

TEACHING WRITING EXPLANATION TEXT BY USING PORPE STRATEGY TO STUDENTS OF THE ENGLISH COURSE

ABSTRACT

Jannah, Roudlotul. 2020. Teaching writing explanation text by using PORPE strategy to students of The English course. Thesis. English Study Program. STKIP PGRI Sidoarjo. Advisor 1) Dr. Sulistyarningsih, M.Pd. Advisor 2) Dina Meris M., M.Pd

The purpose of the research was to describe the implementation of teaching writing explanation text by PORPE strategy to students of the English course and to describe the students' achievement in writing explanation text by PORPE strategy to students of The English course. The reason of this research was the students often have difficulties in writing. This research was descriptive qualitative because the researcher observed the situations that happened naturally and described it in the form of sentences to represent the data. The subjects of this research were the teacher and the students of the course from English Course (EC). The researcher used field note observation, checklist observation, and student's task to collect the data. The findings of teaching writing explanation text by using PORPE strategy to students of the English course were: The first, the teacher gave motivation before started the lesson, the teacher gave explanation text, the teacher asked about the text, the teacher explained the text, the teacher asked the students to predict, organize, rehearse, and practice by writing. The second, the students arranged the student's own text and uploaded the text on instagram. The students' scores described on scoring rubric and the students got good score in writing explanation by using PORPE strategy.

Keywords : Teaching, Writing, Explanation Text, PORPE Strategy

INTRODUCTION

Teaching is an activities where the teacher explain about knowledge to the students. teaching English is one of hardest teaching materials for a teacher. Teaching is creating something or experiences in a new environment taught by the teacher. Based on Joyce, Weil, & Calhoun (2009), students learn by interacting with those environment and the students study how to learn. The teacher must control some skills in teaching English. Writing is one of four skills of English that used in teaching. Writing is one of the most difficult for students. Meanwhile, the students have difficulties in creating some ideas and explain something happen in writing text. When the students tell to the other friends about

processes of natural phenomena, that is called explanation text. In writing explanation text signed with “why” and “how” question to know about phenomena or something happen. Meanwhile, writing explanation text requires a strategy to get better writing by the students in teaching writing. PORPE strategy is included by predict, organize, rehearse, practice and evaluate. This strategy can help the students proficient in writing and get better writing.

Thus, according to the current context teaching writing is an activities to teach the students in writing skill. The students practice the accurancy of writing ideas in teaching writing. When the students explain something through an article in text form, students must pay attention to the rules writing in explanation text. The students often have difficulties in writing skill especially in writing explanation text. Therefore, the teacher uses PORPE strategy to teach writing explanation text. The students will be objective to write explanation text by using PORPE strategy.

REVIEW OF RELATED LITERATURE

Teaching

Teaching is an effort to teach students. Teaching is an effort make by teachers so that the learning process occurs in students (Junaedi, 2019, pp. 19-25). In teaching teachers are required to be communicative to the students. The goal is that students are more active in using the foreign language being studied. Furthermore, teaching aims to make students master the knowledge provided by the teacher, where students are only passive while the teacher is active teaching which is commonly called teacher centered (Jamhuri, 2019, pp. 201-216). Teaching is a way to teach students mastered in learning a foreign language. Not only in foreign language but also understand the other knowledge.

Teacher have to make students understand what is taught. Thus, there are ways or steps in teaching.

Teaching is not just standing in front of the class and just reading material in front of the students. Because of the teacher has the duties and responsibilities in achieving learning. In addition, as a teacher have to understand and have a strategy of teaching. There are many teachers who are less able to develop teaching strategies. Davis (2019) states that teaching strategies are based upon clear understandings of how students learn. There are several ways to teach, including (1) preparing, teacher have to have preparation before starting the lesson, the teacher plans learning activities in order to achieve the learning process well (2) observing, the teacher observes student activity and checking student attendance before starting learning (3) motivating, the teacher have to motivate students and explain the purpose of learning, the teacher creates interesting and fun learning for students (4) starting the lesson, the teacher have to know several methods in conveying subject matter and use appropriate methods in the teaching and learning process in accordance with the material to be taught.

Writing

Writing is one of the four skills that must be mastered by the students in learning English. In writing, the students involve thinking skill and create the students' idea. According to Batubara (2017) writing is functional communication, making learners possible to create imagined worlds of their own design. It means that the students can express thought, feeling, ideas, experiences, etc to convey a specific purpose in writing. Meanwhile, Brown states that there are five significant components of writing to assess as follows: 1) content 2) organization 3) vocabulary, one of the language aspects dealing

with the process of writing 4) language use 5) mechanics (Hasibuan & Handayani, 2018, pp. 55-63).

Writing is an action, a process of discovering and organizing the students ideas, putting on paper and reshaping the students' writing. Based on (Batubara, 2017) the process of writing has roughly four steps, they are (1) planning (2) drafting (3) editing (revising) (4) final version. The writing process is important in producing good writing. Beginning the students explore the ideas until final step. In writing process students focused on arrange the sentences, structure, spelling, grammar, diction, etc. The students more easily to write in writing process,

Explanation Text

Explanation is a text which tells process relating to forming of natural, social, scientific and cultural phenomena. An explanation is one of writing text that has multiple definitions sorted by experts. It is a text which establishes that the phenomenon exists and explain 'why' or 'how' this come about (Blake, 2011, p. 2). Explanation text as a non fiction to describe natural, social, and scientific phenomena formed. So that, a text which gives the reason 'why' and 'how' the process of events that has no human involved is called explanation text.

1. Social Function

To explain why and how something in the universe happen is an explanation texts' function. The text is more concerned to actions that have scientific and technical processess.

2. Generic Structure

Generic structure is a way to compile the text. Generic structure is used to compose text properly. The generic structure of explanation text are, (1) title (2) general statement (3) series of sequenced paragraphs (4) labelled diagram and flow charts (5) concluding paragraph (Blake, 2011, pp. 62-63).

3. Language Features

Many language use components mostly should be considered to write an explanation text as follow: (1) use present tense as the text tells about an evidence (2) use abstract nouns (phrases) as a subject or an object (3) use pronouns for words already introduced (4) use action verb with its agreement (5) use adverbial phrases of time and place to tell when and where action happen (6) use time sequence connectors (7) use passive voice to link the events through cause and effect (8) use time conjunctions to keep the text flowing (Blake, 2011, p. 62).

PORPE Strategy

PORPE is a strategy that may improve students' achievement in learning English, even though the PORPE strategy may be new for some students. Stahl (2014) states PORPE is synergistic in building students' thinking through the processes necessary to read, study, and learn content area material. The students do a series of learning stage that includes predict, organize, rehearse, practice and evaluate in the process of understanding and studying a text. The first, in predict step, students use word such as discuss, explain, criticize, compare, and contrast. The second step is organize that involves students in constructing the information that will answer the self-predicted essay question. The third step is rehearse that engages students in the active recitation and self-testing of the key

ideas recorded in the students' maps or charts. The fourth step of PORPE strategy is practice that involves students in creating from memory the students own text which answered the students' self-predicted essay question. The final step is evaluate that requires students to use the students writing in order to validate and evaluate the students' text.

METHODOLOGY

To conduct this study, descriptive qualitative method was used to implement the study in order to analysis and to find the finding of the research. It was supported by Ary (2010) states that descriptive qualitative research is the researcher's plan of how proceed to gain understanding of some group or some phenomenon in its content. The researcher observed the situations that happened naturally and described it in the form of words and sentences to represent the data. Thus, descriptive qualitative research focuses on analysis the researcher's material in context.

Respondents

The subject of this study was divided into: first, the teacher of the course and second, the students of the course at English Course, as primary research subject. There were ten students at English Course (EC) consisted boys and girls. The location at Desa Durungbedug RT 20 RW 05 Kecamatan Candi Kabupaten Sidoarjo. The course was selected because the situation was in Covid19 red area, it caused having limited time.

Instruments

Observation Field Note

The teaching learning process were observed using observation field note. The teacher and the student's activities were observed in learning writing process. During the implementation of the actions, every activity of the action during teaching and learning process was written on the field note.

Observation Checklist

Observation checklist was used to gather the data during teaching learning process. The data observed were compared with lesson plan prepared by the teacher, and the comments of teaching process were noted on the field note. It was used to see and to note the real activities in the classroom during teaching writing explanation text by using PORPE strategy.

Students' Task

The teacher gave the tasks to the students in order to know the feedback and achievement of student in writing. The students were asked to make writing explanation text, then they were asked to upload on instagram. After that, the teacher checked the students' task on Instagram and the teacher gave the score for the students' task.

PROCEDURES

Some following steps to collect the data : First, field notes were used to collect data teaching learning process. Second, observation checklist were used to cross check the implementation by using of teaching writing using PORPE strategy in teaching writing explanation text to students of English course. Third, the students were given

tasks by the teacher, then the results scores were collected and calculated using scoring rubric. At last, the conclusions were described.

Data Analysis

Data Analysis for Teaching and Learning Process using Field Note Observation

First, the results of the implementation in teaching writing process by using PORPE strategy in writing explanation text in the class of the course on the field note was identified. Second, the research classification of the data based on the result of identification was done. Then the unimportant thing was reduced. researcher described all the data and classification the data. the last, all the data exists were displayed. Then it was concluded and described.

Data Analysis for Teaching and Learning Process Using Observation Checklist

First, learning process in the class of the course was identified. The blank form in observation checklists were filled in accordance to the teaching process of writing explanation text by using PORPE strategy and then, they were compared with Lesson Plan of the lesson. After that, data of teaching on the cheek list observation were described and were drawn conclusion.

Data Analysis for Teaching and Learning Process Using Students' Task

First, data of total scores of the student's tasks of writing explanation text using PORPE strategy on Instagram were calculated. Second, the numbers of scores of students were sorted from the highest scores to the lowest score. Third, the score were identified and classified based on rubric. After that, the researcher described the data based on student's task.

RESULTS AND DISCUSSION

The Implementation of Teaching Writing Explanation Text by Using PORPE Strategy to Students of The English Course

The result of the implementation of teaching writing explanation text by using PORPE strategy to students of English course was described on observation field note and signed on observation checklist. In the first meeting, the teacher was greeting to student, the teacher gave motivation to the students in studying writing explanation text. The teacher gave texts to the students before explaining the material. Then, the teacher explained the goal of giving the text. The teacher used the strategy in teaching learning process. Then, the teacher explained some steps of PORPE strategy to the students. The students looked at the text that was given by the teacher. Before the students had to follow the steps, the teacher asked to the students what the text about is. The teacher explained what the text about was. The teacher explained the meaning, social function, generic structure, and language features. The students listened the teacher's explanation carefully. The students were seriously to ask about the material.

Before the students started to write the text by themselves, the teacher gave direction to the students to look at the text and follow the teacher's instruction by using PORPE strategy. The students were enthusiastically to follow the teacher's instruction by using PORPE strategy. The students also asked to the teacher if the students did not understand of PORPE strategy. The students made some questions of the text given. The students also organized the keywords of the text by clustering. Then, the students rehearsed the keywords by memorized it. After that, the students wrote the keywords in sentences. The sentences arranged the texts based on the students' own sentences.

In the second meeting, the students prepared the explanation text from home. The teacher gave direction to students to make explanation text based on the text that had been prepared by the students themselves. The explanation text was written based on the the students' own sentences. The students understood how to make explanation text using the students' own sentences. The students applied the steps of PORPE strategy that were taught by the teacher las week. the students started to predict and ended by practice in writing explanation text. And the last, the student's writing will evaluated by the teacher.

Meanwhile, the teacher instructed the students to divided the explanantion text written by the students into instagram. The teacher instructed the students to search a picture which related to the text. The teacher also instructed the students to upload the picture and the explanation text that written by the students. The students felt surprised and enthusiastic to upload the students' task on instagram.

The Student's Achievement in Writing Explanation Text by Using PORPE Strategy to Students of The English Course

The result of the student's achievement in writing explanation text by using PORPE strategy to students of English course was used student's task. The teacher gave the scores of student's task. And the researcher described the scores on scoring rubric. The students get good scores of the components of students' writing. The student's content and vocabulary get 70% excellent score and 30% good score. It means that the content and vocabulary in writing explanation text were mastered by the students. Meanwhile, in organization the students get 40% excellent score, 30% good and satisfactory score. It means that the students were able to organize generic structures and the keyword to the sentences. In language use, the students get 50% excellent score, 30% good score, and 20% satisfactory score. The students more excellent in language use

although the students had lacked and difficulties in the use of language. Then, the student's mechanics get 40% excellent score, 30% good score, 20% satisfactory score, and 10% marginal score. It means that the students were able to use punctuation, however there were some less careful of using capital letters in writing explanation text.

CONCLUSION

The researcher concluded that teaching writing explanation text by using PORPE strategy to students of English course in EC are: The first, to describe the implementation of teaching writing explanation text by using PORPE strategy to students of English course. The teacher gave the explanation text and explained the goal of giving the text. The teacher asked the students about the text and then the teacher explained the material. The teacher also asked the students to predict the text, organized the text by making cluster, rehearsed the keyword of the text and writing by using the students' own sentences.

The second, to describe the students' achievement in writing explanation text by using PORPE strategy to student's of the course that were taken from student's task on instagram. The students arranged the students own text well and uploaded the text on instagram. The students more active when the students upload the text on instagram. The student's score described on scoring rubric and the students got good score in writing explanation text by using PORPE strategy.

FIGURE AND TABLES

Component of Writing	Scale	Scale Point Description	Total Students
Content	5	Excellent	7 students
	4	Good	3 students
	3	Satisfactory	
	2	Marginal	
	1	Unsatisfactory	
Organization	5	Excellent	4 students
	4	Good	3 students
	3	Satisfactory	3 students
	2	Marginal	
	1	Unsatisfactory	
Vocabulary	5	Excellent	7 students
	4	Good	3 students
	3	Satisfactory	
	2	Marginal	
	1	Unsatisfactory	
Language use	5	Excellent	5 students
	4	Good	3 students
	3	Satisfactory	2 students
	2	Marginal	
	1	Unsatisfactory	

Mechanics	5	Excellent	4 students
	4	Good	3 students
	3	Satisfactory	2 students
	2	Marginal	1 student
	1	Unsatisfactory	

Table 1. The Scoring Rubric of Student's Task

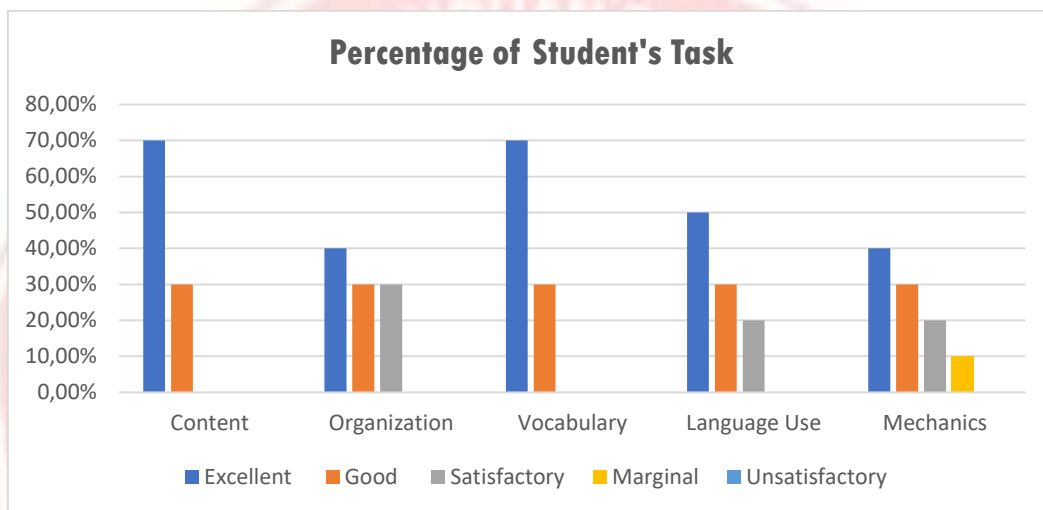


Chart 1. The Real Scores Analysis of The Students' Task

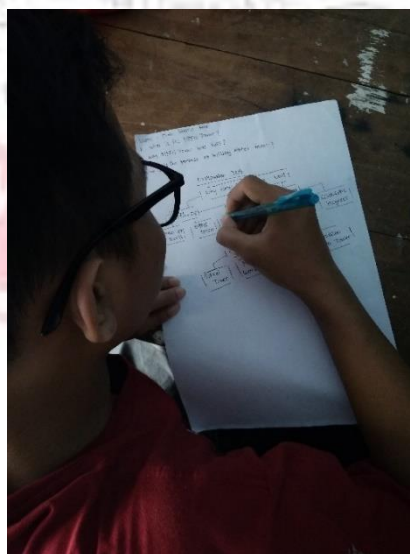


Figure 1. The Student Write The Text

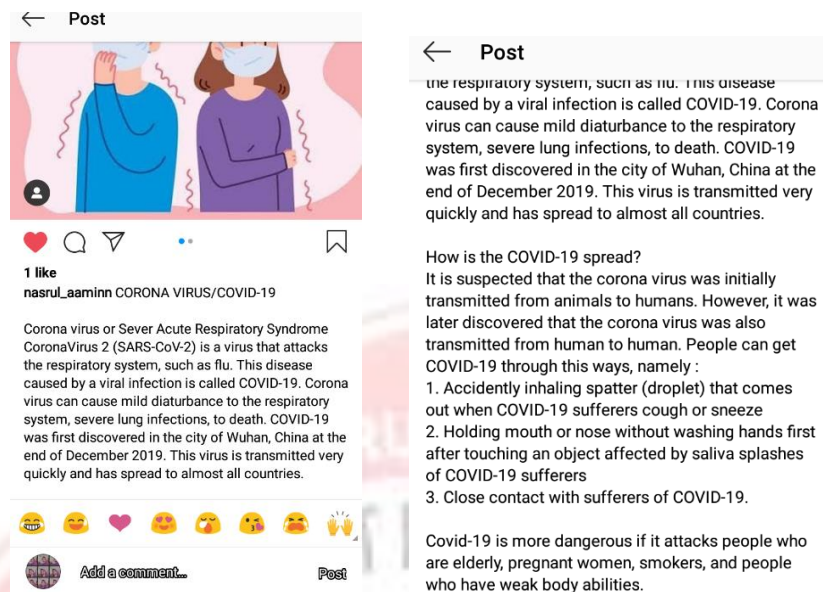


Figure 2. The Student's Achievement on Insagram

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