

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents some theories from the research variables that are going to be applied to do the research. It describes the theories and explanations on GRAPS and reading comprehension.

#### **A. The Concept of Reading Comprehension**

##### **1. Definition of Reading**

The definition of reading is proposed by a few experts. Leu and Kinzer (1987: 9) characterize reading as a global, dynamic, and formative process counting obtained capacities. Nonlinguistic inner and outside factors and components are specially incorporated into the process and have the potential to affect it emphatically or adversely.

Besides, concurring to Tarigan (2008:7) announces that reading could be a handle carried out and used by a reader to procure a message that is passed on by a writer through words that may be seen and known by the reader. Reading is, in substance, the process of determining meaning from composed words or images and applying this information to the recognizable proof, comprehension, and translation of talked language.

From all clarifications, it describes that a common understanding of reading can be created as a dynamic process of getting meaning. This strategy of learning is done by information and is affected by nonlinguistic inner and outside factors. In expansion to that, reading can be taken as an ability for life which is important to prompt as well as long term life victory

and reading regularly serves as a source of information and satisfaction.

## **2. Definition of Comprehension**

Comprehension can be delineated as the simultaneous process of extracting and constructing meaning through the interplay of connection and association with written language. According to the propositions set forth by Cain and Oakhill (2007), comprehension is a multifaceted endeavor that involves the interaction of a diverse array of cognitive abilities and processes. It is essential to recognize that comprehension is not always seamless, as there are instances where challenges may impede the understanding of text.

In essence, comprehension is the cognitive process of engaging with written material to acquire new insights and understanding. Consequently, a comprehensive characterization of comprehension could be framed as the capacity to grasp the significance of an idea or action within the context of the material under study.

## **3. Definition of Reading Comprehension**

Concurring to Smith and Johnson (1980) reading comprehension implies understanding, assessing utilizing data, and getting through the interaction between reader and creator. Understanding what has been examined or has been examined is known as reading comprehension. Reading could be a complicated preparation in which the reader holds the meaning from composed data by utilizing the substance of their minds. This infers that the reader is gathered to be able to get its content on paper (Smith: 1988:27).

According to the definition given over, the analyst can conclude the conclusion that reading comprehension is the method of inferring and making meaning by interaction between the reader and the content, and when the reader can effectively extricate the practical data from the content and consolidate it into a new comprehension. Another, comprehension of reading is in the intelligent strategy of inferring meaning from the composed word.

#### **4. Types of Reading Comprehension**

According to Yosuke (2011), Burn et al. (1984) identified four categories of reading comprehension, which are as follows:

##### **a. Literal Reading**

Learning facts that are explicitly stated in a selection is the goal of literal comprehension reading. Answering a literal question just requires students to recall what is written in the text. The lowest level of comprehension is literal comprehension.

##### **b. Interpretive Reading**

The necessity to study between the lines or make deductions is shown instead of unequivocally expressed within the content. Reading comprehension at the interpretive levels beyond simple comprehension.

##### **c. Critical Reading**

Similar to the meaning of the critical reading uncovered already, burning sees that the fundamental reading is an assessment of the thoughts within the writings with known standards and finalization of approximately precision suitability. The reader must gather, evaluate, and

synthesize the information when engaging in critical reading.

d. Reading Creatively

Students must read creatively, think critically, and use their imagination in addition to moving beyond the author's written work. When reading creatively, the reader attempts to come up with an innovative idea or substitute for the author's suggested solutions.

## 5. Factor Affecting Reading Comprehension

According to Dennis, there are a few factors affecting reading comprehension, counting as:

a. Complexity of reading text

This viewpoint is affected by the etymological capability and quality of the readers as well as their understanding of its application and numerous implications. After that, parts of the lexicon make a difference. Students in utilizing their focus of see to clarify new expressions of the circumstance.

b. Environmental Influences

Environmental conditions modify the learners who attempt to examine an entry.

c. Anxiety During Reading Comprehension

Students that involve this uneasiness may not completely get the material, which might cause disarray and destitute reading comprehension.

d. Interest and Motivation

During the lesson, teachers need to rouse their students by doling

out locks in reading material. Considering that the reading materials are learning materials that are locked in, basic to comprehend, and important.

e. Decoding or word recognition speed

It implies that readers who battle with word acknowledgment and interpreting read more gradually and have a harder time understanding what is being composed in a passage than readers who don't have these issues.

f. Medical Problems

It implies that destitute reading comprehension aptitude may be connected to the restorative trouble that does not get centered on until the child is getting more seasoned.

## **B. The Concept of GRAPS Strategies**

### **1. Definition of GRAPS (Guided Reading And Summarizing Procedure) Strategies**

The GRASP strategy is an important element in learning English. This strategy has an effect on improving students' reading comprehension. GRASP allows students to summarize when trying to understand what they are reading. GRASP aims to help students recall information, self-correct, and organize material (Lenski, 2008).

According to Manzo, GRASP is an activities that stimulate students to interact and reflect on the content they have read (Mckenna, 2002). That is, GRASP is a method to assist students in understanding difficult words in a text. Guided Reading and Summarizing Procedures (GRASP) highlights the importance of reading comprehension and summarization. It is a

teaching method in which a teacher and a group of students have a conversation, read, and investigate a text.

Guided reading is an instructional technique in which a teacher works with a small group of students who have similar reading skills and are ready to advance to the next level. The main goal of guided reading is to assist students in developing authoritative readers who can articulate questions, explore possibility and alternatives, make informed choices as they gain meaning from the text, and solve problems as they encounter problems with the text. (Guastello, 2007).

In addition, the Guided Reading and Summarizing Procedure allows students to be observant and perceptive readers who can read between the lines as well as between the lines. In other words, GRASP teaches students how to read and understand texts.

## **2. Principle of GRAPS Strategies**

The GRASP strategy has some principles according to McKenna. Some of our principles are as shown below:

- a. Guiding students to understand the text
- b. Guiding students to build reading skills that can answer simple questions.
- c. Provide options for informed decision making as students gain meaning from the text
- d. Provide problem-solving strategies when students have difficulty in understanding the meaning of the text.

Based on the previous principles, it can be concluded that the GRASP strategy teaches and guides students in reading and understanding context words in a text, which in turn can improve students'

reading comprehension.

### **3. The Procedure of GRAPS Strategies**

(McKenna, 2002) has developed the GRASP (Guided Reading and Summarizing Procedure) as steps as follows:

- a. Ask students to close their books after reading a part of the text. Ask them to recall the material they have read. List their responses on a whiteboard, paper or transparency.
- b. Let students re-read the text to search for information in the categories
- c. Encourage students to re-organize the information into categories
- d. Help students write main sentences and details
- e. Encourage students to proofread the summary to make it more coherent

### **4. Advantages and Disadvantages of GRAPS Strategies**

McKenna (2002:355) argues that the advantages of the GRASP strategy are as follows:

- a. A step-by-step guide on how to summarize helps people who are afraid of writing and ensures that summarizing is not just copying
- b. GRASP can be mixed or changed to work well with other strategies to help people to understand what they read. In other words, it is a great way to improving your reading ability and can be used with other methods.
- c. Having a plan and being structured can help you learn English, especially when it comes to reading. It is a method that can be used to teach English, especially concerning assignments.

McKenna (2002: 355) stated that the weaknesses of the GRASP

strategy are as follows:

- a. The GRASP strategy does not facilitate feedback to the teacher on the extent to which students are learning.
- b. The GRASP strategy assumed that all students understood the material at the same level and at the same speed.
- c. Students will tend to forget textual information when they are passive.

### **5. Teaching Reading Comprehension Through GRASP Strategy**

The GRASP strategy for teaching reading comprehension can help students to improve their reading comprehension. The researcher provided an explanation and introduction to GRASP. Students can recall the content of the text that has been boosted when using this strategy.

The following step is followed when teaching reading comprehension using the GRASP strategy:

- a. Give students a short section of simple text. Explain that a summary will be written after reading.
- b. After reading individually, ask students to write down what they have remembered. Write the information on the board or projector.
- c. Then, students reread the reading for more information and correct or add to the list.
- d. Next, build a model to categorize the information. List the categories first, then group the data by type.
- e. Summarize the material using the outline you have created.



### **C. Reading Aloud Strategy**

Reading aloud is a method of reading text while making sounds and moving your lips. When you read aloud, you can improve your vocabulary, your abilities to understand what you hear, how you pronounce words, and your ability to identify words. Read aloud is when a teacher reads aloud to a group of students during the course of the school day. There are many types of printing materials that can be read. It can be an illustrated book or chapter book, a poem, a letter, writing on the wall, a sentence chart, or even the teacher's thoughts. While teachers read, students listen, think about what they hear, and make sense of it.

Reading aloud is an activities that combine the act of reading with the production of sound or the act of pronouncing the sound symbols of language (Dalman, 2019). Practice good pronunciation, expression, and intonation when reading aloud is part of the goal of reading aloud.

### **D. Narrative text**

#### **1. Definition of Narrative text**

Wahidi (2009, p. 7) defines a narrative as a text which focuses on a particular participant. Its social purpose is to amuse readers by narrating tales or historical occurrences. In narrative, problematic occurrences result in a crisis or critical moment, which is then resolved. Moreover, narrative texts relate to a series of events, according to Gamble and Yates (2002, p. 20). Narrative is the primary means by which we understand our experiences; it is not an artistic creation.

On the other hand, Zaida (2009, p. 82) clarifies that a story is divided into multiple sections: 1. Orientation: this section presents the characters and establishes the time and place; 2. Complication: in this section, the protagonist encounters an issue; 3. Resolution: the main character in this segment.

It can be understood from the previous definitions that a narrative paragraph is a constructively constructed story that tells the story of a series of real or imagined occurrences. A narrative is a text that tells a tale. Its storyline consists of a complication that serves as the story's climax, which is followed by the resolution.

## **2. The Generic Structure of Narrative text**

The following are some common narrative text structures:

- a. Orientation: It sets up the setting and presents the members. For the most part, a few clues of the activities area and timing are given.
- b. Complication: clarify the story's obstacles and how they are overcome.
- c. Resolution: For way better or more regrettable, the emergency is past.
- d. Reorientation: The story's the conclusion of the story.

## **3. Language Features of Narrative Text**

Students must begin with mastering the general structure and linguistic components of narrative texts to get it and comprehend the meaning of narrative writing. These incorporate: (a) concentrating on, regularly interesting members; (b) utilizing forms (behavioral and verbal in this case); (c) utilizing social and mental forms; (d) utilizing worldly conjunctions and transient circumstances; and (e) utilizing the past tense.

## E. Previous Study

Past considers related to this investigation were conducted by a few researchers, as taken after:

First, Manzo in (Himmele & Himmele, 2019) argues that GRASP can make students interactive and understanding of the informational text they have read. GRASP (Guided Reading and Summary Procedure) allowed students to review what they had read in four different ways collaboratively. This strategy describe summarization and how to summarize many ideas into a short resume. The teaching purpose of the GRASP strategy is to help students review independently as they try to understand and learn the text.

Second, another study was carried out by Syauqi (2019) with the title The Effect of Using GRASP (Guided Reading and Summarizing Procedure) on reading comprehension of class X students of SMAN 2 Singingi Kuantan Singingi. This study is an experimental study that uses two classes as samples, one class as a control class and another class as an experimental class. The outcome of the study proved that there was a statistically significance effect after being taught by using Guided Reading and Summarizing Procedure (GRASP) compared to without using GRASP.

Third, previous research on the GRASP strategy was carried out by Witari Virgoani and Efrini Panjaitan (2021). The outcome of this study was that there was no positive effect of the Guide Reading and Summary Procedure (GRASP) strategy on students' reading comprehension. This can be seen from the different post-test scores. In other words, the use of the GRASP strategy significantly affects the reading skills of eleventh grade

students at SMK Tamansiswa Binjai.

Fourth, research conducted by Romantika (2023) with the title Effect of GRASP Strategy on Reading Comprehension of Class VIII Students of SMPN 19 Bandar Lampung. This study is a quasi-experimental design research, there are two classes as research samples, researchers use SPSS in calculating research data. The results showed that there was a significantly effect of the Comprehension Strategy on students' reading comprehension in the eighth grade at SMP Negeri 19 Bandar Lampung.