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## The Impact of PORPE Strategy on developing Iraqi EFL Pupils' Achievement

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### Abstract

The present study aims at finding out the Effect of PORPE Strategy on the experimental group achievement, It is hypothesized that , there is no statistically significant difference between the mean scores of the experimental group achievement in pre and post-test . To achieve the aims and verify the hypotheses above Nonrandomized experimental group pretest and posttest design has been chosen. The pupils have been taught during the academic year 2023-2024. A sample consists of (68) pupils in second stage at Al-meshcat intermediate school distributed into two groups, group (A) represents experimental group that includes (34) pupils are taught according to PORPE Strategy, group (B) represents control group which also include (34) pupils who are taught according to the conventional method. Both groups have been equalized in such variables from Educational level of parent, English grades achievement in previous schooling year, and the pretest of both groups.

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According to the results, there is a statistically significant difference in the mean scores of the experimental group who is taught according to PORPE Strategy and the control group who is taught by using the conventional method,

Based on the results and obtained conclusions in this study, suitable recommendations and suggestions for further studies are put forward

**Key Word:** Effect, PORPE Strategy, achievement, pupils,

اثر إستخدام إستراتيجية ، التنبؤ ، التنظيم ، التدريس ، التمرين ، التقويم ، على تحصيل الطلبة  
العراقيين متعلمي اللغة الإنكليزية بوصفها لغة أجنبية

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### المستخلص

تهدف الدراسة الحالية إلى معرفة أثر إستراتيجية PORPE على تحصيل المجموعة التجريبية، حيث افترضت أنه لا يوجد فرق ذو دلالة إحصائية بين متوسطي درجات تحصيل المجموعة التجريبية في الاختبار القبلي والبعدي. ولتحقيق الأهداف والتحقق من الفرضيات أعلاه تم اختيار تصميم الاختبار القبلي والاختبار البعدي للمجموعة التجريبية غير العشوائية. وقد تم تدريس التلاميذ خلال العام الدراسي 2023-2024. تكونت عينة الدراسة من (68) تلميذاً في المرحلة الثانية بمدرسة المشكاة المتوسطة موزعين على مجموعتين، المجموعة (أ) تمثل المجموعة التجريبية التي تضم (34) تلميذاً يتم تدريسهم وفق إستراتيجية PORPE، والمجموعة (ب) تمثل المجموعة الضابطة والتي كما تضم (34) تلميذاً يتم تدريسهم بالطريقة التقليدية. وقد تعادلت المجموعتان في متغيرات المستوى التعليمي لولي الأمر، وتحصيل درجات اللغة الإنجليزية في العام الدراسي السابق، والاختبار القبلي لكلا المجموعتين. وفي ضوء النتائج يوجد فرق ذو دلالة إحصائية بين متوسطي درجات المجموعة التجريبية التي تدرس على وفق إستراتيجية PORPE والمجموعة الضابطة التي تدرس على الطريقة التقليدية، وفي ضوء النتائج والاستنتاجات التي تم التوصل إليها في هذه الدراسة تم تقديم التوصيات والمقترحات المناسبة لإجراء المزيد من الدراسات

الكلمة الدالة : التأثير، إستراتيجية PORPE، الإنجاز، التلاميذ

## **Section One**

### **1-1 The Problem**

Iraqi pupils face many difficulties in the process of learning EFL. There are a variety of factors that contribute to their inefficiency in learning English. Including the environment teacher qualifications, a lack of practice both inside and outside the classroom, and pupils' lack of confidence (David, 2009)

Alsalmi (2020) mentions that teacher in schools must have ability to enhance pupils' achievement by using new strategies. There are many strategies of teaching which try to raise the pupils' achievement in English language. For this reasons rote and meaningful learning are chosen to investigate their effects on pupils' achievement.

PORPE (predict, organize, practice, evaluate) is an alternate technique that can raise pupils' accomplishment levels. Simpson claims that PORPE is research done to help pupils understanding the subject matter. Assist the pupil in the construct their understanding and establish their process construction.

### **1-2 Aim**

This study aims at finding out the effect of PORPE Strategy on the experimental group achievement.

### **1-3 Hypothesis**

There is no statistically significant difference between the mean scores of the experimental group achievement in pre and post-test

### **1-4 Limits**

This study is limited to Iraqi EFL second year intermediate school pupils in City of AL-alam / Salahaddin governorate/Al-meshcat School for girls , during the first course, academic year 2023-2024.

### **1-5 Value**

The purpose of this study is to Create in intermediate school pupils positive learning situations, which will raise the pupils' achievement in English.

## **Section Two**

### **Theoretical Background**

#### **2.1PORPE Strategy**

##### **2.1.1. The Concep of PORPE Strategy**

According to Anthony and Ula, PORPE's five phases help pupils behave like proficient readers who are conscious of and in charge of their own cognitive processes as they read and learn. Anthony and Ula (2010). PORPE, according to Simpson (1986) , is a study technique that may be applied in any subject area course where learning is assessed by an essay, as well as any test format that promotes higher order thinking, like synthesis, application, and evaluation. Brown (1987) states that PORPE is a method for studying textbook content in which you formulate and respond to essay questions, Although it takes some time, this method works well for getting ready for essay tests.

Mahendrayana (2016) remarks that, the PORPE method is stronger in analyzing and getting to know process, inflicting scholars to turn out to be greater engaged and enthusiastic about taking element with inside the process. Additionally,

in line with Wong (2004), PORPE is a tactic supposed to aid college pupils who have to whole essay-primarily based totally exams. This shows that the scholars will discover the approach beneficial whilst writing essays that encompass textual content. In essay exams, the textual content is generally prolonged and difficult to understand.

### **2.1.2 PORPE's Steps**

The five steps are as follow:

#### **1). Predict**

According to Baker and Brown (1984), pupils who answer questions that want “a synthesis and discussion” are in the predict step. “a comparison and contrast” as well as “an evaluation of the key concept from a unit of study” . It is the first step of PORPE which inquires the pupils to notice most influential part of information in the text, making predictions concerning what they believe will be addressed or what they hope to learn from the content they're studying is the first step in applying the PORPE approach.

#### **2). Organize**

According to Cook and Mayer (1983), pupils are collecting bits of knowledge to assist them respond to the essay problems they have been assigned for the purpose of organizing the content in a way that makes total sense, the s can create maps or outlines.

#### **3). Rehearse**

According to Simpson (1989) The PORPE's third step, rehearse, rehearsing involves actively attractive with the information thru diverse strategies to beautify thinking and comprehension. There are a few effective approaches to rehearse the material like Read and summarize Read a section or a portion of the documentation, then put one's own words on it.

#### **4). Practice**

. The PORPE's fourth step, practice, is the scholars need to validate their learning, due to the fact college pupils write the solution to the essay query from bear in mind and their memorization. In the practice, college pupils are requested to enlarge their internal speech and recitation from the practice session step, writing all of it out with a most of detail.(Simpson et al , 1988 )

#### **5). Evaluate**

It is the last phase in the PORPE study strategy. Evaluating the pupils understanding and development comes last, after they have exercised using the knowledge, practiced making predictions, and arranged the material.Assessing their learning and figuring out their degree of understanding and proficiency are all part of the evaluation process.(Simpson et al , 1988 )

### **2.1.3. Reasons of Using PORPE Strategy in Teaching**

According to Jalal (2023), He has spoken about use strategies in teaching:

Since personality regarded as a significant factor in acquiring a second language; it has been found that there is a relationship between its types and classroom participation. Participation is to be involved in classroom activities and having response to teacher's questions and actively discussing ideas. Some students are passive, who do not participate in the classroom activities, whereas some are active. The active students are extroverts, while the passive ones are referred to as introverts. That is, extrovert has tendency to learn through interaction; however, introverts tend to prefer individual work or pair work rather than being a part of a big group. (p.118)

1-PORPE helps students prepare for multiple-choice tests by preparing them for inferences and applying knowledge to novel situations.

2-PORPE-trained students perform better on tests and in essays, demonstrating better content, organization, and cohesiveness.

3- It also encourages the application of knowledge in various settings, preparing students for real-life situations where they must modify their learning to fit different settings.

#### **2.1.4.Using the PORPE Strategy in the Teaching Procedure**

The following is how Brunner (2012) explained the PORPE strategy's procedures:

1. Assign pupils to small groups.
2. After reviewing the material, have pupils guess potential essay questions. Tell kids to ask a classmate if they have any questions.
3. Instruct pupils to develop ideas for a potential essay response either alone or with a friend.
4. Tell them to practice the potential response until they can commit it to memory.
5. Assign pupils to practice remembering the responses to potential essay questions.
6. Advise pupils to assess the caliber of their essay responses.

#### **2.1.5. The Advantages of PORPE**

The PORPE technique is a method designed for students to prepare for essay exams and develop their cognitive and mental cognitive processes. It is often considered a laborious process, but it supports class discussion and ensures a thorough understanding of the subject matter or literature. PORPE encourages students to consider, evaluate, and synthesize important ideas, with PORPE-trained students performing better in content, organization, and cohesiveness. It also helps students prepare for multiple-choice questions, where they need to draw conclusions and apply knowledge to novel situations.

PORPE significantly impacts students' learning outcomes, with research showing that students trained in PORPE performed better on surprise exams, including essay and multiple-choice questions.

### **2.1.6 The Role of Teacher in PORPE Strategy**

Facilitating Active Observation: Teachers create a conducive surroundings for college kids to actively have a look at the getting to know substances or activities. They layout enticing duties and offer applicable assets to assist college pupils 'remark. By doing so, the teachers make sure that scholars are focused, attentive, and actively worried within side the getting to know process. Aditya(2021)

### **2.1.7 The Role of Pupils in PORPE Strategy**

Prediction pupils are encouraged to make predictions about the topic or concept before engaging with the learning materials. This process allows them to activate their prior knowledge and create a foundation for learning. Predictions make pupils more engaged and motivated to explore the topic further..(Simpson, Hayes, Stahl, Connor, & Weaver, 1988; Simpson, Stahl, & Hayes,1989).

According to Ibtisam(2023) in her reaserch that published in this magazine :

The role of the student in this strategy is to try to answer the questions raised by the teacher, participate in the discussions, ask about unclear points and put forward ideas that he thinks are important. (p.6)

## **2.2 Previous Related Studies**

### **2.2.1.NurIlmi (2018)**

This study is entitled (Improving Reading Ability Through (Predict, Organize, Rehearse, Practice and Evaluate) PORPE Strategy at the Tenth Grade of MA Izzatul Ma'arifTappinaKab.Polman

This study aims to know whether PORPE strategy can improve reading ability.

### **2.2.2.Rachmanita (2018)**

This study is entitled (The effect of PORPE and QTA techniques toward pupils' reading persuasive skill)

The aim of this study is to see whether the use of techniques as PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) and QtA (Question the Author) were effective in improving pupils' reading achievement or not. And the instrument of this study is experimental research with non- randomized control group pretest posttest design.

### Section Three

#### 3.1 Experimental Design

To fulfill the aims of the present study a post-test design. See Table (1)

**Table (1)**

**The Design of this Study**

Groups	Pretest	Independent Variables	Posttest
Experimental	Pretest	PORPE Strategy	Posttest
Control	Pretest	Conventional Methoda	Posttest

#### 3.2 Population and Sampling

Ehman and Mehrens (1971) state that a population refers to all of specified groups of objects usually person. The current study population consists of Iraqi intermediate school pupils' of the second stage for girls in AL-AIAm Tikrit .

The sample is the part of the target population that is already inquired or verified (Richards, 2017 ). Sampling is an important tool for the study because the number of population usually consists of too many persons as participants.

The sample of this study consists of (68) pupils who have been chosen from second grade at Al-Mishkat School for Girls.

**Table (2)**

**The Sample**

Group	Sections	Numbers	Total
Experimental	A	34	68
Control	B	34	

#### 3.3 Equivalence of the Two Groups

The equalization between the two groups requires controlling the following variables which may cause a variance in the pupils' achievement such as, their age, their general level in English vocabulary, and their parents' educational level (Good, Barr and Douglas, 1976).

#### 3.4. Construction of the Posttest

To achieve the aim of the test, the researcher has constructed an achievement test based on the subject matter, The researcher has designed a written test of five questions, and each question scores (20) marks, the total is (100) marks. The specific aims, contents, and behaviors of the test are specified.

### **3.6 Validity and Reliability of the Test**

Messick (1989 ) defines validity as an incorporated evaluative judgment of the degree to which experimental evidence and theoretical argument assist the adequacy and suitability of inferences and actions based on scores of the test.

Gronlund ( 1998) states that validity is the scope to which the inference made from the evaluation result is appropriate , useful and meaningful for the purpose of valuation. Also Taherdoost (2016) mentions that validity measures what is supposed to be measured .

Reliability refers to the degree of test stability, regardless of whether it is testing; it should be stable (Best & Khan, 2006). Jope (2000) defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability. If the results of the study can be produced under a similar methodology , then the research instrument is considered to be reliable.

Varma and Beard (1981) characterize reliability as a key feature of a successful test. If the level of preciseness remains constant and continuous at each time of the test performance with the same condition is accurate. The Alpha Cronbach formula is used to determine the posttest-reliability. The coefficient of test is (0.80), which is considered as excellent.

### **3.7 The Difficulty Level and Discrimination Power of the Test Items**

Item difficulty refers to the extent to which an item appears to be complicated or facilitated for a given number of tests. It just reflects the percentage of pupils who respond correctly to the object. The most suitable test item will have item difficulty varying between 0.15 and 0.85 (Brown, 2010). It was found that the current test items' DL ranges from (0.25) to (0.75),

### **3.8 The Scoring Scheme of the Achievement Post-test**

As Rumelhart(1980,p:34) points out, schema theory is “a data structure for representing the genetic concepts stored in memory.” The schema theory explains how readers make use of prior information to understand and gain knowledge from texts for each level.

The major elements of the scoring schema need to be rated. There are various numerical scores for each component., the achievement post-test’s overall scores are 100.

## **Section Four**

### **4.1.2 Data Analysis for the First Hypothesis**

To analyze the data related to the first hypothesis specifically: There is no statistically significant difference between the mean scores of the experimental group achievement in pre and post-test, the independent sample test has been used. Therefore, the first aim of the study namely: Finding out the effect of PORPE Strategy on the experimental group achievement, will be achieved.

In order to achieve the first aim, a pre and post achievement test is applied for (34) experimental pupils. Then, the calculated t-value and the tabulated t-value is achieved by using the T-Test formula for paired sample test to estimate pupil's performance.



According to the following results in table (4.1), the mean scores of the pretest is (44.68) and standard deviation is (16.197). While the mean scores of the post test is (67.59) and the standard deviation is (13.177). The calculated t-value (6.709) is higher than the tabulated t-value (1.70) with a degree of freedom (33) at a level of significance (0.05).

Observing the values of T-calculated above, it is found that the calculated T-value (6.709) is much greater than the tabulated T-value of the field (1.70)

**Table (4.1): Means, Standard Deviation, and t-Values of the Experimental Groups In the Pre and Posttest Achievement Test**

Group	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
pre	34	44.68	16.197	6.709	1.70	33	0.05
Post		67.59	13.177				

**4.1.2 Data Analysis for the Second Hypothesis**

To analyze the data related to the second hypothesis specifically: **There is no statistically significant difference between the mean scores of the experimental group's achievement and the control group's achievement in the post- test**, the independent sample test has been used. Therefore, the second aim of the study namely: **Checking whether the posttest result for the experimental group achievement and the control group differ significantly from one another**, will be achieved.

According to the following results in table (4.2), the mean scores of the experimental group is (67.59) and standard deviation is (13.177). While the mean scores of the control group is (46.06) and the standard deviation is (11.549). The calculated t-value (7.164) is higher than the tabulated t-value (1.98) with a degree of freedom (66) at a level of significance (0.05).

Observing the values of T-calculated above, it is found that the calculated T-value (7.164) is much greater than the tabulated T-value of the field (2.00), and from this it can be concluded that there is statistically significant differences between the mean scores of the control group, who are taught according to the conventional method and the mean scores of the experimental group, who are taught by using PORPE Strategy , for the benefit of experimental group. So, the second hypothesis is rejected.

**Table (4.2): Means, Standard Deviation, and t-Values of the Two Groups In the Achievement Test**

Group	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		

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<b>Experimental</b>	34	67.59	13.177	7.164	2.00	66	0.05
<b>Control</b>	34	46.06	11.549				

## **1 Conclusions**

1-The PORPE strategy promotes active learning, comprehension, and retention of information.

2-It encourages pupils to interact with the material through various cognitive processes such as previewing, organizing, summarizing, and self-assessment. By following this strategy, pupils can enhance their study effectiveness and make the most out of their learning experience .

3-The PORPE Strategy improves pupils' achievement in the fourth skill, according to this study. Based on their scores, it appears that the PORPE Strategy helps the pupils' four skills (writing, reading, speaking, and listening).

4-Consequently, it is crucial to adopt ,the PORPE Strategy as a method of teaching English. Not just on the academic performance of the pupils, but also on developing their critical thinking.

5-It has been demonstrated that applying the PORPE Strategy increased pupils accomplishment.

## **2. Recommendation and Suggestions for Further Studies:**

It may be recommended that PORPE Strategy is a good strategy for the pupils would be able to improve their comprehension, particularly when it came to reading material. It implies that pupils will soon have to take essay exams.

It is suggested to use PORPE to conducting a comparable study in other academic topics and college stages

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