

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

2.1.1 The Definition of Reading

Reading is one of English skills besides speaking, listening and writing. It is the way to understand written messages. Reading is the process of looking at a series of written symbols, getting their meaning and trying to communicate something to us. Nuttal in Nurhana (2014: 7) state that reading means a result of interaction between the writer's mind and the reader's mind. It is the way how the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the point. Reading can be defined as the instantaneous recognition of various written symbol with existing knowledge and it also can be defined as comprehension of the information and the idea communicated.

Pang in Hutasoit (2010: 2) state that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Based on some definitions above, reading can be defined as an activity to understand written texts, symbols, and words to get some information and then transform into spoken language.

2.1.2 Reading Ability

Reading ability is skill of the reader to receive messages that the writer will convey to get some information. Gillet and Temple in Rahayu (2019: 9) mentions of reading ability:

1. The Independent Level

This level of difficulty the student can read text easily, without help. Comprehension of what is read is generally excellent, and silent reading at this level is rapid because almost all the words are recognized and understood at sight. The student has to stop rarely and analyze a new word. Oral reading is generally fluent, and occasional divergences from the written text rarely interfere with comprehension.

2. The Instructional Level

This level the material isn't really easy but is still comfortable. In here, the student is challenged and will benefit most from instruction. Comprehension is good, but help is needed to understand some concepts. The silent reading rate is fairly rapid although usually slower than at the independent level. Some word analysis is necessary but the majority of the words are recognized at sight. Oral reading is fairly smooth and accurate, and oral divergences from the written text usually make sense in the context and don't cause a loss of meaning.

3. The Frustration Level

This level the material is too difficult in vocabulary or concepts to be read successfully. Comprehension is poor, with major ideas forgotten or misunderstood. Both oral and silent reading is usually slow and labored, with

frequent stops to analyze unknown words. Oral reading divergences are frequent and often cause the reader to lose the sense of what was read. Because of this difficulty, it is frustrating for students to attempt read such material for sustained periods of time, and their efforts often fail. This level is to be avoided in instruction.

4. The Listening Level

The listening level provides an estimate of the student's present potential for reading improvement. Most reader who has not yet reached their full potential as readers, who are still developing their reading skills, can listen to and understand text read aloud to them that they cannot yet read for themselves. The listening level is usually higher than the instructional reading level. The listening level gives us an indication of how much their reading may be expected to advance at this point.

2.1.3 Types of Reading

Brown in Nurhana (2014: 8) state that reading can be categorized into some types regarding the purpose of the readers. In this regard, purpose three types of reading, namely academic reading, job-related reading, and personal reading.

Genres of reading that belong to academic reading are textbooks, thesis, essays, papers, references material, editorials and so on. Types of reading which are job-related reading are such as memos, applications, schedule, letters or emails, reports and so on. Genres of reading that belong to personal reading are such as newspapers, magazines, invitations, novels, short stories, etc.

2.1.4 Type of Classroom Reading Performance

During the reading activity, there will be some clues which inform the learners' reading performance. Saniyah (2018: 23) mentions the type:

1. Extensive Reading

Extensive reading is considered as being reading rapidly. The readers read book after books. Its attention is paid to the meaning of the text itself not the language. The purpose of extensive reading is for pleasure and information.

2. Intensive Reading

Intensive reading is a mode of reading in which readers focus on a fairly comprehensive understanding of a given text.

3. Aloud Reading

Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students.

4. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency.

Simensen in Bakke (2010: 16) said for help the reader guess and predict the subject of a text and thus facilitate understanding and reading also explain about Skimming and Scanning. Skimming is reading fast to get an overview over the text. The goal is to get a main idea of what the text is about. Scanning is reading in search for specific information in the text. It could for example be a number in the telephone catalog or a historical date in a textbook. You know what you are looking for and don't pay attention to other information. This strategy is often unconsciously used in school for example when the teacher asks a question and the pupils look in their textbooks for the right answer.

2.1.5 The Process of Reading

Patel and Jain in Paramitha (2017: 10) classified the process of reading into three steps:

1. The Recognition Stage

At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its a written form. Difficulty at this stage depends upon the difference between the scripts of the learner's mother tongue and English and between the spelling conventions of two languages.

2. The Structuring Stage

The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units. Because features of the text are beyond a teacher's control, teachers select texts that have an obvious structure. It means if teach a variety of narrative genres and some expository text structures. With

narrative works teachers help students understand basic story grammar, including the literary elements that are common across narrative pieces, such as plot, characters, and setting. They teach specific elements that make each genre unique (e.g., talking animals in folk tales). By doing this, students will be able to access a schema for a certain narrative genre when they begin to read a new text and can begin to make text-to-text connections. For particular story genre, which will help them more easily make meaning. Likewise, teachers share some common expository text structures with students, such as sequence, description, comparison, and cause and effect.

3. The Interpretation Stage.

This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context.

2.1.6 Teaching Reading

Brown in Iskandar (2017: 23) state that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Moreover, Suzanne states that teaching is shared work between students and teachers. Then, it can be interpreted that teaching is process that done by the teacher to share their knowledge, experience and the material to students. In this activity the teacher who provides education to students to learn is not limited only share their knowledge but also it is possible to share their experience as well. Teaching also is the systematic activity which includes many components. Every component can not be separated, but it has to be run together dependently and continually. For the

reason it is, necessary for having a good management in teaching. It should be considered about ability of the teacher in managing the class and also the professionalism of the teacher so that teaching goal can be achieved. And also teaching is guiding and facilitating learning, enabling the learning to learn, setting the condition for learning. Our understanding of how the learners learn will determine our philosophy of education, teaching style, approach, methods, models and classroom technique.

According to Harmer (2007: 23) teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our student's progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable.

In teaching reading, the teacher is responsible for encouraging students to achieve goals, motivating them to read by choosing or creating texts that make it easier for them to obtain certain information, provide useful reading assignments, prepare effective learning models, and create a supportive environment to practice reading. In class, teacher have to decide what to aim for when students read the text. It is reading for pleasure or getting understands the passage. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free. And if the purpose of reading text that will be done is forgetting understands the passage, so the topic of reading text should be prepared before teacher teach in reading class according to the ability of the students to be taught.

Different from reading in general, reading comprehension has a deeper meaning to elaborate. According to Klingner (2007), reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). According to Pang (2003), comprehension is the process of deriving meaning from connected texts. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. From the definitions above, reading comprehension can be defined as the ability to understand what has been read that include some process of constructing and interpreting the meaning of some idea from the text.

1. The Principles of Teaching of Reading

According to Harmer (2007: 68) there are six principles, namely:

1) Reading is not a passive skill.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do these things and if students do not do these things then we only just scratch the surface of the text and we quickly forget it.

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

As with everything else in lessons, students who are not engaged with the reading text not actively interested in what they are doing are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

- 3) Students should be encouraged to respond to the content of a reading text, not just to the language.

Of course, it is important to study reading texts from 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 and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feeling about the topic thus provoking personal engagement with it and the language.

- 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 read. Book covers give us a hint of what's in the book, photographs and headlines hint at what articles are about and reports look like before we read a single word.

The moment we get this hint the book cover, the headline, the word processed page our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give students 'hints' so that they can predict what's coming too. It will make them better and more engaged readers.

5) Match the task to the topic.

We could give students Hamlet's famous soliloquy 'To be or not to be' and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list the ingredients alphabetically. There might be reason for both tasks, but, on the face of it, they look a bit silly. We will probably be more interested in what Hamlet means and what the menu foods actually are.

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks the right kind of question, engaging and useful puzzles etc. the most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

6) Good teachers exploit reading texts to the full.

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

2. The Principle of Teaching Reading Comprehension

In order to have a good impact on the students' comprehension, teachers should teach reading by principles. Anderson in Aprilia (2015: 17) proposes eight principles of teaching reading as follows.

1) Exploit the readers' background knowledge

As it has been stated that background knowledge helps students comprehend the text, it is important to activate the students' background knowledge in pre-reading activity. The activities can be asking goals, asking questions, making prediction, teaching text structures, etc.

2) Build a strong vocabulary base

It is valuable to teach students how to guess a meaning of difficult word from the context.

3) Teach for comprehension

It is more important to model how to comprehend the text rather than testing reading comprehension.

4) Work on increasing reading rate

The teacher should develop fluent readers, not speed readers. One of the ways is by reducing students' dependence of dictionary because they look for every word in a text so it will take a long time to read.

5) Teach reading strategies

Strategic reading is "not only knowing what strategy to use, but also how to use and integrate a range of strategies.

6) Encourage readers to transform strategies into skills

Strategies are conscious actions or plans equipped by learners to achieve a particular goal or to solve problems they have in reading. The teacher should make the strategies automatic to be employed by students with a lot of practices.

2.1.7 Reading Comprehension Aspects

Nutal in Hidayati (2018:11-13) states that there are five aspects of reading comprehension which the students should comprehend a text well.

1. Determining Main Idea

The main idea is a statement that tells the author's point about the topic. To find out main idea is a key to understand a paragraph or short selection. The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence.

2. Locating Reference

In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation.

3. Understanding Vocabulary

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning.

4. Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. The students need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build

assumption and draw conclusion. So they can answer the questions. These questions are often stated in one the following form:

"From the passage, we can conclude that.."

"It can be inferred from the passage.."

"What the meaning of the statement above.."

5. Detail Information

The last type of question that is usually found in reading test in detail question or information. This question used to check students ability to understand material that is directly stated in the text. Some example of detail question fall in the following pattern:

"According to the passage, who were fighting for the conversation in the forest?"

"All of the following are the true except.."

"A person, date, or place is..."

In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the students can note or underline the key word in the question, and then scan the passage for that word synonym.

2.1.8 The Genre of Reading

1. Report Text

Anderson in Isnaini (2014: 29-30) state that: "Information report is a piece of text that presents information about a subject. An information report is used as away to gain a better understanding about living or non-living subject. The subject

is usually general rather than particular. The purpose of this text is to present information about something in general, which includes a variety of things/object exist in nature phenomena around us. You would use this type of text if you had to give a lecture on a topic or write about such things as computers, sport or natural disasters. Example of information report text: lectures, references articles, textbook, and research assignment. This text has following part explains there features:

2. Structure feature

Formal written information reports usually follow a very specific. The first part of an information report is the title of the report. This will tell the reader what topic is covered in the report. The first introductory paragraph, known as the classification, explains the aspects of the topic that will be covered in the report. The following information is contained in the body paragraph. This is where the topic of the report is covered in more detail. These paragraphs use factual information to give the reader a better understanding of the topic.

3. Language feature

The language feature of information report text which consists of technical language related to the subject, timeless present tense, and generalized term.

Text 1

For many years people believed that the cleverest animals after man were the chimpanzees. Now, however, there is a proof that dolphins may be even cleverer than these big apes. Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, therefore, like a human being. Dolphins have a simple language. They are able to talk to one another. It may be possible for man to learn how to talk to dolphins. But, this will not be easy because dolphins cannot hear the kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a third language which both he and the dolphins can understand. Dolphins are also very friendly toward man. They often follow ships. There are many stories about dolphins guiding ships through difficult and dangerous waters.

1. The text above is in the form of.....
 - a. spoof
 - b. report
 - c. recount
 - d. procedure
 - e. narration
2. To tell the factual information, the writer mostly uses.....
 - a. passive voice
 - b. simple past tense
 - c. present perfect tense
 - d. simple present tense
 - e. present continuous tense
3. What kind of animal is dolphin?
 - a. insect
 - b. fish
 - c. mammal
 - d. bird
 - e. shark
4. Why talking to dolphin is not easy?
 - a. dolphins cannot hear the kind of man's sounds
 - b. dolphins cannot think as human
 - c. dolphins like playing with man
 - d. dolphins feel annoyed by man
 - e. dolphins want to be free
5. What is the characteristic of dolphin according to the text?
 - a. fierce
 - b. friendly
 - c. naughty
 - d. shy
 - e. not responsible

Figure 2.1: Report Text (<https://images.app.goo.gl/zyps1qgHmwigBA27>)

2.1.9 Learner's Background

According to Shalahuddin in Rahayu (2019: 17) the learner's background means something which comes from the learners themselves. It was related with the learner attitude toward reading such as interest and motivation.

1. Interest

Interest is being one of the important factors in order to increase the students' achievement in reading. Shalahuddin stated that "interest is a concern that contains elements of feeling. It can motivate the students to be active in their job or their activity.

2. Motivation

Brown in Rahayu (2019: 17-18) motivation is some kind of internal drive, which pushes someone to do things in order to achieve something. As Brown points out, motivation includes factors such as the need of exploration, activity, stimulation, new knowledge, and ego enhancement.

2.1.10 The Aim of Reading

Saniyah (2018:21) there are the aims of the reading:

1. Reading to learn. Another purpose of reading calls for reading carefully and slowly, once the student has a general idea about the material he wants to learn, he will read the section carefully. After reading the chapter or section carefully. The student will go back and review the material to see if he can answer question about the text.
2. Reading for pleasure or for personal reasons to find general information such as what a book is mostly about.
3. To find a specific topic n a book or article.
4. To learn subject matter that is required for a class.

According to Harmer (2007:68), reading is useful for other purposes too any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks un their minds as part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences,

paragraphs and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

2.2 Definition of Learning Model

2.2.1 Learning Model

The successful of teaching and learning process could not be separated from the approach, method, procedure, technique or even model which applied and implemented by teachers themselves.

The learning model is a conceptual planning of learning in which the role of a teacher provides a systematic direction so that learning achieves certain goals. The learning model provides an overview in carrying out learning to help student learning. Even though in general, stay focused on a specific goal.

2.2.2 PPP (Presentation, Practice, Production)

According to Harmer (2001: 64), this including a variation of audiolingualism which consists of three stages namely presentation, practice and production. The teacher introduces a situation with contextualises the language can be taught. The students practice the language such as choral repetition (where the students repeat a word, phrase or sentence all together with the teacher conducting). Later, the students, using the new language, make sentences of their own, and this is referred to as production.

1. Presentation

Presentation is teachers' responsibility. The teacher should prepare the material or topics. This introductory phase of Harmer is devoted to the practice of teaching English. Where the teacher will present the target language to students who do not know the context of the language before. This can be achieved by facilitating students with appropriate media through the use of pictures or in writing on the board.

2. Practice

Practice is the memorizing or repetition for students in achieving the target language taught by a teacher. Students can understand a material when the teacher presents it well. At this stage, students turn it into communicative practices such as the question and answer section, they can try to find other new languages with creative dialogue or role play. The teacher is still directing or correcting in order to clarify the similarity of context.

3. Production

Production is something that has been produced during the language learning process. It can be seen how students begin to produce new languages to express in their own language. The teacher rules here make it easier for them to use the target language to improve their skills.

Woodward in Yuliani (2017:27) stated that in terms of our four basic ways of working, the presentation stage, with its setting up of the situation, is an opening stage in which the teacher makes the new language plain. The practice and production stages are chances for students to use and refine their

understanding. If, during the presentation stage, a student comes up with the target language, then this student is using memory from past learning encounters and may then be used as the person who makes the target items plain to the other students.

In conclusion, PPP in this study is a teaching model which consists of three stages, namely Presentation, Practice and Production so that students get sufficient opportunities to learn, practice and acquire knowledge and skills in a controlled way.

2.2.3 PPP in Teaching Reading

According to Harmer (2007:283), to get maximum benefit from their reading, students need to be involved in both extensive and intensive reading. Whereas with the former, a teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement, the latter is often (but not exclusively) teacher-chosen and directed. It is designed to enable students to develop specific receptive skills such as reading for gist (or general understanding - often called skimming), reading for specific information (often called scanning), reading for detailed comprehension or reading for inference (what is 'behind' the words) and attitude.

Harmer (2007) reports that in teaching reading using extensive reading, teachers can encourage students by acting in the following ways:

1. Setting up the library: in order to set up an extensive reading programme, we need to build a library of suitable words. The books that are set should

be suitable for the readers and they should be able to identify the kinds of book.

2. The role of the teacher in extensive reading program: students tend to do the extensive reading program by themselves if the teachers encourage them to do so. That is why, the role of the teachers is so important. The teacher can indicate them how many books they need to read, explain to them about how to choose the book, and even consult other students' review to give them ideas.
3. Extensive reading tasks: since students will rarely read the same passage for several times, the teachers should encourage them to report back on their reading in a number of ways. Teachers can ask them to give comments of the book after reading.

While intensive reading has several activities, such as:

1. Organizer: the teacher needs to tell students exactly what their reading purpose is, give them clear instructions about how to achieve it and explain how long they have to do this.
2. Observer: when the teacher asks students to read on their own, the teacher needs to give them space to do so. This means restraining ourselves from interrupting that reading, even though the temptation may be to add more information or instructions. While students are reading, the teacher can observe their progress since this will give us valuable information about how well they are doing individually and collectively. It will also tell us

whether to give them some extra time or, instead, move to organizing feedback more quickly than the teacher had anticipated.

3. Feedback organizer: when our students have completed the task, the teacher can lead a feedback session to check that they have completed it successfully. The teacher may start by having them compare their answers in pairs and then ask for answers from the class in general or from pairs in particular. Students often appreciate giving paired answers like this since, by sharing their knowledge, they are also sharing their responsibility for the answers. When the teacher asks students to give answers, the teacher should always ask them to say where in the text they found the relevant information. This provokes a detailed study of the text which will help them the next time they come to a similar reading passage. It also tells us exactly what comprehension problems they have if and when they get answers wrong. It is important to be supportive when organizing feedback after reading if the teacher is to counter any negative feelings, students might have about the process, and if the teacher wishes to sustain their motivation.
4. Prompter: when students have read a text, the teacher can prompt them to notice language features within it. The teacher may also, as controllers, direct them to certain features of text construction, clarifying ambiguities and making them aware of issues of text structure which they had not come across previously.

2.2.4 The procedures in Presentation, Practice, Production

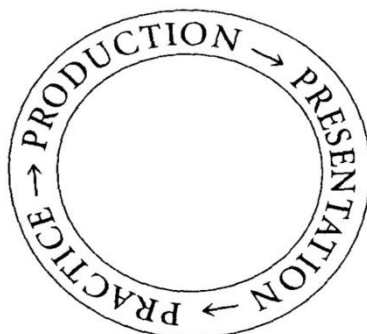


Figure 2.2: Presentation, Practice, Production (Byrne's 'alternative approach')

Harmer in Hamdani and Amrizal (2018: 13) as its name suggest, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom.

1. The Presentation Stage

A presentation stage is controlled by teacher. Harmer (2007) said that “the teacher engages students by presenting a picture or a situation, or by drawing them in by some other means.” In reading lesson, the teacher can use the pictures that are related to the reading passage, so the students can get some clues of what they are going to read. This strategy eases the students to get involved into the reading passage, engaging students in a situation is a way to present a lesson. In the case of reading lesson, the teacher can engage the students by eliciting the new vocabularies related to the reading passage.



Figure 2.3: Presentation Stage (DocPlayer.info)

2. On Practice Stage

On practice stage, the teacher can ask the students to read the material aloud or silent. What Harmer (2007) explains about practice stage is to get the students repeat. In the case of reading lesson, the teacher can ask the students to read by doing some slash reading. The teacher will have to read aloud by pausing and ask the students to repeat section after section. In checking overall comprehension, the alternative way teachers can use is by starting with some true or false questions. It is also essential to make sure students know why those statements are true or false, according to the passage. Besides, teachers also can have the students fill in the blank sentences or basic comprehension questions in practice stage.



Figure 2.4: Practice Stage (DocPlayer.info)

3. Production Stage

In reading lesson is where the students use what they have learnt through 2 stages before. The students asked to use the new language. (Harmer, 2007) In reading lesson, the teacher can get students into a discussion or a problem solving, or even make them summarize the reading passage by their own understanding and words.



Figure 2.5: Production Stage(line.17qq.com)

2.2.5 The Strengths of Using PPP

1. PPP is a structured planning and designed for The Practice English Language Teaching. It's easy to plan for, and has a logical progression.
2. PPP model learning make the students active in class (Harmer as quoted in Yuliani, 2017: 32) Students then practice the language within controlled. Finally, students are allowed to be more free with the language and encouraged to be creative and explorative.
3. The students can understand about English Language especially reading skills.

2.2.6 The Weakness of Using PPP

The weakness of PPP technique is that it needs much time to prepare the material. It means that PPP technique requires a lot of time to prepare the material, so the teacher should be able to take a manage of the time so that this technique can run well (Yuliani 2017: 86)

2.2.7 Previous Studies

1. Based on research finding of Yurni, Mirizon, Fiftinova in 2018, about improving descriptive text writing achievement of the tenth grade students of SMA Negeri 19 Palembang through adapted PPP method. Convenience sampling method was used in this study to get the sample. There were 72 of the tenth graders were divided into two groups: the experimental group and the control group. The data of this study was collected by giving a descriptive writing test. The data were analyzed using paired sample t-test and

independent sample t-test using SPSS version 24. The results of this study were revealed that there was a significant difference in descriptive text writing achievement between before and after the students were taught by using PPP method as the t-obtained was higher than the t-table ($t_{\text{obtained}} = 8.034$ and $t_{\text{table}} = 2.030$) and there was a significant difference in descriptive text writing achievement between the students who were taught by using PPP method and those who were not as the t-obtained was higher than the t-table ($t_{\text{obtained}} = 4.513$ and $t_{\text{table}} = 1.994$). In brief, PPP method is effective in improving descriptive text writing achievement of the sample students.

2. Based on research finding of Hamdani and Amrizal in 2019. The students' mastery of vocabularies has improved after PPP method was given. It was supported by the significant different result of the standard score that has been taken from the English teacher, mean was lower 59.5 than the last score in action research, mean was 72.5.
3. Based on research finding of Riandari and Putri in 2016. The result of this research shows that there are some improvement in students' writing skills by using Presentation, Practice, Production (PPP) method in descriptive paragraph writing skills. The improvement can be seen from the progress of the average score in pre-test, post-test I, and post-test II. It was from 60 in pre-test to 67.20 in post-test I, and 75.51 in post-test II. It means that the increase of the student score in cycle I to cycle II is 8.31 point. The percentage of students who success in second cycle is 86,2%. It is greater than 70% which has been set by the researcher. The conclusion of this

research was using Presentation, Practice, Production (PPP) method to improve the descriptive paragraph writing skills at the eighth grade of SMPN 1 Pekalongan is successful because criteria used in this research was achieved well.

4. Based on research finding of Rizka in 2019. In the pre-test, there were 3 students (8,33%) who got up to 78. In the post-test in cycle I, there were 16 students (44,44%) who got up to 78. It means there was improvement about 36.11%. In the post test in cycle II there were 30 students (82,05%) who got up to 78. This data can be seen in the Appendix XIII about the quantitative data analysis. The reflection of Classroom Action Research (CAR) was carried out after getting the result of descriptive text test. The researcher felt satisfied in as much students' improvement in understanding descriptive text can be realized. The students easier to understand the material. It was proved by the improvement of their scores from the pre-test to the post test I and post test II. After achieving the target research of where minimally 30 students who passed the Standard Minimum Score (KKM) 78, therefore the research decided to stop CAR because it had already succeeded by 30 students who passed it. It was meant, the researcher did not need to revise the plan. According to the result of the evaluation that has been done by the research, it could be assumed that the implementation of Classroom Action Research to teach descriptive text by using Presentation, Practice, Production method was appropriate with the planning that had been discussed by the researcher. In

this case, each action was planned as good as possible so that the learning activities could be accomplished well.

5. Based on research finding of Fanta, Anna and Jontra in 2018, in SMA Swasta Katolik Budi Murni 2 Medan. After analyzing and discussing the data, the writer draws the following conclusions as follows: PPP method could improve students' achievement in increased students' speaking skill. The students' mean score of pre-test is 58.37, formative test is 64.75 and post-test is 77.31. Meanwhile, the students score percentage who passed Mastery Minimum Criteria from pre-test is 5.71%, the formative test is 32.28% and post-test is 65.71%. The students' score and percentage continuously increased each test. Therefore, it is concluded that PPP method could improve students' achievement in speaking skill.
6. Based on research finding of Muhammad Fahni in 2016. The research findings show that the use of PPP Approach improves the students' vocabulary mastery in four aspects and English class situation. The improvement of students' vocabulary mastery included: (1) students were able to pronounce words correctly; (2) students could spell the words correctly; (3) students could gave/understand the meaning of words; (4) students could make simple English sentences correctly. Related to the improvement in the classroom situation, the research finding showed: (1) students more enthusiastic and interested in the teaching process; (2) it gave students with new atmosphere in teaching learning process. PPP Approach can improve students' vocabulary mastery.

7. Based on research finding of Larinka Gita in Pasundan 8 High School Bandung in 2016. The result showed that after the PPP is applied, the student's listening skill has increased than before. The average of pre test is 5.29 and the average of post test is 6.14. From the result above, it proves that the PPP method can improve the student's listening skill. It also can be seen from the student's interview and questionnaire about the implementation of PPP method.
8. Based on research finding of Niki in 2016. The implementation of PPP (Presentation, Practice, Production) technique in teaching English to the eleventh grade at MA Miftahul Ulum gives positive impact to the students and teacher. The positive impact are the students easier to understand the simple structure and the material, more active in class, more confident to practice or make the production, can develop students' ability in speaking and writing skill, and the teacher will easier to prepare material and to evaluate the students.
9. Based on research finding of Sulistyawati Lagalo in 2013, about the application of presentation, practice and production (PPP) method to increase students' speaking ability. (A research is conducted in MAN Batudaa) The sample is chosen by using purposive sampling technique, they are class D. The result shows that $t_{count} (6,29) > t_{list} (2,014)$ with the level significance = 0,05 and $df = (n_1 + n_2 - 2) = (24 + 24 - 2) = 46$. It means that, the hypothesis is acceptable.

10. Based on research finding of Anna and Ribka in 2019. The analysis of quantitative data showed that the students' mean score increased continually from 55,36 in the pretest, 66,72 in the posttest of cycle 1, to 77,27 in the posttest of cycle 2. The analysis of qualitative data showed that the learning teaching processes of English speaking skill through the combination of PPP method and Talking Stick method ran very well. The students were more active, and motivated to learn English speaking skill. The learning atmosphere was more alive and enjoyable after PPP method and Talking Stick method were implemented in the English speaking classes. It is advisable that English teachers of primary school students combine PPP method and Talking Stick method in order to improve their students' English speaking skill.

Those ten previous research findings show that the PPP learning model can give a positive impact on students. However, there are differences between the previous research and the author's research. Previous research studies focus on writing, listening and speaking, while the author's research will use of the PPP learning model on students' reading abilities. This learning model is very simple and effective in helping students read actively. Because usually reading makes students passive. Therefore, this PPP was developed through traditional teaching which only relies on material, but the role of the teacher here is to be what students need and to make students more motivated.

2.3 Conceptual Framework

In teaching English, a learning model or method is needed that can improve their ability as students in learning foreign languages. Apart from English as an international language, English is one of the subjects that must be studied at every level of education. Reading is one of the basic skills of language learning. It is impossible apart from other language learning skills such as writing, speaking and listen. Harmer (2007: 68) states that reads useful for language acquisition. As long as students understand more or less what they are reading, the more they read it, the better they will understand it. Reading is an important thing where they will get more information. Some students may still be confused when reading English texts, because they are not used to reading it or they lack mastery of English vocabulary as their second language.

Eleventh grade students at SMK BM 1 Medan have several problems related to reading skills, namely students are less motivated in learning and difficulty understanding the meaning of words such as vocabulary in English.

Based on the explanation above, the teacher should choose the best one to teach reading. Presentation, practice, production (PPP) is an interesting learning process not only active teachers in class but also students. Presentation, Practice, Production (PPP) learning is a model to describe certain stages in language learning and this model is a simple way to teach foreign languages, especially in grammar, vocabulary, pronunciation.

Of all the concepts above, the researcher believes that the application of the PPP learning model will improve students' motivation and reading ability.

2.4 Hypothesis

The hypothesis were formulated as follows:

Ho : There is no significant effect of applying Presentation, Practice, Production (PPP) learning model on students' reading ability.

Ha : There is a significant effect of applying Presentation, Practice, Production (PPP) learning model on students' reading ability.