

CHAPTER II

THEORY REVIEW, FRAME OF THINKING, PREVIOUS RELATED RESEARCH AND HYPOTHESIS

2.1 Theory Review

2.1.1 The Nature of Reading Comprehension

2.1.1.1 Definition of Reading Comprehension

Reading is one of the most important language skills should be developed inside and outside the classroom, it is also one of the most common ways to get information. According to Gilakjani and Sabouri (2016: 180) Reading is a significant skill that learners should know. Learners read various goals from gaining information to enjoyment. In additional, Duke in Gilakjani (2016:230) stated the meaning by interacting with the combination of prior knowledge and previous experience, information in the text, and views of readers related to the text. Futhermore, according to Lipson and Wixson in Setiasih (2015: 33) reading comprehension is the ability to use information to construct meaning for a given a text.

In summary, reading comprehension is a process of understanding reading in interaction with the information in the text. Each individual must have different abilities in reading comprehension, to comprehend the text they can recognize the words and sentences of the text.

2.1.1.2 Types of Reading

According to Patel and Jain (2008: 117-123) there are some types of reading, some of these types can help students in the learning process especially in reading.

a. Intensive Reading

Intensive reading is reading texts carefully and specifically in terms of learning aims and tasks. Reading texts that are included in intensive reading, such as the short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken.

b. Extensive Reading

Extensive reading is which involves learners, reading texts for enjoyment and to develop general reading skills. Extensive reading can be made based on oral reports, to the rest of the class, or full class discussion.

c. Reading Aloud

Reading aloud is the type of reading in a loud voice. Aloud reading must be trained from the ground up, because it is based on words pronunciation.

d. Silent Reading

Silent reading is the type of reading quietly or with a quiet voice, so students will concentrate fully and get a lot of information.

Based on the statement above, those types of reading can help the teachers to know about the kind of assessment that can be use to know how far students understand about the text. The researcher choose intensive reading, because this type is suitable to be applied with the strategy that will be implemented.

2.1.1.3 Process of Reading

The process of reading comprehension is the way to know the content of reading text. The process of reading comprehension can help students better understand the contents of the reading in the text. According to Patel and Jain, (2008: 114-116), the process of reading can be divided into three stages:

a. Recognition Stage

At this stage the learner simply recognizes the graphic image of the phonological items. For he instance recognizes the words in its written form. Difficulty at this stage depends on the difference between the script of the learner's mother tongue and English, the spelling conventions of two languages.

b. Structuring Stage

The learner sees the syntactic relationship of items and understands the structural meaning of syntactical units.

c. Interpretation Stage

This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards.

Based on the explanation above the researcher concludes that the process of reading has three stages that are recognition stages, structuring and interpretation. The three stages must be passed by students so that they can find out how to read the correct one.

2.1.1.4 Technique of Reading Comprehension

There are two techniques for reading comprehension such as scanning and skimming. Both of these techniques are both providing information in the text, both only ideas or specific information from text.

a. Scanning

According to Brown (2007: 368) scanning or searching quickly for some pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.

b. Skimming

Brown (2007: 368) stated that skimming is a consists of quickly running one's eyes across a whole text (such as essay, article, or chapter) for its gist. The purpose of skimming is to give the reader the advantage of being able to predict the passage, the main topic, or message, and possibly some of the ideas of developing or supporting ideas.

Based on the explanation techniques, such as scanning is a technique to read specifically to get information, while skimming is a reading technique to get information just by reading main ideas.

2.1.1.5 Assessing Reading Comprehension

According to McNamara (2007:48-50) there are some component levels of comprehension skills. There are three higher skill levels associated with the meaning construction :

a. Inference-making

Inference making is essential to ensure good understanding of the text.

b. Comprehension monitoring

Comprehension monitoring is sometimes assessed by requiring reader.

c. Understanding the structure

Understanding the structure is explicit awareners about text structure, students representation of contrast meaning and relevant background information of text.

In lower skills related by vocabulary and knowledge of word meaning to measure good and poor comprehension.

In contrast, Nation (2009:34) said that the four specification focus of reading comprehension. The aspects are :

- a. Literal comprehension of the text which involves understanding what the text explicitly says. For example question will be used in test assessment, according to paragraph two, what does an apartment offers?

- b. Drawing inferences from the text, this involves working out the main idea of the text, taking messages from the text that are not explicitly stated but which could be justified by reference to the text. For example question will be used in test assessment, which of the following can correctly be inferred from the statements above ?
- c. Using the texts for other purposes in addition to understanding. This involves applying ideas from the text to solve problems, in the text to personal experiences, comparing ideas in the texts with other ideas from outside the text. For example question will be used in test assessment, what does this text relate to your personal experience ?
- d. Responding critically to the text. This involves considering the quality of the evidence in the text, evaluating the quality of expression and clarity of language of the text, expressing agreement or disagreement with the ideas in the text, and expressing satisfaction or dissatisfaction with the text. For example question will be used in test assessment, which these assumptions seem reasonable in this context ?

In conclusion, from those explanations the researcher adapted the assessing reading comprehension from McNamara and Nation. The aspects from McNamara are inference making as higher level skills and vocabulary and knowledge of word meaning as lower skill. Meanwhile, the aspects from Nation is Literal Comprehension.

2.1.2 The Nature of Teaching Reading

Teaching is a process in which learner, teacher curriculum and other variables are organized in a systematic way to attain some pre determined goal. According to Alyousef in Nafsiah (2017: 13) teaching reading is contemporary reading tasks, unlike the traditional materials, involve three-phase procedure : pre-, while-, and post-reading stages.

Hughes (2003: 139) states that teaching reading must teach about as follows; Identify pronominal references, main ideas, what kind text involve, topic, supporting details, recognize writer's intention, and making inferences.

In addition, Harmer (2007: 70) mentioned the principles of teaching reading. They are as follow :

- a. Reading is not a passive skill: reading is an incredibly occupation. The teacher should have the knowledge about the words, pictures and arguments.
- b. Students need to be engaged with what they reading: the students who do not engaged with the text will not have any interest to the text. So, they need to be engaged with the material they read.
- c. Students should be encouraged to respond to the content of a reading text, not just the language: it is important to let the students to respond the meaning of the message of the reading text.
- d. Prediction is the major factor in reading: the prediction may help the students to comprehend about the text.
- e. Match the task to the topic: the teacher should be choose the reading task which is suitable with the reading topic.

- f. Good teacher exploit reading text to the full: good teacher integrate the reading text into interesting class sequences.

In summary, teaching reading is a process compiled systematically to transfer knowledge to students, especially on reading skills in order to achieve a goal.

2.1.3 The Nature of PORPE Strategy

2.1.3.1 Definition of PORPE Strategy

According to Simpson in Kurniawati (2014:21) PORPE is an independent study strategy which operationalizes the cognitive and metacognitive processes that are effective in understanding and subsequently learning material content areas. Stahl in Saiful, Jabu, and Atmowardoyo (2019:571) states that PORPE is synergistic in building students' thinking through the processes necessary to read, study, and learn content material. Then, Simpson in Pajriahasrikandi (2017: 26) adds that PORPE is study to assist students in learning content material and help students in the process constructing the meaning and build their knowledge. In addition, Caverly in Lestari (2017 : 23) PORPE is sought to determine whether students train to create and rehearse their own explicit and implicit test question, and will improve their understanding of content area in reading comprehension. Meanwhile, Zuchdi (2008: 153) defines PORPE is a reading technique for studies developed by Simpson, designed to help students in: (1) actively designing, monitoring, and evaluating the reading material learned; (2) study

the processes involved in preparing essay examinations; and (3) using the writing process as a means to study subject matter.

The PORPE strategy has 5 steps according to Zuchdi (2008: 153- 157) that are , Predict, Organize, Rehearse, Practice, and Evaluate:

a. Predict

The First step in PORPE Strategy is predicting essay questions made by students after completing a reading . In this step students are expected to clarify their goals in reading, identifying important aspects in the text, and focus on the substance of the text. In composing essay questions students must use good and correct language, such as explain, compare, contrast, and critics. Predictive questions made by students must cause them to synthesize and evaluate reading material.

b. Organize

The second step in PORPE Strategy is the students organize the main information which is the answer to the predicted essay questions. The students summarize and synthesize reading material to interpret the entire reading, then they make answers to predicted questions with outlines or concept maps. Answers made in outlines or concept maps will provide ideas for students that relate to predict questions systematically and regularly. With the concept map the answers to prediction questions will make it easier for students to understand reading.

c. Rehearse

The third step in PORPE Strategy is the students practice to remember or actively memorize concept maps or outlines that contain key ideas. In this

stage students will be asked verbally to answer prediction questions made in outline or concept maps. This is so that the key ideas they make can be transferred to the brain's memory. In this stage students can also practice in pairs so that they keep remembering what they write and can be done repeatedly.

d. Practice

The four steps in PORPE Strategy is the students practice by writing in detail the answers to predict questions that have been spoken orally before. Before writing a complete answer to the prediction question, students should write back the framework or outline answers to the prediction questions. After that they just write answers in detail in the form of a reading text. From the results of writing made by students we can find out the extent to which students understand the reading text given by the teacher.

e. Evaluate

The last step in PORPE Strategy is students must be able to evaluate the quality of the answers to essay questions that they have written in the previous stage. To facilitate this monitoring and evaluating, students are provided a checklist and are asked to read their essay with some question. Evaluation is done to find out whether students get a positive or negative evaluation. Positive evaluation means that students are able to understand reading material using a PORPE strategy and if negative evaluation means students must repeat the previous steps.

From the explanation above, it can be concluded that PORPE is a learning strategy that not only applies reading skills, but also writing skills, so

that students will be helped by the PORPE strategy to make students easily understand the reading text.

2.1.3.2 The Implementation of PORPE Strategy in Teaching Reading Comprehension

PORPE The can be lesson strategy applied in the class by procedures as follow according to Simpson in Kurniawati (2014:26) :

1. Students are given a reading.
2. Some students are asked to read the text aloud.
3. After students read the text, the teacher invites students to ask if there is a vocabulary that has not been understood.
4. Then students learn the reading by carrying out the stages in the PORPE strategy.

- a. Predict

Predict possible essays for subsequent studies, identify critical aspects of text, and focus on major content.

- b. Organize

Organizational key ideas using self-words, structure, and methods. Summarize and synthesize ideas via maps, charts, outlines.

- c. Rehearse

Rehearse the structure and key ideas of organization via active self-recitation.

- d. Practice

Practice by writing an answer to the self-predicted question from recall.

e. Evaluate

Evaluate with a checklist the completeness, accuracy, and appropriateness of the essay. A positive evaluation indicates a readiness for the test. A negative evaluation indicates that you need to loop back into the previous steps of PORPE.

5. Some students were asked to come to the front of the class to read the results of their writing.
6. The teacher justifies the work of students if there is a mistake.
7. Students and teachers together make conclusions about the readings that have been learned.

In summary, some of the steps above must be applied in the learning process that can help students understand or interpretation reading material in detail and clearly.

2.1.3.3 The Advantages and Disadvantages of PORPE Strategy

According to Zuchdi (2008: 157) PORPE strategy has several advantages, namely as follows:

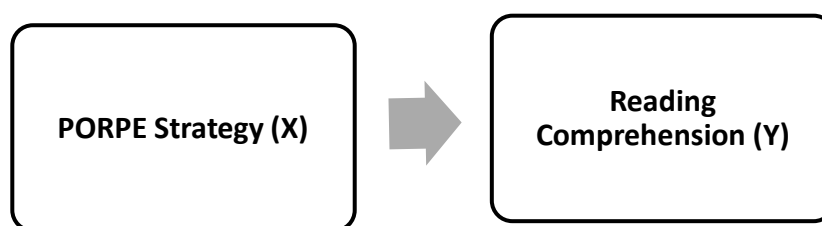
- a. PORPE encourages students to think, analyze, and synthesize the main concepts of reading.
- b. PORPE can help students to remember reading material at all times.
- c. PORPE can be a learning strategy for students who are less able to learn well through increasing cognitive and metacognitive abilities.
- d. PORPE can help student learning, both in the learning process and in the implementation of tasks and tests.

e. PORPE can directly help students work on essay tests.

Besides this strategy has advantages, PORPE strategy also has disadvantage. Kurniawati (2014:30) states that the disadvantage of this strategy is that takes time and is applied. Because the students requires a lot of time to do the 5 stages in PORPE strategy.

From the explanation above, it can be concluded that the advantages of PORPE strategy is this strategy provides many benefits to students and plays a role in helping students to improve their reading skills, it is useful both in the learning process in the classroom and for conducting an essay test. Meanwhile, the disadvantage of PORPE strategy is this strategy requires a lot of time to do the 5 stages of learning in the process of understanding reading. Therefore, the teacher need to pay attention in choosing the material to fit the objectives in the use of this strategy.

2.2 Frame of Thinking



Picture 1

The Frame of Thinking about the use Predict, Organize, Rehearse, Practice, Evaluate (PORPE) Strategy in Teaching Reading Comprehension

Reading is one type of language skills that must be mastered by students. Through reading the students will get information, science, and new experiences. Reading comprehension is a skill that must be mastered by students when they

practice continuously. The last purpose of reading is to understand the content of the reading, but in reality, not all of the students can achieve that purpose. Many students maybe can read fluently all of the content in reading text, but do not understand the content of the reading text. In learning activities at school, the teacher uses the method or learning strategies that can make it easier for students to understand and study the material being taught. One alternative way used in the delivery of material for reading comprehension is by PORPE Strategy.

PORPE strategy is strategy that is designed to improve the ability to learn and to understand text. The PORPE strategy is suitable to be used to improve students' reading skills. The PORPE strategy is applied in this research can help the students with difficulties experienced by students. Therefore, in this research the researcher will analyze whether the use of the PORPE strategy can affect studentb s' reading comprehension skills.

2.3 Previous Related Research

Some researchers have conducted some studies relating to the PORPE strategy. They are as follows :

Firstly, Pajriahasrikandi (2017) conducted a research entitled "The Use of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy in Teaching Reading Comprehension". Based on the result of descriptive statistic, the mean score of post-test (20.59) was higher that pre-test (13.19). After getting the data to a paired sample t-test, the researcher found that there was a significant difference in the mean scores between the pre-test and the post-test, $t_{(df=26)} = 21.18 < p = 0.01$, meaning that the alternative hypothesis was accepted. The similarity

between the previous research with this research are in independent and dependent variables namely PORPE strategy and reading comprehension. Meanwhile, the differences are in the population, place, and subject of the research.

Secondly, Silfia (2019) conducted a research entitled “The Effect of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy Towards Reading Comprehension. The result of experimental class was significantly higher than the students’ score in control class. It was showed at the level of significance 0.05 with degree of freedom (*df*) 60 , *t*-observed value 2.512 > *t*-table value 2.00, meaning that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. The similiarity between the previous research with this research are in independent and dependent variables namely PORPE strategy and reading comprehension. Meanwhile, the differences are in the population, place, and subject of the research.

Thirdly, Lestari (2017) conducted a research entitled “Teaching Narrative Reading By Using Predict, Organize, Rehearse, Practice and Evaluate (PORPE) Strategy to The Eight Grade Students of SMPN 03 Betung”. The findings showed that a paired sample *t*-test was 0.000 which was lower than 0,05 and *t*-value 35.856 was higher than *t*-table with *df*=30 (2.0423). The result from independent sample *t*-test was 0.001 which was lower than 0,05 level and *t*-value 3.451 was higher than *t*-table with *df*=60 (2.0003), meaning that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. The similiarity between the previous research with this research are in independent and dependent variables namely PORPE strategy and reading comprehension. Meanwhile, the differences are in the population, place, and subject of the research.

The last, the researcher chooses this title for her research because in MAN 1 Lampung Utara PORPE strategies have never been applied in learning, especially in English. Based on some previous related researches the benefits for this research as a reference for researcher to further develop PORPE strategy to improve the students' reading comprehension abilities.

2.4 Hypothesis

H_0 : There was no Influence of Using PORPE Strategy in teaching Reading Comprehension of the Eleventh Graders of Madrasah Aliyah Negeri 1 North Lampung Academic Year 2019/2020 .

H_a : There was influence of Using PORPE Strategy in teaching Reading Comprehension of the Eleventh Graders of Madrasah Aliyah Negeri 1 North Lampung Academic Year 2019/2020.