

PORPE (PREDICT, ORGANIZE, REHEARSE, PRACTISE AND EVALUATE) AS AN EFFECTIVE METHOD FOR TEACHING ENGLISH AT STUDENTS OF VOCATIONAL HIGH SCHOOL

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ABSTRACT: This paper deals at proposing PORPE (Predict, Rehearse, Practise, and Evaluate) as an effective and interesting method to teach English for vocational high school. PORPE method can be used in any content area course that uses the essay exam to measure learning or any test format that encourages higher level softthinking such as synthesis, application, and evaluation. The five steps of PORPE operationalize the cognitive and metacognitive processes that effective readers engage in to understand and subsequently learn content area material. The students will get benefits from the implementation of PORPE method in teaching English for vocational high school.

Keywords: POPRE (Predict, Rehearse, Practise, and Evaluate) method, effective, teaching, vocational high school

ABSTRAK: Tujuan dari artikel ini yaitu memaparkan metode PORPE (*Predict, Rehearse, Practise, and Evaluate*) yang efektif dan menarik dalam pembelajaran bahasa Inggris untuk siswa SMK. Metode PORPE dapat digunakan untuk pembelajaran semua materi yang didalamnya menggunakan tes esai untuk merangsang tingkat berpikir yang lebih tinggi meliputi sintesis, aplikasi, dan evaluasi. Kelima tahapan dari penerapan metode PORPE melibatkan proses berpikir secara kognitif dan metakognitif yang memungkinkan pembaca aktif lebih termotivasi untuk memahami dan selanjutnya mempelajari isi dari materi pembelajaran. Para siswa dapat memperoleh banyak manfaat dari pembelajaran yang mengaplikasikan metode PORPE.

Kata kunci: metode PORPE (Predict, Rehearse, Practise, and Evaluate), efektif, pembelajaran, SMK

INTRODUCTION

As Indonesian people we use Bahasa Indonesia as mother tongue. Since in elementary school we have learnt English as the second or third language. Learning English cannot be separated from four basic skills. They are listening, reading, speaking and writing. In Indonesia English subject has been implemented

for years since RI Department of Education create the policy No. 0487/4/1992 chapter VIII states that primary schools may add a lesson in the curriculum, provided that lesson is not contrary to the national education goals. Then the policy is strengthened by minister education and culture No. 060/0/1993 February, 25th 1993 about the possibility of English course as an additional subject in elementary school and begins from 4th grade (Anggraeni, 2013). Due to the changing curriculum, the teaching of English also has been improved to fulfill the students' need. It can be seen from the latest curriculum 2013 which sets the teaching and learning process in student-centered learning with scientific approach.

Students at vocational high school tend to be taught communication skill. The student in a vocational school has been motivated by a desire to prepare himself for a specific occupation. The vocational high school English course should capitalize on this motivation by offering the student communication skills closely related to his trade experience (Johnston, 1998:28). An appropriate method will help the students learn faster and remember information for a long-term memory. As a result, the students' achievements will increase. In reading comprehension, teachers are suggested not only to apply one certain method in their teaching but also other methods that enable them to read a variety of text.

The communication skill involves spoken and written English. In written English, the students will have text as reading source. They will be taught to read text and comprehend the content of reading. The students' comprehension on reading plays important part to support their success in getting job. The aim of written English is to improve the students' ability so that they can accomplish their future tasks successfully inside and outside the classroom using English.

Reading comprehension is very important subject that should be learned by all students. It is one of the language skills to get information, for pleasure or for interest. It is an interactive process that goes on between the reader and the text. It is the process to understand written

texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

An appropriate method will help the students learn faster and remember information for a long period of time. In reading comprehension, teachers are suggested not only to apply one certain method in their teaching but also other methods that enable them to read a variety of text. The teacher should be able to make variations and choose the suitable strategy in order to attract students' interest in reading. For this purpose, PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) is one of the suitable method to provide long term support for students' development in reading comprehension.

PORPE method is an approach to studying textbook materials in which the students create and answer essay questions. It can be a time-consuming process, but it is an excellent tool for preparing for essay exams. Even though essay tests may pose initial difficulties, they are worth the long-term effort because they encourage students to demonstrate their understanding of concepts in creative and critical ways. Simpson (2006) states that PORPE is a study strategy that can be used in any content area course that uses the essay exam to measure learning or any test format that encourages higher levels of thinking such as synthesis, application, and evaluation.

READING IN VOCATIONAL HIGH SCHOOL

a. Definition of Reading

Harmer (2003: 199) states that reading is called receptive skill, and receptive skills are the ways in which people extract meaning from the discourse they see or hear and he continues when we read a story or newspaper,

listen to the news, or take part in conversation we employ our previous knowledge as we approach the process of comprehension, and we employ range of receptive skills, which ones we use will be determined by our reading or listening purpose. In line with Harmer, Grabe and Stoller (2002 : 9) also state that reading is the ability to draw meaning from the printed page and interpret this information appropriately.

Reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or reading fluency. In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systematic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

Based on some definition above, it can be concluded that reading is one’s skill or ability to get the meaning of the message or information which is created by reader not only through interaction with the text but also through interaction with others.

b. Definition of Reading Comprehension

Klingner (2007: 2) states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Snow (2002:11) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Then, Caroline (2006: 71) states that reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words. Teaching students how to derive meaning as well as analyze and synthesize what they have read is an essential part of reading process.

From the explanation above, it is clear that comprehend text is not easy to do because students are not native speaker. It needs some special skill and knowledge. Many readers cannot catch author's idea because the limitation of thinking and analyzing the meaning of words and sentence. Besides that, the readers should know about lexical, grammatical, cultural meaning, text organization and connection between sentences. Therefore, comprehension needs fully attention and concentration in reading activity.

c. Purpose of Reading

The first aim of reading in class is often different from reading in comprehension and reading in general. Reading in class is not only knowing the message, but students also to comprehend the other aspect of the text. The second aim of reading in general is to get information, fact, ideas and fun from the text. It is the real purpose of reading which many people often do. In reading activity, there are aspects which the learners have to understand. These aspects they are identifying main idea, understanding vocabulary, and identifying details. In developing reading skill, there are three aspects which are needed. There are vocabulary, sentences and discourse. Students often meet with problems in the sentences. Teacher can explain about sentences to help comprehension of the text. In other words, the learners should master the use of sentences in texts. The mastery of sentences will help the learners understand the texts.

Grabe and Stoller (2002:13) state the purpose of reading as follow:

1) Reading to research for simple information

In reading to search, we typically scan the text for a specific piece of information or a specific word.

2) Reading to skim quickly

Reading to skim (i.e. sampling segments of the text for general understanding) is a common part many reading tasks and a useful skill it is own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic

reading comprehension skills on those segments of the text until general ideas is formed.

3) Reading to learn from text

Reading to learn typically occurs in academic and profession context in which a person needs to learn a considerable amount of information from a text. It requires abilities to: (1) Remember main idea as well as a number of details that elaborate the main and supporting idea in the text; (2) Recognize and build rhetorical frames that organize the information in the text; (3) Link the text to the reader's knowledge base.

4) Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write to critique text may be task variants of reading to integrated information.

5) Reading for general comprehension

The nation of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading. Underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehension the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to organize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to

support an opinion needs to know the cause-effect sequences that are presented, recognize ideas that are presented as hypotheses and givens.

For the students reading is very useful to understand and get information from passage of textbooks. Student is able to analyze the core of knowledge that they are studying for. In addition, students find out better grammatical pattern of English sentence.

d. Types of Reading

According to Brown (2003: 189), there are several types of performance are typically identified, and these will serve as organizers of various assessment tasks. They are:

1) Perceptive

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2) Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

3) Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction. Typical

genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within text of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such task, although some instances of bottom-up performance may be necessary.

4) Extensive

Applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to “extensive reading” as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here that definition is massaged a little in order to encompass any text longer than a page.) the purposes of assessment usually are to tap into a learner’s global understanding of a text, as opposed to asking test-takers to “zoom in” on small details. Top-down processing is assumed for most extensive tasks.

PORPE ((PREDICT, ORGANIZE, REHEARSE, PRACTISE AND EVALUATE) METHOD

1. Definition

PORPE is a method to study textbook materials in which the students create and answer essay questions. It can be a time-consuming process, but it is an excellent means for preparing for essay exam. Simpson (1986) states that PORPE is a study strategy that can be used in any content area course that uses the essay exam to measure learning or any test format that encourages higher levels of thinking such as synthesis, application, and evaluation. Before examining the specific ways in which PORPE can be used in the classroom, the rationale and steps of PORPE will be discussed.

2. Steps in PORPE Method

The five steps of PORPE operationalize the cognitive and metacognitive processes that effective readers engage in to understand and subsequently learn content area material. Baker and Brown (1984) have described effective readers as those who: (a) clarify the purposes of reading (understanding both the explicit and implicit task demands), (b) identify the important aspects of a message, (c) focus attention on the major content rather than the trivia, (d) monitor ongoing activities to determine whether comprehension is occurring, (e) engage in self-questioning to determine whether goals are being achieved, and (f) take corrective action when failures in understanding are determined.

There are five steps in this learning strategy. Those are: predict, organize, rehearse, practice, and evaluate.

a. Predict

In this step students generate higher level essay questions that cover the content to be mastered and call for organized essay responses. By posing several general or higher order essay questions that ask for a synthesis and discussion, a comparison and contrast, or an evaluation of the key concepts from a unit of study, students are stimulated to process the text in a more active or elaborative manner as they read and stud. After reading the chapter, students predict possible essay questions from the information contained in the text. In the arrangement of these questions, the students should evade questions that begin with “what, who, or when and do not include analysis. Some key question words are “explain,” “discuss,” “criticize,” “evaluate,”

b. Organize

It involves students in constructing the information that will answer the self-predicted essay questions. In constructing, students build internal connections among ideas so that information becomes reorganized into a coherent structure. For each predicted essay question, students outline their answers in their own words or formalize

them in a map or chart. Few days before the exam, the organization of information is needed to answer the predicted questions. The organization can be done by outlining or by other methods such as mapping.

c. Rehearse

It engages students in the active recitation and self-testing of the key ideas recorded in their maps, charts, or outlines. In a sense, students are verbally answering their self-predicted essay questions so that the key ideas can become transferred to working memory. Teachers recite aloud the information and examine the students' memory. Reciting aloud must be performed because the more senses that are involved in forming the memory the better understanding the students will get. This step helps students to place the key ideas, examples, and overall organization in students' long-term memory.

d. Practice

It is the validation step of learning because students must write from recall the answers to their self-predicted essay questions in some public and observable form. This process of writing can lead students from passive and literal-minded responses to higher levels of thinking and reasoning such as analysis and synthesis. In practicing, the students answer the students' predicted essay questions from memory. The students can draft an outline of the essay or organize a complete answer.

e. Evaluate

It requires students to use their writing in order to validate whether they have created a meaningful text that demonstrates their understanding of the key ideas and to evaluate their text as another reader, such as the content area teacher, might. To facilitate this monitoring and evaluating, students are given a checklist that guides them in determining the completeness, accuracy, and appropriateness of their written product in terms of the original task, the self-predicted essay question. Hence, the students' essays written in step four, Practice, provide them a specific and immediate feedback and reinforcement to their own learning

and understanding. Teachers evaluate the students' work by asking the following question: Do have enough clear examples? Is my answer complete, truthful, and suitable? Is there anything I should study before taking the exam?

3. Teaching Steps Using PORPE Method

PORPE is a reading comprehension strategy that is used after reading.

- a. The first step is to predict the possible essay questions from the reading. These questions should be higher level questions that begin with words like: Explain, Discuss, Criticize, Compare, Contrast. This step is for pair work as to motivate students develop their initial knowledge.
- b. The second step is to organize, summarize, and synthesize key points from the chapter into students' words. In this step, it can be for individual and or small group discussion. The role of teacher is as a facilitator whenever students need help related to the completion of the work. Teacher is not anymore to be tutor in this step.
- c. The third step is to rehearse by reciting aloud information to quiz student's memory. This helps students to put this information into student's long-term memory. They can perform in front of the class so that other students can listen to the reciting.
- d. The fourth step is students practice by answering the questions from step one. With the information students have tried to put into their long-term memory through rehearsal.
- e. The last step students evaluate by asking students questions such as:
 - 1) "Do I have enough concrete examples?"
 - 2) "Is my answer complete, accurate, and appropriate?"
 - 3) "Is there anything I should study before taking the exam?"

This final step helps students to determine students level of confidence in students' knowledge of the information and helps students to assess if students need more time to study of it students have learned the information from the text.

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