

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter consists of two sections, namely the finding of the research and the discussion of the research. The finding of the research cover the description of the result of data collected through reading test. In the discussion part, it deals with the explanation about the findings.

#### A. Findings

The findings were obtained through the reading test in the second grade students of SMK MUHAMMADIYAH Parepare in Academic 2021. The researcher applied all of procedures that had been showed in the last chapter. In addition, the researcher gave to the students' both pre-test and post-test. A pre-test was given before treatment to know the students' reading comprehension, while post-test was given after treatment through PORPE method and the result of the post-test of this research can answer the question of this research that aims to find out through PORPE method can be able to improving reading comprehension at the second grade of SMK MUHAMMADIYAH Parepare.

##### 1. The Students Score in Pre-test

The pre-test had done before implementation PORPE method. It was conducted on Wednesday 14<sup>th</sup>, 2021/2022. The students was given the pre-test. The researcher found out the research of the students pre-test based on the scoring of resulted in the information as shown in the following table:

**Table. 4.1 the Students score in Pre-test**

N O	Students	Pre-Test of the Students (X <sub>1</sub> )		X <sup>2</sup>	CLF
		Max Score	Score X <sub>1</sub>		
1	Abdul Hadi Setiawan	100	30	900	Bad
2	Abel Afriani	100	70	4900	Good
3	Ansar	100	65	4225	Enough
4	Arma	100	45	2025	Less
5	Hijriah	100	35	1225	Less
6	Indri	100	30	900	Bad
7	Indy Nabila Ahmad	100	50	2500	Less
8	Mira Amelia	100	45	2025	Less
9	Muh.Fahrul Zulkanae A	100	40	1600	Less
10	Muhammad Akbar	100	65	4225	Enough
11	Muhammad Fajar	100	55	3025	Less

continued

continuing

N O	Students	Pre-Test of the Students (X <sub>1</sub> )		X <sup>2</sup>	CLF
		Max Score	Score X <sub>1</sub>		
12	Muhammad Parham	100	70	4900	Good
13	Murni	100	65	4225	Enough
14	Nimas Arum Puspitasari	100	40	1600	Less
15	Nur Fahira	100	50	2500	Less
16	Putri Febrianti	100	70	4900	Good
17	Rayhan Hans Saputra	100	60	3600	Enough
18	Rina	100	50	2500	Less
19	Sri Wahyuni	100	55	3025	Less
20	Suci Sri Anggun	100	65	4225	Enough
21	Usman	100	35	1225	Less
Total			ΣX = 1090	ΣX <sup>2</sup> = 60250	

(Data source: the students Score in Pre-test)

Firstly, the researcher calculated the mean score of the pre-test:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1090}{21}$$

$$X = 51,90$$

So the mean score ( $X_1$ ) for the pre-test is 51,90

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 51,90. From that analyzing. It could be seen that almost of the students comprehension in reading was still low because most of students gained less score.

Secondly, the researcher calculated the standard derivation of the pre-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n-1}}{N-1}}$$

$$SD = \sqrt{\frac{60250 - \frac{(1090)^2}{21-1}}{21-1}}$$

$$SD = \sqrt{\frac{60250 - \frac{1188100}{20}}{20}}$$

$$SD = \sqrt{\frac{60250 - 59405}{20}}$$

$$SD = \sqrt{\frac{845}{20}}$$

$$SD = \sqrt{42,25}$$

$$SD = 6,5$$

So, the result of the standard deviation of the pre-test is 1,73

After determining the mean score ( $X_1$ ) of pre-test was 51,90 and standard deviation (SD) of the pre-test was 1,73 it could be seen that improving students reading comprehension were in low category.

**Table 4.2 The frequency and rate percentage of the students' reading ability of Pre-Test.**

Classification	Score	Predicate	Pre-test	
			Frequency	Percentage (%)
Very Good	80-100	A		
Good	66-79	B	3	14,28%
Enough	56-65	C	5	23,80%
Less	40-55	D	11	52,38%
Bad	30-39	E	2	9,52%
Total			21	100%

*(Data source: the Rate Percentage of the Frequency of the Pre-test)*

The table above indicated that rate percentage of the pre-test shows that before giving the treatment of (Predict, Organize, Rehearse, Practice, Evaluate) PORPE method. No one students got very good score, three (14,28%) students got

good score. There were five (23,80%) students got enough score, eleven (52,38%) students got less score and two (9,52%) students got bad score.

Based on the table from 21 students, 11 students got less category have followed English source for documentary level. So they did not recognize a few meaning words in the reading text. But no one got a very good score. Its mean that the students' reading still poor.

### 1. The Students Score in Post-test

**Table. 4.3 the Students score in Post-test**

N O	Students	Pre-Test of the Students (X <sub>1</sub> )		X <sup>2</sup>	CLF
		Max Score	Score X <sub>1</sub>		
1	Abdul Hadi Setiawan	100	75	5625	Good
2	Abel Afriani	100	80	6400	Very Good
3	Ansar	100	75	5625	Good
4	Arma	100	80	6400	Very Good

Continued

Continuing

N O	Students	Pre-Test of the Students ( $X_1$ )		$X^2$	CLF
		Max Score	Score $X_1$		
5	Hijriah	100	70	4900	Good
6	Indri	100	70	4900	Good
7	Indy Nabila Ahmad	100	85	7225	Very Good
8	Mira Amelia	100	75	5625	Good
9	Muh.Fahrul Zulkanae A	100	85	7225	Very Good
10	Muhammad Akbar	100	90	8100	Very Good
11	Muhammad Fajar	100	75	5625	Good
12	Muhammad Parham	100	100	10000	Very Good
13	Murni	100	65	4225	Enough
14	Nimas Arum Puspitasari	100	85	7225	Good

Continued

Continuing

N O	Students	Pre-Test of the Students (X <sub>1</sub> )		X <sup>2</sup>	CLF
		Max Score	Score X <sub>1</sub>		
15	Nur Fahira	100	80	6400	Good
16	Putri Febrianti	100	100	10000	Very Good
17	Rayhan Hans Saputra	100	65	4225	Enough
18	Rina	100	70	4900	Good
19	Sri Wahyuni	100	75	5625	Good
20	Suci Sri Anggun	100	80	6400	Very Good
21	Usman	100	75	5625	Good
Total			ΣX = 1655	ΣX <sup>2</sup> =132275	

(Data source: the students score in Post-test)

The first to get the mean score of the post-test, used formula:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1655}{21}$$



$$X = 78,80$$

Based on the result of the post-test, the data showed that the mean score of the post-test was 78,80. From that analyzing. It could be seen that almost of the 21 student reading comprehension was very good and good score categories.

Second, to get the standard deviation of the post-test, used formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n-1}}{N-1}}$$

$$SD = \sqrt{\frac{132275 - \frac{(1655)^2}{21-1}}{21-1}}$$

$$SD = \sqrt{\frac{132275 - \frac{2739025}{20}}{20}}$$

$$SD = \sqrt{\frac{132275 - 136,95}{20}}$$

$$SD = \sqrt{\frac{132,13}{20}}$$

$$SD = \sqrt{6,60}$$

$$SD = 2,56$$

So, the standard deviation of the post-test is 2,56.

After determining the mean score ( $X_1$ ) of post-test was 78,80 and standard deviation (SD) of the post-test was 2,56. It could be seen that improving students reading comprehension were in a very good category.

2. The result of the pre-test and post-test were presented in the following:

**Table. 4.4 The Mean Score and Standard Deviation of the pre-test and post-test**

Test	Mean Score	Standard Deviation (SD)
Pre-test	1090	1,73
Post-test	1655	2,55

*(Data source: the mean score and standard deviation of pre-test and post-test)*

**Table 4.5. The frequency and rate percentage of the students reading ability of Post-Test**

Classification	Score	Predicate	Pre-test	
			Frequency	Percentage (%)
Very Good	80-100	A	8	(38,10%)
Good	66-79	B	11	(52,38%)
Enough	56-65	C	2	(9,52%)
Less	40-55	D		
Bad	30-39	E		
Total			21	100%

*(Data source: the Rate Percentage of the Frequency of the Post-test)*

The table above shows that after giving the treatment PORPE (Predict, Organize, Rehearse, Practice, Evaluate) method, the students reading method score could be classified as good by the result of post-test. There were eight (38,10%) out of 21 students' classified into very good score, eleven (52,38%) classified into good

score and two (9,52%) out of 21 students classified into enough score, no one students' classified into less and bad score. So that the researcher was able to conclude that the students got a change in the study of English if given PORPE method.

### 3. The T-test value

**Table 4.6 The worksheet of calculated of the score pre-test and post-test of reading comprehension**

NO	Pre-test	Post-test	(D)	D <sup>2</sup>
1	30	75	45	2025
2	70	80	10	100
3	65	75	10	100
4	45	80	35	1225
5	35	70	35	1225
6	30	70	40	1600
7	50	85	35	1225

Continued

Continuing

NO	Pre-test	Post-test	(D)	D <sup>2</sup>
8	45	75	30	900
9	40	85	45	2025
10	65	90	25	625
11	55	75	20	400
12	70	100	30	900
13	65	65	0	0
14	40	85	45	2025
15	50	80	30	900
16	70	100	30	900
17	60	65	5	25
18	50	70	20	400
19	55	75	20	400
20	65	80	15	225

Continued

Continuing

NO	Pre-test	Post-test	(D)	D <sup>2</sup>
21	35	75	40	1600
Total			565	18825

(Data source: the of the Calculation of the Score on Pre-test and Post-test on the Improving Students reading comprehension through PORPE method)

$$D = \frac{\sum D}{N}$$

$$D = \frac{565}{21}$$

$$D = 26,90$$

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n-1}}{N(N-1)}}$$

$$t = \frac{26.90}{\sqrt{\frac{18825 - \frac{(565)^2}{21-1}}{21(20-1)}}$$

$$t = \frac{26.90}{\sqrt{\frac{18825 - \frac{319225}{20}}{420}}}$$

$$t = \frac{26.90}{\sqrt{\frac{18825 - 15,96}{420}}}$$

$$t = \frac{26.90}{\sqrt{\frac{18,80}{420}}}$$

$$t = \frac{26.90}{\sqrt{44,78}}$$

$$t = \frac{26.90}{6.69}$$

$$t = 4,02$$

In order to know whether the means score of the pre-test and the means score of the post-test is significantly different, the research used a T-test. The result of the T-test is  $t = 4,02$ . To find out the degree of freedom (df) the research use following formula:

$$df = N - 1$$

$$df = 16 - 1$$

$$df = 20$$

For the level of significance ( $p = 0,05$ ) and  $df = 20$  then the value of the table = 1,724. Thus the value of T-test greater than the variable ( $4,02 > 1,724$ ) it meant that there is significant difference in reading comprehension after doing treatment by PORPE (Predict, Organize, Rehearse, Practice, Evaluate) method in students' reading comprehension at the second grade students of SMK MUHAMMADIYAH

Parepare.

#### **4. Hypothesis testing**

The hypothesis was tested by using t-Test statistical analysis. The result as follow:

If t-Test value was greater than the t-Table value for the level of significance 0.05 with a degree of freedom 20, thus the alternative Hypothesis would be accepted. The data analysis result is the t-Test value (4,02) was greater than the t-Table value (1,724). So the Alternative hypothesis is accepted. By this result, it is concluded that there was significant difference between the students' reading comprehension that was through PORPE (Predict, Organize, Rehearse, Practice, Evaluate) method.

### **B. DISCUSSION**

#### **1. The Improvement of Students Reading Comprehension through PORPE method**

The research aimed at investigating the improvement of students' reading comprehension of descriptive texts for the second grade of SMKM MUHAMMADIYAH Parepare. The researcher calculated the mean score students' reading comprehension was indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment was 51,90 and the mean score of post-test was 78,80 after treatment.

In the pre-test section, the researcher found that most of the students were still less. It was supported by the data of students' data mean score from the pre-test obtained by students was 51,90. It could be seen that improving students reading

comprehension were in low category. It was caused the students were difficult to analyze on reading text, the students was confused about how to comprehending the text. Where most students find it difficult to understand the content of the reading because they do not find a way to stay focused on the reading text. Also students are a bit bored because it only leads to the reading text so they only read the text without understanding the contents of the reading.

By looking at the test finding, from the data provided in classification table based on the reading, clearly to see that three (14,28%) students got good score, five (23,80%) got enough score, eleven (53,38%) students got less score, and two (9,52%) students got bad score in the pre-test. While in the post-test eight (38,10%) students got very good score, eleven (52,38%) students got good score category, and two (9,52%) students got enough score. From the result the researcher concluded that the students' reading comprehension from enough to very good classification.

Based on the result finding explanation. It can be concluded that after giving treatment there was improvement of reading comprehension after applied the PORPE method. Applying PORPE method to improve reading comprehension were more active and interested in learning reading in the classroom. The researcher take a conclusion PORPE method gives effect to improve the students seemed to be difficult to comprehend the reading text and also the teacher seemed to be difficult to make all of the students contribute in the reading class. after the method applied the students easy to comprehend the reading text especially analyze on reading text and can improve the students reading comprehension. therefore, it can be concluded some benefits of PORPE method namely; in the classroom, the students become effective readers in learning process, the motivation of the students was improvement, and



engages the students during each phase of the learning process, and the atmosphere in learning process was the students become enjoy and study well.

In addition, to know what was hypothesis received between null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ), the researcher used t-test to calculating result showed that on the t-test value 4,02 was greater than t-table value 1,742 table (  $4,02 \geq 1,742$ ) with degree of freedom (df) 20. It means alternative hypothesis ( $H_a$ ) was concluded that the PORPE method was able to improve the students' reading comprehension at the second grade of SMK MUHAMADIYAH Parepare. This hypothesis was accepted while the null hypothesis ( $H_0$ ) was rejected. The result of this research showed that PORPE method is significantly effective in teaching reading comprehension of descriptive texts. Using PORPE method in teaching and learning process in classroom had good influence to students' reading comprehension. By presenting PORPE method in reading class, the students' were more active in the process of teaching and learning because the activities offered by PORPE method have relevancy to the characteristics of most senior high school students that curious and enjoy dynamic situations.

The research aimed at investigating the differences of students reading comprehension before and after taught using PORPE method at the second grade students of SMKS Muhammadiyah Pareapre. The researcher calculated the mean score of students reading comprehension is indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment is 51,90 and the mean score of post-test is 78,80 after treatment. The researcher concludes that the students reading comprehension from less to good classification. The students are more motivated in learning reading, the students were interested in predicting possible

question that could make them easier to comprehend detailed information of the text, helps students monitor comprehension because in the last step of PORPE method the students self-evaluate the quality of their answer. According to Brunner, PORPE is study method to assist students in learning content material. This method help students in the process constructing the meaning, build knowledge. Students more active in learning this process, automatically train students more creative to understand reading material.

In the implementation of PORPE method, this is a learning method that is independent, where learners as a subject of learning and teacher as mentor or facilitator. This requires all students to use their potential and prevent any dependence of the participant students to the teacher and other students. So, there is no students are passive in learning.

Finally, based on the results of the research, there is a significant difference on students reading comprehension before and after taught by using PORPE method. PORPE method is successfully applied to the second grade students of SMKS Muhammadiyah Parepare. PORPE method could help the students in comprehending the text. Therefore, it could be assumed that PORPE method is able to improving students' reading comprehension.

Furthermore, by PORPE method, the students mostly participated actively in each activity. They also had more effort by asking the vocabularies they did not know in English especially in descriptive text in order to maintain their reading activities with their set partner. They also did more reading practice even though they were not under monitored by the teacher. By doing so, the students saw very interested in the

process of learning because they can share their ideas freely to each other, and this made class becoming more alive.

Based on the findings above, it is related to the research question of this study. The researcher concludes that there is an increase in the use of the POPRPE (Predict, Organize, Rehearse, Practice, Evaluate) method in second grade students of SMKS MUHAMMADIYAH Parepare.

## **2. The Ways to Implement of PORPE Method to Improvement the Students' Reading Comprehension.**

In connection with the finding in every meeting on treatment, the researcher concluded that the students enjoyed the class and they feel easier to read. They could be reading well because they read a text through five steps. 1. Predict: after reading the chapter, predict possible easy question from the information contained in the text. 2. Organize: summarize the key points of the chapter using your own words. Then outline answer to predicted question. 3. Rehearse: recite aloud the information. 4. Practice: in practicing, you answer your predicted essay questioning from memory, you can sketch an outline of the essay or prepare a complete answer. 5. Evaluate: evaluate your own work by asking the following question : Do I have enough concrete examples? Is my answer complete, accurate, and appropriate?. The PORPE method had impact in improving the students reading comprehension. As a fact, using PORPE method in teaching reading comprehension. It can be seen from the significant improvement of students' score from comparison between pre-test and post-test. It meant that, the treatment was success in improving students' reading comprehension.

There were four meetings in this research with main material (descriptive text)

and identified it, and PORPE as a method in teaching process. At the first, before getting the treatment. The step of this test was the researcher started to do the brainstorming to take the students attention and made the students interest to do next instruction. The researcher asked some the students to reading before giving of pre-test. After that, the researcher gave a test.

In the first meeting on Wednesday, July 14<sup>th</sup>, 2021, the first researcher gave motivation to the students about the easy to study English. After that researcher introduced the material or one of the method that can be used to improving reading comprehension namely POPRPE method (Predict, Organize, Rehearse, Practice, Evaluate), the researcher gave illustration that PORPE is a method to study textbook materials in which the students create and answer essay question and describe the activities to the students' before giving material and give pre-test for the students. Then, researcher gave chance the students to give question that they did not understand about the material. The students were very enthusiastic in learning reading through PORPE method. It was because the teacher never used PORPE method in teaching reading comprehension so the students be interesting.

On Wednesday, July 28<sup>th</sup>, 2021 was the second meeting, in the second meeting the researcher explain the steps of the PORPE method Predict the first stage in the PORPE method is predicting possibilities essay questions on the material to guide the next lesson. The next stage is to Organize that information will answer the question of the prediction essay. Summarize and synthesize ideas through concept or outline. Rehearse practice with an organization of concept map structure loading key ideas through active memorization. Practice In this stage, learners practice by writing answers of the prediction question with the remembering process. Stage practice:

practice engaging learners creating their own text from brain memory that answer their prediction question. After the four stages in the PORPE method done, learners Evaluate the writing results by filing out a checklist of completeness, accuracy, and the suitability of the essay.

Third meeting on Friday, July 30<sup>th</sup>, 2021, the researcher gave a test in the form of PORPE about “Makassar City”. It purposed to know that students had progress in reading comprehension or not. In this meeting the students had been divided into one group only two students to make the researcher easy to do the method. The researcher asks students to read a text and work on it using the PORPE method. The researcher asks students to read a text and work on it using the PORPE method. After that, the students observe reading text and ask questions about whatever is not understood, some student explained the result of their work in front of class. After that, the researcher gave lists evaluate to his partner to assess his friend’s answer. It made the students easy to understand and remember the reading text that it has read.

On Wednesday, August 4<sup>th</sup>, 2021, was the fourth meeting. Before beginning this meeting, the researcher gave a test again to students with a text different. In this meeting was different from previous meeting. The researcher used PORPE method combined with the game so that the students did not get bored in the class, the game used by researcher had a relationship with the reading comprehension, this meeting was done outside the classroom so that the students can freely accept the material in a relaxed and quickly absorbed.

In the last, the researcher gave post-test on Wednesday, August 4<sup>th</sup>, 2021 . Before that, the researcher did brainstorming first to take the students’ focusing and their attention. The students answered the question based on their knowledge after

treatment. In this, the researcher did not give back the students' paper again. It purpose to know whether this treatment had interested or not.

From the first meeting until the last meeting, the implementation of PORPE method changed classroom situation in class and learning process. The students were more activated and they enjoyed in class, the students' more active to ask about the lesson what they did not understand. Based on Simpson statement states that "PORPE" is an independent study method which operationalizes the cognitive and metacognitive processes that effective readers engage in to understand and subsequently learn content area material. Student gave more responses when the researcher asked to do PORPE method in classroom.

This study aims to determine whether the PORPE method (Predict, Organize, Rehearse, Practice and Evaluate) can or does not improve reading comprehension in descriptive texts for students of class XI TKJ, SMKS Muhammadiyah Parepare. The results showed that the PORPE method could significantly improve students' ability in teaching reading comprehension. The use of the PORPE method in the teaching and learning process in the classroom has a good influence on students' reading comprehension. By presenting the PORPE method in the reading class, students are more active in the teaching and learning process because the activities offered by the PORPE method are relevant to the characteristics of most students who are curious and like dynamic situations. Meaningful situations are established using this strategy in the language class.

Furthermore, with the PORPE method, most students actively participate in each activity. They also put more effort by asking for vocabulary they do not know in English, especially in texts to maintain their reading activity with their partner or

sitting group. They also practice reading more even though it is not done by the teacher. That way, students look very interested in the learning process because they can exchange ideas freely, and this makes the class more lively. In addition, the application of the PORPE method is a useful and interesting technique because it provides an opportunity for each student to answer answers in front of the class. The PORPE method activities above are challenging to play together, find, remember, and develop words in reading, this learning process is important to discover students how to find factual information, main ideas, vocabulary meaning, and read for fun.

