THE EFFECTIVENESS OF *PORPE* METHOD IN STUDENTS' READING COMPREHENSION OF REPORT TEXT FOR SENIOR HIGH SCHOOLS STUDENTS AT THE TENTH GRADE OF SMA NEGERI 3 NGANJUK IN THE ACADEMIC YEAR OF 2021/2022

Indah Permata Sari[1], Vera Septi Andrini[2], Sujono[3]

[1, 2, 3]STKIP PGRI Nganjuk, Nganjuk

e-mail: : *[1]saripermataindah78@gmail.com, [2]vera@stipnganjuk.ac.id, [3]john.bril@gmail.com

Abstract
The objectives of the research were (1) To find out the students' reading comprehension of report text achievement before using *porpe* method. (2) To find out the students' reading comprehension of report text achievement before using *porpe* method. (3) To find out the significant differences in the students' reading comprehension of report text achievement before and after using *porpe* method. The research was quantitative research and used an experimental design. The type of experimental design was used *pre-experimental* with *one group pre-test post-test design* and *non-probability* as the sampling technique that was conducted in SMA Negeri 3 Nganjuk in the academic year of 2021/2022. The population was used whole class of the tenth grade with the total 359 students and X-5 as the sample that consisting of 35 students. The collecting data used documentation and reading comprehension of report text test were analyzed using Paired T-Test with SPSS 18 for windows and N-Gain using Microsoft Excel. The results showed the value of significance (2-tailed) was 0.000 less than the significance standard (0.05) means there were significant differences before and after using *porpe* method. From the results of N-Gain, it showed an improvement in the students' achievement from 35 students, 21 (60%) students had improvements in the medium category and 14 (40%) students had improvements in the low category. Based on the before and after test results above, it can be concluded that the *porpe* method was effective for reading comprehension of report text.

Keywords: *Porpe* Method, Reading Comprehension, Report Text

Introduction

The industrial revolution that continues to grow is influenced by the development of technology and information motivates Japan to create a new civilization, namely society 5.0. According to Heliany (2019: 21) "The past two decades of information technology development has changed the various fields of life". There will be many jobs and large foreign companies that require English as

one of the skills needed. "Free market of many other countries is open to sell and work to plan the infrastructure investment in Indonesia (Shobikah, 2017: 91)". English language should be use to communicate in the fields of technology, education, political economy, culture and other fields in the future. Yosintha (2020: 165) also states that "A person who has good English proficiency will get a better job".

As we know, English is not only a knowledge but a tool to communicate where almost the whole world uses it. "English is the world's lingua franca. English is as a global communication and not only for academic and knowledge (Shobikah, 2017: 88)". "English is very important and useful for Indonesia's young learners because it helps them to engage global life through the functions and beneficial usage (Oktaviani & Fauzan, 2017: 5)". In addition, there are many English skills that must be prepared. One of the most important English skills to learn is reading comprehension.

"Reading is a window to the world that is very important for studied (Wiryani & Fitrawati, 2017: 133)". "All knowledge that exists on this earth goes through the initial process of mastering knowledge by reading (Utami, Wibowo, & Susanti, 2018: 181)". A student who reads with reading comprehension is clearly different because in reading comprehension the students do not only read what they see but understands all aspects and contents of a text. According to Rosiana (2019: 22) "Reading comprehension is not just about reading in accurate pronunciation and loud voice. Without comprehension the text, we just read the text but not get information, knowledge and even problem by the text". "Students must comprehend and understand what is on a page through their ability to the meaning of the words, expression, and sentences (Hasibuan, 2018: 132)". By reading comprehension, the students will gain an understanding of what messages are contained in the text, new information. Besides, "The students who have a good reading comprehension will have problem-solving skills (Ozdemir, 2009, as cited in Nanda & Azmi, 2020: 13)".

In 2013, Ministry of Education and Culture states that the basic competence

of Senior High School and Junior High School students must comprehend various English texts such as report, descriptive, recount, etc. The Ministry of Education and Culture in 2017 also had tried to integrate High Order Thinking in 2013 curriculum to prepare facing society 5.0 in the future. Unfortunately, there are still many students who have not reach the expected target. Data from the final result of examination before the covid- 19 that was taken from The Ministry of Education and Culture website, there are many difficulties about understanding and comprehending a reading text. Only 11 of 50 indicators questions that tested can be solved by the students.

The results of the Program for International Students Assessment (PISA) survey also shown that Indonesia ranks 62 out of 72 countries. Besides that, UNESCO state the reading interest of the Indonesian people is only 0.0001%. It means that Indonesia is in crisis reading comprehension although the government has launched several reading programs such as mini libraries, mobile libraries, classroom reading rooms, and literacy hours before teaching and learning process. Based on those statement above, the researcher conducted this research with the population of the tenth grade students of SMA Negeri 3 Nganjuk and X-5 as the sample on 25 May 2022 when the researcher did a pre-test with the material of the report text, 22 of 35 students get low score in answering explicit and implicit question reading comprehension of report text and the scores were under the standard score of SMA Negeri 3 Nganjuk namely 75. More than 50% of students get a low score which means they have difficulty in reading comprehension of report text both explicitly and implicitly question. In the teaching and learning process, the students do not look so enthusiastic and did not have motivation enough because the teaching and learning method is less attractive. Velayati, et al (2017: 202) & Wijayanti (2020: 63) state that "The problems are laziness, insufficient time, poor reading habit, lack of vocabulary and background knowledge, and the use of ineffective reading".

Based on the problems above, the researcher found an appropriate method. "*Porpe* method has five stages are Predict, Organize, Rehearse, Practice, and

Evaluate is effective to improve reading comprehension of students (Wiryani & Fitrawati, 2017: 138)". Under the theory, the researcher chooses *porpe* method as an alternative to solve the reading comprehension problems in class X-5 by creating and answering question through the five stages of *porpe* method. To solve the lazy and bored feeling of the students, the researcher will combine *porpe* method with interesting content of report text that students like and rewarding style. Syah (Febianti, 2018: 96) states "Rewards are a tangible form of extrinsic motivation that can help students' learning processes more enthusiastic". Besides, the previous researchs by Pajriahasrikandi in (2017), Afrida Wulansari, Dwi Andriani, and Eka Agustina (2018), Efa Silfia (2019), Fina Azmiasari Elnanda (2020), and Edo Sulistio Aditya, Risnawati, Fera Zasrianita, Detti Lismayanti (2021) it can be concluded that the *porpe* method can improve students' reading comprehension better. Students are more active in the teaching and learning process by performing the five steps (predict, organize, rehearse, practice and evaluate) in *porpe* method. So that students can understand the whole text more easily and are able to answer reading comprehension questions.

Based on the description above, the researcher conducted research entitled "The Effectiveness of *Porpe* Method in Students' Reading Comprehension of Report Text for Senior High Schools Students at The Tenth Grade of SMA Negeri 3 Nganjuk in The Academic Year of 2021/2022" with the objective of the research as follow: (1) To find out the students' reading comprehension of report text achievement before using *porpe* in teaching and learning process for senior high school students at tenth grade of SMA Negeri 3 Nganjuk in the academic year of 2021/2022. (2) To find out the students' reading comprehension of report text achievement after using *porpe* in teaching and learning process for senior high school students at tenth grade of SMA Negeri 3 Nganjuk in the academic year of 2021/2022. (3) To find out the significant differences of the students' reading comprehension of report text achievement before and after using *porpe* method in teaching and learning process for senior

high school students at tenth grade of SMA Negeri 3 Nganjuk in the academic year of 2021/2022.

Research Method

The research was quantitative research and used an experimental design. Experiment design is a design of research that uses to find out an effect of a certain treatment. The type of experimental design was used pre-experimental with one group pre-test post-test design and non-probability as the sampling technique. This research conducted in SMA Negeri 3 Nganjuk in the academic year of 2021/2022, with the population was used whole class of the tenth grade amounted to 359 students and X-5 as the sample that consisting of 35 students. The collecting data used documentation was only to know the students' information from the teacher such as name, gender, and student's number, to record activity in teaching and learning through picture and paper test as the researchers' evidence in conducting the research. So that the documentation can complement the data without affecting the results of the research finding. Besides, the research used tests namely pre-test was conducted before giving the treatment to measure the students' reading comprehension of report te,xt and post-test after giving the treatment to measure the students' reading comprehension of report text using the treatment. Assessment of student learning outcomes was measured using the test method with the type of was an essay with 10 questions. The instrument was as follows:

Table 1: Pre-Test and Post-Test Instrument

No	Categories	Indicators	Instrument	
1.	Explicit	The correct answer gets 10 The answer was correct but less complete gets 5	4. 6. 8. 9.	Refers to Paragraph Structure General Question General Question
2.	Implicit	The correct answer gets 10 The answer close (same meaning) to correct gets 5	1. 2. 3.	The purpose of the text Title Main idea of the paragraph

		7. Conclusion
		10. Conclusion detail
	The answer is correct but	5. Synonym word
	the other synonym gets 5	
Total Score	100	

The data analyzed using descriptive statistics to answer the first and second research questions by showing the students' scores in category and in shape of pie chart and inferential statistics to answer the third research question using paired t-test with the help of SPSS 18 for windows and n-gain using Microsoft Excel.

Table 2: Category of interpretation of N-gain improvement

Limitation	Category
$g \geq 0.7$	High
$0.3 < g \leq 0.7$	Medium
$g \leq 0.3$	Low

Source: Meltzer cited in Munifah, et al. (2019: 225)

The pre-requisite of the paired t-test is that the data must be normally distributed and have homogeneity so that a normality test must be carried out to determine whether the data was normal using the Skewness-Kurtosis test and to find out whether the data has homogeneity was carried out by the Levene statistics test.

Research Finding and Discussion

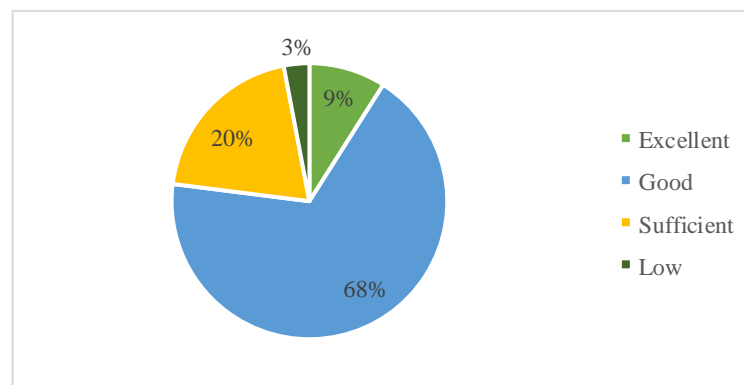Based on the scores of the students' pre-test results, the following results were obtained:

Chart 1. The Students' Reading Comprehension of Report Text
Achievement Before Using *Porpe* Method.

Based on the chart above, there were 3 students (9%) get excellent criteria, 24 students (68%) get good criteria, 7 students (20%) get sufficients criteria, and 1 student (3%) gets low criteria. Even though there were many students in good criteria, the results of the students did not reach the standard of SMA Negeri 3 Nganjuk namely 75 with the highest score was 90 and the lowest score was 40.

Based on the scores of the students' pre-test results, the following results were obtained:
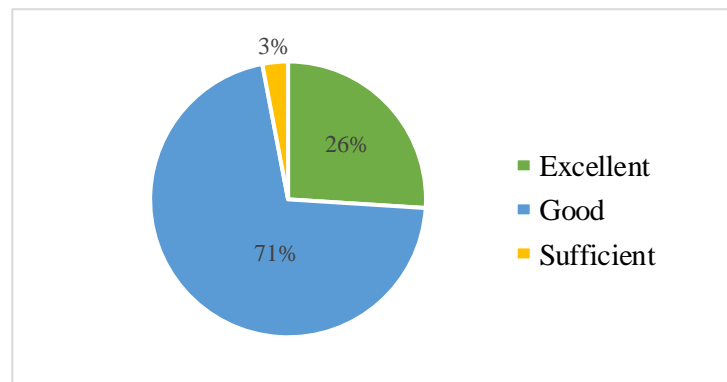

Chart 2. The Students' Reading Comprehension of Report Text
Achievement After Using *Porpe* Method.

Based on the chart above there were nine students (26%) get excellent criteria, twenty-five students (71%) get good criteria, and one student (3%) get sufficient criteria. So that, there were improvements of the student achievement with the highest score was 90 and the lowest score was 60.

The analysis of students' improvement can be seen in the table below:

Table 3: The Analysis of Students' Improvement Results

Condition	Total Student Achievement	Average

	Excellent	**Good**	**Sufficient**	**Low**	**Scores**
Before using *porpe* method	3	24	7	1	69.00
After using *porpe* method	9	25	1	0	77.29

From the table, can be determined that there was improvement of students' reading comprehension of report text achievement before and after using *porpe* method namely the students' achievement in excellent criteria from 3 to 9, in the good criteria was 24 to 25, in the sufficient criteria was less from 8 to 1 and there was no student in low and poor criteria. Those mean from 69.00 increased to 77.29 also showed that the students had improvement.

After the data was obtained, the data obtained were tested for normality using the SKewness-Kurtosis test with the results of the pre-test skewness 1.65, post-test 0.47 and Kurtosis pre-test 0.68, post-test 0.60. The result was under 2 which means the data was normally distributed. Then, the homogeneity test used Levene Statistic with a significance result of 0.128 which was greater than the standard significant (5%) used so that the data had homogeneity.

Based on the results of the paired t-test using spss 18 for windows. The results are shown in table 4.

Table 4: Paired Sample Statistics

		Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pair 1	*PreTest*	69.00	35	11.233	1.899
	PostTest	77.29	35	7.509	1.269

Source: Data processed by the researcher

The table above showed, the researcher gave two tests to the 35 samples which the average post-test value was 77.29 and the pretest value was 69.00. It means the average post-test value after used the treatment was better than pre-test before used the treatment. The magnitude of this influence can be seen based on the data of Paired Samples Correlations with the correlation value between the

two variables: The result of 0.891 means that the relationship is strong and positive.

Table 5: Paired Sample Test

	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
Mean			Lower	Upper			
-8.286	5.681	.960	-10.237	-6.334	-8.629	34	.000

Source: Data processed by the researcher

Based on table 5, the mean was -8,286. "A negative value means it happened tendency to increase learning outcomes after treatment (Andrini, 2021: 289)". The standard deviation was 5.681, standard error mean was 0,960, t test was -8,629 and significant value (2 tailed) was 0.000 with the df of 34. To know the significant differences in the students' reading comprehension of report text achievement before and after using *porpe* method, it must return to the hypothesis. There are two kinds of hypothesis namely Ha (Alternative Hypothesis) means if the value is significant (2-tailed) < the significance standard (0.05), then there are significant differences in students' reading comprehension of report text achievement before and after using *porpe* method in teaching and learning process for senior high school students at tenth grade of SMA Negeri 3 Nganjuk in the academic year of 2021/2022 and Ho (Null Hypothesis) means if the value is significant (2-tailed) > the significance standard (0.05), then there are no significant differences in students' reading comprehension of report text achievement before and after using *porpe* method in teaching and learning process for senior high school students at tenth grade of SMA Negeri 3 Nganjuk in the academic year of 2021/2022.

Based on the results of paired sample t-test above, it can be seen that the Null hypothesis (Ho) is rejected and Alternative hypothesis (Ha) is accepted. It means that there are significant differences in students' reading comprehension of report text achievements before and after using *porpe* method for senior high

school students at the tenth grade of SMA Negeri 3 Nganjuk in the academic year of 2021/2022.

To measure how much the student understand about the material through the improvement of the students' reading comprehension of report text result by giving pre-test and post-test is marked by gain. The gain then used to determine the effectiveness with the ideal score was 100.

Table 6: N-Gain Results

No.	Gain Score	Category	Total Students	Percentage (%)
1.	$g \geq 0.7$	High	0	0
2.	$0.3 < g \leq 0.7$	Medium	21	60%
3.	$g \leq 0.3$	Low	14	40%

In table 6 showed there were 0 students with the score of gain was in the high category, there were 21 students in the medium category with the percentage of 60%, and there were 14 student scores in the low category with the percentage 40%. So, there were improvement that student obtained both in low and medium category means the application of *porpe* method can make students' reading comprehension of report text for senior high school students at tenth grade of SMA Negeri 3 Nganjuk in the academic year of 2021/2022 better.

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Conclusion and Recommendation
Conclusion

The results of the study show the students' reading comprehension of report text achievement before using *porpe* method for senior high school students at tenth grade of SMA Negeri 3 Nganjuk in the academic year of 2021/2022 showed that 3 students (9%) were excellent, 24 students (68%) were good, 7 students (20%) were sufficient and 1 (3%) student was low. The highest score from the pre-test was 90 and the lowest was 40 with the average of 66.00 from 35 students of X-5. The students' reading comprehension of report text achievement after using *porpe* method for senior high school students at tenth grade of SMA Negeri 3 Nganjuk in the academic year of 2021/2022 showed that 9 students (26%) were excellent criteria, 25 students (71%) were good and 1 student (3%) was sufficient.

The highest score from the post-test was 90 and the lowest was 60 with the average of 77.29 from 35 students of X-5. Based on the data analysis, N-gain result showed an improvement in the students' achievement from 35 students, 21 (60%) students had improvements in the medium category and 14 (40%) students had improvements in the low category. The T-test result showed that the significant value (2 tailed) was 0.000 compared with the significant standard namely 5% (0,05), so that Ho rejected and Ha accepted with the hyphotesis statement as follow: If the value of significant (2-tailed) < the significance standard (0.05), then there were significant differences in students' reading comprehension of report text achievement before and after using *porpe* method in teaching and learning process for senior high school students at tenth grade of SMA Negeri 3 Nganjuk in the academic year of 2021/2022. So, it can be concluded that *porpe* method was effective in teaching and learning process for senior high school students at tenth grade of SMA Negeri 3 Nganjuk in the academic year of 2021/2022.

Recommendation

The researcher would like to offer some recommendations for English teachers, English is a subject that must be mastered by each student in the society of 5.0 era which the technology grows rapidly. The teachers must be able to adapt with the development of technology and take the advantages to provide varied method and strategy. Besides, the teachers must be always updated the knowledge to give the innovation in teaching and learning process more interesting so that the students have motivation and more active. For students, students should know that learning English especially in reading comprehension is not always boring and make feel asleep. Through this research the researcher hopes that the students will be motivated to develop and learn reading comprehension better and easy. For the further researchers, the researcher hopes that this research can be a reference and motivation in the future.

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