

[CHAPTER II REVIEW OF RELATED LITERATURE

A. The Theoretical Framework.

1. The Nature of Reading Comprehension.

Various definition of reading has been given by some experts. According to Harrison, “Reading is the process of getting meaning of a communication, as in a personal letter, speech, sign language; the knowledge or understanding that is the result of such a process.”¹ According to Adam, “Reading is a complex, cognitive process, whole complex system of skills and knowledge, activities in visually recognizing individual printed words are useless in and of themselves.”² It means that Reading is the way of getting information is consist in written texts and used by readers to understand it deeply.

Reading has been called as a process of decoding a particular writing system into a language or a learning process of getting meaning from written texts. Reading also a combination of the words recognition and intellect, and emotion interrelated with prior knowledge to understand the message of communication.

¹ Collin Harrison. *Understanding Reading Comprehension*. London: Sage Publications Ltd. 2004. p.51

² Adams, M. J. *Beginning to Read: Thinking and Learning About Print*. University of Illinois: Centre for the Study of Reading. 1990. p.3

According to Dechant, “comprehension is a process; it is thinking through reading.”³ It means that the readers need to read the texts accurately as the process to achieve a good comprehension.

The National Assessment of Educational Progress (NAEP) Reading Framework Committee defined “reading comprehension as an active and complex process that involves understanding written text, developing and interpreting meaning, and using meaning as appropriate to type of text, purpose and situation.”⁴ According to Durkin, “Reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader.”⁵ In conclusion, reading comprehension is the process in analyzing the text how to understand contain well in the form of word, meaning, purpose, fluency, etc among text and reader.

Then according to Harris and Hodges: “the construction of the meaning of a written text is through a reciprocal interchange of ideas between the reader and the message in a particular text.”⁶ In short, there are feedbacks in transferring meaning toward Reading comprehension. At least, it can improve their comprehension.

Based on explanation above, the writer concluded that reading is an essential part of learning process. It guided us to identify main ideas, particular points, meaning and existing information, so that I can understand

³ Dechant, E. V. *Improving the Teaching of Reading*. New Jersey: Prentice Hall. 1982. p.30

⁴ National Center for Educational Statistics. *NAEP Reading Framework*. Washington DC: Count Press. 2009. p.2

⁵ Durkin, D. *Teaching them to read (6th Ed.)*. Boston: Allyn & Bacon. 1993. p.24

⁶ Collin Harrison, *Op.Cit.*,p.51

contain of texts well and get all of the information revealed. And also, it increased knowledge for readers.

Successful comprehension occurs when the reader has sufficient knowledge to fill in the blanks between the author's meaning and the surface features of the text. Therefore, if the reader is unable to make inferences while reading, comprehension will be severely limited. Proficient readers constantly make inferences as they read, using their background experiences to monitor and guide their comprehension⁷. A reader's comprehension is influenced by a range of internal factors, including perceptions, beliefs, motivation, and problem-solving strategies. The line between perception and cognition is blurred⁸. So, understanding Reading comprehension is related to characteristics of the readers when they are comprehending the reading texts.

Reading cannot be separated from comprehension because the purpose of result of reading activity is to comprehend what has been read. Kalayo Hasibuan stated that the purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension⁹. In other words, reading has connection with comprehension. There is an interrelationship among them. The good result of reading comprehension is measured how well they can comprehend the reading texts.

⁷ *Ibid*

⁸ *Ibid*

⁹ Kalayo Hasibuan. *Teaching English as Foreign Language*. Pekanbaru: Alaf Riau. 2007. p.115

2. Reading Comprehension on Analytical Exposition

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word, reading text, knowledge, and fluency. It includes many types of texts in reading. One of them is Analytical exposition text. It is a text that elaborates the writer's idea about the phenomenon surrounding. According to Achmad Doddy et.al, "The communicative purpose of analytical exposition is to persuade the reader or listener that something is the case."¹⁰ The generic structure of analytical exposition text has three components:

a. Statement of Position (Thesis)

It usually includes a 'preview of arguments'. It introduces topics and indicates the writer's position.

b. Arguments

It consists of a 'point and elaboration' sequence. The number of point may vary, but each must be supported by discussion and evidence (which is the elaboration of the point). Points are ordered according to writer's choices, but it is usual to discuss the strongest points first.

c. Reinforcement of the Statement of Position (Reiteration)

It restates the position more forcefully in the light of the arguments presented.

Language features of analytical exposition are:

a. Emotive Words, (eg: alarmed, worried)

¹⁰ Achmad Dody et.al. **OpCit.** p.62

- b. Words that qualify statements, (eg: usual, probably)
- c. Words that link arguments, (eg: firstly, however, on other hand, therefore)
- d. The use of the present tense
- e. The use of compound and complex sentences¹¹.

Then, According to Th. M. Sudarwati and Eudia Grace, the language features of analytical exposition text are:

- a. The use of emotive words (e.g.: alarmed, worried)
- b. The use of words that qualify statements (e.g.: usual, probably)
- c. The use of words that link arguments
(e.g.: firstly, however, on the other hand, therefore)
- d. The use of present tense
- e. The use of compound and complex sentences
- f. The use of modal and adverbs (e.g.: can, may, certainly, get, stop)
- g. The use of subjective opinions using pronouns I and we¹².

The examples of Analytical exposition in topic are:

- a. Should ads be banned from TV programs?
- b. Should mobile phones be banned in schools?
- c. Why do people continue smoking?

¹¹ Th. M. Sudarwati and Eudia Grace. **Op.Cit.**, p.109
¹² *Ibid*

3. Students' Reading Comprehension on Analytical Exposition

According to Harris, "Reading is not an easy learning activity. Many factors can affect students' success in reading. In general, these factors can be identified, such as teacher, student, environment condition, subject matter and techniques to learn the lesson material"¹³. According to Brunner, reading is defined as "the activity of looking at and understanding written words."¹⁴ There are many components of reading that student should know. Tankersley stated that Reading involves much more than readers' responses to text."¹⁵ It means that the success of readers in understanding the text is interrelated with the condition around them. Reading is crucial enough for the readers, so they need to really finding of written text by stepping one word to others. In this case, analytical exposition is the text that they should master. By mastering reading comprehension, they will not feel difficult in comprehending it.

4. The Factors Influencing Students' Reading Comprehension on Analytical Exposition

According to Wassman, Rose and Rinsky, "a reader's understanding of text is influenced by a broad range of factors, including his or her motivation, interest, vocabulary, general knowledge of the particular subject,

¹³ Karen R. Harris. *Teaching Reading Comprehension to Students with Learning*. New York: The Guilford Press. 2007. p.6,

¹⁴ Judi Tilton Brunner. *Understanding Students Understanding What They Read*. New York: Rowman & Littlefield Publisher. 2011. p.12

¹⁵ Tankersley. *Reading to Understand*. New Jersey: Education Publishers. 2008. p.34

word identification skills, reasoning ability, use of effective strategies to identify main ideas and supporting details, and an appreciation of text structure. Reading with understanding involves the smooth coordination of higher order cognitive processes (thinking, reasoning, analyzing, connecting, reflecting) and lower order processes (word recognition, decoding).”¹⁶ Then, Birsh stated that reading comprehension is closely related to a child oral language comprehension and vocabulary.”¹⁷ According to Dechant, “the goals of reading are meaning, learning, and pleasure.”¹⁸ It means that many factors affect the readers in define reading is depending on how far they can analyze contains of written text, that is adaptable to their purposes, ability, etc. It is very important in order that able to identify analytical exposition text.

5. The Nature of GRASP (Guided Reading and Summarizing Procedure)

GRASP is a principle part in learning English. In reality, It influences the improvement of students’ reading comprehension. Lenski et.al stated that GRASP is enable students to summarize independently when they try to understand what they are reading. It helped to increase students’ abilities to recall information, self-correct, and organize materials¹⁹. Ryder and Graves suggested that the students and the teacher write the summary for the next category individually and compare and contrast the students’ summaries to

¹⁶ Wassman, Rose and Rinsky. *Effective Reading in Changing World*. New Jersey: Prentice Hall. 2000. p.116

¹⁷ Birsh. *Reading in Oral Language*. USA: Black Press. 2009. p.52

¹⁸ Dechant. **OpCit**. p.30

¹⁹ Lenski et.al. *Strategies to Support Struggling Readers*. Chicago: Prentice Hall

that of the teacher.”²⁰ Then, Ryder and Graves in Hayes suggested the teacher revises his/ her summary based on the students’ alternatives and make a visible record of these changes so the revision process is more concrete for the students²¹. It means that GRASP is a good model of summary that appropriate to applied by the students in comprehending reading material. It can improve their students’ reading comprehension especially in analytical exposition text.

6. Teaching by Using GRASP toward Students’ Reading Comprehension on Analytical Exposition

According to Hayes, the steps of GRASP are:

- a. The teacher asks the students to read analytical exposition text silently.
- b. The teacher asks the students to recall information about analytical exposition text they read to the teacher.
- c. After the teacher writes and groups the information on the whiteboard, the teacher asks the students to turn the material again for more information. Then, he asks students to do corrections between the ideas on the whiteboard and their own ideas.
- d. The teacher asks the students to summarize based on the ideas discussed²².

Then, according to Elizabeth, the steps of GRASP are:

²⁰ Ryder and Graves. *GRASP in Summary Aspects*. USA: Shell Education. 2007. p.158

²¹ Stephanie Maccceca, *Loc.Cit.*

²² Hayes, D.A., *Helping Students GRASP the Knack of Writing Summaries*. Journal of Reading. 1989. p.96

- a. Teacher selects a text between 500-800 words.
- b. Students are directed to read for the purpose of remembering all they can.
- c. When they finished reading, students are to turn their texts face down and look up.
- d. Teacher asks the students to tell all that they can remember, no matter how trivial or incomplete their recollection. The teacher lists their recollections on the chalkboard. They are words and fragments in no particular pattern, just facts they remember.
- e. Teacher writes down all recollections. Of course, sometimes students will disagree on the correctness of their memory. When this happens, they are anticipating the next step that has students reread for the purpose of adding pertinent information and correcting what was already given.
- f. Once students reread, on a second column, write any additions or corrections, connecting to original responses.
- g. It is time to group details that belong together and organize the details within each group.
- h. Teacher engages students in discussion that identifies the text's major topics. These topics will serve as categories to group information.

Teacher and students agree on labels for these categories, and teacher has students decide the category to assign it.

- i. These categories, along with the information associated with each, become the basis for writing the summary. The Teacher walks the students through the summary writing process as a whole class. Solicit sentences from students based on the outline of information gathered and organized.
- j. Revise the summary together²³.

Hayes stated that GRASP able to improve students' reading comprehension in reading text especially on analytical text."²⁴

B. Review of Related Findings

There are some previous researchers are relevant with this research:

1. Eni Susilowati. 2012. *The Effectiveness of Guided Reading and Summarizing Procedure (GRASP) Method to Teach Reading Viewed from The Students' Self-esteem: An Experimental Study at the First Grade Students of SMK Negeri 1 Mlarak, Ponorogo in the Academic Year of 2011/2012.*

This research aimed at finding out whether: (1) GRASP method was more effective than Direct Instruction method to teach reading of the First Grade Students at SMK Negeri 1 Mlarak, Ponorogo in the Academic Year of 2011/2012; (2) the students who had high self-esteem have better reading

²³ N. Elizabeth St. *Strategies to Support Struggling Readers in Career and Technical Subjects journal*. Chicago: Chicago Public Schools. 2011. p.17

²⁴ Hayes. *OpCit*. p.23

comprehension than those who had low self-esteem of the First Grade Students at SMK Negeri 1 Mlarak, Ponorogo in the Academic Year of 2011/2012; and (3) there was an interaction between teaching methods 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 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 results 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 by using GRASP method and those who were not taught using Direct Instruction method, and GRASP method was more effective than Direct Instruction 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 have better reading comprehension than those who had 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 Instruction method was more effective for the students who had low self-esteem.

Based on the findings, it can be concluded that GRASP method is proved as a method which is effective to teach reading and the level of the students' self-esteem that also influences the effectiveness of GRASP method in teaching reading of the first grade students at SMK Negeri 1 Mlarak, Ponorogo in the academic year of 2011/2012. In this research, the writer conducts GRASP strategy in order to find out the effect of this strategy towards students' reading comprehension on hortatory exposition text of the second year at SMAN 2 Singingi Kuantan Singingi Regency.

2. Muslih. 2009. *Improving Reading Comprehension Ability of the Second Year Students at MAN Temanggung through "GRASP" Strategy: Collaborative Classroom Action Research* in academic year of 2008/2009.

The problem of students' reading ability average was 56.00. This research was applied by some cycles: preliminary, planning, implementing and observation, and reflecting. Students' reading ability was increased when *preliminary study became 73.31* at second cycle, and students were active for learning process. In this case, the writer conducts GRASP in order to find out the effect towards students' reading comprehension on analytical exposition text of the second year at SMAN 2 Singingi Kuantan Singingi Regency.

C. Operational Concept

The operational concept is the concepts used in accordance with literature review. In order to avoid misunderstanding in carrying out the research, it is necessary to clarify briefly the variable used in this study. There are two variables

used in this research, they are variable X and variable Y. GRASP as variable X that give the effect on the students' reading comprehension as variable Y. The indicators are listed as below:

1. Using GRASP (Guided Reading and Summarizing Procedure) as the independent variable, symbolized by "x", Hayes stated the indicators as follows:
 - a. The teacher asks the students to read analytical exposition text silently.
 - b. The teacher asks the students to recall information about analytical exposition text they read to the teacher.
 - c. After the teacher writes and groups the information on the whiteboard, the teacher asks the students to turn the material again for more information. Then, he asks students to do corrections between the ideas on the whiteboard and their own ideas.
 - d. The teacher asks the students to summarize based on the ideas discussed²⁵.
2. Reading Comprehension as the dependent variable, symbolized by "y". The indicators are:
 - a. Students are able to identify main idea in analytical exposition text.
 - b. Students are able to identify the supporting details of analytical exposition text.
 - c. Students are able to identify generic structure of analytical exposition text.

²⁵ *ibid*

- d. Students are able to make communicative purpose of analytical exposition text.
- e. Students are able to identify vocabulary of analytical exposition text²⁶.

D. The Assumption and Hypothesis

1. Assumption

In this research, the writer assumed that:

- a. The students' reading comprehension taught by using GRASP is various.
- b. The students' reading comprehension without taught by using GRASP is various.
- c. The better implementation of using GRASP in reading, the better students' reading comprehension will be.

2. Hypothesis

H₀: There is no significant effect of using GRASP toward students' reading comprehension in analytical exposition text.

H_a: There is significant effect of using GRASP toward students' reading comprehension in analytical exposition text.

²⁶ Department of National Education. *School Based Curriculum Syllabus of English*. 2006. .p.4