

CHAPTER II

REVIEW OF RELATED LITERATURE

II.1. Nature of Reading

Reading is a complex cognitive process of interpreting symbols for the goal of getting meaning (reading comprehension) and constructing the meaning. Moreover, reading is one of the primary skills to be mastered in learning English since kindergarten level. As one of the language skills in English, the term of reading can be defined in many ways.

Many experts have shared their own definitions about reading. According to Eskey (1970), reading is exactly the most important one of the four skills in a second language, especially in a second or foreign language around the world. Furthermore, reading is the main reason why students learn the language. Without reading, the learners never know about anything. This is supported by Goodman (1967) in Carrel (1996) states that reading is not passive, but rather than active process. Another opinion is stated by Burn, Roe, and Ross (1984) who state that reading is a thinking process. The process of recognizing words requires interpretation of graphic symbols.

Someone must be able to use the information to make inference and read critically and creatively in comprehend reading or to understand the figurative language, determine the author's purpose, to evaluate the ideas presented, and to apply the ideas to actual situation. Learning English as a second language, reading

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Saif Kasim Riau

is an active cognitive process of interacting with print and monitory comprehension to build up meaning.

English is a foreign language for Indonesian students. It is certainly not easy to interpret the meaning of an idea of the written texts. To understand a reading text, the student should have a good competence in knowing the meaning of words, sentences, contents and the most important is to know about the writer's idea. Goodman and Smith (1978) in Burnes (1985) said that reading process print in order to reconstruct the writer's meaning. It means while the students read a text, they not only know the meaning word by word, but also the writer's idea in the text.

According to Burnes (1985), reading comprehends written discourse. It is an interactive process in which the readers engage in an exchange idea with the author via the text. In other words, the readers catch the author's idea of the text is kind of exchange idea with the author. It is the process of giving and accepting the meaning on both sides between the readers and author. Meanwhile, Goodman (1982) in Burnes (1985) states that readers interact or transact with an author through the text. It means that what the readers bring to the text in terms of knowledge, values, experiences, and belief is as important as what the author brought to the creation of the texts.

Nuttal (1982) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of interaction between the perception of graphic symbols that represent language and reader's language

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



skills, cognitive skills, and the knowledge of the world. In this process, the reader tries to create meanings expected by the writer.

Additionally, Paris (2005) also affirms that reading is one of the greatest accomplishments for the language learners because it is the foundation for learning academic achievement. He also adds that developing reading skill is an important component in learning a language, by reading, the students could enrich their vocabulary, because by reading some texts, the readers will try to find the meaning about the text, so the readers have to understand every word that they read.

Psychologist and the reading experts have been conducting extensive research in the nature of reading and the sequential development of language skill. Among discoveries of the researchers, as stated by Lewis and Sisk in Gerry (1956) are : reading is not single skill but interrelated process of many skill, reading is development process, in other words, reading comprehension develops sequentially as pupils nature, there are development pattern from grade to grade and from year to year, but wide variations in reading ability exist among pupils in any grade or of any age, and there are no basic reading comprehension which can be taught or learned once or for all, they are merely simpler or more difficult levels of reading proficiencies, which can be taught to students who are ready to learn.

Based on the definition above, it can be inferred that reading is the process of grasp meaning of the content and the writer's idea about the topic. Furthermore, grasp means comprehending the reading materials. Reading

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

comprehension is the ability to understand the idea and information in the reading texts.

II.1.1. The Reading Purpose

As a common, every person in the world has a purpose when they make something. Reading also has some purposes. As we know that reading is one of the ways of getting information which is presented in written form. By reading and mastering English, one can gain information from all over the world.

Reading is an activity with a purpose. The purpose of a person's reading is extremely various. A person may read in order to critique a writer's ideas or writing style. Wainwright (2006) says that the purpose of reading may be a global one, such as obtaining pleasure from a sense of identity with one or more of the characters represented in the story by the author, or may be highly specific such as the location of a particular date or name, a person may also read for enjoyment, or to enhance knowledge being read. In general, reading comprehension has purpose in order to make students be able to:

1. Find main idea in a paragraph.
2. Choose important items.
3. Following guide.
4. Determine the organization of reading material.
5. Make conclusion what they have read.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

II.1.2. The Nature of Reading Comprehension

Comprehension is the process of making sense of words, sentences, and connected text. Reading is not a passive but rather than an active process, involving in reader in going interaction with the text. Skilled readers don't just read; they interact with the text. Readers typically use their background knowledge and experience with text and other strategies to help them understand the written text. The major goal of reading for high school students is comprehension. Readers' ability to understand the author's message is influenced by their background knowledge to the topic given in the text.

According to Hornby (2000), comprehension aims at improving or testing one's understands of a language whether it is written or spoken. It can be explained that comprehension is the capacity to understand meaning in a text and the writer's idea. It is not guaranteed that students who have known the meaning of the words can comprehend the text. Therefore, readers should have more concentration in reading activity in order to get a better understanding.

Burnes and Page (1991) state that comprehension is the process where background knowledge or the world knowledge of the reader interacts with the message arranged in the text to produce an understanding of an author's message. Burnes and Page in Piaget (1991) also point out that to understand or remember what is read, the child should be able to relate new information to the previous knowledge. It means the knowledge that was had by the readers influence the ability of the readers in comprehending what they read. The readers have to be able to use their prior knowledge in order to help them to comprehend the texts

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



that they read. If they do not have background knowledge or information about the materials that they read, they will face some difficulties in understanding the text or they have to work hard to understand it.

Comprehending a text is an interactive process between the reader's background knowledge and the text. Comprehending words, sentences, and entire texts involve more than just relying on one's linguistic knowledge. As quoted from Anderson et al (1977) in Carrel (1996) every act of comprehension involve one's knowledge of the world as well.

From the explanation above, it is clear that comprehending text is not easy to do because English is still a foreign language. It needs some special skill and knowledge. In addition, Burners and Page (1985) define that reading as an interactive process in which the readers engage an exchange of ideas with an author via a text. In other words, readers' understanding of the text is a kind of exchange ideas with the author. It provides when the students do the action of reading means that they face interactive and a thinking process of transferring printed letters into meaning in order to communicate certain messages between the writer and the reader.

Many readers can not able to catch the author's idea because of the thinking limitation and analyzing the meaning of words and sentences. Besides that, the readers should know about lexical, grammatical, cultural meaning, text organization and connection between sentences. Reading requires one to think, feel, and use one's imagination. Therefore, comprehension needs full attention and concentration in reading activity.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

II.1.3. Process of Reading Comprehension

In order to get the maximal benefit from reading, the reader should understand the approaches in reading. There are three approaches in the reading process, namely the top-down processing, the bottom-up processing, and the interactive process. Spratt et al (2205, 21) defines reading as a process of, responding to, making sense a text being read and connecting it with readers' prior knowledge. In making sense of information, readers connect new knowledge obtained from the text with the known knowledge they know already. It is believed that relating to readers' prior knowledge will make readers memorize the new knowledge longer. Therefore, a reading activity is an interaction between readers' mind and the text. Brown (2007, 358) stated that there are three types of the reading process. Those types are bottom-up, top-down, and interactive.

In relation to comprehension, the process of reading involves bottom-up, top-down, and interactive process. Johnson (2008:280) notes in bottom-up processing, the starting point is the text itself. The readers first identify each letter in a text, and then they identify the words. Words are linked together to form sentences. After that, sentences are linked to form paragraphs which will form a complete text. Students identify the components of a text from smaller components up to bigger ones.

In relation to comprehension, the process of reading involves bottom-up, top-down, and interactive process. Johnson (2008:280) notes in bottom-up

processing, the starting point is the text itself. The readers first identify each letter in a text, and then they identify the words. Words are linked together to form sentences. After that, sentences are linked to form paragraphs which will form a complete text. Students identify the components of a text from smaller components up to bigger ones.

II.1.4. Components of Reading Comprehension

There are some reading components that should be focused on comprehending reading texts. King and Stanley (1989), state that there are five reading components that may help students to read carefully. Those are:

1. Finding main idea

Reading is concerned with meaning to a greater extent than it is to form. An efficient reader not only understands the ideas, but also the relative significant as expressed by the author. Trojan (1980) says that finding the main idea of the paragraph consisting of many sentences and selects the main idea not only in the beginning of the paragraph, but also in the middle and at the last paragraph. Sometimes, the main idea is not stated clearly, but just implicitly.

2. Finding factual information

Factual information requires reading to scan specific details. Tarigan (1980) says that while reading, the reader must be able to recognize the factual and certain information in details such as person, places, events, and time. The factual information questions are generally prepared for junior high school students and those which appear with WH questions.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Finding the meaning of vocabulary in context

Vocabulary is more than list of target language words. Vocabulary includes the right and appropriate used of words. It means that the reader could develop his guessing ability to the word which is not familiar with relating the close meaning of unfamiliar words to the information and the topic the paragraph.

4. Identify reference

The author use reference aims to avoid repeated words or phrase, recognize references and be able to identify the word or phrase to which they refer will help the reader understand the reading passage.

5. Inference of reading text

Inference is a skill where the reader has to be able to 'read between the lines'. King and Stanley (1989) divide into two main attentions, draw logical inferences and make accurate predictions.

Understanding is one of the most important aspects in reading, although writers do not write out everything they expect to readers' understanding. It is sometime is not necessary and not desirable from the writers' point of view. Writers use language efficiently and recognize what can be inferred from their sentence. In other word, an efficient reader is able to understand the implications.

Based on the explanation above, there are five components that give a meaningful contribution to the students in comprehending a reading text. Therefore, reading comprehension is a complex process by which a reader tries to

reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author.

II.2. Nature of Writing

Writing is one of the important skills in learning English. Generally, writing became important since students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media. Basically, writing is the act of putting letters, symbols, numbers, or words on paper or a computer screen. In writing someone usually express and explains his or her own ideas. Hammer (2007) states that writing is considered as a productive skill along speaking. When the students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

Bell and Burnaby in Nunan (1998) point out that writing is a complex cognitive activity in which the writer is demanded to demonstrate control of a number of variables simultaneously at the sentence level include control of content, spelling or letter formation beyond the sentence, structure, integrate information into cohesive, coherent paragraph and text.

In addition, Hadfield (2004) says that there is cognitive difficulty in which that the students have to organize their thoughts on paper. That is why writing is regarded as the most difficult language skill to learn for a language learner.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

II.2.1. Teaching Writing

Teaching writing is an activity of a teacher to explain the method of writing then giving any tasks or exercises to the students. When teachers teach writing course, they do not only teach about how to develop ideas in writing, but they also need a serious attention of how to write English sentences grammatically and systematically. So, teaching writing will be better depends on the teachers' ability to teach writing effectively. According to Harmer (2001), there are three roles teachers in writing, they are:

1. Motivator

One of the teachers' principal roles in writing tasks will be motivating the students, creating the right condition for the generation of ideas, persuading them the usefulness of the activity, and encouraging them to make such as efforts as possible for maximum benefit. This may require special and prolonged effort on our part for lingering process wiring sequences.

2. Resources

Language especially during more extended writing tasks; teachers should be ready to supply information and language where necessary. Teachers need to tell the students that they are available are available and be prepared to look at students' work as it progress, offering advice and suggestion way.

3. Feedback Provider

Giving feedback on writing tasks demanded special care. The teacher should respond positively and encouragingly to the content of what the

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

© Hak Cipta Sertifikat UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

students have written. When offering a correction, teachers should choose what and how much to focus based on what students need at this particular stage of their studies, and on the tasks they have undertaken.

II.2.2. The Purpose of Writing

For the most students, writing in English needs great effort. This is because of the mastery of sentence structures and the ability to choose appropriate words for the expression of the thoughts are required in writing.

According to Wright (1997), the skill of writing fluently and extensions can be built up by giving confidence, a sense of purpose and emphasis on meaning rather than on formal accuracy. Furthermore, the fluency of writing also can be built up by giving the students developing a firm and accurate grasp of a limited number of structures.

According to Mahan et al (1996), there are many purposes in writing which are as the following:

- 1) To express the writer's feeling

The writer wants to produce and express what she feels or thinks through the written form, as in a diary or a love letter. It is what is so called expressive writing.

- 2) To entertain the readers

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The writer intends to entertain the readers through the written form. The writer usually uses aesthetical material to entertain the readers. It is called literary writing.

- 3) To inform the readers

The writer intends to give information or explain something to the readers. It is a kind of informative writing.

- 4) To persuade the readers

The writer wants to persuade or convince the readers about her opinion or concept or idea. It is called persuasive writing.

According to Halliday in Nunan (1998), written language is used for; *action* (for example; public signs, product labels, television and radio guides, bills, menus, telephone directories, ballot papers, and computer manuals), *information* (for example; newspapers, current affairs magazines, advertisements, and political pamphlets), and *entertainment* (for example; comic strips, fiction books, poetry, drama, newspaper features, and film subtitles).

In conclusion to the discussion above, written language is used to get things done, to provide information and to entertain. In the case of information, written language is used to communicate with others who are removed in time and space. In this paper, the students wrote a recount text to retell about events or their own experiences based on the given topic in their books.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

II.2.3. Components of Writing

In writing a good composition, a writer should consider to the components of writing itself. Related to this point, Guadiani in Homstad and Thorson (1994: 17) argues that Peer Evaluation process in writing focuses not only on comprehension and accuracy, but also style, organization, and synthesis. Then, Gordon in Griffiths (2008: 244) adds that writing is seen as an extension of grammar, therefore it focuses on accuracy. Moreover, he mentions that good writers should consider to vocabulary, strategies, meaning, grammar, clear, and coherent.

Furthermore, Harris (1986: 91-93) provides five elements in a good writing, they are:

1. Grammar (Language Usage)

Grammar is essential to be mastered by the students since it is the basic understanding the language. On writing, the use of grammar must be used correctly based on the context of the writing itself

2. Vocabulary

The ability in choosing appropriate vocabulary in writing is strongly important since it helps the writer in composing their writing as well.

3. Mechanics

Mechanics cover several matters; punctuation, spelling, and capitalization. Spelling is important in order to find out a meaningful writing. Using incorrect spelling influences the meaning of the words. Punctuation is for

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the reader to sum up her voice or drop her speed and stop reading. It helps the reader in understanding the content of the composition itself.

4. Fluency (Style and Easy Communication)

A paragraph is stated fluent when the choice of structure and vocabulary consistently appropriate.

5. Form (Organization)

It is essential for a paragraph to have formed (organization) which means those all the sentences in the paragraph discuss only one main idea.

The students have to use all of those categories to be a good writer in writing. All of those categories have a close relation. For instance, grammar has a close relation to mechanic. Therefore, students should pay attention to them in writing.

Moreover, related to this point Harmer (1991: 53-54) says that there is a special consideration in writing, which are included the organizing of sentences in paragraphs, how paragraphs joined together, and the general organization of ideas into a cohesive piece of discourse. Those descriptions show that there are several points in writing that should be paid much attention by a writer such as organization, unity, and coherence.

Then, Jacob et al (1981: 90) explains some components of writing which cover:

1. Content that covers understanding of the subject, main topic, sufficient details, and interrelationship of the subject.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. An organization that consists of coherence and cohesion, controlling ideas and relationship of the ideas within and among paragraphs.
3. A vocabulary that covers vocabulary, accurate, idiomatic, word form mastery, and appropriate register.
4. Use language that is related to the use of tense, effective complex construction, number, and word order.
5. Mechanics that show about spelling, punctuation, capitalization, paragraphing, and handwriting.

Linked to this case, O'Malley and Pierce (1995: 142) describe that there are several components in writing which should be scored, they are:

1. Idea development (organizational) that concerns on main idea with appropriate elaboration and the conclusion.
2. Fluency (structure) that focuses on how use a correct verb on a variety of tenses, which should consider on the grammatical syntactic structure system.
3. Word choice (diction) that uses varied and précised vocabulary appropriate for purpose.
4. Mechanics that concerns on using spelling, capitalization, and punctuation.

From those are points of views, it can be clearly seen that a good composition covers some components of writing such as grammar (language use), vocabulary, fluency, form (organization), and mechanics. It is expected that the students must be able to use all of them in their writing in order to generate a good composition.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

In this paper, the writer used five elements in a good writing that is provided by Harris (1986: 91-93) because the English teacher of SMA Negeri 2 Tambang uses that theory in teaching her students in writing a good narrative text. Therefore, the students have to pay attention to those five aspects when they are writing.

II.3. Nature of Narrative Text

Narrative text is a kind of the familiar text for senior high school, and it is a type of spoken or written text that tells a story of one character or more who face certain situations. Commonly narrative text is found in a storybook, myth, fable, folklore, realistic tales etc. Narrative text is an imaginative story to amuse people. According to Wardiman, dkk (2008) in the book *English in Focus for grade VII*, narrative text is to amuse, entertain and to deal with an actual or vicarious experience in different ways. Narrative deals with problematic events that lead to a crisis or turning point of some kind, which in turn find a resolution.

Next, Djuharie (2008) in the *GENRE dilengkapi 700 soal uji pemahaman* states that narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Then, Mukarto, dkk (2007) in the book *English on Sky SMP Book VIII*, state narrative text is a text used to entertain the readers/ or listeners with our story. To help students plan for writing of narrative models, focusing on:

- Plot: what is going happen?
- Setting: where will the story take place? When will the story take place?

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Characterization: who are the main characters? What do they look like?
- Structure: how will the story begin? What will be the problem?
- Theme: what is the theme/ message the writer is attempting to communicate?

Based on Basic Competence Curriculum 2004, narrative is a text which purpose is to amuse, entertain, and to deal with actual or various experience in different ways. It deals with problematic events, which lead to a crisis or turning point of some kind, which in turn find resolution.

From the explanation above, narrative text is a story about fictional or real events, which follows a basic standard format. Narrative text includes a plot, setting, character, structure (introduction, complication, resolution), and theme.

In order to comprehend the text, the students have to know some aspects in the text, such as the generic structures and the language features of the narrative text, as the following:

1. The Generic Structure of Narrative Text

Djuharie (2008) in the *GENRE dilengkapi 700 soal uji pemahaman* states that a narrative text consists of the following structure:

- a. Orientation: introduction in which the characters, setting and time of the story are established. Usually answers who? When? Where?
- b. Complication or problem: the complication usually involves the main character(s), in which the problems in the story developed. Often mirroring the complication in real life.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- c. Resolution: there needs to be a resolution of the complication. The complication may be resolved for better or worse, happily, or unhappily. Sometimes a number of complications have to be resolved. These add and sustain interest and suspense for the reader.
- d. Re-orientation : This is closing remark to the story and it is optional. It consist of a moral lesson, advice or teaching from the writer.

2. The Language Feature of Narrative Text

The language features of narrative text are:

- a. Use of action verbs (e.g.: laughed, walked)
- b. Use of specific nouns (e.g.: stepmother, household)
- c. Use of time connectives (e.g.: after, before)
- d. Use of point of view (e.g.: written in the first person I, we” or the third person “he, she, they”)
- e. Use of past tense

The Example of Narrative Text

Here is the example of narrative text:

A Tiger and Farmer



Title

Once upon a time, there was a farmer from Laos. Every day he ploughs his field with buffalo. One day, a tiger saw the farmer and his buffalo working. The tiger was surprised to see a big animal listening to a small animal. He wanted to know about the buffalo and the man.

Orientation

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

After the man went to the home, tiger spoke to the buffalo. “You are so big and strong. Why do you do everything the man says to you?” the buffalo answered,” oh, the man was so intelligent.” The tiger asked, “Can you tell me how intelligent, he is?” “No, I can’t, but you can ask him.” Answer the buffalo.

Complication

So the next day, the tiger said to the man, “can I see you intelligent?”But the man answered, “It’s at home”. Can you go and get it for me?” asked the tiger. The man said, “yes, but I am afraid you will kill my buffalo when I am gone. Can I tie you?”

Complication

After the man tied the tiger on the tree, he didn’t go home to get his intelligent, but he took his plough and the tiger. He said, “Now you know about my intelligent, even you haven’t seen it.

Resolution

3. The Analysis of the Example Text

1. Generic structure analysis:

- a. Orientation: it sets the scene and introduces the participants/characters. In a tiger and farmer story, the first paragraph is the orientation where the reader finds time, place set up, and the participants as the background of the story. A man, his buffalo and tiger took place once time.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b. **Complication:** it explores the conflict in the story. It will show the crisis, rising crisis and climax of the story. In a tiger and farmer story, paragraph 2 and 3 are describing the complication. Readers will find that the man face a problem of why the tiger wants to see the man's intelligence. To fix the problem, the tiger asked to the man about his intelligence, and the man tries to deceive the tiger with his intelligence.
 - c. **Resolution:** it shows the situation, which the problems have been resolved. It must be our note that "resolved" means accomplished whether succeed or fail. In the last paragraph of a tiger and farmer story, readers see the problem is finished. The man tied the tiger, so the tiger can't kill the man and his buffalo. That was an intelligent farmer.
 - d. **Re-orientation :** "Now you know about my intelligent, even you haven't seen it."
2. A language feature analysis:
- a. Action verb: tied, asked, spoke, etc.
 - b. Specific nouns: the tiger, farmer and buffalo.
 - c. Time connectives: one day, the next day, etc.
 - d. Point of views: I, he, etc.
 - e. Past tense pattern: a tiger saw the farmer and his buffalo working, etc.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

II.4. Nature of GRASP Method

Guided reading is a teaching strategy which enables a teacher and a group of students to talk, read and explore text. Howell (2004) states that the focus on teaching students to become reflective and responsive readers who can not only read the lines, but who can also read between and beyond the lines. Through discussion, students are guided to interpret the writers' meaning and think about both literal and more complex meanings within a text.

Hayes in Brummer and Clark (2008) also states that Guided Reading and Summarizing Procedure teaches students to summarize independently. Students learn to recall, organize, and self-correct information before composing a summary through teacher modelling. The guided reading and summarizing procedure emphasize the importance of learning how to summarize texts and know when summarizing is needed.

Furthermore, Guastello and Lenz (2007) state that Guided Reading is an instructional approach that involves a teacher working with a small group of students who are similar in reading behaviour and the text level they are a bale to read with support. The ultimate goal of guided reading is to help students learn how to use literacy strategies successfully and to create independent readers who can formulate questions, consider the possibilities and alternatives, make informed choices as they acquire meaning from text, and problem solve when they encounter difficulties with the text.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

II.4.1 The Procedure of GRASP Method

Manzo (1993) mentions the steps in GRASP as follows:

1. Guided reading procedure lesson. The teacher conducts a conventional guided reading procedure lesson up through the outlining step.
2. Decomposing. The teacher asks the students “Can you describe how the author puts this information together?”
3. Recomposing. The teacher asks the class “Can you think of the other logical ways by which this selection could have been composed?”
4. Summarizing. The teacher has students writer their own summaries, following these guidelines:
 - a. Include only important information (leave out unimportant details)
 - b. Where possible, compress information by combining it.
 - c. Add information needed to achieve coherence
5. (Optional) the teacher encourages students to write a brief reaction to the material read, analyzed, and summarized.

Furthermore, Hayes in McKenna (2002) develops the guided reading and summarizing procedure (GRASP) steps as follows:

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. After the students have read a section of the text, ask them to turn their books face down. Ask them to recall whatever they get from the material. Record their input in a list on the board or on a transparency
2. Allow the student to return to the text and to locate more information and to make corrections
3. By the participation from the students, rearrange the information into categories
4. Help the students write a topic sentence for each category and detailing sentences that support it
5. Engage the students in revising the summary to make it more coherent

Based on the grasp steps above, the researcher decided to use the GRASP steps from Hayes in McKenna (2002).

II.4.2.The Advantages of GRASP Strategy

McKenna (2002) states that the advantages of GRASP method are as follows:

1. Guided step-by-step instruction in synthesizing helps alleviate writing fears and ensures that summarizing is not mere copying
2. Can be combined or adapted very effectively with other strategies, such as mapping.
3. Organization and framework may help English language learning students.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

II.4.3. The Disadvantages of GRASP Strategy

Besides the benefits, GRASP strategy has also negative impact. McKenna (2002) states that the disadvantages of grasp method are as follows:

1. GRASP method fails to provide the teacher with feedback about the extent of the students' learning.
2. GRASP method presumes that the students learn at the same pace and are at the level of understanding
3. Information from the text tends to be forgotten quickly when the students are passive.

II.5. Related Studies

The studies of application of GRASP strategy to aid students in comprehending reading text have been conducted by some researchers. First, Agus Setiawan (2014) conducted a classroom action research entitled Using “GRASP” strategy to increase student’s reading comprehension ability. He expects that the students’ reading comprehension ability can be improved by using GRASP strategy. The research used lesson plan and it was designed to last in two meetings; one meeting for reading activities and one meeting for summary writing ones. He stated using GRASP strategies the students’ reading

comprehension can be improved. Meanwhile, the students' writing ability maybe improved too, since GRASP strategy also focused on the process of writing a summary. In other words, both reading comprehension and writing ability can be improved altogether.

The second, Eni Susilowati (2012) conducted a research entitled "The Effectiveness of Guided Reading and Summarizing Procedure (GRASP) Method to Teach Reading Viewed from the Students' self-esteem. This research aimed at finding out whether: (1) GRASP method was more effective than a Direct Instruction method to teach reading at the First Grade Students of SMK Negeri 1 Mlarak, Ponorogo in the academic year of 2011/2012; (2). The students who had high self-esteem owned better reading comprehension than those who had low self-esteem at the First Grade Students of SMK Negeri 1 Mlarak, Ponorogo in the academic year of 2011/2012; (3) there was an interaction between teaching method and students' self-esteem in teaching reading at the First Grade Students of SMK Negeri 1 Mlarak, Ponorogo in the academic year of 2011/2012. The method applied in this research was an experimental study. It was conducted at the first grade Students of SMK Negeri 1 Mlarak, Ponorogo. The population of this research is the first grade students at SMK Negeri 1 Mlarak, Ponorogo in the academic year of 2011/2012. The samples were two classes. In taking the sample, a cluster random sampling was used. Each class was divided into two groups (the students who have high and low self-esteem). Then, the techniques which were used to collect the data were a questionnaire for getting the data of the students' self-esteem and a multiple choice test for getting the data of the students' reading comprehension. The two instruments were tried out to get the valid and reliable

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



items. The data were analyzed by using multifactor analysis of ANOVA 2 x 2 and Tukey Test. Before conducting the ANOVA test, normality and homogeneity test were conducted. Based on the result of the analysis, by using ANOVA and Tukey Test there were some research findings; (1) there was a significant difference on the students' reading comprehension between those who were taught using GRASP method and those who were taught using Direct Instruction method, and GRASP was more effective than Direct Instructional method to teach reading, (2) there was a significant difference on the students' reading comprehension between those who had high and low self-esteem, and the students who had high self-esteem had better reading comprehension than those have low self-esteem, and (3) there was an interaction between the teaching methods and the students' self-esteem in teaching reading, in which GRASP method was more effective for the students who had high self-esteem and Direct Instructional method was more effective for the students who had low self-esteem. It can be concluded that GRASP method was proved as a method which was effective to teach reading and the level of the students' self-esteem also influenced the effectiveness of GRASP method in teaching and reading at the first grade students of SMK Negeri 1 Mlarak,, Ponorogo in the academic year of 2011/2012.

Muslih (2009) states in his thesis that reading was one of the language skills which must be taught in English classes. Through teaching and learning of reading, the students were expected to be able to comprehend the reading passages they read. To improve the student's reading comprehension, the implementation of an appropriate method or strategy was needed. Therefore, Guided Reading and Summarizing Procedure of GRASP were applied to cope with their problem in

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

reading comprehension. His research was conducted to improve the reading comprehension of the second year students of MAN Temanggung. The research focused on analytical and hortatory exposition as the text types that must be taught to the second year students at Senior High Schools. The design of the research was a collaborative Classroom Action Research. The subjects of the research were the students of XI Bahasa 2 of MAN Temanggung, Central Java in the academic year 2008/2009 that consisted of 29 students. The research was conducted through cyclic activities to collect the data consisting of preliminary study, planning, implementing, observing, and reflecting. Based on the findings of the research, it was advisable that English teachers applied or implemented Guided Reading and Summarizing Procedure in their reading classes since the strategy could improve the students' reading comprehension.

In addition, Mita Eka P (2015) in her classroom action research entitled improving reading comprehension through summarizing activities to the eighth grade students of SMP Muhammadiyah 8 Yogyakarta. The subjects of the research were 20 students of grade VIII in SMP Muhammadiyah 8 Yogyakarta. There were two types of data. They were qualitative data and quantitative data. The qualitative data were obtained by observing the teaching and learning process and interviewing the students and the teacher. The data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were collected through assessing the students' reading comprehension by means of the pre-test and post-test. The data were the students' reading comprehension scores. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and Dialogic validity. In addition, this

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

research applied the time triangulation and the investigator triangulation to get trustworthiness.

In reference to the actions conducted in two cycles, it had evident that summarizing activities could improve students' reading comprehension as justified by the following results. First, there was an improvement on students' reading comprehension. Most of students were active in making sense of texts (18 out of 20 students actively participated in reading comprehension activities). Second, most students of grade VIIIIC had high enthusiasm to share their reading comprehension. Third, there was an improvement on students' reading comprehension as it was displayed in the increase of the mean score (the result of the post-test 78.70 was compared to the result of the pre-test 67.05). In conclusion, summarizing activities could improve students' reading comprehension.

Jennifer L. Sonricker carried out a research entitled of her research guided reading group instruction and reading success in students shown that the students' reading comprehension. The method used during the study was students' survey, running record results, and Benchmark Assessment scores. Although there were only nineteen students involved in the research study, the information collected revealed significant findings. By analyzing students' scores on reading assessments and reading accuracy percentages in students' running records, the affirmative results of the research study were revealed. Guided reading had been an essential part of reading instruction at the school for several years, and seeing quantitative and qualitative results had reaffirmed the effectiveness of guided reading. This study had greatly impacted his instruction in the classroom.

Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Dixie Lee Spiegel Adaptations of Manzo's Guided Reading Procedure In 1975 Manzo described the Guided Reading Procedure, which was designed to "improve reading comprehension by stressing attitudinal factors- accuracy in comprehension, self-correction, and awareness of implicit questions, as well as cognitive factors, unaided recall and organizational skills" (pp. 291). As developed by Manzo, the Guided Reading Procedure (GRP) was to be used after reading of a common selection. However, the GRP could easily be adapted as a pre-reading activity and as a post-reading activity when students had read different materials.

Moreover, J. Ron Nelson and Deborah J. Smith carried out their research entitled the effects of teaching a summary skills strategy to students identified as learning disabled on their comprehension of science text. The effects of a summary skill, learning strategy on the comprehension of science text were examined with 5 elementary-age urban minority special education students in a summer remedial program. The program's effect on the overall completeness of the students' written summaries and the maintenance of the strategy also were examined.

Following baseline, the summary skills strategy was introduced in both group and individual reading settings according to a multiple baseline across settings design. Student performance was assessed in both settings, and maintenance was probed at 4 weeks in the individual reading setting. The strategy produced clear improvement in the comprehension of science text, which was associated with similar improvements in the completeness of the written summaries. The students reported that the summary skills strategy was effective in

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



helping them understand science text. Furthermore, a group of 15 general education elementary school teachers thought that the strategy was effective and that it would be easy to implement.

Furthermore, Olson, et al (2007) identified Guided Reading strategies available to improve student learning out – comes in a variety of subject areas. The objective of this action research project was to help filling in some of the gaps identified in the Spring 2005 Grade Five provincial reading assessment by developing students' critical thinking skills in Grades Three, Four, and Five through the teaching of Guided Reading strategies. The project was both data – driven and student – centered and was designed to inform teaching practices and improve students' reading comprehension. Throughout the project, data collection methods, including interviews, surveys, informal reading inventories, graphic organizers, and student work samples, were used to measure growth in students' critical thinking skills. The researchers also reflected on their experiences by maintaining journals about the project. The students involved in the project attended St. Oliver School in Radville, a small rural community of about 900 people located about 70 kilometres south of Regina, Saskatchewan. There were 16 students in the Grade Three class, 11 students in the Grade Four class, and 14 students in the Grade Five class. The objective of this action research was to help fill in some of the gaps identified by the Grade Five provincial reading assessment by developing students' critical thinking skills in Grade Three, Four, and Five through the explicit teaching of Guided Reading strategies. The project was intended to be both data-driven and student-centered and was designed both to

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



inform teaching practiced and to develop students' higher-level comprehension skills.

From related studies above, it was proved that guided reading, summarizing and procedure was a good strategy to be implemented and to solve the problem faced by the students. Besides that, it can help alleviate writing fears and ensures that summarizing was not merely copying. Therefore, it was necessary to conduct a study about the effect of using guided reading and summarizing procedure strategy on students' reading and writing ability at SMAN 2 Tambang. This research was about reading a narrative text and then, the students were asked to make a summary about narrative text that they had read.

II.6. The Operational Concept and Indicators

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. As a concept, it is still operated in an abstract from the research, planning which should be interpreted into particularly words in order to be easy to measure. The first variable was GRASP strategy as independent variable or X variable. The second variable was students' reading ability as dependent variable or Y1 variable. The third variable was students' writing ability as dependent variable or Y2 variable.

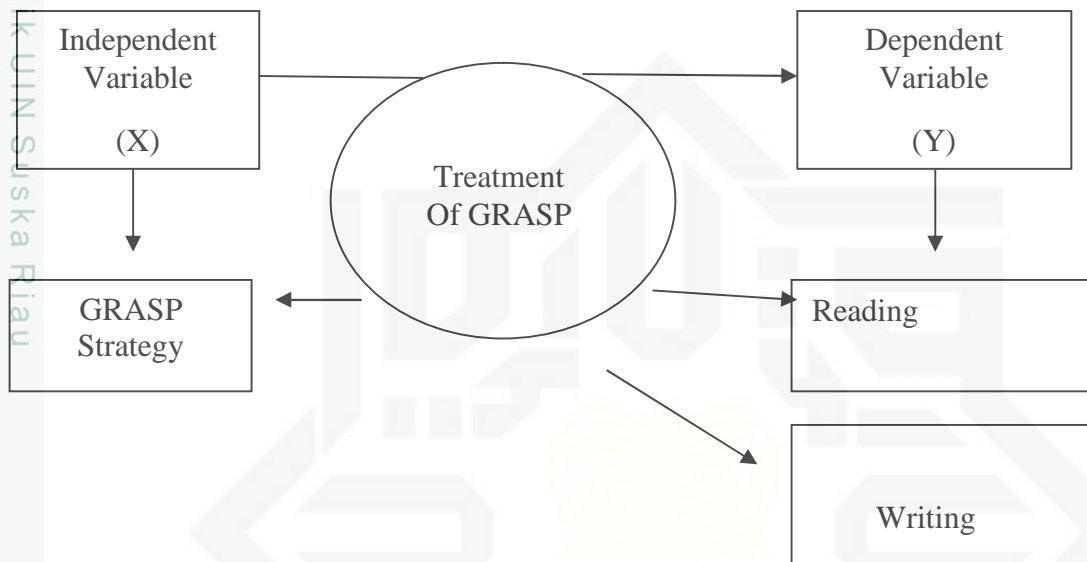
Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The operational concept in this research can be seen on the table below:



II.7. Indicators of GRASP Strategy

- a. The teacher conducted a conventional Guided Reading Procedure lesson up through the outlining step
- b. The teacher asked students to describe how the author put the information of the text together
- c. The teacher asked the class to think of the other logical ways by which section could have been composed
- d. The teacher had the students write their summaries, following the guidelines:
 1. Included only important information
 2. Where possible, compressed information by combining it

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Add information needed to achieve coherence
- e. The teacher encouraged the students to write a brief reaction to the material read, analyzed, and summarized.

II.7.1.The Indicators of Students' Reading Comprehension

The indicators of students' reading comprehension were:

- a. Students were able to identify the main idea or topic of the text
- b. Students were able to identify certain information
- c. Students were able to identify reference in the text
- d. Students were able to make inferences

II.7.2.The Indicators of Students' Writing Comprehension

The indicators of students' writing ability based on Arthur Huges are:

- a. The students were able to write summarizing a narrative text with correct grammar
- b. The students were able to write summarizing a narrative text with appropriate vocabulary
- c. The students were able to write summarizing a narrative text with a good mechanic (punctuation or spelling)
- d. The students were able to write summarizing a narrative text with good fluency (style and ease of communication)
- e. The students were able to write summarizing a narrative text with a good form (organization).

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

II.8. Assumptions and Hypotheses**II.8.1. The Assumption**

In the research, many strategies can be used by the teacher in teaching learning process. It is assumed that using GRASP Strategy is suitable strategies to teach reading and writing.

II.8.1. Hypotheses

“Hypothesis is researchers’ tentative prediction of the results of the research findings” (Gay, 2009: 71). It means hypothesis states researchers’ anticipation which concerns on the relationship between two variables in the research problem. Therefore, the hypotheses were formulated as below:

H₀1: There is no significant difference of students’ reading comprehension, pre – test mean score between an experimental group and a control group.

Ha2: There is a significant difference of students’ reading comprehension post-test mean score between an experimental group and a control group.

Ha3: There is a significance difference of students’ reading comprehension, between pre - test and post - test mean scores of

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the experimental group by using GRASP in the tenth grade students at SMAN 2 Tambang.

Ha4: There is a significant difference of students' reading comprehension, between pre - test and post - test mean scores of the control group of the tenth grade students at SMAN 2 Tambang.

Ha5: There is no significant difference of students' writing ability pre test mean score between an experimental group and the control group of the tenth grade students at SMAN 2 Tambang.

Ha6: There is a significant difference of students' writing ability post - test mean score between an experimental group and a control using the GRASP strategy of the tenth grade students at SMAN 2 Tambang.

Ha7: There is a significant difference of students' writing ability between pre – test and post – test mean score of the experimental group by using the GRASP strategy of the tenth grade students at SMAN 2 Tambang.

Ha8: There is a significant difference of students' writing ability between pre – test mean score and post – test mean score of the control group of the tenth grade students at SMAN 2 Tambang.