

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research findings that has been written in the previous chapter. In addition, the researcher also provides suggestion for teacher, students, and future researcher.

#### A. Conclusion

The aim of this study was to find out the implementation of PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) strategy in teaching reading descriptive text toward the reading comprehension of the tenth-grade students of SMAN 1 Percut Sei Tuan in the first semester of academic year 2019/2020.

- During the implementation of PORPE strategy in the class X MIPA 2 of SMAN 1 Percut Sei Tuan, the researcher discovered that the teacher used each strategy of PORPE started from Predict to Evaluate step as it has been explained in the data analysis. Through the observation, the implementation of PORPE strategy during the teaching-learning process were suitable and in the right track according to the steps of PORPE that originally found by Simpson and Tahl. The teacher followed every step well-executed since she skipped none of those five steps. But in the perspective of the researcher, the teacher was seen to have difficulty in giving appropriate evaluation on the last step even though she said that the first step (Predict) were the hardest one but the researcher shaped it

differently. In other words, the evaluation of each created questions were lack of elaboration. In addition to students' interest while being taught by using PORPE strategy, the teacher gave more stimulation to them on the critical thinking while comprehending the text. As a result of this process, students' reading comprehension were considered escalate because they no longer uninterest to read descriptive text. It was seen by how they brought back the memories to recall the key concepts of the paragraph in the whole passage and then pouring and transform the ideas into self-predicted essay questions plus its answers. Fun fact discovered, the students had a huge memories on number, colors, shapes, and any visual or physical part of described thing as it was proved on they self-predicted essay questions they created by their own.

- Furthermore, the interview details with the teacher showed the major reason of why the teacher used PORPE strategy in teaching reading descriptive text is because it's appropriate in teaching reading descriptive text. The strategy made students more critical towards the questions because in every step they had to think critically and remember all the key points in the passage. In addition, after being evaluated, they recognized their mistakes and know how to answer another question in the future. Thus, they also interested in reading English text, especially text like descriptive in the daily basis.

## B. Suggestions

In relation to the conclusions, the following are presented as the suggestions which useful for:

1. The teacher

The teacher should keep teaching reading text by using appropriate strategy like PORPE strategy because it results in the improvement of students' interests to read a text.

2. Students

Students should be able to read an English text because reading a descriptive text is one of receptive skills which have to be mastered by students.

3. Other Researchers

This research is not complete yet and needs additional explanation. It still need elaboration from other researchers who are interested on studying strategy in teaching reading because reading is one of the four language skills.