

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In theoretical review, it covers some theories related to the study. It presents a discussion on the general concept of GRASP strategy, the definition of GRASP, procedures GRASP strategy and discussion on a general idea of reading, the purpose of reading comprehension, types of reading, teaching strategies. The last is a review of the previous study related to this study.

#### **A. The Concept of GRASP (Guided Reading And Summarizing Procedure)**

##### **Strategy**

##### **1. Definition of GRASP Strategy**

The GRASP strategy is a critical component in learning English. It has an impact on the improvement of students' reading comprehension. GRASP enables students to summarize when attempting to understand what they are reading. GRASP aims to help students recall information, self-correcting, and organize materials (Lenski, 2008).

According to Manzo, GRASP is an activity that encourages students to interact and reflect on the content they have read (Mckenna, 2002). It means GRASP is a method for assisting students in comprehending difficult words in a text. The Guide Reading and Summarize Procedure (GRASP) emphasize the importance of reading comprehension and summary. It is a method of instruction in which a teacher and a group of students converse, read, and investigate the text.

Guided reading is an instructional method in which a teacher works with a small group of students who have similar reading behaviors and are ready to go to the next level. The ultimate purpose of guided reading is to assist students in developing autonomous readers who can articulate questions, explore possibilities and alternatives, make informed choices as they acquire meaning from text, and solve problems when they meet challenges with the text. (Guastello, 2007).

Furthermore, the Guided Reading and Summarize Procedure enable students to become observant and responsive readers who can read between and beyond the lines and between and beyond the lines. In other words, GRASP teaches students how to read and how to comprehend the text.

## **2. Principle of GRASP Strategy**

The GRASP strategy has several principles according to Mckenna. They are some principles as follow:

- a. Guiding the students learn how to understanding of the text.
- b. Guiding students to develop readers capable of answering simple questions.
- c. Providing options for informed decision-making as students acquire meaning from text.
- d. Giving problem-solving strategies when students struggle to comprehend the text's meaning.

Based on the prior principle, the researcher can conclude that the GRASP strategy teaches and guides students in reading and comprehending context words in a text, consequently improving students' reading comprehension.

### **3. Procedures of GRASP Strategy**

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

- a. Ask the students to close their books after reading part of the text. Ask them to remember from the material they have read. list their suggestion on the white board, paper or transparency
- b. Let students re-read the text to find information in categories
- c. Invite the students to re-arrange the information in categories
- d. Help the students write the main and detailed sentences
- e. Invite students to correct the summary to make it more coherent.

### **4. The Advantages of GRASP Strategy**

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

- a. Guided step-by-step guidance on how to synthesize helps people who are afraid of writing and makes sure that summarizing is not just copying.
- b. GRASP can be combined or changed to work well with other strategies to help people understand what they are reading. In other

words, this is a great way to improve your reading skills and can be used with other methods.

- c. Having a plan and structure can help you learn English, especially when it comes to reading. It's a method that can be use to teach English, especially regarding assignment.

#### **5. The Disadvantages of GRASP Strategy**

McKenna (2002: 355) states that disadvantages of GRASP strategy are as follows:

- a. The GRASP strategy does not provide feedback to the teacher regarding the extent of the students' learning.
- b. The GRASP strategy assumes that all the students understand the material at the same level and the same rate.
- c. Students tend to forget textual information when they are passive.

#### **6. Teaching Reading Comprehension Trough GRASP Strategy**

The GRASP strategy for teaching reading comprehension can help students develop their reading comprehension. The researcher explains and introduces GRASP. Students can remember the content of the text that has been encouraged when using this strategy.

The following procedures was followed when teaching reading comprehension using the GRASP strategy:

- a. Give students a short passage of simple text. Explain that a summary will be written after reading.

- b. After reading individually, have students write down what they remember. You write the information on the board or the overhead projector.
- c. Then, the students reread the passage to look for additional information and to correct or add to the list.
- d. Next, create a model for categorizing the information. List the categories first, then group the data by type.
- e. Create a summary of the material using the generated outline.

## **B. The Concept of Reading**

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

Reading can interpret reading as extracting meaning from a text (Grabe, 2014). Grabe also has the same opinion; Zare and Othman believe that reading is a cognitive activity that engages the reader in dialogue with the author through the text (Zare, 2013, p. 13). Furthermore, reading comprehension inevitably requires the ability to grasp words quickly and precisely to develop and use a large recognition vocabulary, process sentences and build understanding, and engage various strategic processes and underlying cognitive skills (e.g., setting goals, changing goals flexibly, monitoring experience), interpreting the meaning of background knowledge, analyzing and evaluating the text according to the goals and objectives of the reader (Grabe, 2014).

In another view, reading is a sensory ability that functions as a means of communication between writers and readers. Reading is also

essential for gaining knowledge, and reading habits are academic activities skills in reading techniques. (Agustiani, 2019) explain that reading is an activity that makes students engage with texts to develop meaning in the main ideas, facts, and information offered.

## **2. Reading Comprehension**

Comprehension is one of the critical goals of reading because the primary purpose of the reading is to gain understanding (Rastegar, 2017). Reading is the right way to improve student's reading skills and knowledge. Students must understand what they read to gain knowledge from reading.

Reading comprehension is a higher level of reading activity that focuses on the message received by the reader in connection to the reader's prior knowledge rather than just identifying and converting written text into spoken words. Other words, they can define comprehension as the ability to interpret new information in light of prior knowledge. They make sense of new items and situations by comparing them to their mental frames, which he refers to as schemata. Because it is a complicated activity involving a complex cognitive process, many experts have varied interpretations of the concept of reading comprehension.

Moreover, (Tankersley, 2003) states that when comprehension is deep and thorough, a reader can understand, evaluate, synthesize, and analyze information and gain through an interaction between reader and

author. The relationship between a readers and authors is an essential aspect of the reading comprehension process. How can readers' understanding built to catch the meaning of what the author conveys in the text.

In addition, reading comprehension has two main goals: first, students will be able to develop competence in interpreting different types of texts and controlling personality in fictional texts or others at a higher level; and second, students will be able to use appropriate reading strategies to understand information simplicity in the text, recognize discourse markers, identify text structure, develop, and analyze a text.. (Khusniyah N, 2018)

### **3. Types of Reading**

According to Hedge (2002) reading has two origins, as stated by (Gilakjani, 2016); students' educational resources and motivation. Brown (2001) stated thorough reading implemented by a trained teacher will be more appropriate to select and present the lesson to obtain a general knowledge of a typically somewhat lengthier material. Almost all extensive readings are completed outside of class. It can assist students in breaking free from their tendency to overanalyze and hunt for words with which they are unfamiliar and read for comprehension.

There is also a lot of reading, Brown (2001) defined intensive e reading as a classroom-oriented practice in which students focus on the linguistic or semantic aspects. Because intensive reading draws students'

attention, it serves to learn the literal meaning, implications, rhetorical relationship, and type.

#### **4. Reading Techniques**

A technique is an overarching term for the different things teachers and students do in the classroom. In other words, all tasks and activities are part of techniques (Brown H. D., 2001). Some of the things that teachers do can make it easier to understand a text. Also, the teacher has to figure out how much the students can understand from the readers they read. A teacher can teach students how to know what they read in many different ways. It is used to help students figure out how to understand the text. There are three ways to help you know what you're reading. They are skimming, skipping, and scanning

##### **a. Scanning Technique**

Scanning allows a reader to find the crucial parts of a text. When scanning, the reader does not begin at the beginning and read to the end. Instead, the reader must search through the text for the required information. Checking involves moving your eyes up and down the text in search of specific phrases or words. When scanning, the reader must pay close attention to how the author uses numbers, letters, steps, and the terms first, second, and subsequent. They may also search for words in bold, italics, or a different size, style, or font color. The author will occasionally jot down essential ideas in the margins



### b. Skipping Technique

Skipping is a method for locating specific information within a document. To obtain precise information, the reader should cut a few sentences before beginning to read. In addition, the skipping technique allows the reader to convey information more quickly without reading the entire text. A reader should not read complete sentences when skipping. The reader focuses just on the necessary information. The ability to obtain information without reading every sentence saves time.

### c. Skimming Technique

Skimming is utilized as one of the efficient ways to improve reading comprehension. Skimming is the technique of rapidly reading text to find its essence or central concept.

To effectively skim a text, the reader must understand how to select keywords. Students must be convinced that prediction keywords are essential for answering the question. It is necessary because a reader need not read every sentence when skimming. Skimming is the act of rapidly scanning an entire work (such as an essay, article, or chapter) to determine its essence. To obtain them, one must read the introduction, headings, subheadings, and summary. Skimming enables readers to anticipate the purpose of the passage, its central theme or message, and possibly some of the supporting concepts. To skim, a reader must quickly scan a paragraph, skipping over certain sections

to gain a general understanding of its content. In addition, a certain amount of practice is necessary for skimming and achieving their objectives.

Based on the explanations above, in scanning, students read the text to obtain pertinent information without reading the entire text, but in skimming, students read the material to get specific details. To receive detailed information, they skip several sentences, but they read the material to find the primary idea in scanning. They must read the entire text to get its central message. Skimming is an effective means of comprehension since it enables the reader to determine the text's objective and its essence.

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

#### **1. Definition of Reading Aloud Strategy**

Reading aloud is a way to read a text while making sounds and moving your lips. When you read out loud, you can improve your vocabulary, your ability to understand what you hear, how you say words, and your ability to recognize words. Reading aloud is just when a teacher reads out loud to a group of students during the school day. There are many different kinds of printed materials that can be read. It could be a picture or chapter book, a poem, a letter, the wall, a sentencing chart, or even the teacher's mind. While the teacher reads, the students listen, think about what they hear, and understand it.

Reading aloud is an activity that combines the act of reading with the production of sounds or the act of pronouncing symbols for the sounds of a language (Dalman, 2013). Practicing pronunciation, expression, and good intonation while reading aloud is all part of the goal of reading aloud.

Reading aloud has not been viewed positively in the second language reading class, mainly because the technique has been abused throughout the classroom. In the first language classroom, however, reading aloud to the teacher or a student is a crucial step in obtaining fluent decoding and comprehension skills, which are essential for silent reading. There are several practical activities for practicing oral reading, and they are just as valuable in the second language class as in the first. These activities involve a student reading aloud and attempting to convey the texts' message to a sympathetic and interested audience. Small classes will also involve pair work in which one student reads to the other. (Nation, 2009, p. 66).

## **2. The Function of Reading Aloud**

Reading aloud is to teach someone to use the proper speech, read clearly and without stuttering, read without actively looking at the page, and read with proper intonation and clarity. According to (Huang, 2011) Reading aloud has four function foreign language teaching:

a. Practice Pronunciation

Reading aloud is a type of comprehensive pronouncing practice. The material to be read aloud is a passage with specific content and context. In addition to pronouncing each word correctly, we should divide the meaning groups correctly and arrange the pauses according to the content. Reading aloud is an excellent way to practice pronunciation because it allows us to apply the allowable stress, intonation, and rhythm to the text.

b. Improve oral English

Students with perfect oral English should have correct pronunciation and fluent speech. The majority of students learn English with an emphasis on reading and writing. For some students who cannot practice spoken English, reading aloud can help them overcome the flaws of disfluency, repetition, and improper pause, as well as develop a natural and correct pronunciation habit. Attempt to read with expression, varying the pitch (high-low), tone (gentle-rough), and volume (soft-loud) of our voice to portray different characters or evoke a particular mood. Not only can reading aloud help us open our mouths, but it can also significantly improve our oral English.

c. Get deeper understanding

In fact, reading aloud is a reiteration of all the original content of the concept, emotion, attitude, and style in the form of voice. There, standard reading can keep students' attention, arouse their senses, stimulate their imagination, and help them comprehend the original text correctly and extensively.

d. Strengthen the knowledge

Listening, speaking, reading, and writing can help to reinforce what we have learned. Reading aloud, which has implications for listening and speaking, is practice for pronunciation, grammar, and vocabulary. General oral English is an important method, but its vocabulary and syntax are limited. Reading aloud can compensate for the lack of oral English due to the wide variety of topics covered.

### **3. The Advantages of Reading Aloud**

- a. It enables learner to develop the skill of reading very well by speaking or expressing ideas
- b. It enables learner to develop the skill of pronounce very well
- c. It helps the learner become a good reader by speaking or expressing ideas, and it helps the learner become a very good speaker.
- d. It helps students improve their reading and pronunciation skills while also making reading more enjoyable for teachers, who can use reinforcement while students are reading.

e. Learning a new language is a form of imitation. When a teacher speaks or reads something, the learner often tries to mimic what they hear. This activity will be much more effective if teachers bring their creative ideas to the table.

#### **4. The Disadvantage of Reading Aloud**

- a. Overcrowding in the classroom is a major issue. The teacher does not give all students enough opportunities.
- b. Reading aloud is critical in the early stages. It will be difficult for students to read aloud in secondary school if they don't get enough practice reading aloud in primary school.
- c. Only incredibly bright and intelligent students learn to read aloud competently because they have more opportunities than average students. Therefore they become passive learners.
- d. Reading aloud takes more times so it is time consuming. All students can not read at a time so managing classroom become impossible.

#### **D. Teaching Reading**

According to (Brown H. D., 1987) teaching is guiding and assisting students to learn. It means that teaching is more than just passing on the material to the students it is also about instilling a positive attitude. This definition implies that the teaching and learning process will be successful if interaction between the teacher and the students. Teaching is passing on knowledge to students, ensuring that they grasp what they are learning, and assisting students who are having trouble in the learning process.

In senior high school, these conditions and problems cause the teacher to reconsider implementing reading comprehension in class. Teachers try to find a different manner to teach this concept to their students. Teachers must have a breakthrough to provide when faced with this difficulty. As a result, teachers must be more innovative to persuade students to learn. Many mediums have been employed to find a pleasurable understanding of English, particularly reading. Scholars have long acknowledged reading comprehensions methods of second or foreign language reading. Moreover, Reading comprehension tactics distinguish the passive, unskilled reader from the engaged reader. Skilled readers do more than just read; they interact with the material (Brantmeier, 2002); (Akyel A, 2002)

## **E. Narrative Text**

### **1. Definition of Narrative Text**

There are twelve kinds of texts in reading: descriptive, exposition, discussion, recount, report text, narrative, news item, anecdote, procedure, review text, hortatory exposition, analytical exposition. In this study the researcher chose narrative text, this text is selected because narrative text always appears in every grade in senior high school, besides that, narrative text has fun story that can make the learners attract to read the text.

According to Fitriani 2011 cited by Abidin 2021 a narrative texts tells a tale and entertains or informs the readers or listeners by telling a chronologically fictitious or non-fictional series of events. A narrative

text is folktales; it includes fables, legend, myth, realistic tales, mysteries, fantasy, science, or realistic fiction.

Furthermore, a narrative text has a social function; there are two social functions: the first is to amuse or entertain the readers; this indicates that narrative text can engage the readers because it is fiction or a mixture of fantasy and reality. The final step is to deal with real or imagined experiences in various ways. Readers can live up to a narrative text blended with fiction and truth.

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

It had previously been explained that there are various types of narratives. Many individuals may believe that there are multiple schematic structures for each style. This viewpoint is incorrect. Even though there are different narrative types, the basic structure remains the same. According to Mark and Kathy, there are five stages in the text.

### **a. Orientation**

This paragraph describes the beginning of the story. It explains who is in the story, when it takes place, and where. Therefore, the reader can predict what will occur next.

### **b. Complication**

In this section of the narrative, the author describes events as complicated as the problems faced by the characters.



c. Sequence of events

Here, the author describes how the characters respond to the difficulty. It presents the feelings of the characters in chronological order.

d. Resolution

It is the Complication's complication's resolution that has appeared. The problems diminish gradually before finally disappearing.

e. Coda

This section contains a moral that the author emphasizes. Whether it exists or not depends on the author of the narrative text.

### **3. Language Features**

Language features focus on specific or individual participants. Narrative text use of the material process (action verbs), behavioral and verbal procedures (saying verbs/ speaking verbs), relational process and mental process (thinking verbs), past tense, temporal conjunction (time sequence chronological order), and temporal circumstances conjunction/ adverbial clause) and direct and indirect speech.

### **4. Types of Narrative Text**

Narrative can be imaginary and factual, Mark and Kathy Anderson classified types of narrative, there are humor, romance, crime, real life fiction, mystery, fantasy, science fiction, diary novel, and adventure.

## F. Previous Study

To avoid the same title used in the study than the writer shows the relevant to these thesis conducted by another researcher in which they are relevant to our study itself to make the thesis arrangement easier:

First, the study was conducted by Siti (Rahmatilah, 2018) entitled “The Effect of Guide Reading And Summarizing Procedure (GRASP) On The Students’ Reading Comprehension Skill. This study was conducted on first-grade students at SMAN 4 Banda Aceh, with a quasi-experimental design and a purposive sampling technique used to collect data. The population consisted of all first-grade at SMAN 4 BANDA Aceh during the 2017/2018 academic year. The total population in this study is 260 students. The researchers applied cluster sampling with only two groups as samples: Group X-IA 4 (experimental group) of 32 students and Group X-IA 2 (control group) of 32 students. As a result, the sample size from the two groups was 64 students.

The test showed that the average score on the pre-test for the experimental class was 54, while the average score on the post-test was 78. it show that the average score had gone up by 24 points. Also, the t-test calculation showed that t-test was higher than t-table ( $t\text{-test} = 5.21 > t\text{-table} = 1.66$ ). So, the alternative hypothesis ( $H_a$ ) was accepted, and the null hypothesis ( $H_o$ ) was not. Most of the students who used this strategy gave positive answers to the questionnaire. Ninety percent of them agreed that guided reading and summarizing helps them understand what they are

reading. It can be said that GRASP had a big impact on students' reading scores and helped them in positive ways.

Second, by Witari Virgoani and Efrini Panjaitan (2021) conducted a study entitled *The effect of Guided Reading And Summarizing Procedure On the Students Ability Reading Comprehension in Narrative Text of Eleventh Grade At SMK Taman Binjai*, in which the researcher used T-test for Hypothesis testing and a True-experimental design to analyze the data. The study participants are the students in eleventh grade at SMK Tamansiswa Binjai in 2020/2021. The total number of the students included in this study is 157. This study used random cluster sampling to sample to classes: XI RPL (X-1) with 32 students as the experiment class and XI TKJ (X-2) with 32 students as the control class. The sample class is 64 students. The researcher used the independent sample T-test procedure with SPSS 17.0 to evaluate the data at SMK Tamansiswa Binjai.

The data analysis showed that the critical value is 7.23; t-test the table of distribution was used, with a degree of freedom of 62;  $(n_1+n_2-2)$  or  $(32+32-2)$ . The hypothesis in this study was accepted when the calculated t-observed ( $t_0$ ) value was higher than the tabled value ( $t_0=7.24 > t_t= 1.669$ ). In other words, they discovered that utilizing the GRASP strategy had significant impact on students' ability to read comprehension in narrative texts in eleventh grade at Tamansiswa Binjai.