

CHAPTER II

THEORITICAL REVIEW

This chapter discusses the review of related literature. It covers reading, PORPE strategy, and previous studies related to PORPE strategy.

A. Reading

1. Definition of Reading

Reading is an important skill in education sector, especially English. Students are able to learn well by reading a lot of books or the other sources. According to Smith (2004), reading is not an abstract activity nor activity that does not have purpose. Reading is an ability that extremely pertinent in learning. Reading has connection with the other skill, it can be said that it affects the other skills, from listening, speaking, and writing. Students who want to master the four skills must be has good reading ability (Hermida, 2009). Reading also has an impact on increasing the vocabulary of the students. They will get familiar with the words which is commonly used, they will get used to the grammar complexity too when they have a well ability in reading.

Students' understanding about learning materials depends on their reading ability. Therefore, if they have good reading skill, they will be able to learn well the learning materials, but if they do not have the proper reading ability, they will have a problem in their understanding in the learning materials (Silfia, 2019). It is one of the important points of

reading in the learning. That is why parents and teachers have significant roles in motivating their children or students to read a lot.

2. Types of reading

There are some types of reading, they are oral reading and silent reading. Oral Reading is reading by pronouncing the words in a foreign language in groups. Its makes students feel more confident and is believed to improve reading skills. But now, it is rarely done in modern classrooms (Setiyadi, 2006). Then, the next type of reading is silent reading. Silent reading can be started by reading aloud by the teacher. Teacher reading is a model of accuracy and expressiveness. It is estimated that high reading interest is guaranteed by a combination of enjoyment of reading aloud by students, reading aloud by the teacher and reading silently by students. To check whether students understand what they have read, the teacher can test them by giving questions based on text, by translation or by summarizing the text.

Next is intensive reading. Intensive reading lesson may proceed as follows: when the book is closed, students listen to the teacher, new words, phrases and idioms are written on the chalkboard. They are pronounced and used in the original sentence, students open their books and the teacher reads the first part of the selection aloud. The selection is now read by the class, taking turns reading silently and verbally, The options can now be summarized in their native language or in a foreign language.

Different from intensive reading, extensive reading is silent reading but is done outside of the classroom. In order for language students have fewer problems in reading extensively, teachers should explain the difficult parts or new words first. Last, supplementary Reading. Supplementary reading is a reading activity that is carried out outside the classroom. Language learners are free to choose reading material. Reading material can be in the form of articles, newspapers, newsletters or magazines in the target language.

3. Model of reading

There are two models of reading, they are bottom-up and top-down. First is Bottom-up models, which focuses on linguistic guidance, building literal understanding of a text (Škudienė, 2016). Thus, bottom-up models occur when a person tries to understand language by looking at individual meanings or grammatical characteristics.

The second is Top-Down. Model Top-Down by Swaffer, Arans, and Byrnes, top-down model which focuses on the importance of background knowledge, build understanding global (Fatemi, 2014). Top-down model occurs when someone uses the background information to predict the meaning of the language they listen or read.

4. Reading goal

The purpose of reading is to get to and find information is the goal. According to Tarigan (2005), here are some reading purposes such as:

reading to identify important information, reading is the main idea, reading is to find specific information, reads to underline important information, reading is categorizing difficult words, reading is evaluating, reading is to compare or distinguish.

B. PORPE Strategy

1. Definition

PORPE is an abbreviation for Predict, Organize, Rehearse, Practice, and Evaluate. This is a technique which uses five steps to make the reader has ability to understanding and learning the text. According to Simpson (1986), this is an independent study that uses combined of cognitive and metacognitive processes, it is effective to engage the understanding from the reader. In this technique, students are expected to be more creative when reading the material.

The other definition of PORPE from Brunner (2012), PORPE is a learning strategy to help student in studying material of the content. In this strategy, students are more active in learning process in order to train them to be more creative and easily understand the content. They are expected to become an effective reader who can recognize the aim of reading, analys the important things of message, pay attention on the major content, monitoring recent activities, self-questioning to determine the goals that are expected to achieve, and take proper action in understanding.

2. Steps

The strategy of PORPE is separated into five steps. First is making a prediction about what is the possible essay questions will appear from the reading sources. Higher level questions should be begun with words such as: explain, discuss, criticize. pair work is suggested in this step to motivate students make a development in their initial knowledge.

Second are organizing, summarizing, and synthesizing the part of key points into students' words in order easily to understand. It could be for individual, also small group discussion. Teacher is a facilitator to help students whenever they want to complete the works. In this step, it makes the teacher is not a tutor position anymore.

Third is rehearsing by reciting the information aloud to quiz students' memory. It helps to put information into students' long term memory. They are be able to present in front of the class and the other students pay attention to what they read.

Fourth is by answering the question from step one, students try their best to practice. Through rehearsal, students put the information into their longterm memory. Fifth, is making an evaluation by asking question such as: "Do I have enough concrete examples? Is my answer complete, accurate, and appropriate? Is there anything I should study before taking the exam?" It helps to determine students confidence levels in their knowledge of the information then assists them to evaluate if they need

plenty of time to study, then the result is expected to make them learn the information from the text.

3. Benefits

According to Simpson (1988), there are some benefits of PORPE strategy. The first is that PORPE can stimulate students to synthesize, analyze, and think about key concepts. The second is that PORPE can help students prepare for multiple-choice exams, especially when the questions ask them to draw conclusions and apply information to new contexts. The students trained in PORPE scored significantly better on the multiple-choice questions. The third, PORPE can have adorable and long-term impact up on student learning. This condition held for both the multiple- choice and essay questions.

Furthermore, Brunner (2012) proposes some benefits of PORPE strategy. It can be done individually, with a small group, or with the whole class. It requires moderate advance preparation from the teacher. It provides a novel to studying content. It is easily adapted for independent studying. It serves a study guide for students that lack a successful method of study and helps students monitor comprehension.

C. Narrative text

1. Definition

Narrative is any written English text in which the researcher wants to amuse, entertain people, and to deal with actual or vicarious

experience in different way (Sanggam, 2008). It is made to separate an experience past time that is problematic, entertain and give moral value to the readers (Pardiyono, 2007). Narrative text is a description of events. Then, according to David (2003), Narrative is to construct a pattern of events with a problematic or unexpected outcome that entertains and instructs the reader or listener. Hence, narrative text is an event or moment that has occurred in the past time.

The basic purpose of narrative is to entertain, i.e. to gain and hold the readers' interest in a story. But narrative may also seek to teach or inform, to embody the authors' reflections on experience, and perhaps most important to nourish and extend the readers' imagination. Similarly, Pardiyono (2007) says that narrative text has purpose to amuse of entertain and gives good lesson to us and the other people who listen about narrative (Pardiyono, 2007). Therefore, the purpose of narrative text is to entertain,i.e. to gain and hold the readers' interest in a story.

There are many different types of narrative texts like humor, mystery, romance, fantasy, crime, science fiction, real life fiction, diary novels, theoretical fiction and adventure (Neo, 2005). According to Djuharie (2007), the language elements used in writing narrative text are noun, individual participant, past tense, conjunction, action verb and saying verb. Based on permendikbud no.37/2018 the main competency and basic competency for narrative text in senior high school as follow :

Main competency	Basic competency
3. understand, apply, analyze factual, conceptual, procedural knowledge based on curiosity about science, technology, arts, culture and humanities with insights into humanity, nationality, statehood and civilization related to the causes of phenomena and events, and apply procedural knowledge in the field of study specific talents and interests in solving problems	3.8 distinguishing social function, text structure and linguistics element of several oral and written narrative text by providing and requesting information related to simple folk legend according to the context of their use
	4.8 capturing contextual meaning related to social function, text structure and linguistic element of narrative oral, and simple written text related to folk legend.

2. Generic Structure

Here is the generic structure of narrative text.

Text Elements	Content
Orientation	An introduction to the characters and setting of the events/story.
Complication (events that lead to climax)	The event each lead to the climax. It explores the conflict in the story and will show the crisis, rising crisis, and climax of the story. The sequences of events may include: - A description of events as they occur: First . . ., Next . . ., Later . . ., After. - Sequences of events particular to each character: While . . ., As...,Meanwhile..., When..., One day.
Resolution	It shows the situation in which the problems have been resolved: fail or success, and describes the ending relating to the main character, e.g. what they look like, sad or happy?

3. Language Features

There are some language features in narrative text. First is using certain nouns like pronouns, animals, and certain things in the story, such as maid, stepsisters, housework, etc. Second is using adjectives extending noun phrases, such as long black hair, two red apples, etc. Third is using time connective and conjunction to make event sequence, such as then, before that, soon, next, etc. Fourth is utilizing adverbs and adverbial phrases (to show location and time of events, such as here, in the mountain, happily ever after, etc). Fifth is using action verb in past tense (stayed, climbed, jumped, etc). Sixth is using saying verbs indicating utterance such as said, told, promised, and thinking verbs identifying the thought, perception or feeling of the characters in the story, such as thought, understood, felt, seemed, etc and the use of past tense (Sanggam, 2008).

4. Question Answer Relationship (QAR) strategy

Raphael (1986) states that QAR is a way to help students realize that the answer of the question is related to the type of question being asked, QAR also encourages reader to be strategic in answering questions that come from the text. QAR strategy presents a three-way relationship between questions, text content and reader knowledge. These activities help students the question-building process as a step toward better reading comprehension.

Additionally, McKnight (2010) defines that Question-Answer Relationship strategy provides a basis for teaching three comprehension strategies: locating information, showing text structures and how the information is organized and determined when an inference or reading between the lines is required. QAR shows students the relationship between questions and answers, how to categorize different types and levels of questions (right there, think and search, the author and you and on your own questions), as well as how the text does not have all the answers. QAR helps students consider both information from the text and information from their own background knowledge. If students are asked to create their own questions, QAR also extends their writing ability. If answers are in the book, the questions will be of a literal type because the answers are mentioned in the text. If the questions are in my head, inferential questions have been created, and the readers must use their own background knowledge to make the answers that require information not found in the text.

Raphael & Au (2005) explain that this classification provides both the teacher and the students shared language to make visible the largely invisible processes underlying reading and listening comprehension. This common language also gives the teacher and the students the means to discuss and analyze the types of question that they face.

D. Previous Studies

Several number of previous research findings are related with this research. The first was written by Silfia (2018). She conducted research about the effect of Porpe (Predict, Organize, Rehearse, Practice And Evaluate) strategy towards reading comprehension in elevent grade in SMAN 3 kota Jambi. The conclusion in her research shows using PORPE strategy affected the students" reading comprehension. The sample was divided into two randomized group: XI IPA 1 as experiment class and XI IPA 2 as control class. The instrument of the research had been done in reading comprehension test. The data of the research showed that after counting the students' scores and analyzing by using t-test formula, 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 the degree of freedom (df) 60, t-observed value $2.512 > t\text{-table value } 2.000$. The null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

The second was written by Feriwijayanti (2017). She did her research in tenth grade of SMA Pawyatan Daha KEDIRI in the academic year2016/2017. She studied about the writer who took the sample in one class consisting of 36 students. To make sample, the writer used clustering random sampling. The instrument of this research is test. The data collecting technique were done by pre-test, treatment and post-test. The result of test was analyzed by using t-test. The result shows that t-score was 9,58 at the degree of freedom of 27, t-table was 2,052 at the level of significance of 5%. It means that t- score (9,58)

> t-table at the level significance of 5%. Therefore, there is an effect on students' reading comprehension between the students who are taught and who are not taught by using PORPE method.

Then, the third was written by Afrida (2018). She did a research about the effective using PORPE method to teach reading comprehension at the seventh-grade students of SMP Pangudi Luhur Santo Aloysius Sukaraja OKU Timur. The sample is 30 students taken through saturated sampling consisting of 30 students as the sample. Based on the description, it could be seen that the result of students' pre-test the average score was 5.01 and the result of the student's average score in post-test was 8.01. The result calculation of the matched t-test was 5.45. the t-obtained was higher than t-table 1.699 the result of the study showed that it was effective teaching reading comprehension by using PORPE method at the seventh-grade students of SMP Pangudi Luhur Santo Aloysius Sukaraja OKU Timur.

Referring to several previous studies shown above, the PORPE strategy is extremely suitable with the students from Junior until Senior High School. The implementation of PORPE strategy has effect in students reading skill. Although there was different technique when implementing the PORPE strategy, all of the goals were similar, that is to improve the students reading achievement.

There are some differences of this research with previous studies. First is this study used narrative text as the instrument and the previous study used

descriptive text for the instrument. Second is the participants of the research. The participants of this research were tenth grade of Islamic Senior High School students. Then, for the participants of the previous study were seventh grade students of Junior High School.