

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the presentation of the findings research which stated in the previous chapter. It also present the suggestion to the several parts related to teaching learning process especially on English class.

A. Conclusion

Based on the observation and students' test result, researcher concludes that the implementation of PORPE can improve student's reading skill on descriptive text is successful. It can build up the active learning, solidarity feeling, motivation and to improve students' reading skill on descriptive text at the first graders of MTs Al-Hidayah Ngancar Kediri.

By giving some questions related to the theme of the text, it helped the students to predict the content of the reading text, got high curious to do PORPE's rule and stimulated the students to be more active during classroom activity. Besides, the researcher made close relation to the students and gave specific time to read the text also to answer the question and discuss together in a team work. It is done that the researcher hoped students can manage time to read the text and answer the question.

Moreover the researcher asked students to increase solidarity in group, let the students to read the text by skimming and scanning, also made a list for some difficult words then check the meaning from their

dictionary. It means that students did not translate word by word and read all the text, because it just wasted many times.

The successful of the classroom action research can be known from the score. In cycle 1, the percentage of students in the students response had 80% and the percentage of individual test had 88%. This is stage of teaching reading by using PORPE as follows:

1. The students will *predict* at least two essay questions that could possibly be on the test. Teacher will provide students with key words to use in forming their questions. (Explain, discuss, compare and contrast).
2. The students will *organize* or highlight the important points in the text. They will outline answers to the predicted questions.
3. The students will recite (*rehearse*) key information out loud and quiz themselves by listing all of the facts they can remember.
4. The students will answer the questions they developed during the prediction stage of PORPE (*practice*). This can be done in outline form or with complete answers.
5. The students will *evaluate* the answers to their questions. They need to be sure they have enough information and examples in their answer. They should ask themselves: Am I ready for the test? Is there anything else that I need to study?

B. SUGGESTION

After doing this classroom action research and knowing the result of this research, the researcher has some suggestions as follows:

1. For the teacher

The teacher should improve his/her method and ability in teaching reading. It intended in order to the students were not bored to study English, especially on descriptive text, in which most of the students dislike to read many paragraphs that made their eye tired. The teacher should give more exercise, so that the students will be familiar with kinds of text and easier to analyze it by skimming or scanning. Besides, the teacher should give management time to each activity and forbid students to translate word by word and read all the text, because it just waste the time.

2. For the students

To enrich the students' understanding about reading skill on descriptive text. The students need to recognize kinds of the text and make it analyze by skimming or scanning to get deeply understanding. Moreover, the students should do not translate all of words in the text. They should be able to manage and control the time. The important one is create solidarity between their classmate. The students should help other students that do not enough understand about teachers' explanation.

3. For further researcher

The researcher hoped there would be many researchers who were interested in studying using PORPE in teaching reading skill, especially on descriptive text in the future. Other researcher can use PORPE, but they must pay attention to how the importance for the teaching learning process and effectiveness of using PORPE.