

The Implementation of PORPE Strategy for the Teaching of Descriptive Reading Text

Siti Susanti Nur Oktavia¹, Sueb²

^{1,2} Universitas Negeri Surabaya, Indonesia

Alamat : Jl. Ketintang, Ketintang, Kec. Gayungan, Surabaya, Jawa Timur 60231

Korespondensi penulis: SitiSusanti8936@gmail.com

Abstract. Reading is Reading comprehension ability is very important to improve learning achievement, because it increases vocabulary, fluency and language proficiency in various subjects, thereby influencing all material and teaching in each subject. This research investigates the application of the PORPE strategy in comprehending descriptive reading texts and its impact on student comprehension using a mixed methods research approach. The data was collected using observation, pre-test and post-test. It can be seen in this research, that the PORPE strategy, which consists of the stages of predicting, organizing, training, practicing and evaluating, can significantly improve students' understanding and analysis of descriptive texts, develop critical thinking and reading skills, and encourage active participation. In this research found, that there was a significant increase in students' average scores after implementing the PORPE strategy, from 57.37 to 80.37, which showed a statistically significant difference in scores before and after treatment. The PORPE strategy improved students' reading comprehension and critical thinking skills by facilitating interactive learning, increasing understanding of descriptive texts and fostering students' positive contributions.

Keywords: Reading Comprehension, Descriptive Text, PORPE Strategy.

1. INTRODUCTION

Reading is one of the four skills which need to be learned besides writing, speaking and listening. Jeromilenk(2014) states that reading is the main ability to improve achievement in learning because all materials and instruction in each subject material depend on the student's ability to read. Reading can help students gain better vocabulary, fluency, and other language abilities like speaking, writing, and language proficiency in general (Hung et al., 2015). The development of other skills is impacted by learning to read. Additionally, student reading abilities must advance to the extent specified by the national curriculum.

However, based on the observation in class VIII at a junior high school in Jember, it is known that reading was the difficult skill to master. They cannot understand the contents of the English text well. For example, after reading a text, they are unable to tell what the text is about. In addition, they cannot answer questions related to the text correctly. This can be known through the test result they have done. These conditions affect the result of other student's English ability.

Problems arise from several factors. They are teacher-centered, rely heavily on students' passive participation in the English language learning process, and require a low level of vocabulary competence to comprehend texts. In addition, all of these factors contribute to the low level of students' reading comprehension. Teachers find it difficult to apply appropriate

teaching techniques for reading that are suitable for students. As a result, conventional teaching techniques used today are not able to help students with various abilities to achieve teaching goals.

In line with the problems previously explained, the teacher should look for efficient methods to enhance reading instruction and learning process. Among the strategies that might be used is PORPE strategy. PORPE strategy was presented by Simpson and intended to assist students in taking an active role during the class by breaking the material down into manageable steps. The PORPE Strategy has five learning stages, they are, predicting, organizing, rehearsing, practicing, and evaluating. The students were able to understand the text more easily because of this strategy. Thus it gets ready for reading-related applications of metacognitive cognition (Saeful et al., 2019). Furthermore, Stahl (2014) said PORPE specifically assists with the long-term retention of key concepts by encouraging students to synthesize, evaluate, and reflect on them. This strategy can aid in comprehension for the students and increase the effectiveness of the teacher's reading comprehension instruction. Moreover, according to Michelle et al (2013), PORPE promotes in the process of generating meaning and expanding knowledge. Students must complete certain steps in the implementation process in order to use PORPE. It may encourage children to understand the material, rendering the reading class more engaging. In conclusion, These are the reasons why researcher choose the PORPE strategy, because PORPE can assist students more easily understand the content of the text and play an active role during teaching and learning process.

Several studies have been conducted on the implementation of PORPE to develop students' reading comprehension. Enderwati (2021) studied about The Improvement of reading comprehension with PORPE. As the result of the study, the value of the students' reading comprehension skills increased, and the students responded favorably to the application of the PORPE learning strategy in their reading instruction. These findings showed that the PORPE learning strategy could improve the process of teaching students to read explanatory texts. An alternative to raise the standard of learning, especially in reading, is the PORPE approach. Students' increased critical thinking and activity when expressing ideas and predictions, their bravery in expressing their thinking results without any bias on their part, and the fact that their thinking results are based on their knowledge and past learning experiences are some of the indicators that are evaluated.

According to the explanation above, it could be seen that the learning strategy used is the same as the strategy used by previous researchers. However, what is different is the

learning materials and media used, namely in this study using descriptive reading text while previous research used explanation text. However from the result that the researcher got, there is still no explaining the application of PORPE strategy in Comprehending Descriptive text. Moreover, it leads the researcher to investigate the application of PORPE strategy in teaching descriptive reading comprehension.

2. THEORITICAL STUDY

1. Reading Comprehension

One of the language skills that someone needs to be proficient in is reading. Reading can be interpreted as the activity of responding to written symbols using the right understanding (Sadhono and Slamet, 2012). Mansaleo (2018) states that, reading comprehension is the process by which a reader has to connect together and ascertain the pattern of the language into the intended meaningful whole.

2. PORPE Strategy

A learning strategy that can be used to learn reading comprehension is the PORPE strategy. Michele Simpson created this strategy for the first time in 1986. It was created after a review of the research literature to identify useful strategies for advanced readers getting ready for tests that require essays. PORPE is a study technique that applies the mental and thinking processes that proficient readers engage to comprehend content (Mortini 2019). Briefly, they will assist the students in obtaining the understanding meaning of the content they have read. Stahl (2014) cited PORPE's advantages. PORPE Strategy specifically assists with long-term concept participation and encourages students to preparation, evaluate, and reflect on significant topics. PORPE strategy is one of the learning strategies to improve student achievement in English language learning, particularly in reading comprehension. For certain students, the PORPE method is an uncommon approach. Nonetheless, PORPE works in cooperation with students to develop their critical thinking skills as they read, research, and comprehend subject matter (Stahl, 2014).

3. RESEARCH METHODOLOGY

The research methodology used in this study was mixed-methods. This research describes the implementation of PORPE strategies at each stage of PORPE which can help students understand descriptive reading text. The aim of this research was to determine the differences in students' reading comprehension between before and after using the PORPE strategy. While, the sample of this research was consist of 40 students of eighth grade in junior high school.

Creswell, (2015) Stated that mixed-method is a research approach that combines qualitative and quantitative forms. So, in this research, the qualitative data was collected by using observation in the classroom during the implementation of PORPE strategy, while the quantitative data was collected using pre-test before the treatment and post-test after the treatment of PORPE strategy. In conducting this research, the researcher collaborated with the English teacher in the school, the researcher acted as observer while the teacher role was teaching in the class. Furthermore, in term of the implementation of PORPE strategy, the results showed in the form of qualitative data. While for the students' performance, the result presented by using quantitative data.

The data in this study is obtained from the results of observation in the class during the implementation of PORPE strategy, pre-test before the treatment of PORPE strategy and also post-test after the treatment. The observation was done by the researcher during the implementation of PORPE strategy by the teacher and the students in the class. While the pre-test and post-test were done by the students directly by using multiple choice question of descriptive reading comprehension test. Therefore, as a result, a paired sample T-test was used to examine the test result after the observational result was explained. Data were examined to determine if the pre- and post-test results differed significantly. A score below 0.05 denotes a significant difference between the pre- and post-test findings, according to the Paired Sample T-test methodology.

4. RESULT AND DISCUSSION

The research finding investigate to the implementation of the PORPE (predicting, organizing, rehearsing, practicing and evaluating) as a learning strategy to improve the students' reading comprehension at MTS Raudlatul Jannah, Jember will be discussed in this section. This research took samples from grade VIII B as a research subject. The researcher analyzed the implementation of PORPE strategy to comprehend descriptive reading text to several data collection method. In this chapter, the detailed observation result of the

implementation of PORPE strategy to comprehend descriptive reading text will be presented, the comparison of the result between the pre-test and post-test of students' reading ability after using PORPE as a learning strategy.

1. The Implementation of PORPE Strategy in Comprehending Descriptive Reading Text.

From the result of the observation it can be seen that, during the implementation of PORPE strategy by implementing the five stages of PORPE (predict, organize, rehearse, practice and evaluate) the learning atmosphere looks interactive so that students appear more motivated to participate actively during the learning process. According to (Abidin 2012) the predict stage can improve students' reading comprehensions skills because this stage activates students' thinking abilities through the images provided. Furthermore, after carrying out the Organize stage, it can be said that students are able to identify important information, recognize key terms and organize their thoughts about the text they read. Because students have tried to compose in their own language, this can make it easier for them to understand the text given. In accordance with the opinion of (Fauziah 2013) organizing is a reference that students can use when arranging sentences into a text and organizing makes students understand the essence of each reading.

Therefore, the Rehearse and Practice stage is able to make the learning process more interactive and students become more participatory so that it can increase student involvement and enthusiasm. This is in accordance with research from (Brown et al. 2017) that interactive strategies can increase student motivation. And also, stated by Iswandi (2015) that the level of student enthusiasm for learning will have a high influence on student learning outcomes. However, the application of PORPE strategy helps students deepen their understanding of descriptive texts as well as improve critical thinking skills and the ability to explain what they understand. The application of the PORPE strategy was able to help students significantly improve their understanding of descriptive reading text. Based on the opinion of Sejnest (2010) PORPE is a thorough system approach for learning and studying subject areas. By using this method, teachers can develop active readers who can convert what they read about in a text series into accurate and thorough knowledge.

Furthermore, Students are also motivated to continue learning to read English and are active when using the PORPE learning strategy. As stated by (Mattoaliang, 2015) that, students' active engagement in the learning process, particularly in

organizing and locating knowledge, is a defining characteristic of effective learning. Thus, learning will be more effective if learners participate more actively in it. These findings are consistent with a study by Smith and Jones (2018) that found using structured reading practices can enhance comprehension of the text being read..

It can be concluded that, by implementing the steps PORPE strategy, which are consisted of predicting, organizing, rehearsing, practicing and evaluating, students can learn effectively and have a positive influence on the learning process. Therefore, during the learning process students learn detailed information from the texts they read and make their tasks easier regarding their reading comprehension. As stated by Sakinah (2019) PORPE strategy is proven to be effective and appropriate to be implemented in teaching reading text.

2. The Improvement of Students' Reading Performance

After collected the data, the researcher computed the student scores using the paired sample t-test in SPSS 22. The researcher analyzed the pre-test and post-test results. Finding out if there is a significant difference between the students' scores before and after treatment utilizing the PORPE strategy is the purpose of the paired sample t-test. The table below shows the result of the paired sample t-test.

Table 4.3 The Mean Score of Pre-test and Post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before Treatment	57.37	40	8.88874	1.40543
	After Treatment	80.37	40	8.60437	1.36047

In accordance with the table above it can be seen that, after receiving the treatment, the mean score of the students has increased. The pre-test mean score was 57.37 while the mean score of the post-test was 80.37. Compared to the pre-test, the post-test mean score was higher. It demonstrated that when the PORPE strategy was used in learning descriptive text, students' reading comprehension scores increased.

Table 4.4 The Result of Paired Sample T-test Scores

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-test – Post-test	-23.00	6.93190	1.09603	-25.21693	-20.78307	-20.985	39	.000

From the result of data analysis above, the t test results show a significant increase in students' average scores after implementing the PORPE strategy. Before being given treatment the average student score was 57.37, while after being given treatment it increased to 80.37. This means that there was an average increase of 23 points. The standard deviation of scores before treatment was 8.88874 and after treatment was 8.60437, indicating that although there was variation in scores between students, this increase remained consistent across the sample. The calculated t value is -20.985 and p value (Sig. 2-tailed) of 0.000. A p value that is much smaller than 0.05 indicates that the difference in values before and after implementing the PORPE strategy is statistically significant. The 95% confidence interval for the mean difference is in the range -25.21693 to -20.78307, which confirms that this increase occurred scientifically and reliably. A statistically significant correlation ($p = 0.000$) confirms that these results are consistent across the student sample. It can be concluded that, the result of the pre-test and post-test score differ significantly. However, the result of paired sample t-test indicated that, there was a significant difference in the students' reading comprehension after implementing PORPE strategy.

The Students test result showed an improvement in comprehension while using the PORPE strategy to enhance descriptive reading comprehension. It showed that the mean score of post-test is higher than the pre-test. After implementing the PORPE strategy, students seemed to have made a lot of progress compared to before. In line with the research conducted by (Aditya et al., 2021), stated that PORPE strategy is excellent for helping students read more effectively and understand descriptive texts. And also (Risnawati 2021) in her research, stated that there was effect on students' reading ability in comprehending descriptive text among students

taught using the PORPE strategy This proves that the strategy used has been effective in teaching descriptive reading comprehension.

The factor that influences students' increased understanding regarding the text they read is the implementation of the PORPE strategy steps. According to Fikriyah et al. (2020), the PORPE strategy aims to enhance reading comprehension and conceptual learning by having students actively participate in the process. Students will be assigned specific stages to practice in order to help them become effective readers. This is also in accordance with a research conducted by Erlisa (2020), which showed that students' reading comprehension through PORPE strategy learning improved significantly.

In conclusion, from the results described above, it is proven that the PORPE strategy is a learning strategy that can be used to enhance students in learning descriptive reading text and implementing the PORPE strategy can improve students' reading comprehension abilities. This conclusion is also closely related to previous research that is relevant to this research. This research used previous research from (Saiful 2019), in his research he concluded that implementing PORPE strategy could develop students' reading comprehension significantly. In the other study (Efa Silfia 2019), she found that PORPE strategy could be applied as an alternative way to increase students' reading comprehension.

5. CONCLUSION AND SUGGESTION

Based on the finding of this research it showed that, the implementation of PORPE strategy effectively teaches descriptive reading text, involving stages of predicting, organizing, rehearsing, practicing, and evaluating. This interactive learning process enhances students' understanding, strengthens critical thinking, and improves comprehension of descriptive texts, making reading comprehension assignments easier and contributing positively to the learning process. Therefore, the asymptotic significance (two-tailed) of the paired sample t-test result was less than 0.05. Which is,0.000. The pre-test and post-test scores differed significantly from one another. -20.985 was the average difference in scores between the pre- and post-tests. According to the mean value, students who were instructed how to practice the PORPE strategy after the intervention produced better results. The PORPE strategy effectively aids students in comprehending descriptive texts, resulting in improved reading proficiency. The study showed a higher post-test mean score than pre-test mean, indicating its effectiveness in teaching and learning descriptive reading text.

In addition, Based on the limitations of this research which only focused on learning descriptive reading text for class VII students at Junior High School, the researcher suggests that future researchers can cover various grade levels and other subjects to test the generalization of the findings. Furthermore, because the research results show that using the PORPE strategy can improve students' understanding of descriptive reading text, it is recommended that teachers use this strategy in the classroom learning process.

REFERENCES

- Ahmadi, M. R. (2012). Reciprocal teaching strategies and their impacts on English reading comprehension. *Theory and Practice in Language Studies*, 2(8), 1642-1650. <https://doi.org/10.17507/tpls.0208.09>
- and Evaluate (PORPE) method to teach students' reading comprehension. STKIP Nurul Huda Sukaraja: English Language Education and Literature.
- Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktik*. Rineka Cipta.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. Pearson Education.
- Erlisa, L. (2020). The use of "PORPE strategy" in teaching English at SMAN 1 Takalar (S1 thesis). Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.
- Grabe, W., & Stoller, F. (2011). *Teaching and researching reading*. Longman/Pearson. <https://doi.org/10.1002/9781405198431.wbeal1174>
- Kurniawan, D. (2011). The effect of using the PORPE method toward reading comprehension of the second year students at SMPN 1 Bantan. Islamic University Sultan Syarif Kasim Riau.
- Maxom, M. (2009). *Teaching English as a foreign language for dummies*. John Wiley & Sons Ltd.
- Pajrihasrikandi. (2017). The use of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) strategy in teaching reading comprehension. Hamzanwadi University.
- Saiful, A., Amin, M., & Yasin, M. (2019). The effects of the PORPE method on students' reading comprehension and metacognitive awareness. *Journal of Language Teaching and Research*, 10(3), 569-582. <https://doi.org/10.17507/jltr.1003.14>
- Saori, S. (2020). The use of mind mapping to teach reading comprehension. *JOLLT Journal of Language and Language Teaching*, 8(2), 162-169. <https://doi.org/10.24071/jollt.v8i2.2974>
- Sejnest, H. (2010). *The practice of English language teaching*. Longman.

- Simpson, M. L. (1986). PORPE: A writing strategy for studying and learning in the content areas. *Journal of Reading*, 29(5), 407-414.
- Simpson, M. L., Stahl, N., & Hayes, C. G. (1989). PORPE: A research validation. *Journal of Reading*, 33(1), 22-28.
- Stahl, N. (2014). PORPE: A comprehensive study strategy utilizing self-assigned writing. ResearchGate. Northern Illinois University.
- Sugiono. (2016). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Tsai, J. L., Lee, C. Y., Tzeng, O. J., Hung, D. L., & Yen, N. S. (2004). Use of phonological codes for Chinese characters: Evidence from processing of parafoveal preview when reading sentences. *Brain and Language*, 91(2), 235-244. <https://doi.org/10.1016/j.bandl.2004.01.004>
- Vebrianto, R., Thahir, M., Putriani, Z., Mahartika, I., Ilhami, A., & Diniya. (2020). Mixed methods research: Trends and issues in research methodology. *Bedelau: Journal of Education and Learning*.
- Wardiman, et al. (2008). *English in focus for grade VII junior high school*. Pusat Perbukuan Departemen Pendidikan Nasional.
- Wulansari, A., Kustari, N., & Rahmi, Y. (2018). *Predict, Organize, Rehearse, Practice*,