

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents reviews of related literature used in this study. The review of related literature has a goal of providing previous studies and information concerned with the research problems, including overviews of the nature of reading, the nature of reading comprehension, the importance of reading, the strategy of reading, teaching reading, reading classroom activity, and *PORPE* (predict, organize, rehearse, practice, and evaluate) method.

#### A. The Nature of Reading

Reading is not only a process in which the reader reads the words, sentences or the text but also wants to get something from reading materials. Mentioned by David Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>6</sup> Furthermore, Richard Anderson and the Commission on Reading define reading as the process of constraining meaning from written texts.<sup>7</sup> It is clear that the readers must have a good interaction with the text in order to get the meaning from the text.

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<sup>6</sup> David Nunan.2003.*Practical English language teaching*. Sydney: McGraw Hill. p.68

<sup>7</sup>Richard Anderson, Reading Definitions. Retrieved on Mei 16th 2011.<http://lrs.ed.uiuc.edu/students/jblanton/read/readingdef.htm>

There are some points of skilled reading 11.<sup>8</sup> First, Constructive is learning to reason about written material using knowledge from everyday life and from disciplined fields of study. Second, fluent is mastery of basic process to the point where it is automatic, so that attention is free for the analysis of meaning. Third, strategies controlling one's reading in relation to one's purpose, the nature of the material and whether one is comprehending. Fourth, Motivate disable to sustain and learning that written material can be interesting and informative.

From the explanation above the researcher concludes that Constructive, fluent, appropriate strategy and motivated are some points of skilled reading. It means that, the students can comprehend in reading when they have some points above, and the teacher have responsible to help students to give that points.

#### **B. The Nature of Reading Comprehension**

Reading is an activity with a purpose. It is supported by Kalayo who explained the purpose of reading that also determines the appropriate approach to reading comprehension.<sup>9</sup> Then, according to Irwin said that comprehension is an active process to which each reader brings his or her individual attitudes, interests, expectations, skills, and prior knowledge (reader context).<sup>10</sup> So, the researcher concludes that students can comprehend the reading material when the teachers use an appropriate strategy in teaching reading and comprehension is an active

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<sup>8</sup> *Ibid*

<sup>9</sup> Kalayo Hasibuan and M. Fausan Ansyari. 2007. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. p.113

<sup>10</sup> Judith Westphal Irwin. 1986. *Teaching Reading Comprehension Processes*. New Jersey: Prentice Hall. p.7

process which each reader brings his or her individual attitudes, interests, expectations, skills, and prior knowledge.

Moreover, Tankersley states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>11</sup> Therefore, it can be concluded that reading comprehension is a complex process by which a reader tries to reconstruct a meaning in graphic language by a researcher. Furthermore, Irwin also points out that there are five comprehension processes:

#### 1. Micro-processes

The reader's first task is to derive meaning from the individual idea units in each sentence and to decide which of these ideas to remember. The initial chunking and selective recall of individual idea units within individual sentences can be called micro-processing. At least two processing skills are required for the understanding of individual sentences. The first is the ability to group words into meaningful phrases. And the second major skill required for micro-processing is the ability to select what idea units to remember.

#### 2. Integrative Processes

Readers can recall what they read only if the individual ideas are connected into a coherent whole. This means that the relationships between clauses and or between sentences must also be comprehended.

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<sup>11</sup> Karen Tankersley. 1952. Literacy Strategies for Grades 4-12:Reinforcing the Threads of Reading. New Jersey: Association for Supervision and Curriculum Department. p.142

The process of understanding and inferring the relationships between individual clauses and or sentences can be called integrative processing. Integrative processing requires the ability to do such things as identifying pronoun referents, inferring causation and sequence, and making other relevant inferences about the total situation being described.

### 3. Macro-processes

Ideas are connected and retained in memory more effectively if they are organized around an overall organizational pattern. The main topics in an organized text make up a kind of summary. The process of synthesizing and organizing individual idea units into summary or organized series of related general ideas can be called macro-processing. At least two skills are necessary for macro-processing. The first is the ability to select the general ideas and to summarize the passage. And the second major micro-processing skill is the ability to use the author's general organizational pattern to organize one's own memory representation.

### 4. Elaborative Processes

We often make inferences neither necessarily intended by the author and neither required for a literal interpretation. For instance, we may make a prediction about what might happen, we may form a vivid mental picture, or we may think about how the information relates to something similar we have experienced. The process of making inferences not necessarily intended by author can be called elaborative processing.

### 5. Meta-cognitive Processes

Meta-cognition may be loosely defined as conscious awareness and control of one's own cognitive processes. This involves knowing when one does or does not understand something and knowing how to go about achieving a cognitive goal, such as successful comprehension or long-term recall. The process of adjusting one's strategies to control comprehension and long-term recall can be called meta-cognitive processing.

From the explanation above the researcher concludes that there are five comprehension processes which are important to know, they are Micro Processes, Integrative Processes, Macro Processes, Elaborative Processes, and Meta-cognitive Processes. Each of that component has influent to deepen the reading comprehension.

### C. The importance of Reading

Reading is a very important activity in our life. Yet, sometimes students do not realize the value of reading. By reading, they will be able to get information throughout the word. It means they will get anything they want to know. For several reasons, reading is very important for the students. Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology, sports, arts, culture, etc written in either books, magazine, newspaper, etc. Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly. Another

reason, reading can give us pleasure too. When we are tired, we read books, novel, comic, newspaper or magazine on the entertainment column such as comedy, short story, quiz, etc. To make us relaxed. The last, reading can also take us to other parts of the world.

According to Harmer, there are several factors why reading is very important for the students. First, reading is a way to gain information, for example, information from newspaper or magazines. Even, news that is broadcasted on TV sometimes need to be read. Second, according to Richard J. Smith and Dole Johnson that the purpose of reading is to find several facts to support an agreement to learn the major step in laboratory experiment to understand a match problem and analyze an authors' view point about text. Besides, sometimes we read in order to interpret and sometimes we read in order to transfer the information to another medium.<sup>12</sup>

#### **D. The Strategy of Reading**

According to Jill Hadfield Charles Hadfield, the Strategy of reading is divided became four categories. They are scanning, skimming, reading for gist, reading for detail, and extensive reading.<sup>13</sup>

##### **1. Scanning**

Scanning is read quickly to get some information that we need; so we will stop to read if we got the information that we are looking for.

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<sup>12</sup> Jeremy Harmer, *The Practice English Language Teaching* (New York: Longman, 1991), p 18.

<sup>13</sup> Jill Hadfield and Charles Hadfield, *Introducing to teaching English* (New York: Oxford, 2008), 92-93.

## 2. Skimming

Skimming is focus on few words, usually in a list or the last sentences in paragraph, because usually there is main idea and conclusion there.

## 3. Reading for a gift

Reading in a purpose is to answer the questions in the text.

## 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 checking 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.

## E. Teaching Reading

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent higher forms of culture.

For some students, reading is an enjoyable activity because they can get some knowledge or information. On the other hands, reading activity can also be an uninteresting activity for them. The big problem in reading is vocabulary mastery. The vocabulary that cannot be mastered by them, it make the students do not understand what they read and make them bored and forced reading

repeatedly to get the meaning and conclusion from the vocabulary that understand.

Thus, to avoid the problems in reading, the teacher should design a set of principle that can help the student to develop the reading skill successfully. Principles of teaching reading are the principles that the teacher should pay attention in teaching learning process of reading. In this case, the writer describes six principles purposed by Harmer.

There are six principles in teaching reading by Harmer<sup>14</sup>. First, Encourage students to read as often and as much as possible. Second, Students need to be engaged with what they are reading. Third, Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction. Fourth, prediction is a major factor in reading. Fifth, match the task to the topic when using intensive reading texts. Sixth, good teachers exploit reading to the full.

The six principles will be discussed below:

1. Encourage students to read as often and as much as possible

The more students read the better. Everything we do should encourage them to read extensively as well as - if not more than - intensively. It is a good idea to discuss this principle with students.

2. Students need to be engaged with what they are reading

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading - that is, we should try to help

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<sup>14</sup> Jeremy Harmer., *How to Teach English* (England: Longman, 2007), p 101-102.

them get as much pleasure from it as possible. But during lesson, too, we will do our best to ensure that they are *engaged* with the topic of a reading text and the activities they are asked to do while dealing with it.

3. Encourage students to respond to the content of a text (and explore their feelings about it).

it is important for students to study reading texts in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topic - thus provoking personal engagement with it and the language. With extensive reading this even more important. Reading for pleasure is-and should be- different reading for study.

4. Prediction is a major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint what articles about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues - the book cover, the headline, the web-page banner - our brain start predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. In class, teachers should give students 'hint' so

that they also have a chance to predict what is coming. In the case of extensive reading - when students are choosing what to read for pleasure - we should encourage them to look at covers and back covers copy to help them select what to read and then to help them 'get into' a book.

#### 5. Match the task to the topic when using intensive reading texts

Once decision has been taken about what reading text the students are going to read (based on their level, the topic of the text and its linguistics and activation potential), we need to choose good reading task – the right kinds of questions, appropriate activities before during and after reading, and useful study explanation, etc.

The most useful and interesting text can be undermined by boring and inappropriate tasks' the most commonplace passage can be made really exciting with imaginative and challenging activities, especially if the level challenge (i.e. how easy it is for students to complete a task) is exactly right for the class.

#### 6. Good teachers exploit reading to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. It doesn't make sense, in class, just get students to read it then drop it and move on something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation (or, of course, activation and then study) and using a range of activities to bring the text

to life. Where students have been doing extensive reading, we should use whatever opportunities present themselves to provoke useful feedback.

From the explanations above, we can conclude that, the teaching reading is important to improve their language, especially in Senior High School.

#### **F. Classroom Reading Activity**

Reading activity purpose to introduce and develops reading skills that are useful outside the classroom, and introduce our practice language. The students should read as widely in English as they can, because reading has intensive reading of material such readers is an excellent way developing reading skill and increasing vocabulary.

There are three kinds of activities in relation to reading classroom activities. They are pre-reading activities, whilst-reading, and post-reading activities.

##### **1. Pre-reading activities**

Pre-reading activities is activities that prepare the learners for what they will read and set the taste for the second stage.<sup>15</sup> According to Marianne Celce and Murcia, some commonly used pre-reading activities including the following:<sup>16</sup> previewing the text, skimming the text, answering questioning about information in the text, exploring key vocabulary and reflecting on or reviewing information from the text.

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<sup>15</sup> Lindsay Cora and Paul Knight, *Learning and Teaching English* (New York: Oxford, 2006), p 74

<sup>16</sup> Marianne Celce and Murcia, *Teaching English as a Second or Foreign Language* (USA: Heinle and Heinle, 2001).p 191.

## 2. Whilst-reading

During reading activities, a reader does while reading takes. to maximize reader interactions to a text, readers should be guided during reading activities. In an attempt to influence how readers process a text to increase comprehension, a variety of intervention can be applied. In this case, Marianne Celce and Murcia suggest to the teacher – what can be done at whilst-reading.<sup>17</sup> The guided the students to focus on considering relationships among ideas or characters in the text, and reading purposefully and strategically. For details activities include outlining key ideas, examining emotions and attitude, determining sources of difficulty, looking for answer the questions and writing the prediction of what will come next.

## 3. Post-Reading Activities

Post-Reading Activities are the activities conducted by reader after reading. Post-Reading activities can involve other skills, such as writing, speaking, or vocabulary development.<sup>18</sup> These activities are aimed at rechecking the reader's understanding about the topic has been read in post – reading. The teacher tries to evaluate the students ability with make the post questions with pressured the reader's comprehension.

## G. The PORPE Method

PORPE method is one of strategy in teaching reading. Basically, PORPE method is aimed to study well, but in this case, the writer will use it increase

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<sup>17</sup> Ibid., p 191.

<sup>18</sup> Lindsay Cora and Paul Knight, *Learning and Teaching English* (New York: Oxford, 2006), p 80

reading comprehension skills of eighth-grade students of MTS Miftahul Huda Silir.

The method suggested by Simpson and Stahl (1989). PORPE Method sought 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 synergistic as they build upon each other and lead learners through the process that essential to successful learning. In this method according to Simpson and Stahl (1989), PORPE have five steps, they are:

### 1. Predict

In predict step, students use word such as: discuss, explain, criticize, compare, and contrast. Students also need to generate chapter summaries, chapter questions, boldface headings and the chapter organization, lecture and discussion ideas, especially when they overlap with the chapters being studied, and study guides or hints by the teacher.

The Predict step in itself may be somewhat questionable as an independent study strategy, but when placed within the synergistic model PORPE, it becomes an essential catalyst which stimulates and unifies the other four steps of PORPE.

## 2. Organize

The second step of PORPE, Organize, involves students in constructing the information that will answer the self-predicted essay questions. In constructing, students build internal connections among ideas so that information becomes reorganized into a coherent structure. Mayer in Simpson (1988:154) states that when students organize the key ideas of a passage which are pertinent to a self-predicted essay question, they are involved in selecting, acquiring, and constructing, all critical encoding processes. For each predicted essay question, students organize their answers in their own words or formalize them in a map or chart.

## 3. Rehearse

The third step of PORPE, Rehearse, engages students in the active recitation and self-testing of the key ideas recorded in their maps 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, described by Baker and Brown (1984), must do-monitor, self-question, and takes corrective action when necessary.<sup>19</sup>

## 4. Practice

The fourth step of PORPE, Practice, involves students in creating from memory their own text which answers their self-predicted essay question. This Practice step is an integrative encoding process in that

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<sup>19</sup> Baker, L., & Brown, A. L. 1984. Metacognitive skills and reading. In P.D. Pearson(Ed.), Handbook of reading research (pp. 353-394). New York: Longman.

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

#### 5. Evaluate

The final step of PORPE, Evaluate, requires students to use their writing in order to validate whether they have created a meaningful text which demonstrates 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 essays with these six questions in mind: (a) Did I answer the question directly? (b) Did my essay have an introductory sentence which 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 to 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?