

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents review of related literatures used in this study. The review of related literature consist of providing previous studies and information concerned with the research problem, including the nature of reading, strategy of reading, descriptive text and the nature of PORPE (Predict, Organize, Rehearse, Practice and Evaluate) method.

#### A. The Nature of Reading

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 Harmer, the reader employ a number of specific skills when reading and their success in understanding the content of what they see depends on a large extent on these specific skills.<sup>1</sup> There are six skills of reading such as predictive skill, extracting specific picture, getting specific picture, extracting detailed information and discourse pattern, deducting meaning from context. In addition, reading is one of subject to get information and knowledge about everything those readers need from written form.<sup>2</sup> Reading is very important, and it is one of the four language skills. According to Nunan, reading is an interactive process between what readers already news about topic or subject, and what writer writes.<sup>3</sup>

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<sup>1</sup> Jeremy Harmer, *The practical of English Language Teaching* (New York: Longman, 2001), 183.

<sup>2</sup> Jack C. Richards & Thomas S. C. Farrel, *Professional Development Language Teachers* (Cambridge: Cambridge University Press, 1992), 379.

<sup>3</sup> David Nunan, *Practical English Language Teaching* (New York: Mc. Grow-Hill Company, 1990), 33.

Reading activities are needed for main reasons. The first to help learners comprehend written texts. Next to learn how to use and monitor effective reading strategies. The last to become more aware of text organization to better comprehend. While, Nunan states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>4</sup> Reading is as selective process taking place between the reader and text, in which background knowledge and various type of language knowledge interact with information in the text to contribute the text the comprehension.<sup>5</sup> The statement above can be concluded that reading is a process between readers and texts how to get information and knowledge.

## **B. Strategy of Reading**

According to Hadfield and Hadfield, the strategy of reading is divided into four categories.<sup>6</sup> They are scanning, skimming, reading for gift, reading for detail and extensive reading.

1. Scanning means reading to find specific information, so we will stop to read if we got the information that we are looking for.<sup>7</sup> It makes save the time without read all of the text. It is appropriate you apply when you get tests.

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<sup>4</sup> David Nunan, *Practical English Language Teaching* (New York: Mc. Grow-Hill Company, 2003), 68.

<sup>5</sup> Cyril J Weir, *Understanding and Developing Language Test* (London: Prentice Hall, 1993), 64.

<sup>6</sup> Jill Hadfield and Charles Hadfield, *Introducing to teaching English* (New York: Oxford, 2008), 92-93.

<sup>7</sup> Eric H. Glendinning & Beverly Holmstrom, *Study Reading 2<sup>nd</sup> edition* (New York: Cambridge University, 2004), 18.

2. Skimming is helpful when you want to find out quickly about some idea<sup>8</sup>. Moreover, fast read also help to find out general idea or important information. It usually applies when you get movie reviews, newspaper articles and passages. When you skim, your eyes should move more quickly and focus only on the words or sentences that will answer your questions.
3. Reading for a gift is reading in a purpose to answe the question in the text. Before you reading a text, you read the questions. You will have memorized in mind about the questions. It can help easier for finding the answer
4. Reading for detail, some texts need more attention to read it. Thus, we have to read carefully to get the meaning of the whole text and it is usually need re-reading and chacking the words to get the meaning accurately.
5. Extensive reading, the text is usually longer like a novel, etc. The extensive reading is also important for students when they read long text for pleasure. In this way, we can use the variety of reading like rapidly and read more detail.

### **C. Descriptive Text**

1. The definition of descriptive text

Descriptive texts are the texts which are used to describe about a particular place, person or thing. Descriptions are almost the same as report text. A descriptive text focuses on a specific thing and its specific features.

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<sup>8</sup> Beatrice S. Mikulecky, *Reading Power* (California: Addison-Wesley Publishing Company, 1986), 139.

A report usually deals with things in general. Descriptions can be used in textbook, encyclopedias, scientific magazines, historical texts, factual reading book, magazines etc.<sup>9</sup>

## 2. The Generic structure of descriptive text

When writing descriptive text, there are several sets of common or generic structure (actually not mandatory) that our writing is considered correct.

- a. Identification : contains the identification of matter / a will be described.
- b. Description : contains the explanation / description of the thing / person to mention a few properties.

Language features:

- a. Descriptive texts usually use Simple Present Tense
- b. Frequent use of Passive sentences.
- c. Use of be (is, am, are, was, were) for the identification and showing qualities.
- d. Use of verb “Have” (have, has, had) in order to give detail description of the object’s features.
- e. Use of action verbs related to the topic, especially when describing behaviours or personalities (for persons)
- f. Use of adjectives in describing especially the qualities.
- g. Using adjectives and compound adjectives.<sup>10</sup>

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<sup>9</sup> Rugayamanan, “Definition structure and language feature descriptive, narrative, procedure, report and recount”, *Wordpress*, <https://rugayamanan.wordpress.com>, 08 Desember 2012, diakses tanggal 21 April 2017.

### 3. The example of descriptive text

This is the example of descriptive text about animal.

#### Elephant

An elephant is the largest and strongest of all animals. It is a strange looking animal which it has thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all, elephant has a long nose, the trunk. An elephant is commonly seen in a zoo, it has hard found in its natural habitat.

The trunk is the elephant's peculiar feature. This trunk has various usages. The elephant draws up water by its trunk and can squirt the water all over its body like a shower bath. The elephant's trunk also lift leaves and put them into its mouth. In fact, the trunk serves the elephant as long arm and hand. An elephant looks very clumsy and heavy and yet an elephant can move very quickly.

The elephant is very intelligent animal. Its intelligence combined with its great strength makes an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight. An elephant is really a smart animal.<sup>11</sup>

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<sup>10</sup> Muhammad Rifa'i, "Descriptive text, purpose, generic structure, language features and example", *EnglishWorld.com*, <http://sangpemimpikelihood.blogspot.co.id>, 11 Maret 2015, diakses tanggal 21 April 2017.

<sup>11</sup> Nurdiono, "Purpoe and example descriptive text", *www.nurdiono.com*, <https://www.google.com>, 20 Juli 2015, diakses tanggal 21 April 2017.

#### **D. The Nature of PORPE Method**

PORPE method is one of strategy for teaching reading. PORPE method is aimed to understand well a reading. In this case, the writer uses it to improve reading skill of the first graders of MTs Al-Hidayah Ngancar Kediri.

PORPE has many advantages for the student and content area teacher. Most importantly, it is a strategy that can begin as teacher directed and initiated. And then, when appropriate be gradually phased from teacher to student control. The research conducted on PORPE suggests several other advantages for content area learning. These four advantages are discussed.<sup>12</sup> The first PORPE can stimulate students to synthesize, analyze, and think about key concepts. The second PORPE can help students prepare for multiple-choice test, especially when the questions ask them to draw conclusions and apply information to new contexts. Next PORPE can have a durable and long-term impact upon student learning. Perhaps the synergistic steps of PORPE required more elaborative processing from the students, and thus more depth of processing<sup>13</sup>. The last PORPE is especially useful for high-risk students, especially when the student has low ability among capability of his/her classmate.

Not only to assist students in learning content material but PORPE method also help students in the process constructing the meaning and build knowledge. Students more active in learning this process, automatically train students more

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<sup>12</sup> Simpson, M. L., et. al., "An initial validation of a study strategy system", *Journal of Reading Behavior*, 20 (1988), 149-180.

<sup>13</sup> Bradshaw, G. L., & Anderson, J. R., "Elaborative encoding as an explanation of levels of processing", *Journal of Verbal Learning and Verbal Behavior*, 21 (1982), 165.

creative to understand reading material. It can minimize students to feel bored and sleepy during classroom learning activity.

PORPE method seek to determine whether students train to create and rehearse their own explicit and implicit test question and will improve their understanding of content of area concepts. PORPE an acronym for predict, organize, rehearse, practice and evaluate, is study strategy to assist students in learning content material. This method is synergetic as they build upon each other and lead learners through the process that essential to successful learning. In this method according to Simpson Simpson and Stahl, PORPE have five steps, they are<sup>14</sup>:

1. Predict

In predict step, student use word such as: discuss, explain, criticize, compare and contrast. Student also need to generate chapter summaries, chapter questions, boldface heading and the chapter summarize, lecturer and discussion ideas, especially when they overlap with the chapters being studied and study guides or hints by the teacher. The predict step in it self for several general or higher order essay questions that ask for a synthesis and discussion, a comparison and contrast, or an evaluation of the key concepts from a unit of study, students are stimulated to process the text in a more active or elaborative manner as they read and study.<sup>15</sup>

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<sup>14</sup> Simpson, M.L., et al, (1989), POPRE: A Research Validation, *Journal of Reading*, 33, 22.

<sup>15</sup> Bean, T.W., et. al., *Writing across the curriculum helping children learn to read* 5<sup>th</sup> edition (Boston: MA, 2001), 277.

somewhat questionable as an independent study strategy, but when placed within the synergetic model PORPE, it becomes an essential catalyst which stimulate and unifies the other four step of PORPE

## 2. Organize

The second step of PORPE is organize which involve students in constructing the information that will answer the self-predicted essay questions. In constructing, students build internal connections among ideas so that the information becomes reorganized into a coherent structure. For each predicted essay questions, students organize their answer in their own words or formalize them in a map or chart.

## 3. Rehearse

The third step of PORPE is rehearse which engages students in the active recitation and self-testing of the key ideas recorded in ther map or charts. In a sense, students are verbally answering their self-predicted essay questions so that the key ideas can become transferred to working memory. This active rehearsal in PORPE characterizes what effective learners. It must do-monitor, self-question and take corrective action when necessary.<sup>16</sup>

## 4. Practice

The fourth step of PORPE is practice which involves students in creating from memory their own text which answer their self-predicted essay questions. This practice step is an integrative encoding process in

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<sup>16</sup> Baker, L., & Brown, A.L, *Metacognitive Skills and Reading*. In P.D. Pearson (Ed.), *Handbook of Reading Research* (New York: Longman, 1984), 353.



that during the act of writing students are building connections between their existing knowledge and schema and the keys ideas from the passage. Practice is the validation step of learning because students must write from recall the answer to their self-predicted essay questions in some public and observable form.

#### 5. Evaluate

The final step of PORPE is evaluate which requires students to use their writing in order to validate whether they have created a meaningful text which demonstrate their understanding of the content and to evaluate their text as another reader might. To facilitate this monitoring and evaluating, students are provided a checklist and are asked to read their essay which these six questions in mind: (a) Did I answer the question directly? (b) Did my essay have an introductory sentence with restated the essay question or took a position on the question? (c) was my essay organized with major points or ideas which were made obvious the reader? (d) Did my essay include relevant details or examples to prove and clarify each point? (e) Did I use transitions to cue the reader? (f) Did my essay make sense and show my knowledge of the content?<sup>17</sup>

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<sup>17</sup> Simpson, M.L., et al, (1989), POPRE: A Research Validation, *Journal of Reading*, 33, 22-28.