

## EVALUATING THE EFFECTIVENESS OF PORPE METHOD IN ENHANCING READING COMPREHENSION: A STUDY OF SELF- ESTEEM AS A MODERATING FACTOR

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**Abstract:** This study explores the influence of PORPE method and self-esteem on reading comprehension achievement among junior high school students. This research was utilizing strategy is quantitative research by applying pre and post experimental research. The population of the research was the eighth grade students in the academic years 2023/2024. The sample of this research was taken by using cluster random sampling. The sample was 54 students with 27 students of experimental class taught by using PORPE method and 27 students of control class taught using conventional method by teacher. The data was collected through a test on reading comprehension and self-esteem questionnaire. The data for reading comprehension and self-esteem questionnaire was required by conducting multiple choice tests consist of 30 items. The data analysis was done by applying T-test and Two ways ANOVA to test the hypothesis. The type of T-Test was used to evaluate the data, and  $p < 0.05$  was used to assess significance to find out whether the PORPE method produces higher achievement in reading comprehension. Result indicates a significant improvement in students' reading comprehension after implementation of the PORPE method. While the type of Two-ways ANOVA was to find out the interaction between the PORPE method and students' self-esteem toward reading comprehension. The result showed that there is no interaction between PORPE method and students' self-esteem toward reading comprehension.

**Keywords:** PORPE; reading comprehension; self-esteem.

### INTRODUCTION

Reading is one of the language skills in English that students should achieve during studying the language. As stated by (Safura & Helmanda, 2020; Syakur et al., 2020) students should develop and comprehend reading skills and learn a variety of other skills. It is important for students to understand the texts before they fully comprehend the message that the author is trying to bring. According to (Setiorini et al, 2022; Segal, Dorit, 2023), comprehension plays a critical role in reading activities. The students will obtain the knowledge they require from the texts by understanding them. It is crucial for students who need to read textbooks in English (Arifin, Syaadi, 2020). By focusing comprehension and implementing effective strategies, teacher can help students achieve successful reading outcomes.

Teacher play a crucial role in enhancing students' reading comprehension skills by employing appropriate method and providing suitable material in teaching. Implementing specific reading method can significantly improve comprehension skills (Manoharan & Ramachandran, 2023; Riyadi, 2019; Sari, 2023). Then, by adapting reading method teacher can help students overcome difficulties in learning English and foster meaningful learning experiences (Nurdianingsi, F, 2021; Akmal, S & Maulida, 2020)

Based on an interview with English teachers at SMP Swasta PMT Prof.Dr.Hamka II Padang, there are a few things that influence students' achievement in reading comprehension. (1) Most of students believe that comprehending reading information is difficult. They difficulty when asked to comprehend and answer questions based

on texts since they hardly understand the meaning of the words or phrases in the text. (2) Students show less positive self-esteem in English, particularly in reading. They feel unworthy, insufficient, and incapable in the eyes of others, and they become frustrated when they get the wrong answer and afraid to try again. (3) Most of them worry to express their opinions or thoughts in class. Finally, they become very passive in their learning activity. (4) Many students are unaware of the importance of reading. They enjoyed talking with their classmates while the teacher was explaining the content in class. As a result, the primary goal of reading is not achieved. The teacher must be successful in helping students comprehend the material; consequently, teachers must select an effective method that is appropriate to improving students' reading comprehension.

Drawing from those findings, some important aspects that impact students' reading comprehension are thought come from both the learners' internal and external environments. However, (Brown, 2000) defines an external factor is one that does not from the learners themselves, but rather comes from outside including the environment, parents, teachers, and others. (Khan, F, 2022) Additionally, teacher influence, including teaching methodology and content impact the comprehension.

Internal factors, on the other hand, as a factor that come from the student and associated with an individual's emotions, such as extroversion, inhibition, attitude, anxiety, self-esteem, and so on. In line with (Guna, A, 2024; Khan, F, 2022) students' perception and emotional states, such as interest, anxiety, self-esteem, boredom, and personal problems, also play a significant role in enhance students' reading comprehension.

One of the internal factors that come from inside of the students influence their language acquisition is self-esteem. Self-esteem is known as the value that a person places on themselves. (Owens & Gary, 2019; Westfall, 2020; Albarracin, 2024) it means that self-esteem refers to an individual's overall positive or negative attitude towards themselves. Moreover, it is stated by (Wijaya, 2023), that a person who has positive self-esteem will positively impact their language learning and tend to become more confident. Self-esteem has been shown to correlate with language skills, proficiency, and other emotional variables in the language classroom (Guban-Caisido, 2020). A study of Indonesia university students revealed a

significant correlation between self-esteem and English Proficiency Test scores, with higher self-esteem associated with better performance (Gultom & Oktaviani, 2022)

Overall, a positive self-esteem appears beneficial for language learners' development and appreciation of their communicative competencies. However, the relationship is not always straightforward (Listyani, 2022) found that high self-esteem does not necessarily lead to good language learning achievement, as other factors like character, learning environment, and past experiences also affect self-esteem.

The teacher as one of the external factors needs a good method in order to make students understand what they read and enjoy in the learning process (Saragih, 2019; Yusmalinda, 2020; Taufiqurohm, 2022). The selection of appropriate teaching methods can significantly impact students' reading skills, particularly in language learning (Abdulloh, 2022; Bararah, 2022). One of the methods that can be used by the teacher in order to enhance students' reading comprehension named PORPE method.

PORPE stands for Predict, Organize, Rehearse, Practice, and Evaluate. This learning method has shown significant effectiveness in enhancing reading comprehension across various educational levels. According to (Stahl, 2014; N, 2021) PORPE has a synergistic effect on students' thinking by guiding them through the processes required to read, study, and learn content area material. He also showed that PORPE can be an effective and long-term method for facilitating student learning. The students who used PORPE will remember much more concepts.

Multiple studies have demonstrated its positive impact on students' reading abilities, from elementary to high school and university students. Experimental research consistently revealed that students taught by using the PORPE method outperformed those taught with conventional methods (Mortini & Jaya, 2019; Ningrat & Setiawan, 2022; Fadillah et al, 2024). While PORPE significantly improved reading comprehension, its impact on metacognitive awareness was not conclusively established (Saiful et al. 2019). These findings suggest that PORPE is valuable tool for teachers seeking to enhance students' reading comprehension skills across various educational context and content.

Based on the previous studies, researches related to PORPE attract many researchers to research some kinds of reading comprehension. (Sinaga & Sibarani, 2013) carried out a study to

determine the effect of using the Predict, Organize, Rehearse, Practice, and Evaluate (PORPE) technique on students' reading comprehension. From the study the results showed that the students reading comprehension had been significantly affected by employing the PORPE method. While, (Pajriahasrikandi, 2017) examined the effectiveness of the PORPE (predict, organize, rehearse, practice, evaluate) technique in instructing reading comprehension. The researcher indicates some reading comprehension issues were brought on by students who did not pay close attention in class, lacked lexical proficiency, and were untrained. Additionally, those issues might be attributable to both teachers and student personal aspects, such as unused interest and effective teaching and learning method. The used of a good method can also help the students' understand the text. Thus, the teachers need to find out an effective method to help students in comprehending the text.

Furthermore, there are much researches related to the use of PORPE. (Wati, & Suhardi, 2022) conducted their research focusing on using PORPE in teaching reading explanatory text. According to the teacher, the children' reading instruction is still mostly passive. Students also believe that because they lack interest in reading, they still struggle to understand explanatory materials well. The findings demonstrated that the PORPE learning strategy could enhance the process of learning to read explanatory texts. These results support the recommendation of the PORPE learning technique as an option to enhance learning, particularly in reading comprehension.

(Hadi, 2018) studied the PORPE (predict, organize, rehearse, practice, and evaluate) approach of teaching reading from the perspective of the students' self-esteem. For students, self-esteem is important because it affects how well the teaching and learning processes work. To get students interested in learning to read, engaging methods of teaching must be used. The researcher has compared two teaching method in this study which resulted that when teaching reading to students in the tenth grade, PORPE is more effective than the direct instruction method. The effect of teaching strategies on students reading ability is influenced by their level of self-esteem.

(Silfia, 2019) completed a study to determine whether implementing PORPE has any significant effect on reading comprehension. In reality, the majority of students struggle to comprehend reading assignments because they believe that

responding to questions is a boring task that isn't directly mentioned in the book. Then, the conclusion by using the PORPE approach had an effect on the students' reading comprehension. The PORPE method focuses students reading processes and can help them overcome some challenges in reading comprehension. Based on this context, the researcher will investigate the PORPE method for improving reading comprehension skills.

There have been a number of previous studies on PORPE method; however, there are some differences between this research and the prior studies. The research focus on reading comprehension in junior high school, the moderator variable, and the research approach that reveals all of the differentiate. The effect of using PORPE method and students' self-esteem toward their reading comprehension achievement will be examined in this study.

Therefore, this research was conducted to further analysis by formulating the following questions: (1) Does PORPE method produce higher achievement in reading comprehension on junior high school students? (2) Is there any interaction between PORPE method and students' self-esteem toward students' reading comprehension?

## METHOD

In this study, the researcher used experimental research because the aim of this study is to investigate the effect of some variables to the subjects of the research. The researcher used three variables that are PORPE method as independent variable, reading comprehension as dependent variable, and students' self-esteem as the moderator variable. According to (Rogers & Revesz, 2020; Ramadhana, 2021; Yoder, 2019; Adamou, 2021) an experimental research in language involves treatment with a different treatment or no treatment to examine their effects on specific variables. In a simple experiment, the cluster of class usually divided into experimental class and control class. The purpose of an experimental study is to investigate the effectiveness between a certain treatments to experimental class and to control class as the comparison.

The population of the research was the eighth grade students of SMP Swasta PMT Prof. Dr. Hamka II Padang in West Sumatera in the academic years of 2023/2024 consisting of four classes; VIII.1, VIII.2, VIII.3, and VIII.4. The sample were two classes, they are VIII.3 as the

experimental class and VIII.4 as the control class where each classes consist of 27 students. The samples were taken by using PORPE cluster random sampling technique. The experimental class was taught by using PORPE method, while the control class taught by using conventional method.

Reading comprehension test was given to the measure students' reading comprehension. Meanwhile, the self-esteem questionnaire was given to determine the level of students with high and low level. The data from reading comprehension test scores were divided into pre-test and post-test after the students got five times treatment for each group. The data were collected to examine the effects of PORPE method in reading comprehension to the eighth grade students in the academic year of 2023/2024.

The research conducted the data analysis by using SPSS 23 to measure mean, median, modus, and standard deviation of the data collected. In order to answer the hypothesis of the research, firstly the data were tested by using normality and homogeneity test. Then, the researcher analyzed the data by using T-test and two ways ANOVA. The hypotheses are formulated as follows:

*First hypothesis.* Ho: The use of PORPE method do not produces higher achievement in reading comprehension on junior high school students. Ha: The use of PORPE method produces higher achievement in reading comprehension on junior high school students.

*Second hypothesis.* Ho: There is no interaction between PORPE method and students' self-esteem toward students' reading comprehension on junior high school students. Ha: There is an interaction between PORPE method and students' self-esteem toward students' reading comprehension on junior high school students.

## RESULTS AND DISCUSSION

The data about students' reading comprehension were obtained through reading comprehension test and the data about students' self-esteem were collected through questionnaire.

### *The students' score of pre-test reading comprehension*

The following data are the result of pre-test reading comprehension in both experimental and control class. The scores are classified into five categories; poor, less, fair, good, and very good. Furthermore, the classification of the score could be seen in the table below.

**Table 1. Students' pre-test score of reading comprehension**

No	Score Range	Categories	Experimental Class			Control Class		
			Freq.	F (%)	Mean	Freq.	F (%)	Mean
1	Poor	30 - 39	3	11.1		4	14.8	
2	Less	40 - 45	14	51.9		9	33.3	
3	Fair	56 - 65	1	3.7		6	22.2	
4	Good	66 - 79	7	25.9	55	5	18.5	57
5	Very Good	80 - 100	2	7.4		3	11.1	
TOTAL			27	100.0		27	100	

The data above show students' reading comprehension scores for pre-test in experimental and control class. In experimental class, there are 3 students belongs to poor categories, 14 students for less categories, 1 student for fair category, 7 students for good categories, and 2 students for very good categories with the average score for this class is 55. However, in control class there are 4 students for poor categories, 9 students for less categories, 6 students for fair categories, 5 students for good categories, and 3 students for very good categories with the average score for this class is 57. In short, the average score of pre-test between two classes does not really have different significances.

### *The students' score of post-test reading comprehension*

The data in this part is the result of post-test reading comprehension in both experimental and control class. The scores are classified into five categories; poor, Less, Fair, Good, and Very Good. Furthermore, the classification of the score could be seen in the table below.

**Table 2. Students' post-test score of reading comprehension**

No	Score Range	Categories	Experimental Class			Control Class		
			Freq.	F (%)	Mean	Freq.	F (%)	Mean
1	Poor	30 - 39	0	0		1	3.7	
2	Less	40 - 45	4	14.8		8	29.6	
3	Fair	56 - 65	4	14.8		3	11.1	
4	Good	66 - 79	8	29.6	73	9	33.3	64
5	Very Good	80 - 100	11	40.7		6	22.2	

TOTAL	27	100. 0	27	100. 0
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The data above are students' reading comprehension scores after students taught by PORPE method in experimental class and conventional way for control class. In the experimental class, there are 4 students in less categories, 4 students in fair categories, 8 students in good categories and 11 students belongs to very good categories with the average score for this class is 73. Meanwhile, in the control class there is 1 student in poor category, 8 students in less categories, 3 students in fair categories, 9 students in good categories, and 6 students belongs to very good categories with the average score of the class is 64. For the experimental class, it can be compared with the pre-test score that there is a gained score average from 55 to 73. For the control class, there is a gained score from 57 to 64 but not really significance. The average score for the post-test in the experimental class is higher than the control class.

#### *The students' score of students' self-esteem*

Based on the result of the calculation of the experimental and control class data, it categorized into two namely high and low self-esteem. The students' categorized in students' self-esteem can be seen in the table below.

Table 3. *Students' categorized of self-esteem*

No	Group	Students' Self-Esteem	
		High	Low
1.	Experimental Class	21	6
2.	Control Class	23	4
TOTAL		44	10

Based on the data above, in the experimental class there are 21 students with high self-esteem and 6 students with low self-esteem. Meanwhile, in the control class there are 23 students with high self-esteem and 4 students with low self-esteem. From the two classes were chosen as sample of this research, each class consisted of 27 students as an experimental and control class.

In order to find out the use of PORPE method produce higher achievement in reading comprehension on junior high school students, researcher was used independent sample t-test.

Table 4. *The result of independent sample t-test of students' reading comprehension.*

Post Test Reading Comprehension
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		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.495	
	Sig.	.485	
t-test for Equality of Means	t	-2.293	-2.293
	df	52	51.487
	Sig. (2-tailed)	.026	.026
	Mean Difference	-9.630	-9.630
	Std. Error Difference	4.199	4.199
95% Confidence Interval of the Difference	Lower	-18.055	-18.057
	Upper	-1.204	-1.202

Based on the table above, the result of t-test of PORPE method on students' reading comprehension was 0.026 lower than < significance alpha 0.05. It means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) accepted.

In order to answer the second hypothesis this study used two ways ANOVA to examine the interaction between PORPE method and students' self-esteem toward students' reading comprehension on junior high school students.

Table 5. *The result of two-ways ANOVA analysis*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1201.821 <sup>a</sup>	3	400.607	1.529	.233
Intercept	128521.750	1	128521.750	490.586	.000
Learning_Method	1196.036	1	1196.036	4.565	.043
Self_Estee_m	2.893	1	2.893	.011	.917
Learning_Method * Self_Estee_m	2.893	1	2.893	.011	.917
Error	6287.429	24	261.976		
Total	136011.000	28			
Corrected Total	7489.250	27			

a. R Squared = .160 (Adjusted R Squared = .056)

Based on the table above, it was found that the significance value 0.917 higher than the significance value of alpha 0.05. It means that the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. Therefore, it can be concluded that there is no interaction between PORPE method and students' self-

esteem toward students' reading comprehension on junior high school students.

This study showed the use of PORPE method produces higher achievement in reading comprehension on junior high school students. It means that PORPE method has a significance effect on students' reading comprehension. Since PORPE method is applied in reading activity, it help the students to comprehend the text and help the students to answered some questions that related to the text.

The findings of this research is relevant to a study conducted by (Lisa, 2020; Sartika, 2023) support this research on her result of research, where the students reading and listening comprehension was improve significantly through the use of PORPE method. Then, (Herianto, 2021; Virdaus, 2023) found that the students who are taught by using PORPE strategy get better score in Narrative text than students who was not taught by using PORPE strategy.

In line with the previous research above, (NurIlmi, 2018; Hasibuan, 2020) found that the result of her research was indicated that there was improvement of the students' reading ability by using PORPE method. While (Wati & Suhardi, 2021) showed that the PORPE learning strategy could improve the process of learning to read explanatory texts; the value of students' reading comprehension skills increased at the end of the cycle, and students gave positive responses to the use of the PORPE learning strategy in learning to read. Based on these findings, the PORPE learning strategy is recommended as an alternative to improve the quality of learning, especially in learning to read.

Finally based on the result of the first hypothesis, there is significant difference on students' reading comprehension before and after taught by using PORPE method. PORPE strategy is useful and successfully applied to teach students' at second grade of SMP Swasta PMT Prof. Dr. Hamka II Padang. PORPE method could help students to analyzing and produces higher achievement in reading comprehension the text.

Meanwhile, based on the finding of the last hypothesis, the teaching method used PORPE and students' self-esteem had no interaction toward students' reading comprehension. It can be seen from the statistical analysis in which the result of the two-way ANOVA showed that the significance value is 0.914 higher than the significance value of alpha 0.05. It indicated that there is no interaction between PORPE method and students' self-esteem toward students'

reading comprehension. Consequently, the rejection of the alternative hypothesis ( $H_a$ ) and acceptance of the null hypothesis ( $H_o$ ) could be inferred.

However, this finding also confronts some previous studies about the importance of students' self-esteem in the context of language learning. Some previous studies revealed that students' self-esteem have positive correlation to students' language learning. However, in this research, the finding shows the contradictory fact that concerning the implementation of PORPE method and students' self esteem toward students reading comprehension.

In contrast, (Hadi, 2018) in his research the effectiveness of PORPE method to teach reading viewed from students' self esteem showed that there is an interaction between methods of teaching and students' self esteem to teach reading. Teaching method which is used by the teacher in the class provides a big influence for the success of teaching and learning process (Sinaga, 2019; Gebresilase, 2023). Self-esteem becomes one of the important considerations in teaching reading because students are able to read a text and also other tasks well if they have belief that they can do.

In summary, while this research found no interaction between learning styles and self-esteem, other emphasized the significant contributions of these factors towards language proficiency and academic achievement. These findings underscore the multifaceted nature of language learning and the importance of considering various factors, including self-esteem and learning styles, in educational contexts.

## **CONCLUSION**

The findings from the study conducted at SMP Swasta PMT Prof. Dr. Hamka II Padang revealed interesting insight into the effect of using PORPE method and students' self-esteem toward students reading comprehension. Based on the data, the conclusion was presented as follows:

The students who are taught by using PORPE method produces higher achievement in reading comprehension than those who are taught by using conventional way. After the implementation, PORPE as a method in reading comprehension have beneficial for the students' reading comprehension. It can be inferred from students' achievement in reading comprehension. Then, the statistical data in mean score also showed that students who were taught by using PORPE method have better reading

comprehension score than those who taught by using conventional teaching ( $73 > 64$ ). Hence, PORPE method is valuable to be applied during the learning process in reading activity since it can affect the students' reading comprehension.

There is no interaction between PORPE method and students' self-esteem toward students' reading comprehension. The hypothesis tested by using two ways ANOVA, where the value of significance was higher than the significance alpha ( $0.917 > 0.05$ ). It means that PORPE method can be used in produces higher achievement of the students' reading comprehension, even there was no correlation between the students level of self-esteem. In addition, self-esteem is not solely factor that can be influencing students' reading comprehension. It might be caused due to the nature of self-esteem that needs a supportive condition to be optimally worked.

Based on the findings, conclusions, and implication of this research, some suggestions can be given to improve the effectiveness of reading comprehension method in the educational environment. First, it is advisable to apply the PORPE method more widely at different levels of education, considering that has been shown to be effective in improving students' reading comprehension in eighth grade of junior high school students.

Second, further research needs to be done to develop or modify the PORPE method to better suit the needs of the students who have high and low self-esteem, considering that no significant difference was found in the effectiveness of this method based on the level of students' self-esteem. In addition, a comprehensive study is also recommended to explore other factors that may affect the effectiveness of the PORPE method, such as learning style or intrinsic motivation of students. Thus, it is expected that further research can provide more in-depth and applicable insights in improving students' reading comprehension and pay attention to the other psychological aspects that influence the learning process.

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