DEVELOPING STUDENTS' READING ACHIEVEMENT USING PORPE TECHNIQUE

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Abstract: The purpose of this study was to examine the application of the PORPE technique in enhancing the eleventh-grade students' reading achievement of SMAN 3 Unggulan Kayuagung. Since there were five classes with 157 students, the samples were selected using purposive sampling. As a result, there were 62 students who took part as the sample. This study used a quasi-experimental design with nonrandomized pretest and posttest control groups. The data was gathered employing a written test, which was a multiple-choice reading test. The data was analyzed using the t-test. The results revealed that students who were taught through PORPE technique scored higher on reading tests. Besides, PORPE technique could improve the eleventh grade students' reading achievement of SMAN 3 Unggulan Kayuagung. Hence, students could understand the information form the text and were confidence in answering the questions.

Keywords: reading, students' reading achievement, PORPE technique

INTRODUCTION

Reading plays crucial part in our life. Safitri and Zainil (2020) stated that reading is a necessary skill for English students since they must be able to grasp the text given to them by the teacher. Reading is a psychological activity that needs the reader to apply what he has learnt to process the reading contents, rather than being a passive and mechanical one (Zhao and Zhu, 2012). It implies that reading is an active activity of searching for information that is carried out by an individual.

Although reading is essential part learned by the students, some of them still get difficulty in comprehending the text. As supported by Ullah and Fatema (2013), some

students had less motivation in reading a text so that they only see at glance and try to search the information in the exam without any extensive or correct reading, as a result, their academic progress and their professional life were low. Due to the changing of the national curriculum each period, the teacher of English have problem to do adaptation so that the students have less motivation to do reading activities (Jing, 2013).

Moreover, students faced problems in reading because they got difficulty understanding passages, lack of vocabulary, and motivation (Novia, 2017). Hassan and Dweik (2021) explain that students were unconfident to read English text. They accustomed to finding the meaning by looking up the words in the dictionary. This activity makes the

students read using much time so that it made reading become displeasure.

Since there were many problems faced by the students in reading, the teacher should find a better technique to develop students' reading achievement. One technique that could be applied in teaching reading was PORPE (Predict, Organize, Rehearse, Practice, and Evaluate).

PORPE is a study technique that formalizes the cognitive learning process that successful readers use to comprehend information (Mortini and Jaya, 2019). According to Stahl (2014), PORPE works together to develop students' thinking skills by guiding them through the processes of reading, studying, and learning content.

In addition, the steps of the PORPE method are to prepare

students to guess a question, arrange or review fundamental concepts, practice or read aloud in front of the class, the exercise by responding to their predicted questions, and assess their assignment before directing it to the teacher (Setyorini et al., 2019).

Meanwhile, PORPE encourages students to integrate, evaluate, and comprehend about main topics by helping them recall them over time (Stahl, 2014).

METHODOLOGY

This study used a nonrandomized quasi-experimental design with pre-test- post-test control groups.

The samples were taken using a purposive sampling method with some specifications, such as having an equal number of male and female students and being taught by the same English teacher. Consequently,

flipping the coin was applied to determine the experimental and control groups. Therefore, the experimental group was chosen as XI IPA 2, whereas the control group was chosen as XI IPA 3. The data was provided by asking reading test questions in multiple-choice format. The t-test was used to assess the data.

RESULTS AND DISCUSSION

The mean pretest score in the experimental group was 81.09, with the highest student score of 84 and the lowest score of 60. The mean score on the posttest was 87.27, with the highest score of 96 and the lowest score of 68.

Moreover, the pretest mean score in the control group was 64.73, with the highest score of 84 and the lowest score of 40. The mean score in the posttest was 72.73, with the

highest score of 88 and the lowest score of 44.

Based on the calculation done by using independent samples t-test, the mean posttest score in the experimental group was 87.15 with a standard deviation of 6.83, while the mean posttest score in the control group was 72.73 with a standard deviation of 10.79.

Furthermore, in two tailed testing with df= 64, the mean difference between the two groups was 14.42 at the significant level of $p<0.05$, t-obtained was 6.48, and the critical value of t-table was 1.99. The null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted because t-obtained (6.48) was higher than t-table (1.99) and p_{value} (0.00) was lower than α_{value} (0.05). In other words, PORPE technique could students' reading

achievement of SMA Negeri 3 Unggulan Kayuagung.

PORPE technique could encourage students' reading comprehension. Besides, students followed the steps using PORPE technique so that they understand the point in the reading texts. As a result, they had ability to respond the questions easily. PORPE technique forced students to be active readers. The students were able to use their long-term memory to identify and place the main points, examples, and organization of the texts through the PORPE technique, resulting in their confidence in answering the questions.

PORPE technique had helped the eleventh grade students' reading achievement of SMAN 3 Unggulan Kayuagung. This result was in line with research conducted by Saiful,

Jabu, and Atmowardoyo (2019) that stated PORPE made a great deal of sense at an intuitive level. It incorporated attention to metacognitive development, content mastery, effective predicting, organizing, and test writing. Structurally, it progressed in logical movements from teacher instruction, modeling, and guidance, to total students independence and controlled the purpose of all study skills instruction.

The students learned reading using PORPE technique had high desire in learning reading so that they could know the content of the reading text and had progress in their reading achievement. The students in the experimental group also gave good response during the treatment. Through PORPE, students could determine and organize the main

topic. Then, they practiced recalling information by writing individually. Students engaged in observation and a checklist to assess the accuracy, correctness, and connection of their comments.

Moreover, PORPE could be given both individual and group so that they could work together with their teams. Therefore, the students communicated freely and could cooperate effectively on their each member of group. They could obtain more key ideas of the texts with completeness, accuracy, and appropriateness evaluation. The students who were active and passive could share their thought together.

During applying PORPE technique, the students had high discipline because they obey the rule so that they could reply the questions. Certainly, it made them accustomed

to doing the task. However, students who were in control group that used explanation method could not be active and discipline in learning process because did not have the procedures to be guided. Thus, they did not develop considerably in their reading abilities.

CONCLUSION

The PORPE technique significantly improves students' reading comprehension. The experimental group's pupils found that using the PORPE technique made it easier and more effective to comprehend reading materials and respond to questions. They could practice understanding passages to acquire basic thoughts concerning the answers they are required to learn. They could also grasp the main pattern of the paragraphs. Thus, they

were confident in their ability to respond to the question.

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