

**THE EFFECTIVENESS OF PORPE (PREDICT, ORGANIZE,
REHEARSE, PRACTICE, AND EVALUATE) STRATEGY IN TEACHING
READING FOR TENTH GRADE AT MA SUNAN AMPEL TRETEK**

PARE

THESIS

Presented to:

State Islamic Institute (IAIN) of Kediri

In partial Fulfillment of the Requirements

For the Degree of *Sarjana* in English Language Education



Written By:

FATIMATUL EVA ROSIDA

9.322.068.17

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE (IAIN) OF KEDIRI

2021

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2021

DECLARATION OF AUTHENTICITY

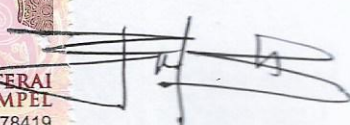
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I hereby declare that the thesis and the work in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person accept those indicated quotation and references. No portion on this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis of there is any objection or claim for others.

This thesis to fulfill the requirement for the degree of *Sarjana* (S1) in English Study Program, State Islamic Institute of Kediri.

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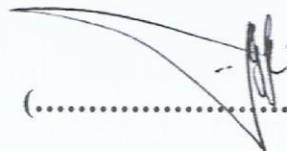
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Assalamu'alaikum Wr. Wb.

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Setelah diperbaiki materi dan susunanya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S1).

Bersama ini terlampir naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat diajukan dalam sidang munaqosah.

Demikian agar maklum atas kesediaan Bapak , kami ucapkan terimakasih.

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Setelah diperbaiki materi dan susunanya, sesuai dengan beberapa petunjuk dan tuntutan yang diberikan dalam sidang Munaqosah yang dilaksanakan pada 24 Mei 2021 kami dapat menerima dan menyetujui hasil perbaikannya.

Demikian agar maklum dan atas kesediaan Bapak, kami banyak terimakasih.

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MOTTO

**"DO YOUR BEST, THEN PRAY. GOD
WILL TAKE CARE OF THE REST"**

(FATIMATUL EVA ROSIDA)

DEDICATION

Deepest from my heart, I dedicated the *Skripsi* to:

Allah SWT for giving me a chance, power, and time until I finished the thesis well.

My beloved parents Alm Supriyono and Siti Aminah who always pray for me and support my study.

My beloved brother Ahmad Andik Fauzi S.Kom who always gives me an amazing supports and attention.

My beloved Husband Rhiza Mahendra Ahmad S.Kom who always provide advice and heart strength

To all my lecturers IAIN Kediri thank for the guidance given along my study, especially for my thesis advisors Dr. Ary Setya Budhi Ningrum, M.Pd and Fitriatul Masitoh, M.Pd, thank for guidance and advices during completion of the thesis.

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Subsequently, I express my great appreciation and thank you for those who have big contribution in helping me to finish this thesis, therefore the writer would like to express this appreciation and sincerest gratitude for:

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6. Edy Subroto, S. Pd as the English teacher of MA Sunan Ampel Tretak Pare
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The writer realized that this thesis is far from perfect. The writer will receive any suggestion and critics that will help the research to be better.

ABSTRACT

Rosida, F.E. 2021. **The Effectiveness of PORPE (Predict, Organize, Rehearse, Practice And Evaluate) Strategy In Teaching Reading For Tenth Grade At Ma Sunan Ampel Tretek Pare.** English Departmen IAIN KEDIRI. Dr. Ary Setya budhi Ningrum, M.Pd. and Fitriatul Masithoh, M.Pd.

Keywords : *effectiveness, PORPE strategy, reading*

Reading is one of the language skills that must be mastered by every learner. Mastering reading is essential since reading has some beneficial things that contribute to successful learning. A specific strategy is needed in the success of the reading task. PORPE strategy is one of the reading strategies that offer students' independent learning. PORPE offers students more active learning processes to train them to be more creative and easily understand the content. This study aims at investigating the effectiveness of using PORPE strategy in teaching reading to tenth-grade students.

This study was quantitative research which used quasi-experimental as the research design. There were an experimental class taught by PORPE strategy and a control class taught by QAR as conventional teaching and learning. The instrument of this study is reading narrative test. The participants of this study were 50 tenth-grade students, each class consisted of 25 students.

This study showed a significant effect of using PORPE strategy in teaching reading with the significant value in the class is .003, which was lower than 0.05. Based on the result, there was enough evidence to reject the null hypothesis, and the alternative hypothesis was accepted. It meant that the reading skill of the students taught by using PORPE Strategy had better score than students taught by using QAR Strategy. In the post-test, the mean score of the experimental class was 86.72, and for the control class was 74.96. The score post-test of Standard Deviation experimental class was 5.741, and for control class was 5.327 Based on the calculation of mean score, the experimental group, which was given PORPE strategy, had a better reading score than the control group not taught by using PORPE strategy.

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