CHAPTER II

REVIEW RELATED TO THE LITERATURE

In this chapter, the researcher describes about the theories of othis study, such as the nature of PORPE strategy, nature of reading comprehension, nature of analytical exposition, PORPE strategy and previous study.

2.1 Reading Comprehension

2.1.1 The Nature of Reading Comprehension

Reading is an activity to obtain the information or idea from the writer mean that content of message through printed media. It means that to get those information we should through the process of it. Zimelman, et. al. in Farris et. al. (2004:324) state that reading means getting meaning from print. The essence of reading is a transaction between the words of an author and the mind of a reader, during which meaning constructed. It means that the goal of reading instruction must be comprehension. Nurhadi in Hidayatullah (2007:7) states that reading is complicated and complex process. Because it is involves internal and external of the readers, internal factors meant everything that has relationship with the reading materials and the environment where the reading taking place.

Marksheffed (1966) says that reading is high complex, purposeful and thinking process engaged by entire organism while acquiring knowledge, solving problems, relaxin or recuperating, through the interpretation of printed symbols. It means that reading is an activity between reader and writer. The writer send his ideas in the writer symbol and then the reader accept the idea from the printed page. Reading is very complex process to learn and to teach, it involves eyes and brain. Eyelook that device to delivered the message and then send to brain, the brain process the significance of message. Smith and Johnson (1980:128) states that reading is visual comes from in front of the eyeball then distribute to the brain (here, the brain proccess what the eyes have seen).

Comprehension is a special kind of thinking process. A reader comprehend by actively constructing meaning literally. From interacting by the material that is read, Anderson and Pearson (1988:160). From the explanation above, the researcher concludes that reading comprehension is the act of understanding the meaning and obtaining information from what we read as the goal of it.

2.1.2 Factor That Influence Reading Comprehension

There are many factors that influence reading comprehension. According to Pearson (1978) , there are two factors that influence reading comprehension, that is outside and inside factors. There are four components of inside factors. First is linguistic component, when the students learn about language automatically, they are studying the system. Those are:

1. Phonological Knowledge; it is connected with different phonemes (individual sounds) in the language.
2. Syntatic Knowledge; it is related with orderly arrangement among words in sentences.
3. Semantic Knowledge; it is focus on our knowledge of words meaning, it is also includes our knowledge of relationships among words.

Second component is student's reading interest. Student's interest able to help more into understanding of the text, because they feel curious to know more and more, such as the teacher given fun material that makes students enjoy with the material by supported some media from the teacher. The teacher as the facilitator has to teach students in many different creative ways. So that, the teacher has to look for many resources to be applied or just as to be compared with other way of teaching learning. Such as the teacher ask students to read a short story, magazine, comics, etc. Depend on their interest it can more help them in comprehending the text.

Thirdth component is motivation. in generally, the readers read the text, because they want or even because they need. So that, the students that has motivation in reading comprehension will has more effort and able to motivate themselves in comprehending the text.

Last component is reading ability, it explains that how well the reader can read. The readers has to read everything and has to understand.

The outside factors is divided into two components, first is written message such as magazine, book, pamphplets, newspaper etc. Some parts of that Written able to affect reading comprehension such as word frequency, story structure, the math information, and visual diplays can all be manipulated to increase or decrease reading comprehension (Pearson and Johnson, *Teaching Reading Comprehension,* p.20).

Second component of outside factors is environment. According to Pearson (1978) there are two kinds of environment that influence reading comprehension. Those are home environment and school environment. At home the parents has a role to support their children in learning reading. Moreover, in school environment, student's reading comprehension influenced by teacher, because the teacher here is the designer of character formation of the students. And also facilitate the students in learning reading comprehension. Not only the teacher that as part of school enviroment that influence, there are also peers and classroom ecology. Peers also can give negative or positive, the positive is where there is competition among the students. It can be develop their reading ability because do not want to lose with others.

But, in the present research would not focus on those above because those just as the additional of this research, the researcher would focus on to test the theory of PORPE because there is incompability in their PORPE step.

2.1.3 Types of Reading

Kind of according to Pearson and johnson (on their book Teaching Comprehension p,14) as followed below:

1.) Skimming; the readers read the text or article rapidly just want to know the general content of the text or even just want to know wheather it is interisting text or not. Skimming is specialized to read particular part of reading text not whole depend on each reader's purpose.
2.) Scanning; the readers read the text rapidly and specialized in look for some fact or specific information from the questions depend on reader's need and purpose.
3.) Intensive Reading; the readers read all the text as the specific information by the writers such as read a receipt or instruction in medicine.
4.) Extensive Reading; the readers interact with longer text, and accepting to understand whole part of the text. Such as read a novel, newspaper, short story and etc.

2.1.4 Teaching Reading Strategies

a. Reading aloud

one of strategy for communication with the reader and make interested audience using reading aloud. Reading comprehesion also part of reading aloud to teach them learn in a different style. So, teacher can discover the meaning of phrases instead word by word. Then, can help reader building larger semantic units than grapic clue and happen continuous.

The procedure of reading aloud strategy, first is prepare to define new words, this do not have to be formal definition, paraphrases, gestures, and pictures can be used. Second, give the title and author. Next is read with feeling and variety. Then make sure the listener comfortable to see the reader, and eye contact also concern here as the reader. Next stop at interisting place. Seventh, pay attention to wheater the audience is paying attention and understanding. Last, encourage students participation such as predicting what will happen next, supplying words.

b. SQ3R

One of popular teaching reading strategy is SQ3R. SQ3R is stand from survey, questions, read, recite and review. That is strategy connected to hone the critical thinking of students in reading skills. According to Young (2007: 128) stated that SQ3R is the technique that appropriate and helpful when you a read a chapter of your book. SQ3R can make purposeful and effective in managing your time when reading. It is support by Smith (2009: 56) stated that SQ3R is the best way to read anything.

c. Silent Reading

According to Yoon (2002) states to promote a reading when teacher given simultaneously supporting students achievment can using silent reading. Silent reading usually has meaningfully of phrase. It is secure meaning. The silent reading record show that recognize whole phrase rapidly.

2.1.5 The Principle of Teaching Reading

There are many ways to teach about reading comprehension and many factors that use reading comprehension. Before teaching reading strategy learn about students use to get content read a text by selection. In the learning process, the teacher should be know about the principle of teaching reading. This is can be the guide to the teacher to improve their student's skill.

There are ten principle for teaching reading comprehension from professor Maureen McLaughlin (2011) as follow:

1. Comprehension is the active construction of meaningas the reader makes connections between prior knwoledge and the text.
2. Most of what we know about comprehension comes from studying good readers.
3. It is all about good teaching, this is talk about teacher's belief in teaching reading comprehension. There are contansly use assesment to fine-tune instructions, orchestrate print-rich, concept-rich environments; have in dept knowledge of reading, writing, speaking, and listening. Differentiate instruction using a variety techniques and groupings, provide lots of opportunities for students to read, write and discuss; draw on insight gained from good readers and understand the students learn best in authentic situations.
4. Motivation is a key factor. This meaning that the teacher ask students to making compelling texts available, instilling intrinsic motivation, and creating the right environment.
5. Explicity teaching a variety of reading comprehension strategies builds student;s reasoning power. The activity for builds students reasoning power is monitoring (does this make sense?) self-questioning, summarizing and evaluating, previewing, making connections, visualizing and knowing how words work.
6. Vocabulary development is essential
   The vocabulary needed reader for developing precision in word use, extending vocabulary development to other subject areas, getting students actively involved in the process, building student's interest in learning and using new words, and studying how words work.
7. Students should read a variety of types and levels of text
   These for guide the teacher for independent reading to make easier text.
8. Students should use multiple modes to represent their thinking.

9. Constantly check for understanding

   The teacher has duty to observe students about use other assessments, they read and discuss, use insights gaines to follow up and fine-tune instructions, and look at their informal written responses.

10. Push students to comprehend at deeper levels.

   Students need to go beyond passively accepting a text's message and read between and beyond the lines, thinking about the author's purpose and the underlying message of the text.

2.2. Analytical Exposition

Analytical exposition is kind of argumentative text that is learnt by senior high school students in eleven grade. Martin and Rose (2003 : 11) define exposition text is one of persuasive text and there are two types of exposition text, those are analytical exposition text and hortatory exposition text. The purpose of analytical exposition is to persuade the reader or listener toward important cases based on the argument of view from the writer. Gerot and Wignell (1994 : 197) stated that purpose of analytical exposition is to persuade the readers that something is in the case. The generic sturcture of analytical exposition is thesis, argumentation and reiteration. Which is thesis covers introducing the topic, outline main idea or poin of view to be presented. While, argument covers evidence/ arguments such as justification, giving example, comparing which is support the main point. While, reiteration is the conclusion of the topic.

2.3 Critical Reading

Critical reading is basically a reading process which involves critical thinking. Thus, to define critical reading necessitates an understanding of the meanings reading and critical thinking. Recent theories view reading as a process of not just extracting meaning from a text but a process of connecting information in the text with the knowledge the reader brings to the act of reading. Reading, in this sense, is "a dialogue between the reader and the text" (Grabe, 1988: 56). Critical reading is a technique for discovering information and idea within the text. Critical reading means the reader critisize themselves by questioning theirselves about what they having read. According to Kurland (2010) critical reading means analyzing then find out the information through the discussion. Kurland (2010) stated kind of activity in critical reading emphasizing on analyzing, interpreting and evaluating.

The are five Steps of critical reading based on Sousa (2004) namely previewing, outlining and summarizing, questioning, reflecting and evaluating.

1. Previewing : students may get the general overview of the text to link their understanding before making prediction toward the text.
2. Outlining   : students comprehend the text by asked several questions, based on Vogler's (2005) questions monitor comprehension.
3. Summarizing : The activity is summarize the text in written form or even spoken form.
4. Questioning : Questions are designed to help readers understand a reading and respond to it more completely. Vogler (2005, cited in Hamiloglu, 2012) explains that questions can monitor comprehension, help make connections to prior learning and stimulate cognitive growth.
5. Reflecting : It examines readers' personal responses. The text that the readers read in the class sometimes may challenge their attitudes, beliefs, and positions toward current issues. Critical readers will not believe in a view before comprehending it. However, it does not mean that they are not open to a new view. Thisstrategy enables the students to practice "reflective thinking" as a critical thinking definition stated by Dewey (1909 as cited in Fisher, 2001).
6. Evaluating : This is an activity where the readers consider values, beliefs or assumption from and beyond a text. The readers are often asked to analyse, interpret and argue about the text to evaluate a text. In evaluating, the readers are encouraged to evaluate what they have read and integrate it with their prior knowledge. They seek for evidences, relate it to examples, so that a clear evaluation can be made.

The difference between non-critical reading and critical reading as the table below as followed:

Non- Critical Reading	Critical Reading
1. To non-critical readers, texts provide facts. Readers gain knowledge by memorizing the statements within a text. 2. A non-critical reader might read a history book to learn the facts of the situation or to discover an accepted interpretation of those events. 3. Non-critical reading is satisfied with recognizing what a text says and restating the key remarks.	1. To the critical reader, any single text provides but one portrayal of the facts, one individual's "take" on the subject matter. Critical readers thus recognize not only what a text says, but also how that text portrays the subject matter. They recognize the various ways in which each and every text is the unique creation of a unique author. 2. A critical reader might read the same work to appreciate how a particular perspective on the events and a particular selection of facts can lead to particular understanding. 3. Critical reading goes two steps further. Having recognized what a text says , it reflects on what the text does by making such remarks. Is it offering examples? Arguing? Appealing for sympathy? Making a contrast to clarify a point? Finally, critical readers then infer what the text, as a whole, means, based on the earlier analysis.

Types of Reading based on steps or modes of analysis are reflected in three types of reading and discussion:

1. What a text says – restatement – talks about the same topic as the original text
2. What a text does – description – discusses aspects of the discussion itself
3. What a text means – interpretation — analyzes the text and asserts a meaning for the text as a whole.

Goals of Critical Reading Textbooks on critical reading commonly ask students to accomplish certain goals those are recognizing purpose involves inferring a basis for choices of content and language , recognizing tone and persuasive elements involves classifying the nature of language choices, recognizing bias involves classifying the nature of patterns of choice of content and language Critical reading is not simply close and careful reading. To read critically, one must actively recognize and analyze evidence upon the page.

2.4. PORPE Strategy

2.4.1. The Nature of PORPE Strategy

PORPE is a strategy that designed to help students in understanding reading comprehension. According to Simpson and Stahl (1986) this strategy prepares students to planning, monitoring, evaluating content area. PORPE is study textbook materials in which the students create and answer the essay questions, Simpson and Stahl (1989). PORPE also able to help students in their final examination, especially when the questions ask them to draw the conclusions and apply information in new context, King Biggs, Lipsky, 1984; Newell, 1984.

Based on Simpson (1988) the PORPE's steps that should be applied as followed below:

1.Predict; the students asked to make predicted at least 2 essay questions with following keywords such as explain, discuss, compare, contrast and critize. Then the student's make their own questions by one of those keywords based on the text.

2.Organize; the students will highlight the important point of the text, and next will be summarized the information that have been highlight with their own words.

3.Rehearse; the students will be asked to recite aloud, what they have summarize before.

4.Practice; the students answers the predicted questions from first steps by writing

5.Evaluate; the students evaluate or correct their ownselves related to the comprehending of the text while using PORPE.

So that, PORPE also able to considered as complex strategy that has five steps that bring the students to having critical and analytical thinking. According to Simpson and Hayes (1989:22) states that when the students try to comprehend the text using PORPE, they are like effective readers like Baker and Brown's (1984) who encode information and regulate own learning. Based on Simpson (1986:22) PORPE able to increase student's learning an actual classroom setting, both shows that PORPE is giving an advantages for student's long term learning and independence.

According to Simpson (1986) PORPE is study to assist student in learning content material. In his research, Pajriahasrikandi (2015) entitled *the use of PORPE in reading comprehension*, found that PORPE help students to constructing the meaning and build the knowledge, the students more active in learning process because they will focus on their critical thinking. Based on Caverly (1997:36) stated that PORPE sought determine whether student train to create and rehearse their own explicit and implicit, and will improve their understanding of content area concept in reading comprehension. PORPE designed specific And also wiryani dan fitriwati (2017) stated that the teacher need to figure out the difference atmosphere of the class when PORPE was running, especially for the progress of students. It is supported by research result by Kurniawan (2011) said that PORPE is a boring strategy meanwhile another research offer the solution in suggestions form, Wiryani and Fitriwati (2017) to solve the boring conditions the teacher should improve their strategy and more prepare their material. According to Simpson (1998:52) PORPE study is independent study, that operationalizes the cognitive and metacognitive procees that effective reader engange into understand and subsequently learn content area material. It is connected with the research result by Sinaga and Sibarani (2013) entitled *the effect of Applying Predict, Organize, Rehease, Practice, Evaluate strategy on students reading comprehension* they said the next researcher need to involve more students and make more classroom meeting, it means that the researcher need to involve students one by one when PORPE was running, and need more time. King Biggs, and Lipsky, 1984; Newell; 1984 stated that PORPE can help students in preparing multiple choice examination especially when the questions ask them to conclude the text, it can be very useful. Eventhough PORPE based on some research result able to help students in their reading comprehension problem but the creativity and how the way the teacher facilitate the learning process is also needed in order to make the goal of PORPE, Rohmah (2016).