**CHAPTER II**

**THEORETICAL FRAMEWORK**

1. **Reading**
2. **Definition of Reading**

According to Bartoli as cited by Ma’mur reading is:

…. The process that involves the orchestration of reader’s prior experience and knowledge about the world and about the language. It involves such interrelated strategies as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one’s own comprehension and reflecting. The process also involves such affective factors as motivation, ownership, purpose and self-esteem. It takes place in and governed by a specific context and it depends on social interaction, it is the integration of all these process that accounts for comprehension. They are not isolable, measure sub factors. They are whole holistic process for constructing meaning [[1]](#footnote-1).

Definition of Reading according to Nation “reading is a source of learning and a source of enjoyment. It can be a goal in its own right and a way of reaching other goals[[2]](#footnote-2).

Clay states that definition of reading is a message-getting, problem-solving-activity which increases in power and flexibility the more it is practiced[[3]](#footnote-3).

The main points of reading is the process of understanding the meaning of messages or written materials by digging information from the text[[4]](#footnote-4).

Reading is a complex act for humans. As Dechant outlines, it is a visual process that begins with one’s ability to use one’s vision to interpret graphic symbol. Reading requires great visual acuity[[5]](#footnote-5)

Meanwhile other opinion Linse states that reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read[[6]](#footnote-6).

From the explanation above, the writer concludes that definition of reading is not only knows how to pronounce written words correctly but we also must comprehend what we read.

1. **Reading Purposes**

Every student has their own purpose to read something to determine in which type you include, this is type of reading purposes[[7]](#footnote-7):

1. Reading for pleasure: To follow a narrative and to enjoy the ‘sound’ and the rhythm of literary text
2. Reading for a general impression: to gain an idea of the writer’s viewpoints, to gain an overall impression of the ‘tone’ of a text and to decide whether or not to read the text
3. Reading for organizing reading and study: to identify the important content of text, to answer a specific questions and to decide which section of a text to start studying
4. Reading for learning content or procedure: to gain an understanding of new concepts, to learn certain facts from a text and to follow instructions
5. **Types of reading**
6. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher’s guidance. This reading is done to carry out to get specific information and students read a book to acquire knowledge.

1. Extensive Reading

Extensive reading is reading for pleasure, students wants to know about something. Students does not care about specific or important information after reading.

1. Reading Aloud

Reading aloud also play important role in teaching of English. According to Venktes, only those text should be read aloud, which have been written to read aloud like poetry, dialogue, and other type of text.[[8]](#footnote-8)

1. Silent Reading

Silent reading is done to acquire a lot of information. A teacher has to make them read silently and when they are able to read without any difficulties. In 1920, William S. Gay expressed the term of reading comprehension or silent reading in America. He express it, when he dislike to learning reading, because in learning reading only emphasize oral reading not reading comprehension.[[9]](#footnote-9)

1. **Reading Comprehension**

The definition of reading comprehension offered from the RAND panel is “reading comprehension is the process of simultaneously extracting and constructing meaning trough interaction in involvement with written language”[[10]](#footnote-10)

Linan states that:

….The whole purpose of learning to read is to understand and learn from text. While phonics and word reading are the beginning building blocks of reading, reading for pleasure and knowledge are the ultimate point. Comprehension is particularly important with English language learners (ELLs). There is considerable research showing that the foundation skills in reading are acquired by English language learners, but there is often a breakdown with reading comprehension. This breakdown with maybe attributed to many reason, including failure to understand word meanings; inadequate background knowledge; lack of interest in text; or disconnect between instruction, text, and learner. All of these can be considered when providing reading comprehension instruction for English language learners. Reading comprehension help English language learner enjoy reading more, and will do much to improve their reading comprehension. Following are some guidelines for selecting reading materials for English language learners[[11]](#footnote-11).

The aim of reading is comprehension, Some individuals equate decoding with reading. Just because a learner knows how to pronounce written words correctly, doesn’t mean that he can read[[12]](#footnote-12).

Comprehension on reading text is an activity process to which the reader brings the individual attitude, interest, and expectation. Reading comprehension involves much more than readers responses to the text. According to Diane Lapp reading comprehension is constructing meanings from transaction with printed materials. That is, reading is transaction between the reader and the text.[[13]](#footnote-13)

Reading comprehension is a highly strategic process, and for readers to understand any text demands their active engagement to construct meaning before, during, and after reading ( sweet and snow 2003).[[14]](#footnote-14)

And then, Reading comprehension is the process of understanding what we read, Just because a learner knows how to pronounce written words correctly, doesn’t mean that he can read , Reading comprehension is an interactive process that occurs before, during and after a person reads a particular piece of writing.

1. **Assessing Reading**

Anderson revealed that reading comprehension can be measured in three level, namely (1) the level of literal comprehension, (2) the level of interpretation, and (3) the level of understanding beyond discourse. Ask literal level things written in the reading, ask about what level of interpretation is fabricated, and the level of understanding is asking the things that exist outside of discourse. He suggests that the ability of reading comprehension can be measured through the following question.[[15]](#footnote-15)

1. The level of understanding of the literal
2. What work in the story?
3. Who are the main character?
4. Where it is taking paces?
5. The level of interpretation
6. What is the author trying to say?
7. What is the main theme?
8. How does this fact fit with what is already known?
9. The third level
10. The symbols of what is delivered?
11. What I can infer from what is said?
12. Of evidence-the evidence of what for of following the generalizations?

According to Andriyani, there are five aspects in reading which help students to comprehend English text i.e. main idea, specific information, inference, reference, and vocabulary.[[16]](#footnote-16)

1. Main Idea

Segretto (2002: 12) sates that main idea of the reading selection is what the passage is mostly about. Main idea is the most important part of the text because it tells about what is the text tells about. The sentence that states the main idea is called topic sentence or topic statement and it can be located in the beginning, in the middle or at the end of the text.

1. Specific Information

Supporting details are the fact and ideas that explain or show the topic sentence or main idea. It is supported by Mc. Whother (1986: 36) which state that supporting detail or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation. Supporting details help the reader to understand the text and its position sometimes after the main idea or topic sentence. Supporting details or specific information develop the topic sentence by giving definitions, examples, facts, analogy, cause and effect, and also questions.

1. Inference

Inference is an educational guess or prediction about something unknown based on available facts and information. Inference is an important skill because it helps the reader fills information that writer only suggests.

1. Reference

Reference is word or phrases use either before or after the reference in reading material. In other words, such words are used, they are signals to the readers to find the meaning elsewhere in the text.

1. Vocabulary

According to Marchado (2012: 56) a child’s vocabulary is strongly related to his comprehension and ease of learning to read. Knowing the meaning of the words on the page is essential for reading comprehension. Concerning with those statements indeed vocabulary is primary for everyone who wants to speak or to produce utterances of reading.

1. **(GRASP) Guided Reading and Summarizing Procedure**
2. **Definition of GRASP**

Definition of Guided Reading and Summarizing procedure in Brummer and Clark is the Guided Reading and Summarizing Procedure (GRASP) teach the students to summarize independently. Students learn to recall, organize, and self-correct information before composing a summary through teacher modeling. The guided reading and summarizing procedure emphasizes the importance of learning how to summarize text and knowing when summarize is needed[[17]](#footnote-17)

Manzo, in Himmele and Himmele states that the Guided Reading procedure is an activity that gets the students to interact and review informational text that they have read. The material is reviewed four times and thus represents a great use of class time for the teacher[[18]](#footnote-18).

According to Manzo, 1975 in Vacca and Mraz, the guide reading procedure (GRP) emphasizes close reading. It requires that students gather information and organize it around important idea, and it places a premium on accuracy as students reconstruct the authors’ message[[19]](#footnote-19)

Meanwhile Hayes states that the purpose of the GRASP strategy is to teach students how independently summarize what they read. This strategy can be easily modified for a variety of content areas[[20]](#footnote-20).

From explanation above the writer conclude that definition of Guided Reading and Summarizing procedure (GRASP) is a strategy to help students in reading and summarizing, this strategy helps students to recall, organize, and self-correct information before composing a summary through teacher modeling.

1. **Steps of GRASP Strategy**

According to Judy Tilton Brunner the steps of GRASP Strategy are:

1. The teacher assign a passage for reading
2. The Teacher tell the student to read the passage silently for the purposes of remembering all they can related to content and then brainstorm and record all they can remember
3. Discuss what students remember
4. The teacher Instruct the student to reread the passage for the purpose of adding to their list
5. Have the students organize their lists and put information into categories
6. The teacher Ask the student to use the written information to write a summary of the material. [[21]](#footnote-21)
7. **Benefit of GRASP Strategy**
8. **Benefit**

According to Judy Tilton Brunner the benefit and consideration of this strategy are:[[22]](#footnote-22)

1. Provides opportunity for individual work or a collaborative effort
2. Encourages attention to detail and student engagement
3. Takes little teacher preparation
4. Straightforward and easy to explain and understand
5. Help students understand how to write summary in a systematic manner
6. Provide a purpose of reading
7. Can be easily implemented by a substitute teacher
8. May be used as an ongoing activity while the book is being read.

1. Ilzamudin Ma’mur, *pijar-pijar pemikiran bahasa dan Budaya,* (Jakarta: Diadit Media 2006), 7 [↑](#footnote-ref-1)
2. I. S. P. Nation, *Teaching ESL/EFL Reading and Writing,* (Routledge, 2009), 49 [↑](#footnote-ref-2)
3. Chaty Mere, *More Than Guided Reading Finding the Right Instructional mix* (Stenhouse Publisher, 2005), 16. [↑](#footnote-ref-3)
4. Dr. H. Ilzamudin Ma’mur, M.A, *Membangun Budaya Literasi,* ( Jakarta: Diadit Media 2010) 144. [↑](#footnote-ref-4)
5. Brummer & Macceca , *Reading Strategic for Mathematic, 5* [↑](#footnote-ref-5)
6. Caroline T. Linse, *Practical English Language Teaching: Young Learner,* (New York : Mc Graw- Hill, 2005), 69. [↑](#footnote-ref-6)
7. Tarihoran & Rachmat, *Reading 1 Basic Reading Skills,* 6-7. [↑](#footnote-ref-7)
8. M. Jean Praveen, *English language Teaching* *(Methods, Tools,*  *Techniques)*. (Jaiupur: Sunrise Publisher, 2008), 114. [↑](#footnote-ref-8)
9. Ma’mur, *Membangun Budaya Literasi*, 140. [↑](#footnote-ref-9)
10. Scott G. Paris & Steven A. Stahl, *Children’s Reading Comprehension and Assessment,* ( New Jersey: Laurence Erlbaum Associates, 2005), 206. [↑](#footnote-ref-10)
11. Sylvia Linan & Thompson Sharon Vaughn, *Research Based Method of Reading Instruction for English,* ( Alexandria: ASCD, 1959), 113. [↑](#footnote-ref-11)
12. Linse, *Practical English Language Teaching*, 71. [↑](#footnote-ref-12)
13. Diane Lap, *Teaching Reading to Every Child,* (Routledge, 2005), 313. [↑](#footnote-ref-13)
14. Patricia A. Antonacci & Catherine M. O’Callaghan, *Promoting literacy Development,* ( California: SAGE Publication, inc, 2012), 116. [↑](#footnote-ref-14)
15. J. Charles Alderson, *Assessing Reading* ( Cambridge: Cambridge University Press, 2000) [↑](#footnote-ref-15)
16. Rima Priska Andriyani, “*Comparative Study Of Reading Comprehension between Students With Introvert and Students with Extrovert*,” (a script, Lampung University, 2016), p.14 [↑](#footnote-ref-16)
17. Trisha Brummer Sarah Clark, *writing Strategies for Mathematic,* (Hutington: Shell Education , 2008), 159 [↑](#footnote-ref-17)
18. Persida Himmele & William Himmele, *The Language-Rich Classroom,* ( Alexandria: ASCD Publication, 2009), 53. [↑](#footnote-ref-18)
19. Vacca, Vacca and Mraz, *Content Area Reading: Literacy and Learning Across the Curriculum,189.*  [↑](#footnote-ref-19)
20. Judy Tilton Brunner, *Now I Get It: Difference, Engage, and Read for Deeper meaning,* 176. [↑](#footnote-ref-20)
21. Brunner, *Now I Get It: Differentiate, Engage, and Read for Deeper Meaning.* 177. [↑](#footnote-ref-21)
22. Brunner, *Now I Get It: Differentiate, Engage, and Read for Deeper Meaning.*177. [↑](#footnote-ref-22)