

**THE INFLUENCE OF GRASP STRATEGY TOWARDS  
STUDENTS' READING COMPREHENSION AT THE EIGHTH  
GRADE OF SMPN 19 BANDAR LAMPUNG IN THE ACADEMIC  
YEAR OF 2023/2024**

**An Undergraduate Thesis**

(Submitted to The English Department  
As a Partial Fulfillment of Requirements  
For S1 Degree)

**By**

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2023/2024**

## ABSTRACT

GRASP is a strategy that allows the students to talk, read and explore text. GRASP is guided reading and summarizing procedure. The objective of this research was to know whether there is significant influence of GRASP strategy towards students' reading comprehension at Eighth Grade of SMPN 19 Bandar Lampung in Academic Year 2023/2024.

The method of this research was quasi-experimental design. There were two classes as the sample of research namely experimental and control classes. It consisted of 60 students from VIII A 31 students as experimental class and VIII E 29 students as control class. In taking the sample of research, the researcher used cluster random sampling technique. The data collecting technique were pretest and posttest. The instrument used in this research was multiple choice reading test which consisted of 20 items test after validation. The researcher used SPSS in computing the data of research.

Based on the result of data analysis, the result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) obtained 0.018. It is lower than  $\alpha = 0.05$  and it means that  $H_a$  was accepted. It can be concluded that there was significant influence of Grasp Strategy towards students' reading comprehension at the eighth grade at SMP Negeri 19 Bandar Lampung in the Academic Year of 2023/2024.

Keywords: GRASP Strategy, Reading Comprehension, Narrative Text

## SURAT PERNYATAAN KEASLIAN PENELITIAN

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## DEDICATION

1. My beloved parents, Mr. Burhanto and Mrs. Nur'Aini Thank you very much to my beloved father and mother for all the support that is always given and trying everything that is good for all their children including me, thank you father and mother for all the love, and affection that has been given so much, thank you for everything pour out the sweat that has been spent on your children so that they can get a better education, thank you father and mother for your struggle all this time without feeling tired or complaining at all, I hope I can give you another pride, nothing can replace everything Father and mother's struggle all this time for me, atu, atin, heni , and cinta . I can't express how lucky I am, proud to be my father and mother's child, I really love my father and mother.
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4. My beloved almamater, State Islamic University of Raden Intan Lampung.

## CURRICULUM VITAE

The name of the researcher is Cici Romantika. Her nickname is Cici. She was born in Bandar Lampung, December 04 2000. She is the 3rd child of Burhanto and Mrs. Nur'Aini. She started her education at SDN 3 Kampung Baru and graduated in 2012. After that she continued her studies at SMP Negeri 8 Bandar Lampung and graduated in 2015. After graduating from junior high school, she continued her studies at SMAN 13 Bandar Lampung and graduated in 2018. Then she continued her studies at Raden Intan Lampung State Islamic University as a student in the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training. The researcher had participated in several organizations Dancer at Sapta Budaya Organizer in 2018- now . Then in 2018 the researcher joined an organization on college called ESA. The researcher's activities for now only focus on completing the undergraduate thesis and graduation.



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In the name of Allah, the Almighty, the most beneficent and the most merciful, for blessing the researcher with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers.

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses



in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

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## MOTTO

إِنَّا أَعْطَيْنَاكَ الْكَوْثَرَ

Indeed, we have given you many blessings.

(Ali Kautsar: 1) <sup>1</sup>



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<sup>1</sup> Departemen Agama RI, Al- Quran Tajwid Dan Terjemahnya, (PT Syamil Cipta Media, 2006), p.71

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# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

#### 1. Grasp strategy

It is a strategy that allows students to speak, read, and explore a text. GRASP is a method for guided reading and summarizing. GRASP (Guided Reading and Summarizing Procedure) is a studying approach wherein college students study to gather facts and try and recall as an awful lot of it as possible, make a listing of what they recall, recall and upload after studying and enhance their reminiscence and then. arrange facts in line with its details.<sup>1</sup>

#### 2. Reading comprehension

It is the capacity to read a text and extract information from it. Reading comprehension is the capacity to assimilate what is read, understand the author's meaning both explicitly and implicitly, and draw conclusions from what is already understood. External variables affect that core capability.<sup>2</sup> While analyzing, comprehension will become an vital aspect that readers should grasp due to the fact the cause of analyzing is comprehension. Reading is a verbal exchange system among creator and reader. A creator has in thoughts messages which include feelings, facts, mind and arguments that she or he desires to impart. Should the reader is aware the message and the phrases written via way of means of the author, the analyzing intention may be taken into consideration successful.

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<sup>1</sup> Asad, *The Effectiveness of Grasp Strategy to Improve Reading Comprehension*, 2018, State Islamic Institute (IAIN) Parepare.

<sup>2</sup> Moore, J., and Susan, M, *The Simplicity and Complexity of Reading Comprehension*, (USA: International Journal of Business and Sosial Science, 2016), p.21

## **B. The Background of Problem**

In this modern period, Understudies have very a number of measurements they must recognize and must find numerous uncommon reassets of statistics written in English. So they could got to look at exceptionally uncommon insights to induce insights. Perusing could be a supply of information. No you'll get tons measurements with out perusing. Perusing permit you to circulate from simple measurements to complicated measurements. In expansion, the greatest basic component is that the peruser has the cappotential to recognize what he's perusing. The more prominent a individual can look at, the more prominent measurements they get.

While gaining information of English, college understudies are anticipated to get a handle on all English dialect capacities which incorporate tuning in, talking, analyzing and composing. The cause of coaching English is to supply college understudies the plausibility to apply English to talk well. Communication is through perusing action. Customary perusing movement can offer assistance the understudies get it composed content well. In this case, the understudies can communicate by using English in verbal and composed shape. One way to move forward students' composing aptitudes is for understudies to procure perusing abilities to maintain a strategic distance from misconception when perusing a entry or content. Perusing English is increasingly critical in inside

communication. However, English teachers often overlook the importance of reading in the classroom. Students need reading skills to get information from all sources such as books, magazines, newspapers, internet etc.

Reading must be aimed for comprehension; it is about how the students can improve their knowledge. The readers must choose the material for them to read. The example of text that involves in reading comprehension such as; reading

newspaper, journal, book, functional text, etc.<sup>3</sup> These kinds of passages have their own purposes that there must be some information provided in the passage. This information could increase the students' knowledge and can open their mind widely.

For language learners, reading is a good exercise because it involves at least part of the language is remembered as part of language learning. Reading the text also provides an opportunity to learn the language; vocabulary, grammar, punctuation and how to form sentences paragraph and text. Finally, a good reading text can highlight an interesting topic and stimulate discussion.

Text Understanding is considered among the most significant learning skills because it can influence other language skills. Without reading, it is difficult for students to learn other abilities like speaking, writing, and listening.<sup>4</sup> Since we know that most of our lives are written, we need literacy to know what is being said in writing.

So understanding is always difficult for most readers. They can understand words in isolation, but putting them together into meaningful ideas is often not done as it should be. They don't have enough skills to understand. So the problem is that beginning readers are less aware of strategies to check their comprehension than good readers.

Reading is a aggregate of the abilities and cognitive tactics both the language and the reader functions of the textual content. The reader have to combine textual data with previous expertise to shape a intellectual illustration of the that means of the textual content.<sup>5</sup> Reading is one`s capacity to create that means from

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<sup>3</sup> Joana Vas Teixeira, *Development Skill Using Different text (e- TEALS (An – E Journal of Teacher Education and applied Language Studies)*, Available at: (<http://ler.letars.up.pt.org>)

<sup>4</sup> Jane Oakhill, Kate Cain and Casten Elbro, *Understanding and Teaching Reading Comprehension (A Handbook)*, New York: Roulledge, 2015), p.1

<sup>5</sup> Reid Smith, Pamela Snow, Tanya Serry & Lorraine Hammond, *The Role of Background Knowledge in Reading Comprehension: A Critical Review, Reading*

published textual content. The that means can be distinct for every reader analyzing the textual content, however there's no trouble so long as the that means suits the context. When college students study a textual content or paragraph withinside the shape of a story, newspaper, etc., they mechanically increase their analyzing abilities. This means that literacy happens automatically when readers read a text because the text must have understanding and context, even if it is looking for meaningless information.

Students understand texts better when teachers ask their students to make connections between what they have read and what they already know. Students' capacity to make these connections is enhanced when they get comprehension instruction. Vocabulary plays a major role in reading comprehension, and good vocabulary teaching actively involves students in deciphering word meanings and making connections between new and known words.

Reading is an activity in which people read the printed materials. One's job is to choose an interesting text, then read it and try to understand the content of the text. The act of understanding the read text, namely reading comprehension. Reading comprehension is a skill that allows students to comprehend and understand a text the text. Through text comprehension, students can improve their knowledge, their vocabulary, get information, explore their ideas and refresh themselves.

The skill of text comprehension is not so easy to acquire because the student needs to have other skills such as word recognition and contextual meaning. Before students can start reading comprehension, they need to have basic skills, ie. word recognition This is an activity where students try to identify the meaning of each word in the text. Students need basic vocabulary to recognize the definitions of terms.

The act of reading is the process of bringing words to life through the coordination of several intricate processes, such as

word reading, understanding of words and the world, and fluency.ncy. that is, reading is very important because it creates meaning for what the writer wants to say to the readers. It refers to the ability to interpret words, to understand the meaning and relationship of the ideas conveyed in the text. The teacher names the skill the students want to use, then provides an opportunity to practice the skill using workbooks or a worksheet, and finally assesses whether the skill was used successfully.

These things cause reading comprehension difficulties. Elementary reading difficulties in reading can be a lack of words recognition. So that the students often find unfamiliar words in a text or passage, then they often skip these words. The meaning would not be equivalent if the students often skip the words they have never heard. The meaning would not be fit to the target language as it should be. The information in a reading text will not complete if there are words or sentences left unclear.

Because of these problems, English teachers should provide many opportunities for their students to practice their English, so that they are motivate to learn English seriously and encourage to use their English in the classroom interactions. With this opportunity, the English teacher should implement various interesting teaching techniques that involve students in classroom interactions, especially in reading lesson. An appropriate technique or strategy in teaching can lead the students to be more enthusiast in learning.

The researcher conducted a preliminary study at SMPN 19 in Bandar Lampung. She interviewed an eighth grade English teacher. The teacher said that the school's eighth-grade students had difficulty understanding what was being read. Students still continued to struggle with comprehension and understanding of English texts. It was because the students did not have enough vocabulary so that they get difficulty to recognize the text. Furthermore, the teacher said that the students also seemed not too enthusiastic during the teaching and learning reading.<sup>6</sup> Students

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<sup>6</sup> Berty Safeni Putri, The English Teacher at the Eighth Grade of SMPN 19 Bandar Lampung, Interviewed on February, 6<sup>th</sup> 2023.

are lazy and without difficulty bored after they see and begin to examine a studying the textual content because, in step with the English trainer of this school, the scholars assumed that the textual content changed into tough to understand.

One of the techniques that may be used to growth students` analyzing skills, in particular in spotting the that means of vocabulary, is using the GRASP approach. GRASP (Guided Reading and Summarizing Procedure) is a coaching approach that lets in a instructor and a set of kids to talk, examine and discover texts.<sup>7</sup> GRASP is a center a part of getting to know English. In reality, this influences the development of students` analyzing comprehension.

Muhid et al. GRASP lets in college students to make impartial summaries as they are trying to apprehend what they're reading. This helped growth college students` cappotential to keep in mind information, self-accurate and arrange material.<sup>8</sup> Established on this theory, it is clear that by using GRASP to try to comprehend what they are reading, students can independently summarize. It improved the students' memory, self-correction, and material organization skills of a reading text. In other words, GRASP empowers students to autonomously summarize as they strive to comprehend the content they are reading. It has proven effective in enhancing students' capacity to retrieve information, rectify errors, and structure their reading comprehension.

The want to study and acquire records from the diverse texts above appears to be very important. It is thought that English as a method of worldwide verbal exchange and its significance is developing nowadays. That is why the Indonesian authorities imposes this language. In the curriculum now no longer best in excessive schools, gymnasiums, however additionally in universities or institutes. Effective analyzing instructors have a

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<sup>7</sup> Asad, *The Effectiveness of Grasp Strategy to Improve Reading Comprehension*, 2018, State Islamic Institute (IAIN) Parepare

<sup>8</sup> Muhid, A., Amalia, E. R., Hilaliyah, H., Budiana, N., & Wajdi, M. B. N. (2020). The Effect of Metacognitive Strategies Implementation on Students' Reading Comprehension Achievement *International Journal of Instruction*, 13(2), 847-862. <https://doi.org/10.29333/iji.2020.13257a>

clean goal. They recognise what they may be seeking to assist the kid attain and a way to attain their goals.

Usually, college students` trouble with analyzing comprehension is knowing the that means of the text. The a part of GRASP which can enhance analyzing, specifically comprehension, is intervention range three, wherein college students reread a passage to search for extra facts and to accurate or enhance the facts. By re-analyzing the text, the scholars understood the vocabulary withinside the text. So that college students' issues in know-how the that means may be solved.

In addition, the teacher must know how to manage the classroom in such a way that the students enjoys learning. Once they are enjoyable in learning, they will be active and they can explore their ideas faster. The key in learning is to be active first, then the ideas can come clearly if there is an activeness.

Based in this explanation, the researcher desires to train with the GRASP method so that scholars can apprehend the textual content nicely and resolve the gaining knowledge of problems of studying comprehension. Summarizing may be pretty hard for college kids if the pupil isn't guided and practiced. The GRASP method illustrates what a precis is and the way to condense many thoughts right into a quick precis. So that the students can summarize the text well in their own words, because in the case of the GRASP strategy, the purpose of the study is to help students make an independent summary when they try to understand the text separately.

The researcher conducted a study titled: **“The Influence of Grasp Strategy Toward Student Reading Comprehension at Eighth Grade of SMPN 19 Bandar Lampung in Academic Year 2023/2024”**.

### **C. Identification of Problem**

After figuring out the heritage of the above issue, the investigator recognized the studying comprehension issues as follows:

1. Students lack vocabulary knowledge, so they have difficulty understanding the text they read.

2. Students get bored easily when they see and read the reading text.
3. Students are not very enthusiastic about learning to read because they believed the material they were reading would be challenging to comprehend

#### **D. Formulation of Problem**

Does the GRASP strategy have a significant impact on the reading comprehension of student in the Eighth Grade of SMPN 19 Bandar Lampung in Academic Year 2023/2024?

#### **E. Objective of the Research**

To find out if the GRASP strategy has a significant impact on the reading comprehension of the eighth grade students of SMPN 19 Bandar Lampung in the academic year 2023/2024.

#### **F. The Significances of the Research**

The significance of this research is divided into theoretically and practically as follows:

##### **1. Theoretical Significance**

Provide information on the use of the GRASP strategy in teaching the learning of the English language, especially reading comprehension. As theory, the use of GRASP strategy could be used as additional reference for teacher that there is one good strategy for teaching reading comprehension with some steps but still simple to be taught.

##### **2. Practical Significance**

The findings of this study can be applied as a clip for both the teacher and the general reader. The teacher can apply GRASP strategy by following the procedure from an expert that exist in this paper.



## G. Relevant Studies

There had been a few researchers who had been performed the studies associated with the usage of Grasp strategy.

1. 1. The initial research was carried out by Asad entitled “The Effectiveness of Grasp Strategy to Improve Reading Comprehension of The Tenth Year Students of MAN 1 Parepare”.<sup>9</sup> The cause of this examine turned into to discover whether or not or now no longer there's a big distinction in the analyzing comprehension of college students the usage of the GRASP Strategy and different strategies in MAN 1 Parepare 1 12 months vintage college students. In addition, it turned into assumed that the which means of the studies is beneficial statistics for the English language teacher, particularly in coaching analyzing. In addition, it is able to be used as a coaching version to enhance analyzing comprehension. This examine turned into designed the usage of a quasi-experimental non-equal manipulate institution design. The ten-year students of MAN 1 Parepare in the 2017–2018 academic year served as the research population. They were divided into two groups: X MIA 1 (an experimental class of 15 students) and X MIA 2 (a control class of 15 students). Next, information was gathered using a reading assessment that was given to both the experimental and control groups at the pretest and posttest. The researcher scheduled three sessions for each class during the procedure. After analyzing the data, the researcher found that the use a of GRASP (Guided Reading and Summarizing Procedure) significant effect the reading comprehension of the ten year old students of MAN 1 Parepare, where ttest value(2,89) is bigger than ttable(2,154) with  $df = n - 1 = 29$ , with  $\alpha = 5\%$ . It means that hypothesis alternative ( $H_a$ ) was accepted and hypothesis null ( $H_o$ ) was rejected. It can be concluded that there was a significant difference in students' reading comprehension using the GRASP strategy before and after treatment.

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<sup>9</sup> Asad, N. I, The Effectiveness of Grasp Strategy To Improve Reading Comprehension of the Tenth Year Students of MAN 1 Parepare, English Program Tarbiyah and Adab Department State Islamic Institute (IAIN) Parepare 2018

2. The second study, "The Use of Modified Grasp To Teach Students' Reading Comprehension," was carried out by Winarti, et al.<sup>10</sup> The reason of this have a look at become to discover out: 1) the considerable distinction withinside the studying comprehension of college students earlier than and after the creation of GRASP; 2) distinction in studying attitude via the changed GRASP; and 3) the connection among college students` vanity and studying comprehension. This quasi-experimental have a look at makes use of a single-organization pretest-posttest design. It applies a changed GRASP to pupil studying comprehension. The Samples consist of thirty college students that were enrolled in the 10th grade with a purpose. According to the computation, the study pretest, which included 30 college students, had an implied rating of 72.40 for the posttest and 79.87 for the pretest. The calculation shows that sig (2 tailed) is 0.000. It means that sig (0.027) <  $\alpha$  (0.05=2.919). It can be concluded that there are differences in the reading comprehension of students before and after teaching GRASP, and there is a significant improvement between the pre- and post-test of reading. In short, the introduction of GRASP makes a big difference in the teaching of reading. Therefore, relating to the calculation of studying aspects, it may be argued that the reference issue have become the bottom issue that scholars can attain withinside the authentic GRASP (Pretest) class. In addition, after the researcher modified GRASP, the comparative perspective improved. The most salutary aspect was the main idea. The improvement was 37 points. Finally, the Pearson correlation result is 0.72. Thus, it can be said that there is a relationship between students and; self-assessment and reading comprehension.
3. The third study was conducted by Muhid, et al entitled "The Effect of Metacognitive Strategies Implementation on

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<sup>10</sup> Winarti, et al, *The Use of Modified Grasp to Teach Students' Reading Comprehension*, Student's Journal from Lampung University, 2018

Students' Reading Comprehension Achievement".<sup>11</sup> This study examined whether Significant variations existed in students' reading comprehension using metacognitive strategies and examined which metacognitive strategies students used to achieve reading comprehension. High school students in their eleventh year participated in this study in equal measure. The Metacognitive Strategy Questionnaire (MSQ) and the Reading Comprehension Test (RCT) were used to gather data. The results showed that metacognitive strategies had a positive effect on students' reading comprehension. With a fixed least-squares calculation, the effect size in the experimental group paired-samples t-test was 0.48. This means that the effect was large and there was a significant difference in the scores of students before and after treatment. There were nine subcategories of metacognitive strategies in students' reading comprehension. For example: Pre-Organizer, Self-Management, Comprehension Monitoring, Production Monitoring, Self-Assessment, Self-Assessment and Self-Reflection. Although the broad application of metacognitive strategies for reading comprehension consisted of two subcategories: selective attention and organizational planning. And the most used strategy was selective attention, while the least used strategy was self-reflection.

4. The fourth study was conducted by Kirana entitled "The Effect of Guide Reading and Summary Procedure (GRASP) toward The Students' Reading Comprehension at SMA Negeri 02 Tapung Hilir."<sup>12</sup> The form of this have a look at is experimental the use of quantitative data. It covered classes; they had been the experimental and manipulate class. This have a look at changed into performed through a 2d yr scholar

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<sup>11</sup> Muhid,A., Amalia, E. R., Hilaliyah, H., Budiana, N., & Wajdi, M. B. N, *The Effect of Metacognitive Strategies Implementation on Students' Reading Comprehension Achievement*, International Journal of Instruction, 13(2), 847-862, 2020, <https://doi.org/10.29333/iji.2020.13257a>

<sup>12</sup> Kirana, C, *The Effect of Guide Reading and Summary Procedure (GRASP) toward The Students' Reading Comprehension at SMA Negeri 02 Tapung Hilir*, JURNAL CURRICULA VOL 3 NO 1 2018.

of SMA Negeri 02 Tapung Hilir. The base populace for this have a look at changed into sophomore college students the use of a cluster pattern of fifty two individuals. The data collection technique is done through questionnaires. As a result of this study, it was revealed that the average score of the student's pre-test is 55.23, while the mean of the students' post-test score that consists of 76.15. So, there was increase point about 20.92 % from pre-test to post-test. And the other side  $t_{obs}$  was 3.31 and  $t_{table}$  was on the level of significant 1% with degree of freedom (df) = 50 was 2,66 and on the level significant 5% with degree of freedom (df) = 50 was 2,00. It means that by using Guide Reading and Summary The pupils' reading comprehension improved positively as a result of using the Procedure (GRAPS) technique.

5. The last study was conducted by Damrong entitled "Inference Strategies to Improve Reading Comprehension of Challenging Texts".<sup>13</sup> The motive of this take a look at became to observe the reasoning techniques vital for a hit analyzing of magazine articles. Eighty-8 raduate college students study a sequence of texts approximately training and monetary boom and responded comprehension questions. 24 of these members additionally voluntarily participated an in-intensity interview. The outcomes confirmed that scholars had been usually assured in top-down processing. They skipped the tough parts, specifically the technical facts and photograph images. They are seeking for assist from pals to enhance understanding. In general, it became viable to interpret the thesis, the content material of the paragraph, the examined phrases and the that means of the sentence. However, they couldn't infer the underlying argument, the tone of the article, or the opinions of others about the research findings. A big form of university college students moreover did now now not use statistics from section headings and the research schedule to guide their studying assignments.

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<sup>13</sup> Damrong, A, *Inference Strategies to Improve Reading Comprehension of Challenging Texts*, English Language Teaching; Volume 3; 2013 ISSN 1916-4742 E-ISSN 1916-4750 Published by Canadian Center for Academic Research and Education

Established on the relevance studies above, it can be seen that there were some differences between related studies and this study. The first study was about comparing Grasp strategy with another strategy while this research used Grasp strategy and see the different result of before using Grasp and after using Grasp strategy. The second study used a correlational design, while In this study, pretest and posttest were used in a quasi-experimental manner. The third study examined metacognitive strategies in reading comprehension, while the current study used Grasp to teach reading comprehension. The fourth study was conducted in middle school, while this study was at the high school level. The fifth study used an interview to collect survey data, while this study used a multiple-choice reading test using a narrative text.

#### **H. Systematic of Discussion**

The systematic of discussion in this research as follows:

- I. Chapter I: This chapter consisted of introduction of research, including the title affirmation, phrasing of the issue, purpose of the research, significance of the research and importance study.
- II. Chapter II: This chapter consisted of hypotheses pertaining to the study variable such as; reading, reading styles, text comprehension, indicators of reading comprehension, grasp strategy, procedure of grasp, etc.
- III. Chapter III: This chapter consisted of plan of research such as method of research, population, sample, operational definition of variable, instrument, validity and reliability test also hypothesis test.
- IV. Chapter IV: This chapter consisted of research findings and discussion.
- V. Chapter V: This chapter consisted of conclusions and suggestions.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher presented literature review related to the variable of research such as reading, reading comprehension, types of reading, principle of teaching to read, component of teaching reading, indicator of reading, acquisition strategy, procedure of using acquisition strategy, advantages of using acquisition strategy, importance study, thinking framework and hypothesis.

#### **I. Frame of Theory**

##### **1. English Foreign Language (EFL)**

The English language has 4 easy capabilities in particular listening, speaking, studying and writing. English is an worldwide language, many people use English as a first, 2d or distant places language. In Indonesia, English is a language of faraway places., but English is an critical trouble to take a look at English from primary university to university. Because English is the maximum generally used as a conversation device amongst overseas speakers. Besides there are numerous motives to research English, due to the fact it's miles one of the maximum tough languages to research.

English is a overseas language in Indonesia. English is idea on the formal and casual education. At the formal education, English has taught due to the fact kindergarten as much as university. English is aleven though as obligatory issue in junior and senior excessive school. Murcia states that the sector of second (or overseas) language coaching has underground many fluctuations and shift over the years. And language coaching is a subject wherein fads and heroes have over come and long gone in a way pretty constant with the varieties of modifications that arise in young people culture.<sup>14</sup>

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<sup>14</sup> Murcia, M, *Teaching English as a Second or Foreign Language*, (United State: Thomson Learning Inc, 2001), p.3

It method that language coaching may be advanced with the aid of using many kinds` techniques. English is a completely vital language due to the fact English is an global language that human beings round the sector have used as a medium of communicate to get statistics now no longer most effective approximately training and technological know-how however additionally approximately industry, economic system and technology.

Despite the fact that the applications themselves differ greatly, many individuals believe that ESL and EFL are interchangeable. The techniques to teaching English as a second language (ESL) and English as a foreign language (EFL) diverge greatly. ESL is dependent on the fact that pupils approach English models and that English is the language of the community and the school. EFL is typically taught in settings where English is not the primary language spoken in the community or in the classroom.<sup>15</sup> Consequently, EFL is a type of language acquisition that is acquired through exposure to non-English speaking environments..

It is further reinforced that there are differences between the learning environments of ESL and EFL. However, the line separating a second language from a foreign language is not always clear-cut, and in many situations—like Indonesia—classification is debatable. Further there is a great deal of diversity in the functions that second languages fulfill, such as in the fields of discourse employed in education.<sup>16</sup> In conclusion, the fields of discourse used will differ between ESL and EFL.

The flow to English as a overseas language started while the possibility arose, and now English is the primary overseas language taught in Indonesia. English is studied for eight to

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<sup>15</sup> Andrade, Melvin, Foreign Language Learning Anxiety in Japanese EFL University Classes: Physical, Emotional, Expressive, and Verbal Reactions. *Sophia Junior College Faculty Journal* Vol. 29, 2009, 1-24

<sup>16</sup> Al-Shboul, M. M, Foreign Language Anxiety and Achievement: Systematic Review. *International Journal of English Linguistics*; Vol. 3, No. 2; 2013, 23.

nine years from elementary school (4th or 5th grade) to high school. The main goal is to give Indonesians reading skills so that they can read science-related materials in English.<sup>17</sup> The main goal is to provide literacy so that Indonesians can read scientific material in English. From this explanation, we can therefore conclude that the main goal is to give students reading skills of 4-5 grades, especially in English material. From the point of view of this study, EFL learning can be facilitated by the strategies applied in learning.

These days, it's widely acknowledged that efficient learning practices are one of the main things that enable students to successfully acquire second or foreign language competency.<sup>18</sup> Individuals whose discoveries serve as a constant reminder to educators about the importance of creating, modifying, or implementing efficient teaching strategies in order to promote the adoption of learning strategies that allow students to take ownership of their own language learning progress and, as a result, enhance their autonomous learning.

English as an overseas language is commonly carried out to college students who commonly have a look at English in a college and institute of their very own united states of america or are brief site visitors to the goal language.<sup>19</sup> This method that English is often an overseas language for college students analyzing at college or getting to know our skills.

English is seen as a vital language to learn as it is used so widely. Curriculum and pedagogy for English as a foreign language have placed pressure on the value of teaching communicative methods and the advantageous use of language, with the end objective of learning and mastering English being effective communication. In addition, Broughton states, to this point we've considered English as a

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<sup>17</sup> Ellis, Rod, *The Study of Second Language Acquisition*, (New York: Heinle & Publisher, 2003)

<sup>18</sup> Oxford, R, *Language Learning Strategy: What every teacher should know*, (New York: Heinle & Publishers, 2003).

<sup>19</sup> Harmer, J, *How to Teach English*. (England: Longman, 2007), p.39



second language. But in exclusive factors of the world, English is a foreign places language. In exclusive words, it's miles taught in schools, often widely, but has no large role in national or social life.<sup>20</sup> This method that the motive of coaching English as a overseas language is to create a state of affairs wherein college students can use English as a lesson in school. Foreign language is one of the publications withinside the curriculum wherein college students must be recommended to speak plenty in elegance and explicit their thoughts, now no longer simply what the trainer says. Students are predicted to have English language talents or information that may be utilized in communication. Basically, withinside the technique of coaching and studying, English instructors commenced to attempt to train overseas languages in a manner extra like studying a primary language.

The trainer ought to put together the fabric instruction, media, and approach well. Brown states that coaching is displaying or supporting a person to discover ways to do something, giving instructions, guiding withinside the examine of something, imparting with knowledge, inflicting to understand or understand.<sup>21</sup> This approach that coaching is a manner that the instructor need to do. It is primarily based totally on experience, information and instruction of fabric that may be used to attain the instructional goal.

According to Setiyadi, language education is stimulated thru manner of way of perceptions of the person of language and the gaining knowledge of conditions that make university college students collect the language. Differences in language theories can effect the choice of training material, and versions in gaining knowledge of theories can effect education methods.<sup>22</sup> This method that language studying is the

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<sup>20</sup> Geoffrey Broughton, et.al, *Teaching English as a Foreign Language*, (New York: Routledge, 2008), p.6.

<sup>21</sup> H.Douglas Brown, *Principle of Language Learning and Teaching*, (New York: Addison Wesley Longman, Inc, 2000), p.7.

<sup>22</sup> Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.20.

technique of supporting a person learn how to gather or grasp the language they need to learn.

It is apparent that once coaching English, college students are anticipated to apply English language abilities in communication. Everyone is aware of that English is an global language used withinside the international society. English is vitally critical and usually defined because the maximum critical of all faculty subjects.

Listening is the ability to listen and understand a condition or conversation that is heard through sound or sound. Speaking is the ability to speak English well so that speakers and listeners can understand it. Speaking is efficient ability that very vital in our every day existence as a connector for every other. Through speakme we are able to specific a chain of ideas, opinions, or emotions, or reporting acts or state of affairs in unique phrases and sounds of articulation create conversation for a listener or organization of listeners. Speaking is oral conversation wherein members have to negotiate the that means of ideas, emotions and mind and manage who says what, to whom and approximately what.

Reading is the ability to understand a text and be able to retell it with its own interpretation and writing is the ability to write English with good composition such as grammatical language, correct tenses, correct punctuation, etc.<sup>23</sup> Both today and now, writing plays an important role in real life. There are several written products that humans as social beings need to share ideas. Several examples of written products that can be used as media to communicate, share experiences and personally communicate with each other in written form. Among all these skills, one important English language skill is reading. This is important because people need to understand before they can work on a task or instruction.

## 2. Reading

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<sup>23</sup> *Ibid*

In coaching the learning, analyzing is among the linguistic abilities. Instead of listening, speaking and writing. Reading consists of faculty substances that scholars have to master. Reading is the vital skill; that is supported with the aid of using Lems who states that Reading involves interaction between the reader's processing methods and background knowledge and the written information.<sup>24</sup> This way that analyzing is an crucial activity. By analyzing, college students benefit greater statistics and analyze what the authors are wondering primarily based totally at the textual content they may be analyzing.

According Serravallo, analyzing is questioning and know-how and getting on the that means in the back of a text.<sup>25</sup> This method that studying is the technique of speaking facts approximately information and plenty of others, it may enhance studying abilities and additionally discover the meanings of the text.

By analyzing, the reader can apprehend what statistics the writer desires to bring thru the writer's shape. Because analyzing is likewise an pastime to extract information and statistics from the text. Meanwhile, Grabe states the analyzing is procedure of receiving and decoding statistics encoded in language shape through the medium of print.<sup>26</sup> This way that studying is the technique of extracting data from a text.

It is possible to infer from the statement that analysis is an interactive process that involves the reader and the text in order to understand written textual content. Then the cause of analyzing is to apprehend the textual content and additionally the approaches to get information. To apprehend the textual content, the reader ought to have the ability to:

1. Read the words

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<sup>24</sup>Kristin Lems, *Teaching Reading To English Language Learners*, (New York: London, 2010), p. 33

<sup>25</sup> Jennifer Serravallo, *Teaching Reading In Small Groups*, (US: America 2010), p. 43.

<sup>26</sup> William Grabe, *Reading in a Second Language*, (London, Cambridge University Press, 2009), p.14

2. Retrieve the words' meaning
3. Put the word together to form meaningful ideas
4. Assemble a large model of what the text about.<sup>27</sup>

According to this explanation, the writer concludes that studying is a human pastime to reap that means and records from the text. The studying manner additionally calls for the reader's history expertise to create reader comprehension. A complicated manner that calls for the analysis, coordination and interpretation of diverse supply data. While studying, the reader receives to recognize what he's studying and the mind of the writer. Reading is likewise a vital part of our day by day activities. By studying human beings get new expertise, records and scene.

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

According to Patel & Jain, the sorts of analyzing may be described as follows:

- a. **Intensive Reading**  
Related to similarly development in language studying below the teacher's guidance.
- b. **Silent Reading**  
Read a discourse or textual content with out sound is likewise an hobby this is important analyzing ability on the better grade levels. It trains the scholars to examine silently to recognize the content material of the textual content.
- c. **Extensive Reading**  
The motive of good sized studying will teach the scholars to examine at once and fluently withinside the goal language for enjoyment, with out the assist of the teacher.
- d. **Reading Aloud**

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<sup>27</sup> Donna M. Scanlon, Kimberly R. Anderson and Joan M. Sweeney, *Early Intervention for Reading Difficulties*, (New York: London, 2016), p.10

The interest in analyzing aloud is supposed to educate the scholars can examine with the precise punctuation or speech.<sup>28</sup>

The above kind of studying that scholars generally use to train studying sports in class, primarily based totally at the above explanation, studying overall performance can have an effect on college students` studying comprehension. kind of studying can assist college students apprehend and apprehend the content material of the textual content. The instructor ought to be capable of offer a few improvements for studying withinside the classroom. The instructor ought to be a discussion board for college students who need to discover a textual content that fits them, as it impacts the scholars in an amazing manner to study in faculty and might boom their hobby in studying.

#### **4. Reading Comprehension**

According to Scanlon Et.al., Comprehension is an active, constructive, manner wherein the last information of the textual content is decided through a mixture of what's said without delay withinside the textual content and the reader`s pre-current understanding associated with the subject of the textual content.<sup>29</sup> This method that analyzing comprehension is the knowledge of the reader earlier than and after, due to the fact the reader has an opinion or knowledge earlier than analyzing the text, and the reader pals the end result of the reader with the end result of analyzing earlier than analyzing the opinion. end of the text.

According to Karen, analyzing comprehension is the method of production which means through coordinating more than a few complicated method that consist of phrase

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<sup>28</sup> M.F Patel & M. Jain Praveen, *English Language Teaching*, (Methods, Tools, & technique, Jaipur: Sunrise Publisher, 2008), p.113

<sup>29</sup> Ibid

analyzing, international understanding fluency.<sup>30</sup> It means that reading comprehension is the process reader on reading activity build understanding of a text. Its combines logical thinking which is owned by collection of letters, word and sentences in the text and uses knowledge and fluency.

When a reader reads a textual content, the intention is to benefit statistics and apprehend the textual content, and the reader gets a message from the textual content. According to Duke, et al analyzing comprehension isn't always automated even if fluency is strong, coaching textual content systems and capabilities fosters analyzing comprehension development, comprehension tactics range with the aid of using what and why human beings are analyzing.<sup>31</sup> That is, studying comprehension is the reader's cappable to apprehend the textual content on the way to derive that means from the textual content.

Cecil defines that Reading comprehension is ready a way to construct that means from the textual content. Building that means from the textual content is a key thing of analyzing comprehension. Beginning readers should apprehend this, and it's far strengthened in the course of the literacy improvement technique. It is the technique of making and acquiring that means from written language interaction.<sup>32</sup> It method that analyzing comprehension may be described because the ability of the readers to construct or assemble the which means of written language. Reading comprehension has many features to the all ranges of getting to know development.

Steve introduced that Reading comprehension is a multifaceted, tough skill. It is a assignment done to benefit information of a topic or issue. The capacity to assess and rearrange principles and statistics from the textual content is

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<sup>30</sup> Karen R.Harris and Graham Steve, *Teaching Reading Comprehension To student with learning difficulties*, (New York: Guilford,2015), p.104

<sup>31</sup> Duke, Nell K., Alessandra E. Ward, and P. David Pearson. "The science of reading comprehension instruction." *The Reading Teacher* 74.6 (2021): 663-672.

<sup>32</sup> Cecil, N.L, *Striking a Balance: A Comprehensive Approach to Early Literacy*, (Scottsdale, AZ: Holcomb Hathaway Publishers, 2015), p.2

needed of the students.<sup>33</sup> This method that textual content comprehension is the capacity to apprehend the textual content, examine statistics and efficaciously interpret the textual content.

In line with this assertion the theories of analyzing comprehension above, It may be concluded that the manner through which an information of written fabric is accomplished is known as analyzing comprehension. It takes greater than simply analyzing a textual content to finish this assignment; comprehension of terminology, phrase meaning, and phrase shape are all required. The college students need to be capable of do the interest of analyzing comprehension if their analyzing is for searching for information.

### **5. Process of Reading Comprehension**

Hedgcock and Ferris say that studying is amongst cognitive processes and strategies (used by the reader) and unique forms of information (contained withinside the text). Previous fashions of analyzing education tended to consciousness to begin with on both a bottom-up method (extracting and knowledge text) or a top-down skill (activating the reader`s historical past know-how and predictive strategies). Both are analyzing comprehension approaches, and consistent with latest research, there may be any other analyzing comprehension method referred to as interactive analyzing.

#### **a. Bottom- up processing.**

In top-down processing, readers ought to first understand a hard and fast of linguistic alerts (letters, morphemes, syllables, words, sentences, grammatical cues, discourse markers) and use their linguistic data processing mechanism to impose a few type of order on the ones alerts. These facts features evidently require know-how of

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<sup>33</sup> Steve, M, *Reading Comprehension, What We Know: A Review of Research*, (Thailand: Journal of Language Testing in Asia Vol.2 No.1, 2012), p.45

the language. From all perceived data, the reader selects alerts which have a few meaning, known as meaning.

b. Top- down processing.

A top-down manner wherein readers use their very own intelligence and revel in to apprehend a text.

c. Interactive Reading.

It method that Interactive studying is a aggregate of top-down and bottom-up processing. In phrases of a hit coaching methodology, that is nearly continually paramount due to the fact each techniques are important.<sup>34</sup>

## 6. Teaching and Learning Reading Comprehension

The motive of coaching is to help learning.<sup>35</sup> Teaching is the act of supporting a person discover ways to do something. To teach, to direct the examine of something, to present statistics, to make statistics understandable. This method that coaching is the sharing of information, coaching that courses college students to construct the student's information and locate information withinside the studying process. According to Klopper, coaching is the supply of clean desires that : gives a primary reason for a class, outline studying goals are sensible to be had and pick out the essential questions withinside the subject that lesson address.<sup>36</sup> Reading instruction is a teacher's way of making students understand a text.

According to Jocelyn, Et.al the cause of training Reading is to instill in student that they'll gain information from the text, they may decorate their communication cappotential with knowledge and they may look at for pleasure.<sup>37</sup> Meanwhile Harmer states that Tte precept may be fashionable to restrict

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<sup>34</sup> John S. Hedgcock, and Dana R. Ferris, *Teaching Readers of English Students, Texts, and Context* (New York: Routledge, 2009), p. 49.

<sup>35</sup> John Biggs and CathrineTang , *Teaching for Learning at University' When the student does' 4 Edition* (London: Open University press, 2011), p.20

<sup>36</sup> Cristopher Klopper and Steve Drew, *Teaching for Learning and Learning for Teaching* (Griffth University: Sense Pubhliser, 2015), p. 16

<sup>37</sup>Jocelyn L. Paris and Judy L.Paris, *Fundamental Subject Content Knowledge* (Wiley: Wiley Publishing 2012), p.17



instructors while they're coaching. The concepts of coaching studying are as follows:

- a. Reading isn't passive skill
- b. Students want to be engaged with which are reading
- c. Students need to be advocated to reply to the content material of studying text, now no longer handiest to the language..
- d. Prediction is fundamental thing in reading
- e. Match the challenge to the topic
- f. Good trainer make the most analyzing textual content to the full.<sup>38</sup>

This approach that coaching isn't a blocked activity. The pupil ought to revel in studying. As teachers, we want to take note of a way to boom textual content studying withinside the classroom, due to the fact coaching studying calls for greater than simply studying textual content.

Brown states that teaching reading has activities such as before reading, during reading, and after reading.

- a. Pre-reading activity

This hobby is designed to put together the scholar for real studying of the chosen material. In phrase order, the instructor allows the scholars count on the textual content to be read. In preschool activities, instructors gift the subject thru brainstorming the use of media and images.

- b. While-reading activity

This activity is the main activity of the learning of teaching. During the reading, the teacher shares the text with the students. Ask the student to read the text aloud, after which the teacher explains the text and asks the student to complete the task based on the text.

- c. Post-reading Activity

It is an hobby in coaching analyzing to understand the textual content. In put up coaching hobby, the instructor ask the scholar to retell approximately the textual content

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<sup>38</sup> Jeremy Harmer. *How to Teach English*, (London: Person Education Limited. 1998), p.70

and make precis approximately the textual content.<sup>39</sup> This method that after coaching analyzing, the trainer have to have or plan the levels of analyzing coaching, that could facilitate the coaching of analyzing, and college students are extra orientated in the direction of studying and in analyzing aloud, analyzing and following analyzing. levels of analyzing.

According to this explanation, coaching studying is the instructor`s manner of creating the scholar apprehend the textual content. The instructor can manual the scholars to without difficulty apprehend the English textual content and increase the scholar's cappotential to study the English textual content effectively. So they recognise or apprehend some thing after they study. In addition, as a instructor, we should additionally be aware of a way to growth the studying of textual content withinside the classroom.

## **7. Component of Teaching Reading Comprehension**

Dorn and Carla assert that there are crucial components to teaching and mastering reading. They are vocabulary and fluency which can be explained as follows:

### **a. Vocabulary**

Vocabulary is fundamental part of academic and reading success. The more words we know, the better we become at reading and understanding the texts that we read. Reading a variety of books is one of the best ways for a learner to grow their vocabulary.

### **b. Fluency**

Fluency enables readers to quickly span the gap bwteen recognizing a word and understanding it is meaning. Since fluent readers no longer need to concentrate ond decoding the words on a page, they can enjoy the freedom

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<sup>39</sup> H. Douglas Brown, *Teaching by principle: An Introduction Approach to Language Pedagogy*. San Francisco: Longman, 1994, p.85 In Nadia Putri, "Teaching Reading Comprehension By Using Combination of directed reading thinking activity ( drta ) and say something strategies for senior high school students ", Program stud ipendidikan Bahasa Inggris STKIP PGRI Sumatra Barat, 2013), p.3

of focusing on meaning conveyed by words and sentences.<sup>40</sup>

Maharaj added that there are three components in teaching reading comprehension as follows:

a. Phonemic Awareness

Phonemic cognizance is usually described because the expertise that spoken phrases include separate sound devices that merge while the phrase is pronounced. However, it may additionally be concept of because the cappotential to pay attention and convey man or woman sounds in phrases, to divide or section phrases into their thing sounds, to mixture man or woman sounds into phrases, and to understand phrases that sound the identical or different.

b. Word Recognition

They created word recognition rules to ensure consistency between spoken and written language. As people began inventing letters of the alphabet to represent the sounds of their spoken language, they later realized that rules were necessary to make spelling consistent.

c. Comprehension

Comprehension includes building a rational and particular which means via way of means of connecting what's study with what the reader already is aware of and considering all this records till it's miles understood. Comprehension is the remaining purpose of coaching reading.<sup>41</sup>

Reffered on the components of teaching reading comprehension above, the writer concludes that the component defines as the core of getting comprehension in the text. It can be called as the basic knowledge before the students do the reading activity such as vocabulary (word recognition), fluency (comprehension) and phonemic awareness. As we know that vocabulary is a basic knowledge

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<sup>40</sup> Dorn, L.J., & Carla, S, *Teaching for Deep Comprehension: A Reading Workshop Approach*, (Portland: Stenhouse Publishers, 2005), p.14

<sup>41</sup> Maharaj, C, *Teaching Reading in the Early Grades*, (Department of Education; South Africa, 2008), p.11

that students need to understand well, without this skill, it is difficult for students to recognize the meaning of words and sentences.

### **8. Indicators of Reading Comprehension**

According to Brown, There are a few signs that usually utilized in measuring college students studying comprehension, they are:

1. Main ideas (topic)
2. Expression / Idiom/ Phrase in context
3. Inferences (implied detail)
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)
7. Supporting idea
8. Vocabulary in context.<sup>42</sup>

In other words, analyzing comprehension is the capacity to recognize facts from the text. The reader needs to be cautious analyzing that allows you to recognize overall which means of passage. In this study, the researcher measured the student's analyzing comprehension within the predominant idea, expression/sentence/idiom, grammatical functions of the conclusion, in particular the emphasized element of the paragraph, except for unwritten facts, assisting concept and problem within the shape furnished of dictionaries offer context. of the take a look at made with the aid of using the researcher.

1. Main idea

The primary concept is essentially the maximum essential concept within the topic. The primary concept is what the writer desires you to recognize and apprehend approximately the topic. This manner that the primary concept refers to essential facts that tells extra

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<sup>42</sup> Brown, R., Waring, R., & Donkaewbua, S, Incidental vocabulary acquisition from reading, reading-while-listening, and listening to stories. *Reading in A Foreign Language*, 2008, 20(2), 136–163. doi:10125/66816.

approximately the overall concept of the paragraph or a part of the text. An instance of a chief concept query may be: (1) what's the primary concept of the text? (2) What does paragraph 2 inform us?

2. Expression/ Idiom / Phrases in context.

A query approximately expressions/idioms/terms in context is a query that asks the reader to discover the meanings of phrases while they may be used within the context of a passage. Its manner that the query of Expression/ Idiom/ Phrases in context is figuring out how a phrase is getting used specially passage. Example query The expression/idiom/sentences in context may be "I become near tears" to which the above expression refers. Example query above refers to.

3. Inference

When making inferences, ask for records that the passages talk to instead of what's immediately stated. In the order of words, the reasoning query guesses some thing that isn't immediately stated within the textual content. An instance of a reasoning query may want to be; "the textual content above tells us?".

4. Grammatical features.

Reference is the connection that happens among an expression and what audio system use the expression for. That is, a reference is a dating among gadgets in which one item paperwork or acts as a method to attach or hyperlink to any other item. An instance of a concluding query may want to be "he took her to the river", the phrases to which he refers?

5. Detail (Scanning for a specially stated detail).

When talking about reading, this skill is often called scanning. Unlike basically reading. We read because we want precise details. In this case, people ignore almost all other information until we get to the point of looking for

specific information. An example of a detailed question might be: (1) where did the story take place?

6. Excluding fact not written.

An not noted fact, an unwritten query provided in a textual content that isn't without delay explained. An instance of an unwritten genuine exclusion query may be: (1) the textual content is understood to the author (2) which declaration has been corrected primarily based totally at the above textual content.

7. Supporting idea.

Support Emphasize the writer`s principal concept through explaining its that means or presenting helping evidence. This manner that the helping concept specifies the subject sentence or principal concept of the written paragraph. Example question: Why did his instructor punish him?

8. Vocabulary in context.

In a vocabulary context query, ask approximately the which means of phrases or terms as they're used withinside the passage. That is, a phrase context query is a query that asks the reader to decide the which means of the vocabulary. Example of vocabulary in context query can be: what's the synonym of angry?<sup>43</sup>

Focusing in this explanation, the researcher concludes that studying comprehension is the capacity to derive and recognize textual information. In studying comprehension, the reader additionally relates the concept of the textual content to his preceding reviews and knowledge. This capacity is validated in a check that measures students` studying comprehension through locating the principle concept, sentence/sentence, inference, grammatical features, precise element of a paragraph, omitting a truth out of context and tough vocabulary.

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<sup>43</sup> *Ibid*

## 9. Strategy for Reading Comprehension

After understanding reading comprehension, it is necessary to explain some strategies for reading comprehension itself. There are several strategies for comprehending the text. The following is the explanation of the strategies of reading comprehension:

### 1) Previewing

This strategy gives students the framework to work with when they encounter new information. Students use what they already know to help them understand the text when they preview it. Students can determine several information that they already know about the material in the text before they begin previewing the text and they can identify any relevant personal experiences of background knowledge. After that, students can make a list of things about the text or questions that they like to try to answer while reading it. Students can focus on some points in the text and after that they can give the text initial glance, noting any headings, diagrams, charts, pictures, or leading questions. To get the main ideas, students can read the introductions and the conclusions and after that students can predict one section or the main concept of the text, but do not assume that this strategy is the only way to fully understand the text. Students are given the freedom to disassemble the text and put it back together in a way that makes sense to them. Confusions and questions when carrying out this strategy will be answered further in the text.

### 2) Reviewing

Students require modeling, practice, and feedback in order to learn comprehension strategies. Students can skip forward or backwards at the paragraphs in the texts, re-read or read ahead, and take the piece in different order that students like to comprehend the text. Looking backwards through a piece of text, or re-reading large sections can help readers remember any information they

need but have forgotten such as what happened before or what a specific word means. Context clues can come from previous sentences, sections, or even entire chapters. Reading again these passages will help to refresh the memory, and allowing readers to better understand and interpret the text in later sections.

3) Resuming

Summarize the main points and several key details after reading a slight section of text, such as several paragraphs, a page, or chunks of text separated by a heading or subheading. As readers, we can allow ourselves to pause while reading and summarize what has been learned so far, either summarize aloud or just in mind. Then continue reading with the summary in mind, pausing, and restarting the process whenever one part of the text becomes confusing. The more readers can re-contextualize the meaning in their own words, the better they will be able to comprehend the text and retain the information as they read on. Students must decide the essential and then put it in their own words when identifying the main idea and summarizing the reading material. Understanding the author's purpose is an implicit effort in this process.

4) Discussion

Trying to discuss the content of a text can be very useful. It can help clear up any confusion about things that the readers already know from the text. Students can explain it in their own words and discuss at the part that they feel their comprehension is lacking. Once students have been forced to explain it, they will realize that they know a lot more than they think and they will be amazed at how much easier it is to comprehend the text after they discussed it over with others. Furthermore, asking and answering questions about the reading material is another strategy that supports students in concentrating on the meaning of the text. Teachers could assist students by



showing both the process of asking good questions as well as strategies for discovering answers in the text. There is another source that explains about several comprehension strategies that help students become purposeful with their own reading. Comprehension strategies are intentional plans, or sequences of steps, that good readers employ to understand the text. The following is the explanation of those several comprehension strategies. The first strategy is keeping the track of comprehension. The teacher instructs students to be conscious of what they already know, to recognize what they do not know, and to use suitable strategies to solve the comprehension issues. The second strategy is metacognition. Before beginning to read, students should establish the reading goal and preview the material. They should keep an eye on their comprehension while reading and adjust their reading speed if they have any problems understanding the text or experiencing compression issues.<sup>44</sup>

#### **10. Grasp Strategy**

GRASP is a predominant element in gaining knowledge of English. In reality, it impacts the development of college students` studying comprehension. GRASP is enabled college students to summarize independently while they are trying to apprehend what they're studying. It helped to growth college students` competencies to do not forget information, self-correct, and prepare materials.<sup>45</sup> It means that A crucial component of learning English is GRASP. It has an impact on how well students understand what they read. When using GRASP to try to comprehend what they are reading, students

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<sup>44</sup> Teevno, Roshan Ali, and Rasul Bakhsh Raisani. "English reading strategies and their impact on students' performance in reading comprehension." *Journal of Education & Social Sciences* 5.2 (2017): 152-166.

<sup>45</sup> Muhid,A., Amalia, E. R., Hilaliyah, H., Budiana, N., & Wajdi, M. B. N. (2020). The Effect of Metacognitive Strategies Implementation on Students' Reading Comprehension Achievement *International Journal of Instruction*, 13(2), 847-862. <https://doi.org/10.29333/iji.2020.13257a>

can independently summarize. It improved the pupils' memory, self-correction, and material organization skills.

According to Hayes, the Guided Reading and Summarizing Procedure (GRASP) train college students to summarize independently. Students discover ways to recall, organize, and self-accurate records earlier than composing a precis thru instructor modeling. The Guided Reading and Summarizing Procedure emphasize the significance of mastering a way to summarize textual content and understanding while summarizing is needed.<sup>46</sup> Students learn to summarize independently using the Guided Reading and Summarizing Procedure (GRASP). Through teacher modeling, students learn how to remember, arrange, and edit their own knowledge before writing a summary. The Guided Reading and Summarizing Procedure places a strong emphasis on the value of understanding how to summarize literature and when it's necessary.

Through discussion, college students are guided to interpret the writer's that means and consider each literal and greater complicated meanings inside a text. Considering this condition, the researcher is fascinated to use GRASP in her coaching mastering process. GRASP is a coaching method which allows a instructor and a set of kids to talk, read, and discover texts.<sup>47</sup> Summarizing may be pretty tough for college kids except steorage and exercise may be furnished for the college students. This method illustrates what a precis is and the way to summarize many thoughts right into a short resume. The intention of GRASP gaining knowledge of is to assist college students make impartial summaries as they are attempting to apprehend and discover the text.

Guided Reading and Summarizing Procedure in their reading classes since the strategy can improve the students' reading comprehension. It was due to the fact that guided

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<sup>46</sup>David.A Hayes, *Helping Students GRASP the knack of writing Summaries*. (Journal of Reading, Vol 3 No 2 , 2016)

<sup>47</sup> Howell, G, *Guided reading handbook: Non-fiction. Stage 2*, (Oxford: Heinemann, 2004), p.235

reading is a teaching strategy which enables a teacher and a group of students to talk, read and explore texts. The recognition is in coaching college students to come to be reflective and responsive readers who can't most effectively examine the lines, however additionally examine among and past the lines.<sup>48</sup> It is clear that since the technique can increase students' reading comprehension, guided reading and summarizing procedures are used in reading classes. It become due to the fact guided reading, a coaching technique that allows a instructor and a set of college students to discuss, study, and discover books, were used. The emphasis is on growing reflective, responsive readers in college students who can study among the strains in addition to past them.

### **11. Procedure of Teaching by Using Grasp Strategy**

In coaching studying comprehension thru GRASP strategy, the approaches in order to be finished are as follows:

1. Provided college students with a brief passage of clean text. Explaining that once reading, a precis can be written.
2. After examine individually, ask the scholars to listing what they remember. Then, ask them to write the statistics at the board or overhead.
3. Then have the scholars reread the passage to search for extra statistics and to accurate or improve statistics for the list.
4. Then version the employer of the statistics into categories. First listing the kinds after which regroup the statistics below every category.
5. Use the generated outline, write a precis of the material.<sup>49</sup>

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<sup>48</sup> Oktawati, Herysa, The effect of GRASP technique toward students' reading comprehension at fourth semester of STKIP YPM Bangko academic year 2014/2015. *Fokus Jurnal Pendidikan STKIP YPM Bangko* Vol 2, No 1. pp. 67-73

<sup>49</sup> Muhid Abdul., Amalia Eka Rizki., Hilaliyah, H., Budiana, N., & Wajdi, Muh Barid Nizarudin, The Effect of Metacognitive Strategies Implementation on Students' Reading Comprehension Achievement *International Journal of Instruction*, 13(2), 847-862. <https://doi.org/10.29333/iji.2020.13257a>

## 12. Narrative Text

### a. Definition of Narrative Text

According to Anderson, narrative is a bit of text, tells a story and, tells a tale and, in doing so, entertains or informs the reader or listener.<sup>50</sup> Meyers states that narrative is one of the maximum effective methods of speaking with others Anderson withinside the use of photograph organizer approach to educate narrative textual content need to communicate approximately an occasion or target target market might discover engaging. People may even think about our narrative as a film wherein the target target market see human beings in movement and pay attention them speak.<sup>51</sup> Therefore, it need to be specified and clear, and the occasion need to be prepared in a few different powerful way.

Based at the above definition, it's been stated that a story textual content is a tale that tells us approximately some thing exciting, designed to amuse and amuse the readers or viewers. We used a tale whilst we inform a pal approximately some thing exciting that takes place to us at paintings or college and inform a person a joke.

### b. Generic Structure of Narrative Text

Common constructs of narrative textual content encompass orientation, complexity, sequence, resolution, and code. A greater exact prevalent shape of a story textual content became proposed through Anderson and Anderson, who argue that a story textual content includes:

#### 1. Orientation

The readers are added to the number one characters and possibly some minor characters. Some caution symptoms and symptoms are generally given of in

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<sup>50</sup> Anderson, M. & Anderson, K, *Text Types in English 1*, (South Melbourne: Macmillan Education Australia, 1997), p.8

<sup>51</sup> Meyers, *Gateways to academic writing: effective sentences, paragraph and essay*, (New York: Longman, 2005), p.52

which the motion is located and even as it's a ways taking place.

2. Complication

The hassle is pushed along thru manner of approach of a intense of events, in the course of which we usually assume some form of hassle or hassle to arise. It surely should now now not be so interesting if a few element unexpected did now now not happen. This hassle will incorporate the number one characters and often serves closer to them from conducting their goal.

3. Sequence of events/climax

This is wherein the narrator tells how the individual reacts to the complication. It includes their feeling and what they do. The event can be recommended in chronological order (the order in which they happen) or with flashback. The goal goal marketplace is given the narrator's component of view.

4. Resolution

In this part, the implication may be resolved for better or worse, but it's miles now no longer frequently left certainly unresolved (no matter the truth that this is of direction viable in fine ft of narrative which leaves us wondering 'How did it end'?)

5. Re-orientation

It is an non-obligatory closure of event. It suggests that there are a few systems in narration that need to be a extreme attention. They are the systems of building a narration. A common narration has a gap paragraph to introduce the issue of the narration, following through telling the troubles of the story, and additionally having a very last end that alerts on the quit of the story. The researcher will display an instance of narrative text.<sup>52</sup>

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<sup>52</sup> *Ibid*

### c. Language Feature of Narrative Text

According to Anderson the language features of narrative text are:

1. Nouns that discover the precise characters and locations withinside the story
2. Adjectives that offer correct descriptions of the characters and settings
3. Verbs that display the movements taking area withinside the story
4. Time phrases that join activities to mention after they happen; the use of the easy beyond tense
5. Tense and past non-prevent tense. It seems that narrative text has many language features. We must turn out to be privy to the specific characters, places, and time so as to make the reader or viewer easy to understand the way of the story, supply the adjectives to characters, and supply the statistics about what characters will of the story, deliver the adjectives to characters, and deliver the facts approximately what characters will do.<sup>53</sup>

### d. Example of Narrative Text

#### **Roro Jonggrang**


Once upon a time, there has been a nation in Central Java named Baka. It changed into named after the king, Prabu Baka, who changed into a man-consuming giant. Despite being a giant, the king had a very beautiful daughter named Roro Jonggrang (The Slim Girl).

The time came when Prabu Baka wanted to expand his territory by conquering the neighboring kingdom, Pengging. The king of Pengging, Prabu Damar Maya, responded and sent his son, Raden Bandung Bandawasa, to defend their kingdom. Raden Bandung

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<sup>53</sup> *Ibid*

Bandawasa, renowned for his supernatural power, won the war. He managed to kill Prabu Baka. Soon, Baka kingdom fell into the hands of Bandung Bandawasa. In victory, Bandung Bandawasa entered the palace where Prabu Baka used to live. When he noticed Roro Jonggrang, he fell in love. He desired to marry her. Of course, Roro Jonggrang didn't want to marry the man who had killed her beloved father. She refused. However, Bandung Bandawasa persuaded her to marry him. In the end, Roro Jonggrang accepted his marriage proposal with two conditions that seemed impossible to fulfil. "I want you to make a well and a thousand temples in just one night. They must be ready before the sun rises tomorrow morning," she demanded. She felt sure that it would be impossible for Bandung Bandawasa to fulfil her requirement and marry her.



Bandung Bondowoso agreed. After a few hours, he was able to make a well with his great supernatural power. "Done!" he said with satisfaction. "I've finished the well, now the temples. I will ask my genie soldiers and helpers to help me build them." Bandung Bandawasa then summoned genies and ordered them to build one-thousand temples. The genies worked hard and soon, there were able to build nearly 999 temples.

Seeing that the job was almost completed, Roro Jonggrang panicked. "Marrying Bandung Bondowoso is the last thing I want to do in my life. I have to make him fail one way or another," she thought. Then she had a great idea. She gathered all her servants and village girls and asked them to help her. "Listen, the genies are building the temples and it's unfair! We have to collect a lot of straw. Come on! Hurry up!" said Roro Jonggrang to them. "What are you going to do with the straw, Princess?" asked one of the women. "We will fake the dawn by burning the straw and pounding rice pestles. When the sky gets red and the sound of people pounding rice pestles is heard, the

genies will think that the sun is rising and they will stop working and run away." she added.

So, they did. They burnt the straw and started pounding the rice pestles in their homes as if they had been grinding some rice. It worked! Seeing the reddish sky and hearing the sound of people pounding rice pestles, the genies thought that the sun was rising. They fled, leaving the last temple unfinished. They did not know that they had been tricked by Roro Jonggrang and her women. Seeing this, Bandung Bondowoso was angry. He knew that Roro Jonggrang was trying to trick him and fail his attempt to marry her. "You cannot fool me, Roro Jonggrang. I have built 999 temples. I just need one more temple to fulfil your requirement. Now, you'll complete my task and be the one-thousandth temple!"

Suddenly, Roro Jonggrang's body became stiffer and stiffer. She could not move. The curse had made her become a statue. It is believed that Ratu Baka's site near Prambanan area was the palace of Prabu Baka, whereas the 999 unfinished temples is now known as Candi Sewu (a thousand temples). Arca Durga (Durga Mahisashuramardini), a very beautiful statue in the north part of Prambanan's main temple, is believed to be a manifestation of the cursed princess. People name it the statue of Roro Jonggrang.

(Source:

<https://www.misterguru.web.id/TheStoryOfRoroJonggrang.html>)

### **13. Procedure of Teaching Narrative Text by Using Grasp Strategy to Increase Students' Reading Comprehension**

Referred on the procedure of teaching by using grasp strategy, the researcher modifies the procedure of teaching



reading by using grasp from Muhid, especially if you teach a narrative text like this:

1. The researcher gives the students passage of narrative text then explains to them that they need to summary this passage in the end.
2. The researcher explains the narrative text.
3. The researcher publications the scholars to recognize narrative textual content which include the standard structure, language use, etc.
4. The researcher makes the specific information of narrative text, for example the plot, the character, the theme, etc so that the students can clearly understand the text.
5. The researcher asks the students to read the passage individually then make a list of words on the text they had remembered. After that, the students will be asked to write their list of words on the board. For example, the vocabulary they do not know the meaning of and the phrase or anything they do not understand.
6. The researcher asks the students to reread the passage to discover a few different data an amazing manner to growth their knowledge of the text and treatment their hassle on their list.
7. Students are requested to put in writing a precis of the text.

#### **14. Advantages of Using Grasp Strategy**

Ahmadi et al state that the are some benefits of using Grasp Strategy as follows:

1. It allows the students to remember the words by the list of word that asks by the teacher
2. It provides the way to identify specific information

3. It makes the students able to summarize the text correctly by the teacher's guidance.<sup>54</sup>

### **15. Disadvantages of Using Grasp Strategy**

GRASP stands for Guide, Reading, and Summarize procedure which enables a teacher and a class of students to discuss, read, and study texts. There are some disadvantages to using a shout strategy:

1. Students may have difficulty following the grasp strategy procedure because there are regular steps
2. In hold close approach college students have to be capable of finish the textual content well
3. All vocabulary must be understood by students because there is a grasp procedure that asks students to understand all vocabulary before concluding.<sup>55</sup>

### **16. Translation Strategy**

Translation is a procedure carried out in a language, namely procedure replacing the text of one language with text in another. Translation is composed in moving the that means of the supply language into the receiving language. This is accomplished via way of means of going from the shape of the primary language to the shape of the second one language via way of means of manner of semantic structure.<sup>56</sup> It is the which means this is being transferred and ought to be held constant, as which means is a variable of finest significance in a translation process. The supply shape includes the meanings which are encoded and recorded withinside the supply wordings, which have to be re-expressed and maintained withinside the goal shape. In different words, handiest the

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<sup>54</sup> Ahmadi, M. R., Ismail, H. N., & Abdullah, M. K. K, The importance of metacognitive reading strategy awareness in reading comprehension. *English Language Teaching*, 6(10), 235–244, 2013

<sup>55</sup> Ningsih, Guide Reading and Summarizing Procedure (Grasp) Strategy to Improve Students' Reading Comprehension, *Journal of English Language Pedagogy* Vol. 8, No. 1, January 2023, pp. 32-40

<sup>56</sup> Yoshida, Takashi. "Translation as a reading strategy." *Bulletin of Faculty of Human Development and Culture Fukushima University No 74* (2013): 16-104.

shape changes. These meanings have to then be transferred, encoded, and recorded into the brand new goal wordings.

Translation approach is a approach for translating this is worried with greedy the that means and context of the supply language earlier than translating it into the goal language.<sup>57</sup> Ismail, *et al* divide the theory of translation methods into 8 categories as follows:<sup>58</sup>

1) Word-for-word translation

The main purpose of word-for-word translation is either to understand the mechanics of the source language or to interpret a difficult text as a pre-translation process. Word-for-word translation is the most basic and simple translation technique. This method emphasizes the faithfulness of the translation to the source text so that the target text contains exactly the same words as the source text

2) Literal Translation

In literal translation, SL grammatical structures are converted into their closest TL equivalents, but lexical items are again translated individually, out of context. This means that when the translator translates, the words are literally translated from SL to TL. Literal translation is a translation that follows the source text word for word, without regard to the context, meaning or structure of the target language. Newmark criticizes literal translation as it can result in inaccurate and difficult to understand translations in the target language. Literal translation is done by following the word order and sentence structure from the source language to the target language without regard to the meaning, context and structure of the target language

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<sup>57</sup> Scott-Tennent, Christopher, María González Davies, and Fernanda Rodríguez Torras. "Translation strategies and translation solutions." *Investigating Translation Benjamins Translation Library* (2000): 107-116.

<sup>58</sup> Ismail, Hijril, Juang Kurniawan Syahruzah, and B. Basuki. "Improving the students' reading skill through translation method." *Journal of English Education 2.2* (2017): 124-131.

### 3) Faithful Translation

A dependable translation tries to breed the precise contextual which means of the unique inside the grammatical systems of the TL. This way that during a devoted translation, the translator interprets the which means of the SL to carry the aim of the researcher. This translation does not only focus on the meaning of words, but also tries to pay attention to sentence structure, language style, and the context of the source text. Faithful translations seek to preserve the meaning and structure of the original sentences in English, while also paying attention to Indonesian grammar and conventions. Although the translation does not keep every word strictly literally, it still tries to achieve the same effect and impression as the original text.

### 4) Semantic Translation

Semantic translation may substitute culturally neutral third- or functional level terms for less important cultural words but not cultural equivalents, and it may make other minor concessions to the readership. This translation seeks to maintain the conceptual or abstract meaning of the source text in the target language, without having to retain the exact words or phrases in the source language.

### 5) Adaption

Adaption is the "freest" shape of translation. It is used specifically for plays (comedies and poetry); generally the themes, characters, and plot are preserved, the supply language lifestyle is modified to the goal language lifestyle, and the textual content is rewritten. Adaptation translation has a focal point on course readers and communicative purposes. The important goal of this translation is to supply textual content that is straightforward to recognize and according with the cultural norms triumphing withinside the goal community.

## 6) Free Translation

Free translation is part of the emphasis of the TL, which repeats the problem without shape within the way or content material of the original. Free translation involves changing style, tone and meaning in the target language. The translator uses the target language creatively to express the same message as the source text, but in a way that is more appropriate and easier to understand in the target language. Free translation focuses on transferring the message and not on word-for-word substitution.

## 7) Idiom translation Idiom translation repeats the "message" of the original, however has a tendency to distort the meaning of that message via way of means of favoring colloquialisms and idioms wherein they're absent within the original. Idiom translation is one of the translation techniques used to switch idiomatic meanings from the source language to the target language. Idioms are language structures that can't be understood literally, however have a significant meaning as a whole

## 8) Communicative translation The purpose of communicative translation is to give the precise contextual meaning of the unique in one of these manners that each of the content material and the language are without difficulty suitable and comprehensible for the readership. In this method, the interpreter needs to deliver the equal message because the unique text, in a context appropriate for the supposed reader or listener.

### 17. Procedure of Teaching Reading by Using Translation Strategy

There are some of the techniques for coaching studying comprehension the usage of translation techniques as follows:

- 1) The teacher introduces basic translation to students.
- 2) Students learn about translation rules such as tenses, verb agreement, and modal verbs through explanations and examples.

- 3) Students learn to recognize common phrases used in the source language.
- 4) Students are given a source language text which they must translate into the target language.
- 5) Students check and compare their translation with the correct translation.
- 6) Students are given other writing exercises such as selecting answers, completing sentences, or translating short sentences.
- 7) Teachers provide feedback to students about their mistakes and help them understand the words better.<sup>59</sup>

### **C. Frame of Thinking**

Based at the motives of theories in this financial ruin that related to the variable of research. The researcher wants to end that studying comprehension is a incredible hobby for language novices and as a minimum some of the language is remembered as part of language learning. Reading the textual content additionally gives an possibility to analyze the language; vocabulary, grammar, punctuation and the way to shape sentences paragraph and textual content. Finally, a great studying textual content can spotlight an thrilling subject matter and stimulate discussion.

Generally, students often struggle with reading comprehension, specifically with understanding the text's content. A teacher must know how to manage a classroom so that students enjoy learning. Once they are enjoyable in learning, they will be active and they can explore their ideas faster. The key in learning is to be active first, then the ideas can come clearly if there is an activeness.

The students' problems are also found on preliminary research, especially about comprehending and understanding English texts. It is due to the fact the scholars do now no longer have sufficient vocabulary, in order that they get issue to

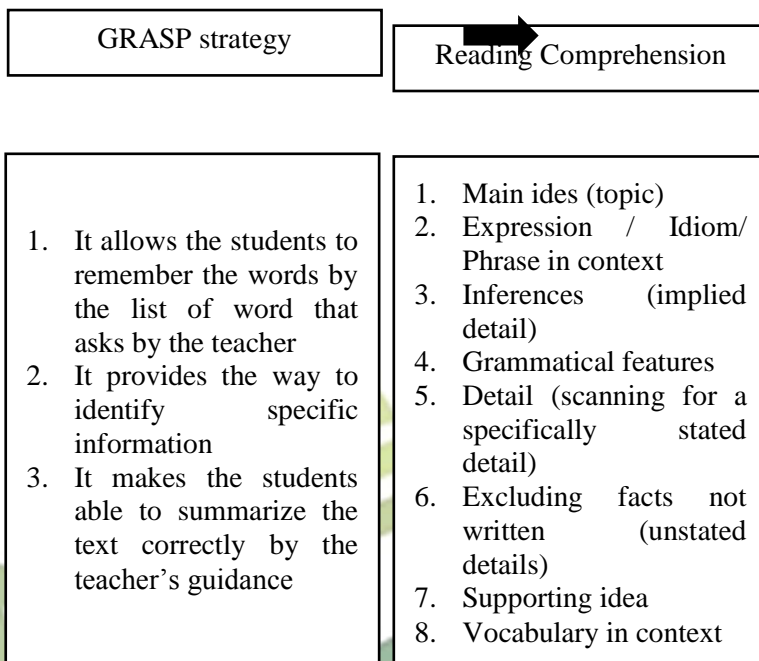
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<sup>59</sup> Lazim, Nada Dehyaa, and Falih Saddam Al-Emara. "Reading for Translation: The Cognitive Comprehension Strategies Employed in the Translation Process." *Adab Al-Basrah* 92 (2020).

recognize the text. Furthermore, the trainer stated that the scholars also are appear now no longer too fanatic all through the coaching and mastering analyzing. The college students are lazy and clean to lose interest after they see and begin to study a analyzing text.

Due to those problems, the researcher would really like to educate through the use of GRASP method a good way to make the scholars capable of realize the textual content properly and resolve their problems in gaining knowledge of studying comprehension. Summarizing may be pretty tough for college students except steorage and exercise may be supplied for the scholars. GRASP method illustrates what a precis is and the way to summarize many thoughts right into a quick resume. So that the scholars may want to summarize the textual content properly through the use of their very own phrases due to the fact the intention of coaching the use of GRASP method is to assist college students to summarize independently whilst they are trying to apprehend in addition to a examine textual content.

The steps of GRASP, wherein college students reread the bankruptcy to are seeking for out extra statistics and to amend or increase material, is the detail of GRASP that has the capacity to boom analyzing comprehension, especially in expertise meaning. The college students had been capable of recognize vocabulary with the aid of using analyzing the book again. so that it will cope with the college students` trouble expertise meaning. The body of questioning may be systematized as follows:



### C. Hypothesis

The researcher hypothesized the result of this study as follows:

$H_a$ : there is significant influence of GRASP strategy towards students' reading comprehension at Eighth Grade of SMPN 19 Bandar Lampung in academic year 2023/2024.

$H_o$ : there is no significant influence of GRASP strategy towards students' reading comprehension at Eighth Grade of SMPN 19 Bandar Lampung in academic year 2023/2024.



## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **A. Conclusion**

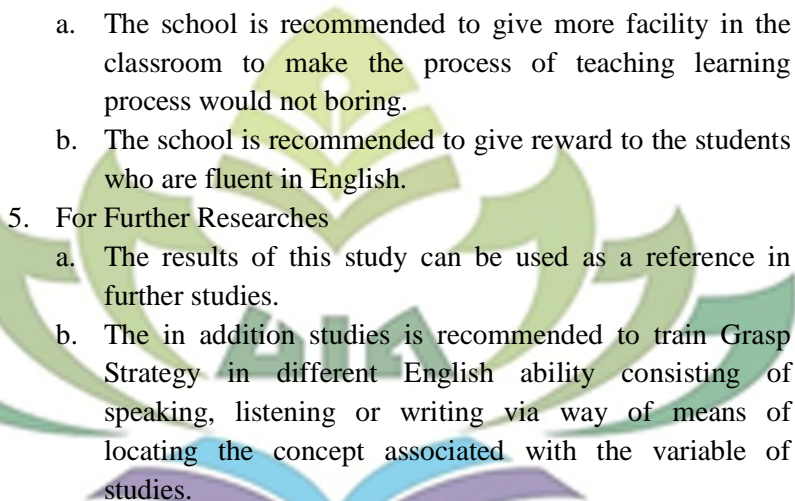
At the quit of the study, a follow-up take a look at turned into performed to degree the impact of the Tartu approach on students` analyzing comprehension after the treatment. It may be visible that the pretest imply of the experimental elegance turned into 45.97, the pretest imply of the manipulate elegance turned into 35.52, the posttest imply of the experimental elegance turned into 62.58, and the posttest imply of the manipulate elegance turned into 56.38. The end result is proven in sig. (2-tailed) impartial take a look at desk of the belief of identical variance, in which sig. (2-tailed) received 0.018. This is much less than  $\alpha = 0.05$  and approach that  $H_a$  turned into usual and  $H_o$  turned into rejected.

Based at the end result of the records analysis, the researcher concluded that the Grasp approach had a huge effect at the analyzing comprehension of the 8th grade college students of SMP Negeri 19 Bandar Lampung withinside the instructional 12 months 2023/2024.

#### **B. Recommendation**

Based on the research results, the researcher would like to make the following recommendations:

1. For the English Teacher
  - a. The instructor wishes to recognize all of vocabularies withinside the text, so that once the pupil asks approximately unexpected word, the instructor ought to solution the which means of vocabulary.
  - b. The teacher is suggested to explain the steps of summarizing the text detailly.
2. For the Students
  - a. Students need to exercise analyzing to higher apprehend unknown words.

- b. The college students ought to discover different reassets to examine analyzing including from an thrilling textual content like comic, quick story, etc.
  3. For the Reader
    - a. The reader is suggested to be detailed in reading the result of research and theories in this paper.
    - b. The reader can use this paper as additional knowledge about teaching learning reading comprehension and the importance of learning reading comprehension.
  4. For the School
    - a. The school is recommended to give more facility in the classroom to make the process of teaching learning process would not boring.
    - b. The school is recommended to give reward to the students who are fluent in English.
  5. For Further Researches
    - a. The results of this study can be used as a reference in further studies.
    - b. The in addition studies is recommended to train Grasp Strategy in different English ability consisting of speaking, listening or writing via way of means of locating the concept associated with the variable of studies.
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