

## CHAPTER II

### THEORETICAL FOUNDATION

#### A. Reading

##### 1. Definition of Reading

There are basically four skills in learning languages: listening, speaking, writing, and reading. Reading is one four language skills developed in learning English. By through reading we know everything that occurred in the past, present and we know the update information.

In foreign language learning reading is likewise a skill that teacher simply expect learners to acquire, basic, beginning-level textbook in a foreign language presuppose a student's reading ability if only because it's a book that is the medium. Most formal test uses the written word as a stimulus for test-taker response; even oral interviews may require reading performance for certain tasks. Reading, arguable mount importance as we create assessments of general language ability.<sup>1</sup>

---

<sup>1</sup>H Douglas Brown, *Language Assesment Principles and Classroom Practice*, (Sanfansisco State University: Longman, 2004),185.

Reading is one of the basic skills in learning a language. To make sure that we know exactly what we read is here some definition of reading according to some experts. Reading is an ability to comprehend the thought and the feeling of another mind via the medium of the text. Reading constitutes a powerful activity that converse knowledge, insight, and perspective of reader.<sup>2</sup>

Reading is the most important skill of all for most of students of English throughout the world, reading is the ability of an individual to recognize a visual form with a sound or meaning acquired in the past, and on the thesis of the past experience, understanding and its meaning.<sup>3</sup>

According to Nunan, reading is not something that every individual learn to do. An enormous amount of the time, money, and effort is spent teaching reading in elementary and secondary school around the world. In fact, reading is probably true to say that more time is spent teaching reading any on there's skill.<sup>4</sup>

---

<sup>2</sup> Jo Ann Aebersold and field, from reader to teaching reading: issues and strategies for second language classroom, (New York: Cambridge University Press, 1997)

<sup>3</sup> Kennedy, X. J, *Literature: An Introduction to Fiction, Poetry and Drama* (Toronto: Little, Brown and company, 1983) 5

<sup>4</sup> David Nunan, *Second Language Teaching and Learning* (Boston: An international publishing company), 249

Various definition of reading has been describes above, the writer concludes that reading is one activity that do in everywhere and every time pleasure by read text that liked.

## **2. Kinds of Reading**

According to Praveen there are four kind of reading,<sup>5</sup>as follow:

### **a. Intensive Reading**

According to Brown, intensive reading is usually a classroom-oriented activity in which students focus on the linguistics or semantics details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, understanding literal meaning, implications, rhetorical relationships, and the like.<sup>6</sup>

According to Nation, at its worst, intensive reading focuses on comprehension of a particular text reading no thought being given to whether the features studies in this text will be useful when reading other text. Such as intensive reading usually involves

---

<sup>6</sup> H Douglas Brown, *Teaching By Principles*,312.

translation and thus comprehension of the text. The goal of intensive reading may be comprehension of the texts.<sup>7</sup>

From the explanation above, the writer concludes that intensive reading is involves learners reading in detail with specific learning aims and tasks. Intensive reading means that the readers take a text.

#### b. Extensive Reading

Brown also gives statement about extensive reading. Extensive Reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc). Most of extensive reading is performed outside of clad time pleasure is often extensive reading.<sup>8</sup>

From the explanation above, the writer concludes that extensive reading has important in reading to help students understand the text because extensive reading can change the old habits become confident second language reader so this effective way to help students in learning reading skill.

---

<sup>7</sup>I. S. Nation, *Teaching ESL/EFL Reading and Writing*, (New York and London: Routledge, 2009), 25

<sup>8</sup>H Douglas Brown, *Teaching By Principles*,313.

c. Aloud Reading

Aloud reading also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of the word pronunciation.<sup>9</sup>

The test-taker sees separate letters, words, and/short sentence and reads the one by one, in the presence of an administrator. Since the assessment is of reading comprehension, any recognizable oral approximation of the target response is considered correct.<sup>10</sup>

From the explanation above, the writer concludes that aloud reading play important role in teaching English and aloud reading is a past of reading skill which related with students experience in mastering their oral language.

---

120 <sup>9</sup> M. Jean Praveen, *English Language Teaching Method, Tool, Techniques*,

<sup>10</sup> H Douglas Brown, *Language Assesment*,190

#### d. Silent Reading

Silent reading is a very important skill in teaching of English. Silent reading is done to acquire a lot of information. Teacher has to make them reading silently as and when they are able to read without any difficult.<sup>11</sup>

From the explanation above, the writer concludes that silent reading is one activity of reading which do reading without pronunciation aloud the text and also without any voice.

### **B. Reading Comprehension**

#### **1. Definition of Comprehension**

Comprehension is goal of both reading and listening. Successful comprehension enables readers (or listeners) to acquire information, to experience and be aware of other worlds (including fictional ones), to communicate successfully, and to achieve academic success.

According to Mikulecky that, comprehension means making sense of what you read and connecting the ideas in the text to what

---

<sup>11</sup> M. Jean Praveen, *English Language Teaching Method, Tool, Techniques*, 123

you read and connecting the ideas in the text to what you have already know, and it also means remembering what you have read. In other words, comprehending means thinking while you read.<sup>12</sup>

Based on the theories above, it can be concluded that comprehension may be regarded as relating aspect of the world is around us including what we read to the knowledge, interaction, and expectations we already have in our head. It is clearly the purpose of reading and learning to read.

## **2. Definition of Reading Comprehension**

Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards. Meanwhile, according to Jannete Klingner “Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency.”<sup>13</sup>

Reading comprehension is very important in our every day reading. When we glanced at a newspaper, magazine, book, we

---

<sup>12</sup>Beatrice S Mikulecky, Linda Jeffries, *Advanced Reading Power*, (New York: Longman, 2007), 74.

<sup>13</sup>JanneteKlingner, SharonVaughn and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (Guilford Press 2007), 2

often need to understand the reading passage more profound, someone can't get information completely without comprehension. Reading comprehension is viewed as a process subject to the same constrains as human memory and problem solving.<sup>14</sup> It is same to involve language, motivation, concept development, the whole of experience itself. It seems to be subject to the same constrains as thinking, reasoning and problem solving.

### **3. Purpose of Reading**

As we know that the purpose of reading is that the students must be able to understand the writer language. In other words, how the students get the message from the writer symbols. One of the most important tasks of the reader as to dig out what the writers like to say.

According to Naf'an Tarihoran every students has their own purpose to read something to determine in which type does you include, this is type of reading purpose:<sup>15</sup>

---

<sup>14</sup> Parson, P. David and Johnson, D Dale, *Teaching Reading Comprehension* (Company, 1978), 3

<sup>15</sup> Naf'an Tarihoran and Miftahul Rachmat, *Reading 1: Basic Reading Skills* (Loquen Press: Serang, 2012), 6



1. Reading for pleasure
  - To follow a narrative
  - To enjoy the sound and the ryhtme of a literary text
2. Reading for a general impression
  - To gain an idea of the writers view points
  - To decide whether or not to read the text
3. Reading for organizing reading and study
  - To identify the important content of the text
  - To answer a specific question
  - To decide which section of a text to start studying
4. Reading for learning content or procedure
  - To gain an understanding of new concept
  - To learn certain fact from a text
  - To follow instructions

Behavioral purposes, that can be closed purpose or instructional purpose, have the reading usually are intended to:

- a. Comprehension and meaning
- b. The skill of study
- c. Comprehension

#### 4. Process of Reading

In learning a foreign language, teaching reading takes an essential part. When students begin to learn this language they will start with acquiring in the language. In this case teaching reading is a process making students understanding a unit of printed words presented by teacher. They are some experts' idea that discuss about teaching reading.

According to Naf'an Tarihoran there are six kinds of processes reading, such as: recognition, assimilation, intra-integration, extra-integration, retention, and communication.<sup>16</sup>

1. Recognition is one step to know about the text tells about. It is usually doing by students to know the text that will be learned.
2. Assimilation is physical process of reception about the text that was recognized in the first process.
3. Intra-integration is understanding of contents reading and get the point from reading material by itself.
4. Extra-integration is process of analysis, criticism, appreciation, selection, and rejection, of reading material.

---

<sup>16</sup> Naf'an Tarihoran and Miftahul Rachmat, *Reading 1*, 4.

5. Retention communication duels with information that got in reading material and then delivered to other person.

Based on explanation above, before reading the text, the students must attention the processes of reading, that's served for the reader to be good. T makes the students easier in reading.

### **C. PORPE Strategy for Reading Comprehension**

PORPE is one of method which is most effective in teaching reading process. It can make students active in learning to get knowledge into application especially reading. PORPE is also one of the most basic ways to facilitate students to get understanding and comprehending in reading activity.

#### **1. Definition of PORPE**

According to Simpson(1986) in Pajriah's journal PORPE is study to assist students in learning content material. Help students in process constructing the meaning and build their knowledge. The students more active in learning process, those automatically train students more active and creative to understand reading material"<sup>17</sup>

---

<sup>17</sup> Pajriahasrikandi, "The Use of PORPE (Predict, Organize, Rehearse, Practice, Evaluate)" *Journal English Language Education, Hamzanwadi University*, Vol. I, No. 2, (September 2017), 3.

## **2. Operational Concept of PORPE In Teaching Reading Comprehension**

To avoid misunderstanding and misinterpreting in this scientific research, we must know its concept. According to Hornby (2000) in Dian Kurniawan paper's that concept is an idea or principle that is connected with something general notion. In research plan, we must interpret the concept into a particular word in other to be easy measure and operate. So, it has to defined in clear statement to obtain the needed data, for more information, this research consists of two variables, Variable X is using PORPE method and variable Y is reading comprehension. Therefore, the operational concept of this research can be seen in the following indicators:

- Variable X: using PORPE method in teaching

In this research, writer determines that each variable has indicators become measurement of success conducting of the research. To be operated that described the operational concept, as follows:

1. The teacher asks students' to predict some possible essay questions from information in the text.

2. After predict and get the question from information in the text, the teacher asks student to organize or summarize by using their own words.
3. The teacher asks students to recite aloud information after they had summarized, the students have to share information that they get from the text.
4. The teacher asks students to answer their predicted question before.<sup>20</sup>
5. The teacher asks students to evaluate their own task before their collected.

➤ Variable Y: The students reading comprehension

1. The students are able to find factual information of the text
2. The students are able to find main idea in text
3. The students are able to find the vocabulary.
4. The students are able to identify references from reading text.
5. The students are able to identify inferences from reading text<sup>18</sup>.

---

<sup>18</sup> Dian Kurniawan, "The Use of Using PORPE (Predict, Organize, rehearse, Practice, Evaluate) Method Towards Reading Comprehension of The Second Year Students at SMPN 1 Bantan Bengkalis Regency, 14.

### 3. Steps in PORPE

The first step is Predict. Students are asked to predict essay questions which they might be asked. Teacher should make essay effort to help students at this stage to raise synthesizing, analyzing, and application question as well as more literal “what” and “when” types. One way to do this is to introduce them to a glossary of the most common words used in essay question: explain, criticize, compare, contrast, react, support, elaborate, etc. as follow-up, the teacher should model the thought process she goes through in preparing (predicting) and phrasing essay questions on a previously studied body of information. Students then should prepare and share their predicted questions with classmate.<sup>19</sup>

The second step is Organize, students are encouraged to organize information needed to answer predicted question. Students are encouraged to use semantic maps and outlines for this purpose. Again, the teacher would do well to model this strategy.

---

<sup>19</sup> Anthony V. Manzo, *Content Area Reading: Heuristic Approach*, (1990), 291.

The third step is Rehearse, this is the conventional “study” or recall and recite step. Students should be encouraged to use appropriate *memory* devices.

The fourth step is Practice, in this step students practice composing, or answering essay-type questions. They should be reminded of the following in doing so:

- a. Work from the outline.
- b. Make sure your opening sentence rephrases the question and or takes a clear position.
- c. Make the structure of your answer clear by using transition words and phrases like “first,” “on the other hand,” “furthermore,” and “finally.”
- d. Give example of major points.
- e. Reread what you wrote, and make appropriate editorial corrections.

The fifth step is Evaluate, It requires students to use their writing in order to validate whether they have created a meaningful text that demonstrates their understanding of the key ideas and to evaluate their text as another reader, such as the content area

teacher, might. To facilitate this monitoring and evaluating, students are given a checklist that guides them in determining the completeness, accuracy, and appropriateness of their written product in terms of the original task, the self-predicted essay question. Hence, the students' essays written in step four, Practice, provide them a specific and immediate feedback and reinforcement to their own learning and understanding. Teachers evaluate the students' work by asking the following question: Do have enough clear examples? Is my answer complete, truthful, and suitable? Is there anything I should study before taking the exam?<sup>20</sup>

#### **4. The Procedure of PORPE Strategy in Comprehending Reading**

##### **1. Pre-Teaching Activity**

In this stage, the teacher prepares everything related to the learning process. Then, the teacher checks student's attendance. The function of this activity to warm up and prepare them to face the lesson then, the teacher should tells the basic competences and learning objective of the study. Teacher may briefly review what

---

<sup>20</sup>Puspa Dewi, "PORPE (Predict, Organize, Rehearse, Practice, Evaluate) As An Effective Method for Teaching English at Srudents of Vocational High School", 7.



they got from the previous lesson to make relationship with what they are going to learn today. After that the teacher introduces the topic.

## 2. Whilst Teaching Activity

### a. Exploration

In this phase, the teacher explores what the students need to comprehend the text. Firstly, the teacher leads the students to the topic about descriptive text that will be discussed by showing a picture, for example picture tells about a pet. Based on that picture, the teacher should build the students' background knowledge about the text by asking some questions.<sup>24</sup>

### b. Elaboration

After the students understand with the texts that they read, the teacher introduces PORPE strategy and describes the activities to the students. The teacher gives an explanation about PORPE strategy before asking students to apply PORPE strategy into the text. The teacher explains about the steps of the lesson as well as examples of the work in a given text.<sup>24</sup>

### c. Confirmation

In this phase, the teacher asks the students whether the students understand or not about the lesson. The teacher gives an exercise to the students about another descriptive text. The teacher asked the students to read the text like the example that is already explained in the steps of learning PORPE strategy. The teacher gives a piece of paper to answer sheet and checklist paper to evaluate step. After that, the teacher is walking around the class and checks the students' activity.<sup>25</sup>

### 3. Post-Teaching Activity

In this activity, the teacher gives feedback to the students toward the process and learning achievement. Teacher give chance to the students to ask some questions related to the topic that have discussed. Teacher also checks the students understanding about the topic by asking some questions that related to the lesson that they have learned. Teacher asks students to make homework. Teacher and students conclude the lesson together.<sup>25, 21</sup>

---

<sup>21</sup> Yosi Wiryani and Fitriawati, Improving Reading Comprehension of Senior High School Students By Teaching PORPE Strategy, Journal of English Language Teaching, Universitas Negeri Padang, Vol. 6, No1 (March 2017), 3.

## 5. Advantages of PORPE Strategy

PORPE Strategy has many advantages for the students and the teacher in reading process. According to Sejnest in Harmal's paper, PORPE is a comprehensive strategy system for studying and learning content areas. In this strategy students encourage to be active readers who can identify the information for a series written passage into a good comprehension, this strategy makes students active and have motivation in reading activity. In addition, according to Vaughn in Harmal's paper, defines that PORPE is an effective strategy to lead student extracting passage, code, or symbol into a comprehending meaning. In brief, the strategy will lead the students get the comprehension meaning from what they read from the text. From the explanation above, the writer concludes that PORPE is a strategy to motivate students in learning reading which is designed effectively to reduce the students' difficulties in reading. So that by applying this strategy the students can get the information and comprehend the text.<sup>22</sup>

---

<sup>22</sup> Harmal Huzril, "Teaching Reading by Combining PORPE (Predict, Organize, Rehearse, Practice, Evaluate) and STAR (Survey, Take Answer, Read) Strategy at Junior High School", 4.