AN UNDERGRADUATE THESIS

IMPROVING STUDENTS' READING COMPREHENSION BY USING PORPE (PREDICT, ORGANIZE, REHEARSE, PRACTICE, AND EVALUATE) STRATEGY AT THE EIGHTH GRADERS OF SMPN 5 METRO

By :

ALIFA JAY SAPUTRI

1901050002

TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2024 M

IMPROVING STUDENTS' READING COMPREHENSION BY USING PORPE (PREDICT, ORGANIZE, REHEARSE, PRACTICE, AND EVALUATE) STRATEGY AT THE EIGHTH GRADERS OF SMPN 5 METRO

Presented as a Partial Fulfillment of The Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By :
Alifa Jay Saputri
Student Number :
1901050002

Tarbiyah and Teachers Training Faculty
English Education Department
Sponsor : Aisyah Sunarwan, M. Pd.

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2024 M

NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah**
              of Alifa Jay Saputri

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Alifa Jay Saputri
Student Number : 1901050002
Study Program   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : IMPROVING STUDENTS' READING COMPREHENSION BY USING PORPE (PREDICT, ORGANIZE, REHEARSE, PRACTICE, AND EVALUATE) STRATEGY AT THE EIGHTH GRADERS OF SMPN 5 METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education Study Program

Dr. M... **niatur, M.Pd.B.I.**
NIPK198803082015031006

Metro, 31 January 2024
Sponsor

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

iii

APPROVAL PAGE

Title : IMPROVING STUDENTS' READING COMPREHENSION BY USING PORPE (PREDICT, ORGANIZE, REHEARSE, PRACTICE, AND EVALUATE) STRATEGY AT THE EIGHTH GRADERS OF SMPN 5 METRO

Name : Alifa Jay Saputri

NPM : 1901050002

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED :

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Metro, 31 January 2024

The Head of English Education Department

Sponsor

Dr. Much Deniatur, M.Pd. B. I.
NIPK 19880308201 5031006

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

iv

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Persetujuan Munaqosyah**

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Alifa Jay Saputri
NPM   : 1901050002
Program Studi   : Tadris Bahasa Inggris (TBI)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Judul Skripsi   : IMPROVING STUDENTS' READING COMPREHENSION BY USING PORPE (PREDICT, ORGANIZE, REHEARSE, PRACTICE, AND EVALUATE) STRATEGY AT THE EIGHTH GRADERS OF SMPN 5 METRO

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Metro, 31 Januari 2024
Pembimbing

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deniatur, M.Pd.B.I.
NIP. 198803082015031006

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

v

RATIFICATION PAGE

No. B-1334/In.28 4/D/PP.00.9/02/2024

An Undergraduate thesis entitled: "IMPROVING STUDENTS' READING COMPREHENSION BY USING PORPE (PREDICT, ORGANIZE, REHEARSE, PRACTICE, AND EVALUATE) STRATEGY AT THE EIGHTH GRADERS OF SMPN 5 METRO", written by Alifa Jay Saputri, student number 1901050002, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, February 19th 2024 at 08.00 – 10.00 p.m.

BOARD OF EXAMINERS :

Chairperson	: Aisyah Sunarwan, M.Pd	(..................)
Examiner I	: Dr. Ahmad Subhan Roza, M.Pd	(..................)
Examiner II	: Ning Setio Wati, M.Pd	(..................)
Secretary	: Rika Dartiara, M.Pd	(..................)
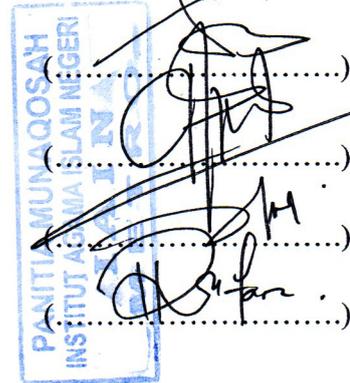
The Dean of Tarbiyah and Teaching Training Faculty,

Khairi, M.Pd
NIP. 19620612 198903 1006

IMPROVING STUDENTS' READING COMPREHENSION BY USING PORPE (PREDICT, ORGANIZE, REHEARSE, PRACTICE, AND EVALUATE) STRATEGY AT THE EIGHTH GRADERS OF SMPN 5 METRO

ABSTRACT

By :
ALIFA JAY SAPUTRI

The aim of this research is to show that the use of PORPE strategy can improve the reading comprehension at the eighth graders of SMPN 5 Metro. Researcher try to apply that the use of the PORPE strategy can be a teaching method to improve students' reading comprehension.

In this research, the researcher conducted a Classroom Action Research (CAR) which was carried out in two cycles. Each cycle consists of planning, acting, observing and reflecting. To collect and analyze the data, the researcher gained information from interview, test, observation, documentation, and field notes. The research was conducted collaboratively with the English teacher of SMPN 5 Metro.

The research results show that the use of the PORPE strategy provides positive results in improving the reading comprehension of class VIII students at SMPN 5 Metro. It is investigated that the average score of students from pretest to post-test has increased. The average score on the pre-test was 60, post-test I was 66 and 76.5 on post-test II. The percentage of students' reading ability in post-test II (83%) has reached the success indicator. This means that using the PORPE strategy can improve students' reading comprehension.

MENINGKATKAN PEMAHAMAN MEMBACA SISWA DENGAN MENGGUNAKAN STRATEGI PORPE (MEMPREDIKSI, MENGORGANISASI , MELATIH KEMBALI, MEMPRATIKKAN, DAN MENGEVALUASI) PADA KELAS VIII DI SMPN 5 METRO

ABSTRAK

Oleh :

ALIFA JAY SAPUTRI

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan strategi PORPE dapat meningkatkan pemahaman membaca siswa kelas delapan di SMPN 5 Metro. Peneliti mencoba menerapkan bahwa penggunaan strategi PORPE dapat menjadi metode pengajaran untuk meningkatkan pemahaman membaca siswa.

Jenis penelitian ini adalah Peneliti Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Untuk mengumpulkan dan manganalis data, peneliti memperoleh informasi dari wawancara, tes, observasi, dokumentasi, dan catatan lapangan. Penelitian ini berkolaborasi dengan guru Bahasa Inggris SMPN 5 Metro.

Hasil penelitian menunjukkan bahwa penggunaan strategi PORPE memberikan hasil yang positif dalam meningkatkan pemahaman membaca siswa kelas VIII SMPN 5 Metro. Diselidiki bahwa nilai rata – rata siswa dari pretest hingga post-test meningkat. Nilai rata-rata pada pre-test adalah 60, post-test I adalah 66, dan menjadi 76,5 pada post-test II. Persentase kemampuan membaca siswa pada post-test II (83%) telah mencapai indikator keberhasilan. Artinya dengan menggunakan strategi PORPE dapat meningkatkan pemahaman membaca siswa.

Kata Kunci : *PORPE, pemahaman membaca, penelitian tindakan kelas*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name   : ALIFA JAY SAPUTRI

Student Number   : 1901050002

Department   : English Education Department (TBI)

Faculty   : Tarbiyah and Teacher Training

That is undergraduate thesis is originaly the result of the writer research, in expectation of the certain part which are excepted from the bibliography mentioned.

Metro, February 22nd 2024

ALIFA JAY SAPUTRI
Std. Number 1901050002

ORISINALITAS PENELTIAN

Yang bertanda tangan di bawah ini :

Nama : ALIFA JAY SAPUTRI

NPM : 1901050002

Jurusan : Tadris Bahasa Inggris (TBI)

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian penulis, kecuali pada bagian – bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 22 Februari 2024

ALIFA JAY SAPUTRI
NPM. 1901050002

MOTTO

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ (١) خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ (٢)

اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ (٣) الَّذِيْ عَلَّمَ بِالْقَلَمِ (٤)

عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Read: in the name of your Lord Who created (1). Created
man from a clot of congealed blood (2). Read: and your Lord
is Most Generous (3). Who taught by the pen (4).
Taught man what he did not know (5).

(Q.S Al-Alaq: 1-5)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. Allah SWT, the Most Gracious, the Most Merciful, who has given the researcher abilities to complete this undergraduate thesis.

2. My beloved parents, Jlamprong Niakasa and Puji Rahayu who always give me their support and pray until finish this undergraduate thesis.

3. My beloved sister and brother, Bilqis Suci Ramadhani and Zakaria Ar-rahmad.

4. All of my friends who have given me motivation to finish this undergraduate thesis.

ACKNOWLEDGEMENTS

However, the researcher realizes that the thesis drafter has not yet achieved the ability. Therefore, the researcher expects criticism and suggestions from various parties for the perfection of this thesis, hopefully this undergraduate thesis can be useful for researchers and for those who read it.

Metro, February 2024
Researcher

Alifa Jay Saputri
Std.Number 1901050002

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

A. Background of Study

Reading is essential to every students to be able to master another English language skill and aspects such as vocabulary, grammar, speaking, listening and writing. For example, if students want to be a good writer they have to be a good reader. The student can enrich their vocabulary by reading because in the text reading there are many new words that they can found and their grammar ability also can improve. After reading a text they can practice and it is very helpful to improve their speaking ability. In the learning process when the teacher read text. Students will try to understand the text by listening carefully and try to improve their writing skill and they try to write by their own language.[1]

The active process of reading involves the use of recognition and comprehension skills. Reading is necessary activity in life that can update knowledge. Reading skill is important tool for academic success. It is intended that the reading exercise will increase the students' reading comprehension. Because by having comprehension, students are able to make sense what the texts tell about.

---

[1] Harmer, *The practice of English Language Teaching* (Cambridge: Longman, 2005), p. 203.

Reading comprehension is not a single step or easily acquired skill. It is a very complex process that teachers find difficult to teach. Comprehension is a process that involves thinking, teaching, past experiences, and knowledge.[2] The foundation of reading comprehension is word identification and decoding. Knowing and understanding what is being read is the key to comprehension. Comprehension is the interaction among word identification, prior knowledge, comprehension strategies, and engagement.[3]

Based on observations conducted by researcher on August, 14th 2023 at SMPN 5 METRO, students' reading comprehension have not been implemented optimally because students' reading abilities are still low. This can be seen from the researcher's observations of students when giving simple test during the pre-survey. The pre-survey results is illustrated in the following table :

Table 1

The Percentage Result of The Pre-Survey Students Reading Comprehension of The Eighth Graders at SMPN 5 Metro

No.	Grade	Frequency	Percentage	Criteria
1	≥70	10 students	32%	Complete
2	<70	20 students	68%	Incomplete
Total		30 students	100%	

From the table above, the Minimal Mastery Criteria (MMC) for English in SMPN 5 Metro is 70. Based on the pre-survey results, there are 10

---

[2] Prado, L., & Plourde, L. *Increasing Reading Comprehension Through the Explicit Teaching of Reading Strategies: Is There a Difference Among The Genders?*. (2005)
[3] *Ibid*, 32

students who are able to achieve it. In the other words, there are only 32% of 30 students who are able to achieve it. Meanwhile, there are 20 students who are unable to achieve it. It means that the percentage of students who are unable to achieve MMC is much greater than the percentage of students who are able to achieve it. Therefore, it can be concluded that the reading comprehension of students among the eighth grade at SMPN 5 Metro is low.

After conducting observations and interviews with classroom teachers, the researcher found many students' problems, especially in their reading comprehension. *First*, some students are not practice actively in learning process. *Second,* the student do not understand the text they read. *Third,* the students still confused to determine main idea. *Fourth,* the students still have lack vocabulary.

These conditions become the challenge for English teacher to find out the solution to improve students' achievement in reading comprehension. One way to improve their achievement in reading comprehension is PORPE (Predict, Organize, Rehearse, Practice, Evaluate) strategy. By using PORPE strategy, students are expected to be an effective readers who clarify the purpose of reading, identify the important aspect of message, focus attention on the major content, monitor ongoing activities, engage in self-questioning to determine whether goals are being achieved, and take corrective action in understanding.[4]

---

[4] Simpson Michle L., *PORPE: A Writing Strategy for Studying and Learning in The Content Areas,* (Journal of Reading, 1986)

Based on the background above, it is clear that reading is main part of communication. That is why PORPE (Predict, Organize, Rehearse, Practice, Evaluate) strategy is very important to be discussed in order to help the students to improve their achievement in reading comprehension. Therefore, the researcher would like to conduct a research title "**Improving Students' Reading Comprehension By Using PORPE (Predict, Organize, Rehearse, Practice, And Evaluate) Strategy at The Eighth Graders of SMPN 5 Metro** ".

B. Problem Identificaton

From the background of the study, the researcher identified the following problems:

1. The students have not been able to understand the text well.

2. The students have difficulty to determine the main idea of a reading.

3. The students have a limited vocabulary.

4. The teacher have not found suitable learning methods to make students interest and active during reading lessons.

C. Problem Limitation

The researcher limits previously identified problems by focused on examining how applying the PORPE strategy can improve students' reading comprehension. To address these problems, the researcher intends to conduct class action research (CAR) through the application of PORPE strategy. The

study would be carried out at eight grade students of SMPN 5 Metro in academic year 2023/2024.

D. Problem Formulation

Based on the background of study and the problem identification, the researcher formulate the problem in this research as the follow : "How can PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) strategy improve students' reading comprehension and their learning activities at the eighth graders of SMPN 5 Metro?".

E. Objectives and Benefit of Study

1. Objective of the Study

The objective of this research is order to improve students' reading comprehension and their learning activities by using PORPE strategy at the eighth grade of SMPN 5 Metro.

2. Benefit of the Study

The researchers hope that this research can provide a wide range of information. The importance of quality English language teaching and learning is follow:

a) For the Teacher

This research is expected in an effort to aid teachers the effectiveness of the English language education process, with a focus on reading ability development.

b) For the Student

It is intended that this research would increase students' enthusiasm to learn English and help them become more proficient readers. particularly in comprehension of reading.

c) For the Headmaster

The researcher hopes that the headmaster can to suggestion the teacher to applying PORPE strategy in teaching and learning especially in reading material. The headmaster can to know the new strategy that is useful to improving students' reading comprehention.

F. Prior Research

There are some previous researches which are similar with this research. The first previous research was conducted by Ita Lestari in SMPN 3 Betung about Teaching Narrative Reading by Using Predict, Organize, Rehearse, Practice, and Evaluate (PORPE) Strategy to Eight Grade Students. The research was quantitive research especially use quasi eksperimental design in the form of pretest, postest non equivalent group design. The collecting data was used a test.[5] The result of the research in reading comprehension by using PORPE strategy at SMPN 3 Betung is effective. It means there is asignificant difference to students, achievement in learning reading comprehension by using PORPE strategy.

---

[5] Ita Lestari, *Teaching Narrative Reading by Using Predict, Organize, Rehearse, Practice, and Evaluate (PORPE) Strategy to the Eight Grade Students of SMPN 3 Betung* (Palembang: State Islamic University Raden Patah Palembang, 2017), viii.

The previous research and this research have same subject of the research. The previous research and this research choose the eight grade students for the subject of the research. While the differences lies in the research method. The previous research using quantitative method, while this research using class action research.

The second previous research was conducted by Eva Yulita in SMAN 1 Sukadana about improving the students' reading comprehension ability by using PORPE strategy. The research was use class action research method.[6] The result of the research is the students' reading comprehension was improve significantly through the use PORPE strategy.

The previous research and this research have similarities research method. The previous research and this research using class action research method. While the differences lies in the research location. The previous study was conducted at SMAN 1 Sukadana, while this research will be conducted at SMPN 5 Metro.

The third previous research was conducted by Silvi Damayanti in SMP Muhammadiyah 06 Medan, about the effectiveness of using PORPE on the students' achievement in reading comprehension. The research was applied quantitative method.[7] The result of the research it

---

[6] Eva Yulita, *Improving The Students' Reading Comprehension Ability by Using PORPE Strategy at SMAN 1 Sukadana*,(Metro : State Islamic Institute of Metro, 2017)

[7] Silvi Damayanti, *The Effect of Using Porpe (Predict, Organize, Rehearse, Practice, Evaluate) on The Students'Achievement in Reading Comprehension,* (Medan : University of Muhammadiyah Sumatera Utara, 2018)

showed that the PORPE is effective strategy to achievement reading comprehension.

The previous research and the researcher's research have similarities focus on reading comprehension to do research. While the differensces lies in the research method. The previous research using quantitative method, while this research using class action research.

CHAPTER II
THEORICAL REVIEW

A. Concept of Reading Comprehension

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.[1]

Reading is a complex cognitive process of decoding symbols in order to build or to derive meaning from the text.[2] Decoding a series of written symbols into their corresponding aural signals is the essence of reading. Categorizes reading as: obtaining broad knowledge from the text ; obtaining detailed knowledge from a text ; for enjoyment or curiosity.

James Ross said that reading is more than recognizing the words for which certain combinations of letters bring about a correct recall.[3] It covers the entire spectrum of thinking, feeling, and defining needs, as well as coming up with a solution to suit those needs, choosing from a variety of options, trying out different options, and ultimately deciding whether to

---

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

[2] Linda Septiyana, et al., *The Correlation Between Efl Learners' Cohesion and Their Reading Comprehension,* (Journal of Research on Language Education, 2021), 68. https://doi.org/10.33365/jorle.v2i2.1154

[3] James Ross, *Teaching reading,* (Brussel: The International Academy of Education Iae, 2004), 11.

stick with the original course of action or reject it. and coming up with a way to assess the outcomes.

The researcher concludes from the above explanation that reading is one of the actions that doing by somebody to get data or information from the text and through the ability of reading.

2. Definition of Reading Comprehension

Reading comprehension of a text is important for readers because shows that the reader can understand the messages or all the information the author wants to convey. This is as stated by Grabe and Stoller that reading comprehension as the capacity to comprehend or assimilate information from a text. [4] Additionally, reading comprehension is described by partnership for reading as the process of deriving meaning from a text or comprehending a text that has been read. It implies that the reader needs to be proficient in deciphering the text's meaning

McNeil also have same opinion that reading comprehension is finding information from the text, then combining it with elements of knowledge and experience that the reader already has into a new whole.[5] McNeil's opinion is based on an interaction view of reading comprehension. In the interaction view, reading activities should lead to the formation of one's own meaning regarding what is meant by the text.

---

[4]William Grabe, *Reading in A Second Language: Moving from Theory to Practice,* (Cambridge University Press, 2009), 39.

[5]John, McNeil D. 1992. *Reading Comprehension* : *New Direction for Classroom Practice,* (New York: Harper Collins Publishers, 1992), 16.

In this case, the reader's knowledge and experience can be used to interpret the text in order to form meaning.

Meanwhile, according to Klingner, reading comprehension is a process of creating meaning by coordinating a number of complex process such as word reading and word knowledge, fluency, ad the construction of ideas and concepts.[6] Reading comprehension is a process in which the reader must choose linguistic symbols and reconstruct them into the author's intended whole. Recognizing and comprehending the main idea and related details is part of comprehension.

Furthermore, Wooley claims that understanding the interaction of various cognitive skills and processes is difficult on many occasions, which can lead to failure of understanding.[7]

The researcher concludes from the above explanation that reading comprehension is the process of obtaining the meaning of the content as well as all information about the topic in the text.

3. Purposes of Reading Comprehension

Reading is one of the most important academic tasks faced by students. Strategies designed to improve reading comprehension may have any number of purposes as adapted from Melntyre and Pressley said that as the following:

a. to enhance understanding of the context information in a text,

---

[6] Klingner et al., *Teaching Reading Comprehension to Students With Learning Difficulties.* (Guilford Publications, 2015)

[7] Gary Wooley. *Reading Comprehension: Assisting Children With Learning Difficuties.* (Brisbane: Spinser Science and Bussiness Media, 2011), 15.

b. to improve understanding of the organization if information in a text,

c. to improve attention and concentrating while reading,

d. to make reading a more active process,

e. to increase personal involvement in the reading material,

f. to promote critical thinking and evaluation of reading material,

g. to enhance registration and recall of the text information in memory.[8]

4. Aspects of Reading Comprehension

The most important thing that needs to be considered is the aspects of reading itself. According to Donald et al, there are six major components of reading comprehension, and they are :[9]

a. Decoding Knowledge

To ascertain the oral equivalent of a written word, knowledge is utilized. In order to assist a reader in understanding the vocal equivalent of a word, decoding knowledge is crucial. Finding the meaning in spoken words is usually true, but in printed words, one is comparatively unfamiliar with many words.

b. Vocabulary Knowledge

Understanding word meanings is the key to choosing the right meaning for a word in a given situation. All grade levels benefit from

---

[8] Melntyre and Pressley, *Balanced Instruction : Strategies and Skills in Whole Language.* (Norwood: Christopher-gordon, 2006), 203.

[9] Leu, D. J. and Kinzer, C. K, *Effective Reading Instruction in The Elementary Grades*, (OH: Merrill, 1987), 30.

having a rich vocabulary, but reading education is especially crucial when students grow and explore less common subjects with slightly specialized vocabulary.

c. Syntactic Knowledge

Understanding of the rules governing word order that determine meaning and pronunciation as well as grammatical function. Understanding the rules regarding word order in sentences and permits is a component of syntactical knowledge.

d. Discourse Knowledge

Understanding the structure and organization of various literary genres is part of knowing language organization at levels higher than a single sentence.

e. Readiness Aspect

Reading readiness is the ability of the student to benefit from initial reading instruction. Reading readiness, therefore may describe instruction designed to assist both oreferred and children who have already know how to read. Currently, the term "reading readiness" refers to more than just being able to read and comprehend a certain text.

f. Effective Aspect

Both interest and attitude is a part in reading comprehension, they boost motivation and make reading comprehension easier. Make reading and reading instruction as engaging and fun as you can in order

to promote comprehension. Consideration of the affective component is crucial at the age and grade level.

Based on the aspects of reading comprehension above students need to mastered that six aspects in order to reading comprehension

4. Levels and Indicators of Reading Comprehension

Burns et al. distinguishes levels of reading comprehension into two types of comprehension. The first type is called literal comprehnsion and the second type is called higher-order comprehension. For the higher-order comprehension type, he further categorize it into three types of reading. The three types of reading in question are interpretive reading, critical reading, and creative reading.[10]

a. Literal Comprehension

Literal comprehension is the lowest level of comprehension among the levels of reading comprehension proposed by linguists. At this level of understanding, readers only need to see what is written in the reading. This means that readers do not need to connect something contained in the reading with something outside the reading. It can be said that the reader's mind is only in one direction, namely the series of words, sentences and paragraphs of the text he is reading. Furthermore, related to the reader's goals,

---

[10] Burns et al, *Teaching Reading in Today's Elementary Schools.* (Boston : Hougthon Mifflin Company, 1996), 208.

readers at this level only want to know what is conveyed by the series of words, sentences or paragraphs.

There are some indicators that should be mastered by students, such as : [11]

    1) Knowledge of word meaning.

    2) Recall of details directly stated or paraphrased in own words.

    3) Understanding of grammatical clues-subject, verb, pronouns, conjunctions, and so forth.

    4) Recall of main idea explicity state.

b. Interpretive Comprehension

All types of skills in interpretive comprehention require the reader's ability to conclude answers in a way other than what is written. In interpretive comprehension, readers play an active role in constructing meaning from what is stated in the text. In this case, the reader will make conclusions from the information implicit in the text combined with the background knowledge they already have.

There are some indicators that should be mastered by students, such as :

    1) Reason with information presented to understand the author's tone purposes and attitude.

---

[11] Heilman, *Understanding Language*, (London: Routledge 2009), 246.

2) Infer factual information main ideas, comparisons, cause-effect relationships not explicitly stated in the passage.

3) Summarization of story content.

c. Critical Comprehension

In critical comprehension, the reader uses existing knowledge to assess the content of the reading, or examines information obtained based on previous experience to make conclusions and judgments about the reading material. Considering the enormous burden of critical readers, for readers, this activity requires accuracy and active mental involvement in making decisions.

There are some indicators that should be mastered by students, such as :

1) Personally reacting to information in a passage indicating its meaning to the readers.

2) Analyzing and evaluating the quality of written information in terms of some standards.

d. Creative Comprehension

Creative comprehension involves the highest level of reading comprehension. Like critical reading, creative reading requires readers to think and use imagination when they are reading. According to Burns et al. by reading like that, readers will generate new forms of ideas.

Based on the research, the students' levels of reading comprehension is literal comprehension, so the indicators that should be mastered by students they are knowledge of word meaning, recall of details directly stated or paraphrased in own words, understanding of grammatical, verb, pronouns, conjunctions, and recall of main idea explicity state.

5. Assessment of Reading Comprehension

Teachers must use a variety of methods to assess students' reading comprehension. According to Sally and Katie (2008), the following assessments can be used to assess reading comprehension :[12]

a. Gap Filling

In this kind of reading comprehension test, a word, phrase, sentence, or paragraph is taken out of the text or diagrams. Assessing vocabulary and grammar can also be done using this fill in the blank exercise.

b. WH Questions

WH questions are those that begin with the letter WH, such as "where", "why", "who", "when", "how". These questions can help learners gain a literal understanding of a text as well as help them recognize information in the text.

c. Multiple Choice Questions

---

[12] Sally B. and Katie H., *How to Teach for Exams*. (UK: Longman, 2008), 27.

For students, this is the most typical kind of reading assignment. It consists of one or more multiple-choice questions and any kind of text. There are three types of options: a statement, a question with a response, or an incomplete statement with a list of phrases or words. Typically, there are three or four possibilities, but only one of them is accurate.

d. True or False Question

The majority of students are accustomed to reading texts of this kind as well. It consists of a succession of assertions followed by text. Based on the text, students must determine whether the assertions are true or false.

e. Yes or No Questions

There should be a yes or no response to these questions. Since a student's response to a Yes/No question could be the result of chance, teachers are encouraged to employ alternative question types to make sure pupils have understood the material..

f. Open-ended Questions

These questions are used in standardized tests. They are useful in assessing comprehension component skills such as learners' ability to draw inferences from text.

g. Matching

In a matching exercise, students must choose from a list of suggestions Statements, headings, or question completion may be

used as prompts. For example, teachers might assign students to match a description to the appropriate paragraph or to match words and phrases to their meanings.

Based on types of the assessment of reading comprehension above the researcher choose the WH question to assessment the students' reading comprehension at the eight grader of SMPN 5 Metro, especially in "Descriptive Text".

6. Scoring Rubric of Reading Comprehension

A scoring rubric is an attempt to communicate expectations of quality around a task. In many cases, scoring rubrics are used to delineate consistent criteria for grading. A scoring rubric can also provide a basis for self-evaluation, reflection, and peer review.

From the explanation above, this research using scoring rubric adopted by Douglas, as follows :[13]

Table 3

Reading Scoring Rubric

No.	Indicators	Score
1.	Getting the main idea from reading text, can identifying the meaning from reading text, accurate on using vocabulary, getting core information from reading text.	90-100
2.	Getting the main idea from reading text, can identifying the meaning from reading text,	70-89

---

[13] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (New York: Addison Wesley Longman, Inc, 2001), 406.

	accurate on using vocabulary, but cannot getting core information from reading text.	
3.	Getting the main idea from reading text, can identifying the meaning from reading text, not accurate on using vocabulary, cannot getting core information from reading text.	50-69
4.	Getting the main idea from reading text, cannot identifying the meaning from reading text, not accurate on using vocabulary, cannot getting core information from reading text.	30-49
5.	Cannot getting the main idea from reading text, cannot identifying the meaning from reading text, not accurate on using vocabulary, cannot getting core information from reading text.	10-29

B. Definition of Descriptive Text

Descriptive text is a text which describes a person, thing, place and certain condition in particular. For junior high school, descriptive text is one genre that must be mastered by students in learning English. There are some definitions of descriptive text according some experts. According to Anderson and Anderson, descriptive text describes particular person, place, or things.[14] It means that descriptive text is designed specially about a person, a place, or things.

---

[14] Anderson and Anderson. *Text Types in English*, (Australia : Macmillan Education Australia 2003), 26

Furthermore, according to Kane descriptive text is the description and identification of the structure text such as person and thing.[15] It means that, descriptive text aim to describe in detail about something, place and person.In this kind of text, the students are required to list the characteristics of something and usually deal with the physical appearance of the described thing.

Moreover, Barbara added that description gives a significant point of view because it transforms our feeling and extends our experiences.[16] It means that description is telling about something or someone particularly which bring the reader's perception change and spread the reader's knowledge widely.

Based on the explanation, descriptive text is used to describe a particular person, place, or thing in detail.

C. Concept of PORPE Strategy

1. Definition of PORPE Strategy

PORPE is a study strategy which operationalizes the cognitive and metacognitive processes that effective readers engage to understand material. PORPE (Predict, Organize, Rehearse, Practice, Evaluate) is a learning strategy developed by Simpson which is designed to help students : (1) actively planning, monitoring, and evaluating their learning regarding reading content; (2) studying the

---

[15] Kane, *Definition of Descriptive Text*: (New York:The Guilford Paess, 2000), 352

[16] C. Barbara, *The Students' Writer*, (New York : The MC-Graw Hill Companies, 2004), 142

intricate procedures involved in getting ready for essay exams; and (3) using the writing process to study the reading content.[17]

Furthermore, Simpson stated that PORPE is prepared in response to (1) his desire to see whether writing could be used as an independent learning strategy for various types of reading, and (2) students' anxiety and their lack of knowledge to prepare and facing an essay exam.[18]

The PORPE strategy is said to be used to prepare for essay exams, but it does not rule out the possibility that the PORPE strategy can be used to prepare for objective tests. This is based on further research on the PORPE strategy carried out by Simpson, Stahl and Hayes with the research title "PORPE: A Research Validation" which leads to efforts to increase reading comprehension.[19] The research results show evidence that the PORPE technique not only helps students improve their essay test results, but also objective or multiple choice tests. This statement is based on the assumption that when students can do well on essay tests, they will automatically be able to do well on objective tests too.[20]

---

[17] Michele L. Simpson, *PORPE: A Writing Strategy for Studying and Learning in The Content Areas*, (Athens, Georgia: Wiley on behalf of the International Reading Association, 1986), 413.

[18] Tierny, R.J., *Reading Strategies and Practices a Compendium.* (Boston: Allyn and Bacon, 1990), 302.

[19] Simpson, et al, *PORPE: A Research Validation*, (Journal of Reading, 1989), 22.

[20] *Ibid*, 28.

In addition, Brunner explains that PORPE is study strategy to assist students in learning content material. [21] This strategy help students in the process constructing the meaning, build knowledge. Students more active in the learning process, automatically train students creatives to understand reading material. PORPE is a study strategy that can incorporated into teachers' instructional routines without jeopardizing the time reserved for teaching content area concepts.

From the statements above, it can be concluded that PORPE is an active and independent learning technique for understanding and studying a text. All stages of learning are carried out by students, and the teacher only acts as a facilitator, so that students are trained to learn independently.

2. Advantages and Disavantages of PORPE Strategy

a. Advantages of PORPE Strategy

There are several advantages of PORPE strategy in teaching reading comprehension, as follows :[22]

1) The students become the active readers who can identify the information for a series written passage into a good comprehension.

---

[21] Brunner, *Now I Get It! Differetiate, Engage, and Read for Deeper Meaning*, (New York: Rowman & Littlefield Publisher, Inc, 2012), 152

[22] Michele L. Simpson, et al, *PORPE: A Research Validation.,* (Journal of Reading, 1989)

2) PORPE explicitly operationalizes and clarifies the steps required to get ready for any exam, including an essay exam.

3) PORPE requires students to maintain a divided mental concentration, focusing on both the topic and oneself, in order to evaluate wether learning is occurring.

4) PORPE make it easier for students to determine the main idea.

b. Disadvantages of PORPE Strategy

There are some disadvantages of the PORPE strategy as follows:

1) The PORPE strategy is not suitable if used in lower grades without direct guidance from the teacher.

2) Takes time because this strategy contains five learning stages that students carry out in the process of understanding reading.[23]

5. Procedures of PORPE Strategy

Based on Simpson et al. PORPE has five steps, as follows :[24]

1. Predict

In this step students are directed to process the text in a more active way, namely predicting the reading text. Students are directed to predict the text by making prediction questions regarding the main idea or important information in the reading text.

---

[23]Bernard Ngovo L. *Study Strategies for Narrative Texts: PORPE and Annotation*. (Journal of Developmental Education, 1999), 23.

[24] Simpson, Stahl, and Hayes. *PORPE: A Research Validation*. (Journal of Reading, 1989), 22-28.

2. Organize

   Students organize the information in the text. Students are given the opportunity to look for important information related to prediction questions or determine the main idea and then write it on a concept map. This aims to help students remember the material or reading materials.

3. Rehearse

   Involves students reading repeatedly, actively memorizing important information or main ideas that have previously been outlined in the form of a concept map. Through rehearsal activities, the main ideas and important information will be transferred to the brain's memory.

   The rehearse stage, which is a memorization activity, ensures that students remember the main ideas or important information for longer, which in the next stage will help students when composing or retelling the contents of the text using their own language.

4. Practice

   To optimize the information that has been previously memorized, the practice stage is carried out. This practical stage is a stage to validate students' reading results through essay writing activities.

The results of this stage can be used as a benchmark to determine the extent of students' understanding of the text they have read.

5. Evaluate

This stage is intended to evaluate students' writing results by re-checking answers to prediction questions, checking students' essays or text conclusions. To check the correctness of their writing, students are allowed to re-read the entire text so that their writing does not conflict with the text they read.

D. Action Hypothesis

Based on the frame of theories and assumption the research formulates the hypothesis : The PORPE strategy can improve the students' reading comprehension and their learning activities at the eighth graders of SMPN 5 Metro.

CHAPTER III
RESEARCH METHODOLOGY

An explanation of the researcher's technique and research design were given in this chapter. The study and data analysis procedure were explained. Additionally, the study offers a thorough explanation of the tools used.

A. Variables and Operational Definition of Variables

Variable can be defined a general class of objects, events, situations, characters and attributes that are of interest to the researcher.[1] In other hand, Creswell explain that variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied.[2]

Based on the quotation above, the operational definition of this research variable as follows:

1. Dependent Variable

Singh defines dependent variable is that factor which is observed and measured to determine the effect of the independent variables.[3] Dependent variable of this research is reading comprehension ability as variable (Y). This variable can be measured by using scoring reading comprehension ability.

---

[1] Mark and Peter, *Introduction Quantitative Research Methods*, (New Delhi: Sage Publications, 2001), 46.

[2] John W. Creswell, *Education Reseach: Planning, Conducting and Evaluating Quantitative and Qualitative Reseach* (Fourth edition), (USA: Pearson, 2012), 13.

[3] *Ibid.*, 63

The test has been given two times, which are before the treatment or called as pre-test and after the treatment or called as post-test. The test is using essay test in reading. The researcher also establish the measurement of a good reading comprehension ability.

2. Independent Variable

Independent variable can be understood as the factor that is measured, manipulated, selected or controlled by the researcher." Independent variable of this research is using PORPE Strategy as variable (X).

The researcher used the classroom action research, which pre test and post test design. In this design, the pre test and post test intended to investigate whether using PORPE strategy could be used to improve reading comprehension ability.

B. Research Location

This research would be conducted at SMPN 5 METRO. The school was build in 1984 on Jl. Budi Utomo, Rejomulyo, Kecamatan Metro Selatan, Kota Metro, Lampung.

C. Subject and Object of The Study

1. Subject of The Study

The subject of this study is 30 students from 8.1 class at SMPN 5 Metro. The researcher chooses the 8.1 class as subjects of the research

based on suggestion the teacher because most of the students weak in reading comprehension.

The type of classroom action research design used in this study is a collaborative one. The researcher worked with Mrs. Tri Wihar, S.Pd., the actual English teacher of SMPN 5 Metro, to conduct this study.

2. Object of The Study

The object of this research is the improving reading comprehension by using PORPE strategy. In this research the researcher choose PORPE as an approach to improve reading ability of students. In PORPE strategy, the student making prediction questions, write key ideas and organize it into a sentence to understand the material so the students can improve their reading comprehension.

D. **Action Plan**

In this research, the researcher used Classroom Action Research (CAR). It is called CAR because the study aims to develop a certain form of teaching to solve problems in a class. According to Zina O'Leary, action research is a research methodology that pursues action and knowledge in an integrative manner through a cyclical and participatory process. In action study, the process, outcome and execution are inextricably related.[4]

---

[4] Zina O'Leary, *The Essential Guide to Doing Research,* (London, Thousand Oaks : Sage Publication, 2004), 139.

Classroom action research is one of the teacher's attempts to enhance the quality of instruction by incorporating innovative methods, tactics, or strategies into the teaching-learning process.

The researcher explains the cycles from Zina O'leary's action research design scheme as follows:
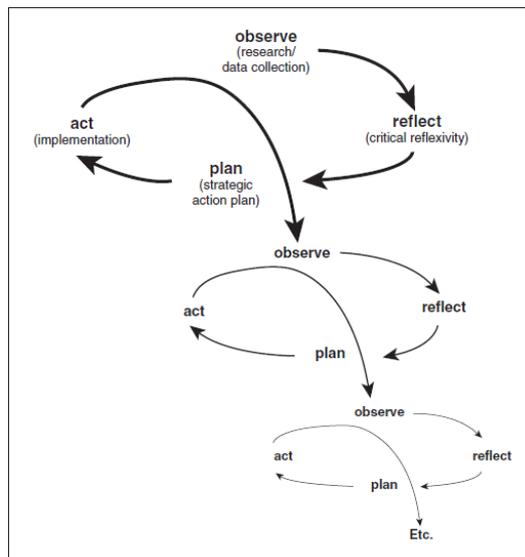
Figure 1. *Zina O Leary's Action Research Design*

The application of CAR is considered suitable for enhancing the reading comprehension of SMPN 5 Metro's eighth-graders through the implementation of the PORPE strategy. This approach is presumed to address the challenges faced by students during the teaching-learning stage of their reading development.

Refer to the illustration above, the explanations about four steps of action research procedure according to O'leary's action research design are conducted in each cycle :

1. **CYCLE I**

   a. **Planning**

   Planning is the first steps in each activity. It was conducted before the researcher starts her action research in every cycle and revised based on the improvement of the students. The activity as follow :

   1) The researcher prepared lesson plan;

   2) The researcher prepared media, method, strategy, and materials of learning;

   3) The researcher prepared the instrument of observation;

   4) Making test that used in pre-test and post-test.

   b. **Acting**

   The second step in this research is acting. In this step, the research implemented the planning and will conducted in some meetings. The activity as follows:

   1. Pre Teaching Activity

   a) The researcher greeted to the students when entering the class.

   b) The researcher prepares students to follow the learning process such as praying and attendance.

   2. While Teaching Activity

   a) The researcher applied the lesson plan.

b) The researcher made some group, then gave a descriptive text.

c) The researcher explained about how to use PORPE strategy in descriptive text.

d) The researcher asked the students to read aloud the text. After that, students make prediction questions. To make it easier for them to predict essay questions, students can use WH questions which are related to key reading ideas (Predict).

e) The researcher asked the students to compile the key ideas that have been predicted in the previous steps. The students arrange questions and predictive answers in a concept map in the form of a chart with guidelines for key ideas that are predicted (Organize).

f) The researcher asked the students to practice memorizing concept maps in the charts they have made (Rehearse).

g) The researcher asked the students to explain the answers to the questions they predict into a complete text form by relying on students' memories (Practice).

h) The researcher asked the students to find the results of their answers by filling out the checklist sheet given by the teacher by reading the students' writings (Evaluate).

3. Post Teaching Activity

    a) The researcher asked the students about the difficulties of the lesson.

    b) The researcher and the students concluded the material together.

    c) After giving treatment in cycle 1. The researcher will give a reading test in the form of a post-test to test their abilities after treatment.

c. Observing

Observing is the process of keeping track of events and actions. The observation is done in learning process. The researcher can ascertain whether further research is necessary to enhance reading comprehension skills based on the observation.. In this step, the researcher observed the process of learning by using format observation.

d. Reflecting

In this section the researcher and collaborator examined the impact of the acting, what needed to be fixed, and what needed to be addressed for the next acting. Then, the result of reflecting used as a guidelines to make an new plan in the next cycle.

.

2. CYCLE II

Based on the results of the reflection in the first cycle, the second cycle was developed. In the second cycle, it is to improve the things that need to be improved and developed from the first cycle so that the results are in accordance with what is expected. Basically, in cycle 2, it is to find out whether there is a change after taking action in cycle I. In cycle 2 learning, the deficiencies that exist in cycle 1 will be corrected, and in cycle 2 it is expected to run better.

E. Data Collecting Techniques

There are two ways to acquire data. Both quantitative and qualitative information is contained in them. The researcher makes use of qualitative observation linked to the data. In contrast, the researcher obtains the quantitative data by using the student's final reading outcome score as a pre-test and post-test.

Several techniques are employed in this study to collect the data. The complete description of these tools is as follows:

1. Interview

When gathering information on English teachers' experiences prior to classroom action research, interviews are especially helpful. It used to be able to identify the reading comprehension problems of students and the method the teacher employed when assigning reading assignments.

2. Test

        The test is used by the researcher to gather information about the students' readability. The assessment's result indicates that the students' reading score is reliant on the used medium. This test's objective is to assess the student reading comprehension.

There are numerous types of tests, including the following:

  a. Pre-test

        Before using the PORPE strategy, the pre-test was carried out in the preliminary report. Students were asked to select the right answer on an essay reading comprehension test as the study's pre-test.

  b. Post-test

        After teaching reading comprehension utilizing the PORPE strategy, the post-test is accepted. Students were asked to select the correct response on an essay reading comprehension test as the study's post-test. If the average score on the pre-test is greater than the post-test, the improvement can be demonstrated.

3. Observation

        A methodical strategy to gathering data, observation depends on the researcher's ability to use their senses to gather information. To put it another way, observation is the process of paying close attention to something or someone in order to gather information or support a report.

Data is collected during teaching and learning activities depending on student participation in accordance with the lesson plan. The information gathered from this observation serves as the foundation for assessing how well the upcoming period is prepared.

4. Documentation

The process of gathering data from existing documents or archived records transcripts, books, magazines, and other materials, among others is known as documentation.

5. Field Note

Field notes were utilized in this study to concentrate on a certain problem or instructional strategy over time. Additionally, the researcher took field notes on many aspects of the classroom environment, including management, student-teacher contact, and students interaction.

F. Data Collecting Instruments

There are several instruments that researcher use to gathering data in the research as follows :

1. Interview

This interview was held face-to-face with the teacher in order to know the real condition in applying the technique of improving students' reading comprehension on descriptive text through PORPE strategy. This

process was applied before Classroom Action Research. This season was used to complete the qualitative data.

The researcher asked the teacher some questions related to the general condition about English teaching and learning process in the classroom, students' performance and achievement, the problem faced in the eighth-grade class on reading comprehension.

2. Test

Test instrument is something that can be used to make it easier for someone to carry out tasks or achieve goals more effectively and efficiently.[5] Functionally, the use of research instruments is to obtain the data needed when the researcher has entered the step of collecting information in the field.

In this research, the instruments used were developed independently based on the research objectives. The type of instrument in this research is a test of the ability to understand reading descriptive text. The instrument in this research is a subjective test in the form of a short essay which will test students in terms of comprehension on descriptive text.

The grid for preparing the students' reading comprehension test instrument is explained in the following table:

---

[5] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), 25

Table

The Instrument Test of Reading Comprehension

Basic Competencies	Material	Indicators of Success	Number Item	Question Item
1. Identify the main idea of descriptive text correctly.	Descriptive Text	Students are able to determine the general description of descriptive text	1	Short Essay
2. Obtain general information, specific information in detail from descriptive text accurately.	Descriptive Text	Students are able to determine general information from descriptive text correctly	2, 3, 4, 5, 6, 7, 8, 9, 10	Short Essay

3. Observation Sheets

Observation sheets are used to get the data during the observation in the class. It will be conducted during the implementation of the PORPE strategy in reading the descriptive text.

Observation sheets consists of 4 aspects about students' learning performance. The aspects that are observed :

a. Paying attention on teacher's explanation,

b. Asking and answering the question,

c. Being active in whole activeness,

d. Being able to do the task.

4. **Documentation**

The documentation approach is used by the researcher to gather data regarding:

a) The history of SMPN 5 Metro,

b) The state of the officials and instructors employed by SMPN 5 Metro,

c) The number of SMPN 5 Metro students,

d) SMPN 5 Metro's organizational structure,

e) SMPN 5 Metro students' reading worksheets, course summaries, and classroom supplies.

G. **Data Analysis Technique**

The technique of data processing was carried out by the appropriation of the average pre-test score. A statistical methodology is used by the authors. The student score is counted with the following formula in the scoring of the test :[6]

$$\bar{X} = \frac{\sum X}{n}$$

$\bar{X}$ = *The sample mean*
$\sum X$ = *The sum of individual score*
n = *The number of score in the sample*

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows:

Notes:

---

[6] Donald A., *Introduction to Research in Education,* (USA : Wadsword, 2010), p. 108.

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Number of observation

Moreover, in pre-test and post-test, to know the outcome the researcher compared. In this school, the result was equivalent to the minimum norm of at least 70. If there are any students not good from cycle 1, so the researcher carried out next cycle.

H. Indicator of Success

The indicator of success takes from the process and the result of the action research. This research is called successful if 75% of the students get minimal score 70 and 75% of the students active in learning activities.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

a. **Research Result**

1. **Description of Research Location**

SMP Negeri 5 Metro is a junior high school which has a land area of 16,000 m², the land status is owned by the government, the building area is 1,855 m², established in 1984, operating in 1984, located on Jl. Budi Utomo, Village/District Rejomulyo/Metro Selatan, Metro City Regency.

SMP Negeri 5 Metro is one of the junior high schools in Metro City with A accreditation, led by Mr. Suyono, S.Pd. SMP Negeri 5 Metro has a total of 594 students, 53 teachers, and 47 rooms, consisting of 24 classrooms, 1 library room, 4 laboratory rooms, 1 leadership room, 1 teacher's room, 2 prayer rooms, 1 UKS room, 7 toilet room, 1 warehouse room, 1 sports venue, 1 TU room, 1 OSIS room, 1 building room.

2. **Description of Research Data**

This research uses classroom action research. This research consists of two cycles: cycle 1 and cycle 2. Each cycle consists of two meetings and each meeting 2x40 minutes. Each cycle contains planning, action, observation, and reflection. In relation to manage the class, the researcher made the lesson plan. The researcher used

PORPE strategy to improve the students' reading comprehension and their learning activities.

a. Pre-test activity

This meeting was held on January 8th 2024, from 13.25 until 14.45. All the students were ready when the teacher came. The researcher greeted the students. The researcher informed the students that the researcher would conduct research in their class to determine their reading comprehension skills before carrying out classroom action research. This type of test is a short essay containing 5 questions. The percentage result of pre-test is illustrated in the following table :

Table 5

The Percentage Result of the Pre-Test

No.	Grade	Frequency	Percentage	Criteria
1	≥70	9 students	30%	Complete
2	<70	21 students	70%	Incomplete
Total		30 students	100%	

Source: The result grade of reading comprehension Pre-test

at 8.1 class of SMPN 5 Metro

Based on the table above, only 30% from 30 students are completed the pre-test and 70% of 30 students did not complete the pre-test. This indicates that students do not get average grades at SMPN 5 Metro and their reading comprehension skills are low.

As a result, researchers used the PORPE technique to improve students' reading comprehension skills.

b Learning Activites in Cycle 1

1) Planning

In the planning section, researcher and collaborator prepared several things related to teaching and the learning process, such as: prepared learning plans, making assessment instruments that will be tested as post-tests in cycle 1, prepared materials, making student activity observation sheets, identified the problems and found the causes of problems at the beginning of learning and at the end of learning activities. Researcher also prepared to provide evaluations to measure students mastery on given materials.

2) **Acting**

a) First Meeting

The first meeting was conducted on January 12th 2024 at 08.35 until 09.55. This meeting begins with greetings, checking the attendance list and asking about the student's condition. At this stage, the collaborator hands over the class completely to the researcher to ensure student effectiveness before the researcher conducts research in the class.

The researcher formed groups. Students are divided into 8 groups. Each group contains 3-4 members. Researcher distributed a worksheet about descriptive text to each groups.

The researcher started to ask them to read the descriptive text, then researcher guided to answer what is the main idea and the information of the text and asked the other students responded the answer.

After that, researcher began to explain descriptive text through PORPE strategy clearly. During process of reading, researcher gave an opportunity to the students to give their question. When all the questions from the students can be answered, and it turned for the researcher asked about the text to the students.

After students understand about how to appliying PORPE strategy, they are directed to work on the stages of the PORPE strategy.

In the first step, students are asked to create prediction questions that related to the text "Quenaa", To make it easier for them to make prediction questions, students are allowed to use the WH (What, Where, When, Who, Why, How) formulas. For example: "What is the text about?", "Who is Queena?"

In the second stage, students organize information that will answer prediction questions. Students summarize key

ideas that contain prediction questions and answers through mind mapping.

Due to limited time, the researcher asked students to continue the assignment at the next meeting.

b) Second Meeting

The second meeting was conducted on January 15th 2024. This meeting began with greetings, checking the attendance list and asking about the students' condition.

After that, students sit in groups to continue the unfinished PORPE stages, namely rehearse, practice and evaluate stage.

In the rehearse stage the students are ask to memorize the key ideas in the concept map that they have created.

After remembering the key ideas, in the practice stage, students are asked to make a sentence based on the key ideas that they have memorized.

After that, one of group member was asked to read the results of the group's work. Each group received feedback from other groups and also from the researcher.

In the final stage, students evaluate the results of group work and fill in the checklist sheet provided by researcher. Researcher and students make conclusions together.

At the end of learning process, researcher told students will held a post-test at the next meeting.

c) Third Meeting

The third meeting was conducted on January 19th 2024. This meeting began with greetings, checking the attendance list and asking about the students' condition. After that, the researcher distributed post test questions related to descriptive text. The number of questions contains 10 short essay questions. The result of the students test in post-test 1 was better than pre-test before :

.Table 6
The Percentage Result of the Post-Test 1

No.	Grade	Frequency	Percentage	Criteria
1	≥70	17 students	57%	Complete
2	<70	13 students	43%	Incomplete
Total		30 students	100%	

Source: The result grade of reading comprehension Post-test I
at VIII.A class of SMPN 5 Metro

Based on the data above, there are 17 students received a score of 70 based on the Minimum Mastery Criteria (MMC) and 13 students less then MMC. There are 57% student complete the post-test I and 43% student incomplete the post-test I. As the result, the researcher employed PORPE strategy to improve the students reading comprehension

ability. It signified that the students achievement have improved enough in cycle I, but it was not successful.

3) Observing

In observation of researcher action, the collaborator observed the students activities. The researcher as a teacher gave material about reading text especially descriptive text by using PORPE strategy. While the treatment was being executed, the student activities during the learning process were also being observed by the observer.

The students who were active in discussion would get the point by ticking it on the observation sheet for meeting I and meeting II. The graph of percentage students' activities in cycle I, as follow :
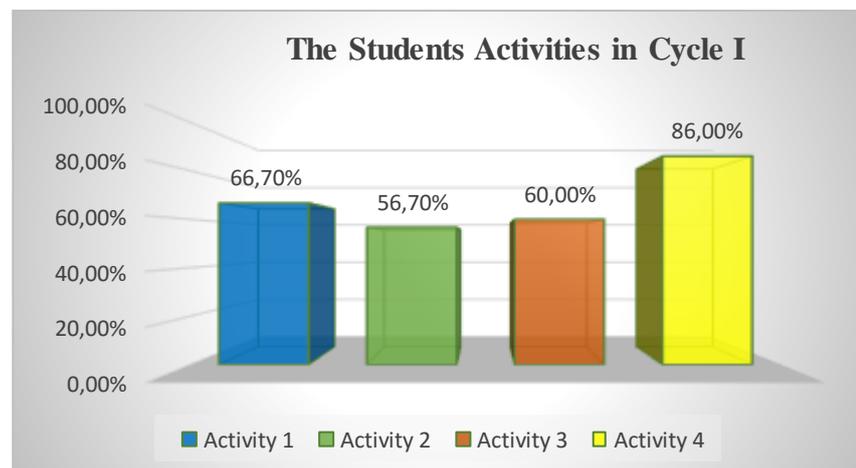
Figure 1
Graph of Students Activities in Cycle 1

The graph above showed that the students activity in cycle I have not achieved the goals. The students' activity that had high percentage were the students paid attention of the teacher explanation 66,7%, then, the students asked and answered the question from the teacher 56,7%, the students active in the class 60%, and the last the students who able did the task is 86%.

4) **Reflecting**

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The graph of comparison students reading comprehension ability pre-test and post-test I could be seen as follows :
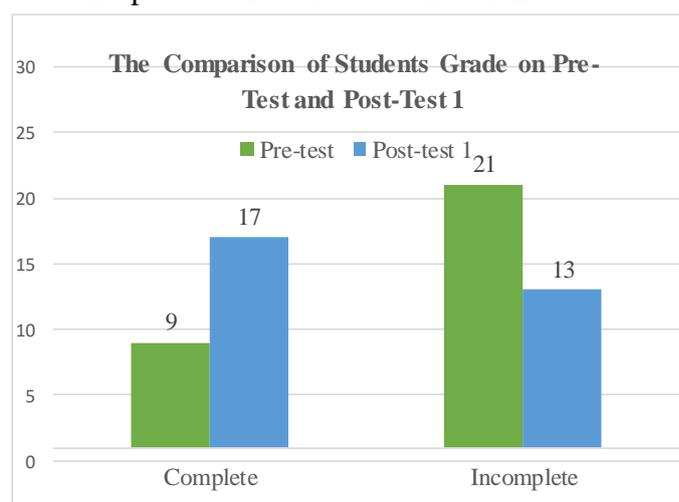
Figure 2
The Comparison of Student's Grade on Pretest and
Post-test 1

The graph showed that there are 21 students (70%) were not successful and 9 student (30%) was successful in pre-test. The successful students were those who got the minimum mastery criteria at SMPN 5 Metro at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 60, so the result was unsatisfied.

Meanwhile, in the post-test 1, that 17 students (57%) got grade up to the standard and 13 students (43%) got grade less than the standard. It was upper than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥70. The fact showed that the result was unsatisfied.

c. **Learning Activity in Cycle II**

The action in cycle I has not been sufficiently successful, the cycle must continue to cycle II. To repair the weakness in cycle I, Cycle II was used. The Cycle II steps are as follows:

1) Planning

Based on the activities in Cycle I, the Cycle II process was focused on the Cycle I problem. On Cycle I, there were some weaknesses.

Then, the researcher and collaborator planned to provide the PORPE strategy with the material for students in reading comprehension.

In the first and last of the learning activities, the researcher and collaborator ready the lesson plan, observation sheet of the activities of the students, identified the problem, and identified the causes of the problem. The researcher also intended to provide evaluation to measure the mastery of the students on the given materials.

2) Acting

   a) First Meeting

   The first meeting was conducted on Thursday, January 22th 2024 at 13.25 until 14.45 followed by 30 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, the topic of this meeting is about the descriptive text.

   Students sit in groups according to the groups determined at the previous meeting. Researchers distributed a descriptive text to each groups. Then researcher started to ask them to read the descriptive text together.

   During process of reading, researcher gave an opportunity to the students to give their question. When all the questions from

the students can be answered, and it turned for the researcher asked about the text to the students.

Researchers try to remind the stages of the PORPE strategy.

After that, in the first step, students are directed to make prediction questions using WH questions. To make it easier for them to make prediction questions, students are allowed to use the WH (What, Where, When, Who, Why, How) formulas.

In the second stage, students organize information that will answer prediction questions. Students summarize key ideas that contain prediction questions and answers through mind mapping. In the rehearse stage students memorize the key ideas in the concept map that they have created.

After remembering the key ideas, in the practice stage, students are asked to make a sentence based on the key ideas that they have memorized.

Researcher asked to students to demonstrated the worksheet in front of the class about how the students could understand the text talked about by applied PORPE strategy. All of students participated here so they would be more pay attention to the material.

In the final stage, students evaluate the results of group work and fill in the checklist sheet provided by researcher. Researcher and students make conclusions together.

At the end of learning process, researcher told students will held a post-test at the next meeting.

b) Second Meeting

The second meeting was conducted on January 25th 2024. This meeting began with greetings, checking the attendance list and asking about the students' condition.

Before giving assignments, researcher and students review the results of group work at the previous meeting.

After that, the researcher distributed the task about descriptive text which contained 10 short essay questions. The result of the students test in post-test 2 was better than Post-test 1 before :

Table 7
The Percentage Result of The Post-Test II Students Reading
Comprehension of The Eighth Graders at SMPN 5 Metro

No.	Grade	Frequency	Percentage	Criteria
1	≥70	25 students	83%	Complete
2	<70	5 students	17%	Incomplete
Total		30 students	100%	

Source: The result grade of reading comprehension Post-test II

at VIII.A class of SMPN 5 Metro

Based on the data above, it can be inferred that 25 students (83%) were successful and 5 students (17%) were not successful. From the posttest II results, the researcher got the average of 76,5. It

can be concluded that the result of post-test 2 was much better than post-test 1.

3) Observing

In this step, the researcher presented the material by PORPE strategy. In learning process, there were also four indicators used to know the students activities like in learning process previously. Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:
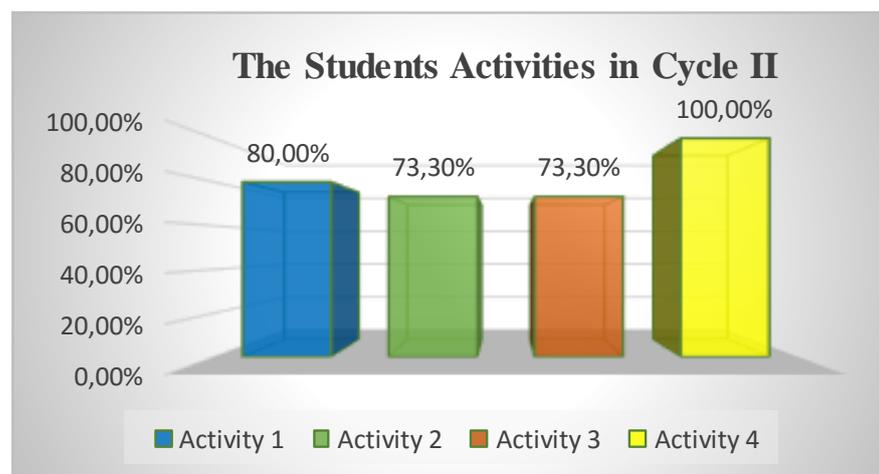
Figure 3
Graph of Students Activities in Cycle 2

The graph above showed that the students activity in cycle II was increase than Post-Test I. The students' activity that had high percentage were the students paid attention of the teacher explanation 80%.

Then, the students asked and answered the question from the teacher 73,3%, the students active in the class 73,3%, and the last the students who able did the task 93,3%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students activity got percentage ≥75%.

4) **Reflecting**

From the result of learning process in cycle II the researcher analyzed that generally by using PORPE strategy the students' reading comprehension would improve. At the end of this cycle, the researcher and the collaborator analyzed and calculated the processes of student's post-test II score. The graph of comparison between students post-test I and post-test II score could be seen as follow :
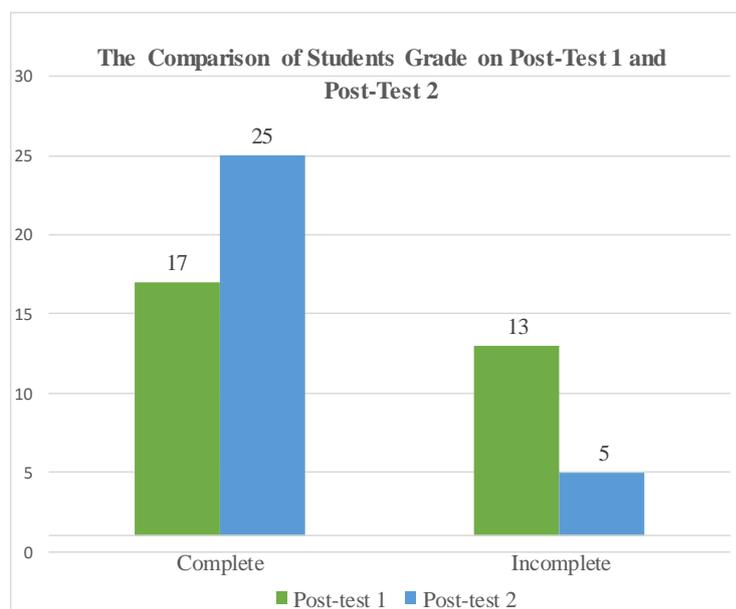
Figure 4
The Comparison of the Students' Grade on
Post-test 1 and Post-test 2

The graph showed that in the post-test 1 there are 13 students (43%) were not successful and 17 student (57%) was successful in post-test. The successful students were those who got the minimum mastery criteria at SMPN 5 Metro at least 70. The successful students were fewer than those unsuccessful students. From the post-test 1 result, the researcher got the average of 66, so the result was unsatisfied.

Meanwhile, in the post-test 2, that 25 students (83%) got grade up to the standard and 5 students (17%) got grade less than the standard. It was upper than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥70. The fact showed that the result was satisfied. It means that the indicator of success of this research had been achieved that was >75% students was gotten score 70. It indicated that the students reading was improved.

Regarding to the result above, it could be concluded this Classroom Action Research (CAR) was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that small group discussion improve students ability in reading comprehension.

B. Discussion

In the learning of reading comprehension to the students' of SMPN 5 Metro especially in students of VIII class, based on the pre-survey there are some problems like some students have lack in vocabulary mastery, cannot understand the meaning of text, and not active during learning process.

The researcher chooses PORPE strategy to improve the students' reading comprehension and their learning activities. The researcher used this strategy to organize students' idea and made students more active in reading comprehension in learning English. Therefore, it is proved that the implementation of PORPE strategy can improve the students' reading comprehensioan and their learning activities.

Based on the result of the pre-test, post-test I and post-test II, it was investigated that PORPE can improve students' reading comprehension ability. It can be seen, based on the description of Cycle I and Cycle II, that the use of PORPE strategy could increase the ability of students to understand reading. From pre-test 30% or 9 students, post-test I 57% or 17 students and post-test II becoming 83% or 25 students, there is improvement from students receiving grade $\geq$ 70. It is concluded that the full grade and overall grade of the students who passed the least from pretest, post-test I to post-test II are improved. The researcher concludes from the clarification that the study is good and can be stopped in cycle II because the progress indicator is reached by 75 % of students with grade $\geq$ 70.

The result of the student's activities in cycle I and cycle II also improved. Pay' attention of the teacher' explanation from 67% become 80%, the students' ask/answer question from 57% become 73%, the students' activeness in the class from 60% become 73%, the students' able do the task from 86% become 100%. The result of students' activities in cycle I and cycle II, there is increasement in students' learning activity

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycle, the researcher would like to describe the conclusion that reading comprehension can be improved through PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) strategy at the eighth graders of SMPN 5 Metro.

The improvement can be seen the average score of students reading comprehension before and after being given the treatment. PORPE strategy can improve reading comprehension, it can be seen on the progress from pre-test to post-test II. The average grade from pre-test is 60 to post-test II is 76,5. The result of cycle II had already reached the indicator of success that was 75 % students fulfill the passing grade.

PORPE strategy can also improve students' learning activities at the eighth graders of SMPN 5 Metro. The students activity in the implementation of cycle I and cycle Il is active from 68% to 80%. It means that PORPE strategy can improve the students activeness significantly.

B. Suggestion

There are some suggestions for improving the teaching and learning process as follows, based on the above conclusion:

1. For English Teacher

   a. The teacher should prepare and choose appropriate strategies and resources in order to establish a successful teaching learning process.

      The object of the teaching that must be done should also be determined by the teachers. The teacher should be able to create a fun learning experience for teaching, such as text choices or new teaching platforms.

   b. It is better for the teacher to use PORPE strategy in English learning, particularly in reading, because it can improve students' ability to understand reading.

   c. The teacher should give the students support in order to be active in the teaching process.

2. For the Students

   Students are recommended to be more interested in the classroom learning process and to improve their capacity to comprehend reading so that they can succeed in learning English.

3. For Headmaster

   To support the English teacher in the learning process by using PORPE strategy, since PORPE strategy is so useful.

BIBLIOGRAPHY

Ary, Donald. Introduction to Research in Education, USA : Wadsword, 2010

Arikunto, Suharsimi. 2010. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Brown, H. Douglas. Language Assessment: Principle and Classroom Practice, California : Longman, 2003.

Brunner. Now I Get It! Differetiate, Engage, and Read for Deeper Meaning, New York : Rowman & Littlefield Publisher, Inc, 2012

Burges, Sally and Katie Head, How to Teach for Exams. UK: Longman, 2008.

Burns, Paul Clay, Betty D. Roe, and Elinor P. Rose. Teaching Reading in Today's Elementary Schools. Boston : Hougthon Mifflin Company, 1996

Creswell, John. Education Reseach: Planning, Conducting and Evaluating Quantitative and Qualitative Reseach (Fourth edition), USA: Pearson, 2012.

Grabe, William. Reading in a Second Language: Moving from Theory to Practice, Cambridge University Press, 2009.

Harmer, Jeremy, The Practice of English Language Teaching, Cambridge: Longman, 2005.

Harvey, Michele. Reading Comprehension : Strategies for Elementary and Secondary School Students, Journal of Special Education, 2018.

Heilman. Understanding Language, London: Routledge, 2009.

Klingner, Janette K, Sharon Vaughn, and Alison Boardman, Teaching reading comprehension to students with learning difficulties. Guilford Publications, 2015.

Lestari, Ita. Teaching Narrative Reading by Using Predict, Organize, Rehearse Practice, and Evaluate (PORPE) Strategy to the Eight Grade Students of SMPN 3 Betung, Palembang: State Islamic University Raden Patah Palembang, 2017.

Leu, D. J. and Kinzer C. K. Effective Reading Instruction in The Elementary Grades, OH: Merrill, 1987.

Mark and Peter. Introduction Quantitative Research Methods, New Delhi: Sage Publications, 2001.

McNeil, John. 1992. Reading Comprehension : New Direction for Classroom Practice, New York: Harper Collins Publishers, 1992.

Melntyre and Pressley. Balanced Instruction : Strategies and Skills in Whole Language. Norwood: Christopher-gordon, 2006.

Ngovo, Bernard L. Study Strategies for Narrative Texts: PORPE and Annotation. Journal of Developmental Education, 1999.

O'Leary, Zina. The Essential Guide to Doing Research, London, Thousand Oaks : Sage Publication, 2004.

Patel, M.F and Jain M. Praveen. English Language Teaching Methods, Tools, and Technique. Jaipur: Sunrise Publisher, 2008.

Prado, Ludivina, and Plourde Lee A. Increasing Reading Comprehension Through the Explicit Teaching of Reading Strategies: Is There a Difference Among The Genders?. Journal Reading Improvement, 2005.

Robert, J. Tierney Reading Strategies and Practices A Compedium. Boston: Allyn and Bacon, 1990.

Silfia, Eva. The Effect of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy towards Reading Comprehension, Journal of English Education Studies, 2019.

Simpson, Michele L. An Initial Validation Of A Study Strategy System.Journal of Literacy Research, 1988.

_____. PORPE: A Writing Strategy for Studying and Learning in The Content Areas, Journal of Reading, 1986.

Simpson, Michele L., Norman A. Stahl, and Christopher G. Hayes, PORPE: A Research Validation, Journal of Reading, 1989.

Sukardi. 2005. *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*. Jakarta: Bumi Aksara.

Wooley, Gary. Reading Comprehension: Assisting Children With Learning Difficuties. Brisbane: Spinser Science and Bussiness Media, 2011.

Yulita, Eva. Improving The Students' Reading Comprehension Ability by Using PORPE Strategy at SMAN 1 Sukadana, Metro : State Islamic Institute of Metro, 2017.

APPENDICES

ORGANIZATION STRUCTURE OF SMPN 5 METRO

Committe		**Principle**
Dra. Isworo WH		Suyono, S. Pd

Head of Adm

Sudiyanto, S. Pd

Concelor	**Vice Principle Curiculum**	**Vice Principle Student**	**Vice Public Service**	**Vice Building**
Dra. Siti Rohmawati	Agus Suyanto, S.Pd	Murjo, S. Pd	Jumat, S. Pd	Dra. Siti Ngaisah

TEACHERS

STUDENTS
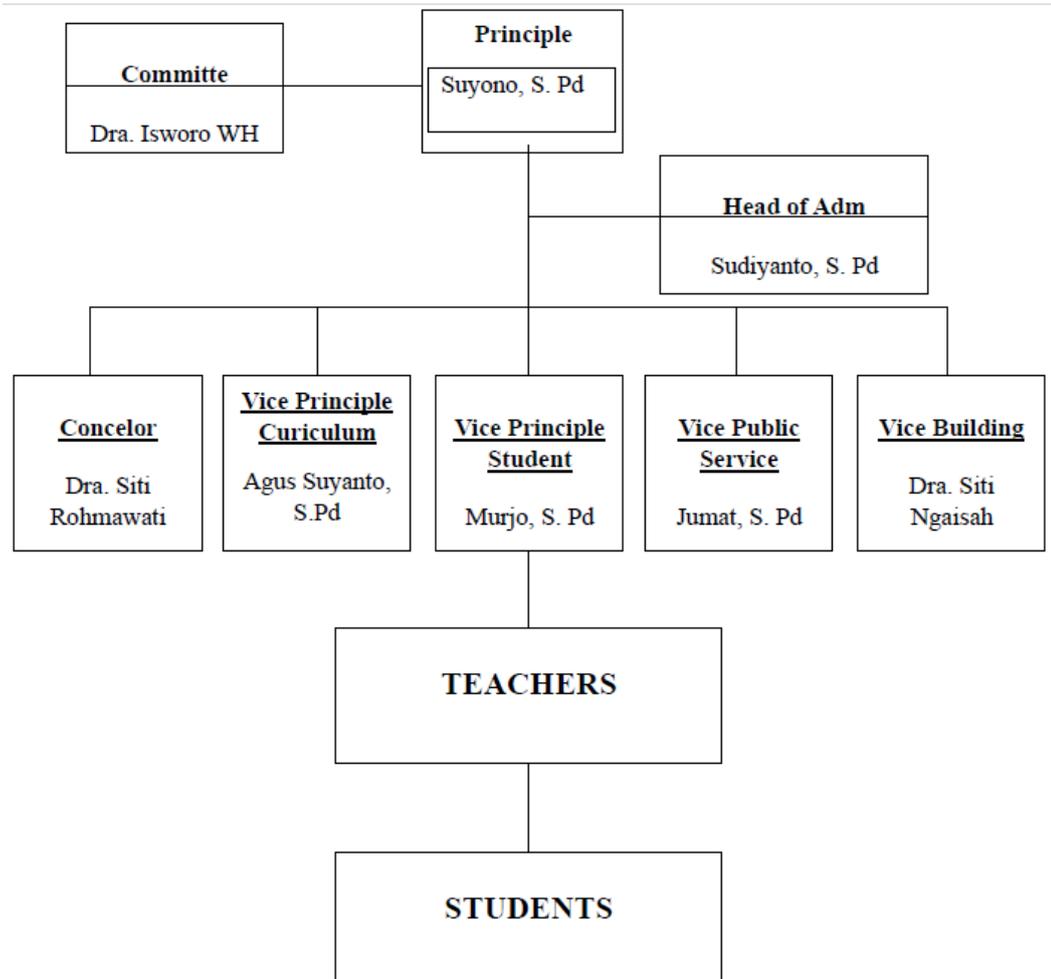
TRANSKRIP WAWANCARA

Guru Mata Pelajaran Bahasa Inggris Kelas 8 (SMPN 5 Metro)

Pewawancara : Alifa Jay Saputri

Narasumber : Tri Wihar S., S.Pd

Tanggal : 14 Agustus 2023

Tempat : Ruang Guru

(Informal interview ini dilaksanakan pada waktu pra-survey guna mengetahui kemampuan *reading comprehension* siswa kelas 8 di SMPN 5 Metro)

Peneliti : Selamat Pagi, Bu. Saya mahasiswi Tadris Bahasa Inggris dari IAIN Metro, izin mewawancarai ibu selaku guru mata pelajaran Bahasa Inggris mengenai *reading comprehension,* Bu.

Guru : Selamat Pagi, Mbak. Iya silahkan.

Peneliti : Apa pendapat Ibu tentang kemampuan *reading comprehension* siswa di sekolah ini khusunya di kelas 8, Bu?

Guru : Kemampuan *reading comprehension* siswa di sekolah ini khususnya kelas 8 masih terbilang rendah, Mbak.

Peneliti : Apa saja yang menjadi faktor rendahnya kemampuan *reading comprehension* siswa-siswi kelas 8, Bu?

Guru : Rata – rata siswa kurang tertarik membaca karena menurut mereka pelafalannya sulit. Jadi, kosa kata yang mereka miliki juga hanya sedikit.

Peneliti : Lalu, bagaimana dengan nilai mereka, Bu? Apakah sudah banyak yang mencapai KKM?

Guru : Seperti yang saya sampaikan sebelumnya, karena kosa kata yang mereka miliki hanya sedikit, jadi mereka kesulitan dalam memahami makna dan menentukan ide pokok dari suatu teks yang mereka baca, sehingga mereka sulit untuk menjawab soal. Jadi ya masih banyak siswa yang belum mencapai KKM.

Peniliti : Lalu strategi/teknik pembelajaran seperti apa yang Ibu terapkan dalam mengajar Bahasa Inggris? Misalnya dalam menetukan ide pokok, menjawab detail informasi pada sebuah teks.

Guru Biasanya saya memberikan pemahaman terlebih dahulu, Mbak. Lalu, memberikan mereka contoh dalam menentukan ide pokok dalam suatu teks, dan menuliskannya di papan tulis.

Peniliti : Selanjutnya, Bu, di semester genap nanti apakah ada materi pembelajaran mengenai *descriptive text*?

Guru : Iya Mbak, nanti di semester genap ada materi descriptive text. Jadi, jika Mbak ingin mengambil materi *descriptive text* sangat cocok sekali. Kalau boleh tahu mbak ingin meneliti berapa kelas? Dan strategi pembelajaran apa yang akan Mbak gunakan?

Peneliti : Karena saya mengambil penelitian tindakan kelas jadi hanya satu kelas Bu, yang akan saya teliti. Strategi yang saya gunakan yaitu strategi PORPE, Bu. Strategi ini berisikan 5 tahapan , Bu. Yaitu Predict, Organaize, Rehearse, Practice, and Evaluate.

Guru : Kalau begitu nanti Mbak meneliti di kelas 8.1. Seingat saya juga belum ada yang meneliti di sekolah ini menggunakan strategi PORPE ini, Mbak.

Peneliti : Kalau boleh tahu jadwal mata Pelajaran Bahasa Inggris kelas 8. 1 di hari apa saja, Bu?

Guru : Hari Senin dan Jum'at, Mbak.

Peneliti : Baik, Bu. Terima kasih banyak atas waktu dan informasinya

Guru : Iya, Mbak, sama-sama.

SILABUS PEMBELAJARAN

Mata Pelajara : Bahasa Inggris

Satuan Pendidikan : SMP Negeri 5 Metro

Kelas : VIII (Delapan)

Kompetensi Inti

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait teks deskriptif sesuai dengan konteks	• Descriptive Text and Grammar	**Mengamati** • Peserta didik mengamati sebuah teks deskriptif pengalaman pribadi. Kemudian mendengarkan guru yang membacakan teks deskriptif	**Sikap:** **Observasi** • Penilaian diri, penilaian antarpeserta didik, atau jurnal tentang informasi terkait teks deskriptif, Pendek dan	12 jp	• *Bahasa Inggris SMP/MTs Kelas VIII,* Quadra Tim Penyusun, *Bahasa Inggris untuk SMP dan MTs.* Quadra

68

penggunaannya. 4.1 Teks deskriptif 4.1.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (deskriptif) 4.1.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait lingkungan sekitar (deskriptif), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	tersebut. Lalu peserta didik membacakan kembali apa yang telah dibacakan gurunya dengan baik. **Menanya** • Peserta didik berdiskusi dengan teman dan guru terkait dengan deskriptif teks dengan baik dan benar. **Mengumpulkan Informasi** • Peserta didik mencari beberapa teks deskriptif yang berkaitan lingkungan sekitar dari berbagai sumber atau referensi. Kemudian mencatatnya dengan baik.	sederhana (descriptive text) dan Grammar (Simple present tense). **Pengetahuan: Tes tertulis** • Uraian dan penugasan berkaitan dengan informasi terkait teks deskriptif, pendek dan sederhana (descriptive text) dan grammar (Simple present tense). **Keterampilan:** • Membuat portofolio dan tes praktik tentang deskriptif	• Websie terkait

	teks, pendek dansederhana (descriptive text) dan grammar (Simple present tense).
Menalar/ Mengasosiasi • Peserta didik membuat teks deskriptif yang berkaitan dengan lingkungan sekitar **Mengomunikasikan** • Peserta didik membacakan hasil teks deskriptif masing-masing di depan kelas.	

Rencana Pelaksanaan

Pembelajaran (RPP)

Nama Sekolah : SMP Negeri 5 Metro

Mata Pelajaran : Bahasa Inggris

Pokok Bahasan : Membaca

Kelas/Semester : VIII / Semester 2

Materi Pokok : Descriptive Text

Alokasi Waktu : 5 Pertemuan

A. Kompetensi Dasar

1. Mengidentifikasi bentuk dan tema wacana sederhana secara tepat.

2. Memperoleh informasi umum, informasi tertentu dan atau rinci dari wacana tulis sederhana secara tepat.

3. Membaca nyaring kata, frasa dan atau kalimat wacana tertulis sederhana secara tepat.

B. Indikator

1. Menentukan bentuk dan tema wacana sederhana secara tepat.

2. Menentukan informasi umum dari wacana tulis.

3. Menentukan informasi rinci dari wacana tulis.

4. Menjawab pertanyaan mengenai informasi tertentu dari wacana tulis.

5. Membaca nyaring dengan lafal dan intonasi yang tepat.

C. Tujuan Pembelajaran

1. Peserta didik mampu menentukan informasi umum dari wacana tulis.

2. Peserta didik mampu menentukan informasi rinci dari wacana tulis.

3. Peserta didik mampu menjawab pertanyaan mengenai informasi tertentu dari wacanatulis.

4. Peserta didik mampu membaca nyaring dengan lafal dan intonasi tepat.

D. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Pertama

Kegiatan	Model Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Saintifik	• Guru memberi salam dan sapa • Guru memberikan apersepsi • Guru menyampaikan cakupan materi	5 menit
Inti		• Membagi peserta didik menjadi beberapa kelompok. • Membagikan Teks Deskriptif kepada peserta didik. • Meminta peserta didik membaca Teks Deskriptif yang telah dibagikan secara bergantian dengan suara nyaring dan membenarkan kesalahan *pronounciation* yang dilakukan peserta didik. • Mempersilahkan peserta didik untuk menanyakan kosa kata yang belum dimengerti. • Membahas isi bacaan bersama peserta didik. Contoh: "Teks ini menceritakan siapa?" • Meminta peserta didik untuk mengerjakan soal latihan yang berkaitan dengan Teks Deskriptif secara berkelompok	70 menit

		dengan melaksanakan tahap-tahap dari teknik PORPE. Mengingatkan kembali langkah-langkah pembelajarannya sebagai berikut. 1. *Predict* (Memprediksi) - Peserta didik membuat pertanyaan prediksi dengan *WH question*, seperti *what, where, when, who, why,* or *how* yang berkaitan dengan ide-ide kunci bacaan. 2. *Organize* (Mengorganisasi) - Peserta didik mengorganisasi atau mengatur informasi yang akan menjawab pertanyaan prediksi. - Meminta peserta didik meringkas ide-ide kunci yang memuat pertanyaan dan jawaban prediksi melalui peta konsep. 3. *Rehearse* (Melatihkan) - Peserta didik menghafalkan ide-ide kunci yang telah mereka buat menjadi peta konsep. 4. *Practice* (Mempraktikkan) - Peserta didik menuliskan kembali jawaban dari pertanyaan prediksi secara	

		detail menjadi bentuk teks dengan mengandalkan ingatan mereka.. 5. *Evaluate* (Mengevaluasi) - Salah satu Peserta didik membaca hasil kerja kelompok, kemudian Guru membagikan selembar kertas kosong sebagai lembar jawab dari langkah-langkah pembelajaran serta lembar *checklist* untuk tahap *evaluate*.	
Penutup		• Guru dan siswa menyimpulkan materi pembelajaran. • Guru menyampaikan informasitentang rencana kegiatan pembelajaran pertemuan berikutnya. • Guru menutup pembelajaran dan mengucapkan salam	5 menit

Pertemuan Kedua

Kegiatan	Model Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Saintifik	• Guru memberi salam dan sapa • Guru memberikan apersepsi • Guru menyampaikan cakupan materi	5 menit
Inti		• Membagi peserta didik menjadi beberapa kelompok. • Membagikan Teks Deskriptif kepada peserta didik. • Meminta peserta didik membaca Teks Deskriptif yang telah dibagikan secara bergantian dengan suara nyaring dan membenarkan kesalahan *pronounciation* yang dilakukan peserta didik. • Mempersilahkan peserta didik untuk menanyakan kosa kata yang belum dimengerti. • Membahas isi bacaan bersama peserta didik. Contoh: "Teks ini menceritakan siapa?" • Meminta peserta didik untuk mengerjakan soal latihan yang berkaitan dengan Teks Deskriptif secara berkelompok dengan melaksanakan tahap-tahap dari	70 menit

		teknik PORPE. Mengingatkan kembali langkah-langkah pembelajarannya sebagai berikut.
		
		1. *Predict* (Memprediksi)
		   Peserta didik membuat pertanyaan prediksi dengan *WH question*, seperti *what, where, when, who, why,* or *how* yang berkaitan dengan ide-ide kunci bacaan.
		
		2. *Organize* (Mengorganisasi)
		   - Peserta didik mengorganisasi atau mengatur informasi yang akan menjawab pertanyaan prediksi.
		   - Meminta peserta didik meringkas ide-ide kunci yang memuat pertanyaan dan jawaban prediksi melalui peta konsep.
		
		3. *Rehearse* (Melatihkan)
		   Peserta didik menghafalkan ide-ide kunci yang telah mereka buat menjadi peta konsep.
		
		4. *Practice* (Mempraktikkan)
		   Peserta didik menuliskan kembali jawaban dari	

		pertanyaan prediksi secara detail menjadi bentuk teks dengan mengandalkan ingatan mereka.. 5. *Evaluate* (Mengevaluasi) Guru membagikan selembar kertas kosong sebagai lembar jawab dari langkah-langkah pembelajaran serta lembar *checklist* untuk tahap *evaluate*.	
Penutup		• Guru dan siswa menyimpulkan materi pembelajaran. • Guru menyampaikan informasitentang rencana kegiatan pembelajaran pertemuan berikutnya. • Guru menutup pembelajaran dan mengucapkan salam	5 menit

Pertemuan Ketiga

Kegiatan	Model Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Saintifik	• Guru memberi salam dan sapa • Guru memberikan apersepsi • Guru menyampaikan cakupan materi	5 menit

Inti		• Peserta didik diberikan teks deskriptif beserta soal. • Peserta didik menyimak penjelasan guru tentang apa yangakan mereka lakukan dengan teks deskriptif yang dibagikan oleh guru. • Peserta didik diminta mengerjakan soal teks deskriptif. • Peserta didik memperoleh umpan balik dari peserta didik lain dan guru.	60 menit
Penutup		• Guru dan siswa menyimpulkan materi pembelajaran. • Guru menyampaikan informasitentang rencana kegiatan pembelajaran pertemuan berikutnya. • Guru menutup pembelajaran dan mengucapkan salam.	5 menit

Pertemuan Keempat

Kegiatan	Model Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Saintifik	• Guru memberi salam dan sapa • Guru memberikan apersepsi • Guru menyampaikan cakupan materi	5 menit
Inti		• Membagi peserta didik menjadi beberapa kelompok. • Membagikan Teks Deskriptif kepada peserta didik. • Meminta peserta didik membaca Teks Deskriptif yang telah dibagikan secara bergantian dengan suara nyaring dan membenarkan kesalahan *pronounciation* yang dilakukan peserta didik. • Mempersilahkan peserta didik untuk menanyakan kosa kata yang belum dimengerti. • Membahas isi bacaan bersama peserta didik. Contoh: "Teks ini menceritakan siapa?" • Meminta peserta didik untuk mengerjakan soal latihan yang berkaitan dengan Teks Deskriptif secara berkelompok dengan melaksanakan tahap-tahap dari	60 menit

		teknik PORPE. Mengingatkan kembali langkah-langkah pembelajarannya sebagai berikut. 1. *Predict* (Memprediksi) Peserta didik membuat pertanyaan prediksi dengan *WH question*, seperti *what, where, when, who, why,* or *how* yang berkaitan dengan ide-ide kunci bacaan. 2. *Organize* (Mengorganisasi) -Peserta didik mengorganisasi atau mengatur informasi yang akan menjawab pertanyaan prediksi. - Meminta peserta didik meringkas ide-ide kunci yang memuat pertanyaan dan jawaban prediksi melalui peta konsep. 3. *Rehearse* (Melatihkan) Peserta didik menghafalkan ide-ide kunci yang telah mereka buat menjadi peta konsep. 4. *Practice* (Mempraktikkan) Peserta didik menuliskan kembali jawaban dari pertanyaan prediksi secara	

| | | detail menjadi bentuk teks dengan mengandalkan ingatan mereka.. 5. *Evaluate* (Mengevaluasi) Salah satu Peserta didik membaca hasil kerja kelompok, kemudian Guru membagikan selembar kertas kosong sebagai lembar jawab dari langkah-langkah pembelajaran serta lembar *checklist* untuk tahap *evaluate*. | |
| Penutup | | • Meminta peserta didik untuk mengumpulkan lembar pengerjaan
• Membuat kesimpulan bersama peserta didik tentang teks yang telah dipelajari. | 5 menit |

Pertemuan Kelima

Kegiatan	Model Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Saintifik	• Guru memberi salam dan sapa • Guru memberikan apersepsi • Guru menyampaikan cakupan materi	5 menit

Inti		• Peserta didik diberikan teks deskriptif beserta soal • Peserta didik menyimak penjelasan guru tentang apa yangakan mereka lakukan dengan teksdeskriptif yang dibagikan oleh guru. • Peserta didik diminta mengerjakan soal teks deskriptif. • Peserta didik memperoleh umpan balik dari peserta didik lain dan guru.	60 menit
Penutup		• Guru meminta siswa untukmenyimpulkan materi pembelajaran. • Guru menutup pembelajaran dan mengucapkan salam.	5 menit

E. Penilaian

No.	Indikator	Skor
1.	Dapat mengidentifikasi ide pokok dari teks bacaan, dapat mengidentifikasi makna dari teks bacaan, menggunakan kosa kata secara akurat, mendapatkan informasi inti dari teks bacaan.	90-100
2.	Dapat mengidentifikasi ide pokok dari teks bacaan, dapat mengidentifikasi makna dari teks bacaan, akurat dalam menggunakan kosa kata, namun tidak dapat memperoleh informasi inti dari teks bacaan.	70-89
3.	Dapat mengidentifikasi ide pokok dari teks bacaan, dapat mengidentifikasi makna dari teks bacaan, tidak akurat dalam menggunakan kosa kata, tidak dapat memperoleh informasi inti dari teks bacaan.	50-69
4.	Dapat mengidentifikasi ide pokok dari teks bacaan, tidak dapat mengidentifikasi makna dari teks bacaan, tidak akurat dalam menggunakan kosa kata, tidak dapat memperoleh informasi inti dari teks bacaan.	30-49
5.	Tidak dapat mengidentifikasi ide pokok dari teks bacaan, tidak dapat mengidentifikasi makna dari teks bacaan, tidak akurat dalam menggunakan kosa kata, tidak dapat memperoleh informasi inti dari teks bacaan.	10-29

F. Penilaian

1. Penilaian sikap.
2. Penilaian pengetahuan
3. Penilaian Keterampilan

Metro,   Januari 2024

Mengetahui,
Guru Mata Pelajaran

Peneliti

<u>Tri Wihar S., S.Pd</u>

<u>Alifa Jay Saputri</u>

Table 1

The Result of The Pre-Test Students' Reading

Comprehension of The Eighth Graders at SMPN 5 Metro

No.	Name	Score	Criteria
1	ADE	60	INCOMPLETE
2	ASC	60	INCOMPLETE
3	AJA	70	COMPLETE
4	BA	70	COMPLETE
5	DPF	60	INCOMPLETE
6	DAT	70	COMPLETE
7	DFA	60	INCOMPLETE
8	FZA	60	INCOMPLETE
9	FAS	50	INCOMPLETE
10	FSH	60	INCOMPLETE
11	HK	70	COMPLETE
12	HYA	40	INCOMPLETE
13	INAF	50	INCOMPLETE
14	KVA	60	INCOMPLETE
15	MAF	60	INCOMPLETE
16	NS	60	INCOMPLETE
17	NDP	50	INCOMPLETE
18	ODAM	40	INCOMPLETE
19	PM	50	INCOMPLETE
20	PW	60	INCOMPLETE
21	PWW	70	COMPLETE
22	QAS	80	COMPLETE
23	RSP	40	INCOMPLETE
24	RR	50	INCOMPLETE
25	RDS	70	COMPLETE
26	RNR	60	INCOMPLETE
27	SAS	70	COMPLETE
28	VAR	60	INCOMPLETE
29	WNH	70	COMPLETE
30	ZDN	60	INCOMPLETE

Table 2

The Result of The Post-Test 1 Students' Reading Comprehension of The Eighth Graders at SMPN 5 Metro

No.	Name	Score	Criteria
1	ADE	70	COMPLETE
2	ASC	75	COMPLETE
3	AJA	70	COMPLETE
4	BA	75	COMPLETE
5	DPF	50	INCOMPLETE
6	DAT	80	COMPLETE
7	DFA	75	COMPLETE
8	FZA	65	INCOMPLETE
9	FAS	60	INCOMPLETE
10	FSH	70	COMPLETE
11	HK	80	COMPLETE
12	HYA	50	INCOMPLETE
13	INAF	50	INCOMPLETE
14	KVA	70	COMPLETE
15	MAF	60	INCOMPLETE
16	NS	75	COMPLETE
17	NDP	60	INCOMPLETE
18	ODAM	50	INCOMPLETE
19	PM	60	INCOMPLETE
20	PW	50	INCOMPLETE
21	PWW	75	COMPLETE
22	QAS	80	COMPLETE
23	RSP	40	INCOMPLETE
24	RR	55	INCOMPLETE
25	RDS	80	COMPLETE
26	RNR	65	INCOMPLETE
27	SAS	70	COMPLETE
28	VAR	75	COMPLETE
29	WNH	80	COMPLETE
30	ZDN	70	COMPLETE
Total		1.985	
Avarege		66	

Table 3

The Students Learning Activities Observation in Cycle 1

No.	Student Activities	Frequency	Percentage
1.	Paying attention to the teachers explanation	20	66,7%
2.	Asking or answering the teachers question	17	56,7%
3,	Being active in the class discussion	18	60%
4.	Doing the task given by teacher	25	86%
Total students		30	
The percentage of students learning activity		67,35%	

Table 4

The Comparison the Result of Pre-test and Post-test 1

No.	Name	Pretest	Post-Test 1	Deviation	Explanation
1	ADE	60	70	10	Improve
2	ASC	60	75	15	Improve
3	AJA	70	70	-	Constant
4	BA	70	75	5	Improve
5	DPF	60	50	10	Improve
6	DAT	70	80	10	Improve
7	DFA	60	75	15	Improve
8	FZA	60	65	5	Improve
9	FAS	50	60	10	Improve
10	FSH	60	70	10	Improve
11	HK	70	80	10	Improve
12	HYA	40	50	10	Improve
13	INAF	50	50	-	Constant
14	KVA	60	70	10	Improve
15	MAF	60	60	-	Constant
16	NS	60	75	15	Improve
17	NDP	50	60	10	Improve
18	ODAM	40	50	10	Improve
19	PM	50	60	10	Improve
20	PW	60	50	-	Constant
21	PWW	70	75	5	Improve
22	QAS	80	80	-	Constant
23	RSP	40	40	-	Constant
24	RR	50	55	5	Improve
25	RDS	70	80	10	Improve
26	RNR	60	65	5	Improve
27	SAS	70	70	-	Constant
28	VAR	60	75	15	Improve
29	WNH	70	80	10	Improve
30	ZDN	60	70	10	Improve

Table 5

The Result of the Post-Test II

No.	Name	Score	Criteria
1	ADE	75	COMPLETE
2	ASC	90	COMPLETE
3	AJA	80	COMPLETE
4	BA	80	COMPLETE
5	DPF	70	COMPLETE
6	DAT	85	COMPLETE
7	DFA	85	COMPLETE
8	FZA	70	COMPLETE
9	FAS	60	INCOMPLETE
10	FSH	85	COMPLETE
11	HK	85	COMPLETE
12	HYA	60	INCOMPLETE
13	INAF	70	COMPLETE
14	KVA	70	COMPLETE
15	MAF	75	COMPLETE
16	NS	85	COMPLETE
17	NDP	80	COMPLETE
18	ODAM	65	INCOMPLETE
19	PM	75	COMPLETE
20	PW	60	INCOMPLETE
21	PWW	80	COMPLETE
22	QAS	100	COMPLETE
23	RSP	60	INCOMPLETE
24	RR	70	COMPLETE
25	RDS	80	COMPLETE
26	RNR	75	COMPLETE
27	SAS	75	COMPLETE
28	VAR	80	COMPLETE
29	WNH	90	COMPLETE
30	ZDN	80	COMPLETE
Total		2.295	
Avarege		76,5	

Table 6

The Students Learning Activities Observation in Cycle 2

No.	Student Activities	Frequency	Percentage
1.	Paying attention to the teachers explanation	24	80%
2.	Asking or answering the teachers question	22	73,3%
3,	Being active in the class discussion	22	73,3%
4.	Doing the task given by teacher	30	100%
Total students		30	
The percentage of students learning activity		80%	

Table 7

The comparison the result of Post-test 1 and Post-test 2

No.	Name	Post-Test 1	Post-Test 2	Deviation	Explanation
1	ADE	70	75	5	Improve
2	ASC	75	90	15	Improve
3	AJA	70	80	10	Improve
4	BA	75	80	5	Improve
5	DPF	50	70	20	Improve
6	DAT	80	85	5	Improve
7	DFA	75	85	10	Improve
8	FZA	65	70	5	Improve
9	FAS	60	60	-	Constant
10	FSH	70	85	15	Improve
11	HK	80	85	5	Improve
12	HYA	50	60	10	Improve
13	INAF	50	70	5	Improve
14	KVA	70	70	-	Constant
15	MAF	60	75	15	Improve
16	NS	75	85	10	Improve
17	NDP	60	80	10	Improve
18	ODAM	50	65	15	Improve
19	PM	60	75	15	Improve
20	PW	50	60	10	Improve
21	PWW	75	80	5	Improve
22	QAS	80	100	20	Improve
23	RSP	40	60	20	Improve
24	RR	55	70	25	Improve
25	RDS	80	80	-	Constant
26	RNR	65	75	10	Improve
27	SAS	70	75	5	Constant
28	VAR	75	80	5	Improve
29	WNH	80	90	10	Improve
30	ZDN	70	80	10	Improve

Pre-Test

My Unique Pets

I'm used to having pets at home because my family is pets lovers. I have kept two turtles since December 2023. I put them all in one tank in my room.

The name of the male turtle is Coco and the female one is called Momo. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry tunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death.

The weapon of an adult turtle lies in it edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

Question:

1. What is the text about?

2. What is the purposes of the text above?

3. Where is the writer put her turtles?

4. Why is turtle need a comfortable place to live?

5. When is an adult turtle use his weapon?

Treatment (Cycle 1)

Queena is my classmate. She is very beautiful and friendly. She is very energetic. She is very active in her school and takes some extracurricular subjects. One of the is dancing.

Queena has been practicing dance since she was seven years old. She can dance both traditional and modern dances, but she prefers traditional dances to modern ones. Her favourite dance is Sigeh Pengunten dance. It is from Lampung. Every time she performs the dance on the stage, she always gives her best performance to her audience, so they really enjoy her dance.

So far, Queena has appeared many times in formal ceremonies, so she is very famous in our school. She often performs abroad as a member of Indonesia cultural delegations. Someday, she dreams to become a well known dancer and if she has enough money she will own a dancing company.

Post-Test 1

Read the following text and answer question.

My New Diary

I have a new diary. I bought it at MP-ONE on 9th November. I like writing about my days in the diary. I like to write my diary before going to bed.

The diary has a green color. I like green because it is my favorite color. There are a thousand pages inside the diary. Each page has a washed-out background. The backgrounds are the pictures of the scenery. Another special thing about my new diary is has a lock to keep diary secret.

On the back of the front cover, there is a quotes. The quote tell about the importance of keeping memories. It encourages me to always write my memories in my diary. By doing so, I believe I can improve my grammar.

Question.

1. What does the text tell us about?

2. What does the special thing in the diary?

3. When did the writer buy her diary?

4. When does the writer like to write her diary?

5. Where did the writer buy her diary?

6. Where does the scenery pictures located?

7. Why does the writer like the green color?

8. Who says that keeping memories is important?

9. How many the pages does the diary have?

10. How does the writer improve her grammar?

Treatment (Cycle 2)

Maribaya Bandung is located on Maribaya Timur Km 6 St. in Kosambi Cibodas Village, Lembang, West Bandung. Maribaya Bandung is one of the tourist areas that has an area of approximately 3 hectares. Its location on the slopes of the Maribaya hills which has an altitude of approximately 2,080 meters above sea level makes the atmosphere very cool and beautiful. This area is surrounded by pine forest areas that are still so natural.

Common routes that are usually passed by tourists to visit Maribaya Bandung are first through the main Bandung road route, followed by passing Setiabudi road, then through Lembang and Maribaya, until finally arriving at the location.

The second access route is an alternative route from Bandung by going along Setiabudi road through Ledeng and Jalan Sersan Bajuri. Then through Parongpong, Lembang, Maribaya, until finally arriving at the location of the tourist spot.

The third access route is still the same as the second route which starts from the Bandung alternative route then passes through the Dago Atas area to Dagu Giri. Then, continue by passing through the Lembang and Maribaya areas.

Maribaya Bandung provides various rides and facilities for visitors, such as hot air balloons, zip bikes or bicycle rides on hanging rope tracks, sky swing rides or swings in the air, Maribaya Waterfalls, camping facilities for overnight stays, and culinary places.

Post-Test 2

Read the following text and answer question.

Teluk Killuan (Teluk Lumba-lumba) is a tourist attraction in Lampung, precisely located in the Pekon Segala Negeri area, Kelumba District, Tanggamus Regency. The distance of this tourist spot from the center of Lampung City is about 7 km and takes three hours by car.

Teluk Killuan is visited by many tourists, both domestic and foreign. The reason they want to vacation in this bay is because they want to witness firsthand the beautiful view of the open sea.

This bay has white sand. There is almost no garbage scattered around. In addition, in the north of this bay there are many large coral rocks which are a favorite destination for visitors who want to take pictures. To the east, there is still a very dense mangrove forest. This place is usually used as protection as well as for fish farming by the local community.

One of the attractions of this bay is that there are still many dolphins swimming freely. Tourists who come to this bay can see the dolphins by renting a traditional boat at a cost of around 50,000/person. The tourists will be taken around the bay to see the dolphins for approximately 30 minutes.

Question :

1. What does the text mainly tell about?

2. What does the purpose of this text?

3. What is the attraction of the bay?

4. Where does the located of the Teluk Killuan?

5. Who is the tourists of the bay?

6. Why does many tourist want to vacation in that bay?

7. Why does the north of the bay a favorite destination?

8. Why does the east of bay is used to protection?

9. How long does it take to get from the city to the bay by car?

10. How much do tourists have to pay if they want to rent a traditional boat?

Treatment

Nama Anggota :
- Ferlian alendy saputra
- Rizqullah nuansa
- Fadly zundi
- Raya rosidan

Predict

1. What is the text about ?
2. What is extracurricular subject does queena takes ?
3. What is the traditional dance that queena likes ?
4. What is the queena's character ?
5. When did queena's first dancing ?
6. How did she become famous in the school ?

Organize

Rehearse
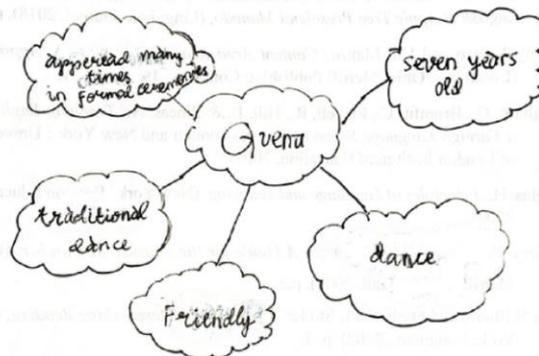
Practice

queena is very friendly person. She takes extracurricular dance at school. She has been start dancing when she is seven years old. She likes traditional dance. She is very famous because appeared many times in formal ceremonies.

Evaluate

Berilah tanda checklist (√) pada kolom penilaian kemampuan diri di bawah ini.

No.	Daftar Pernyataan	Ya	Tidak
1	Semua pertanyaan telah terjawab	✓	
2	Terdapat kalimat pengantar yang disajikan kembali dari awal pertanyaan	✓	
3	Jawaban yang dibuat teroganisir dengan baik sehingga pembaca akan jelas dengan apa yang dinyatakan	✓	
4	Semua jawaban benar dan tepat	✓	

Kelompok 4

Nama anggota:
- Ahmad Diaz Erlangga
- Dandi Patra Fadilla
- Haikal Khalid
- M. azmi Fairus

→ What is the text about
→ What is Queena's Favorite dance?
→ Who is Queena?
→ What is Queena's Character?
→ When did Queena First Practice dancing?

→ How did She be came popular

Queena is the writers' classmate. She is friendly person. She has been practicing dance since seven years old. She likes more traditional dance than modern dance. Her favorite dance is Sigeh Pengunten dance. Her dreams is become a well-known dancer.

Evaluate

Berilah tanda checklist (√) pada kolom penilaian kemampuan diri di bawah ini.

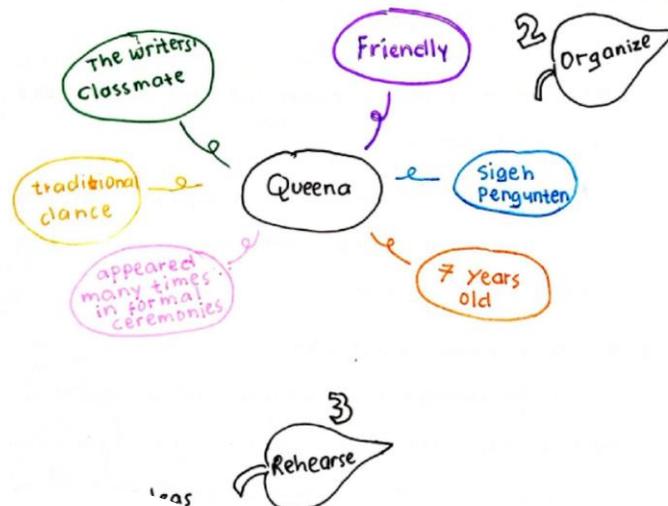| No.	Daftar Pernyataan	Ya	Tidak
1	Semua pertanyaan telah terjawab	✓	
2	Terdapat kalimat pengantar yang disajikan kembali dari awal pertanyaan	✓	
3	Jawaban yang dibuat teroganisir dengan baik sehingga pembaca akan jelas dengan apa yang dinyatakan	✓	
4	Semua jawaban benar dan tepat	✓	

Group 7

Member of the group :

- Aura Julia Ananta
- Naura Difani Putri
- Rizcahya Pwinka Sari
- Vania Ayra Risyana

- Predict

  * What is the text about?
  * What is one of the extracurriculars that Queena participates in?
  * When did Queena start praticing dancing?

  * How is Queena famous at school?
  * What is Queena's dream?

- Organize

Queena

| Dance | 7.y.0 | Performs at formal ceremonies | well known dancer |

- Rehearse
+ Menghafal ide kunci

- Practice

Queena participate in extracuriculars dance. She has been practicing dance since she was young, 7 years old. She very famous at school because she apperead many times performs dance at formal Ceremonies.

Evaluate

Berilah tanda checklist (√) pada kolom penilaian kemampuan diri di bawah ini.

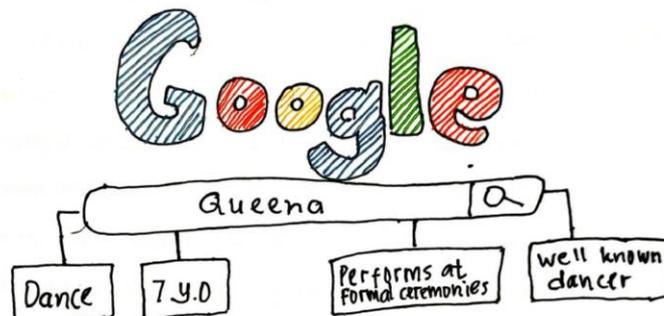| No.	Daftar Pernyataan	Ya	Tidak
1	Semua pertanyaan telah terjawab	✓	
2	Terdapat kalimat pengantar yang disajikan kembali dari awal pertanyaan	✓	
3	Jawaban yang dibuat teroganisir dengan baik sehingga pembaca akan jelas dengan apa yang dinyatakan	✓	
4	Semua jawaban benar dan tepat	✓	

kelompok 8
1. Aluna Salsabila
2. Dzakia Farah
3. Queena Alfu
4. Zuliya Dwi

PREDICT

1. What does text about?
2. What extracurricular does Queena participate in?
3. What is Queenas' favorite dance?
4. When did she start practicing dancing?
5. How did Queena became popular?
6. What is Queenas' dream?

ORGANIZE
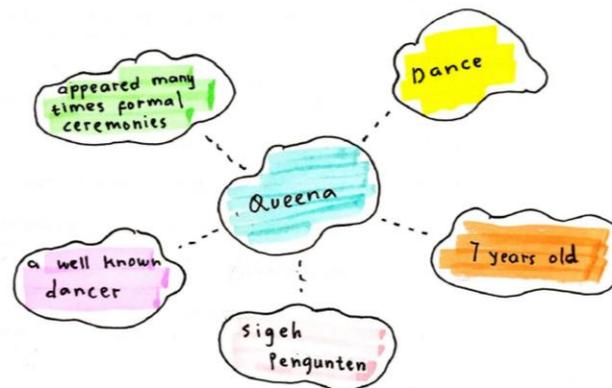
REHEARSE

menghafal ☺
Ide kunci

PRACTICE

Queena really likes dancing. She has practing dance since seven years old. She likes traditional dance, sigeh pengunten dannce. She has appeared many times in formal ceremonies, so she is very famous at school. Queenas' dream is become a well-known dancer.

Evaluate

Berilah tanda checklist (√) pada kolom penilaian kemampuan diri di bawah ini.

| No.	Daftar Pernyataan	Ya	Tidak
1	Semua pertanyaan telah terjawab	✓	
2	Terdapat kalimat pengantar yang disajikan kembali dari awal pertanyaan	✓	
3	Jawaban yang dibuat teroganisir dengan baik sehingga pembaca akan jelas dengan apa yang dinyatakan	✓	
4	Semua jawaban benar dan tepat	✓	

POST-TEST I

nama: khanis virdi A.
kelas : 8.1
Pelajaran : B-inggris

no
1. the tetis tell us ebaut the deard
2. this deary is green lolour and have a lola
3. 9 nov
4. before she goto ted/sleep
5. oat me-one
6. back grouns are pictures of the scenery
7. because is her favorite color
8. the goure tell ebaot
9. there are a thousand pages inside
10. by doing se

(70)

NAma: Queena Aifu shira
kls : 8.1
1. The writer diary 1/2
2. has a lock to keep diary a secret 1/2
3. on 9th November
4. before going to bed
5. at mp-one
6. in the backgrounds
7. because it is Favorite color 1/2
8. The quote
9. There are a thousand pages inside the diary
10. By doing so. 1/2

(80)

Nama: Dzakia Farah Asyifa

1. the writer Diary ⅟₂

2. has a lock to keep diary a secret ⅟₂

3. on 9th November

4. before going to bed

5. at MP ONE

6. in the backgrounds

7. because it is ~~his~~ favorite color ⅟₂

8. there is a quotes ⅟₂

9. There are a thousand pages inside the diary

10. By doing so ⅟₂

75

Answer

Nama: Vania Ayra Risyana
kelas : 8.1

1. writters new diary

2. memories of the day

3. on 9th November

4. before going to bed.

5. at MP.ONE

6. in the background

7. because it is writter favorite color

8. the quote

9. a thousand pages inside the diary

10. always write ~~meet~~ memories

80

POST-TEST 2

NAME: Firyal Sinely Hasna
ATT. NUMBER: 10

1. Teluk Kiluan.
2. Describe Teluk Kiluan ↳about
3. Beautiful view of the open Sea
4. Lampung
5. Visited by many tourist, both domestic and foreign.
6. Because they want to witness Firsthand the beautiful view of the open Sea
7. There are many large coral rocks which are a favorite destination for visitors who want to take pictures.
8. Because, there are very dense mangrove forests.
9. Three hours
10. 50.000/person.

(85)

NAME: Queena Alfu Shira
ATT. NUMBER: 23

1. Teluk kiluan
2. describe the beuty of Kiluan Bay
3. this bay is that there are still many dolphins swimming freely.
4. in lampung, precisely located in the pekon Segala Negri Area. Kelumba District, Tanggamus Regency.
5. domestic and foreign.
6. because they want to witness Firsthand the beautiful view of The open Sea.
7. because in the north of this bay there are many large coral rocks which are a favorite destination for visitors who want to take pictures.
8. because there is still a very dense magrove Forest and for Fish Farming by the local community.
9. three hours by car.
10. 50.000/person.

(100)

NAME: Aura Juua Ananta

ATT. NUMBER: 3

1. Teluk Kiluan

2. Deskribe about Teluk Kiluan

3. This bay is because they want to witness firsthand the beautiful view of the open se

4. In Lampung, Precisely located in the Pekon Segala Neon Area, Kelumba District, Tanggamus Regency.

5. Is Visited by many tourist, both domestic and foreign.

6. This bay is that there are still many ~~dolprns~~ dolphns swimming freely.

7. This are there are many large coral rocks ~~whek~~ which are on a favorite destination for Visitors who want to take pictures.

8. Because there is still a Very dense mangrove forest.

9. three house by car

10. 50-000 / person

(80)

NAME: PANDU WIRANATA

ATT. NUMBER: 21

JAWABAN

1. Teluk Kiluan — a Tourist attartkon in Lampung
2. To attraction.
3. Beautiful view of The open Sea, This bay has withe Sand and Clean
4. In the Pekon Segala negri Area, Kelumba district, Tanggamus Regency
5. Human, man, gril, chiudren, Animal, many Persent
6. Because in this Place have many dolphins
7. In the of this Bay There are many Large coral rocks
8. Because, There a Very clense mangrove forest
9. Three hours by car
10. 50.000/Person

(60)

NAME: NAURA DIFANI PUTRI

ATT. NUMBER: 18

1. Teluk Kiluan

2. Describe about Teluk Kiluan

3. This bay is because they want to witness firsthand the beautiful view of the open sea

4. In Lampung, Precisely located in the pekon segala Negeri area, kelumba district, tanggamus Regency.

5. is Visited by many tourists, both domestic and foreign.

6. This bay is that there are still many dolphins swimming freely

7. This bay there are many large coral rocks which are a Favorit destination for Visitors who want to take pictures

8. Because there is still a very dense mangrove Forest.

9. three hours by car

10. 50.000 / person

80

The Student's Learning Activities Observation in Cycle 1

No.	Students' Name	Paying Attention on Teacher's Explanation	Asking and Answering The Question	Being Active In Whole Activeness	Being Able To Do The Task
1	ADE	✓		✓	✓
2	ASC	✓	✓		✓
3	AJA	✓			✓
4	BA	✓	✓	✓	✓
5	DPF	✓	✓		✓
6	DAT				✓
7	DFA	✓	✓		✓
8	FZA	✓	✓	✓	✓
9	FAS				✓
10	FSH	✓			✓
11	HK	✓	✓	✓	✓
12	HYA		✓	✓	✓
13	INAF			✓	✓
14	KVA				
15	MAF	✓	✓	✓	✓
16	NS	✓			
17	NDP			✓	✓
18	ODAM				
19	PM		✓	✓	✓
20	PW			✓	✓
21	PWW	✓	✓	✓	✓
22	QAS	✓	✓	✓	✓
23	RSP				
24	RR	✓			✓
25	RDS	✓	✓	✓	✓
26	RNR	✓	✓	✓	✓
27	SAS	✓	✓	✓	✓
28	VAR	✓	✓	✓	✓
29	WNH	✓	✓	✓	✓
30	ZDN	✓	✓	✓	✓
	Total	20	17	18	25

The Student's Learning Activities Observation in Cycle 1I

No.	Students' Name	Paying Attention on Teacher's Explanation	Asking and Answering The Question	Being Active In Whole Activeness	Being Able To Do The Task
1	ADE	✓	✓	✓	✓
2	ASC	✓	✓	✓	✓
3	AJA	✓	✓	✓	✓
4	BA	✓	✓	✓	✓
5	DPF	✓	✓	✓	✓
6	DAT	✓	✓	✓	✓
7	DFA	✓	✓	✓	✓
8	FZA	✓	✓	✓	✓
9	FAS	✓	✓	✓	✓
10	FSH	✓	✓	✓	✓
11	HK	✓	✓	✓	✓
12	HYA	✓	✓	✓	✓
13	INAF				✓
14	KVA				✓
15	MAF			✓	✓
16	NS	✓	✓	✓	✓
17	NDP	✓	✓	✓	✓
18	ODAM	✓		✓	✓
19	PM			✓	✓
20	PW	✓		✓	✓
21	PWW	✓		✓	✓
22	QAS	✓	✓	✓	✓
23	RSP	✓			✓
24	RR	✓	✓		✓
25	RDS	✓	✓		✓
26	RNR	✓	✓		✓
27	SAS	✓	✓		✓
28	VAR		✓	✓	✓
29	WNH	✓	✓	✓	✓
30	ZDN	✓	✓		✓
	Total	24	22	22	30

FIELD NOTES

	Happens in the classroom	Things to consider
Pre-test	• Some students not pay attention on teacher's instruction	• Teacher should give interesting explanation to attract the students. • Teacher should have a loud voice so that students can pay attention to the teacher's explanation
First Meeting (Cycle 1)	• Some students pay attention on teacher's explanation about PORPE strategy • Some students looked enthusiast and motivated when applying PORPE strategy, especially on the third step. But some students not active in the group activity	• The teacher should check the students to make sure that they are understand about applying PORPE startegy

Second Meeting (Cycle 1)	• More students pay attention • Students are cooperative to support the teacher's teaching goal.	• Teacher should make sure if the students are ready to listen to her explaining. If the students are not ready yet, try to make them ready so what she explains can be understood.
Third Meeting (Cycle 1)	• More students pay attention while the researcher give a instruction about the test.	
First Meeting (Cycle 2)	• More students active in the group activity • Students had chance to ask questions as many as possible. • Students wrote and revise their draft in their group cooperativelyand enthusiastically	• The teacher should check the students to make sure that they are understand about the instruction.

Second Meeting (Cycle 2)	• All of the students pay attention while the researcher give a instruction about the test • Students are cooperative to support the teacher's teaching goal.	

Mengetahui,

Guru Mata Pelajaran

Peneliti

Tri Wihar S., S.Pd

Alifa Jay Saputri

DOCUMENTATION

KEMENTRIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id Email: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : ALIFA JAY SAPUTRI
NPM : 1901050002

Jurusan : TBI
Semester : 9

No.	Hari/ Tanggal	Pembimbing	Hal – hal yang dibicarakan	Tanda Tangan Mahasiswa
	Monday 24-10-2)		- Revise the cover - table of content should be based on caporan on guideline book - Body note should be change into potnote - write the sorces of your Quotation - explain what you did in pre-survey - make sure that student are having problems in Reading comprehen - Add the indicators of reading and the way to asses it !	

Mengetahui
Ketua Jurusan TBI,

Dr. Much. Deiniatur, M.Pd, B.I
NIP. 198302082015031006

Dosen Pembimbing,

Aisyah Sunarwan, M. Pd.
NIDN. 0207021301

KEMENTRIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id Email: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : ALIFA JAY SAPUTRI
NPM : 1901050002

Jurusan : TBI
Semester : 9

No.	Hari/ Tanggal	Pembimbing	Hal - hal yang dibicarakan	Tanda Tangan Mahasiswa
	wednesday sov d		- Acc for Proposal Chapter 3 - III - proposal is ready for seminar	

Mengetahui
Ketua Jurusan TBI,

Dr. Much Deiniatur, M.Pd, B.I
NIP. 198203082015031006

Dosen Pembimbing,

Aisyah Sunarwan, M. Pd.
NIDN. 0207021301

KEMENTRIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id Email: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : ALIFA JAY SAPUTRI   Jurusan : TBI
NPM : 1901050002   Semester : 9

No.	Hari/ Tanggal	Pembimbing	Hal - hal yang dibicarakan	Tanda Tangan Mahasiswa
	Thursday 21 / 12 2023		Acc For Instrument	

Mengetahui
Ketua Jurusan TBI,

Dr. Much Deiniatur, M.Pd, B.I
NIDN. 2015031006

Dosen Pembimbing,

Aisyah Sunarwan, M. Pd.
NIDN. 0207021301

KEMENTRIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id Email: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : ALIFA JAY SAPUTRI
NPM : 1901050002

Jurusan : TBI
Semester : 10

No.	Hari/ Tanggal	Pembimbing	Hal - hal yang dibicarakan	Tanda Tangan Mahasiswa
	Selasa 30/1, 2024		- Abstract needs to be revised according to the notes given - please check again the mistyping	
	Rabu 31/, 2024		Acc for munaqosyah	

Mengetahui
Ketua Jurusan TBI,

Dr. Much Deiniatur, M.Pd, B.I
NIP. 198503082015031006

Dosen Pembimbing,

Aisyah Sunarwan, M. Pd.
NIDN. 0207021301

ALIFA JAY SAPUTRI 1901050002 (IMPROVING STUDENTS'
READING COMPREHENSION BY USING PORPE (PREDICT,
ORGANIZE, REHEARSE, PRACTICE, AND EVALUATE) STRATEGY
AT EIGHTH GRADERS OF SMPN 5 METRO)

ORIGINALITY REPORT

22%	22%	5%	11%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.metrouniv.ac.id Internet Source	11%
2	etheses.iainponorogo.ac.id Internet Source	3%
3	eprints.iain-surakarta.ac.id Internet Source	2%
4	repositori.umsu.ac.id Internet Source	1%
5	repository.iainpare.ac.id Internet Source	1%
6	Submitted to IAIN Metro Lampung Student Paper	1%
7	repository.uin-suska.ac.id Internet Source	1%
8	repository.uinbanten.ac.id Internet Source	1%

PEMERINTAH KOTA METRO
SMP NEGERI 5 METRO
"Terakreditasi A"

Alamat : Jl. Budi Utomo Rejomulyo Kec. Metro Selatan Kota Metro

Nomor : 421.3/059/UPTD SMPN5/2023
Lampiran : -
Hal : **Persetujuan Izin Pra-Survey**

Kepada
Yth : Ketua Jurusan Institut Agama Islam Negeri Metro

di

Metro

Dengan Hormat,

Menindaklanjuti surat Izin Pra-Survey Ketua Jurusan Institut Agama Islam Negeri Metro Nomor : B-4228/In.28/j/TL.01/08/2023/

Dengan ini kami menyatakan bahwa:

N a m a	: ALIFA JAY SAPUTRI
N P M	: 1901050002
Semester	: 9 (Sembilan)
Jurusan	: Tadris Bahasa Inggris

Dengan ini memberikan izin Pra-Survey di SMP Negeri 5 Metro dalam rangka Penulisan Tugas Akhir/Skripsi dengan judul **"IMPROVING READING COMPREHENSION ABILITY BY USING PORPE (PREDICT, ORGANIZE, REHEARSE, PRACTICE,AND EVALUATE) STRATEGY AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 5 METRO".**

Demikianlah Surat Izin Pra-Survey ini dibuat, untuk di pergunakan sebagaimana mestinya.

Metro, 14 Agustus 2023
Plt. Kepala SMPN 5 Metro

AGUS SUNYOTO, S.Pd
NIP. 19720809 200003 1 008

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-0026/In.28/D.1/TL.01/01/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**ALIFA JAY SAPUTRI**
NPM	:	1901050002
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMP NEGERI 5 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS` READING COMPREHENSION BY USING PORPE (PREDICT, ORGANIZE, REHEARSE, PRACTICE, AND EVALUATE) STRATEGY AT THE EIGHTH GRADERS OF SMPN 5 METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 04 Januari 2024

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH KOTA METRO
SMP NEGERI 5 METRO
"Terakreditasi A"
Alamat : Jl. Budi Utomo Rejomulyo Kec. Metro Selatan Kota Metro

---

Nomor   : 421.3 / 258 / SMPN5 / 2024
Lampiran : -
Hal   : **Persetujuan Izin Observasi Lapangan**

Kepada
Yth   : Wakil Dekan Akademik Institut Agama Islam Negeri Metro

di -

      Metro

Dengan Hormat,

Menindaklanjuti surat Izin Observasi Dekan Akademik Institut Agama Islam Negeri Metro Nomor : B-0026/In.28/D.1/TL.01/01/2024

Dengan ini kami menyatakan bahwa:

N a m a	: **ALIFA JAY SAPUTRI**
N P M	: 1901050002
Semester	: 9 (Sembilan)
Jurusan	: Tadris Bahasa Inggris

Dengan ini memberikan izin Observasi di SMP Negeri 5 Metro dalam rangka Penulisan Tugas Akhir Skripsi dengan judul **"IMPROVING STUDENTS' READING COMPREHENSION BY USING PORPE (PREDICT, ORGANIZE, REHEARSE, PRACTICE, AND EVALUATE) STRATEGY AT THE EIGHTH GRADERS OF SMPN 5 METRO"**.

Demikianlah Surat Izin Observasi ini dibuat, untuk di pergunakan sebagaimana mestinya.

Metro, 15 Januari 2024
Plt. Kepala SMPN 5 Metro

AGUS SUNYOTO, S.Pd
NIP. 19720809 200003 1 008

PEMERINTAH KOTA METRO
SMP NEGERI 5 METRO
"Terakreditasi A"
Alamat : Jl. Budi Utomo Rejomulyo Kec. Metro Selatan Kota Metro

Nomor : 421.3/ 258 / SMPN5 /2024
Lampiran : -
Hal : **Persetujuan Izin Research**

Kepada

Yth : Wakil Dekan Akademik Institut Agama Islam Negeri Metro

di -

Metro

Dengan Hormat,

Menindaklanjuti surat Izin Research Wakil Dekan Akademik dan Kelembagaan Institut Agama Islam Negeri Metro Nomor : B-0026/In.28/D.1/TL.01/01/2024 Dengan ini kami menyatakan bahwa :

N a m a	:	**ALIFA JAY SAPUTRI**
N P M	:	1901050002
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Dengan ini memberikan izin Research di SMP Negeri 5 Metro dalam rangka Penulisan Tugas Akhir/Skripsi dengan judul **"IMPROVING STUDENTS' READING COMPREHENSION BY USING PORPE (PREDICT, ORGANIZE, REHEARSE, PRACTICE, AND EVALUATE) STRATEGY AT THE EIGHTH GRADERS OF SMPN 5 METRO".**

Demikianlah Surat Izin Research ini dibuat, untuk di pergunakan sebagaimana mestinya.

Metro, 15 Januari 2024
Plt. Kepala SMPN 5 Metro

AGUS SUNYOTO, S.Pd
19720809 200003 1 008

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama	:	Alifa Jay Saputri
NPM	:	1901050002
Prodi	:	Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris. Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 31 Januari 2024

Ketua Program Studi TBI

Dr. Much Deniatur, M.Pd.B.I.
NIP. 198803082015031006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-71/In.28/S/U.1/OT.01/02/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: ALIFA JAY SAPUTRI
NPM	: 1901050002
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901050002

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 05 Februari 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

CURRICULUM VITAE

Alifa Jay Saputri was born in Margodadi on April 19th, 2001. She is the first of three children from the married couple, Mr. Jlamprong Niakasa and Mrs. Puji Rahayu. She graduated from SDN 6 Metro Selatan in 2013. She continued her studies at SMPN 1 Metro and graduated in 2016. After that she continued her studies at SMAN 2 Metro and graduated in 2019. In 2019 she continued her studies as an undergraduate student at the Department of English Education, The State Institute for Islamic Studies (IAIN) of Metro.