

# The Strength of Predict, Organize, Rehearse, Practice, Evaluate with Kahoot in the Teaching Reading for Junior High School

*by* Varia Virdania Virdaus

---

**Submission date:** 06-May-2024 08:39AM (UTC+0700)

**Submission ID:** 2371728202

**File name:** 348-Article\_Text-1837-1-10-20231203.pdf (512.01K)

**Word count:** 6249

**Character count:** 33456



## The Strength of Predict, Organize, Rehearse, Practice, Evaluate with Kahoot in the Teaching Reading for Junior High School

Varia Virdania Virdaus<sup>(1)</sup>, Saiful Rifa'I<sup>(2)</sup>

Universitas PGRI Adibuana Kampus Blitar, Indonesia

E-mail: <sup>(1)</sup>[varia.virdania@gmail.com](mailto:varia.virdania@gmail.com), <sup>(2)</sup>[rifai.saiful@gmail.com](mailto:rifai.saiful@gmail.com)

Received: 12 November 2022; Revised: 25 November 2023; Accepted: 28 November 2023

### Abstract

The purpose of this study was to determine how well junior high school reading instruction using Kahoot and PORPE (Predict, Organize, Rehearse, Practice, Evaluate) works. This study employed a quasi-experimental method. The research sample consisted of forty-one students, with eighteen students serving as the experimental class and twenty-three students serving as the control group. The subjects of in this study were students VIII A and VIII B SMP Alam A. Ghifari. The researcher applied ANCOVA to calculate the data. The teaching reading using the Predict, Organize, Rehearse, Practice, Evaluate (PORPE) With Kahoot on students' reading comprehension revealed that the value of  $F = 29.591$ . and  $0.000$  was displayed by the probability (P). Using the PORPE method with Kahoot, the class's Kahoot score was 77.529. The class using the conventional method yielded 58.117. This indicates that the PORPE method using Kahoot produced superior results with a 95% confidence level. It is possible to get the conclusion that the PORPE method combined with Kahoot worked well for teaching reading.

**Keywords:** effectiveness, kahoot, PORPE method, reading, recount text,

### Introduction

The development of language is vital to human progress. Human progress is hampered by a lack of attention to language since it allows people to communicate with one another. In our contemporary age of technology and information, English has emerged as the principal language employed to assist the expansion of numerous industries of employment worldwide. In Indonesia, English is now both a foreign language and a language that is needed in educational institutions. According to (Harmer, 2010), students studying English as a foreign language were also learning the language for usage with other English speakers worldwide, such as business travelers or tourists.

The four fundamental language skills required for efficient English communication are referred to as English skills. According to (Harmer, 2015), the English language encompasses the following skills: speaking, writing, listening, and reading. These four skills are connected and applied in daily conversation. Speak-

ing and writing are called productive skills, whereas listening and reading are called receptive skills. One of the crucial linguistic abilities that must be taught and acquired is reading. Reading is more than merely looking at texts clearly, pronouncing them correctly, and understanding the meaning of single words. Reading requires not just looking at and speaking the words in the text, but also understanding every aspect of it.

Through reading, students can learn things that are not taught in the classroom by the teacher. The ability to read requires the coordination of multiple complex tasks, such as fluency, word and basic information knowledge, and vocabulary knowledge. Some students encountered challenges repeatedly when learning to read. Report texts, exposition, anecdote texts, spoof texts, recount texts, and descriptive texts are examples of English text types. Each text genre has its own goals, language features, and paragraph structures. Some students frequently experience difficulties with reading. Students encounter var-

ious challenges when learning to read. For students, reading presented challenges related to vocabulary development, idea development, and overall text comprehension. (Nurmalasari & Haryudin, 2021) state that students struggle with text interpretation because they lack the necessary skills to translate each word and identify the main idea of the text they read. As a result, they are unable to draw conclusions or provide answers to questions. Because the media they used to learn more was uninteresting, the students felt fatigued when they encountered an English-language text. The pupils had trouble coming up with ideas, understanding vocabulary, and understanding the text as a whole. Many junior high school students struggle with vocabulary, making it difficult for them to understand what is being read aloud. The goal of teaching language learners to read is to help them transfer skills so they can comprehend written texts and grasp the ideas contained in them. aligned reading comprehension to meet the objectives of the educational process.

In light of the aforementioned issue, educators must employ engaging techniques and media to address the challenge of teaching reading. PORPE stands for Predict, Organize, Rehearse, Practice, and Evaluate. It is one strategy for getting students to concentrate on reading. The students' comprehension of the reading text can be increased by employing the PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) technique. According to (Simpson et al., 1988), the PORPE strategy aimed to ascertain whether students could enhance their comprehension of content area concepts and learn to construct and practice their own explicit and implicit test questions. The goal of PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) is to support students' long-term reading comprehension development.

(Virdaus & Rifa'i, 2021) have stated that software as a teaching media can significantly prove that most of students have more accurate and more precise reading skills. (Huda & Huda, 2022) have also pointed out that the PQRST method using PowerPoint media is an effective method for reading comprehension instruction because it exhibits better reading comprehension than the conventional method. The media has aided teachers in the process of teaching reading in addition to their approach. The teacher can engage students more actively in the

learning process by using the media. To create engaging learning, however, technology-enabled media must be used as a conduit for participant interaction during the learning process. If technology is used in the classroom, students can learn while having fun. It also increases students' interest and involvement and expedites learning. Kahoot is one of the tools that teachers can use to engage students more deeply. Kahoot is a technological tool for conducting surveys, discussions, and quizzes. The entire class uses it as a real-time, game-based response system. There are questions with multiple choices displayed on the screen. Using a computer, tablet, or smartphone, students respond to the question. Teachers can eventually reduce the amount of time and paper they use while working with students more productively by utilizing this application.

Based on the statements above, the researcher conducted the research with the aim of finding out whether Predict, Organize, Rehearse, Practice, Evaluate with Kahoot effective when it was applied in the teaching Writing for Junior High School Students.

## Materials and Method

Teaching is the deliberate sharing of knowledge and experience within a discipline and the offering of support for the intellectual and psychological development of another individual. Teaching reading skills is only one aspect of teaching reading. (Harmer, 2010), asserts that although teaching is a demanding profession, it is vital and can be tremendously rewarding when we see our students' progress and realize that we had a part in it. Even though some students can be difficult and demanding at times, it's crucial to keep in mind that teaching can be very fulfilling when done correctly. Based on the explanation, it is concluded that instructional activities and maintaining a clean environment are necessary to enable and give students the chance to learn. Based on the explanation, it is concluded that instructional activities and maintaining a clean environment are necessary to enable students to participate in the learning process and give them the opportunity to understand the goal. The process of teaching reading involves motivating students to read by creating or choosing appropriate texts, creating meaningful reading assignments, planning efficiently, promoting critical reading, and creating a welcoming environment for them to practice reading in. The teacher is responsible

for determining the purpose of reading in the classroom.

### Types of Reading

(Pourhosein Gilakjani & Sabouri, 2016) distinguish between two categories of reading. Both intensive and extensive reading are involved.

### Intensive Reading

Students read the material to understand its meaning and acquaint themselves with the writing techniques required for this reading style. By reading this, students can acquire basic practice in applying such strategies based on a range of materials. These strategies could be learner- or text-based. (Pourhosein Gilakjani & Sabouri, 2016) assert that reading extensively both in and outside of the classroom fosters students' independence. (Nation, 2009) defines intensive reading as a type of reading that tries to fully comprehend a text. The reader concentrates on the text's content and makes an effort to understand every detail while reading slowly and attentively. The reader needs to be able to apply effective reading techniques and have a large vocabulary in order to understand the text's content. Reading comprehension exercises that are intensive in nature can concentrate on a variety of topics, including vocabulary, grammar, coherence, aspect comprehension, regular and irregular sound-spelling relations, information structure, genre features, and strategies.

According to the explanation provided above, the process of processing a detailed reading text that is taught directly by the teacher can be characterized as intensive reading. One method that is frequently used in foreign language instruction to help students understand more complex vocabulary and linguistic structures in the target language is intensive reading. The texts used in intensive reading differ based on the subject matter, the reader's proficiency level, and the learning objectives being met. Reading extensively can also speed up readers' comprehension of language and improve their knowledge of syntax, vocabulary, and text standards.

### Extensive Reading

According to (Nation, 2009), reading a lot is one way to learn from information that is meaning-focused. When engaging in extensive reading, students should be engaged in the ma-

terial and focus more on understanding the text's meaning than on picking up language mechanics. According to (Qanwal & Karim, 2014), reading a lot is a highly individualized way to learn to read. Students read at their own pace and choose the books they want to read. Instructors should assist students in selecting texts whose comprehension levels permit understandable input. Both the quantity of books read and the students' enjoyment of it are prioritized. No official assessment of a student's extensive reading is ever given. Nonetheless, they are required to participate in structured discussions about the books they read, such as small group discussions, teacher-student book conferences, and quick oral reports to the class. The motivation of students and the resources available in the classroom determine how extended reading is implemented (Kershaw, 2002). Reading widely can help students become more proficient in the language, develop their reading comprehension, become more self-reliant in their academic work, learn about different cultures, and gain the confidence and motivation to keep learning new things.

### **1 Predict, Organize, Rehearse, Practice, and Evaluate (PORPE)**

The PORPE method is a study strategy that involves anticipating, organizing, practicing, evaluating, and practicing knowledge in order to greatly retain and comprehend it. It is a comprehensive approach that enhances information retention and comprehension by combining active and passive learning strategies. With its ability to be applied to a wide range of study materials, the method is a favorite among students who want to improve their academic performance and study habits. (Simpson et al., 1988) states that students worked in a team to predict possible essay questions to direct their study; organize key ideas that addressed those questions using their own language, structure, and techniques; practice recalling those key ideas through self-assigned writing; and assess the quality, completeness, and suitability of the essays using a check list. **26** e way these five steps complement one another and guide students through the cognitive and metacognitive processes necessary for successful independent learning makes them work well together.

PORPE, according to (Hadi, 2018), is a technique that improves readers' metacognitive skills to set reading objectives, evaluate important literary components, focus on key ideas,

formulate reading questions, and monitor and assess their learning activities. PORPE, which stands for Predict, Organize, Rehearse, Practice, and Evaluate, is the acronym for these five steps. Through the PORPE process, students can learn how to synthesize information from a text. PORPE is a reading strategy that enables the reader to anticipate the text's content and to retain information, especially its main points, according to the explanations provided above.

### **PORPE Strategy Process**

The five steps of PORPE, according to (Simpson et al., 1988), can be explained as follows. The purpose of the first step, Predict, is to get students to guess what kinds of questions they might have after finishing a reading. By doing this, the students should be able to define their reading objectives, pinpoint significant passages in the text, and concentrate on the reading's main ideas. In the second step, Organize, students will arrange key information in order to provide answers to anticipated questions. In order to interpret the entire passage, they synthesize and summarize the information. Practice: During this phase, students are expected to commit to memory the primary concepts, supporting details, and a concise synopsis of the readings. In the fourth step, Practice, students assess their learning by outlining verbally what they said in the previous step in detail. The fifth step is Evaluate, where students assess the caliber of their responses to the prior step's question. It is expected of the students to assess their response. They will be able to monitor whether they need to repeat the previous steps or not by doing it this way.

The PORPE method's fundamental steps which will be modified into a new PORPE strategy can be used to teach reading, particularly in the English language. The following is a description of how PORPE is implemented.

**Predict and arrange:** The teacher provides the students with a text in this step. Following their ability to predict the text's title or genre, the students read the material. To help them understand the text more easily, the students can either mark the words or create mind maps. Thus, based on the text, the students can formulate the question. Practice: Using mind maps or annotations on words created in the previous phase, students investigate their ideas for responding to the question in order to extract additional information from the text. The question can be addressed by the students. In this step of

practice and evaluation, students can read aloud any passage that contains information or provide an answer based on a previously read text. Here, the task, conclusion, and prediction are assessed jointly by the teacher and the students.

According to (Hadi, 2018), PORPE is a reading strategy that enables readers to anticipate the text's content and retain information, particularly that which is crucial. With PORPE, students can practice their English, particularly reading, with or without a teacher. By employing the PORPE Method, students will be able to keep an eye on their own reading and comprehension.

The PORPE strategy has the benefit of assisting students in comprehending the material they are reading. PORPE encourages students to synthesize, analyze, and reflect on important concepts while also assisting them in remembering them over time. (Hadi, 2018) states that using PORPE has a number of advantages for improving students' reading comprehension abilities. These benefits include raising awareness of cognitive and metacognitive processes and encouraging the capacity to combine, evaluate, and engage in critical thought about key ideas. Therefore, this method is ideal for improving students' reading comprehension skills.

### **Kahoot**

One of the technology innovations that will be employed in this study to enhance students' reading comprehension of recount texts for tenth graders is the Kahoot platform. A Kahoot is a set of questions on a predetermined subject. They are made in real-time by instructors, learners, professionals, and social media users and are distributed to an infinite number of "players," providing a friendly, enjoyable, and engaging learning environment. The process of creating Kahoot is very simple.

1. The user goes to <https://kahoot.com>, click "Log in" and enter your Kahoot account.
2. The user can choose the explore content, which is located on the top, next user can choose "create" to select some features from Kahoot.
3. The user has the option to select one of Kahoot's three features. The first quiz, the most popular kind of Kahoot, perfectly captures our blended learning strategy based on games. A quiz can have an unlimited amount of questions. Every question may have two to four multiple-choice answers in addition to

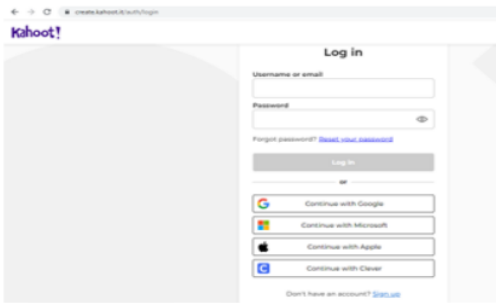


Figure 1. Creating Kahoot



Figure 2. Choosing the Explore Content

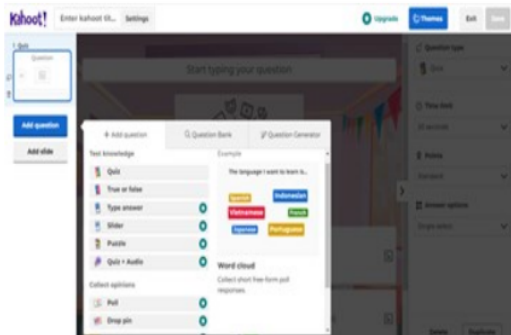


Figure 3. Featuring of Kahoot

an accompanying image or video. Each question has a time limit that can be individually set, ranging from five seconds to two minutes, and there must be at least one right answer (though more can be selected). Quizzes are not only a fantastic way to get everyone in the room interested and focused, but they can also be used to formatively assess everyone's knowledge and modify the lesson plan accordingly.

4. Discussion (previously, quick poll) is

the next feature. The purpose of discussions is precisely to help people have a conversation. They consist of just one short question with two to four possible answers, a picture or video that goes along with it, and no right or wrong response. They ought to be used to get viewpoints on contentious, current-affairs issues. Gamers use their own devices to respond to the question. Although there is still a time limit to respond, there are no bonus points. The front display of the question's collective results serves as the starting point for the conversation.

5. The number of questions in a survey is unlimited for the following one. There are two to four multiple-choice answers for each question, along with a related image or video; there are no right or incorrect answers.

The following are some benefits of utilizing Kahoot: It offers first-rate student participation. They value it because it's a different kind of quiz that looks good. Secondly, Kahoot has shown to be a very useful tool for reducing boredom and monotony. Thirdly, it's a vibrant and active platform that teachers can use for assessment purposes.

### Some Related Previous Studies

The researcher has located a few related studies to bolster this most recent research. The effect of using the Predict, Organize, Rehearse, Practice, Evaluate (PORPE) strategy on students' reading comprehension was examined by (Sinaga & Sibarani, 2013). The purpose of this study was to determine how the Predict, Organize, Rehearse, Practice, and Evaluate (PORPE) strategy affected the reading comprehension of the students. The design of this study was experimental. The study's sample comprised 120 students enrolled in Grade XI at Public Senior High School 1 Lumbanjulu. In this study, sixty students were selected as the sample from the population. Two randomized groups—the experimental group and the control group—were created from the sample. The PORPE strategy was used to teach the experimental group, while the conventional method was used for the control group. In order to determine the test's reliability, the author used the Kuder Richardson 21 formula (KR-21). The reliability result was 0.81. The t-test formula was used to analyze the data. According to the analy-

sis, at the significance level of 0.05, with a degree of freedom (df) of 63 and a  $t_{\text{observed}}$  value of 2.8 >  $t_{\text{table}}$  value of 2.00, the scores of the students in the experimental group were significantly higher than those of the students in the control group. The results showed that the PORPE strategy had a major impact on the reading comprehension of the students.

The Effectiveness of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy in Teaching Reading Comprehension was examined by (Asrikandi, 2017). The purpose of this study was pre-experimental research design. The mean score of the post-test (20.59) was higher than the pre-test (13.19), according to the descriptive statistic results. The present researcher found that there was a significant difference in the mean scores between the pre-test and the post-test,  $t(df=26) = 21.18 < p = 0.01$ , indicating that the alternative hypothesis was accepted after subjecting the data to a paired samples t-test. The PORPE method works incredibly well for teaching reading comprehension. The current researcher recommends that the English teacher implement the PORPE strategy in light of the research process and findings.

The study "The Effective Using PORPE Method to Teach Reading Comprehension at The Seventh grade Students of SMP Pangudi Luhur Santo Aloysius Sukaraja OKU Timur" was conducted by (Simpson et al., 1988). The pre-experimental method was applied in this investigation. There are thirty pupils enrolled in the seventh grade at SMP Pangudi Luhur Santo Aloysius Sukaraja OKU Timur, making up the population. Thirty students make up the sample, which was selected through saturated sampling. According to the description, it was evident that the student's average score on the pre-test was 5.01, and their average score on the post-test was 8.01. OKU Timur Pangudi Luhur Santo Aloysius Sukaraja. The matched t-test yielded a result of 5.45. In contrast to  $t_{\text{table}}$  1.699, the  $t_{\text{observed}}$  was higher. It indicates that  $H_a$  was approved and  $H_o$  was denied. Put another way, the study's findings demonstrated that teaching reading comprehension to seventh-grade students at SMP Pangudi Luhur Santo Aloysius Sukaraja OKU Timur through the PORPE method was successful.

## Method

The Researcher used an experimental research design for this study. The quasi-experimental research method, which is employed

this study, is one of the various forms of experimental research. Non-randomized Control Group pre- and post-test designs are the type of experiment (Ary et al., 2010). The researcher employed a quasi-experimental design of experimental research, utilizing a non-randomized control group pre-test post-test design. It was carried out by selecting two groups with nearly identical accomplishments. The researcher used a pre-test, treatment, and post-test in this quasi-experiment. The table below displays the quasi-experimental design that used the non-randomized control group pre-test post-test design as suggested by (Ary et al., 2010).

Given that this study employed a non-randomized control group pretest-posttest design. In this study, statistical methods were used to analyze data for a quasi-experimental design. To substantiate the hypothesis, the investigator utilized the ANCOVA formula, as recommended by (Pallant, 2010). According to him, ANCOVA can be applied in situations where there are two groups involved in a pre-test and post-test design (comparing the effects of two different interventions, taking group measurements before and after). He also said that in order to control for preexisting differences between the groups, the pretest results were handled as a covariate. When you have to use pre-existing groups (student classes) rather than randomly assigning your subject to the various groups, ANCOVA comes in handy as well. ANCOVA can be used to lessen some of the differences between these groups, as they may differ on a number of different attributes.

## Results and Discussion

Prior to performing an ANCOVA, the researcher tested two assumptions: the homogeneity of regression slopes and the linearity of the relationship between the pretest as a covariate and the post-test as the dependent variable.

### Examining Linearity

The scatterplot is used by the researcher to verify the assumptions of a linear relationship between the dependent variable and the covariate. "The scatterplot also provides a general indication of the strength of the relationship between two variables," according to (Pallant, 2010). By creating a scatterplot, the relationship between the variables can be ex-

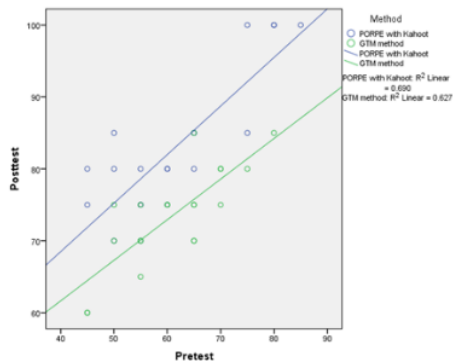


Figure 4. Linearity

Table 1. Testing for Regression Slope Homogeneity

Dependent Variable: Posttest					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4190.335 <sup>a</sup>	3	1396.778	18.802	.000
Intercept	1016.694	1	1016.694	13.686	0.001
Method * Pretest	13.468	1	13.468	0.181	0.673
Method	8.413	1	8.413	0.113	0.738
Pretest	815.205	1	815.205	10.973	0.002
Error	2748.689	37	74.289		
Total	200900	41			
Corrected Total	6939.024	40			

a. R Squared = .604 (Adjusted R Squared = .572)

16

Table 2. The Equality of Error Variances Test by Levene

Dependent Variable: Posttest			
F	df1	df2	Sig.
0.379	1	39	0.541

amined visually. This is a plot of every pair of scores that the sample's subjects provided. The X (horizontal) axis is used to plot the scores for the first variable, and the Y (vertical) axis is used to plot the corresponding scores for the second variable. Additionally, the scatterplot will show whether the variables are positively or negatively related. The line rises to the right for positive correlations. The line for negative correlations moves from a high point on the left to a low point on the right.

Because points in the Figure 4 scatter diagram move higher on the right and start low on the left, there is a positive relationship between them. As a result, changes in any of the casual variables will inevitably result in changes to the effect variable. The effect variable's value rises in response to a rise in the causal variable's value. The value of the effect variable shows a positive correlation in the scatter diagram above. R2, the coefficient of determination, is a number between 0 and 1. The values scatter diagram above shows that the GTM R2 value is 0.627 and the PORPE R2 value is 0.690. Therefore, there is a significant relationship between the effect and casual variables.

In order to assess the interaction between the covariate and the factor (independent variable) in the dependent variable prediction, regression slope homogeneity must be tested. If the interaction is substantial, then ANCOVA should not be performed because the results are meaningless. According to (Pallant, 2010), "The interaction is statistically significant, indicating that the assumption is violated, if the significant level for the interaction is less than or equal to 0.05." The aforementioned data from the (Method \* Pretest) indicates that the significant value is 0.673, which is significantly higher than 0.05. It has been demonstrated that the regression slope's homogeneity assumption is upheld. This finding allows for the use of ANCOVA.

**The Equality of Error Variances Test by Levene**

The test is used to verify that the variances are equal. According to the equality assumption, the variance must be equal if the probability of F (Sig) is larger than 0.050. The analysis of equality of variance is displayed in the following Table 2.

According to(Pallant, 2010), "Levene's



**Table 3.** One Way Analysis Covariance

Source	Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4176.867 <sup>a</sup>	2	2088.434	28.731	0
Intercept	1077.155	1	1077.155	14.819	0
Pretest	1073.566	1	1073.566	14.769	0
Method	2150.907	1	2150.907	29.591	0
Error	2762.157	38	72.688		
Total	200900	41			
Corrected Total	6939.024	40			

**Table 4.** Estimated Marginal Means

Dependent Variable: Posttest				
Method	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
PORPE	77.529 <sup>a</sup>	2.142	73.19	81.869
GTM/Conventional	58.117 <sup>a</sup>	1.83	58.619	66.035

<sup>a</sup>. Covariates appearing in the model are evaluated at the following values: Pretest = 45.85.

Test of Equality of Error Variances are used to determine whether the equality of variance assumption has been broken. The variance is homogenous if the significance value exceeds 0.05. The assumption of equality of variances is broken, though, if the value is less than 0.05, indicating that the variances are not homogenous, or that they differ. In this instance, the sig. value is 0.541, which is significantly higher than 0.05, indicating that the variances are homogenous or that the assumption of equality of variances is not broken.

According to (Pallant, 2010), there is a significant difference between the methods (PORPE and GTM method) if the significant value is less than 0.05. The analysis result showed that  $F = 29.591$ ,  $\text{Sig. } 0.000 < 0.05$ . The significance level, or sig. value, was less than 0.05, indicating a significant difference in achievement between the experimental and control groups show on Table 3.

The prompt evaluated the variations in the two groups' adjusted means, which are shown in the Estimated Marginal Means table. The students who were taught PORPE (Predict, Organize, Rehearse, Practice, Evaluate) had an adjusted mean of 77.529, which was higher than the adjusted mean of 58.117 for the students who were taught the conventional method. Thus, the alternative hypothesis, which is based on the Estimated Margin-

al Means, states that students who learn to read with Kahoot through the PORPE (Predict, Organize, Rehearse, Practice, Evaluate) method improved more than those who learn to read fluently through the conventional method.

### Research Results

The analysis result revealed that  $F = 29.591$ ,  $\text{Sig. } 0.000 < 0.05$ , indicating a significant difference in achievement between the experimental and control groups, based on the One Way Analysis Covariance mentioned above. The Table 4 of estimated marginal means above can be used to determine which approach is more effective when teaching reading. It demonstrates that students who learned PORPE (Predict, Organize, Rehearse, Practice, Evaluate) had an adjusted mean of 77.529, which was higher than the adjusted mean of 58.117 for students who learned the conventional method. In other words, students who learned to read fluently using the conventional method did not improve as much as those who used Kahoot and the PORPE (Predict, Organize, Rehearse, Practice, Evaluate) method.

## Discussion

This section's content is based on recent research findings that are pertinent to past investigations. This has to do with how effectively the PORPE (Predict, Organize, Rehearse, Practice, Evaluate) method is applied to raise reading comprehension skills among students. The following studies are pertinent:

- 1) The study "The Effect of Applying Predict, Organize, Rehearse, Practice, Evaluate (PORPE) Strategy on Students' Reading Comprehension" (Sinaga et al., 2013). The results showed that the PORPE strategy had a substantial impact on the students' reading comprehension.
- 2) "The Effectiveness of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy in Teaching Reading Comprehension" is the title of (Asrikandi, 2017) study. The study's findings demonstrate the considerable efficacy of the PORPE technique in the instruction of reading comprehension.
- 3) In their research paper titled "The Effective Use of PORPE Method to Teach Reading Comprehension at the Seventh Grade Students of SMP" (Simpson et al., 1988). The study's findings demonstrated how successful it has been to teach reading comprehension to seventh-grade students utilizing the PORPE method.

The latest study's post-test results corroborated previous research, showing an average Marginal Estimate of 77.529 for students taught using the PORPE method with Kahoot and 58.117 for students taught using the conventional method. Therefore, it can be claimed that, in comparison to traditional methods, using the PORPE method with Kahoot to teach reading can have a significant impact.

## Conclusion

The teaching reading using the Predict, Organize, Rehearse, Practice, Evaluate With Kahoot on students' reading comprehension revealed that the value of  $F= 29.591$ , and  $0.000$  was displayed by the probability ( $P$ ). Using the PORPE method With Kahoot, the class's Kahoot score was 77.529. The class using the conventional method yielded 58.117. This indicates that the PORPE method using Kahoot produced superior results with a 95% confidence level. It is possible to get the conclusion that the PORPE method combined with Kahoot worked well for teaching reading.

## Suggestion

The researcher offers numerous recommendations for using the PORPE method combined with Kahoot in the teaching and learning of reading to English teachers, students, and future researchers based on the conclusions reached above. The author would like to offer some recommendations in this section based on the analysis and study results.

First and foremost, an English teacher should be able to employ effective teaching methods and media to pique students' enthusiasm in learning English, particularly in reading. In order to apply instructional tactics that are based on the delivery of the information, teachers must continue to expand their creative and innovative abilities. As in this study, the researcher looks into the use of the PORPE method combined with Kahoot media in teaching reading in order to see how well it should be applied. The PORPE method combined with Kahoot helped students organize their thoughts, think in both subject and language, and capture the reader's interest, which resulted in a significant improvement in the students' scores when it was used. This method is thought to raise the caliber of students' reading. As a result, when teaching reading students, teachers should think about utilizing the PORPE method combined with Kahoot.

Second, it is advised that future researchers—especially those who are interested in conducting research and have the same problem—use this study as a reference. Researchers can use the PORPE method in conjunction with Kahoot to improve students' comprehension of the reading materials. Since student levels differ between schools, it is recommended that other researchers who wish to carry out similar studies use the technique with different student levels. Further research samples or comparisons with other samples using a control group can be employed to enhance the results. Because this study is still far from perfect, the researcher suggests that future researchers who are interested in the same subject conduct research on the impact of the PORPE method combined with Kahoot on students' reading skills. When modifying technical exercises to improve students' reading abilities, other researchers using the PORPE method with Kahoot must exercise creativity and imagination.

## References

- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Introduction to Research in Education. In *Wadsworth, Cengage Learning* (Issue 8).
- Asrikandi, P. (2017). The Use of Porpe (Predict, Organize, Rehearse, Practice, Evaluate) Strategy in Teaching Reading Comprehension. *VELES Voices of English Language Education Society*, 1(2), 24–30. <https://doi.org/10.29408/veles.v1i2.436>
- 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>
- Harmer, J. (2010). *The Practice of Language Teaching* (p. 386). [https://www.academia.edu/25472823/The\\_Practice\\_of\\_English\\_Language\\_Teaching\\_4th\\_Edition\\_Jeremy\\_Harmer](https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition_Jeremy_Harmer)
- Harmer, J. (2015). The Practice of English Language Teaching. In *Pearson Education*. <https://doi.org/10.1093/acprof:oso/9780199574797.003.0018>
- Huda, F., & Huda, M. A. (2022). Teaching Reading Using PQRST Method with Power Point Media. *Journal of Development Research*, 6(1), Process. <https://doi.org/10.28926/jdr.v6i1.217>
- Kershaw, G. (2002). Teaching and learning in the language classroom. T. Hedge. *ELT Journal*, 56(3), 337–341. <https://doi.org/10.1093/elt/56.3.337>
- Nation, I. S. P. (2009). *Teaching ESL/ EFL Reading & Writing*.
- Nurmalasari, N., & Haryudin, A. (2021). the Students' Difficulties in Learning Reading. *PROJECT (Professional Journal of English Education)*, 4(1), 29. <https://doi.org/10.22460/project.v4i1.p29-34>
- Pallant, J. (2010). Survival Manual. In *McGraw-Hill Education*.
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How Can Students Improve Their Reading Comprehension Skill? *Journal of Studies in Education*, 6(2), 229. <https://doi.org/10.5296/jse.v6i2.9201>
- Qanwal, S., & Karim, S. (2014). Identifying correlation between reading strategies instruction and I2 text comprehension. *Journal of Language Teaching and Research*, 5(5), 1019–1032. <https://doi.org/10.4304/jltr.5.5.1019-1032>
- Simpson, M. L., Hayes, C. G., Stahl, N., Connor, R. T., & Weaver, D. (1988). An initial validation of a study strategy system. *Journal of Literacy Research*, 20(2), 149–180. <https://doi.org/10.1080/10862968809547632>
- Sinaga, D. S., & Sibarani, B. (2013). *The Effect of Applying Predict, Organize, Rehearse, Practice, Evaluate (PORPE) Strategy on Students' Reading Comprehension*. 2(2009). doi: <https://doi.org/10.24114/tj.v2i3.927>
- Virdaus, V. V., & Rifa'i, S. (2021). The Fluency of Oral Reading with Natural Reader Software. *Journal of Development Research*, 5(2), 156–163. <https://doi.org/10.28926/jdr.v5i2.190>

# The Strength of Predict, Organize, Rehearse, Practice, Evaluate with Kahoot in the Teaching Reading for Junior High School

## ORIGINALITY REPORT

8%

SIMILARITY INDEX

7%

INTERNET SOURCES

4%

PUBLICATIONS

1%

STUDENT PAPERS

## PRIMARY SOURCES

1	<a href="https://onsearch.id">onsearch.id</a> Internet Source	1%
2	<a href="https://doaj.org">doaj.org</a> Internet Source	1%
3	<a href="https://www.neliti.com">www.neliti.com</a> Internet Source	1%
4	<a href="https://event.ners.unair.ac.id">event.ners.unair.ac.id</a> Internet Source	1%
5	<a href="https://repository.umsu.ac.id">repository.umsu.ac.id</a> Internet Source	<1%
6	<a href="https://archive.org">archive.org</a> Internet Source	<1%
7	<a href="https://new.express.adobe.com">new.express.adobe.com</a> Internet Source	<1%
8	<a href="https://moam.info">moam.info</a> Internet Source	<1%

9	Publication	<1 %
10	<a href="http://ejournal.stkip-mmb.ac.id">ejournal.stkip-mmb.ac.id</a> Internet Source	<1 %
11	<a href="http://segagroup.net">segagroup.net</a> Internet Source	<1 %
12	<a href="http://www.oer.unn.edu.ng">www.oer.unn.edu.ng</a> Internet Source	<1 %
13	Saiful Saiful, Baso Jabu, Haryanto Atmowardoyo. "The Effects of the PORPE Method on Students' Reading Comprehension and Metacognitive Awareness", Journal of Language Teaching and Research, 2019 Publication	<1 %
14	<a href="http://ia902801.us.archive.org">ia902801.us.archive.org</a> Internet Source	<1 %
15	<a href="http://ijsab.com">ijsab.com</a> Internet Source	<1 %
16	<a href="http://faculty.ksu.edu.sa">faculty.ksu.edu.sa</a> Internet Source	<1 %
17	<a href="http://jurnal.ustjogja.ac.id">jurnal.ustjogja.ac.id</a> Internet Source	<1 %
18	<a href="http://www.academypublication.com">www.academypublication.com</a> Internet Source	<1 %

19

Internet Source

&lt;1 %

20

Bambang Bambang, Ilham Tanjung, Dahlan Hatoguan Ritonga, Lilit Pardomuan Hasibuan, Abdul Hakim Pohan. "Planning and Strategies for Maharah al-Kalam Learning Arabic Language in Madrasah", WARAQAT : Jurnal Ilmu-Ilmu Keislaman, 2023

Publication

&lt;1 %

21

[eprints.unmas.ac.id](http://eprints.unmas.ac.id)

Internet Source

&lt;1 %

22

[ieepj.hormozgan.ac.ir](http://ieepj.hormozgan.ac.ir)

Internet Source

&lt;1 %

23

[imsear.searo.who.int](http://imsear.searo.who.int)

Internet Source

&lt;1 %

24

[jrelt.ftk.uinjambi.ac.id](http://jrelt.ftk.uinjambi.ac.id)

Internet Source

&lt;1 %

25

[www.mlrg.org](http://www.mlrg.org)

Internet Source

&lt;1 %

26

Michele L. Simpson, Christopher G. Hayes, Norman Stahl, Robert T. Connor, Dera Weaver. "An Initial Validation of a Study Strategy System", Journal of Reading Behavior, 2016

Publication

&lt;1 %

---

Exclude quotes Off

Exclude matches Off

Exclude bibliography On