

IMPROVING STUDENT'S READING COMPREHENSION THROUGH GUIDE READING AND SUMMARIZING PROCEDURE (GRASP) STRATEGY

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Abstract

This research is aimed to find out whether or not the implementation of guide reading and summarizing procedure (GRASP) improves students' reading comprehension. GRASP strategy stands for Guide, Reading, and Summarize, Procedure. GRASP strategy. Guide Reading and Summarizing Procedure is teaching strategy which enables a teacher and group of students to talk, read and explore text. A class of accounting class in Triatma Mulya University is participated as the participant of the study. The required data were collected through the use of questionnaire, observation checklist, and reading test. The data from the questionnaire indicated that students had positive attitude toward the implementation of GRASP. They feel that GRASP improves their motivation in learning English and GRASP brings more fun to the process of learning. Moreover, it was found from observation data that the students were actively participated during GRASP implementation and they were motivated when comprehending a text by means GRASP strategy. Finally, the study proved that GRASP improved students' reading comprehension. The students' mean score of reading test in the beginning of the study was 50.6 meanwhile, after applying GRASP as reading strategy, their mean scores improved to 67.80.2 and 89.7.

Kata Kunci: guide reading and summarizing procedure, reading comprehension, action research.

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah penerapan Guide Reading and Summarizing Procedure (GRASP) meningkatkan pemahaman membaca siswa. Strategi GRASP adalah singkatan dari Guide, Reading, dan Summarize, Procedure. Strategi GRASP. Prosedur Membaca Panduan dan Meringkas adalah strategi pengajaran yang memungkinkan seorang guru dan sekelompok siswa berbicara, membaca dan mengeksplorasi teks. Sebuah kelas akuntansi di Universitas Triatma Mulya berpartisipasi sebagai peserta penelitian. Data yang diperlukan dikumpulkan melalui penggunaan kuesioner, daftar observasi, dan tes membaca. Data dari angket menunjukkan bahwa siswa memiliki sikap positif terhadap penerapan GRASP. Mereka merasa bahwa GRASP meningkatkan motivasi mereka dalam belajar bahasa Inggris dan GRASP membuat proses belajar menjadi lebih menyenangkan. Selain itu, dari data observasi ditemukan bahwa siswa berpartisipasi aktif selama penerapan GRASP dan termotivasi ketika memahami teks melalui strategi GRASP. Pada akhirnya, penelitian ini membuktikan bahwa GRASP meningkatkan pemahaman membaca siswa. Nilai rata-rata tes membaca siswa pada awal pembelajaran adalah 50,6 sedangkan setelah menerapkan GRASP sebagai strategi membaca, nilai rata-rata siswa meningkat menjadi 67,80,2 dan 89,7.

Kata kunci: panduan membaca dan meringkas prosedur, pemahaman membaca, penelitian tindakan kelas.

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INTRODUCTION

In this millennial era, human need to know how to build a good communication with other people. They need to learn English as the International language. They also need to learn four skills in learning English language, such as reading, speaking, listening and writing. Nowadays, the student learns English as a subject in college. Actually, the condition which happens in class is the students feel afraid of English as one of their subjects. It is because they feel that English is very difficult. So that, the student needs extra motivation in learn English. From that reason the motivation of student in learning English is very important. Students' motivation in learning English can be a good modal for enhancing the teachers' objectives in their class. Because of the importance of motivation, the teacher should be more creative in order to enhancing students' motivation in the class. To motivate the students, the teacher needs to be a model and also as a facilitator. It is necessary to apply method in in teaching English. In English there are four language skills, they are listening, reading, reading and writing.

Based on Eyres (2007), reading is a complex process in which readers actively construct meaning from the text. This is fundamental skill that covers the whole skills and also gives great contribution to the three skills and this skill is the best starting point for students to gets started their language acquisition. There are many problems toward student reading achievement. Not only because the content of reading but also students' lack in reading. Just like what is happening in Accounting Major in Universitas Triatma Mulya. The common problem that's student usually faces in reading. Such as, they seem confused when they face a passage that contains something they are not familiar with. There are still many students get problem with their comprehension toward a reading text. Commonly, when they are given comprehensive reading text and asked to answer a follow up question, the students do not answer the question given because they are busy looking up meanings of difficult words. They do not understand the content of the passage given because there are many difficult words found during reading section. Moreover, those words cause them to lose the meaning of sentences and in the end, they will not be able to find the relation between the sentences. This fact would influence their capability to find ideas of the passage and influence their interest to read the passage. Based on reading problem above, it must be difficult to reach students' maxim in reading course.

However, the reason why this problem occurred was not only from students' factor. Technique used by teacher also gives effect on students' comprehension. The teacher needs to find an effective technique to be applied. Therefore, it is considered important to know the effect of the technique that are going to be apply to maximize students' reading comprehension as well as to gain students' interest in this course. Absolutely, there are many effects from many strategies that can be applied on students' reading comprehension at Triatma Mulya University. However, among those strategies, guide reading and summarize procedure (GRASP) strategy can properly be applied based on the problem above.

GRASP is an activity that gets students to interact and review informational that they read. It means that GRASP strategy to help student knowing difficult word in the text. GRASP emphasizes the importance of meaning how to summarizing and understand of text. It means is teaching strategy which enables a teacher and group of students to talk, read and explore text. In addition, Guide Reading and Summarize Procedure teaches the students to become reflective and responsive readers who can not only read the lines, but who can also read between and beyond. In other word GRASP is teaching the students not only reading a passage or text but understand of the text. In addition, the GRASP strategy has several principles according to Manzo in Prasetyo (2019): 1) guiding the students learn how to understanding of the text, 2) guiding the students to create the readers who can answering simple question, 3) providing the alternatives to make the informed choices as they acquire meaning from text, and 4) giving problem solving when the students encounter difficulties in understanding of meaning with the text.

With in mind, GRASP strategy has several benefits according to Prasetyo (2019). First, guided step by step instruction synthesizing helps students to understanding of the text and alleviate writing fears and ensures that summarizing is not more copying. It means that help students to understands meaning of the text and guiding to students for summarizing of the text help determine main idea of the text. Second, GRASP can be combined or adapted very effectively with others strategies and to improving reading comprehension. In other word this is very effective for improving reading and can be combining with others strategies. Lastly, organization and framework may help English language learning process especially in reading. It is a strategy that can be used to teaching English language especially in reading.

Based on explanation above, the writers hope that GRASP enables a teacher and group of students to talk, read the text and explore text in effective way. The research question is ‘Can GRASP strategy improve students’ reading comprehension ability among the accounting student in Triatma Mulya University?’

METHOD

The type of this research is class action research (CAR). Kemmis and McTaggart (2000) as cited in Arikunto (2006) describe action research as participatory research. In this study, the researchers collaborate with an English teacher, so this study is action research. There are 4 steps of CAR, they are planning, action, observation, and the last is the implementation for each cycle.

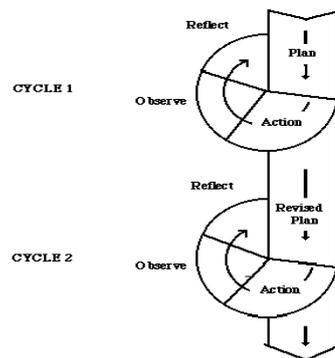


Figure 1 Model of CAR by Kemmis and McTaggart (as cited in Arikunto, 2006)

This action research is carried out within three cycles, cycle 1, cycle 2 and cycle 3. The procedures of the study are begun by conducting pre-research, followed by planning step, action step, observation step, and reflection step. There are several data collection techniques applied in this study such as test, observation, field notes and questionnaire. The test is consisted of four tests, namely pre-test (Test 1), posttest in cycle 1 (Test 2) and post-test in cycle 2 (Test 3). Post-test in cycle 3 (Test 4) Meanwhile, during observation, observer is equipped with an observation sheet.

This research was carried out on Triatma Mulya University in academic year 2023/2024. The subject of this study was Accounting Major with 35 students consisting of 15 male and 20 female students. Data came from 1st semester students, lecturers, observers, and documents.

Data collection techniques use tests, questionnaires, observations, interviews, and documents. Data validity uses triangulation techniques, namely data triangulation and source triangulation. Data analysis used is quantitative and qualitative data analysis. This classroom action research was carried out for three cycles. Each meeting consists of planning, implementation, observation and reflection.

FINDINGS AND DISCUSSION

This classroom action research was carried out for 3 cycles. At each meeting is carried out in accordance with the Lesson Plan that has been made.

Table 1. The implementation of GRASP

Observation	Average Score		
	Cycle I	Cycle II	Cycle III
Lecturer	2,75 (68,7%)	3,27 (81,7%)	3,65 (91,2%)
Students	2,68 (67%)	3,21 (80,2%)	3,55 (89,7%)

Based on Table 1, it can be seen that in the first, second and third cycles the average score and percentage of observations on teachers and students increased. The results of these observations have shown the achievement of the target performance indicators, namely the observation results reach an average of 85%.

Table 2 Average score of the result of the study

Cycle	Average	Percent
Before Cycle	51,06	24,24%
Cycle I	71,7	50%
Cycle II	78,94	80,3%
Cycle III	83,93	90,9%

Based on the table 2. The average score was lower. After the treatment the average score was better in each cycle. The percentage of completeness of student learning outcomes when compared with pre-cycle, cycle I, cycle II, and cycle III has increased from 24.24% to 50%, in cycle II experienced an increase to 80.3%, and at cycle III increased to 90.9%. There are some steps of GRASP Strategy to improve reading comprehension abilities can be

achieved. The following step of GRASP are: 1) the teacher gives text to students. The students read of the texts for 10 minutes and students close the text that be given by teacher. The teacher asks students about information of the text and the students write all information from the text in every group, 2) the students return the texts and read text again for can be more information, 3) the teacher helps students for arranged information about text (definition and text), 4) then students rewrite the simple sentences, and 5) the students make conclusion as summarizing.

This study shows that the implementation of GRASP can increase the learning outcomes of accounting students because the use of these strategy can encourage students to learn well and keep in mind with the lessons explained by the lecturer. The students were asked to follow those five steps GRASP the students motivated to take part in the lesson, thus students were actively involved and learned through direct experience in reading. This is consistent with the opinion of Dimiyati and Mudjiono (2013: 42) that the best learning is learning that through direct experience, in this case students are actively involved in making and responsible for the results. In addition, attention will be paid to the learning materials in accordance with the needs of students so that students are motivated to learn the subject matter.

CONCLUSION

This study focuses on the implementation of GRASP to improve students' reading comprehension. The purposes of this research are to find out whether or not the implementation of GRASP improves students' reading comprehension towards the implementation of GRASP. In this study, the data collected through reading test, observation, field notes and questionnaires. Based on the findings, this study concludes that GRASP improves students' reading comprehension. It can be seen from students' average score (in percent) in cycle I 67%, and continued to improve in cycle II 80.2% and cycle III 89,7. Moreover, after implementing GRASP to students' reading lesson, they show improvement on each reading comprehension aspect. The result of this study had shown that GRASP had improved students' reading comprehension. GRASP made students to be able to identify main idea and supporting idea from the text, make summarizing paragraph of the text. Students were able to identify passage structure and to conclude the text and summarize it.

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