

THE USE OF PREDICT, MARK, OUTLINE, RECITE AND EVALUATE (PMORE) PROCEDURE TO ENHANCE THE STUDENTS' READING COMPREHENSION

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ABSTRACT

This research is aimed to find out the improvement of the students' reading comprehension by Predict, Mark, Outline, Recite and Evaluate (PMORE) Method that focused on main ideas supporting ideas and conclusion at the Tenth Grade of MA Aisyiyah Sungguminasa. This research employed Pre-experimental Research which was conducted in pre-test and post-test. The population of this research was taken at the Tenth grade students of MA Aisyiyah Sungguminasa which the consisted of 51 students from 2 classes. The sample of this research was Class X IPA which consisted of 22 students by using Purposive Sampling Technique. The researcher used test as an instrument. The result of this research, it was found that students' reading comprehension was significance difference between the mean score of pre-test and post-test. The mean score of pre-test was 62.77 and the mean score of post-test was 72.95. Then the improvement of the students' reading comprehension can improve on 16.21%. It means that score of post-test was greater than mean score of pre-test. Then the calculating the t-test value for reading comprehension was 5.22 and t-table for reading comprehension was 2.080. It means that the t-test was greater than t-table. The alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. Based on the research findings, it could be concluded that Predict, Mark, Outline, Recite and Evaluate (PMORE) Procedure was effective to improve students' reading comprehension at the tenth grade of MA Aisyiyah Sungguminasa.

Keywords: *Predict, Mark, Outline, Recite and Evaluate (PMORE) Procedure Reading Comprehension.*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman membaca siswa dengan metode Predict, Mark, Outline, Recite and Evaluate (PMORE) yang berfokus pada ide pokok pendukung ide dan kesimpulan pada siswa kelas X MA Aisyiyah Sungguminasa. Penelitian ini menggunakan Pre-experimental Research yang dilakukan dalam bentuk pre-test dan post-test. Populasi dalam penelitian ini adalah siswa kelas X MA Aisyiyah Sungguminasa yang berjumlah 51 siswa dari 2 kelas. Sampel penelitian ini adalah Kelas X IPA yang berjumlah 22 siswa dengan menggunakan Teknik Purposive Sampling. Peneliti menggunakan tes sebagai instrumen. Hasil penelitian ini, ditemukan bahwa pemahaman membaca siswa adalah perbedaan yang signifikan antara nilai rata-rata pre-test dan post-test. Nilai rata-rata pre-test adalah 62,77 dan nilai rata-rata post-test adalah 72,95.

Kemudian peningkatan pemahaman membaca siswa dapat meningkat sebesar 16,21%. Ini berarti bahwa skor post-test lebih besar dari skor rata-rata pre-test. Kemudian hitung nilai t-test untuk pemahaman bacaan adalah 5,22 dan t-tabel untuk pemahaman bacaan adalah 2,080. Artinya t-test lebih besar dari t-tabel. Hipotesis alternatif (H1) diterima dan hipotesis nol (H0) ditolak. Berdasarkan hasil penelitian dapat disimpulkan bahwa Prosedur Predict, Mark, Outline, Recite and Evaluate (PMORE) efektif untuk meningkatkan pemahaman membaca siswa kelas X MA Aisyiyah Sungguminasa.

Kata kunci: *Predict, Mark, Outline, Recite and Evaluate (PMORE) Procedure.*
Pemahaman Membaca .

Introduction

Reading is the activity that intended for getting information from the text by the reader. In Indonesian, teaching English as a foreign language is obligatory subject in many levels of school from elementary school until University. As we know many students didn't know about the content of the text, all of the students can be read but only a few of students can understand what students have read especially English text.

In learning process the teacher using several methods to create a funny class with the hopes through this method the students can improve their ability in all aspect. Related with the background above, the researcher choose and using one of method namely PMORE method to create a new experience in learning process. The other method is SQ3R method. Predict, Mark, Outline, Recite, and Evaluate (PMORE) method is procedure to understand and comprehend a text. This procedure is suitable to comprehend the texts which have plot, such as narrative and recount text.

Materials and Method

Nurteteng (2014) the title of this research is *the Comparison of SQ3R Method and PMORE Procedure*. Based on Students Personality in Reading Comprehension he result of the students' personal style inventory showed that SQ3R Method more suitable used in extrovert students while PMORE Procedure more suitable use in introvert students. Therefore, H₁ (alternative hypothesis) of this research which said SQ3R Method is more effective than and PMORE Procedure to enhance students' reading comprehension achievement was accepted.

Bahriet.al(2018) the findings showed that the mean score from the pre-test was 38 while from the post-test was 79. The critical value from t-table was 0.05, while the t-test level of significance was 1.71, so the t-test value was higher than the critical value of t-table ($1.71 > 0.05$). The reading aspects that improved most were detailed information, main idea and understanding inferences. The two other aspects, vocabulary and finding references also improved, but not as much as the other three aspects. Thus the hypothesis was accepted that the use of this method could significantly improve the students' reading comprehension at the school under study, especially in comprehending meaning in a descriptive text. In conclusion, Think Aloud can be used to improve the ability of eighth grade students in EFL reading comprehension. Based on the journal above the similarity the first journal with my research is focus on reading comprehension and the differences is in Nurteteng journal is her research the comparison of SQ3R method and PMORE method. The second journal the similarity of this journal with my research is focus on reading comprehension and the differences is in Bahri journal his using the think aloud method in teching reading comprehension while my research the last journal the using PMORE procedure.

A. Conceptual of Reading

1. Some Partinent Ideas

a. Definition of Reading Comprehension

According to Mayor (2005) reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create representation of the text in the reader's mind. Furthermore, According to Alexander (1998) points out that reading comprehension involves taking meaning to a text in order to obtain meaning from the text. Comprehension is the act or process of comprehension.

According Kustaryo in Tahir (2001: 6) states that reading comprehension is an active thinking process, which not only depend on comprehension understands what has been read. It is on active thinking process that depend not only comprehension skill but also the students experience and prior knowledge

comprehension involves understanding vocabulary, seeing the relationship among words and concepts, meaning judgment and evaluating.

Based on the definition above, reading can be defined simply as the ability to get comprehension from the written text. By reading, the reader will know what they read and challenged to response the ideas of the author. In order to make the messages or information that comes from the author can be understood and comprehended easily by the reader. The purpose of reading depends on the reader. The readers read based on the information their need.

b. Kinds of Reading

According to Burn (1984:150), reading comprehension consists of four categories, they are as follows:

1) Literal Reading

This is the level of getting the primary, direct literal meaning of reasoning for it merely a skill of finding what the authors say. In this case, a reader must first understand what the authors say before he/she can draw an inference or make evaluation.

2) Interpretive Reading

In includes thinking skills in which readers identify ideas and meaning that are not stated explicitly in the written text.

3) Creative Reading

Understanding at the creative level involves applying new knowledge to an existing situation, or applying existing knowledge to a new situation.

c. Strategies Reading

Abbott, *et.al* (1981) categorized reading strategies into several kinds. They are effective reading, survey reading, skimming reading, and scanning, intensive reading.

1) Effective Reading

The effective reading means be able to read accurately and efficiently and to understand as much of the passage as you need in order to achieve your purpose.

2) Survey Reading

The survey reading is specialized technique, for getting top view of an articles, chapter, or entire book. What if you catch a board, overall picture of basic essential.

3) Skimming

Skimming means enable of people to select content that they want to read and to discard that which is quintile for their purpose. Skimming can also be called as the eyes quickly over the text to discover what is about, the main ideas, and the gist (Abbott, et al:1981).

4) Scanning

Scanning is to serve two functions. They are uncover relevant , information and accerelates your reading speed flexibility or the reader work out for particular item believe is in the text (Abbott, et al: 1981), scanning is to read a test quickly on order to locate a spesific item of information.

5) Intensive Reading

The intensive reading method is study reading. This involves close study of the text. As amount of comprehension should be high, the speed of reading is correspondently slower (Abbot, et. Al:1981).

2. Conceptual of Predict, Mark, Outline, Recite, and Evaluate (PMORE)

Procedure.

Nurteteng (2014) State that Predict, Mark, Outline, Recite, and Evaluate (PMORE) Procedure is a Procedure to understand and comprehend a text. This procedure is suitable to comprehend the text that have plot, such us narrative and recount text. There are some strengths of this procedure. First, in this procedure the students have time to predict the content of the text only with read the title of the text. This step give chance for the students to think generally about the content of the text, so their think is systematic. Second, the students have opportunity to know the words that don't understand. Moreover, after they know the meaning of this word they make it into a sentence. So, they know and recognize those words. Third, they have chance to share in pair and give their argument about the part of the story that interested them. So, it also can improve speaking ability of the students.

3. The Procedure of Predict, Mark, Outline, Recite, and Evaluate (PMORE) Procedure.

Nurteteng (2014) Predict, Mark, Outline, Recite, and Evaluate (PMORE) Procedure consist of five steps. They are:

- 1) Predict. The students predict the content of the text as generally after they read the title and look the picture of the text carefully. They may write down their prediction in key word, phrase, or sentence.
- 2) Mark. The students circled the word that they do not understand. It can be unfamiliar word or new word. Then, the students find out the meaning of the circled word in pairs. After that, they make sentence from each circled word.
- 3) Outline. The students make an outline of the text based on the generic structure of the text. They are orientation, events and re-orientation. Then, they check off their prediction before with the true content of the text they have read.
- 4) Recite. The students read again the text to enhance their understanding about the text. Then, they choose one part of the text that interested them and give the reason why this part is interesting. After that they share their works in pairs.
- 5) Evaluate. The researcher provides some statement from the text that the students have read. Then, they make possible question of these statements. The question can start with 5 W + 1 H. The questions can be more than one question for each statement. But before that the teacher explains the procedure of this activity to make clear the students understanding.

Method

A. Research Design

The design of the research is Pre-Experimental. This form of design is a development of true experimental design that is difficult to implement. This design have control variables but is not used and tirely to control our variables that effect the implementation of the experiment.

B. Research Variable and Indicators

1. Research Subject

There are two variables in this research, namely independent and dependent variable. The independent variable of this research is using PMORE procedure in reading comprehension. The dependent variable in this research is to improve reading comprehension of the students.

2. Indicator

The indicators of this research, the researcher hopes the students more easier in learn about reading through Predict, Mark, outline, recite, and evaluate (PMORE) procedure at the tenth grade of MA Aisyiyah Sungguminasa. Because this reason the researcher choose recount text in improve students reading comprehension literal (Main Idea) and interpretative (conclusion) Through Predict, Mark, Outline, Recite, and Evaluate (PMORE).

C. Population and Sample

1. Population

This study the population of the research was tenth grade of MA Aisyiyah Sungguminasa in academic year 2018/2019 total of population of this research are 51 students.

2. Sample

The research take one class as sample by using purposive sampling technique in which chose class X IPA as experiment class and consisted of 22 students. The researcher apply purposive sampling technique because the sample's high level of intelligence of all the classes.

D. Research Instrument

1. Reading test to find out students response teaching learning process trough PMORE Procedure.
2. Paper of PMORE Procedure

It consists of same statement about a topic before the students begin to read or to engage in any other form of information acquisition. It provides two responses. They are yes or no responses. This paper giving to the students in post-test at the meeting when giving the treatment.

E. Data Collection

To collectio data. The researcher used of some procedure.

1. Test

This research use multiple choice technique by using four choice and the response is choice is base on the question. The research give two test. First pre-test, the purpose is to know the ability in the reading comprehension. Second, test is give in post-test, the purpose of it is to know the significant effect of using PMORE to enhance reading comprehension.

2. Pretest

Before giving the treatment the researcher gave a pre-test. It take in 30 minutes. The researcher distributed the material test that consist 4 items. That relevant with the material based on the curriculum at the tenth grade students of MA Aisyiyah Sungguminasa. The pre-test used to know the enhance of the students' reading comprehension.

3. Treatment

The researcher gave treatment by using Enhance PMORE procedure. The treatment of the research conducted in six meeting in which needs 90 minutes.

4. Post-test

Post-test was carried out in the last meeting. The researcher employed post-test to find out the value of treatment whether the result of post-test better then pretest or not.

F. Data Analysis

1. Calculating students correct answer of test.
2. Scoring category of the student's pre-test and post-test by using scoring rubric items for reading comprehension.

Result and Discussion

In this section, the discussion of the research findings derived from result of the students' reading comprehension in mean ideas, supporting ideas and conclusion. The first previous showed by Nurteteng (2014) the title of this research is *the Comparison of SQ3R Method and PMORE Procedure*. Based on Students Personality in Reading Comprehension he result of the students' personal style inventory showed that SQ3R Method more suitable used in extrovert students while PMORE Procedure more suitable use in introvert students. Therefore, H₁ (alternative hypothesis) of this research which said SQ3R Method is more effective than and PMORE Procedure to enhance students' reading comprehension achievement was accepted.

1. The Students' Reading Comprehension

Based on finding above the students' reading comprehension in MA Aisyiyah Sungguminasa can improve through PMORE procedure. The result shown that the mean score of students Post-test is increased after giving the treatment. It can be seen through the mean score of the students pre-test which was fair classification become very good classification in the post.

2. The Improvement of Students' Reading Comprehension Finding of Main Idea, Supporting Ideas and Conclusion.

The result of the analysis revealed that there was a significant difference mean score pretest to post test of students in terms of main idea. in pretest, mean score of students is lower (62.77) before use PMORE procedure. After use PMORE procedure in treatment, the mean score of post test was higher (72.93). It could be seen in the table 4.2 and it can be proved from the $T\text{-test} > T\text{-table}$. It means that use PMORE method to teach reading can enhance the students' reading skill in terms main idea. In the PMORE procedure, there are four method applied. They are predicting, clarifying, questioning and summarizing.

Conclusions

Based on the finding and discussion in the previous chapter, the research concludes follows:

Data analysis and the discussions in the previous chapter, using PMORE Procedure at Tenth Grade X IPA of MA Aisyiyah Sungguminasa could enhance the students reading comprehension. It was proved by the mean score of the students pretest and posttest were significantly difference. It can be seen from the students mean score of pretest was 62.77 (fairly classification) while the students

mean score of posttest was 72.95 (Fairly good classification) beside that the t-test value of the students reading comprehension was higher than t-table value.

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