



The Effect of Guide Reading and Summary Procedure (GRASP) toward The Students' Reading Comprehension at SMA Negeri 02 Tapung Hilir.

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Abstract

Guide reading and Summary Procedure (GRASP) is an innovation classroom procedure for teaching reading strategy, enable students to understand what they are reading and compose summaries of their reading. Type of this research is an experimental research with using quantitative data. It involved two class; they were experimental and control class. This research was conducted of the second year's student at SMA Negeri 02 Tapung Hilir. The population of this research was conducted the second year's students by using cluster sampling that consists of 52 person. The data collection technique has done by using questionnaires. The result of this research, it was found that the mean of the student's pre-test score that consists of 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 Procedure (GRAPS) strategy gave positive improvement to the students' reading comprehension.

Key words: Guide Reading and Summary Procedure (GRASP), Reading Comprehensions

Abstrak

Guide reading and Summary Procedure (GRASP) adalah sebuah inovasi prosedur kelas untuk belajar membaca strategi, mengaktifkan siswa untuk memahami apa yang mereka membaca dan menulis ringkasan dari bacaan mereka. Jenis penelitian ini adalah penelitian eksperimental dengan menggunakan data kuantitatif. Penelitian ini melibatkan dua class; kelas percobaan dan kelas kontrol. Penelitian ini dilakukan pada siswa kelas 2 di SMA Negeri 02 Tapung Hilir. Populasi penelitian ini adalah siswa kelas II dengan menggunakan cluster sampling yang terdiri dari 52 orang. Pengumpulan data yang telah dilakukan dengan menggunakan kuesioner. ditemukan bahwa rata-rata skor pre-test siswa yang terdiri dari 55,23, sedangkan rata-rata skor post-test siswa yang terdiri dari 76,15. Jadi, ada kenaikan titik sekitar 20,92% dari pre-test sampai post-test. Dan sisi lain $t_{observasi}$ adalah 3,31 dan t_{tabel} berada pada tingkat signifikan 1% dengan derajat kebebasan (df) = 50 adalah 2,66 dan pada tingkat signifikan 5% dengan degree of freedom (df) = 50 adalah 2,00. Artinya dengan menggunakan strategi Guide Reading and Summary Procedure (GRAPS) memberikan dampak positif pada pemahaman bacaan siswa.

Kata Kunci: *Guide reading and Summary Procedure (GRASP), Pemahaman Membaca*

INTRODUCTION

Reading is one of the skills that every student should master in learning English. To get some information from the English paragraphs, students have to be able to read the paragraph effectively and efficiently. Reading is very important for the people, especially for students. It is the only way to know the content of the printed matter, by reading students can spend their time in good way generally reading aimed to getting information.

In the process of reading, it is viewed as a communication process. The sender, encoder, or writer has a message in mind (an idea, a fact or a feeling) which she wants somebody else to share, so she must put it in words first (or she must decode it) and then send it out as a written text. The text is accessible to the mind of another person who reads it, and then may decode the message it contains. After being decoded, the message enters the mind of the decoder and communication is achieved.

The other side, reading is great deal with comprehension that became necessary for the students to master reading comprehension. The addition according to SukartaKartawijaya (2017) reading a text, a reader finds particular information. However, a reader needs to read more carefully to find specific information. Reading for foreign language learners is not an easy task because reading in English is complicated and it is hard to get the meaning from the text. (J. David Cooper, Michael D. Robinson, Jill Ann Slansky, 2016) stated that Comprehension is a process in which the reader may construct meaning by interacting with the text. In reading

comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

According to (Nuttal (1982-103), 2005) defines reading as the meaningful interpretation of printed symbols. It means reading is result of interaction between the perception of graphic symbols that present language and the reader's language skill, and the meaning intended but writer, from this definition, it can be concluded that in reading actively a reader brings his/her background knowledge, experience and argument.

Based curriculum of education in KTSP; 2008, kinds of English text taught by English teacher at Senior High School, for example: procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, and explanation. These text students must be able to reading comprehension all of the characteristics and detail element of the text. The characteristics of texts social functions, generic structure and language feature (Penyusunan, Pendidikan, Menengah, & Pendidikan, 2008).

Curriculum of SMA Negeri 02 Tapung Hilir were used KTSP; 2008 Standards of competence and basic competences become the foundation for developing the direction and subject matter, learning activities, and indicators for the assessment of competence achievement. In designing learning activities and assessments need to considering the Standards of Process and Assessment of Standards. This design emphasizes the development of individual learners and approaches to curriculum organization

moves from the interests and needs of learners. Communication skills, the ability to understand and / or produce oral texts and / or writing realized in four language skills, such as listening, speaking, reading and writing in an integrated way to achieve the level of informational literacy.

In spite of the fact that students' reading comprehension is far from satisfying. According to (Widyastono, 2012) the teacher has giving kinds of method and strategies but the result student's reading comprehension is still low. The other sides, according (Firmansyah, 2007)the most of students have difficult to answer the question from the text although they know the information. Frequently, the teacher finding the student still lack of prior knowledge of English because lack of grammar and vocabulary. However, reading and the comprehension of text is a complex interactive process, and there is more to reading and comprehension than just decoding or word calling. The other side, the curriculum for English is limited which two hour per week. The primary point those problem happens always continues. Luckily, nowadays this research expected to help teachers become "adaptive experts" by expanding the breadth and depth of their experience and knowledge about teaching. Willy Satria (2016) suggested a strategy can be the guidance for students to reach the goal in learning, because it has some fixed activities of learning process in the classroom that are needed.

Furthermore need to apply the best one of teaching strategies that is Guide reading and Summary Procedure (GRASP). It is an innovation classroom procedure for teaching reading strategy, enable students to understand what they are reading (reading comprehension) and compose summaries of

their reading (summarizing). The strategy helps student to increase student's reading comprehension in to recall information, self-correction, organize material and to transforming the information provided in a reading selection by composing it, in to synopsis challenge for the students.

According to (Hayes, D.A.Ogle, Donna, Rekrut, n.d.) Guide Reading and summary procedure (GRASP) is Reading provides the opportunity to match reading instruction to the individual. The tailored small-group instruction allows the teacher to model and prompt the student to think about the reading process visual aid that student remembers, recall and organize information, supported by independent reading strategies. The goal of teaching GRASP helps students to summarize independently when they try to understand as well as study text. The instruction is guided by the student's needs through intention careful assessment and observations.

There are some previous researchers are relevant with this research they were: (Susilowati, 2012) and (Syauqi, 2014) Implementation Guide Reading strategies and summary procedure (GRASP) will help students more easily and focus in understanding the subject matter and to train students to be more accurate and reading comprehension, but it will also encourage students coveys to take an active role in implementing the learning. Its strategy invites all students to participate in the learning process. They will better clue understanding the lessons presented educators, because the techniques and strategies that they use a variation of this strategy, so that the learning process to be effective, efficient and fun. By actively involving them in the learning process, the students will experience science or even find by their self. Beside that the implementation methods should be appropriate and

consistent with students' characteristics, materials, and environmental conditions in which teaching takes place. Therefore, the researchers used a strategy Guide Reading and summary procedure (GRASP) to solve the problem of learning the English language.

On the basis references of the above background is essential to a research study conducted, in this case I would raise a topic. "The Effect of Guide Reading and Summary Procedure (GRASP) toward the Students' Reading Comprehensions of Analytical Exposition text at SMA Negeri 02 Tapung Hilir". The aim of this research to find out whether the use of Guide Reading and summary procedure (GRASP) would be able to give significant effect in reading comprehension at the second grade student in SMA Negeri 02 Tapung Hilir, Kampar.

METHOD OF RESEARCH

This research is an experimental research. They are two variable independent variable and dependent variable and dependent variable. The independent variable is a variable that as casual variable is taught to cause the independent variable. Meanwhile, the dependent variable is identified as an effect, the result variable is taught to be caused by the independent variable. In this case, independent variable is Guide Reading and Summary procedure (GRASP) strategy and dependent variable is teaching reading comprehension with the Guide Reading and Summary procedure (GRASP).

In this research, the sample as divided into two groups: experimental group and control group. The comprehending of the guide reading and summary procedure (GRASP) is as experimental group and

comprehending without ultimate teaching strategy is as the control group. The students were given the experimental instruction or treatment for given period time to know their improving after giving the approach and technique (Creswell, 2015). The purpose of this study to find there is any significant effect of Guide Reading and Summary procedure (GRASP) strategy on student' reading comprehension. Firstly, the writer gives the pre-test. Secondly, the writer give treatment by using Guide Reading and Summary procedure (GRASP) strategy, and the finally, the post-test was done to see the effect of student to see the effect of student's reading comprehension.

Because of the number of population were quite large, so writer used cluster sampling because the students are already formed into classes. (R. Burke Johnson, 2013) this cluster sampling choose sample is not based on individually but based on group, area, or group of subject which naturally gathering together. In other word, cluster sampling is used for big enough population, so that it need made some group or class. There are three classes of the Second Grade Students at SMA Negeri 02 Tapung Hilir and it is consist of 90 students. In this research used the cluster sampling technique. It means for this research only chooses class IPA1 and IPA2 that consists of 52 students to be sample or two classes as sample.

Instrument of this research is reading test in form of multiple choice tests. The test consists of six passages with question from of multiple choice tests. The questions for the reading comprehension are 25 items because time allow for the test around 60 minutes. The test in this study adopted from other source that relevant for vocational high school. The test was classified into five component based on the second years curriculum of senior high school.

RESEARCH FINDING

The result of this research and data analysis which was the effect of Guide Reading and Summary Procedure (GRASP) strategy on students' reading comprehension of the eighth grade at SMA Negeri 2 Tapung Hilir, exactly from pre-test and post-test both of the experimental class and control class. The experimental class was taught by using shared reading method as the treatment, while the control class was no treatment in this class (usual reading classroom/ not treatment).

Therefore, it was found that the mean score in post-test of experimental group was higher than mean score of control group. The mean score of experimental group was 55.23, while control class was 76.15. On the other hand, the score of t_{obs} (3.31) was higher than t_{table} (2,00) for the level significant 5% and also t_{table} (2,66) for the level significant 1%. Then, the null hypothesis was rejected and the alternative hypothesis was accepted. So, there was a significant effect of Guide Reading and Summary Procedure (GRASP) strategy on students' reading comprehension of the eighth grade at SMA Negeri 02 Tapung Hilir.

CONCLUSION

Based on the result of this research, there is any positive effect of guide reading and summary procedure (GRASP) strategy on students' reading comprehension. It has difference score of posttest. The result of the data that found experimental class got the higher score than the control class.

And the other hands, the teacher need to apply an innovation teaching framework that encourages students to become active,

strategic readers by providing explicit strategy instruction.

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