacher to teach English as a foreign language.

The reason why teach reading is important to know, because it can make clearly purpose why the students should learn English as a foreign language. According to Hammer (1998:80) stated that in the first place, many of them want to be able to read text in English either careers, for study purposes or simply for pleasure.

Here, following principles which can guide the design and practice of a reading program. Based on Nation (2005:6-8) there are principle to teaching reading:

Meaning-Focused Input
1. Practice and training in reading should be done for a range of reading purposes.
2. Learners should be doing reading that is appropriate to their language proficiency level.

3. Reading should be used as a way of developing language proficiency.

Meaning-focused Output

Reading should be related to other language skills. The course should involve listening, speaking and writing activities related to the reading.

Language-focused Learning
1. Learners should be helped to develop the skills and knowledge needed for effective reading.
2. Learners should be given training and practice in a range of reading strategies.
3. Learners should be given training and practice in integrating a range of strategies.
4. Learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts and information reports.

Fluency Development
1. Learners should be helped and pushed to develop fluency in reading.
2. Learners should enjoy reading and feel motivated to read.
3. Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.

PORPE METHOD

PORPE is study strategy can be used in any content area course that uses the essay exam. It it applied to measure learning or any test format that encourages higher levels of thinking such as synthesis,

application, and evaluation (Simpon, 1986 : 1). Which five steps such as Predict, Organize, Reharase, Practice, and Evaluate.

Reason of Using PORPE Method

Reason of using PORPE method are because:

1. PORPE can stimulate the students to synthesize, analyze and think about key concepts.
2. PORPE can help the students prepare for multiple-choice exams, especially when the question ask them to draw conclusions and apply information to new conceps. In studies cited the students trained in PORPE scored significantly better on the multiple – choices questions.
3. PORPE can have a durable and long-term impact upon student learning. (simpson, 1987 : 7)

Implementation of PORPE Method

(Simpson, 1987:3-5) staed that PORPE have five steps to guide the students behave like effective readers who have awareness and control of their own cognitive activities while they read and study. Those five steps of PORPE methods are:

1.   Predict

The students predict possible questions from the infromation contained the text. They must pay attention to the important pieces of information in the passage. Students also stimulated to process the text actively as they read to master the content of the text being read.

2.   Organize

The students involves in constructing the information that will answer the self-predited question s in the previous step. In constructing,students build internal connections among ideas so that the information becomes reorganized into a coherent answer.

3.   Rehearse

In this steps, The teacher recites aloud the information and examines the student's memory. Reciting aloud must be perfomed become the more senses tht are onvolved in forming the memory, the better understanding the students will get. This step can help the students to place the key ideas, examples, and overall organization in students'long – term memory.

4.   Practice

The students do some tasks related to the text that has been read before and make a connection between their prior knowledge and the knowledge that has been delivered from the teacher.

5.   Evaluate

The students work bay asking the following question: Do they enough clear examples? Are their answer complete and suitable?

COMIC STRIPS

Comic strips is a sequence of drawings, either in color or black and white, relating a comic incident, an adventure or mystery story, etc. Often serialized, typically having dialogue printed in balloons, and usually printed as a horizontal strip

in daily newspapers and in an uninterrupted block or longer sequence of such strips in Sunday newspapers and in comic books. Comic is a magazine or book that contains a set of stories told in pictures with a small amount of writing.

(Nation, 2005 : 8) learners should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading(blown-up books). Native-speaking children like to read scary books, comics and cartoons, books about sports and magazines about popular culture. These are not usually found at school.

So that,Comic strips is a media which liked by all of students because it is have interested appearance. It looked from the drawing, the color, the setting and the character. Many book store, surely have stocked many comic in their shelf and also the book rent always have a special places for comic. Comic have interested for children in all era. Then comic strips is very effectively to used in learning teaching proccess. It surely motivated the students to be focus in teaching proccess because they felt like in their own world, not like study seriously which make borred in the class.

RESEARCH DESIGN

The researcher applied the quantitative approach for it concerned with certain numbers of variable and numerical data. Meanwhile, the research method of this study was quasi-experimental research applying non randomized pretest-posttest control group design (Ary, 2010).

The research was conducted without changing the setting of the class. In the many situations in educational research, it was not possible to randomly assign subject to treatment groups. Neither the school system nor the parents would want the researcher to decide to which classroom students were assigned (Ary, 2010). The researcher was executed using time schedule of the teacher arranged by the institution as before.

This study is due to find out the effectiveness of two teaching methods, PORPE method and Conventional Method in the teaching and learning process. The researcher acts as the teacher in giving treatment of PORPE method meanwhile in control group the researcher only administers the pretest and posttest. One class as control group (IIS 6) was assumed to teach using Conventional Method while the other (IIS 1) as experiment group was taught by using PORPE method and comic strips.

Variables of the Research

The variables of the research consist of independent variable and dependent variable.

A variable is a construct or a characteristic that can take on different values or scores. There are seven kinds of variables. They are dependent, independent, intervene, moderator, confounding, control and concomitant variable. However, related to the hypothesis of this study, just two variables are observed. They are dependent and independent variables. The independent variables are conventional method and PORPE methodand comic strips while the dependent one is the students' achievements presented by their scores at the end of the treatment using those two teaching methods.

Subject of the Study

The subject of this study was all of tenth grade of Senior High School 4 Blitar. The samples of this study were two classes. Experimental group and control group that consisted sixty students of tenth grade of Senior High School 4 Blitar.

Method of Collecting Data

Method of collecting data means a way to obtain the data regarding to variables of the research. The writer used multiple-choice tests for it enables him to measure the effectiveness of the specific learning objective. The writer got the scores from the students' answer of valid and reliable multiple choice test items. The test consisted of 20 items. Each of them consisted of four options, one of them was a correct answer and the others were destructors.

Time Allocation

Based on the English teacher permission, the researcher is given 3 meeting in each group to finish the lesson. Every meeting was 2 x 45 minutes. The experimental study was held in second semester, the researcher by using PORPE method with Comic Strips application in experimental group. Then, the researcher taught by using Conventional method in control group.

Instrument of Research

Instrument used to measure the variable during the research is English test. It consists of grille of pretest and posttest. The test consists of 20 multiple-choice items. The questions are based on narrative texts provided. And, the test are given after and before the students treated using PORPE method and Comic Strips in experiment group meanwhile the control group is only given pretest and posttest with no treatment.

Technique of Analyzing Data

1. Validity

Validity is the most important part to get the data in the research especially in the eductional area. To know instrumens for the research suitable to use in taking data reseach. It is support Ary et al 2010 statement in their book :

"Validity is the most important consideration in developingand evluating measuring

instruments. Validity was defined as the measure. The focus of recent views validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument" (Ary et al, 2010 : 225)

There are four types of validity; namely, face validity, content, construct, empirical and predictive validity.

1) Face Validity
2) Content Validity
3) Construct Validity
4) Empirical validity
5) Predictive validity

2. Reliability

Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.(Ary, 2010 : 236). The test used to gather the data should be reliable which is consistent and trustable to apply. To measure the reliability of the test, the researcher used Spearman Brown formula. Before calculating the data into Spearman Brown, the researcher first did calculate the data using Split-half technique and to complete Reliability the researcher use SPSS and the result is as the follows:

Method of Analyzing Data

Since non-randomized pretest-posttest control group design was used in this research, the researcher applied ANCOVA formula to prove the hypothesis as suggested by Pallant (2000, chapter 20 : 1), who states that ANCOVA can be used when you have two group pretest/posttest design (e.g.,

comparing the impact of two different intervention, taking before and after measure of the groups). Further she says that the pretest scores are treated as a covariate to control for preexisting differences between groups.

ANCOVA is also handy when a research has been unable to randomly assign the subject to the different groups, but instead having had to use existing groups (e.g., classes of students). As these groups may differ on a number of different attributes, ANCOVA can be used in an attempt to reduce some of these differences (Pallant 2000, chapter 20 : 2). In order to gain accurate and correct data, the researcher has calculated the data by using SPSS for window version 20.

CONCLUSION

The conclusions are presented in accordance with the problem, objective and hypothesis of study stated in previous chapter. Here are the conclusions :

First, In accordance with the above data taken from testing the homogeneity of regression slopes, the significant value METHOD*PRE_TEST is .218 which is greater than .05. It is proved that the assumption of homogeneity of regression slope is not violated. Based on the finding ANCOVA analysis can be proceeded on the ANCOVA table (labeled Group on the SPSS output), the result of the analysis indicates that the null hypothesis saying that both method

(Conventional Method and PORPE Method) are equal should be rejected, F(1,56) = F 8.862, P 0.004 < 0.05

Second, the learning method by used PORPE Method is proved more effective in the teaching of reading at the tenth grade students of SMAN 4 Blitar. The test assesses the differences between the adjusted means for two groups, which are reported in the Estimated Marginal Means Box as 73.375 for the students taught using PORPE method with Comic Strips, and 69.861 for the students taught using Conventional Method Based on the Estimated Marginal Means, the alternative hypothesis says that the students who are taught using PORPE method with Comic Strips achieve better reading achievement than those are taught using Conventional method is accepted, because the mean score PORPE method 73.375 is bigger than Conventional method 69.861. the last, PORPE method and comic strips was more effective compared with Conventional method to teach students in comprehending narrative text.

SUGGESTION

Based on conclusion above, the researcher will make some suggestions related to improving the learning achievement, which is important for the teacher, students and the next researcher to know.

Suggestions for the Teacher
a. PORPE technique with comic strips can be used as one of the alternatives to improve students' reading skill.
b. PORPE technique combine with comic strips are considered important into consideration since this method and media are effective to teach reading of narrative text.
c. Teacher should choose several methods which are suitable with the character of the students and material will be given are important.

Suggestions for the Students
a. The students are able to adapt with the teacher's method, they are suggested to practice other reading materials.
b. Students should feel enjoy studying and won't fell bored, because use this method combine with comic strips.
c. Students should be creative to select the kinds of reading materials in order to comprehend more the text.

Suggestions for the Next Researcher
a. Other researcher can develop research by combining learning model that have been used with other learning models in order to obtain improvement in learning acquisition.
b. The researcher should be conducted to investigate the impact of PORPE method with Comic Strips and other variables such as creativity and critical

thinking in the teaching reading comprehension

c. The researcher can be conducted for other kinds of text, besides narrative text.

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