

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter contained some related research findings, some pertinent ideas, resume, conceptual framework, and hypothesis.

#### A. Some Related Research Findings

Some researchers had conducted the research on reading which related to this research. The reports of their result were as follows:

Ahyadi, a pre-experimental research about improving students' reading comprehension through reap technique the eleventh year students of Madrasah Aliyah Pesantren Yastrib Kabupaten Soppeng. Result of this research in 2012 found that reap technique is able to improve student's reading comprehension. It was proved by the result post-test (10.67) was higher than pre-test (6.33). furthermore, the result of t-test value (7.2) was greater than t-table value (2.14).

According to Sinaga in her search with entitled "The Effect of Applying Predict, Organize, Rehearse, Practice, and Evaluate (PORPE) Strategy on Students' Reading Comprehension of The Second Year Students of SMA Negeri 1 Lumbanjulu". This study use experimental design. The analysis showed that the scores of the students in the experimental group were significantly higher than the scores of the students in the control group at the level of significance 0.05 with the degree of freedom ( $df$ ) 58 , t-observed value  $2.8 >$  t-table value 2.00. the findings indicated that using PORPE strategy significantly affected the students' reading comprehension. Therefore , the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. The researcher conclude that there is significant effect of applying PORPE method on students reading comprehension. It was proven statistically that t-observed (2.8) was higher than t-table (2.0) at the level of significance ( $\alpha$ ) 0.05. the differences between this research and previous

research were the objective of this research and the instrument of collecting data of this study. ts of collecting data of this research were finding words, multiple choice test, identifying test.<sup>1</sup>

Kurniawan who studied entitled “ The Effect of using PORPE Method Toward Reading Comprehension of The Second Year Students at SMP Negeri 1 Bantan, Bengkalis Regency”. The objective of the research were 1) To Identify the effect of using PORPE method toward reading comprehension of the second year students at SMP Negeri 1 Bantan. 2) To Find out if there any significant difference between students’ reading comprehension taught by using PORPE method and taught without PORPE method. The population of this research was students divided into three class. After analyzing the data, the researcher concluded that there was significant effect of using PORPE method toward students’ reading comprehension the second year at SMP Negeri 1 Bantan, Bengkalis Regency, in which T shows 9.461 at significant level 5% it shows 2.02, and at level 1%, it shows 2.72. Thus, null hypothesis (Ho) was denied, and alternative hypothesis (Ha) was accepted which shows  $2.02 < 9.461 > 2.72$ .

The difference between this research and previous research was the objective of this research. The objective of this research was to improve reading comprehension at Second grade students of SMKS Muhammadiyah Parepare..

According to Hasanah who studied entitled “ The implementation of PORPE Method to increase students’ ability in comprehending reading text at SMPN 25 Pekanbaru”. The population of this research included the First Year Students at SMPN 25 Pekanbaru. There were 361 students from nine class. The result of the study showed that there was significant positive of implementation of PORPE Method to increase students’ ability in comprehending reading text at

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<sup>1</sup>Dewi S. Sinaga Berlin Sibarani, “The Effect of Applying Predict, Organize, R hearse, Practice, Evaluate (PORPE) Strategy on Students’ Reading Comprehension, 2013.”

SMPN 25 Pekanbaru. The differences between this research and previous research were the objective of this research and the sample of this research. In this research the researcher only took one of the two class population which was represented the pre-experimental class with use purposive sampling.<sup>2</sup>

According to Cahyani who studied entitled “improving reading comprehension through Reading Guide using comic media at VIII D SMPN 1 Ngariboyo Magetan in Academic Years 2009/2010. This study is a classroom action research which purposed for improving students reading comprehension through reading guide method using comic media at VIII D of SMPN 1 NgariboyoMagetan and consist of two cycles, the steps in each cycles are: planning, acting, observing, and reflecting. The result of the study shows that reading guide method using comic media improve the students reading comprehension in junior high school especially for the VIII D class grade of SMPN 1 Ngariboyo Magetan. In the first cycle the students got the average value was 68 and in the second cycle was 76.<sup>3</sup>

Those previous researches above used as references for the researcher in conducting this research and also as the comparison between those relevant researches with the research conducted by the researcher this time. The research was improving the Ability of the Second Grade Students of SMKS Muhammadiyah Parepare through “PORPE” Method.

This research concluded from some of the studies above. As for the difference, Cahyani uses comics as a medium to improve students' reading skills.

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<sup>2</sup>Hasanah. Y, ''The Iplementation of PORPE Method to Increase Students' Ability in ComprehendingReadingTtext at SMPN 25 Pekanbaru'', Pekanbaru: English Study Program Language and Art Department Faculty of Teachers' Training and Education Islamic University of Riau Pekanbaru, 2010)

<sup>3</sup>Intan Nur Cahyani N. Intan. “Improving Students' Reading Comprehension through Reading Guide Using Comic Media at VIII D of SMPN 1 NgariboyoMagetan in Academic Years 2009/2010.”

Meanwhile, researchers used PORPE as a method to improve students' reading skills

## **B. Some Pertinent Ideas**

### **1. Concept of Reading**

#### **a. Definition 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. Brewster, Ellis and Girard state that the students are often introduced to and learn new vocabulary or grammar through reading short text in the form of dialogues, descriptions, instructions or short stories, often lavishly illustrated to support the students' understanding. They may learn how to learn through that reading.<sup>4</sup>

According to Nursam said that reading is the interaction between the reader and the writer where the reader tackles what the writer means.<sup>5</sup> It is supported by Carrel and Patricia define reading an activity between a reader and writer, the writer sends his idea in the written symbols and the reader catches the idea from the printed pages. He adds that there is an essential interaction between language and thought in reading. The writer encodes thought as language and reader decodes language to be thought.<sup>6</sup> According to Heilman, Blair, Rupley said that, reading is interacting with language that has been coded into

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<sup>4</sup> Brewster J Ellis G. and Girard D, *The Primary Teacher's Guide* (New edition), (Harlow: Pwearson Education, 2002), p.113.

<sup>5</sup>Nursam, "Improving Reading Comprehension of Students through the Implementation of SNIPS and PRSR Strategies," Makassar: English Department of Tarbiyah Faculty UIN Alauddin Makassar, 2009

<sup>6</sup>Carrel & Patrecia, *Interaction Approach to second Language Reading*. (New York: Cambridge University Press, 1998), p.2.

print. The product of interacting with printed language should be comprehension.<sup>7</sup>

In summary, reading is a process between readers and writer where the reader try how to get information of the text from the writer. Reading is an activity of receiving information through some stages of the thinking process such as decoding, interpreting and understanding written texts in order to achieve a certain purpose. Because it is the process of receiving information, reading is considered as a receptive. The receptive skill in reading is an active and ongoing process that is affected directly by individual's interaction with the text. The end result of reading is comprehension of what has been read. So, the process of reading, we should produce comprehension.

#### **b. The Definition of Reading Comprehension**

There are some definition of reading comprehensions based on some expert. Wooley. G Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence. Goodman in Ufrah defined reading comprehension as an interaction between thought and language. How far the readers comprehend the passage in reading process is presented by their ability to understand and criticize the author message.<sup>8</sup>

According to Burton in Misrawati reading comprehension is a deep and full understand arrived by closed accurate and imaginative

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<sup>7</sup>Heilman A. W. Blair T R and Rupley W. H, "Principles and Practices of Secondary Students". *Journal of Special Education*,1981, p.3.

<sup>8</sup> Wooley G, *Reading Comprehension: Assisting Children with Learning Difficulties*, Springer Science, 2011

reading of passage set.<sup>9</sup> Smith in Ufrah stated that reading comprehension means the understanding utilizing in information and gained through an interaction between reader's and author and reader in which the written language becomes the medium.<sup>10</sup>

For the point of view given above, it can be concluded that reading comprehension is an active thinking process where the reader tries to gain information given by the author and understand what actually the process of author.

Reading comprehension is important because if the students do not understand what they read than they cannot catch the idea. Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text in influenced by their traits and skill, one of which is the ability to make inference.

### **c. Reading Comprehension in the Classroom**

In the classroom, the teacher may use methods, techniques, strategies and etc. to guide the students in reading comprehension as follows:

#### **1. Constructing Exercises**

There must be variety in the range of exercise. This important factor in motivation and it necessary if different skills are to be covered. On the other hand, a text should always be the

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<sup>9</sup> Misrawati, "Effectiveness of Pre-Reading plan (Prep) Technique in Improving the Student's Reading Comprehension at the Second Year of Man Pangkep," Makassar: Department of Tarbiyah Faculty UIN Alauddin Makassar, 2010, p.16.

<sup>10</sup> Ufrah, "Improving the Students Reading Comprehension of MA Madani Pao-pao through Sustained Silent Reading, Makassar: English Department of Tarbiyah Faculty UIN Alauddin Makassar", 2009.

starting point for determining why one would normally read it, how it would be read, how it might relate to other information before thinking of a particular exercise.

## 2. Classroom Procedures

The first point to be noted when practicing reading in the classroom is that it is a silent activity. Therefore silent reading should be encouraged in most cases, though the teacher may sometimes need to read part of the text aloud. It is useful to give the class some help on how to approach a new text. The following procedures, for instance, is very helpful with most texts.<sup>11</sup>

### d. Levels of Reading Comprehension

Berry divided level of reading comprehension into three categories namely literal comprehension, interpretive comprehension and applied comprehension. The level of reading comprehension has essential roles in constructing task to the students in reading class so that ease the teacher in helping students understanding. The levels of comprehension are explained as follows:

#### 1. Literal Comprehension

In addition, Berry also defined that literal comprehension is the basic level in which the readers develop knowledge about the text. In this level, the readers try to understand the written meaning text. It includes understanding main ideas and detail information, understanding a sequence of events, recognizing of cause and effect relationship, and understanding of organizing patterns used in various types of reading text.

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<sup>11</sup> Franfoise Grellet, *Developing Reading Skills a Practical Guide to Reading Comprehension Exercises* (United States of America : Cambridge University Press, 1981), p.10.



## 2. Interpretive Comprehension

Interpretative comprehension is the readers' experience that rethink past knowledge for new information. In this lever, the readers have to draw conclusion about what the author has stated. It consists of three skill namely inferring meaning, previewing, and summarizing. These skills have the function to make the readers believe the information of the text to be true as a result of reading the text.

## 3. Applied Comprehension

Applied comprehension is a level in which the readers understand unstated relationship between information in the text and information from the readers' prior knowledge. It required the readers to combine ideas, get interpreter and evaluate information, and also to identify tone and voice.<sup>12</sup>

From the text above, the researcher focuses more on literal understanding where students are directed to understand the meaning of written reading texts. then understanding interpretation in which students conclude the meaning and then summarize the reading texts that they have read so that students are able to improve their reading comprehension

Meanwhile, Bureros categorized reading comprehension into two levels; they are lexical comprehension and affective comprehension. These levels of comprehension focus on understanding vocabulary and it language such as sentence, figurative languages, imagination and so forth.

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<sup>12</sup> J.H.Berry, *Levels of Reading Comprehension* (2005)  
<http://www.sc4.edu/documents/studykills/h7levelreadingcomp.doc>. (Accessed on 21<sup>th</sup> June 2021).



For the detail explanation about level of comprehension. According to Bureros that can be seen as following explanation:

### 1. Lexical Comprehension

Lexical comprehension is a level of understanding vocabulary in a text. If an unfamiliar word is used, it is generally explained within same sentences. Words with multiple meanings may also make it difficult for less experienced reader to truly understand what is meant. Therefore, the readers are required to use as simply as definition of word in order to make their understanding about the information of the text. The readers can guess the meaning by connecting the sentence around the words.

### 2. Affective Comprehension

Affective comprehension is the readers' reaction to what they read. It involves of figurative language, imagination, feeling/emotions and aesthetic awareness. In affective comprehension, the reader also uses their imagination and emotional to obtain a new ideas exceed what the author presented.

## 2. The Concept of PORPE Method

### a. Definition of Method

Understanding methods, etymologically, the term method comes from the Greek "method". This word consist of two syllabels: i.e. "metha", which means through or passing and "hodos", which means road or method. The method of Arabic is called "Tariqat" method. In the large Indonesian dictionary, the method is an orderly and thoughtful way to achieve the purposes". So that it can be understood that the method means a way that must be passed to present

learning material in order to achieve teaching goals.<sup>13</sup>The selection of the right method is highly recommended in accordance with the goals of education.

In Husain's book, the social research methodology explained that the method is part of learning methods chosen based on the learning strategies that have been chosen and set. The method is the way in which the work is a tool to achieve the purpose of learning. The method is a producer or way to find out something to find out systematic steps. While the methodology is a study in studying the rules of a method.<sup>14</sup>

A method provides a tool enhance seen but does not provide automatic insight. We must see through the armament of methodological techniques and the reliance on mechanical procedures. Method alone-whatever they might be do not generate good research or astute analyses. How researchers use methods matters. Mechanistic applications of methods yield mundane data routine reports. A keen eye, open mind, discerning ear, and steady hand can bring you close to what you study and are more important than developing methodological tools.

Methods are namely tools. However, some tools are more useful than others. When combined with insight and industry, grounded theory methods offer sharp tools for generating, mining, and making sense of data. Grounded theory can give you flexible

<sup>13</sup> ArmaiArif, *Pengantar Ilmu dan Metodologi Penelitian Islam*(2002), p.40

<sup>14</sup> Husain Usman, dan Purnomosetiyadi Akbar, *Metodologi Penelitian Sosial*(ED. 1.1, Cet. 1; Jakarta: Bumi Aksara, 2008),p.11.

guidelines rather than right prescriptions. With flexible guidelines, you direct your study but let your imagination flow.<sup>15</sup>

Meth-od A general or established way or order of doing anything, or the means or manner by which it is presented or thought.<sup>16</sup>

#### **b. Definition of PORPE Method**

PORPE (Predict, Organize, Rehearse, Practice, Evaluate) is a strategy developed by Simpson design to help students in : (1) actively planning, monitoring, and evaluating their learning of content; (2) learning the processes involved in preparing for examinations; and (3) using the process of writing as a means for learning content area material.<sup>17</sup>

In addition, Anthony Manzo and Ula Manzo stated that PORPE's five steps guide the students to behave like effective readers who have awareness and control of their own cognitive activities while they read and study.<sup>18</sup>

The statement above supported by Simpson and Hayes Said that when students the steps of PORPE as they read study,<sup>19</sup> they behave like Baker and Brown's 'effective readers' who encode information and regulated own learning. Supported by Simpson said that PORPE could increase students' learning an actual classroom

<sup>15</sup> Kathy Charmaz. *Constructing Grounded Theory*. 2014, p.25.

<sup>16</sup> "The New International Webster's comprehensive Dictionary," of the English Language, Deluxe Encyclopedia Edition (Colombia, 2003), p.25.

<sup>17</sup> Simpson M, *PORPE: A writing Strategy for Studying and Learning in the Content Areas*, Journal of Reading, 1986.

<sup>18</sup> Anthony M & Ula M, *Content Area Reading*, 2010

<sup>19</sup> Stahl N Simpson M L and Hayes C G, *PORPE: A Research Validation*, Journal of Reading, 1989.

setting, both show that PORPE does have important advantages for long term learning and students' independence.<sup>20</sup>

Dealing with the explanation above, the researcher concludes that PORPE method is one method that are able to apply in teaching and learning process. PORPE Method is study strategy which operationalizes the cognitive and metacognitive processes that effective readers engage in to understand material. By using PORPE method, students are expected to be effective readers who clarify the purpose of reading. Identify the important aspect of message, focus attention on the major content, monitor ongoing activities, engage in self-questioning to determine whether goals are being achieved, and take corrective action in understanding.

### c. Procedure of Using PORPE Method

In this method, according to Simpson and Stahl PORPE have steps, they are:

- a. Predict: After reading the text, students predict some possible essay question from the information in the text. They can use WH questions to predict potential essay questions to guide their studying.
- b. Organize: Organize, summarize, and synthesis, the key points of the text using your own words. In this step students should be able to summarize some key points by using their own words, structure, and methods. So they will comprehend the whole things in reading text, for example, the students can find the factual information, find main idea,

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<sup>20</sup> Simpson M, *PORPE*: "A writing Strategy for Studying and Learning in the Content Areas", Journal of Reading, 1986.

find the meaning of difficult words, identify reference, making inference, etc.

c. Rehearse: Recite aloud information. After they had summarize some key ideas, the students have to share the information that they get from the text in front of the class

d. Practice: in practicing, students answer, their predicted essay question. Students can sketch an outline of the essay or prepare a complete answer.

e. Evaluate: Students evaluate their own work by asking the following question. Do I have enough concrete examples? Is my answer complete, accurate, and appropriate? Before their tasks are collected to the teacher.<sup>21</sup>

Dealing with explanation above, the researcher concludes that PORPE Method is none of strategies that are able to apply in teaching and learning process. Through this method students can be effective readers who clarify the purpose of reading. Identify the important aspect message, focus attention on the major content, monitor ongoing activities, engage in self-questioning to determine whether goals are being achieved, and corrective action in understanding.

### C. Resume

Based on the previous research findings and some pertinent ideas the researcher assumed that, the researcher can be concludes that reading is an activity of receiving information through some stages of the thinking process such as decoding, interpreting and understanding written texts in order to achieve a certain

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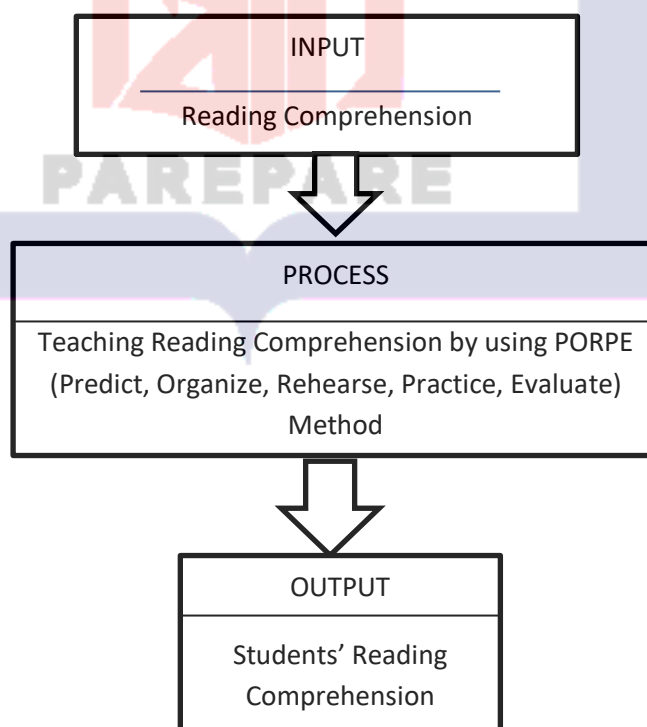
<sup>21</sup>Stahl N Simpson M L and Hayes C, *Ten Recommendations from Research for Teaching High-Risk College Students*, Journal of Developmental Education, 1989.

purpose. The receptive skill in reading is an active and ongoing process that is affected directly by individual's interaction with the text. In this research, the researcher used PORPE method. That was a activity which can used in teaching reading to improve the students' reading ability, because the students are expected to be an affective readers who clarify the purpose of reading, identify the important aspect of message, focus attention on the major content, monitor ongoing activities engage in self-questioning to determine whether goals are being achieved, and take corrective action in understanding.

#### D. Conceptual Framework

There are many strategies which could be presented in teaching to make students' to get improve and success in learning English. Especially in reading comprehension, the using of PORPE strategy is hoped can improve the students' interest and achievement

The conceptual framework can be describing in a design as follows:



In the diagram above, there are three components that are presented in conceptual framework, namely; Input, Process, and Output.

1. Input refers to the material that is applied.
2. researcher will give Pre-Test after that give treatment and the last give Post-Test.
3. Output refers to the students' reading comprehension.

#### **E. Hypothesis**

Based on the review related literature, and the problem statement, the researcher puts forward as follows:

1. The Null Hypothesis ( $H_0$ ): Using PORPE strategy is not able to improve the students' reading comprehension at the tenth grade students of SMA Negeri 2 Parepare.
2. The Alternative Hypothesis ( $H_a$ ): Using PORPE strategy is able to improve the students' reading comprehension at the tenth grade of SMA Negeri 2 Parepare.