# CHAPTER I

## INTRODUCTION

This chapter explains the background of the study, the research problem, the objectives of the study, the hypothesis, the scope and limitation, the significance of the study, and the definition of the key terms.

### A. Background of Study

Language is a part of human life. Language is utilized to communicate with each other in spoken or written language. (Sulaiman, 2019). Language stands as a fundamental aspect of human culture and society, playing a pivotal role in the expression of thoughts, ideas, emotions, and information. It enables people to communicate, share knowledge, express creativity, and understand each other.

English is an international language that many people learn to keep up with world development, especially in the fields of education, science, and technology. It is crucial that you learn it if you want to be capable of speaking fluently with individuals from different countries. (Septiyana, 2019). Now people are expected to be able to do this, especially students who speak English to communicate effectively with people around the world. Some of the skills needed in learning are writing, reading, speaking, listening, etc. To achieve these skills, there are many factors to consider, one of which is reading.

Reading stands out as a fundamental skill, perhaps the most crucial skill for second language learners to master in academic settings (Grabe, 1991). It is a skill that significantly contributes to English language learners, as noted by

Januarty and Nima (2018). Nunan (1991, p. 82) contends that "listening, speaking, reading, and writing are inherently interconnected," indicating that opportunities for language learners to enhance other language skills are embedded within activities labeled as 'reading.' Consequently, educators are tasked with the responsibility to teach reading in conjunction with other language skills, thereby providing comprehensive support to improve students' reading abilities.

In practice, reading often fails to capture the enthusiasm of certain students, as evidenced by their behavior when presented with a reading passage. Frequently, instructors in various educational levels merely instruct students to read and comprehend the given text. The teaching of reading comprehension serves as a method to guide students in responding to questions related to identifying main ideas, extracting specific information, comprehending the reading passage, and understanding vocabulary, references, and inferences, among other aspects.

It appears that the prevailing methods and strategies employed by teachers in teaching reading comprehension may not be highly effective in fostering competent readers. Teachers commonly assign reading tasks, instructing students to verbally discuss the content and seek the meanings of unfamiliar words from a dictionary. Following this, students are often required to answer questions based on the content they have recently studied, without sufficient time for dedicated reading practice.

Various techniques, strategies, and approaches can be employed in teaching reading, with one such method being the utilization of GRAPS

strategies. One of the strategies that can be utilized in teaching reading comprehension is by using GRASP. GRASP stands for Guide, Read, and Summarize procedure that allows a teacher and a class of students to discuss, read, and study the text (Silva & Sakallah, 2557). Then, Macceca (2018) added GRASP as a summary that condenses several ideas into a concise summary. Its role in reading instruction is to improve students' reading comprehension. Then, it helps in information retention and effective organization of material for students. The aim of using GRASP in the classroom is to help students summarize the text they read and try to understand independently (Virgoani & Panjaitan, 2021). Evaluate the content of a text before commencing the reading process.

In addition, the researcher conducted preliminary research. The researcher conducted an interview to the English Teacher at SMAN 8 Kediri. This interview was conducted on January 2, 2024. This interview resulted in several points, such as: Learning program, previous learning strategies, students' ability in reading comprehension, students' grades. The preliminary data stage aims to collect data before conducting further research, as well as strengthening researchers tenfang existing assumptions. This data collection is related to the implementation of reading comprehension strategies, measuring the effectiveness of GRASP strategy in reading comprehension in narrative text at SMAN 8 Kediri.

Based on the background, the researcher wanted to see the effectiveness of GRAPS strategies toward reading comprehension for the eleven-grade students at SMAN 8 Kota Kediri.

**B. The Research Problem**

Based on the background of the study, the research problem of this study is "Is there any significant difference in reading comprehension between students who are taught using GRAPS strategies and those who are taught using Reading Aloud strategies?"

**C. The Objective of The Study**

Based on the research problem above, the researcher decides the objective of the research: To measure whether there is any significant difference in reading comprehension between students who are taught using GRAPS strategies and those who are taught reading comprehension using Reading Aloud strategies.

**D. The Hypothesis**

Based on the research problem and research objective, the hypothesis can be formulated as follows:

1. Alternative Hypothesis (Ha)

    There is a significant difference in reading comprehension between students who are taught using GRAPS strategies and those who are taught reading comprehension using Reading Aloud Strategies

2. Null Hypothesis (H0)

    There is no significant difference in reading comprehension between students who are taught using GRAPS strategies and those who are taught reading comprehension using Reading Aloud strategies.

**E. The scope and limitation**

The scope and limitation of this study is to find and explain about

reading comprehension of the students. This research focuses on the effectiveness of GRAPS strategies toward student reading comprehension for the eleventhgrade students at SMAN 8 Kota Kediri.

## F. The significance of the study

By the research study, the writer wants to give contributions:

1. For Students

    The researcher wants students to be able to enjoy using GRAPS strategies in the classroom.

2. For Teacher

    The researcher wants this research to benefit them in growing better teachers by applying GRAPS strategies toward student's reading comprehension.

3. For further research

    The researcher wants this study to serve as a reference and provide information on the effectiveness of GRAPS strategies toward student's reading comprehension.

## 4. The definition of the key terms

1. GRAPS Strategies

    Guided Reading and Summarizing Procedure (GRASP) is a new strategy developed based on Manzo's Guided Reading Procedure (Anderson, 2009). The Guided Reading and Summarizing Procedure (GRASP) taught students to summarize independently. Students learn to recall, organize, and self-correct information before summarizing through teacher modeling. It highlights the importance of learning how to summarize texts and knowing

when summarizing is necessary.

2. Reading Comprehension

       Based on Dale, E., & Tyler, R. W (1934), reading comprehension is classified as reading the lines, reading between lines, and reading past the lines. As Oka (1986) expressed limited reading understanding of inferred and expressed reading and underlined the content. Tarigan separates content. understanding intensive reading and comprehensive reading. Besides, there exist people who categorize comprehension of reading into explicit and understood reading.