THE EFFECT OF USING PORPE METHOD ON THE TENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT OF ANNOUNCEMENT TEXT AT SMAN 1 ARJASA

THESIS

By:

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ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY
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DEDICATION

This thesis is respectfully dedicated to my family, my teachers, and my friends. Thanks for all your great help, supports, and prayers. May Allah SWT bless them.
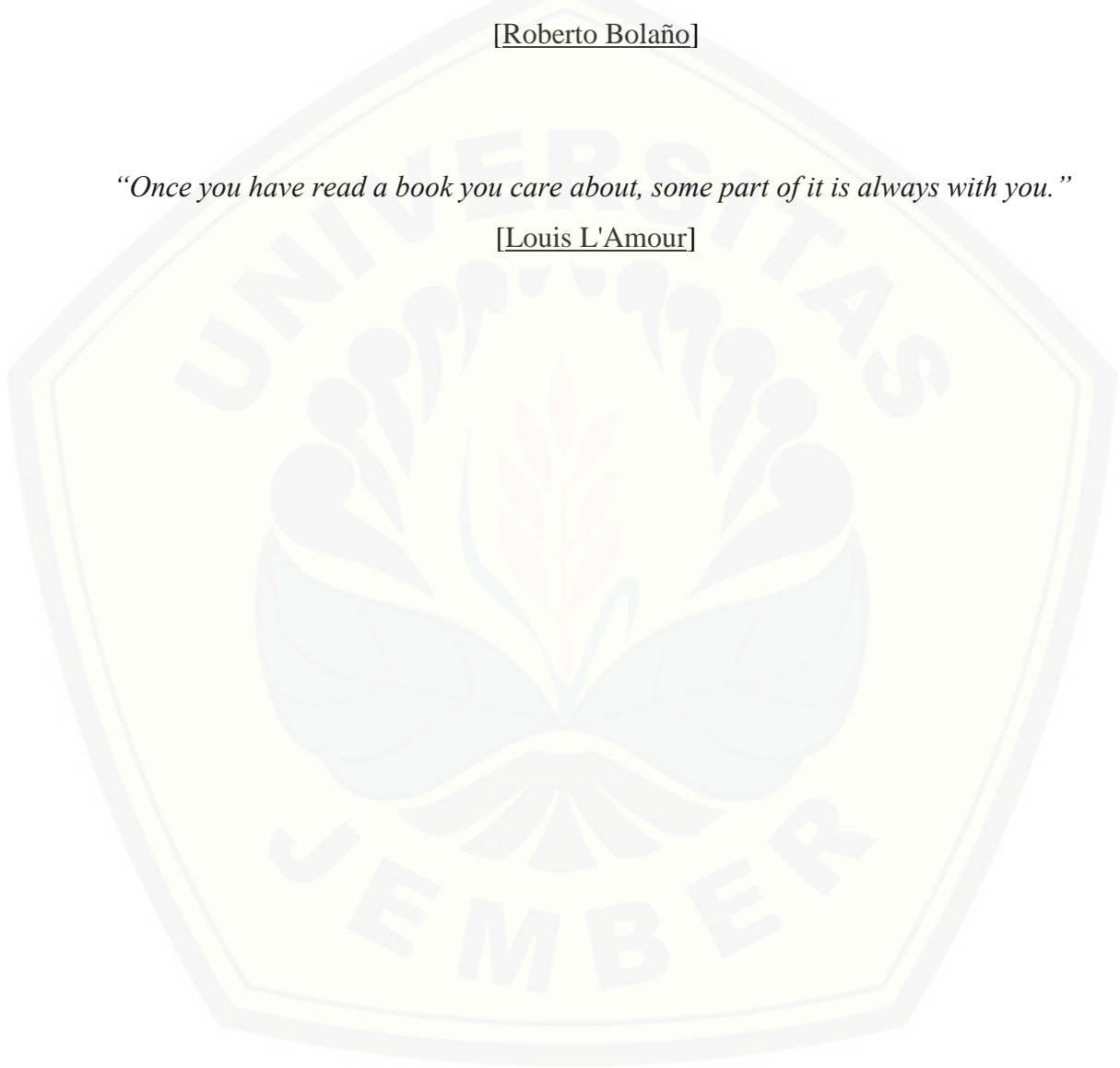
MOTTO

"Reading is like thinking, like praying, like talking to a friend, like expressing your ideas, like listening to other people's ideas, like listening to music, like looking at the view, like taking a walk on the beach."

[Roberto Bolaño]

"Once you have read a book you care about, some part of it is always with you."

[Louis L'Amour]

(Source: www.goodreads.com)

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STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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NIM. 130210401086

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CONSULTANTS APPROVAL

THE EFFECT OF USING PORPE METHOD ON THE TENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT OF ANNOUNCEMENT TEXT AT A SENIOR HIGH SCHOOL

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Study Program, Language and Arts Department, Teacher Training and Education Faculty, Jember University

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This thesis is approved and received by the Examination Committee of Teacher Training and Education Faculty, Jember University.

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First of all, I would like to express my greatest gratitude to Allah SWT who always guides and grants me by His blessing and mercy so that I can finish my thesis entitled "The Effect of Using PORPE Method on The Tenth Grade Students' Reading Comprehension Achievement of Announcement Text at A Senior High School".

I would also like to express my great appreciation and sincerest gratitude to the following people:

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7. The lecturers of the English Education Study Program.
8. The Principal of SMA Negeri 1 Arjasa, the English teacher, the administration staff, and the tenth grade students who gave me the permission and helped me to conduct and collect the data for this research.
9. All my beloved and precious friends of 2013 English Education who always support, care, and help me.

Finally, I do hope that this thesis will be a useful contribution for the sake of the improvement of English teaching. Any criticisms and valuable suggestions would be appreciated.

The writer,

Wahyu Tri Damarsanti

SUMMARY

The Effect of Using PORPE Method on The Tenth Grade Students' Reading Comprehension Achievement of Announcement Text at SMAN 1 Arjasa; Wahyu Tri Damarsanti, 130210401086; 2018; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, The University of Jember.

This research was quasi-experimental with posttest-only design. The purpose of this research was to know whether or not there was a significant effect of using PORPE method on the tenth grade students' reading comprehension achievement of announcement text at SMAN 1 Arjasa. The area of this research was SMAN 1 Arjasa. The population of this research was the five natural science classes of the tenth grade students at SMAN 1 Arjasa. Since the result of ANOVA analysis was heterogeneous, so the research participants were selected based on the closest mean scores by using a lottery. Based on the lottery, X IPA 3 was chosen as the experimental group which was taught reading comprehension by using PORPE method and X IPA 4 was chosen as the control group which was taught reading comprehension by using Scientific Approach.

The supporting data of this research were collected from the interview with the tenth grade English teacher which was conducted on May 5th, 2017 and documentation. From the interview, it was known that the school curriculum used for the tenth grade students of SMAN 1 Arjasa was the revised Curriculum 2013. The time allocation of teaching English was 2x45 minutes per meeting in once a week. The English books used were the compulsory book that was Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X Edisi Revisi 2016 published by Kemendikbud, other sources such as exercise books and internet, and teacher's personal exercise books. In grade ten, announcement texts were taught by using Scientific Approach, but these texts were not taught similar to teach long texts such as descriptive text, recount text, narrative text, and so on. In addition, from the school document it was known that there were 180 students which were distributed to eight classes: five classes of natural science and three classes of social science. This classification was based on Permendikbud No. 64 of 2014 and

considered the number of science teachers of SMAN 1 Arjasa was more than the number of social teachers.

While the primary data of this research was obtained from the students' scores of the reading comprehension test. The test was in the form of multiple choice test consisting of 25 items and administered in 45 minutes on February 28th, 2018 and March 2nd, 2018 after being taught reading comprehension twice. The post-test result of *Independent-Samples T Test* of SPSS analysis showed that the value of Sig. (2-tailed) was 0.001 which was less than 0.05. This reult indicated that the alternative hypothesis (H_a) was accepted, meaning that there was a significant effect of using PORPE method on the tenth grade students' reading comprehension achievement of announcement text at SMAN 1 Arjasa. So, it can be concluded that PORPE method was effective to be applied in teaching reading comprehension to the students. Therefore, it is suggested for the English teachers that PORPE method can be used as an alternative method in teaching reading comprehension in order to develop the students' reading comprehension skill so it can give a good impact on the students' reading comprehension achievement. The teachers should follow the steps of PORPE method properly so that it can give good result.
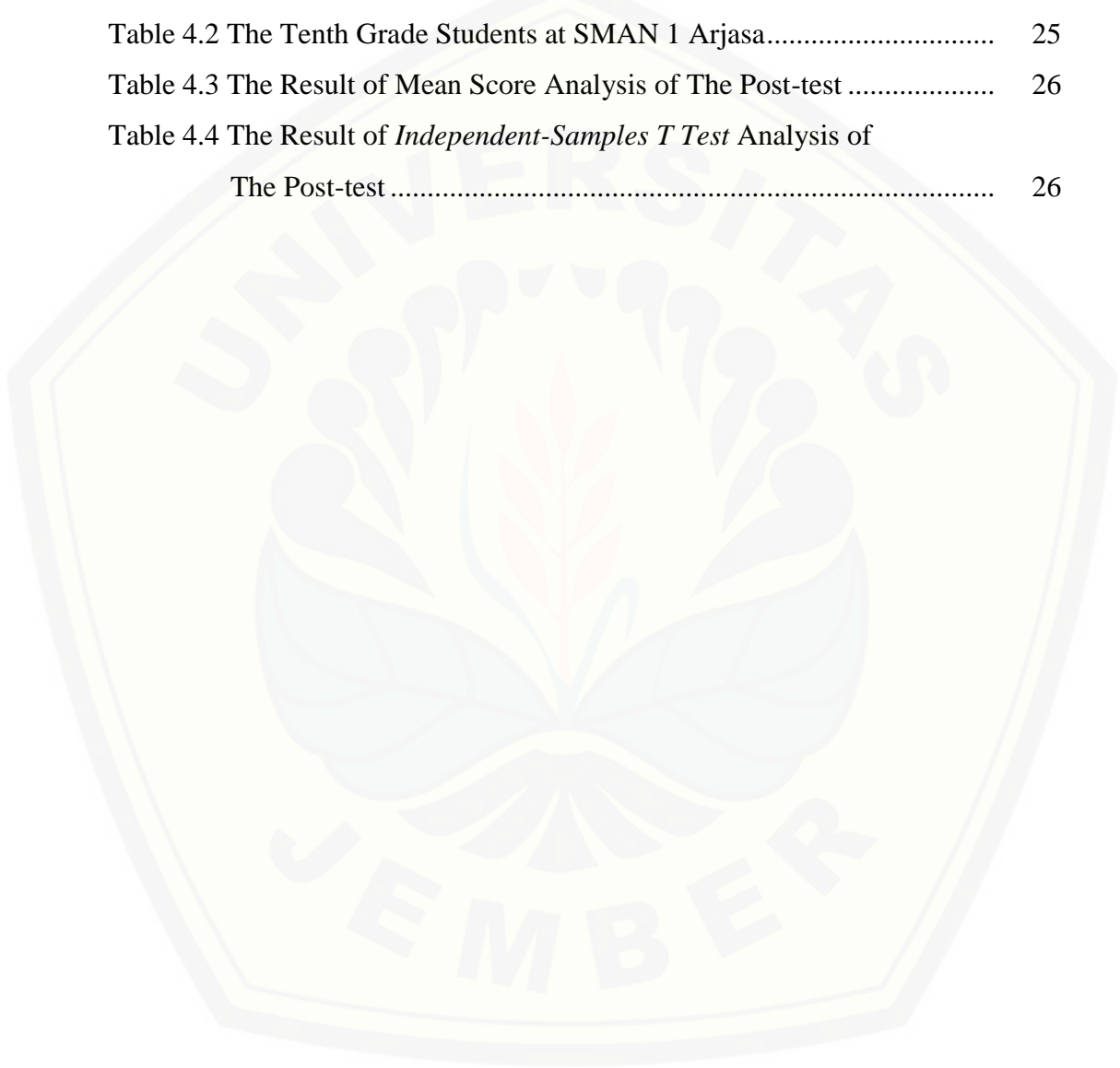
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CHAPTER I. INTRODUCTION

This chapter presents the background of the research, the problem of the research, the objective of the research, and the contribution of the research respectively.

1.1 Research Background

Reading is a helpful tool for students to gain information and enjoy any kinds of literature that can make them rich of knowledge. When reading a text, students not only focus on the written words or symbols but also understand what the text tells students about by predicting, guessing, checking, and asking oneself questions (Grellet,1996:3-8). Thus, reading needs comprehension. Comprehension means understanding the meaning of the point of a topic. To come to a reading comprehension, Gillet and Temple (1990:260) and Grellet (1996) define it as an activity to gain information from the written text by activating prior knowledge that related to the topic and connected it with new ideas or information which readers have read. Therefore, by having reading comprehension skill, students can get and understand the complete message of the text.

In senior high schools, reading comprehension skill is needed by students to learn various types of English texts. One of them is functional texts or precisely short functional texts as mentioned in English Curiculum 2013. Short functional texts are structured to help readers get somewhere or accomplish a task (Allen, 2005:56). The social function of these texts is to inform something with specific purpose (Trialfiyani & Prasetyorini, 2016:515). The examples of short functional texts might include announcement, short message, brochure, and so on. In the National Examination and any English tests, short functional texts are also included in the questions. The question usually asked is about the content of a text. However this kind of question can be varied, either explicit or implicit. Thus, a good teaching reading comprehension method is needed to help students comprehend a text well.

One of the teaching reading comprehension methods that can be applied to help students in understanding the content of a reading text is PORPE method developed by Simpson in 1986. This method helps students comprehend the text through five steps which consist of predicting, organizing, rehearsing, practicing,

and evaluating (Ngovo, 1999:24). After reading a text, a student *predicts* some questions based on the information in the text. Then he writes or *organizes* the key points of each predicted question by using his own words, and *rehearses* both of them to the teacher and other students in order to receive feedback. Based on the feedback given, he *practices* developing his key points to be a meaningful answer for his predicted questions. And the last, he *evaluates* or rechecks the completeness, accuracy, and appropriateness of his answers (Simpson, Hayes, Stahl, Connor, & Weaver, 1988:154-155; Simpson, Stahl, & Hayes, 1989:23; and Stahl, Simpson, & Hayes, 1989:6). By applying the five steps of PORPE method, students learn how to develop their cognitive and metacognitive skills in order to be successful in acquiring any information and more independent thinkers.

Some findings from the previous researchers are important to support this research. The first one was an experimental research conducted by Hasanah (2010). She examined the use of PORPE method on the seventh grade students of SMPN 25 Pekanbaru in comprehending two different reading texts which were descriptive and procedure texts. Her research found that PORPE method could give contribution to develop the students' reading comprehension skill and increase their scores as showed by the mean score of pre-test which was lower than the mean score of post-test. In addition, a pre-experimental with static group comparison design was done by Kurniawan (2011). He investigated the effectiveness of PORPE method in teaching reading comprehension of narrative text on the eighth grade students. Based on his research result, there was a significant difference of the mean scores between the experimental and the control groups after conducting pre-test (before giving treatment) and post-test (after giving treatment). It means that PORPE method was effective in increasing the students' reading comprehension achievement at the second year of SMPN 1 Bantan, Bengkalis Regency.

Moreover, Sinaga and Sibarani (2013) administered an experimental research with pre-test and post-test design to know the effect of applying PORPE method on the tenth grade students' reading comprehension of narrative text at SMAN 1 Lumbanjulu. They found that PORPE method significantly affected the students' reading comprehension achievement. Their analysis result showed that

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the scores of the students who were taught by using PORPE method were higher than the scores of the students who were taught by using conventional method. So, it can be understood that PORPE method was effective to be applied in teaching reading comprehension and to assist the students who lack of reading comprehension ability. Another pre-experimental research was also conducted by Romah (2017) at SMPN 1 Kandat, Kediri. She found that the students' ability in comprehending the text got better after applying PORPE method. It was showed by the students' reading comprehension score was increased after being taught using PORPE method.

Referring to the previous researches above, the researchers (mostly) investigated the effectiveness of using PORPE method by applying pre-experimental design to the junior high school students. The researchers took two different grades of students (grade seven and eight) and used two different texts (narrative and procedure texts). In other words, there is still less investigation about the implementation of PORPE method on the senior high school students' reading comprehension achievement. Therefore, the researcher is interested in investigating the use of PORPE method on the senior high school students' reading comprehension achievement of announcement text by using quasi-experimental research design. The title of the experimental research which will be investigated is "*The Effect of Using PORPE Method on The Tenth Grade Students' Reading Comprehension Achievement of Announcement Text at SMAN 1 Arjasa*" is conducted.

1.2 Research Problem

Based on the research background above, the research problem is formulated as follow: "Is there any significant effect of using PORPE method on the tenth grade students' reading comprehension achievement of announcement text at SMAN 1 Arjasa?"

1.3 Research Objective

The objective of this research is to know whether or not there is a significant effect of using PORPE method on the tenth grade students' reading comprehension achievement of announcement text at SMAN 1 Arjasa.

1.4 Research Contribution

The result of the research is expected to give contribution in the teaching and learning process as follows.

1.4.1 Empirical Contribution

The result of this research is expected to give a reference for future researchers who want to conduct either the same or different research design with different research participants about the use of PORPE method.

1.4.2 Practical Contribution

The result of this research is expected to be useful method for English teachers in teaching reading comprehension for many kinds of texts and in order that the students can understand the reading text easily. Then, for students, it is expected that this research can give experience about the way how to comprehend reading comprehension text by using PORPE method.

CHAPTER II. RELATED LITERATURE REVIEW

This chapter presents four subchapters: theoretical framework, conceptual review, previous research review, and research hypothesis. Each subchapter has some points related to the research problem, and it is presented in the following section.

2.1 Theoretical Framework

2.1.1 Reading Comprehension

Reading is a process of getting information from a text rather than pronouncing words. Grellet (1996) explains that reading is an active skill which constantly involves guessing, predicting, checking, and asking oneself questions. It means that before reading a text, a reader must know what the writer will talk about by seeing the title, picture, clues, or the first and last paragraph, skimming the text to check their hypothesis and to get the information what they are looking for, then reread the text for more detail. In line with Grellet's idea, Snow (2002) states that the best way to understand reading is to see it as a process of active guessing in which readers use a variety of different kinds of clues to understand a text and to take what they need or want from it, generally, as quickly as possible.

The main goal of reading is comprehension. Kennedy (1981:6) states that reading comprehension is a thinking process by which one selects facts, information or ideas from printed materials; determines the meanings the author intended to transmit; and decides how they relate to previous knowledge he has acquired. According to Woolley (2011:15), reading comprehension is the process of making meaning from the text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In addition, Grabe and Stoller (2013:11) affirm that reading comprehension refers to the ability of understanding information in a text and interpreting it appropriately. It can be said that a reader who has a successful comprehension will be involved in discovering the meaning needed to achieve the particular purpose set for.

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Based on the above definitions, it can be concluded that reading comprehension is an active process of constructing meaning from a text by understanding and interpreting the information in the text. The process of comprehending a reading text might include guessing, predicting, checking, and asking questions on any clues in the text.

2.1.2 Levels of Reading Comprehension

There are three levels of reading comprehension: literal reading comprehension, inferential reading comprehension, and critical reading comprehension, as classified by Donoghue (2008:174-175). This research focuses only on literal and inferential reading comprehension levels because the basic competency of curriculum used for grade ten mostly suggest to focus on literal and inferential reading comprehension. Therefore critical reading comprehension is not reviewed in this section. The explanation about literal and inferential reading comprehension levels is presented below.

2.1.2.a Literal Reading Comprehension

Literal reading comprehension is the simplest level of reading comprehension. This kind of reading comprehension level is often described as "reading on the line" that requires a reader to process the information which is explicitly stated in the text, to understand what the author specifically reported (Donoghue, 2008). Literal reading comprehension, according to Robinson and Good (1987:145-146), covers reading to find facts, placing special details, and following instructions/directions which are clearly stated in the text.

In this research, literal reading comprehension is the focus of the students' reading comprehension on finding details stated in announcement text. For example:

ANNOUNCEMENT

English Speaking Club

There will be a program to develop our speaking skills. We'll practice guiding tourists in Borobudur Temple. Please enroll soon since there are limited seats.

Day and Date	: Sunday, October 3, 2010
Departure time	: 7:30 a.m.
Fee	: Rp 50,000.00 (including bus fare, entrance ticket fare, and lunch)
Contact persons	: Livia (X-1), Doni (X-4)

Chief

Farah Amalia

Taken from: PR Bahasa Inggris untuk SMA/MA Kelas X Semester 1

Question: "How much does the trip to Borobudur Temple cost?" and then the answer is: "It costs Rp 50,000.00."

2.1.2.b Inferential Reading Comprehension

In comprehending inferential meanings, a reader must have more deep understanding about the content in the text rather than just understanding the information stated directly. In other words, a reader is asked to make inferences. Donoghue (2008) confirms that when a reader makes inferences, he must call on his intuition, personal experiences, and imagination. Inferential reading comprehension, according to Suwanto (2014:2), includes finding implied main idea, guessing a causal relationship, reference, adverb and the missing word, predicting mood and the author's purpose, and drawing conclusion.

In this research, inferential reading comprehension is used the focus of the students' reading comprehension on guessing causal relationship and reference, and drawing conclusion that are unstated clearly in the announcement text. For example in guessing reference:

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<u>ANNOUNCEMENT</u>

English Speaking Club

There will be a program to develop our speaking skills. We'll practice guiding tourists in Borobudur Temple. Please enroll soon since there are limited seats.

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Contact persons	: Livia (X-1), Doni (X-4)

Chief
Farah Amalia

</div>

Taken from: PR Bahasa Inggris untuk SMA/MA Kelas X Semester 1

Question: "We'll practice guiding tourists in Borobudur Temple. What does the word **'we'** refer to?" and then, the answer is: "The English Speaking Club members."

2.1.3 Reading Comprehension Achievement

In relation to achievement, Hughes (2003:13) clarifies that achievement is related to test that is done to discover how successful students in achieving the learning objective. To know the students' reading comprehension achievement on announcement texts, it can be gained by administering a reading comprehension test after finishing the lessons. Reading comprehension achievement in this research refers to the tenth grade students' scores of a reading comprehension test with the materials of literal and inferential reading comprehension.

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2.1.4 Announcement Text

Announcement text is chosen based on the basic competencies of teaching English in grade ten written in the syllabus of Curriculum 2013. Announcement text is one kind of short functional texts (Cameron and Myers, 2013:1). It belongs to short functional texts because it presents information to the readers who need to know (Anderson & Anderson, 1997:3 and Cameron & Myers, 2013). In addition, Fauzati, et al. (2013:203) define short functional texts as types of informational texts which help the readers grasp the information quickly in their day-to-day life. So, short functional texts can be described as a kind of text which has specific information and helps the readers in specific topics or areas in their daily life.

Brown and Hood (1989:62) describe an announcement text as the way to give information to the public such as an event and a business. According to Nurjamal and Sumirat (2010:56), announcement is a statement delivered to the public or a group of people without having to know who and how many readers read it, but not all readers are interested in reading the announcement. Bailey and Walker (1956:112) mention that a good announcement, whether it is spoken or written, should include *what, when, where,* and *who*. It often includes *why* and *how*. Supporting this statement, Pangestu (2012) clarifies the content of an announcement text consists of to whom the announcement is for, the purpose of the announcement itself, the aim which usually informs something important, when the event will be held (day, date, time), where the event will take place, and who makes the announcement text. It can be concluded that announcement text is a text that makes something known publicly, and a good announcement should answer *what, when, where,* and *who,* often includes *why* and *how*.

As stated by Humphries (2005:65), the purpose of announcement text is to announce or give readers information. The features of announcement text are (a) the sentences are written concisely; (b) the information is written completely and clearly; and (c) it contains type of event, date and time, place, and contact person or address (Fauziati, et al., 2013). Simple Present Tense, Simple Future Tense, and imperative sentence are commonly used in the

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announcement text (Azizah, 2015). Pateda and Pulubuhu (2005:209) propose the generic structures of announcement text that are: head (the name of an organization or institution, the title of an event); body or content (what to be announced, date and time, place, etc.); and closure (additional information).

The following is an example of announcement text.

<u>ANNOUNCEMENT</u>

English Speaking Club

There will be a program to develop our speaking skills. We'll practice guiding tourists in Borobudur Temple. Please enroll soon since there are limited seats.

Day and Date   : Sunday, October 3, 2010
Departure time   : 7:30 a.m.
Fee   : Rp 50,000.00 (including bus fare, entrance ticket fare, and lunch)
Contact persons   : Livia (X-1), Doni (X-4)

            Chief
            Farah Amalia

Taken from: PR Bahasa Inggris untuk SMA/MA Kelas X Semester 1

2.1.5 PORPE Method

PORPE method—an acronym for Predict, Organize, Rehearse, Practice, and Evaluate—was suggested by Simpson in 1986. Simpson, et al. (1988) affirm that PORPE is a learning method which operationalizes the cognitive and metacognitive processes that effective readers engage to understand and subsequently learn content area material. In relation to this idea, Baker and Brown (1984:354) describe that effective readers are those who can (1) clarify the purpose of reading (understanding both the explicit and implicit task demands); (2) identify the important aspects of a message; (3) focus attention on the minor content; (4) monitor on going activities to determine whether comprehension is occuring; (5) engage in self-questioning to determine whether goals are being achieved; and (6) take corrective action when failures in understanding are determined. They also say if the students

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use PORPE method when they are reading and/or studying, they behave like 'effective readers' who can encode information and regulate their own learning (Baker and Brown, 1984). It can be assumed that PORPE method can assist students in learning content material, and help them in the process of constructing the meaning and building the students' knowledge.

PORPE method consists of five steps (Simpson, Hayes, Stahl, Connor, & Weaver, 1988; Simpson, Stahl, & Hayes, 1989; and Stahl, Simpson, & Hayes, 1989)—the first three steps of PORPE method involve students in the encoding processes of selsction, acquisition, construction, and integration. In addition, the last two steps involve them in the metacognitive processes that regulate and oversee the learning process. Each of PORPE method steps will be presented further in the following part.

The first step of PORPE method is *Predict*. In this step, students are asked to predict questions based on the material they have read. Cook and Mayer (1983) describe this first step as involving the encoding processes of selection because it asks the learner to pay attention to the important pieces of information in the passage. By making questions, students are stimulated to process the text in a more active as they read and study (Bean, Readence, & Baldwin, 2007).

The second step is *Organize*. This step involves the students in constructing the information that will answer their self-predicted questions. In the process of constructing the needed information, students build "internal connections" among ideas so that the information become reorganized into a coherent structure (Cook & Mayer, 1983). For each predicted question, the students outline their answers in their own words.

The third step is *Rehearse*. It engages the students in the active recitation and self-testing of the key ideas recorded in their outline. In a sense, the students are verbally answering their self-predicted questions so that the key ideas can be transferred to working memory. This active rehearsal in PORPE characterizes what effective readers, described by Baker and Brown (1984), must do—monitor, self-question, and take corrective action when necessary (Simpson, et al., 1988).

The fourth step is *Practice*. Here, the students must write from recall their answers to their self-predicted questions. This step is called as an integrative encoding process in that during the act of writing, students are building connections between their existing knowledge, and outline and the key ideas from passage.

The last step of PORPE method is *Evaluate*. At the last step, the students need to recheck their answers in order to validate whether they have created a meaningful text or a correct answer which demonstrates their understanding of the content and to evaluate the completeness, accuracy, and appropriateness of their written product.

The steps of PORPE method above challenge the students to play with, discover, remember, and develop words in reading. Simpson, et al. (1989) state that PORPE method is proposed cannot only for improving the students' comprehension, but also the students' writing skill and as an independent learning method.

2.1.6 The Advantages of PORPE Method

The following is the advantages of PORPE method as stated by Simpson, et al. (1989) and Ngovo (1999):

1) It can stimulate students to synthesize, analyze, and think about key concepts.

2) It is a learning method that can be totally teacher directed or totally student initiated. Based on the research result by Simpson, et al., there is a gradual phasing out of teacher control and phasing in of student control.

3) It is a learning method that can help high risk students increase their cognitive and metacognitive processing.

2.2 Conceptual Review

2.2.1 The Procedure of Using PORPE Method for Teaching Literal and Inferential Reading Comprehension of Announcement Text

This research will apply PORPE method, suggested by Simpson in 1986, for teaching both literal and inferential reading comprehension. The text used is announcement text. The procedure is as follows:

1. The teacher divides the class into groups of six students.

2. The teacher distributes an announcement text to the students.

3. The teacher explains about PORPE method and the steps.

4. The teacher explains to the students what the term "literal" and "inferential" mean and highlight the key word in the definition that the students need to remember. The teacher also gives them examples of each.

5. The teacher asks the students to comprehend the content of the text by applying the five steps of PORPE method:

   a. The students *predict* questions from the text by using WH-question.

   b. The students *organize* or write the key points of the answers of the predicted questions by using their own words.

   c. Every student *rehearses* or read both the predicted questions and the key points of the answers of the predicted questions aloud to the teacher and their friends. In this step, all the students can fix their work that seems wrong.

   d. The students *practice* answering their predicted questions in a complete answer. Their answers must be based on the feedback given before.

   e. The students *evaluate* or recheck their predicted questions and answers before submitting to the teacher.

Those activities above are done through a group activity because it is an easier way to teach the students how to use PORPE method in reading comprehension before they apply it individually.

2.3 Previous Research Review

These two following previous researches give important support to this research. The first experimental research entitled *The Effect of Using PORPE*

Method Toward Reading Comprehension of The Second Year Students at SMP N 1 Bantan, Bengkalis Regency, was conducted by Kurniawan in 2011. He investigated the effectiveness of PORPE method on students' reading comprehension of the second year at SMP N 1 Bantan. The result found that PORPE method was effective than Conventional method to enhance students' reading comprehension at the second year SMP N 1 Bantan, Bengkalis Regency. And, the value of t_0 was higher than that one on t-table at 5% of significant level (9.461>2.02). It means that there was a significant difference between students' who were taught by using PORPE method and students' who were taught by using Conventional method on the students' reading comprehension achievement. By using PORPE method, students could predict and delimit easily the factual information, main ideas, vocabularies, references and inferences from reading text as discussed or informed in the text after reading and answering the questions. For teachers, PORPE method can be a valuable input in increasing reading comprehension.

Another experimental research entitled *The Effectiveness of PORPE Method to Seventh Grade Students' Reading Comprehension of SMP N 1 Kandat Kediri in The Academic Year 2016/2017* was conducted by Romah in 2017. He investigated the effectiveness of PORPE method on students' reading comprehension. The seventh grade students of SMP N 1 Kandat Kediri were chosen as her participant, while procedure text as his chosen topic. In her research, the students were asked to find detail information, to answer WH-questions, vocabulary on meaning and word recognition, implicit and explicit information. The result showed that PORPE method gave a good effect for students' reading comprehension, motivation, teamwork and responsibility. This result was based on the value of the t analysis result was higher than the t-table value at 5% of significant level (3.555>2.423). The implications for teachers were PORPE method could make the students easy to comprehend a text and answer the task, also, could help the students who had higher ability cooperate with the students who had less ability. From those two previous researches, it can be concluded that PORPE method is an effective learning method to teach reading comprehension.

2.4 Research Hypothesis

Based on the research problem and the related literature review, the research hypothesis is formulated as follows: "There is a significant effect of using PORPE method on the tenth grade students' reading comprehension achievement of announcement text at SMAN 1 Arjasa."

CHAPTER III. RESEARCH METHOD

This chapter presents the research method applied in this research. It consisted of research design, research context, research participant, data collection method, and data analysis method.

3.1 Research Design

The research design used in this research was quasi-experimental with posttest-only design. This design was chosen because the researcher wanted to know whether or not there is a significant effect of using PORPE method on the tenth grade students' reading comprehension achievement of announcement text at SMAN 1 Arjasa.

This research was conducted at SMAN 1 Arjasa. The tenth grade in this school had eight classes which were divided into two majors: five classes of natural sciences and three classes of social sciences. By using purposive method, the population of this research was the five natural science classes of the tenth grade students.

The research participants of this research were divided into two groups: an experimental group and a control group. The experimental group was taught by giving treatment that was teaching reading comprehension by using PORPE method. Then, the control group was taught by using Scientific Approach. After giving two times of teaching reading comprehension to each group, both of them were given a post-test of reading comprehension. Then, the result of the post-test was computed to see the significant difference between the mean scores of the experimental and the control groups.

The illustration of the research design could be seen in the following pattern:

Posttest-Only Design   Time →

| Selecting Control Group | No Treatment | Posttest |
| Selecting Experimental Group | Experimental Treatment | Posttest |
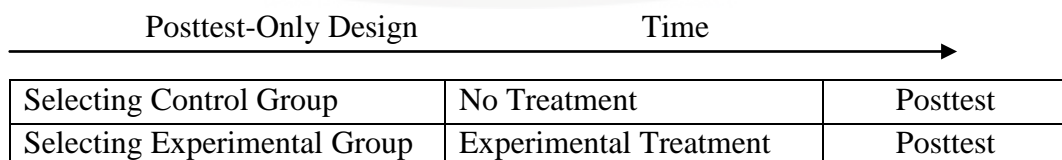
(Creswell, 2012:310)

The procedures of the research design were as follows.

1. Getting all of the five natural science classes of the tenth grade students' scores of the mid-term test from the English teacher;

2. Analyzing the scores by using ANOVA (Analysis of Variance) with SPSS computing system to know whether or not the five classes were homogenous;

3. Determining the experimental and the control groups based on the result of ANOVA analysis of the homogeneity test. Since the result was heterogeneous, two classes with the closest mean scores were taken as the experimental group and the control group. X IPA 3 as the experimental group and X IPA 4 as the control group were determined by using lottery;

4. Giving the treatment to the experimental group that was teaching reading comprehension by using PORPE method, while the control group was taught reading comprehension by using Scientific Approach;

5. Administering a try-out test to a natural science class of the tenth grade which did not belong to both the experimental group and the control group;

6. Conducting a post-test to both the experimental group and the control group to measure the students' reading comprehension achievement;

7. Analyzing the result of the post-test by using *Independent-Samples T Test* of SPSS computing system with 5% significant level to know whether the mean difference of the two groups was significant or not; and

8. Drawing conclusion from the analysis result to answer the research problem.

3.2 Research Context

The area of this research was selected purposively: it was SMAN 1 Arjasa. After getting the permission from the principal, the researcher conducted an interview with the tenth grade English teacher. Based on the result of the interview, it was known that unlike grade eleven and grade twelve, grade ten used the revised Curriculum 2013; the duration of teaching English was 2x45 minutes per meeting in once a week; and similar with grade eleven and grade twelve, the English teacher of grade ten used Scientific Approach in the teaching reading comprehension. In addition, the English teacher did not have knowledge of PORPE method.

3.3 Research Participants

The population of this research was five natural science classes of the tenth grade students at SMAN 1 Arjasa. After analyzing all of the five natural science tenth grade students' English scores by using ANOVA, it was found that the population was heterogeneous. The result of ANOVA analysis was presented in the following table.

Table 3.1 The Result of ANOVA Analysis

ANOVA					
Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	910.300	4	227.575	5.631	.000
Within Groups	7072.694	175	40.415		
Total	7982.994	179			

The heterogeneity of the population was showed by the Sig. value (0.000) which was less than 0.05. Since the population was heterogeneous, a mean score list of the five natural science classes was done in order to take two classes with the closest mean scores as the research samples. The mean score list of the five natural science classes was presented below.

Table 3.2 The Mean Scores of Natural Science Classes

Score		
Class	Mean	N
X IPA 1	86.42	36
X IPA 2	88.39	36
X IPA 3	84.81	36
X IPA 4	83.50	36
X IPA 5	81.92	36
Total	85.01	180

Based on the table above, X IPA 3 and X IPA 4 had the closest mean scores; the mean score of X IPA 3 was 84.81 and the mean score of X IPA 4 was 83.50. Then, a lottery was done to determine the experimental group and the control group. Based on the lottery, X IPA 3 was chosen as the experimental group and X IPA 4 as the control group.

3.4 Data Collection Method

Data collection method was the method to get the data. In this research, the data collecting method was consisted of reading comprehension test, interview, and documentation. Data collecting process by each instrument was presented as follows.

3.4.1 Test

A reading comprehension test used in this research was a teacher-made test. The material of this test focused on the literal reading comprehension and the inferential reading comprehension. The test was in the form of multiple choice and the material was about announcement text. In this test, there were two announcement texts with 25 questions and the score for each question was 4 points. The time allocation for doing the test was 45 minutes. It was given to the students of the experimental and the control groups.

In constructing the test, it was important to concern with validity and reliability. According to Hughes (2003:26), a test is said to be valid if it measures what it is intended to measure. Content validity of this research was established when the test items were constructed by considering the indicators to be measured. So, the test items were constructed to measure the tenth grade students' reading comprehension achievement in finding literal comprehension and inferential comprehension in the announcement texts. All the test items were based on the Curriculum 2013 for senior high school. As the test was regarded as valid, then it is usually reliable (Hughes, 2003:49). Fraenkel and Wallen (2006:116) state that reliability is the consistency of the scores obtained, how consistent they are for each individual from one administration of an instrument to another and from one set of item to another. In other words, a test is called reliable if the result of the test is approaching to be similar when it is given in different time.

Before conducting the reading comprehension test, the researcher administered a try-out test to another class which did not belong to both the

experimental group and the control group. This test was done to know the quality of its test and to determine whether or not the items should be omitted for reading comprehension test. It was given to one class (X IPA 5) on February 15, 2018. The result of the try-out test was analyzed by using Spearman-Brown formula (Split Half Odd-Even Technique). The procedure was adopted from Sudijono (1998:219) as follows:

1) After conducting the try-out test and giving scores to each item achieved by the students, splitting the scores into two parts: odd and even numbers.
2) Giving sign X for the odd numbers and Y for the even numbers.
3) Analyzing the correlation between X and Y by using *product moment* formula:

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

Notes:

r_{xy} : the correlation coefficient of *product moment*

ΣX : the total number of odd items

ΣY : the total number of even items

ΣXY : the total number of odd and even items

N : the number of the participants of try-out test

The result of the calculation of try-out test was presented below.

$$r_{xy} = \frac{(36)(2991) - (344)(304)}{\sqrt{(36)(3414) - (344)^2 \, (36)(2680) - (304)^2}}$$

$$r_{xy} = \frac{107676 - 104567}{\sqrt{(122904 - 118336)\,(96480 - 92416)}}$$

$$r_{xy} = \frac{3100}{\sqrt{(4568)\,(4064)}}$$

$$r_{xy} = \frac{3100}{\sqrt{18564352}}$$

$$r_{xy} = \frac{3100}{4308.6369} = 0.71$$

20

From the calculation it was found that the correlation coefficient of the half test was 0.71. As stated by Weigle (2002:135), correlation coefficient indicated the relationship between the two scores. If the correlation coefficient close to 1, it means that the relationship between the two scores was strong. In this research, it could be concluded that the relationship between two scores was strong since the correlation coefficient was 0.71.

4) Estimating the correlation coefficient of the whole test items by using Spearman-Brown formula:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes:

r_{11} : the reliability coefficient for the whole test

r_{xy} : the correlation coefficient of *product moment*

The calculation of the reliability coefficient of the whole test items was presented below.

$$r_{11} = \frac{2 \times 0.71}{1 + 0.71} = \frac{1.42}{1.71} = 0.83$$

From the calculation it was found that the reliability coefficient of the whole test was 0.83. According to Rudner and Schafer (2002), a teacher-made test is reliable if the reliability coefficient is approximately 0.50 or 0.60. The result of the calculation of the reliability coefficient of the whole test items above was higher than 0.70. It means that the test was reliable.

5) The difficulty level of the test items

It was important to know how easy or difficult the particular test items which were provided in the test. The degree of difficulty index could be analyzed by using the following formula:

$$(p) = \frac{R}{T}$$

Notes:

p : difficulty index

21

R : the number of students who answer the item correctly

T : the total number of students who attempt the item

(Wilson, 2005)

The criteria of the difficulty index were adopted from Hotiu (2006) as follows:

0.00 – 0.19 : difficult

0.20 – 0.90 : fair

0.91 – 1.00 : easy

The result of the analysis of the difficulty index was presented in *Appendix I*. Based on the analysis result in *Appendix I*, the whole test items were categorized as fair items. It meant that the test items did not need to be revised.

3.4.2 Interview

In this research, a semi-structured interview was used to get the supporting data in which the questions are asked orally and the respondents' responses are recorded. According to Opie (2004:117-118), semi-structured interview is an interview done by the interviewer using a set of questions and the questions can be developed to obtain further specific information. The information had been asked by the researcher were about the curriculum used at SMAN 1 Arjasa, the time allocation for teaching English, the textbooks usually used to teach English, the teacher's knowledge of PORPE method as a teaching reading comprehension method, kinds of short functional texts in the tenth grade, and the method used in teaching short functional texts (*see Appendix B*).

3.4.3 Documentation

Documentation was also used for collecting data supported the primary data of this research. According to Silverman (2002:45), documentation can be in the form of written data or electronic record containing some information needed. Documentation in this research was used to collect the data about the total number of the tenth grade students at

reason, the researcher paused the presentation until the classroom was conducive and told them that a reward would be given to any group who could give correct answer. And last, in the fourth step, *Practicing*, it was found some groups who had difficulty making a complete answer. Hence, the researcher gave them examples of writing a complete answer.

Nevertheless, the result of the research finding was in line with the previous research results showing that PORPE method gave a significant effect on the students' reading comprehension achievement (Hasanah, 2010; Kurniawan, 2011; Sinaga and Sibarani, 2013; Trianawati, 2013; and Romah, 2017). They found that the students who were taught by using PORPE method had better score than those who were taught by using conventional method. Further, the students could understand and comprehend the content of the text well. Moreover, PORPE method was applied in teaching reading comprehension with different kinds of texts. Hasanah (2010) applied PORPE method in teaching descriptive and procedure texts, Kurniawan (2011), Sinaga and Sibarani (2013), and Trianawati (2013) applied it in teaching narrative text, and Romah (2017) applied it in teaching procedure text. In this research PORPE method was applied in teaching announcement texts. Therefore, PORPE method could be applied in teaching reading comprehension with different kinds of texts. Finally, it could be said that PORPE method gave a significant effect on the tenth grade students' reading comprehension achievement of announcement text at SMAN 1 Arjasa.

CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the findings and the suggestions for the English teachers and the future researchers.

5.1 Conclusion

Based on the research results and discussion in the previous chapter, it could be concluded that there was a significant effect of using PORPE method on the tenth grade students' reading comprehension achievement of announcement

text at SMAN 1 Arjasa. It meant that the use of PORPE method was effective to be applied in teaching reading comprehension.

5.2 Suggestion

Dealing to the conclusion above, the researcher would like to give some suggestions to the following people.

5.2.1 For The English Teachers

For the English teachers of SMAN 1 Arjasa, PORPE method can be used as an alternative method in teaching reading comprehension in order to develop the students' reading comprehension skill so it can give a good impact on the students' reading comprehension achievement. The English teachers should follow the steps of PORPE method properly so that it can give good result.

5.2.2 For The Future Researchers

The result of this research can be used as a reference to conduct further research relating to the use of PORPE method by considering the limitations occured in this research, for example the population of this research was taken from the tenth grade students of natural science. It is also suggested to investigate the use of PORPE method in a different research design, for example using classroom action research design.

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Appendix A. Research Matrix

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypothesis
The Effect of Using PORPE Method on The Tenth Grade Students' Reading Comprehension Achievement of Announcement Text at SMAN 1 Arjasa.	Is there any significant effect of using PORPE method on the tenth grade students' reading comprehension achievement of announcement text at SMAN 1 Arjasa?	**Independent variable:** The use of PORPE method on reading comprehension. **Dependent variable:** The tenth grade students' reading comprehension achievement of announcement text.	The procedure of using PORPE method: 1) Predicting 2) Organizing 3) Rehearsing 4) Practicing 5) Evaluating The students' score on reading comprehension test covering the material of: - Literal reading comprehension. - Inferential reading comprehension.	**Research Population:** The Tenth Grade Students of Natural Science. **Informant:** The Tenth Grade English Teacher. **Documents:** - The English scores of mid-term test. - The names of the research participants. - The school curriculum.	**Research Design** Quasi-Experimental with Posttest-Only Design. **Area Determination Method** Purposive method. **Research Respondent Determination Method** Cluster Random Sampling by using lottery. **Data Collection Method** - A reading comprehension test - Interview - Documentation **Data Analysis Method** The data obtained from the reading comprehension test were analyzed statiscally by using *Independent-Samples T Test* of SPSS computing system.	There is a significant effect of using PORPE method on the tenth grade students' reading comprehension achievement of announcement text at SMAN 1 Arjasa.

Appendix B. The Result of The Interview with The Tenth Grade English Teacher at SMAN 1 Arjasa

No.	Questions	Answers
1.	What curriculum is applied in this school? Does this school use the revised Curriculum 2013?	Curriculum 2013. Yes, it does. But the revised Curriculum 2013 is only applied in grade ten.
2.	How long do you teach English per meeting in one class?	2x45 minutes.
3.	What kind of textbooks do you use in teaching English?	Actually there is a compulsory book from Kemendikbud. But I also use other sources such as exercise books and internet. And these are my own exercise books. I make it by myself and some questions are collected from English books.
4.	What method do you usually apply in teaching English, especially in teaching reading comprehension?	Scientific Approach.
5.	Have you ever applied PORPE method in teaching reading comprehension?	No, I have not. I have never heard about PORPE method.
6.	What kind of short functional texts are taught in the tenth grade?	Announcement text.
7.	What method do you use in teaching short functional texts?	I do not use certain method to teach short functional texts. But I do teach my students, give them the explanation. In teaching these texts, I usually ask my students to construct their own text and perform it in front of the class after they find another example of announcement text, for instance. I may not invite all the students if the time is not enough for performing their work.

Appendix C. The Documentation

No.	The Data	Data Resources
1.	The total number of the tenth grade students at SMAN 1 Arjasa.	
2.	The names of the research participants.	The school document.
3.	The tenth grade students' mid-term scores of English at SMAN 1 Arjasa.	
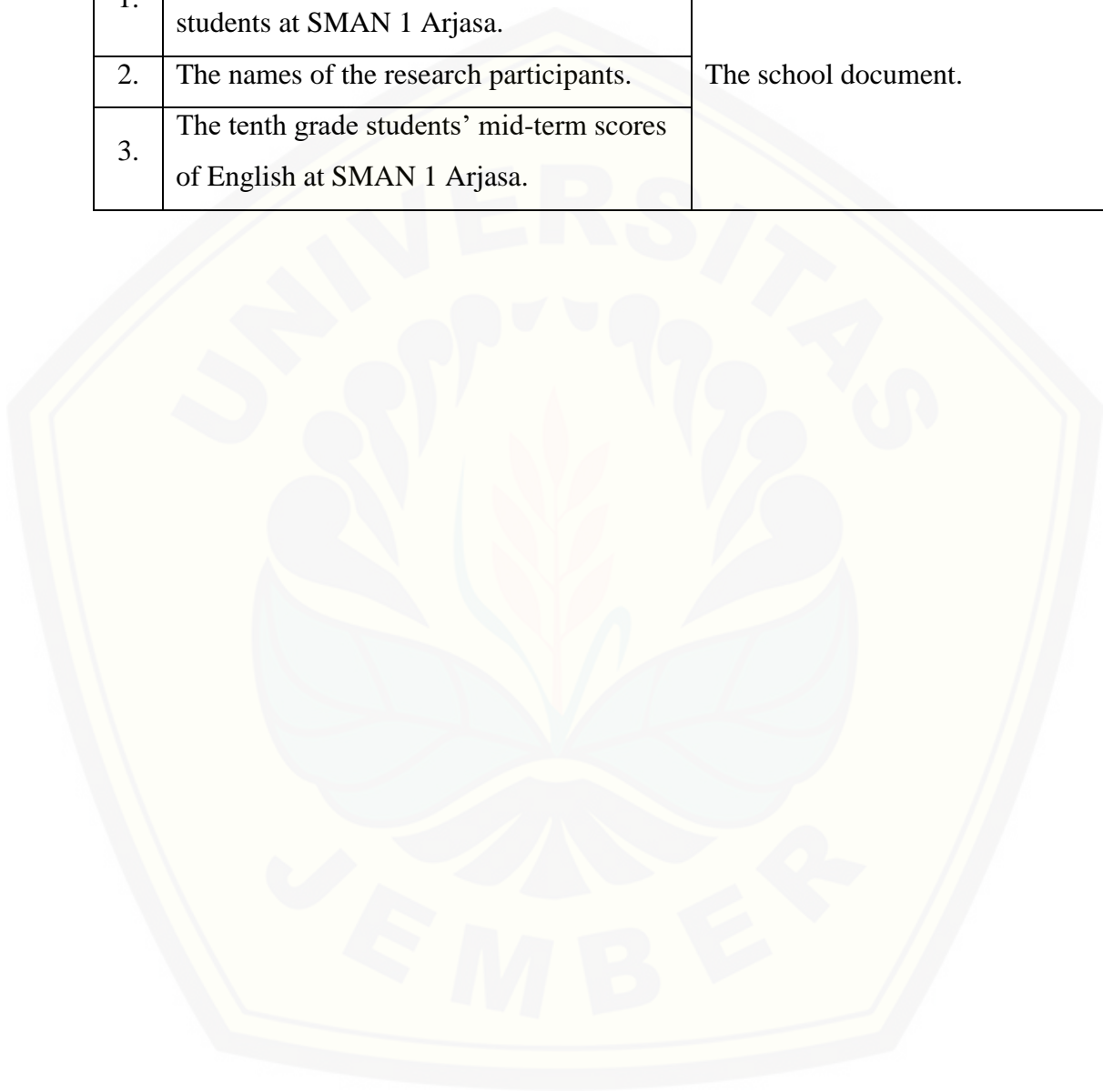
Appendix D. The Names of Research Participants

No.	Experimental Group Names	Control Group Names
1.	AH	AFA
2.	AF	AW
3.	AWNS	AFF
4.	AFA	ALR
5.	ANS	BH
6.	BA	DAP
7.	BYT	DEA
8.	BIMWARH	DCH
9.	DRH	DAI
10.	DCTV	DYA
11.	DNW	FRH
12.	EAS	FBM
13.	FH	FDD
14.	FIRYAL	HMR
15.	GMQF	IMDP
16.	HJL	LCA
17.	ITP	LNA
18.	JH	LBN
19.	JW	MFAT
20.	MJP	MI
21.	MTKD	MRS
22.	MDA	NNR
23.	MS	NWKA
24.	MLH	NSI
25.	NNDA	NKAP
26.	NA	RRM
27.	PSK	RBA
28.	SH	RCF
29.	SEO	RR
30.	SMS	WR
31.	SNL	WJ
32.	SP	WRL
33.	SFS	WMA
34.	YP	WM
35.	YRK	YAP
36.	YSPA	YS

Appendix E. The Tabulation of Homogeneity Test

Students Number	X IPA 1	X IPA 2	X IPA 3	X IPA 4	X IPA 5
1	100	87	85	86	76
2	81	97	83	75	83
3	80	80	86	87	85
4	98	80	87	87	74
5	80	87	83	88	70
6	88	95	83	80	90
7	81	97	92	87	83
8	81	97	93	89	93
9	81	94	81	84	90
10	93	80	87	88	75
11	90	97	82	85	89
12	97	80	84	88	83
13	80	80	75	75	71
14	91	81	90	80	64
15	98	82	87	83	90
16	91	91	82	81	92
17	93	100	80	83	76
18	80	100	86	80	82
19	80	80	82	75	94
20	81	94	73	73	75
21	83	90	90	87	85
22	80	97	83	80	77
23	95	80	95	87	74
24	98	97	87	87	79
25	81	81	82	88	87
26	80	91	83	85	83
27	90	94	83	80	80
28	91	97	88	89	82
29	82	97	88	82	83
30	80	80	83	84	83
31	98	80	83	89	83
32	80	80	83	89	83
33	88	80	92	86	89
34	81	80	84	84	86
35	80	97	84	73	80
36	80	82	84	82	80

Appendix F. Lesson Plan 1

<div align="center">

Lesson Plan 1

</div>

Subject : **English**

School : **SMA N 1 Arjasa**

Class / Semester : **X / 2**

Text Type : **Announcement Text**

Language Skill : **Reading**

Time Allocation : **2x45 minutes**

A. CORE COMPETENCIES

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. BASIC COMPETENCIES AND INDICATORS

Basic Competencies	Indicators
2.3 Menunjukkan perilaku **tanggung jawab**, peduli, **kerjasama**, dan cinta damai dalam melaksanakan komunikasi fungsional.	2.3.1 Being responsible in doing group task. 2.3.2 Being cooperative in doing group task.
4.5 Teks pemberitahuan (*announcement*) 4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan	4.5.1.1 Finding literal information from the announcement text. 4.5.1.2 Finding inferential information

teks pemberitahuan (*announcement*).	from the announcement text.

C. LEARNING OBJECTIVES

1. Students are able to be responsible in doing group task.

2. Students are able to be cooperative in doing group task.

3. Students are able to find literal information from the announcement text.

4. Students are able to find inferential information from the announcement text.

D. LEARNING MATERIAL

- Announcement text is a text that announces/informs people about something such as competitions and events. Here is the example of announcement text:

McMaster Mini-Med School

Welcome to 2018. We hope yo[...]ster Mini-Med School student in 2018. The new seven week te[...]day, March 2, 2018 with classes following on March 9, March 16, March 23, March 30, April 6, and April 13, 2018.

Registration will be held on a first-come basis. As the response for the previous years was tremendous, so we advise you to register as soon as possible. For those who run out of spots will be placed on a waiting list and contacted if the spots are available.

With registration fees participants receive:
- A reserved spot in the McMaster Mini-Med School Class 2018
- An official McMaster Mini-Med School tote bag
- An official McMaster Mini-Med School pen and clipboard
- An official McMaster Mini-Med School Stadium blanket
- An official McMaster Mini-Med School travel book light
- A McMaster Mini-Med School Certificate of Attendance that will be given on the last day of classes

> For a list of speakers and further information including registration and fees, please go to the following website:
>
> http://www.medportal.ca/minimed/index.html
>
> or register online by visiting
>
> www.fhs.mcmaster.ca/content

Adapted from: *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X (Ed. Rev. 2016)*

- Literal reading comprehension : understanding information which is stated directly in the text.

  Ex. *Question* : When will the term be started?

  Answer : On Monday, March 2, 2018.

- Inferential reading comprehension : understanding information which is unstated directly in the text.

  Ex. *Question* : How long does the term take?

  Answer : It takes about 1.5 months.

E. LEARNING METHOD

- Experimental group : PORPE method
- Control group : Scientific Approach

F. LEARNING TOOLS, MEDIA, AND SOURCES

Tools	Media	Sources
- Laptop. - LCD Projector.	- Powerpoint slides containing pictures, explanation about announcement text, and PORPE method with the steps. - Student worksheet.	- Widiati, U., Rohmah, Z., & Furaidah. 2016. *Bahasa Inggris SMA/MA/SMK/MAK Kelas X* (Ed. Rev. 2016). Jakarta: Kemendikbud.

G. LEARNING ACTIVITIES

Experimental Group	Time	Control Group	Time
Opening			
- Greeting and checking the students' attendance.	2'	- Greeting and checking the students' attendace.	2'
- Showing pictures related to the topic that will be discussed.	1'	- Showing pictures related to the topic that will be discussed.	1'
- Giving some leading questions.	1'	- Giving some leading questions.	1'
- Stating the learning objectives.	1'	- Stating the learning objectives.	1'
Main Activities			
- The teacher explains about PORPE method and shows the five steps of PORPE method.	8'	***Observing*** - The teacher shows an announcement text to the students.	1'
- The teacher explains about literal and inferential reading comprehension questions, and gives examples of each.	6'	- With the teacher's guidance, the students observe the text by silent reading.	2'
Predicting		***Questioning***	
- The students read an announcement text given by the teacher silently in a group of six.	2'	- With the teacher's guidance, the students construct questions in relation to the social function, generic structure, and language features that commonly used in the announcement text.	7'
- The students are asked to construct questions based on the text they have read. The questions are for asking literal and inferential comprehension by using WH-question.	15'	***Exploring*** - In pairs, the students find the answer of the questions that have already constructed in	10'

Organizing - The students are asked to write the key points of the answer of the predicted questions they have already constructed.	2'	questioning process. - The students discuss their work with the class.	10'
Rehearsing - The teacher invites two representatives from each group to present their work in front of the class.	1'	*Associating* - In pairs, the students find the literal and inferential information in the text through true-false exercise.	35'
- The representatives of each group are asked to read their work aloud.	10'	*Communicating* - The students discuss the answer of the exercise with the class.	15'
- The representatives of each group discuss their work with the class.	25'		
Practicing - The students are asked to answer their predicted questions completely based on the feedback given.	10'		
Evaluating - The teacher asks the students to recheck their work before it is submitted.	1'		
Closing			
- With the teacher's guidance, the	4'	- With the teacher's guidance, the	4'

44

students draw conclusion.		students draw conclusion.	
- Leave-taking.	1'	- Leave-taking.	1'
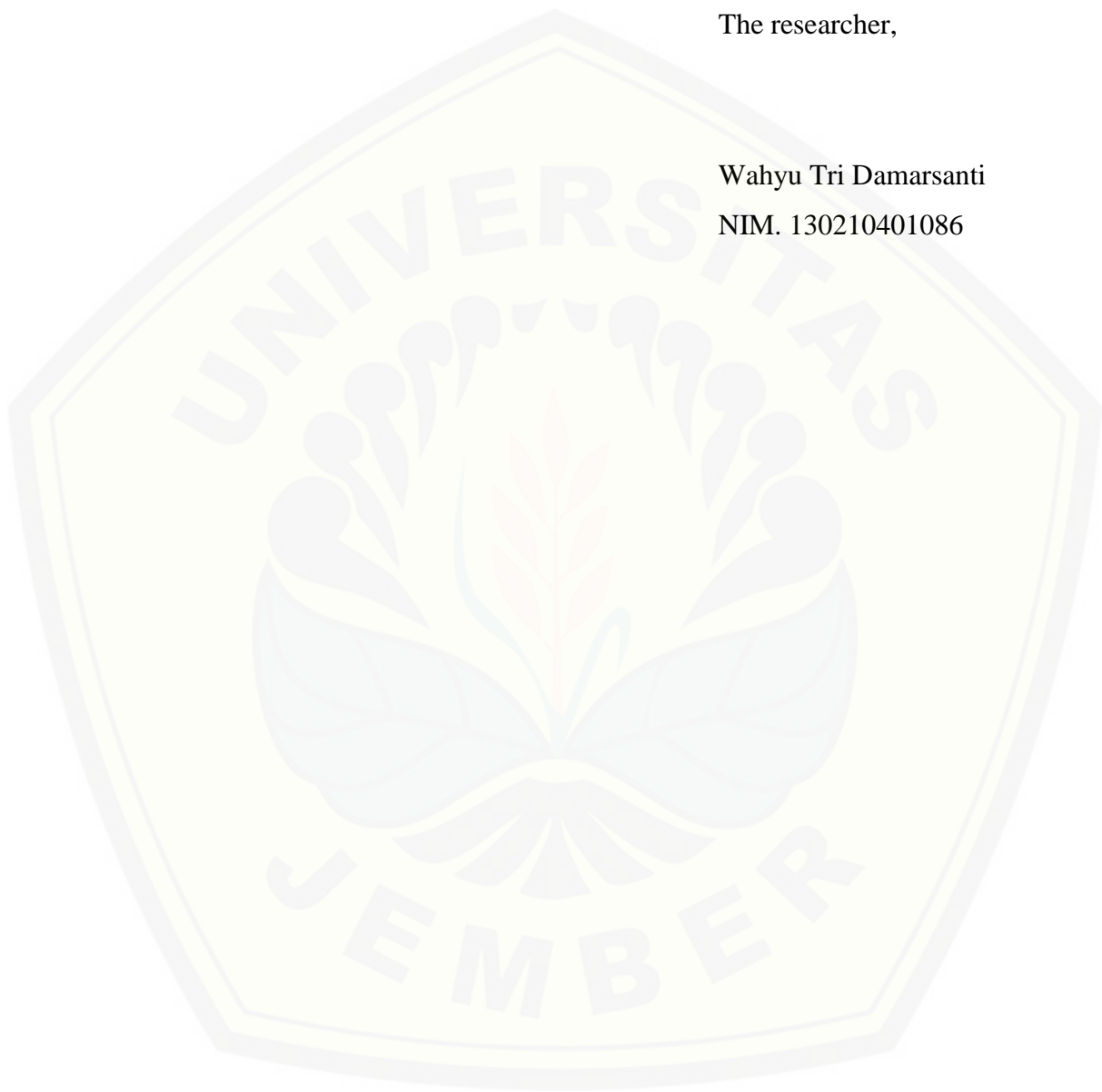
Jember, ...

The researcher,

Wahyu Tri Damarsanti

NIM. 130210401086

INSTRUCTIONAL MATERIALS

❖ **Pictures and Leading Questions**

1. What word is resulted of a combination of the word 'announce' with the suffix '-ment'?
2. What is the noun form from the verb 'Announce'?
3. What is the word 'Pengumuman' in English?

❖ **The Explanation about Announcement Text**

- Definition

Announcement text is a text that announces/informs people about something such as competitions and events.

- Social Function

To inform/announce readers about something important.

- Generic Structures

An announcement text sometimes begins with greeting and ends with saying thank. Greeting and thanking aren't necessary in the announcement text, but greeting can help readers understand who is included in.

1) Opening : the name of an organization or the title of an event.
2) Content : tells about what to be announced: date and time, place, etc.
3) Closing : additional information: contact person, the signature of the announcer, etc.

- Language Features
- The use of Simple Present Tense
- The use of Simple Future Tense
- The use of imperative sentence
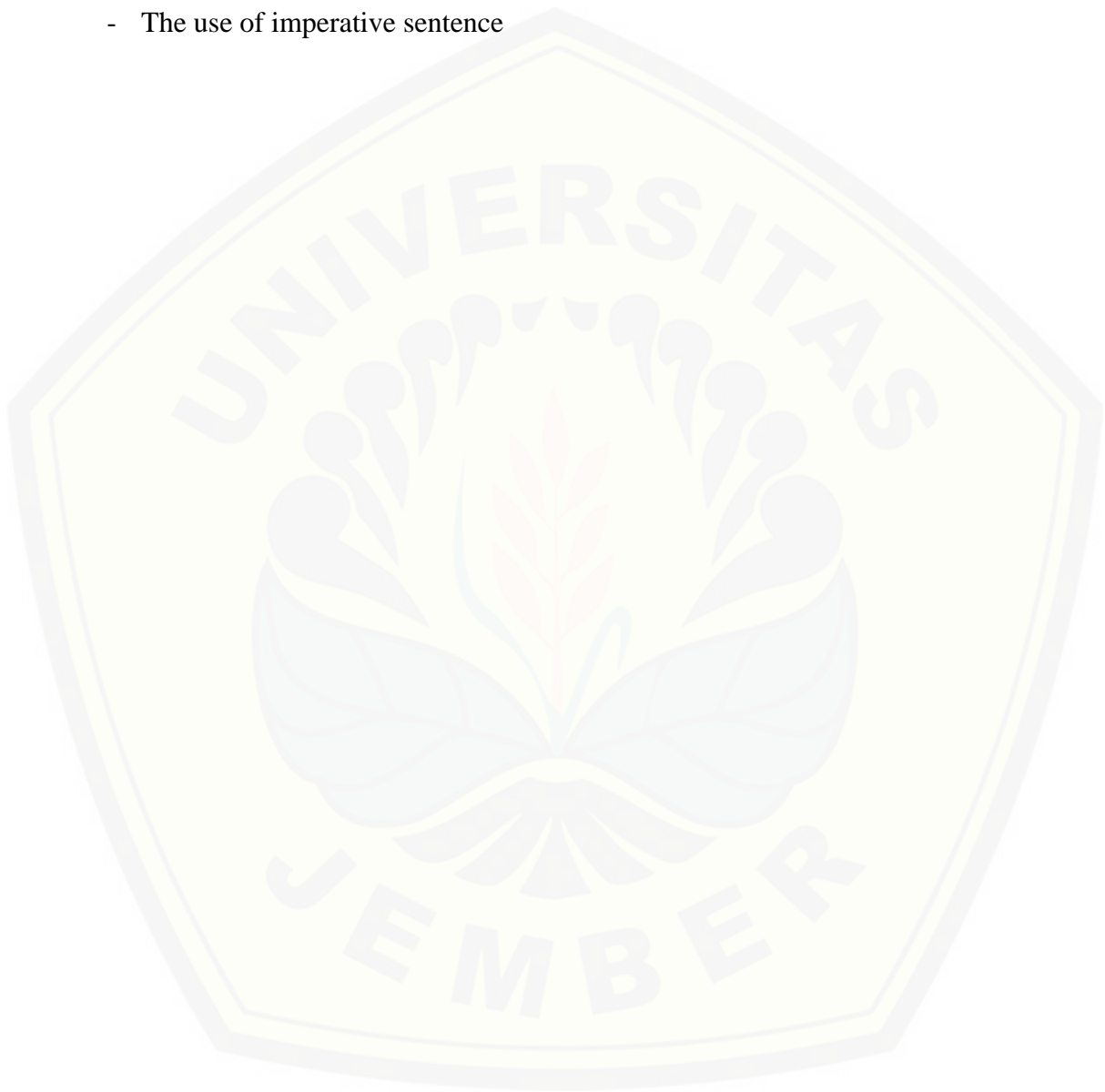
PORPE Method Sheet

(for experimental group)

1. Predicting

I.   *Read the following text silently.*

McMaster Mini-Med School

Welcome to 2018. We hope y⟨...⟩ster Mini-Med School student in 2018. The new seven week te⟨...⟩day, March 2, 2018 with classes following on March 9, March 16, March 23, March 30, April 6, and April 13, 2018.

Registration will be held on a first-come basis. As the response for the previous years was tremendous, so we advise you to register as soon as possible. For those who run out of spots will be placed on a waiting list and contacted if the spots are available.

With registration fees participants receive:
- A reserved spot in the McMaster Mini-Med School Class 2018
- An official McMaster Mini-Med School tote bag
- An official McMaster Mini-Med School pen and clipboard
- An official McMaster Mini-Med School Stadium blanket
- An official McMaster Mini-Med School travel book light
- A McMaster Mini-Med School Certificate of Attendance that will be given on the last day of classes

For a list of speakers and further information including registration and fees, please go to the following website:

http://www.medportal.ca/minimed/index.html

or register online by visiting

www.fhs.mcmaster.ca/content

Adapted from: *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X (Ed. Rev. 2016)*

II. Write down three literal comprehension questions and three inferential comprehension questions based on the text above by using WH-question.

    a. Literal comprehension questions :

       1) ....?

       2) ....?

       3) ....?

    b. Inferential comprehension questions :

       1) ....?

       2) ....?

       3) ....?

2. Organizing

Write the key points of the answer of your predicted questions.

3. Rehearsing

Present your work in front of the class by reading both aloud. (Two representatives only) Give comments to your friends' work.

4. Practicing

Answer each of your predicted questions completely based on the feedback given.

5. Evaluating

Recheck your work before submitting to the teacher.

Student Worksheet

(for control group)

I. Read the following text in pairs silently.

McMaster Mini-Med School

Welcome to 2018. We hope ~~...~~ ~~...~~ aster Mini-Med School student in 2018. The new seven wee ~~...~~ Monday, March 5, 2018 with classes following on March 12, March 19, March 26, April 2, April 9, and April 16, 2018.

Registration will be held on a first-come basis. As the response for the previous years was tremendous, so we advise you to register as soon as possible. For those who run out of spots will be placed on a waiting list and contacted if the spots are available.

With registration fees participants receive:

- A reserved spot in the McMaster Mini-Med School Class 2018
- An official McMaster Mini-Med School tote bag
- An official McMaster Mini-Med School pen and clipboard
- An official McMaster Mini-Med School Stadium blanket
- An official McMaster Mini-Med School travel book light
- A McMaster Mini-Med School Certificate of Attendance that will be given on the last day of classes

For a list of speakers and further information including registration and fees, please go to the following website:

http://www.medportal.ca/minimed/index.html

or register online by visiting

www.fhs.mcmaster.ca/content

Adapted from: *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X (Ed. Rev. 2016)*

II. Give a crossmark (X) on A, B, C, D or E for the correct answer based on the text.

1. What is the announcement about?
A. A commencement of the 2018 program
B. A recommendation of the new 2018 students
C. A management of the 2018 program
D. A celebration of the new 2018 students
E. A graduation of the 2018 students

2. Who issues the announcement?
A. The 2018 students
B. McMaster Mini-Med School
C. www.fhs.mcmaster.ca/content
D. http://www.medportal.ca/minimed/index.html
E. A student

3. When does the term begin?
A. March 8, 2018
B. March 1, 2018
C. March 2, 2018
D. March 5, 2018
E. March 9, 2018

4. How long does the term take?
A. ½ months
B. 2.5 months
C. 1 months
D. 2 months
E. 1.5 months

5. "*The new seven week* will be started on Monday, ..." What is the similar meaning of the italicized phrase?
A. Third semester for the 2018 students
B. Fourth semester for the 2018 students
C. First semester for the 2018 students
D. Second semester for the 2018 students
E. Fifth semester for the 2018 students

6. How is the school response to the 2018 students?
A. Unwelcome
B. Disappointed
C. Crestfallen
D. Well-accepted

E. Respectful

7. When will the registration be held?
A. On fifth-come basis
B. On first-come basis
C. On third-come basis
D. On fourth-come basis
E. On second-come basis

8. Why were the 2018 students asked to enroll themselves immediately?
A. Because the spots are broken.
B. Because the spots are available.
C. Because the spots are full.
D. Because the spots are empty.
E. Because the spots are dirty.

9. How was the students' response for the previous years?
A. Tremendous
B. Delicious
C. Dangerous
D. Ridiculous
E. Numerous

10. "... the response for the previous years was tremendous, ..." What is the synonym of the word **'tremendous'**?
A. extremely beautiful
B. extremely bad
C. extremely insecure
D. extremely intricate
E. extremely good

11. "…, so <u>we</u> advise you to register as soon as possible." What does the undelined word refer to?
A. the speakers
B. the 2018 students
C. McMaster Mini-Med School
D. the previous students
E. those who run out of spots

12. "…, so we advise you to register as soon as possible." What does the word **'you'** refer to?
A. McMaster Mini-Med School
B. Those who run out of spots
C. the speakers

D. the 2018 students
E. the previous students

13. Who will be placed on waiting list?
A. The 2018 students who run out of spots.
B. The 2018 students who are contacted by the school.
C. The 2018 students who get the spots already.
D. The 2018 students who aren't contacted by the school.
E. The 2018 students who run out of waiting list.

14. When will the 2018 students who run out spots be contacted?
A. Before the spots are available.
B. After the spots are empty.
C. Before the spots are full.
D. After the spots are fixed.
E. After the spots are available.

15. "For those who *run out of* spots will be placed on ..." What is the closest meaning of the italicized phrase?
A. get together
B. no more left
C. walk into
D. back away
E. turn around

16. What should the participants do to receive the facilities from McMaster Mini-Med School?
A. Attend all the activities.
B. Register online.
C. Visit the school website.
D. Queue on waiting list.
E. Pay a registration fee.

17. "A reserved spot in the McMaster Mini-Med School Class 2018" What is the synonym of the underlined word?
A. registered
B. waited
C. booked
D. provided
E. brought

18. According to the text, when will the the McMaster Mini-Med School Certificate of Attendance be given?
A. On March 26, 2018.

B. On April 26, 2018.
C. On March 16, 2018.
D. On April 16, 2018.
E. On March 6, 2018.

19. Which website should the 2018 students visit for further information?
A. http://fhs.mcmaster.ca/content
B. http://www.medportal.ca/minimed/index.html
C. http://www.medportal.fhs.ca.html
D. http://mcmaster.ca/index/minimed.html
E. http://www.minimed.html/content/fhs

20. Which website should the 2018 students visit for an online registration?
A. www.fhs.mcmaster.ca/content
B. www.minimed.ca/index
C. www.fhs.minimed.ca/content
D. www.mcmaster.ca/minimed
E. www.minimed.fhs/ca

Answer Key

II.

Classification of Reading Comprehension Questions

Indicators	Items	Number
Literal reading comprehension	10	1, 2, 3, 7, 9, 13, 14, 16, 19, 20
Inferential reading comprehension	10	4, 5, 6, 8, 10, 11, 12, 15, 17, 18

1. A
2. B
3. C
4. E
5. C
6. D
7. B
8. C
9. A
10. E
11. C
12. D
13. A
14. E
15. B
16. E
17. C
18. D
19. B
20. A

Appendix G. Lesson Plan 2

Lesson Plan 2

Subject　　　　　: **English**

Level　　　　　　: **SMA N 1 Arjasa**

Class / Semester : **X / 1**

Text Type　　　　: **Announcement Text**

Language Skill　: **Reading**

Time Allocation : **2x45 minutes**

H.　CORE COMPETENCIES

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

I.　BASIC COMPETENCIES AND INDICATORS

Basic Competencies	Indicators
2.4 Menunjukkan perilaku **tanggung jawab**, peduli, **kerjasama**, dan cinta damai dalam melaksanakan komunikasi fungsional.	2.4.1 Being responsible in doing either group or individual task. 2.4.2 Being cooperative in doing group task.
4.5 Teks pemberitahuan (*announcement*) 4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan	4.5.1.1 Finding literal information from the announcement text. 4.5.1.2 Finding inferential information

teks pemberitahuan (*announcement*).	from the announcement text.

J.   LEARNING OBJECTIVES

1. Students are able to be responsible in doing group task.

2. Students are able to be cooperative in doing group task.

3. Students are able to find literal information from the announcement text.

4. Students are able to find inferential information from the announcement text.

K.   LEARNING MATERIAL

- Announcement text is a text that announces/informs people about something such as competitions and events. Here is the example of announcement text:

Langley Schools

ANNOUNCEMENT

Wednesday, December 13, 2017

We are pleased to announce our new secondary school in Langley's Willoughby neighbourhood is named R.E. Mountain Secondary School. However, the current R.E. Mountain Secondary School will be renamed when it is converted to a middle school.

The Ministry of Education has provided a new 1,500 seats for this school given on June 2018. Completion of the newest Langley secondary school is expected in summer 2019 for a September 2019 opening. The Langley School Board had accepted the submissions for name suggestions in September of this year, and many people in Willoughby and the greater Langley's community expressed interested in maintaining the legacy and tradition of the existing R.E. Mountain Secondary School by applying the name to the newly constructed school. R.E. Mountain Secondary School is named for Roy Mountain, a respected educator in Langley for 44 years after attending Milner School, Belmont Superior and Langley High School as a student.

We also announce the naming process for the to-be converted middle school (formerly R.E. Mountain Secondary School) will be initiated by the Board of Education on January 2018.

We thank to all those who give us suggestions and support.

Sincerely,

Rob McFarlane, Chair
Board of Education

School District #35 (Langley) | 4875 222 St., Langley, BC V3A3Z7 | (604) 534-7891
www.sd35.bc.ca | www.facebook.com/LangleySchoolDistrict | @LangleySchools

Adapted from: *Interlanguage: English for Senior High School Students X (Ed. 2013)*

- Literal reading comprehension : understanding information which is stated directly in the text.

    Ex. *Question* : How many seats does the Ministry of Education give to R.E. Mountain Secondary?

    Answer : 1,500 seats.

- Inferential reading comprehension : understanding information which is unstated directly in the text.

    Ex. *Question* : Why were the naming process for the new Langley secondary school fickle?

    Answer : Because that school might be changed to a middle school.

L.   LEARNING METHOD

- Experimental group : PORPE method
- Control group : Scientific Approach

M.   LEARNING TOOLS, MEDIA, AND SOURCES

Tools	Media	Sources
- Laptop. - LCD Projector.	- Powerpoint slides containing pictures, explanation about announcement text, and PORPE method with the steps. - Student worksheet.	- Priyana, J., Irjayanti, A. R., & Renitasari, V. 2008. *Interlanguage: English for Senior High School Students X* (Ed. 2013). Jakarta: Pusat Perbukuan Depdiknas.

N.   LEARNING ACTIVITIES

Experimental Group	Time	Control Group	Time
Opening			
- Greeting and checking the students' attendance.	2'	- Greeting and checking the students' attendace.	2'
- Showing pictures related to the topic that will be discussed.	1'	- Showing pictures related to the topic that will be discussed.	1'
- Giving some leading questions.	1'	- Giving some leading questions.	1'
- Stating the learning objectives.	1'	- Stating the learning objectives.	1'
Main Activities			
- The teacher explains about PORPE method and shows the five steps of PORPE method.	8'	***Observing*** - The teacher shows an announcement text to the students.	1'
- The teacher explains about literal and inferential reading comprehension questions, and gives examples of each.	6'	- With the teacher's guidance, the students observe the text by silent reading.	2'
Predicting		***Questioning***	
- The students read an announcement text given by the teacher silently in a group of six.	2'	- With the teacher's guidance, the students construct questions in relation to the social function, generic structure, and language features that commonly used in the announcement text.	7'
- The students are asked to construct questions based on the text they have read. The questions are for asking literal and inferential comprehension by using WH-question.	15'	***Exploring*** - In pairs, the students find the answer of the questions that have already constructed in questioning process.	10'
Organizing			

- The students are asked to write the key points of the answer of the predicted questions they have already constructed.	2'	- The students discuss their work with the class.	10'
Rehearsing		*Associating*	
- The teacher invites two representatives from each group to present their work in front of the class.	1'	- In pairs, the students find the literal and inferential information in the text through true-false exercise.	35'
- The representatives of each group are asked to read their work aloud.	10'	*Communicating*	
		- The students discuss the answer of the exercise with the class.	15'
- The representatives of each group discuss their work with the class.	25'		
Practicing			
- The students are asked to answer their predicted questions completely based on the feedback given.	10'		
Evaluating			
- The teacher asks the students to recheck their work before it is submitted.	1'		
Closing			
- With the teacher's guidance, the students draw conclusion.	4'	- With the teacher's guidance, the students draw conclusion.	4'

- Leave-taking.	1'	- Leave-taking.	1'

Jember, ...

The researcher,

Wahyu Tri Damarsanti

NIM. 130210401086
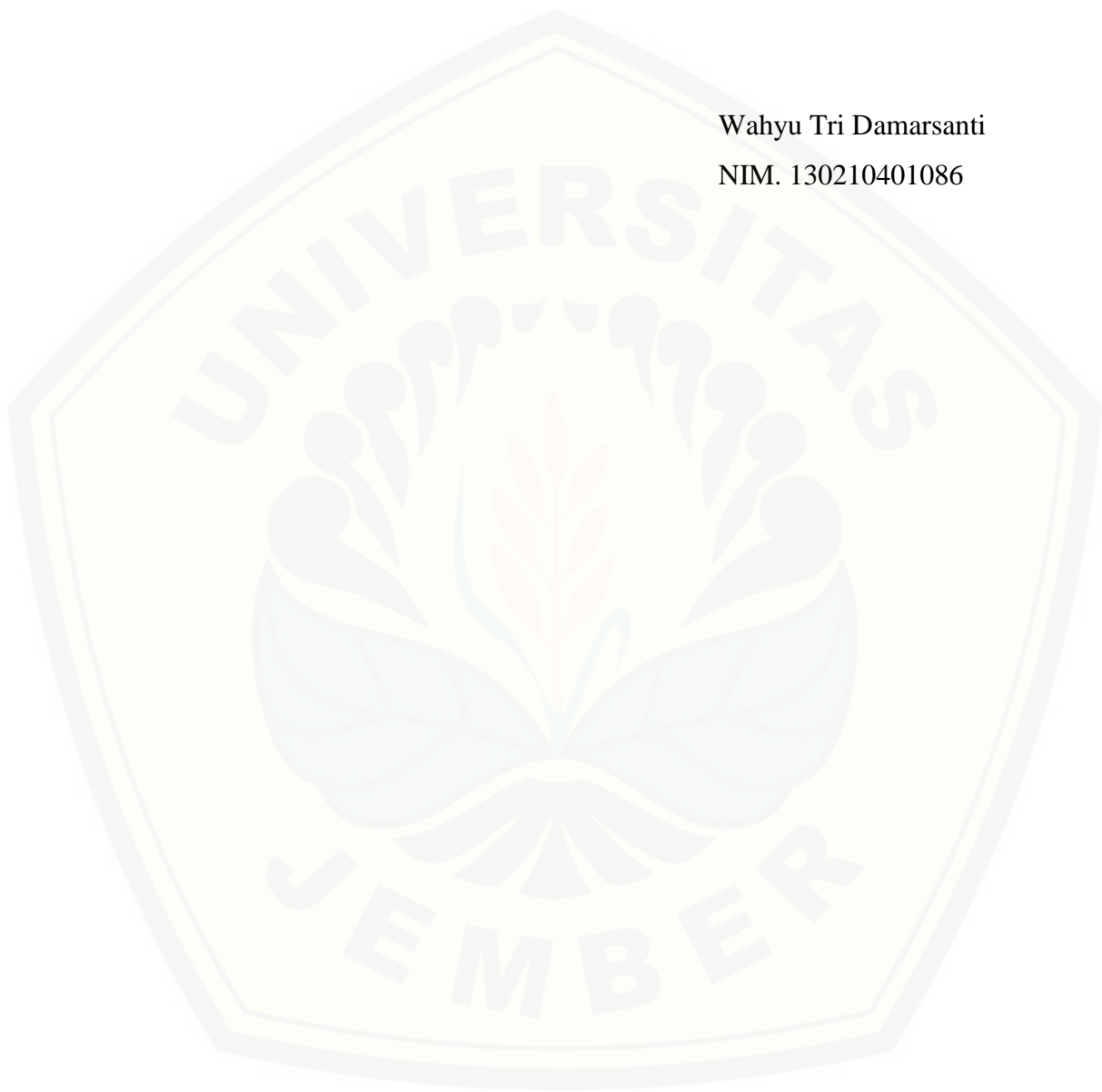
INSTRUCTIONAL MATERIALS

❖ **Pictures and Leading Questions**

Verb	Noun
Announce	?

PENGUMUMAN

4. What word is resulted of a combination of the word 'announce' with the suffix '-ment'?
5. What is the noun form from the verb 'Announce'?
6. What is the word 'Pengumuman' in English?

❖ **The Explanation about Announcement Text**

• Definition

Announcement is a statement that announces/informs people about something such as competitions and events.

• Social Function

To inform/announce readers about something important.

• Generic Structures

An announcement text sometimes begins with greeting and ends with saying thank. Greeting and thanking aren't necessary in the announcement text, but greeting can help readers understand who is included in.

4) Opening : the name of an organization or the title of an event.
5) Content : tells about what to be announced: date and time, place, etc.
6) Closing : additional information: contatct person, the signature of the announcer, etc.

- Language Features
- The use of Simple Present Tense
- The use of Simple Future Tense
- The use of imperative sentence

PORPE Method Sheet

(for experimental group)

6. Predicting

II. *Read the following text silently.*

Langley
Schools

ANNOUNCEMENT

Wednesday, December 13, 2017

We are pleased to announce our new secondary school in Langley's Willoughby neighbourhood is named R.E. Mountain Secondary School. However, the current R.E. Mountain Secondary School will be renamed when it is converted to a middle school.

The Ministry of Education has provided a new 1,500 seats for this school given on June 2018. Completion of the newest Langley secondary school is expected in summer 2019 for a September 2019 opening. The Langley School Board had accepted the submissions for name suggestions in September of this year, and many people in Willoughby and the greater Langley's community expressed interested in maintaining the legacy and tradition of the existing R.E. Mountain Secondary School by applying the name to the newly constructed school. R.E. Mountain Secondary School is named for Roy Mountain, a respected educator in Langley for 44 years after attending Milner School, Belmont Superior and Langley High School as a student.

We also announce the naming process for the to-be converted middle school (formerly R.E. Mountain Secondary School) will be initiated by the Board of Education on January 2018.

We thank to all those who give us suggestions and support.

Sincerely,

Rob McFarlane, Chair
Board of Education

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www.sd35.bc.ca | www.facebook.com/LangleySchoolDistrict | @LangleySchools

Adapted from: *Interlanguage: English for Senior High School Students X (Ed. 2013)*

III. Write down three literal comprehension questions and three inferential comprehension questions based on the text above by using WH-question.

    a. Literal comprehension questions :

       1) ....?

       2) ....?

       3) ....?

    b. Inferential comprehension questions   :

       1) ....?

       2) ....?

       3) ....?

7. Organizing

Write the key points of the answer of your predicted questions.

8. Rehearsing

Present your work in front of the class by reading both aloud. (Two representatives only) Give comments to your friends' work.

9. Practicing

Answer each of your predicted questions completely based on the feedback given.

10.   Evaluating

Recheck your work before submitting to the teacher.

Student Worksheet

(for control group)

I. Read the following text in pairs.

![Langley Schools logo]

ANNOUNCEMENT

Wednesday, December 13, 2017

We are pleased to announce our new secondary school in Langley's Willoughby neighbourhood is named R.E. Mountain Secondary School. However, the current R.E. Mountain Secondary School will be renamed when it is converted to a middle school.

The Ministry of Education has provided a new 1,500 seats for this school given on June 2018. Completion of the newest Langley secondary school is expected in summer 2019 for a September 2019 opening. The Langley School Board had accepted the submissions for name suggestions in September of this year, and many people in Willoughby and the greater Langley's community expressed interested in maintaining the legacy and tradition of the existing R.E. Mountain Secondary School by applying the name to the newly constructed school. R.E. Mountain Secondary School is named for Roy Mountain, a respected educator in Langley for 44 years after attending Milner School, Belmont Superior and Langley High School as a student.

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www.sd35.bc.ca | www.facebook.com/LangleySchoolDistrict | @LangleySchools

Adapted from: *Interlanguage: English for Senior High School Students X (Ed. 2013)*

II. Give a crossmark (X) on A, B, C, D or E for the correct answer based on the text.

1. When was the announcement released?
A. On Wednesday, December 12, 2017
B. On Wednesday, December 17, 2017
C. On Wednesday, December 20, 2017
D. On Wednesday, December 13, 2017
E. On Wednesday, December 10, 2017

2. What is the name of the new Langley secondary school?
A. R.E. Langley Secondary School
B. R.E. Milner Secondary School
C. R.E. Mountain Secondary School
D. R.E. Belmont Secondary School
E. R.E. Superior Secondary School

3. Who made the announcement?
A. The Ministry Board of Education
B. The Ministry of Education
C. The Vice Chair of Education
D. The Vice Ministry of Education
E. The Chair Board of Education

4. "We are *pleased* to announce our new secondary school ..." What is the synonym of the italicized word?
A. sad
B. glad
C. doubt
D. bruised
E. hurried

5. "We are pleased to announce our new secondary school ..." What does the pronoun **'we'** refer to?
A. Langley Schools
B. The Ministry of Education
C. R.E. Mountain Secondary School
D. Langley's Community
E. Belmont Superior High School

6. When will R.E. Mountain Secondary School be renamed?
A. When it is converted to a high school.
B. When it is converted to a vocational school.
C. When it is converted to a middle school.

D. When it is converted to a public school.

E. When it is converted to a secondary school.

7. Who is provided the new 1,500 seats for R.E. Mountain Secondary School?

A. The Board of Education

B. The Ministry of Education

C. The Chair of Education

D. The School of Education

E. The Legacy of Education

8. Why does the Ministry of Education give R.E. Mountain Secondary School 1,500 new seats?

A. Because it is the newest Langley vocational school.

B. Because it is the newest Langley public school.

C. Because it is the newest Langley elementary school.

D. Because it is the newest Langley high school.

E. Because it is the newest Langley secondary school.

9. When will the new 1,500 seats be given?

A. On June 2018

B. On September 2017

C. On September 2018

D. On June 2019

E. On June 2017

10. "...has provided a new 1,500 seats for this school given on June 2018." What does the underlined phrase refer to?

A. Milner School

B. Langley High School

C. Belmont Superior

D. R.E. Mountain Secondary School

E. Langley Schools

11. "... will be renamed when it is converted to a middle school." What is the closest meaning of the word **'converted'**?

A. fixed

B. changed

C. repaired

D. moved

E. imported

12. Where is R.E. Mountain Secondary School located?

A. In Belmont

B. In Mountain

C. In Milner
D. In Willoughby
E. In Roy Mountain

13. When will the construction of the newest Langley secondary school be done?
A. In summer 2015
B. In summer 2016
C. In summer 2017
D. In summer 2018
E. In summer 2019

14. "... school is expected in summer 2019 for a September 2019 opening." What is the similar meaning of the word **'expected'**?
A. accepted
B. announced
C. planned
D. constructed
E. finished

15. How did the Langley School Board get a school name for his new Langley secondary school?
A. By accepting the submissions
B. By accepting the arguments
C. By accepting the bank fund
D. By accepting the supports
E. By accepting the new 1,500 seats

16. How do Willoughby people feel about the existing R.E. Mountain Secondary School?
A. Unsatisfied
B. Worried
C. Disappointed
D. Uninterested
E. Pleased

17. Who will initiate the naming process for the to-be converted a middle school?
A. Langley's Community
B. The Ministry of Education
C. R.E. Mountain Secondary School
D. The Board of Education
E. The Langley School Board

18. How many seats will the Ministry of Education given to R.E. Mountain Secondary School?

A. 1,500 seats
B. 1,055 seats
C. 1,005 seats
D. 1,550 seats
E. 1,050 seats

19. What makes Langley Schools think that Roy Mountain is a respected educator?
A. Because of his teaching method.
B. Because of his good behavior.
C. Because of his tenure.
D. Because of his spirit.
E. Because of his unique name.

20. "... to-be converted a middle school (formerly R.E. Mountain Secondary School) ..." What is the synonym of the underlined word?
A. finally
B. previously
C. usually
D. frequently
E. regularly

Answer Key

II.

Classification of Reading Comprehension Questions

Indicators	Items	Number
Literal reading comprehension	11	1, 2, 3, 6, 7, 9, 12, 13, 15, 17, 18
Inferential reading comprehension	9	4, 5, 8, 10, 11, 14, 16, 19, 20

1. D	6. C	11. B	16. E
2. C	7. B	12. D	17. D
3. E	8. E	13. E	18. A
4. B	9. A	14. C	19. C
5. A	10. D	15. A	20. B

Appendix H. Try-Out Test

TRY-OUT TEST

Subject   : English
Text Type   : Announcement Text
Time Allocation : 45 minutes

Read the following texts and give a crossmark (X) on A, B, C, D or E for the correct answer based on the text.
This text is for questions 1 to 18.

**ST HILDA'S SCHOOL
GOLD COAST**

22 July 2016

Dear Community and Friends of St Hilda's School

On behalf of the Corporation of the Synod of the Diocese of Brisbane I am delighted to announce the appointment of Dr Julie Wilson Reynolds as the 10th Principal of St Hilda's School.

In early 2016, we embarked on an extensive search to find a suitably qualified and experienced educational leader in the knowledge that Mr Peter Crawley will be retiring at the end of the year. Our search was fruitful and we are excited that Dr Julie Wilson Reynolds will join us in 2017. Dr Wilson will bring fresh ideas in a new era for girls' education at our wonderful school. The School Council is dedicated to supporting a strategic direction, which not only builds a vibrant, world-class educational facility but also promotes personal achievement, self-confidence and strong Christian values within a supportive learning environment. We are confident that Dr Wilson will be able to bring this vision to life.

Dr Wilson is currently the Deputy Headmistress and Head of Senior School at Abbotsleigh in Sydney. Prior to this Dr Wilson was Principal at Cedars Christian College (Wollongong) and Deputy Principal Pastoral Care at Roseville College (Sydney). Her area of teaching expertise is in English and History. As a life-long learner, Dr Wilson completed her PhD in 2015 on the topic of Creativity in Leadership where she identified the ways in which leadership, change and creativity work together. In addition to her Doctorate she holds two Masters degrees: one in Educational Leadership and another in Literature and Language.

Dr Wilson will move to the Gold Coast with her husband David. Their children John and Stephanie have left the nest, and Julie and David are looking forward to the next chapter of their life together. As a couple they enjoy contributing to the life of their local church and keeping fit through cycling and walking. It will be wonderful to welcome them both to the St Hilda's Community. Dr Wilson has a passion for learning that promotes understanding, inspires curiosity and ignites imagination. She is known for her integrity, collaborative leadership and her ability to engage with others. She is a champion for girls' education knowing that it gives young women a safe environment to develop the skills and attitudes to help them to think deeply, solve problems, connect with others, and contribute positively to society.

Her deep understanding of girls' education combined with the strong foundation and positive culture of St Hilda's places us in a remarkable position. I am sure you will all congratulate and welcome Dr Wilson Reynolds as the incoming Principal of St Hilda's for 2017. The School Council looks forward to working with Dr Julie Wilson.

Yours sincerely

Professor Susan Brandis
Chairman School Council

Taken from: *www.sthildas.qld.edu.au*

1. What is the announcement about?
A. A new member of St. Hilda's School Community
B. St. Hilda's School Achievement
C. A new student of St. Hilda's School
D. A new Principal of St. Hilda's School
E. St. Hilda's School Community

2. Who wrote the announcement?
A. Mr. Peter Crawley
B. Prof. Susan Brandis
C. Dr. Julie Wilson Reynolds
D. David Wilson
E. Stephanie Reynolds

3. When was the announcement released?
A. On July 22, 2013
B. On July 22, 2014
C. On July 22, 2015
D. On July 22, 2017
E. On July 22, 2016

4. "... I am delighted to announce the appointment of ..." What does the word **I** refer to?
A. Cedars Christian
B. Dr. Julie Wilson Reynolds
C. Prof. Susan Brandis
D. John Wilson
E. Mr. Peter Crawley

5. Who would replace Mr. Peter Crawley's position as the new Principal of St. Hilda's School?
A. Dr. Julie Wilson Reynolds
B. David Wilson Reynolds
C. Stephanie Wilson Reynolds
D. John Wilson Reynolds
E. Roseville Wilson Reynolds

6. "..., on an extensive search to find a *suitably* qualified and ..." What is the similar meaning of the italicized word?
A. unsuitable
B. acceptable
C. practicable
D. unreliable

E. accessible

7. When will Mr. Peter Crawley be retiring from St. Hilda's School?
A. At the end of 2013
B. At the end of 2015
C. At the end of 2014
D. At the end of 2017
E. At the end of 2016

8. What was the new position of Dr. Julie Wilson Reynolds in Sydney in 2016?
A. Deputy Principal Pastoral Care
B. A Principal at Cedars Christian College
C. Deputy Headmistress and Head of Senior High School at Abbotsleigh
D. The 10th Principal of St. Hilda's School
E. A Chairman School Council

9. Why did Prof. Susan Brandis say that Dr. Julie Wilson Reynolds might bring fresh ideas for girls' education at St. Hilda's School?
A. Because of Dr. Julie Wilson Reynolds' knowledge and understanding of girls' education.
B. Because of Dr. Julie Wilson Reynolds' educational leadership experience of girls' education.
C. Because of Dr. Julie Wilson Reynolds' integrity and ability in girls' education.
D. Because of Dr. Julie Wilson Reynolds' collaborative leadership in girls' education.
E. Because of Dr. Julie Wilson Reynolds' strong foundation and vision of girls' education.

10. "Our search was fruitful and we are excited ..." What is the synonym of the word **'fruitful'**?
A. useless
B. success
C. faithful
D. unhappy
E. disappointed

11. How was Dr. Julie Wilson Reynolds chosen as the new Principal of St. Hilda's School?
A. Through an educational search
B. Through a president search
C. Through a suitable qualification
D. Through an extensive search

E. Through an intensive search

12. "As a <u>life-long</u> learner, Dr. Wilson completed her PhD ..." What is the closest meaning of the underlined word?
A. everlasting
B. short life
C. evermore
D. permanent
E. daily life

13. How did Dr. Julie Wilson Reynolds get experience of leadership?
A. When she was a Deputy Headmistress and Head of Senior High School at Abbotsleigh.
B. When she was a Principal at Cedars Christian College and Deputy Principal Pastoral Care at Roseville College.
C. When she was the 10th Principal of St. Hilda's School.
D. When she was a Chairman School Council.
E. When she was a member of St. Hilda's School Community.

14. Why did people call Dr. Julie Wilson Reynolds as a champion for girls' education?
A. Because she helped women to have a good education.
B. Because she wanted young women to contribute positively to society.
C. Because she gave women a strong foundation and positive culture.
D. Because she gave young women a safe environment to develop the skills and attitudes.
E. Because she helped women to solve problems and connect with others.

15. "As a couple, they enjoy contributing to the life ..." What does the word *they* refer to?
A. David and John
B. John and Stephanie
C. David and Stephanie
D. Julie and John
E. Julie and David

16. How did Dr. Julie Wilson Reynolds and her husband keep their body fit?
A. By swimming and jogging
B. By jogging and cycling
C. By cycling and walking
D. By jogging and walking
E. By swimming and cycling

17. When will Dr. Julie Wilson Reynolds join in St. Hilda's School?

A. In 2015
B. In 2014
C. In 2016
D. In 2017
E. In 2013

18. According to the text, what happened to John and Stephanie?
A. They go to abroad.
B. They have passed away.
C. They don't move with their parents.
D. They are Julie's and David's children.
E. They are siblings.

This text is for questions 19 to 25.

Announcing Woodmere Elementary School's New Principal, Katherine Polizos

July 2016

Dear Woodmere Community,

I am pleased to announce Katherine Polizos as the new principal for Woodmere Elementary School. She is currently an assistant principal at Kelly, and succeeds Rene Canler who is the principal at Ockley Green Middle School.

Katherine joined PPS in 2005 as an ESL teacher at Markham and Grout. She has experience at Bridger as an ESL teacher, reading support coach and school improvement specialist. In 2013, she was named assistant principal at Kelly.

While at Kelly, a diverse school with a Russian Immersion program, Katherine facilitated the formation of a school climate team that supported social emotional learning and built practices around Positive Behavioral Interventions and Supports (PBIS). These initiatives, which also included mindfulness and restorative justice, reflected the Kelly community's commitment to student growth and well-being.

Eager to become part of a strong community, Katherine looks forward to work with families, students, and teachers to build on Woodmere's dedication to meet the individual needs of each student.

Katherine's artistic outlets include bookmaking, drawing, and ceramics. She also enjoys hiking, camping, and kayaking with her

teenage son.

Please join me in congratulating Woodmere Elementary School Principal Katherine Polizos and wishing Rene Canler well in his new assignment.

Carole Smith
Superintendent

Adopted from: www.previews.pdf-achieve.com

19. To whom is the announcement addressed?
A. To Woodmere Community
B. To Bridger Community
C. To Grout Community
D. To Markham Community
E. To Kelly Community

20. Who does succeed as a new principal at Ockley Green Middle School?
A. Katherine Polizos
B. Kelly Markham
C. Carole Smith
D. Rene Canler
E. Grout Bridger

21. "She is currently an asisstant principal at Kelly, ..." What is the synonym of the word **'currently'**?
A. usually
B. presently
C. lastly
D. frequently
E. regularly

22. How did Katherine reflect the Kelly's commitment?
A. By facilitating the formation of a school climate team
B. By reflecting the students' mindfulness and restorative justice
C. By supporting Positive Behavioral Interventions and Supports (PBIS)
D. By building a social emotional learning and school team
E. By practicing the students' growth and well-being

23. "These initiatives, which also included mindfulness and restorative justice, ..." What does the italicized phrase refer to?
A. Practices around PPS and restorative justice
B. Students' well-being and mindfulness

C. Social emotional learning and pratices around PBIS
D. PBIS social learning and students' growth
E. Emotional justice and learning practices

24. When did Katherine become an ESL teacher at Markham and Grout?
A. In 2001
B. In 2006
C. In 2003
D. In 2005
E. In 2008

25. "Eager to become part of a strong community, ..." What is the similar meaning of the word **'eager'**?
A. Zealous
B. Weary
C. Compatible
D. Difficult
E. Amazed

Answer Key

1. D	11. D	21. B
2. B	12. A	22. A
3. E	13. B	23. C
4. C	14. D	24. D
5. A	15. E	25. A
6. B	16. C	
7. E	17. D	
8. C	18. B	
9. A	19. A	
10. B	20. D	

1. **The distribution of test items**

Levels of Reading Comprehension	Items	Text 1	Text 2
Literal Reading Comprehension	14	1, 2, 3, 5, 7, 8, 11, 13, 16, 17	19, 20, 22, 24
Inferential Reading Comprehension	11	4, 6, 9, 10, 12, 14, 15, 18	21, 23, 25

2. **The scoring of test items**

Indicators of Reading Comprehension	Right	Wrong
Literal Reading Comprehension	4	0
Inferential Reading Comprehension	4	0

3. **The formula to calculate the scores of test items**

$$\text{Final score} = \frac{n}{N} \times 100$$

Note:

n : The number of correct answers

N : The total number of test items

Appendix I. Difficulty Index of Try Out Test

Items Number	N	R	FV	Criteria
1	36	27	0.75	Fair
2	36	28	0.777	Fair
3	36	26	0.722	Fair
4	36	27	0.75	Fair
5	36	27	0.75	Fair
6	36	27	0.75	Fair
7	36	28	0.777	Fair
8	36	14	0.388	Fair
9	36	25	0.694	Fair
10	36	26	0.722	Fair
11	36	28	0.777	Fair
12	36	27	0.75	Fair
13	36	27	0.75	Fair
14	36	17	0.472	Fair
15	36	28	0.777	Fair
16	36	21	0.583	Fair
17	36	28	0.777	Fair
18	36	22	0.611	Fair
19	36	28	0.777	Fair
20	36	27	0.75	Fair
21	36	28	0.777	Fair
22	36	27	0.75	Fair
23	36	27	0.75	Fair
24	36	27	0.75	Fair
25	36	28	0.777	Fair

Notes:

p : difficulty index

R : the number of students who answer the item correctly

T : the total number of students who attempt the item

The criteria of the difficulty index as follows:

0.00 – 0.19 : difficult

0.20 – 0.90 : fair

0.91 – 1.00 : easy

Appendix J. The Result of The Odd Numbers of Try Out Test (X)

No.	Multiple Choice													Total
	1	3	5	7	9	11	13	15	17	19	21	23	25	
1.	1	1	1	0	1	0	0	1	1	1	0	1	1	9
2.	1	1	1	0	1	1	0	1	1	1	0	1	1	10
3.	1	1	1	1	0	0	0	1	1	1	1	1	1	10
4.	1	1	1	1	0	0	1	1	1	1	1	1	1	11
5.	1	1	1	1	0	1	0	1	0	1	1	1	1	10
6.	1	1	1	1	1	0	1	1	1	1	1	0	1	11
7.	1	1	1	0	0	1	1	1	1	1	1	1	0	10
8.	1	1	1	1	0	1	0	1	1	1	1	1	1	11
9.	1	1	1	1	0	0	0	1	1	1	1	1	1	10
10.	1	1	1	0	0	0	1	1	0	1	0	1	1	8
11.	1	1	1	1	1	1	0	1	1	1	1	0	1	11
12.	1	1	1	1	0	1	1	1	1	0	1	0	1	10
13.	1	1	1	1	0	0	1	1	1	1	1	1	1	11
14.	1	1	0	1	0	1	1	1	1	1	1	1	1	11
15.	0	1	1	1	1	1	1	1	1	0	1	1	0	10
16.	0	1	1	1	1	1	1	0	1	1	0	1	1	10
17.	0	1	1	1	1	1	1	1	1	0	0	1	1	10
18.	1	1	0	1	1	1	1	1	0	1	1	0	1	10
19.	1	1	1	1	1	1	1	0	1	0	1	1	1	11
20.	1	1	1	0	1	1	1	0	0	1	1	1	1	10
21.	0	1	1	1	1	1	1	1	0	1	1	1	1	11
22.	0	1	0	1	1	1	1	1	1	1	1	1	0	10
23.	0	1	0	1	1	1	1	1	1	1	0	1	1	10
24.	0	1	0	1	1	1	1	1	1	0	1	1	1	10
25.	0	1	1	1	1	1	1	0	1	1	1	1	0	10
26.	1	1	0	1	1	1	1	1	1	0	0	1	1	10
27.	1	0	0	0	1	1	1	0	0	1	1	1	1	8
28.	1	0	1	1	1	1	1	0	1	1	1	1	0	10
29.	1	0	1	1	1	1	0	1	1	1	1	0	0	9
30.	1	0	1	0	1	1	1	1	0	1	1	1	1	10
31.	1	0	0	1	1	1	1	1	1	1	1	1	1	11
32.	1	0	1	1	1	1	1	1	1	1	1	1	0	11
33.	0	1	1	1	1	0	0	1	1	1	0	1	1	9
34.	1	0	1	1	1	1	1	1	1	0	1	0	1	10
35.	1	0	1	1	1	1	1	1	1	1	1	0	1	11
36.	1	0	1	1	1	1	1	0	1	1	1	0	1	10
Total	27	26	27	28	25	28	27	28	28	28	28	27	28	344

Appendix K. The Result of The Even Numbers of Try Out Test (Y)

No.	Multiple Choice												Total
	2	4	6	8	10	12	14	16	18	20	22	24	
1.	1	1	1	0	1	0	0	1	1	0	0	1	7
2.	1	1	1	0	1	0	1	1	1	1	0	1	9
3.	1	1	1	0	1	1	0	1	1	0	0	1	8
4.	0	1	1	0	1	1	0	1	0	1	1	1	8
5.	1	1	1	0	1	0	0	1	1	1	0	1	8
6.	0	1	1	0	1	1	0	1	1	1	1	1	9
7.	1	1	1	0	1	1	0	1	1	1	1	1	10
8.	1	1	0	1	1	0	1	1	1	1	1	1	10
9.	1	1	1	0	1	0	0	1	1	1	0	1	8
10.	1	1	1	0	1	1	0	1	1	0	1	1	9
11.	1	1	1	0	1	1	0	1	1	0	1	1	9
12.	1	1	1	0	1	1	0	1	1	0	0	1	8
13.	1	1	1	0	1	1	0	1	0	0	0	1	7
14.	1	1	1	0	1	1	0	1	1	0	1	1	9
15.	1	1	1	0	1	1	1	0	1	1	1	1	10
16.	1	0	1	0	1	0	0	0	1	1	1	1	7
17.	1	1	1	0	0	1	1	0	0	1	1	1	8
18.	1	0	1	0	1	1	0	0	1	0	1	1	7
19.	1	1	1	0	1	1	1	0	0	1	1	1	9
20.	1	0	1	0	1	1	0	0	0	1	1	1	7
21.	1	0	1	1	0	1	1	0	1	1	1	1	9
22.	1	0	1	1	1	1	0	0	0	1	1	0	7
23.	1	1	0	1	1	1	1	0	0	1	1	1	9
24.	1	1	0	0	1	1	1	0	0	1	1	0	7
25.	1	1	1	0	1	1	0	0	0	1	1	0	7
26.	1	1	1	1	0	1	1	0	1	1	1	0	9
27.	1	1	1	1	0	1	1	0	0	1	1	0	8
28.	1	1	1	1	1	0	0	0	0	1	1	0	7
29.	1	1	0	1	0	1	1	1	1	1	1	0	9
30.	1	0	0	1	0	1	1	1	1	1	1	1	9
31.	0	1	0	1	1	1	1	1	0	1	1	0	8
32.	0	1	0	1	0	1	1	1	1	1	1	1	9
33.	1	1	1	0	1	0	0	1	1	1	0	1	8
34.	0	0	1	1	1	1	1	1	1	1	0	1	9
35.	0	1	0	1	0	0	1	1	0	1	1	1	7
36.	0	0	1	1	0	1	1	1	1	1	1	1	9
Total	28	27	27	14	26	27	17	21	22	27	27	27	304

Appendix L. The Division of Odd (X) and Even (Y) Numbers of Try Out Test

No.	X	Y	X^2	Y^2	XY	X+Y
1	9	7	81	49	63	16
2	10	9	100	81	90	19
3	10	8	100	64	80	18
4	11	8	121	64	88	19
5	10	8	100	64	80	18
6	11	9	121	81	99	20
7	10	10	100	100	100	20
8	11	10	121	100	110	21
9	10	8	100	64	80	18
10	8	9	64	81	72	17
11	11	9	121	81	99	20
12	10	8	100	64	80	18
13	11	7	121	49	77	18
14	11	9	121	81	99	20
15	10	10	100	100	100	20
16	10	7	100	49	70	17
17	10	8	100	64	80	18
18	10	7	100	49	70	17
19	11	9	121	81	99	20
20	10	7	100	49	70	17
21	11	9	121	81	99	20
22	10	7	100	49	70	17
23	10	9	100	81	90	19
24	10	7	100	49	70	17
25	10	7	100	49	70	17
26	10	9	100	81	90	19
27	8	8	64	64	64	16
28	10	7	100	49	70	17
29	9	9	81	81	81	19
30	10	9	100	81	90	18
31	11	8	121	64	88	19
32	11	9	121	81	99	20
33	9	8	81	64	72	17
34	10	9	100	81	90	19
35	11	7	121	49	77	18
36	10	9	100	81	90	19
Total	344	304	3414	2680	2991	662

Appendix M. Post-Test

READING COMPREHENSION TEST (POST-TEST)

Subject	: English
Text Type	: Announcement Text
Time Allocation	: 45 minutes

Read the following texts and give a crossmark (X) on A, B, C, D or E for the correct answer based on the text.
This text is for questions 1 to 14.

320 Cathedral Street
Baltimore, MD 21201
P: 410-547-5515
F: 410-547-5566

May 4, 2017

Dear Members of the St. Maria Goretti High School Community,

It is a great pleasure to announce the successful completion of the president search process and the appointment of Mr. Christopher Cosentino as the new President of St. Maria Goretti High School. Mr. Cosentino currently serves as the Associate Superintendent for Secondary Schools and Government Programs. Following his tenure as the principal of Saint John's Catholic Preparatory School in Fredrick, Mr. Cosentino joined the staff of the National Catholic Educational Association as both an Executive Associate and the Interim Director for Secondary Schools. In his earlier professional career, Mr. Cosentino has served as a Catholic high school athletic director, dean of students and an elementary and secondary school principal. He earned a Bachelor of Arts degree in Theology and Philosophy from Seton Hall University and a Master's of Arts degree in Systematic Theology from LaSalle University.

Mr. Cosentino's knowledge of secondary education, the St. Maria Goretti community, and the Archdiocese of Baltimore coupled with his national experience and perspective on Catholic secondary schools, will create a strong agenda, new partnerships and collaborative network for your institution. His leadership tenure will commence on July 1, 2017. We look forward to introducing the new president to the school community at the Senior Mass on May 18, 2017 at 9:00 a.m.

Thank you for your commitment to Catholic education and St. Maria Goretti.

In Christ,

Dr. Barbara McGraw Edmondson
Superintendent of Catholic Schools

Taken from: *www.goretti.org*

11. What is the announcement text about?
F. St. Maria Goretti High School Community
G. A new President of St. Maria Goretti High School
H. A new leader of Catholic Schools
I. Presidential election of Catholic School Community
J. St. Maria Goretti High School History

12. How was Mr. Christopher Cosentino chosen as the new President of St. Maria Goretti High School?
F. Through the president appointment process
G. Through the appointment search process
H. Through the president process
I. Through the appointment process
J. Through the president search process

13. When will Mr. Cosentino be introduced as the new President of St. Maria Goretti High School at the Senior Mass?
F. On May 18, 2017 after 9:00 a.m.
G. On May 18, 2017 in 9:00 p.m.
H. On May 18, 2017 on 9:00 a.m.
I. On May 18, 2017 before 9:00 p.m.
J. On May 18, 2017 at 9:00 a.m.

14. "Mr. Cosentino *currently* serves as ..." What is the similar meaning of the italicized word?
F. regularly
G. frequently
H. lastly
I. presently
J. usually

15. "Following his tenure as the principal ..." What is the synonym of *tenure*?
F. term of earnings
G. term of time
H. term of job
I. term of attendance
J. term of office

16. Where did Mr. Cosentino earn his Master's of Arts degree?
F. From LaSalle University
G. From Seton LaSalle University
H. From LaSalle Hall University
I. From Hall University

J.   From Seton Hall University

17. What was Mr. Cosentino's position in Fredrick?
F.   The president of St. Maria Goretti High School
G.   The principal of Saint John's Catholic Preparatory School
H.   The director of Goretti Catholic High School
I.   The principal of St. Maria Goretti Preparatory School
J.   The director of Saint Maria Catholic High School

18. "His leadership tenure will commence ..." What does the phrase **'his leadership tenure'** refer to?
F.   Mr. Cosentino's national experience and perspective on Catholic secondary schools.
G.   Mr. Cosentino's knowledge of secondary education from LaSalle University.
H.   Mr. Cosentino's position as the new President of St. Maria Goretti High School.
I.   Mr. Cosentino's earlier professional carreer as a Catholic High School Athletic Director.
J.   Mr. Cosentino's position as the principal of Saint John's Catholic Preparatory School.

19. Why did Mr. Edmonson introduce Mr. Cosentino to the school community at the Senior Mass?
F.   Because Mr. Cosentino will become a new President at St. Maria Goretti High School.
G.   Because Mr. Cosentino will become a new member at St. Maria Goretti High School.
H.   Because Mr. Cosentino will become a new students dean at St. Maria Goretti High School.
I.   Because Mr. Cosentino will become a new athletic director at St. Maria Goretti High School.
J.   Because Mr. Cosentino will become a new staff at St. Maria Goretti High School.

20. Who made the announcement?
F.   Santa Maria Goretti
G.   Barbara McGraw Edmonson
H.   Christopher Cosentino
I.   Seton LaSalle
J.   John Fredrick

26. When was the announcement released?
A.   On July 4, 2017

B. On May 4, 2017
C. On May 18, 2017
D. On July 1, 2017
E. On May 1, 2017

27. "... the president search process and the appointment of Mr. Christopher Cosentino ..." What is the closest meaning of the word **'appointment'**?
A. arrangement
B. disagreement
C. management
D. disappointment
E. achievement

28. From what subject did he get his Bachelor of Arts degree?
A. Systematic Theology
B. Philosophy and Systematic Theology
C. Theology and Philosophy
D. Theology and Systematic Theology
E. Systematic Philosophy and Theology

29. "His leadership tenure will <u>commence</u> on July 1, 2017." What is the synonym of the underlined word?
A. end
B. begin
C. inform
D. join
E. hide

This text is for questions 15 to 25.

Republic of the Philippines
Department of Science and Technology
PHILIPPINE SCIENCE HIGH SCHOOL
WESTERN VISAYAS CAMPUS
Bito-on, Jaro, Iloilo City

ANNOUNCEMENT

The Philippine Science High School Western Visayas announces the opening of its 2014 Search for Scholars.
Application forms for the **National Competitive Exam** to be held on **September 28, 2013** are now available at PSHS Western Visayas Campus in Bito-on, Jaro, Iloilo City, and at the Regional and Provincial offices of the Department of Science and Technology (DOST).

Requirements :
1. Fully accomplished duplicate application form
2. Two (2) identical recent 1 x 1 ID pictures;
3. A P100.00 non-refundable test fee;
   (for private elementary pupils only)
   Public elementary pupils are exempted from paying the testing fee.
4. Copy of Grade V Report Card and Letter of Recommendation to support the child's special aptitude in Science and Math (if the child does not belong to the upper 10% of the graduating class/batch)

Accomplished application forms must be submitted in duplicate (2) copies to PSHSWV not later than August 2, 2013.

Examination is scheduled on September 28, 2013.

SHENA FAITH M. GANELA
DIRECTOR III

Taken from: www.wvc.pshs.edu.ph

30. Who made the announcement?
F. The 3rd Headmaster of Philippine Science High School
G. The 3rd Director of Western Visayas Campus Iloilo City
H. The 3rd Director of Philippine Science High School Western Visayas
I. The 3rd Regional Director of Western Visayas High School
J. The 3rd Headmaster of Philippine Science and Technology School

31. What is the announcement about?
F. The opening of PSHSWV 2014 Search for Scholars
G. The opening of PSTWV 2014 Search of Scholars
H. The opening of PSHSWV 2014 Scholar of Searching
I. The opening of PDSHSW 2014 Search for Scholars
J. The opening of PHDSVC 2014 Searching for Scholars

32. "**Fully** accomplished duplicate application form." What is the closest meaning of the bold word?
F. separately
G. partially
H. completely
I. substantially
J. regularly

33. When will the National Competitive Exam be held?
F. On September 2, 2013
G. On August 28, 2013

H. On September 8, 2013
I. On August 2, 2013
J. On September 28, 2013

34. "A P100.00 non-refundable test fee; ..." What does the word **'test'** refer to?
F. the science and math exam
G. the national competitive exam
H. the science competitive exam
I. the math competitive exam
J. the national science exam

35. "Public elementary pupils are exempted from ..." What is the synonyms of the word **'exempted'**?
F. control
G. limit
H. curb
I. excuse
J. except

36. How many photographs should be submitted when registration?
A. One
B. Three
C. Four
D. Two
E. Five

37. Where is Philippine Science High School Western Visayas Campus?
A. In Davao City
B. In Ligao City
C. In Iriga City
D. In Iligan City
E. In Iloilo City

38. According to the text, when should the participant submit his application form?
A. On August 2, 2013
B. Before August 2, 2013
C. After August 2, 2013
D. At August 2, 2013
E. In August 2, 2013

39. "Recommendation to support the child's special **aptitude** in ..." What is the similar meaning of the bold word?
A. power

B. character
C. attitude
D. position
E. talent

40. What will happen to the special aptitude participant who belongs to the upper 10% of the graduating class/batch?
A. He only needs to submit his grade V report card.
B. He doesn't need to submit his grade V report card and recommendation letter.
C. He needs to submit his grade V report card and recommendation letter.
D. He only needs to submit his letter of recommendation.
E. He doesn't need to submit his application form.

Answer Key

11. B	11. B	21. D
12. E	12. A	22. E
13. E	13. C	23. A
14. D	14. B	24. E
15. C	15. C	25. B
16. A	16. A	
17. B	17. C	
18. C	18. E	
19. A	19. B	
20. B	20. D	

4. **The distribution of test items**

Levels of Reading Comprehension	Items	Text 1	Text 2
Literal Reading Comprehension	13	1, 2, 3, 6, 7, 10, 11, 13	15, 16, 18, 21, 22,
Inferential Reading Comprehension	12	4, 5, 8, 9, 12, 14	17, 19, 20, 23, 24, 25

5. The scoring of test items

Indicators of Reading Comprehension	Right	Wrong
Literal Reading Comprehension	4	0
Inferential Reading Comprehension	4	0

6. The formula to calculate the scores of test items

$$\text{Final score} = \frac{n}{N} \text{ X } 100$$

Note:

n : The number of correct answers

N : The total number of test items
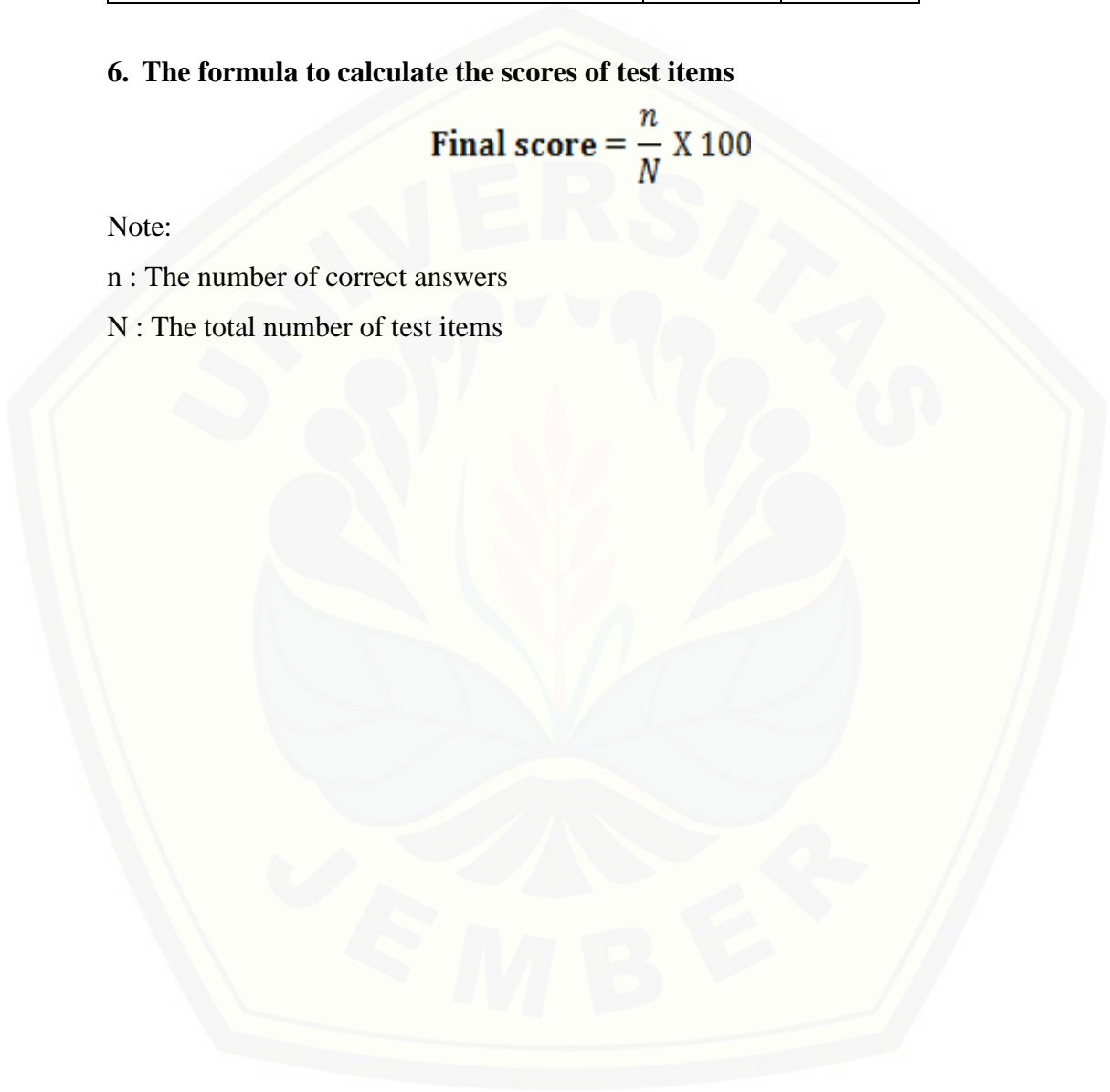
Appendix N. The Result of Post-test of The Experimental Group and The Control Group

No.	Experimental Group		Control Group	
	Names	Post-test Score	Names	Post-test Score
1.	AH	64	AFA	76
2.	AF	92	AW	68
3.	AWNS	72	AFF	72
4.	AFA	84	ALR	80
5.	ANS	80	BH	76
6.	BA	76	DAP	88
7.	BYT	84	DEA	-
8.	BIMWARH	76	DCH	80
9.	DRH	80	DAI	68
10.	DCTV	80	DYA	72
11.	DNW	80	FRH	80
12.	EAS	88	FBM	80
13.	FH	76	FDD	80
14.	FIRYAL	84	HMR	80
15.	GMQF	84	IMDP	68
16.	HJL	80	LCA	72
17.	ITP	80	LNA	72
18.	JH	84	LBN	72
19.	JW	-	MFAT	80
20.	MJP	72	MI	76
21.	MTKD	80	MRS	84
22.	MDA	80	NNR	84
23.	MS	80	NWKA	-
24.	MLH	-	NSI	76
25.	NNDA	88	NKAP	76
26.	NA	84	RRM	72
27.	PSK	80	RBA	80
28.	SH	84	RCF	68
29.	SEO	80	RR	80
30.	SMS	84	WR	68
31.	SNL	76	WJ	80
32.	SP	92	WRL	72
33.	SFS	80	WMA	72
34.	YP	80	WM	68
35.	YRK	80	YAP	68
36.	YSPA	76	YS	80

Appendix O. The Tabulation of The Post-test Score of The Experimental Group and The Control Group

Students Number	Experimental Group	Control Group
	X	Y
1.	64	76
2.	92	68
3.	72	72
4.	84	80
5.	80	76
6.	76	88
7.	84	-
8.	76	80
9.	80	68
10.	80	72
11.	80	80
12.	88	80
13.	76	80
14.	84	80
15.	84	68
16.	80	72
17.	80	72
18.	84	72
19.	-	80
20.	72	76
21.	80	84
22.	80	84
23.	80	-
24.	-	76
25.	88	76
26.	84	72
27.	80	80
28.	84	68
29.	80	80
30.	84	68
31.	76	80
32.	92	72
33.	80	72
34.	80	68
35.	80	68
36.	76	80

Appendix P. The Post-test Result of The Control Group

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Appendix Q. The Post-test Result of The Experimental Group

Appendix R. Permission Letter of Conducting Research at SMAN 1 Arjasa

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor : 3 3 2 9 / UN25.1.5 / LT / 2017   0 9 MAY 2017
Lampiran : -
Perihal . : Permohonan Izin Observasi

Yth. Kepala SMA   Arjasa
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama   : Wahyu Tri Damarsanti
NIM   : 130210401086
Jurusan   : Pendidikan Bahasa dan Seni
Program Studi   : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan observasi di sekolah yang Saudara pimpin dengan judul: "The Effect of Using PORPE Method on The Tenth Grade Students' Reading Comprehension Achievement of Announcement Text at a Senior High School".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerja sama yang baik kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Dr. Sukatman, M.Pd.
NIP. 19640123 1998812 1 001

Appendix S. Statement Letter of Accomplishing The Research from SMAN 1 Arjasa

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 1
ARJASA – JEMBER
Jalan Sultan Agung No. 64. Telp. (0331) 540133 e_mail smaarjasa@yahoo.co.id
JEMBER

Kode 68191

SURAT KETERANGAN

Nomor : 421.3/108/101.6.5.10/2018

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Arjasa :

Nama   : WIDIWASITO, S.Pd
NIP   : 19690415 199703 1 010
Pangkat/Golongan : Pembina TK.I, IV/b
Jabatan   : Kepala Sekolah

Menerangkan dengan sebenarnya bahwa :

No.	Nama	NIM	PROGRAM STUDI
1.	WAHYU TRI DAMARSANTI	130210401086	Pendidikan Bahasa Inggris

Yang bersangkutan benar-benar telah melaksanakan tugas Penelitian/Observasi di SMA Negeri 1 Arjasa Jember tanggal 09 Februari – 2 Maret 2018.

Judul :

"The Effect of Using PORPE Method on The Tenth Grade Students' Reading Comprehension Achievement of Announcement Text at a Senior High School "

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Jember, 02 Maret 2018
Kepala Sekolah,

WIDIWASITO, S.Pd
NIP 19690415 199703 1 010