

## CHAPTER V

### CONCLUSION AND SUGGESTION

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

#### A. Conclusion

Based on the students' test result, researcher concludes that the implementation of *PORPE* for reading comprehension effectively can build up the prior knowledge, students' interest, and motivation at the Eighth-Grade students of MTS Miftahul Huda Silir.

Student's reading comprehension can be improved by *PORPE*. First, giving some questions related to the theme of the text, it will help the students to predict the content of the reading text. At this point, the researcher's ability to give relevant questions toward the text is needed since the students will not get the point of what the content of the text if the researcher fails to give relevant questions. Second, relevant questions are expected to be able to lead the students to connect their answer to the content of the text. Moreover, in guiding the students to understand the text better, the researcher can connect the students' prior knowledge toward the theme of the text. The last, exercises were given as a tool of measurement toward the students' result or achievement after the implementation of *PORPE* technique for reading comprehension.

By implementing *PORPE* technique, the students' reading comprehension in cycle 1 to cycle 2 is improved. It can be known for the result of the score test. The score tests of the students are increased 29% from 57% (12 students out of 21) in cycle 1 to 86% (18 students out of 21) in cycle 2. Thus, the cycle 2 was successful and it does not need to revise the treatment. In the other words, teaching reading through *PORPE* can improve reading comprehension at Eighth-Grade students of MTS Miftahul Huda Silir.

#### **B. Suggestion**

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

##### 1. For the teacher

The English teacher of the eighth grade students of MTS Miftahul Huda Silir was suggested to keep on motivating their students to improve their reading comprehension. Give the students exercise in reading with different kinds of reading text. In this way the students would be able to develop and improve their reading skill in other kind of reading text. Reflective through *PORPE* is expected to give contributions to the students in term of motivation, interest, enjoyment, and achievement as well. Practically, the English teachers of the eighth grade students of MTS Miftahul Huda Silir are suggested to keep up this strategy practically for improving reading.

## 2. For the student

The students are expected to focus their attention during teaching and learning process so that they can get the point of learning. Furthermore, the students may use the *PORPE* as means for practicing their reading skill.

## 3. For the other researchers

The other researchers are suggested to attempt to hold the same kind of research with different sample in the use of *PORPE* in order to know whether this strategy can significantly helps to improve the students reading comprehension but the researcher suggested to be more creative in implementing those strategy in teaching reading comprehension, especially in comprehending reading text. The researcher use of varied techniques can greatly increase the motivation of the students in teaching and learning process in reading activities.