

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This part discussed the finding and discussion of teaching writing explanation text by using PORPE strategy to students of English course. The first, describing finding about the implementation of teaching explanation text by using PORPE strategy to students of English course. The second, describing finding about students' task achievement in writing explanation text by using PORPE strategy to students of English course.

#### **4.1 Findings**

The findings of the implementation of teaching writing explanation text by using PORPE and the student's achievement in writing explanation text by using PORPE strategy to students of English course. The researcher observed process of teaching in English Course (EC) at *Desa Durung Bedug, Candi, Sidoarjo* which was held in two meetings. The first meeting on 2<sup>nd</sup> May 2020 and the second meeting on 6<sup>th</sup> May 2020.

##### **4.1.1 Findings of The Implementation of Teaching Writing Explanation Text by Using PORPE Strategy to Students of The English Course**

The result of the implementation of teaching writing explanation text by using PORPE strategy to students of English course was described on observation field note and signed on observation checklist.

#### 4.1.1.1 First Meeting

The observation was held on Saturday, May 2<sup>nd</sup> 2020. The class start at 15.45 P.M until 16.45 P.M. Before the class started, the researcher came to English Course (EC) at 15.00 P.M. The researcher had time to talk with the teacher of the course. The researcher explained the strategy to the teacher for implementing during the learning process. The teacher entered the class at 15.30 P.M. Meanwhile, the researcher followed the teacher to enter the class. The researcher sat behind the students to observe the learning process.

#### OPENING

Teacher : “Assalamu’alaikum wr.wb. Good evening students.”

Students : “Wa’alaikumsalam wr.wb. Good evening sir.”

Teacher : “How are you today? *Apakah kalian semua berpuasa?*”

Student 1 : “I’m good sir but I’m hungry.”

Student 2 : “I’m very well sir. *Karena saya tidak puasa hari ini.*”

Some students : “*LAPAR* sir.”

The teacher, the researcher and all the students laughed.

The teacher gave motivation to support the student in learning process. The teacher warmed up before the lesson.

Teacher : “Okay. Now I will begin the lesson with warming up. So that you all get more spirit.”

Students : “Yes sir.”

Teacher : “Ok. Now put your hands up. *Ini adalah permainan “OPPOSITE”.*  
*Jika saya mengatakan “Right” maka arahkan tangan kalian ke kiri.*  
*Sebaliknya jika saya mengatakan “Left” maka arahkan tangan*  
*kalian ke kanan. Dan jika saya mengucapkan kata “Up” maka*  
*arahkan tangan kalian ke bawah, sebaliknya jika saya mengucapkan*  
*“Down” maka arahkan tangan kalian ke atas. Do you understand?”*

Students : “Yes sir, understand.”

Teacher : “Ok I will start it. Are you ready?”

Students : “Ready!”

After warming up for 5 minute, the teacher started the lesson.

Teacher : “*Baik sekarang kita mulai pelajarannya ya. Dan pembelajaran*  
*yang akan kita bahas yakni tentang explanation text. Before we*  
*study let’s pray together! Begin!”*

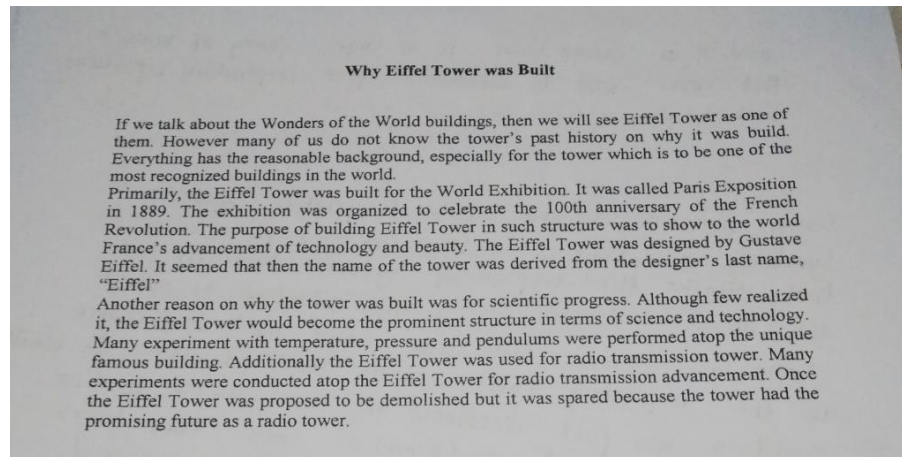
The teacher, the researcher prayed and followed by the students.

### **WHILST - ACTIVITY**

Teacher : “Finish!

The first, I will give you a text”

### Picture No. 4.1 Example of Explanation Text



The teacher gave an explanation text to the students and prepared the text before the lesson. The explanation text prepared was about Eiffel Tower. The text was about the phenomena. Before the teacher implemented the strategy, the teacher gave direction to the students to read the text first.

Teacher : *"Sebelum saya lanjutkan, silahkan kalian baca teks tersebut terlebih dahulu."*

The students read the text carefully. After read the text, the teacher asked about the text. The teacher also gave more explanation about the meaning, social function, generic structure, and language features of the text.

Teacher : *"Ok, do you know what the text tell about?"*

Student 1 : *"Kejadian alam sir."*

Student 2 : *"Proses terjadinya sesuatu sir."*

Teacher : *"Good. Apa kalian tahu jenis teks apa yang menceritakan proses terjadinya sesuatu tersebut?"*



Student : “Explanation text sir”

**Picture No. 4.2 Teaching Learning Process**



Teacher : “Good. So, explanation text is the text which explain the natural phenomena. The social function is to explain the phenomena. The generic structures are Thesis, argument and conclusion. *Sekarang saya coba tanya, what the purpose of explanantion text?*”

Students : “To explain the phenomena.”

Teacher : “Terus apa saja generic structure nya?”

Student 1 : “Thesis sir..”

Student 2 : “Thesis and argument sir”

Teacher : “Smart! *Jadi generic structure nya yaitu thesis, argument and conclusion. Namun conclusion itu conditional, kalian bisa menambahkannya dan juga tidak.*”

Teacher : “*Kemudian language features. Language features nya yaitu using present tense, relation process, using conjunction, passive voice. Ada pertanyaan?*”

Student : *“Passive voice itu contohnya apa sir?”*

Teacher : *“Passive voice itu ditandai dengan to be + past participle. Contoh seperti Photosynthesis is absorbed by a green pigment, is (to be) + absorbed (past participle). Understand ?”*

Students : *“Yes sir.”*

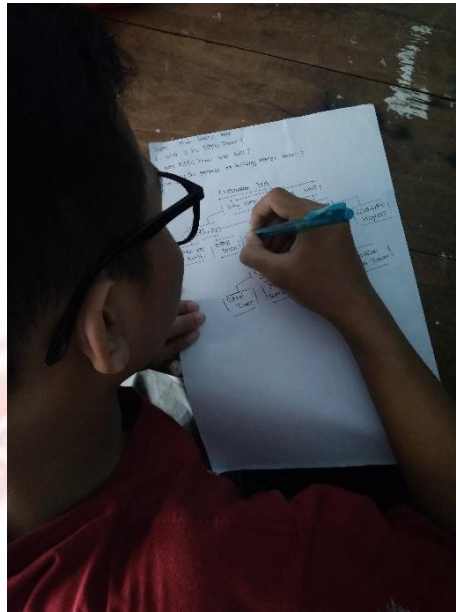
After the teacher explained the text. The teacher gave direction to the student by used the teacher’s strategy. The strategy is called PORPE strategy. The teacher explained the steps of the strategy. First, the students predicted the text. Second, the students organized the text by created cluster. Third, the students rehearsed the keyword before wrote the sentences, and the last, the students practiced by writing the sentences of rehearse the keyword.

Teacher : *“Baik, sekarang dari teks yang kalian dapat masing-masing setelah kalian membacanya coba buatlah beberapa pertanyaan dari teks tersebut. Kemudian setelah membuat pertanyaan silahkan kalian organize dengan membuat cluster, clusternya berisi keyword dari jawaban pertanyaan yang kalian buat. Understand ?”*

Student : *“Jawaban dari pertanyaannya apakah ditulis semua di cluster? Apa seperti itu sir?”*

**Picture No. 4.3 The Student Write The Questions of The Text and Organize**

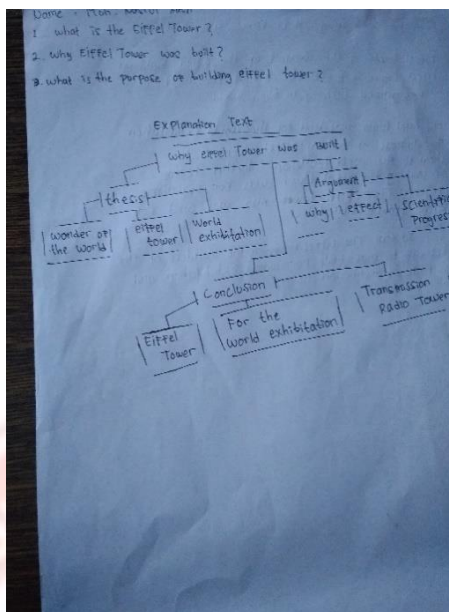
**The Keyword**



Teacher : *“Yang kalian tulis di cluster hanya keyword/kata kunci nya saja jangan ditulis semua jawabannya. Contohnya untuk thesis kalian tulis Eiffel Tower, build, etc”*

Student : *“Oh ya sir saya sudah paham.”*

**Picture No.4.4 The Student's Cluster**



Teacher : “Now, after you make a questions and cluster. *Silahkan kalian hafalkan keywords yang sudah kalian buat cluster. Setelah itu buatlah explanantion text dengan kalimat kalian sendiri melalui keywords yang kalian hafalkan di cluster.*”

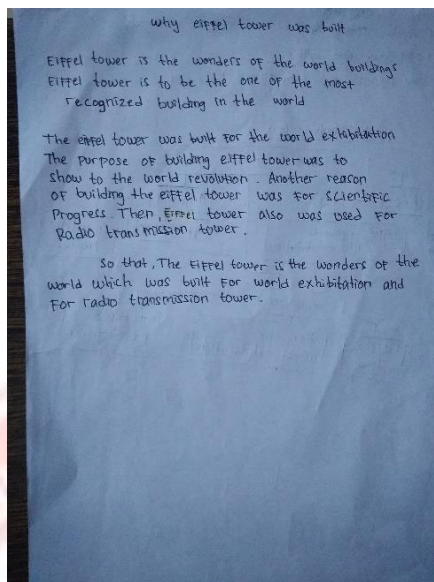
Student : “*Minimal berapa paragraf sir?*”

Teacher : “*Tidak ada aturan paragraf yang ditetapkan. Yang terpenting generic structure nya lengkap dan urut.*”

Students : “*Yes sir.*”



**Picture No. 4.5 The Explanation Text by The Students' Own Sentences**



**CLOSING**

Teacher : “Oke Before we finish our lesson, I will ask you some questions.

What is the explanation text?”

Students : “The text which explain the natural phenomena.”

Teacher : “The purpose?”

Students : “To explain the natural phenomena.”

Teacher : “What the generic structures?”

Students : “Thesis, Argument and conclusion sir.”

Teacher : “And the last mention the language features!”

Students : “Using simple present, relation process, using conjunction, and passive voice.”

Teacher : “Excellent. For the next week let you prepare an explanation text and bring to the course.”

Student : “*Apakah boleh browse sir?*”

Teacher : “Silahkan kalian browse atau cari di buku. Selanjutnya dibahas minggu depan.”

Students : “Yes sir.”

Teacher : “Before we go home. Let’s pray together! Begin!”

The teacher, the researcher prayed and followed by the students.

Teacher : “FINISH! Good bye and see you next week. Assalamu’alaikum wr. wb.”

Students : “Wa’alaikumsalam wr. wb.”

#### **4.1.1.2 Second Meeting**

##### **OPENING**

The observation was held on Wednesday, May 6<sup>th</sup> 2020. The class start at 15.45 P.M until 16.45 P.M. The teacher entered the class at 15.30 P.M. Meanwhile, the researcher followed the teacher to entered the class. The researcher sat behind the students to observed the learning process.

Teacher : “Assalamu’alaikum wr.wb”

Students : “Wa’alaikumsalam wr.wb”

Teacher : “Good evening students.”

Students : “Good evening sir.”

Teacher : “Are you excited today?”

Students : “Yes sir.”

Teacher : “Are you ready to start the lesson?”

Students : “Yes sir, we already!”

Teacher : “Nice. Before we study let’s pray together! Begin!”

The teacher, the researcher prayed and followed by the students.

### **WHILST-ACTIVITY**

Teacher : “Finish! Now I will review the material from the last week. Do you remember about the material?”

Students : “Yes sir. Explanation text!”

Teacher : “Do you know what the meaning about explanation text?”

Student : “Explanation text is text which explain about the natural phenomena, sir”

Teacher : “Nice. Can you mention the generic structure and language features of the text? *Satu anak menyebutkan satu generic structure sampai language features ya, sesuai urutan barisan!*”

Student 1 : “Yes sir. For the generic structure, the first is thesis.”

Student 2 : “The second is argument.”

- Student 3 : “The third is conclusion.”
- Teacher : “Nice. And for language features?”
- Student 4 : “The first language feature is using present tense.”
- Student 5 : “Using conjunction.”
- Student 6 : “Next, relation process sir.”
- Student 7 : “The last is using passive voice.”
- Teacher : “Excellent. Proud of you all! *Sekarang apakah kalian ingat tugas yang saya tugaskan minggu lalu?*”
- Student 1 : “*Menyiapkan explanation text kan sir?*”
- Teacher : “Alright! *Apakah kalian sudah menyiapkan semuanya?*”
- Students : “*Sudah sir.*”
- Teacher : “*Apakah ada yang sudah membaca text kalian sendiri?*”
- Student 1 : “*Saya sudah sir.*”
- Student 2 : “*Saya juga sudah sir. Tapi sekarang lupa.*”
- Student 3 : “*Maaf sir. Saya belum.*”
- Teacher : “I will give you 3 minutes to read your text again!”
- Students : “Yes sir.”

The students start to read the text that they brought by themselves.



3 minutes later....

Teacher : “Have you finished?”

Students : “Finish!”

Teacher : *“Baiklah sekarang buka Instagram kalian masing-masing! Buat explanation text sesuai teks yang sudah kalian siapkan dan baca. Buat dengan kalimat kalian sendiri. Kemudian upload explanation text tersebut dan beri gambar atau foto yang sesuai dengan teks kalian masing-masing.”*

**Picture No. 4.6 The Teacher Give An Example on Instagram**

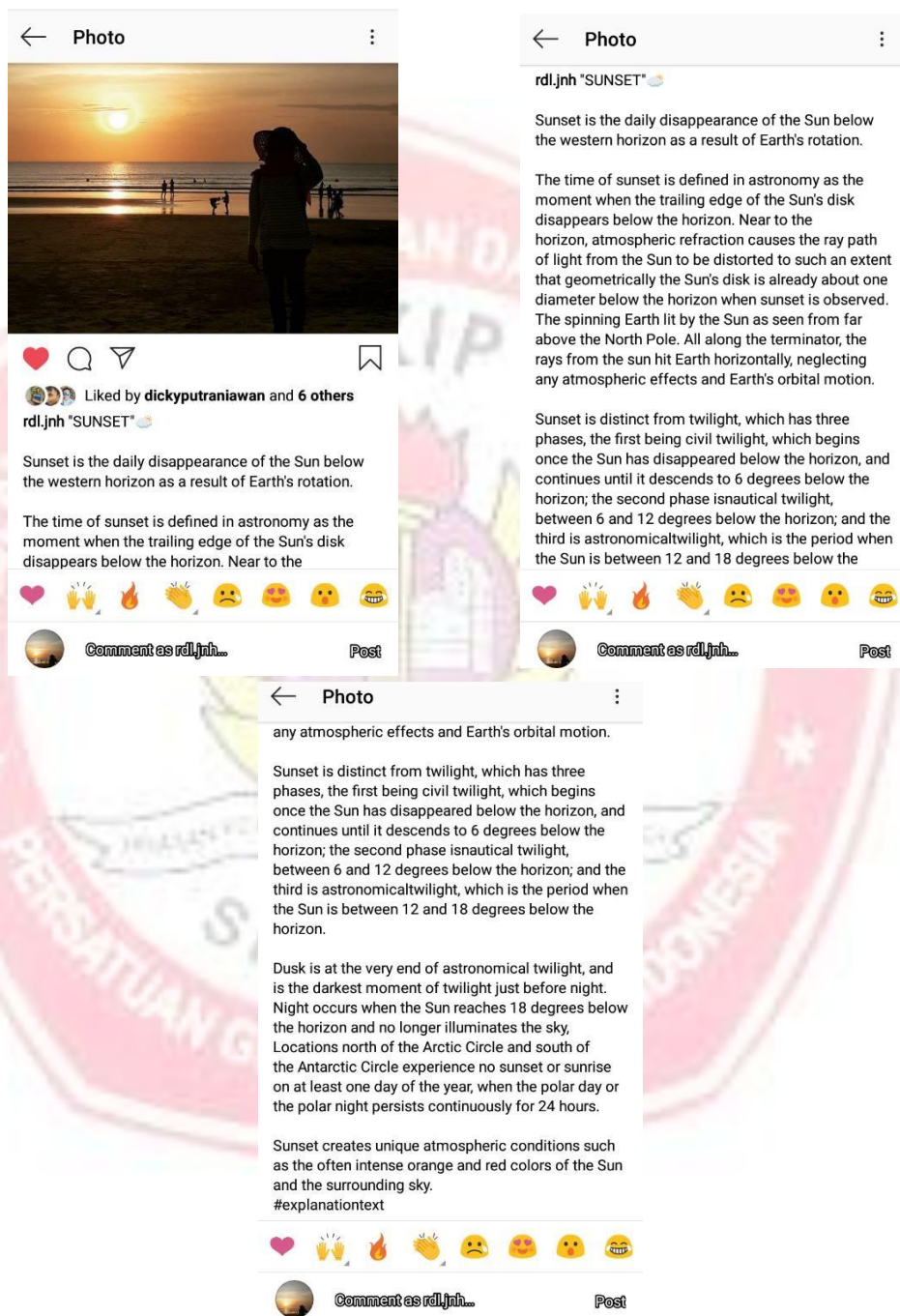


Student 1 : *“Apakah ditulis di kertas dulu atau langsung di Instagram sir.”*

Teacher : *“Kalian boleh menulis teks kalian sendiri secara langsung di Instagram, dan boleh juga ditulis di kertas terlebih dahulu. Oh ya, kalian juga boleh menggunakan strategi yang sudah saya terapkan*

*minggu lalu yaitu dengan membuat pertanyaan terlebih dahulu, kemudian membuat cluster, dan finally kalian susun kalimatnya.”*

**Picture No. 4.7 Example of Explanation Text on Instagram**



Student 1 : *“Kalau semisal hanya menulis clusternya tanpa pertanyaannya bagaimana sir?”*

Student 2 : *“Iya sir. Jadi pertanyaannya kita langsung mengucapkannya tanpa menulisnya sir.”*

Teacher : *“Boleh saja. Semudah kalian saja.”*

Students : *“Baik sir.”*

The students made the text and wrote the explanation text until they finished it.

The teacher and the researcher helped the students to make their text.

Few minutes later...

One by one the students finished their text.

Teacher : *“Baiklah. Jika kalian sudah menyelesaikan cluster atau tulisan kalian. Silahkan kalian langsung upload di Instagram ya!”*

Students : *“Baik sir.”*

### **CLOSING**

The teacher reviewed the material to the students. The teacher also explained why the students upload their text to Instagram. The teacher gave a conclusion about the material. The students uploaded their text to Instagram.

Teacher : *“Alhamdulillah, our learning about explanation text has ended. Saya berharap kalian bisa memahami apa itu explanation text*

melalui strategi dan media yang telah diberikan Mr. Semoga kalian tetap mengingat pembelajaran ini.”

Student 1 : “Yes sir. Semoga nilai saya bagus sir. Hehe...”

Teacher : “Aamiin.. Alright, before we go home, let’s pray together. Begin!”

Teacher : “FINISH. You can go home and be careful. See you next time. Bye  
bye...”

Assalamu’alaikum wr.wb..”

Students : “Wa’alaikumsalam wr.wb”

Based on the teacher’s implementation above, the researcher conclude that the teacher implemented in teaching writing explanation text by using PORPE strategy well. The teacher also explained the steps of PORPE strategy clearly. So that, the students could understand and applied PORPE strategy that were taught by the teacher. The students wrote the student’s own explanation text that started to predict and ended by practice in writing explanation text.

#### **4.1.2 Findings of Student’s Achievement in Writing Explanation Text by Using PORPE Strategy to Students of The English Course**

The result of the student’s achievement in writing explanation text by using PORPE strategy to students of English course was used student’s task. The teacher gave the scores of student’s task. And the researcher described the scores on scoring rubric. The student’s scores as follow :



**Table No. 4.1 The Result Scores of The Students' Achievement in Writing  
Explanation Text by Using PORPE Strategy**

No	Name of Students	Content	Organization	Vocabulary	Language Use	Mechanic
1	Akhmad Amin Habibulloh	4	4	4	4	2
2	Avita Ayu Anggraeni	5	4	5	5	4
3	Diki Putra Niawan	5	5	5	5	5
4	Feni Nur Kholizati	5	4	5	5	5
5	Karina Amelia Putri	5	3	5	5	4
6	Maharani Dewi Safitri	5	5	5	3	5
7	Muhammad Nasrul Amin	5	5	5	5	5

8	Muhammad Rifky Syafruddin	4	4	5	4	3
9	Muhammad Rizqi Ridho	5	3	4	4	4
10	Salimatun Aliyah	4	3	4	3	3

**Table no. 4.2 The Scoring Rubric of Student's Task**

<b>Component of Writing</b>	<b>Scale</b>	<b>Scale Point Description</b>	<b>Total Students</b>
Content	5	Excellent	7 students
	4	Good	3 students
	3	Satisfactory	
	2	Marginal	
	1	Unsatisfactory	
Organization	5	Excellent	4 students
	4	Good	3 students
	3	Satisfactory	3 students
	2	Marginal	
	1	Unsatisfactory	
	5	Excellent	7 students

Vocabulary	4	Good	3 students
	3	Satisfactory	
	2	Marginal	
	1	Unsatisfactory	
Language use	5	Excellent	5 students
	4	Good	3 students
	3	Satisfactory	2 students
	2	Marginal	
	1	Unsatisfactory	
Mechanics	5	Excellent	4 students
	4	Good	3 students
	3	Satisfactory	2 students
	2	Marginal	1 student
	1	Unsatisfactory	

Based on the table above, the researcher conclude that the result scores of student's achievement in writing explanation text by using PORPE strategy are good although there are some students that lack in language use and mechanics. The students searched a good content and organized the text well. The students can write explanation text by using PORPE strategy and the students more active to upload the text on Instagram.

## **4.2 Discussion**

The discussion was focused on the implementation of teaching writing explanation text by using PORPE strategy to students of English course and the students' achievement in writing explanation text by using PORPE strategy to students of English course.

### **4.2.1 Discussion of The Implementation of Teaching Writing Explanation Text by Using PORPE Strategy to Students of The English Course**

In the first meeting, the teacher was greeting to student, the teacher gave motivation to the students in studying writing explanation text. The teacher gave texts to the students before explaining the material. Then, the teacher explained the goal of giving the text. The teacher used the strategy in teaching learning process. It supported by Davis (2019) that teaching strategies are based upon clear understandings of how students learn. Then, the teacher explained some steps of PORPE strategy to the students. The students looked at the text that was given by the teacher. Before the students had to follow the steps, the teacher asked to the students what the text about is. The teacher explained what the text about was. The teacher explained the meaning, social function, generic structure, and language features. The students listened the teacher's explanation carefully. The students were seriously to ask about the material.

Before the students started to write the text by themselves, the teacher gave direction to the students to look at the text and follow the teacher's instruction by using PORPE strategy. The students were enthusiastically to follow the teacher's



instruction by using PORPE strategy. The students also asked to the teacher if the students did not understand of PORPE strategy. The students made some questions of the text given. The students also organized the keywords of the text by clustering. Then, the students rehearsed the keywords by memorized it. After that, the students wrote the keywords in sentences. The sentences arranged the texts based on the students' own sentences.

In the second meeting, the students prepared the explanation text from home. The teacher gave direction to students to make explanation text based on the text that had been prepared by the students themselves. The explanation text was written based on the the students' own sentences. The students understood how to make explanation text using the students' own sentences. The students applied the steps of PORPE strategy that were taught by the teacher las week. PORPE strategy stands for predict, organize, rehearse, practice, evaluate (Setyorini, Juniardi, & Rima, 2019, pp. 1-11). So that, the students started to predict and ended by practice in writing explanation text. And the last, the student's writing will evaluated by the teacher.

Meanwhile, the teacher instructed the students to divided the explanantion text written by the students into instagram. The teacher instructed the students to search a picture which related to the text. The teacher also instructed the students to upload the picture and the explanation text that written by the students. The students felt surprised and enthusiastic to upload the students' task on instagram.

#### **4.2.2 Discussion of The Students' Achievement in Writing Explanantion Text by Using PORPE Strategy to Students of The English Course**

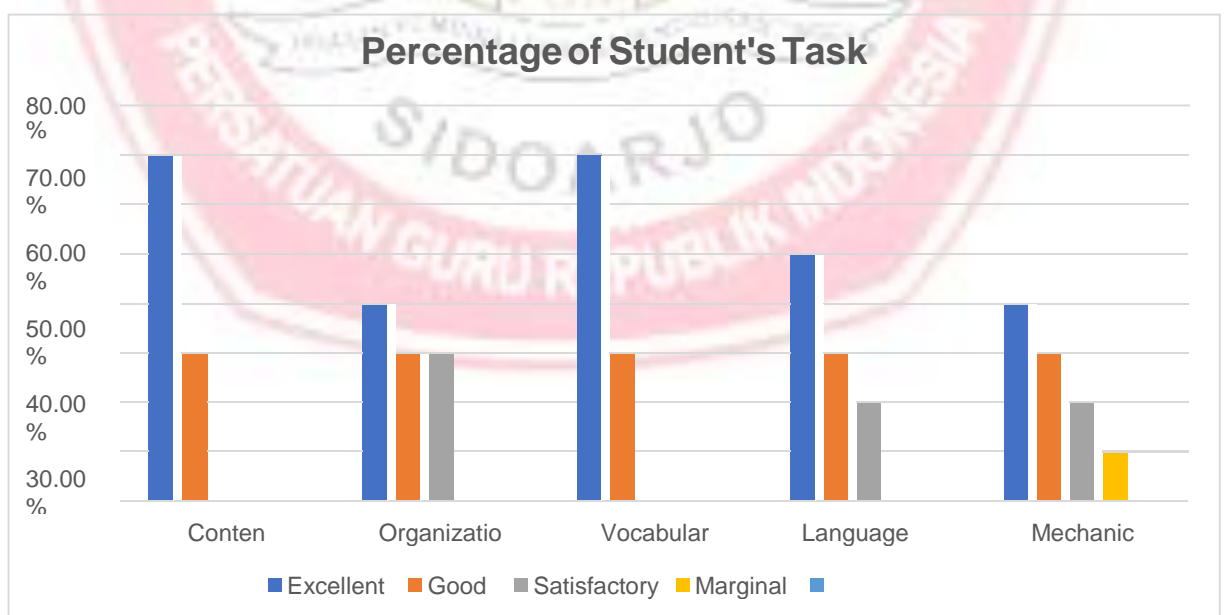
The result of the students' achievement in writing explanantion text by PORPE strategy to students' of the course were taken from student's tasks on Instagram. The students arranged the text well including content, organization, vocabulary, language use, and mechanics as component of writing. It is supported by Brown that there are five significant components of writing to assess as follows: 1) content, there at least two things which can be measured inconnection with content, 2) organization, the process of organization materials in writing involves coherence, order of importance, general specific, specific to general, chronological order and special order pattern, 3) vocabulary, one of the language aspects dealing with the process of writing, 4) language use, it involves correct usage and points of grammar or structure, 5) mechanics, it deals with capitalization, spelling, and punctuation (Hasibuan & Handayani, 2018, pp. 55-63). The students got good scores although there were some lacks. The teacher took the scores and gave the scores to the researcher. The student's scores were described below:

Students have component of writing on "content" with score 5 (excellent) are 7 students. Students have component of writing on "content" with score 4 (good) are 3 students. Students have component of writing on "organization" with score 5 (excellent) are 4 students. Students have component of writing on "organization" with score 4 (good) are 3 students. Students have component of writing on "organization" with score 3 (satisfactory) are 3 students. Students have component of writing on "vocabulary" with score 5 (excellent) are 7 students. Students have

component of writing on “vocabulary” with score 4 (good) are 3 students. Students have component of writing on “language use” with score 5 (excellent) are 5 students. Students have component of writing on “language use” with score 4 (good) are 3 students. Students have component of writing on “language use” with score 3 (satisfactory) are 2 students. Students have component of writing on “mechanics” with score 5 (excellent) are 4 students. Students have component of writing on “mechanics” with score 4 (good) are 3 students. Students have component of writing on “mechanics” with score 3 (satisfactory) are 2 students. Students have component of writing on “mechanics” with score 2 (marginal) are 1 student.

The researcher counted the percentage of students’ scores into the chart. The percentage of the the students’ result can be looked at from the Diagram Chart No. 4.3:

**Chart No. 4.3 The Real Scores Analysis of The Students’ Task**



Based on the percentage above, the students get good scores of the components of students' writing. The student's content and vocabulary get 70% excellent score and 30% good score. It means that the content and vocabulary in writing explanation text were mastered by the students. Meanwhile, in organization the students get 40% excellent score, 30% good and satisfactory score. It means that the students were able to organize generic structures and the keyword to the sentences. In language use, the students get 50% excellent score, 30% good score, and 20% satisfactory score. The students more excellent in language use although the students had lacked and difficulties in the use of language. Then, the student's mechanics get 40% excellent score, 30% good score, 20% satisfactory score, and 10% marginal score. It means that the students were able to use punctuation, however there were some less careful of using capital letters in writing explanation text.