The Improvement of Reading Comprehension Ability in Explanation Text with PORPE Strategy

Endar Wati[1*], Suhardi[2]

[1,2] Pendidikan Bahasa dan Sastra Indonesia, Program Pascasarjana, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

A R T I C L E I N F O	**A B S T R A K**

Keterampilan membaca memiliki peranan penting dalam proses pemerolehan pengetahuan dan informasi. Pemahaman terhadap suatu wacana merupakan salah satu bentuk pemerolehan informasi yang lengkap dan komprehensif. Penelitian ini bertujuan untuk meningkatkan kemampuan pemahaman siswa dalam membaca teks eksplanasi dengan menggunakan strategi pembelajaran PORPE. Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Subjek dalam penelitian ini berjumlah 32 orang siswa. Pengumpulan data dilakukan dengan menggunakan metode tes dan nontes. Instrumen yang digunakan berupa tes pemahaman membaca untuk mengukur kemampuan pemahaman membaca siswa, lembar observasi untuk mengamati kondisi kelas selama pembelajaran, dan angket untuk mengumpulkan data persepsi siswa terhadap strategi pembelajaran PORPE. Data yang telah dikumpulkan kemudian dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa strategi pembelajaran PORPE dapat meningkatkan proses pembelajaran membaca teks eksplanasi; nilai keterampilan membaca pemahaman siswa mengalami peningkatan pada akhir siklus; dan siswa memberikan tanggapan positif terhadap penggunaan strategi pembelajaran PORPE pada pembelajaran membaca. Berdasarkan hasil temuan tersebut, strategi pembelajaran PORPE direkomendasikan menjadi salah satu alternatif dalam upaya meningkatkan kualitas pembelajaran, khususnya dalam pembelajaran membaca.

A B S T R A C T

Reading skills have an important role in the process of acquiring knowledge and information. Understanding a discourse is a form of obtaining complete and comprehensive information. This study aims to improve students' understanding ability in reading explanatory texts by using the PORPE learning strategy. This research is classroom action research conducted in two cycles. Subjects in this study amounted to 32 students. Data was collected using test and non-test methods. The instruments used were reading comprehension tests to measure students' reading comprehension skills, observation sheets to observe classroom conditions during learning, and questionnaires to collect data on students' perceptions of the PORPE learning strategy. The data that has been collected is then analyzed descriptively. The results 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.

1. INTRODUCTION

Reading activities can further sharpen one's sensitivity to errors, both in spelling, structure, and in vocabulary selection (Tarigan, 2018; Widodo & Rozak, 2016). This is because, an idea needs to be communicated clearly, precisely, and regularly, so as not to cause doubts for the writer or the reader. One aspect of language skills that is important in supporting communication is the ability to read (Adawiyah et al., 2020; Permanik, 2017). The ability to read is a form of written communication (Hasma et al., 2014; Warsihna, 2016). Forming an essay is a whole series of activities to express ideas and convey through written language to readers to understand their ideas. Regarding reading skills which have an important role in acquiring knowledge and information, this shows how important reading skills are (Torres & Constain, 2009). Not just reading, but understanding a meaning that departs from the given discourse is a form of obtaining complete and comprehensive information (S. M. Dewi et al., 2021; Untari & Saputra, 2016). Reading is a transaction process when the reader negotiates the meaning or interpretation of the text read. The meaning of a text does not come automatically to the reader (Jalilifar, 2010; E. S. Sinaga et al., 2021). The reading process is complex and integrated, in which there is a negotiation process that occurs continuously until a meaning emerges. The negotiation process is in the form of ideas, ideas, or opinions

contained in the text. The reader performs the interaction process between the mind, eyes, and the text that is read as a representation of the opponent of communication (Sulistyawati & Sujarwo, 2016; Tantri & Dewantara, 2017). With the negotiation activities in reading, an understanding will arise, because reading activities are not just reciting written texts, but also processing the information contained in the texts.

The learning seen in the field, namely the activity of reading explanatory texts still uses the method *teacher center* or teacher-centered learning, where students are given the theory of reading explanatory texts, then the teacher gives examples and gives assignments to make an explanatory text according to the example (Diniarti et al., 2018; S. R. Putri et al., 2019). From the above findings and facts in the field, it is confirmed that teachers are less varied in using learning resources. Therefore, students feel that the learning atmosphere does not support the growth of abilities and skills in reading (Suprianto, 2020; Watini, 2021). In addition, students have not been able to understand a phenomenon or event that occurs around them to be converted into a written work (Aswani, 2019; V. T. Dewi et al., 2021). So, it is necessary to follow up in the form of efforts to solve problems that arise in the difficulty of reading explanatory texts (Aswani, 2019; Himmah, 2020). Based on the results of observations that have been carried out by researchers in learning to read explanatory texts in junior high school, students find it difficult to express and develop findings and assemble them into a complete writing in the form of an explanatory text that is adapted to the structure and language of the text. The teacher stated that students were still passive in learning to read. Likewise, students feel that their interest in reading is still lacking, so that their skill in reading explanatory texts is still low. This can be seen from the Indonesian KKM score of 75. However, according to the findings in the field, the average score of students' reading ability obtained is only 68. This shows that the explanatory text reading skill is still far below the average score already set. be standard.

Based on these problems, efforts are needed to improve students' reading skills. Therefore, appropriate learning strategies are needed to improve the skills of reading explanatory texts in class VIII SMP students. The learning strategy that can be used in learning is the PORPE strategy (*Predict, Organize, Rehearse, Practice, and Evaluate*)(Simpson & Stahl, 1987; Wulansari et al., 2018). Through this strategy the teacher can develop an active learning environment by providing stimulus to students in the form of predictions (Hadi, 2018; Setyorini et al., 2019). In addition, the PORPE strategy can also help students to develop their creativity because it integrates keywords into sentences to predict the content of the text, so that they are able to create the meaning of various events (Omalia, 2012; Wiryani & Fitrawati, 2017). *Predict, Organize, Rehearse, Practice, and Evaluate* (PORPE) strategy is one of the strategies for reading comprehension of a reading text (Simpson & Stahl, 1987; D. Sinaga & Sibarani, 2013). In implementing the PORPE strategy, students will be given certain stages, so that students are able to read and acquire through the practice of the PORPE strategy, the purpose of this strategy is to improve reading comprehension and improve conceptual learning and with the active role of the students themselves (Fikriyah et al., 2020; N. E. Putri et al., 2018). In line with this, PORPE is a reading technique that can increase interest and motivation in reading, as well as improve students' reading skills in understanding a reading (Hadi, 2018; Septiani, 2017). This is because, this strategy begins with the predicting stage, at this stage students will pay close attention to the predictions that are raised according to or not with the contents of the reading.

Similar studies with the same subject and object as the research that the author did, do not yet exist, but similar studies on increasing reading skills using the PORPE strategy have been carried out. Based on this background, research on the implementation of the PORPE strategy to improve the ability to read and understand explanatory texts with picture media for class VIII SMP students' needs to be carried out to overcome problems in reading comprehension activities of explanatory texts. The objectives to be achieved in this research are to describe the steps for implementing the PORPE strategy in learning to read explanation text comprehension for class VIII junior high school; to improve student learning outcomes in reading comprehension explanatory text in class VIII junior high school; and to analyze student responses on the application of the PORPE strategy in the learning process of reading comprehension of explanatory texts for class VIII SMP.

2. METHOD

This research is classroom action research on Indonesian subjects, the material for reading comprehension of explanatory texts by applying the PORPE strategy with the aim of improving the learning process of reading comprehension of explanatory texts, so that it has an impact on increasing students' reading comprehension skills. Classroom action research is a controlled investigation process to find and solve learning problems in the classroom, the problem-solving process is carried out periodically, with the aim of improving the quality of learning and learning outcomes in certain classes (Rahmawati, 2018; Subudi, 2021). The design of this study uses the model proposed by Kemmis and Mc. Taggart, which consists of four steps, namely: 1) formulating problems and solving actions, 2) implementing actions and monitoring or

realizing an action that has been planned, 3) analyzing the results of actions, 4) reflection and revision in the next cycle (Hasma et al., 2014; Rosidah, 2016).

The subjects of this study were students of class VIII SMP with a total of 32 students. This research was conducted *online,* because considering the pandemic conditions it was not possible to carry out face-to-face. The research was conducted because several problems were found regarding learning reading comprehension, namely interest and ability to read students' reading comprehension was still low, students showed lack of enthusiasm in reading learning activities, so that interesting actions were needed for students. Data was collected by observation, tests, and questionnaires. Data collection with the test technique was carried out to see the students' reading ability, both before the action was given and after the action was given. There are three types of tests that will be used, namely pre-test, post-test cycle I, and post-test cycle II. Meanwhile, observation activities were carried out to collect data in the form of a reading learning process carried out in class. Questionnaire given to students was used to obtain information in the form of student responses to the application of the PORPE strategy in the process of learning to read. The data that has been obtained, then analyzed descriptively and qualitatively. The data obtained from the reading ability test will be analyzed descriptively to obtain the average score achieved by students before and after being given an action in the form of the PORPE strategy. The average score in each cycle, then compared to determine whether or not there is an increase in students' reading comprehension of the explanatory text material. The treatment of data obtained through observation and questionnaire techniques, will be analyzed qualitatively. The results of this qualitative analysis are used to describe the process of learning to read in the classroom as long as the action is given. This research has two success criteria, namely process and product. The criteria for success in the process can be seen from the improvement in the reading learning process in cycle I. The increase is marked by the presence of a more active and enthusiastic student learning attitude. All of these improvements can be observed during the learning activities. Meanwhile, in the product success criteria, it is shown by increasing the reading ability scores obtained by students, the scores obtained in the first and second cycles will be compared to the average reading comprehension scores.

3. RESULT AND DISCUSSION

Result

Implementation of this research begins with planning an action in the first cycle, the initial survey is conducted to determine the initial condition of the research subject. This pre-action survey was carried out in the learning process of reading comprehension for class VIII students. In the survey, students were also given *pre-pre-test questions* action to measure their ability to understand reading content. Based on the initial survey conducted, there were several problems encountered by students, namely: (1) students were less actively involved in the learning process in class; (2) Most students lack interest in reading activities; (3) so far, students carry out reading activities only to the extent of reciting the written language in the book, without further understanding and analyzing activities; (4) from the results of the pre-test, it can be seen that the students are still lacking in reading skills with an average pre-test score of 63.70.

After reflecting on the learning process in the classroom when the pre-action survey was conducted, it was found that all the problems faced by students were not only caused by internal factors, but also external factors. There are two determinants of increasing reading ability, namely increasing reading ability, internal and external factors. Internal factors consist of language knowledge, experience, interests and motivation, reading skills, learning strategies, health, and intelligence. Meanwhile, external factors consist of methods, approaches, and teachers. In this case, students are not equipped with a lively atmosphere, the delivery of active and innovative learning. So, it is necessary to formulate a collaborative action plan to overcome the problems that have been found by the researcher. So that it can improve learning patterns that are more breathable and meaningful for students. The findings in the pre-action survey were obtained, then as an initial stage in the implementation of the first cycle, a plan was made for the actions to be taken next. In the first cycle, it was decided to take action in the form of carrying out reading comprehension activities using the PORPE strategy. The scenarios in learning reading comprehension using the PORPE strategy will be described in Table 1.

Table 1. Scenario of learning cycle I

No.	Learning Activities	Implementation Details
1	Students get material on explanatory texts.	Materials on the structure, elements, and linguistic rules of explanatory texts are explained to students.
2	Students get an explanation of the PORPE	Materials are given regarding the steps to be followed.

No.	Learning Activities	Implementation Details
	strategy and how to learn to read and understand using the PORPE strategy.	
3	*Predict*	Students are given a stimulus in the form of pictures, and ask prediction questions.
4	*Organize.*	Students are directed to make answers in the form of keywords.
5	*Rehearse*	Students make sentences from predictive questions and keywords that they already have.
6	*Practice*	Students match sentences with texts related to pictures in the initial activity.
7	*Evaluate*	Students evaluate the results of activities with the text provided, evaluation is in the form of a checklist *of* accuracy and suitability of results with answers.

The lesson plans described in Table 1 correspond to the five stages of the PORPE strategy. The planning refers to a good and correct reading process namely the principle of reading comprehension is one of them is a social constructivist process that is, students will build new meanings with their previous knowledge to process communication as a metaphor for language learning. So, student can build a meaning with language, the meaning that is built and previous knowledge is the material to build a new meaning. In the planning described in Table 1, students will be directed to carry out the preparation stage, 1) students are led to pay attention to the given stimulus and then form predictions by connecting images with previous reading experiences. 2) After going through these steps, students make ideas and ideas in the form of keywords, 3) create sentences, 4) review the contents of the picture with sentences that have been compiled from the previous steps. Some things that need to be prepared in addition to the planning scheme are preparing student observation sheets, field notes and PORPE strategy materials, stimulus in the form of pictures, explanatory text readings, and reading comprehension questions for the post-test cycle I. After all the planning for the first cycle carried out, the next stage is the implementation of the action cycle I. The implementation of the action cycle I is carried out in four meetings with several considerations, namely (1) the allocation of time for learning Indonesian during the pandemic is very limited, (2) the implementation stage of the PORPE strategy consists of five steps of activities, and it is not possible if it is carried out only in one meeting, (3) the implementation of learning during the pandemic period is only through online so that repeated explanations are needed for students to understand each activity.

The first meeting in the first cycle, begins with an explanation of the PORPE strategy by providing an explanation of the learning objectives using the PORPE strategy and how the steps for the PORPE strategy are carried out. Some students were still unclear when given an explanation, at the first meeting they were given the opportunity to carry out activities in the first and second steps, some students felt confused and did not do the task well, so they needed to repeat the explanation from the first activity. At the second meeting with the same discussion, students began to be active and complete the activities correctly, although only a few aspects were completed in each activity. The activities carried out in learning activities in the classroom are (a) Students listen to the teacher's explanation with the prepared module, the explanation is done using zoom media; (b) The teacher explains how each step works, students begin to actively ask about the stages in the PORPE strategy; (c) Students complete the fields in each step in the module; (d) The teacher gives direction to do the first stage, which is to make prediction questions from an image; (e) Students make essay questions and short answers. Steps (d) and (e) are carried out through written assignments; (f)The teacher provides a module with media *Google Classroom,* because considering the limited time, the activities in the next stage will be continued at the next meeting. The implementation of the action was continued at the third meeting. At this third meeting, the activity continued to the stage rehearse. At this stage students are trained to compose sentences from predictive questions and answers that students already have, at this stage students are asked to recall whether in stages one and two, they understood enough through the table checklist, and wrote down the difficulties at each stage. Several opinions emerged, there were students who already understood and there were students who did not understand. This stage lasts quite a long time, because the duration is Zoom Meeting only 40 minutes, so the stage practice cannot be carried out at the third meeting.

The next PORPE stage is *practice* and *evaluate* at the fourth meeting. The details of the implementation of the third meeting in cycle I are as follows. a) Students are given text that matches the picture in the step predict*;* (b) Students fill out the sheet checklist given by the teacher; this sheet contains the suitability of the sentences made with the given text; (c) Students work on reading comprehension questions given by the teacher. d) Students work on reading comprehension questions. The implementation

of the first cycle, the observation activities were carried out carefully through a number of instruments, the observations were focused on two things, namely the learning process and learning products. The first thing that becomes the focus is the conditions during the learning activities to read the understanding of the explanatory text, the students' responses during the learning process, in this activity the instrument that has been prepared is the observation sheet. In addition, the focus that is also observed is the result of students' reading comprehension skills, in this activity the instrument prepared is in the form of reading comprehension questions of explanatory texts. The classroom situation when learning to read and understand explanatory texts using the PORPE strategy took place very dynamically. Some students are still passive because they are not familiar with the learning process using the PORPE strategy. Changes in students' attitudes in learning to read and understand explanatory texts as well as the development of class dynamics that move in a more positive direction have an impact on increasing students' ability to understand explanatory texts. This condition can be seen from the scores of reading comprehension test results which have increased from the stages pre-test to the post-test. The result shows an increase in students' ability in learning reading comprehension skills. There is an average difference in the pre-test of 67.8 while the score in the first cycle is 72.8. The difference in the average score is 5.0. The increase in the average score is quite good. In addition to the increase in the average score of the eighth-grade students' reading comprehension test, an increase was also seen from the results of observing the process during the first cycle of action. Students seemed more enthusiastic and more active in giving opinions. Students try to follow step by step in the PORPE strategy, this can be seen from the students' questions that appear in the comments in Zoom and questions that are asked personally to the teacher.

After carrying out the first cycle of action and the process of observing the learning process and product, the next stage is to reflect on the first cycle. The results of the reflection on the implementation of the first cycle show some shortcomings in the implementation of the action, namely: (a) Students are still confused in determining predictions from an image. This can be seen from the discontinuity between the questions and the pictures provided; (b) Students are not punctual in doing the assignments given, even though the time allocation for working on is quite loose; (c) Time to explain is not enough, because the duration of each meeting is considered very minimal, the impact is that the explanation of the five stages of the PORPE strategy is not carried out in one meeting, it makes students easily forget the steps of the previous meeting. These deficiencies are used as reflection material to make improvements in the second cycle stage. There are several focus problems that need to be improved, namely (1) giving students more time to understand each step, (2) providing more intensive assistance at each step of the activity, (3) shortening the explanation for each step of the activity, so that students have more time to work. which can be used for a longer discussion. The implementation of the second cycle is the same as in the first cycle, which is preceded by the planning stage. At the planning stage, it was decided that there were several aspects that needed to be improved. Several things were improved in cycle II, namely: (1) timing at each stage of the PORPE strategy was carried out by allocating structured time at each step, so that it could be utilized properly and on time, (2) providing an understanding of the PORPE strategy. which are considered difficult, such as making keywords (*organize*), (3) providing more opportunities for students to understand the image that became the stimulus at the beginning, and evaluation activities at the end so that students understand the relationship between activities. Similar to the planning of the first cycle, in the planning of the second cycle, research instruments were also prepared, namely, reading material, observation sheets, post-test cycle II, and questionnaires about the implementation of the PORPE strategy in the learning process.

After all the instruments are ready to be used, then the implementation is continued at the stage of implementing the action cycle II which is carried out in three meetings. In the three meetings, the implementation was carried out more effectively in accordance with the previously designed evaluation. The meeting in cycle II was started by explaining how to technically make a keyword. This is done to make students religious about how to organize reading ideas. Implementation at the third meeting in the second cycle of action, followed by the activity of matching sentences with the text that has been provided. At this meeting, students are invited to present their findings from the work and texts that have been provided. After observing and matching the work with the text provided, students continue the activity by evaluating the work from the beginning to the end, the evaluation activity here is by providing a checklist on the accuracy and suitability of the results with the answers. This stage is the final stage of implementing the PORPE strategy. The action of the fourth meeting of cycle II was continued by giving a reading comprehension test to students. Observation activities on the implementation of the second cycle of actions were carried out during the first, second, and third actions.

The results of observations that show some of the success achieved in the implementation of the second cycle, namely: (a) Actions have been carried out more effectively and show better results. Students are more daring in expressing opinions on the pictures given; (b) The learning atmosphere is more active,

this can be seen from the prediction questions that are asked more and more creatively; (c) Students are more fluent in understanding the concepts being discussed, this can be seen from the absence of confusion or questions to re-explain each step of the PORPE strategy step; (d) Teachers find it helpful for the PORPE strategy to improve students' reading skills. Some of the things above indicate the success of cycle II from the results of observations (observations), besides that, an increase was also obtained *scores* in students' reading comprehension. This increase is seen from the average *score* in the first cycle with the second cycle average which has increased. The result shows that the average acquisition value has increased in the second cycle. This means that students understand the reading well at every stage in the PORPE strategy. The obstacle found in the first cycle of action is that students find it difficult to make keywords, these difficulties are no longer found in the second cycle of action. It is known from the table that, there were two students who did not experience an increase in their scores, this became an evaluation material, as a follow-up the students said that they were still confused and did not follow the lesson when *zooming in.* Following up on this response, the two students did remedials and were given directions to concentrate more on distance learning.

Discussion

During the learning activities, both cycles I and II, there were several improvements that could be seen from several things, the activeness of students in learning activities and students' understanding of reading. In the implementation of the PORPE strategy in cycle II, students were seen more fluently in carrying out each step, this shows that students can learn and improve the shortcomings that exist in cycle I. The application of the PORPE strategy in learning activities to read and understand explanatory texts forms different learning attitudes and thinking patterns of students. . From the beginning just reading and looking for information from a reading, to processing initial information then making a more meaningful understanding. This is because reading activities are carried out not just changing written language into the mind. This condition can be seen from the obtained *scores* from the stage *pre-test, the* average cycle I, and the average cycle II. This increase is supported by the results of research in an effort to improve students' reading comprehension skills (N. E. Putri et al., 2018; Wiryani & Fitrawati, 2017). This study succeeded in improving students' reading comprehension by using the PORPE technique, improving student learning outcomes and making the classroom atmosphere livelier.

Judging from the students' responses to the activity of reading comprehension of explanatory texts using the PORPE strategy, good and positive responses were obtained from students. This student response was obtained from a questionnaire that assessed four assessment indicators, namely: a) motivation to learn to read explanations of explanatory texts, b) the impact of the PORPE strategy on students' thinking patterns, c) the impact on learning outcomes in reading comprehension of explanatory texts, and d) the effectiveness of the PORPE strategy. in learning to read and understand explanatory texts. In the first aspect, namely looking at the motivation to learn to read understanding of explanatory texts, a good response was obtained. Most of the students had motivation in reading comprehension skills of explanatory texts. The results of the questionnaire calculation can be seen that 15.60% have very high motivation, 39.50% students have high motivation, 39.80% have moderate motivation, and 6.40% have less motivation in learning. The second aspect that was assessed was the impact of the PORPE strategy in thinking patterns, the majority of students said that the PORPE strategy succeeded in increasing creativity in critical and chronological thinking, the score for each category was (30.50%) and (34.60%). Meanwhile (20.62%) and (14.28%) expressed the opinion that the PORPE strategy was sufficient and less influential in increasing students' creativity. The last aspect that is assessed is the effectiveness of the PORPE strategy in learning to read and understand explanatory texts. The data obtained that (41.28%) students think it is very effective and (34.40%) students state that the PORPE strategy is effective for learning to read and understand explanatory texts. The rest (25.42%) stated that the PORPE strategy was quite effective in learning activities to read and understand explanatory texts.

The findings regarding students' opinions regarding the application of the PORPE strategy in learning to read and understand explanatory texts assisted by pictures are appropriate to be applied to learning at the junior high school level. Because the steps in the PORPE strategy help students understand reading, including students making predictions from an image, then producing a sentence that will be an evaluation material, so that students know where the error or correctness of the student's writing is. Through this strategy the teacher can develop an active learning environment by providing stimulus to students in the form of predictions (Hadi, 2018; Setyorini et al., 2019). In addition, the PORPE strategy can also help students to develop their creativity because it integrates keywords into sentences to predict the content of the text, so that they are able to create the meaning of various events (Omalia, 2012; Wiryani & Fitrawati, 2017). *Predict, Organize, Rehearse, Practice, and Evaluate* (PORPE) strategy is one of the strategies for reading comprehension of a reading text (Simpson & Stahl, 1987; D. Sinaga & Sibarani, 2013). In

implementing the PORPE strategy, students will be given certain stages, so that students are able to read and acquire through the practice of the PORPE strategy, the purpose of this strategy is to improve reading comprehension and improve conceptual learning and with the active role of the students themselves (Fikriyah et al., 2020; N. E. Putri et al., 2018). In line with this, PORPE is a reading technique that can increase interest and motivation in reading, as well as improve students' reading skills in understanding a reading (Hadi, 2018; Septiani, 2017). This is because, this strategy begins with the predicting stage, at this stage students will pay close attention to the predictions that are raised according to or not with the contents of the reading.

4.   CONCLUSION

The PORPE strategy able to improve the learning process of reading comprehension explanatory text in the first semester of grade VIII SMP. Some of the indicators assessed are students are more active and critical in expressing ideas and predictions, students' courage to express thinking results without tendencies from any party, because students' thinking results are obtained from previous learning experiences and students' knowledge. Improvements made in the activities of cycle I and cycle II, seen in the results of increasing students' ability to understand the reading of explanatory texts. An increase in student scores occurs at the end of each cycle. Students' opinions expressed through the distribution of questionnaires, overall it can be concluded that students have a positive response to the application of the PORPE strategy in explanatory text learning activities. Positive responses can be seen from the four assessment indicators proposed to students. The thinking patterns of students who are trained to be more creative, innovative, critical, and chronological give the impression of learning to read a more meaningful understanding of explanatory text.

5.   REFERENCES

Adawiyah, H., Gading, I. K., & Bayu, G. W. (2020). Model Pembelajaran Cooperatif Integrated Reading Composition (CIRC) Meningkatkan Kemampuan Membaca Pemahaman Siswa. *Jurnal Pedagogi Dan Pembelajaran*, *3*(2), 233. https://doi.org/10.23887/jp2.v3i2.26465.

Aswani. (2019). Pengaruh Motivasi Belajar dan Penguasaan Tata Bahasa terhadap Pemahaman Membaca Teks Eksplanasi Bahasa Indonesia Siswa SMA Negeri. *Diskursus: Jurnal Pendidikan Bahasa Indonesia*, *1*(1), 11–22. https://doi.org/10.30998/diskursus.v1i01.3508.

Dewi, S. M., Prawiyogi, A. G., Anwar, A. S., & Wahyuni, C. S. (2021). Efektivitas Strategi Direct Reading Thingking Activities terhadap Peningkatan Kemampuan Membaca Pemahaman Di Sekolah Dasar. *Jurnal Basicedu*, *5*(1), 453–455. https://doi.org/10.31004/basicedu.v5i1.786.

Dewi, V. T., Sari, A. W., & Nisja, I. (2021). Pengaruh Penggunaan Model Cooperative Scripts terhadap Kemampuan Menganalisis Teks Eksplanasi Siswa Kelas XI SMA N 9 Padang. *Jurnal Inovasi Penelitian*, *1*(10), 2235–2240. https://stp-mataram.e-journal.id/JIP/article/view/469.

Diniarti, D. R., Turahmat, T., & Oktarina, O. (2018). Peningkatan Keterampilan Membaca Teks Eksplanasi Kompleks dengan Model Membaca SQ3R pada Siswa Kelas XI MIPA 8 SMA Negeri 2 Semarang. *Jurnal Pendidikan Bahasa Indonesia*, *5*(2), 39–60. http://lppm-unissula.com/jurnal.unissula.ac.id/index.php/jpbsi/article/download/2350/1751.

Fikriyah, N. N., Syaripudin, T., & Heryanto, D. (2020). Penerapan Strategi Porpe Untuk Meningkatkan Keterampilan Membaca Pemahaman Siswa Kelas IV SD. *Jurnal Pendidikan Guru Sekolah Dasar*, *6*(3), 20–29. https://ejournal.upi.edu/index.php/jpgsd/article/view/41284.

Hadi, A. (2018). The Effectiveness Of Porpe (Predict, Organize, Rehearse, Practice, And Evaluate) Method To Teach Reading Viewed From Students' Self-Esteem. *PALAPA*, *6*(2), 98–120. https://doi.org/10.36088/palapa.v6i2.69.

Hasma, Barasandji, S., & Muhsin. (2014). Meningkatkan Keterampilan Membaca Permulaan melalui Metode Bermain pada Siswa Kelas I SDN Nambo Kec . Bungku Timur. *Jurnal Pendidikan*, *3*(1), 147–160.

Himmah, F. (2020). Metode Cooperative Integrated Reading and Composition dalam Meningkatkan Kemampuan Membaca Teks Eksplanasi Siswa pada Mata Pelajaran Bahasa Indonesia Kelas V MI Miftahul Ulum 01 Kepanjen Gumukmas Jember: indonesia. *Al-Ashr: Jurnal Pendidikan Dan Pembelajaran Dasar*, *5*(2), 39–52.

Jalilifar, A. (2010). The effect of cooperative learning techniques on college students' reading comprehension. *System*. https://doi.org/10.1016/j.system.2009.12.009.

Omalia, I. (2012). Meningkatkan Kemampuan Membaca Wacana Ekspositorik Melalui Strategi PORPE. *Bahtera Bahasa: Antologi Pendidikan Bahasa Dan Sastra Indonesia*, *1*(4). https://ejournal.upi.edu/index.php/PSPBSI/article/view/454.

Permanik, I. (2017). Peningkatan kemampuan menyimak dan berbicara anak usia dini melalui model doalogic reading. *Syntax Literate: Jurnal Ilmiah Indonesia*, *2*(5), 75–84.

Putri, N. E., Taufina, T., & Fitria, Y. (2018). Peningkatan Kemampuan Membaca Pemahaman dengan Menggunakan Strategi PORPE pada Siswa Kelas IV SD. *E-Journal Pembelajaran Inovasi, Jurnal Ilmiah Pendidikan Dasar*, *6*(2). http://ejournal.unp.ac.id/students/index.php/pgsd/article/view/3619.

Putri, S. R., Gani, E., & Hafrison, M. (2019). Korelasi Keterampilan Membaca Pemahaman Teks Eksplanasi dengan Keterampilan Menulis Teks Eksplanasi Siswa Kelas VIII SMP Negeri 2 Batusangkar. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *8*(1), 188–194. http://ejournal.unp.ac.id/index.php/pbs/article/view/103935.

Rahmawati, R. (2018). Peningkatan Motivasi Belajar Siswa Melalui Pelaksanaan Team Teaching. *KABILAH : Journal of Social Community*, *3*(1), 34–56. https://doi.org/10.35127/kbl.v3i1.3270.

Rosidah, A. (2016). Penerapan Media Pembelajaran Visual Untuk Meningkatkan Pemahaman Konsep Siswa Pada Mata Pelajaran Ips. *Jurnal Cakrawala Pendas*, *2*(2). https://doi.org/10.31949/jcp.v2i2.499.

Septiani, Y. (2017). Penerapan Metode Porpe Dalam Pembelajaran Membaca Kritis Teks Editorial. *Bahtera Bahasa: Antologi Pendidikan Bahasa Dan Sastra Indonesia*, *1*(4). https://ejournal.upi.edu/index.php/PSPBSI/article/view/504.

Setyorini, Y., Juniardi, Y., & Rima, R. (2019). The Influence of Using Predict, Organize, Rehearse, Practice, Evaluate (PORPE) Method toward Students' Reading Comprehension. *Elite Journal: Journal of English, Literature, and Education*, *2*(1), 1–11. https://eprints.untirta.ac.id/9138/.

Simpson, M., & Stahl, N. A. (1987). PORPE: A comprehensive study strategy utilizing self-assigned writing. *Journal of College Reading and Learning*, *20*(1), 51–57. https://doi.org/10.1080/10790195.1987.10849898.

Sinaga, D., & Sibarani, B. (2013). The Effect of Applying Predict, Organize, Rehearse, Practice, Evaluate (PORPE) Strategy on Students' Reading Comprehension. *TRANSFORM Journal of English Language Teaching and Learning of FBS UNIMED*, *2*(3). https://jurnal.unimed.ac.id/2012/index.php/jelt/article/view/927.

Sinaga, E. S., Dhieni, N., & Sumadi, T. (2021). Pengaruh Lingkungan Literasi di Kelas terhadap Kemampuan Membaca Permulaan Anak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *6*(1), 279–287. https://obsesi.or.id/index.php/obsesi/article/view/1264.

Subudi, I. K. (2021). Peningkatan Aktivitas dan Hasil Belajar Biologi Sebagai Dampak Penerapan Model Pembelajaran Kooperatif Tipe Group Investigation. *Journal of Education Action Research*, *5*(1), 17–25. https://doi.org/10.23887/jear.v5i1.32131.

Sulistyawati, E. E., & Sujarwo, S. (2016). Peningkatan kemampuan membaca permulaan melalui media video compact disc pada anak usia 5– 6 tahun. *Jurnal Pendidikan Dan Pemberdayaan Masyarakat*, *3*(1), 28. https://doi.org/10.21831/jppm.v3i1.8064.

Suprianto, E. (2020). Implementasi Media Audio Visual untuk Meningkatkan Kemampuan Menulis Teks Eksplanasi. *Trapsila: Jurnal Pendidikan Dasar*, *1*(2), 22–32. https://journal.uwks.ac.id/index.php/trapsila/article/view/810.

Tantri, A. A. S., & Dewantara, I. P. M. (2017). Keefektifan Budaya Literasi Di Sd N 3 Banjar Jawa Untuk Meningkatkan Minat Baca. *Journal of Education Research and Evaluation*, *1*(4), 204–209. https://doi.org/10.23887/jere.v1i4.12054.

Tarigan, N. T. (2018). Pengembangan Buku Cerita Bergambar Untuk Meningkatkan Minat Baca Siswa Kelas Iv Sekolah Dasar. *Jurnal Curere*, *2*(2), 2597–9515.

Torres, N. G., & Constain, J. Á. (2009). Improving Reading Comprehension Skills through Reading Strategies Used by a Group of Foreign Language Learners. *HOW*, *16*(1), 55–70. https://dialnet.unirioja.es/servlet/articulo?codigo=5249670.

Untari, M. F. A., & Saputra, A. A. (2016). Keefektifan Media Komik Terhadap Kemampuan Membaca Pemahaman Pada Siswa Kelas Iv Sd. *Mimbar Sekolah Dasar*, *3*(1), 29–39. https://doi.org/10.17509/mimbar-sd.v3i1.2354.

Warsihna, J. (2016). Meningkatkan Literasi Membaca dan Menulis dengan Teknologi Informasi dan Komunikasi. *Kwangsan*, *4*(2), 67 – 80. https://doi.org/Meningkatkan Literasi Membaca dan Menulis dengan Teknologi Informasi dan Komunikasi. .

Watini, W. (2021). Peningkatan Keterampilan Membaca Teks Eksplanasi Kompleks Dengan Model Membaca SQ3R. *JP3 (Jurnal Pendidikan Dan Profesi Pendidik)*, *7*(1). http://journal.upgris.ac.id/index.php/JP3/article/view/8710.

Widodo, H. P., & Rozak, R. R. (2016). Engaging student teachers in collaborative and reflective online video-assisted extensive listening in an Indonesian initial teacher education (ITE) context. *Electronic Journal of Foreign Language Teaching*, *13*(2), 229–244.

Wiryani, Y., & Fitrawati, F. (2017). Improving Reading Comprehension Of Senior High School Students By

Using Porpe Strategy. *Journal of English Language Teaching*, *6*(1), 132–139. https://doi.org/10.24036/jelt.v6i1.8536.

Wulansari, A., Andriani, D., & Agustina, E. (2018). Predict, Organize, Rehearse, Practice and Evaluate (PORPE) Method to Teach Students' Reading Comprehension. *Channing: Journal of English Language Education and Literature*, *3*(2), 100–105. https://doi.org/10.30599/channing.v3i2.469.