

**THE EFFECT OF GRASP (GUIDE READING AND SUMMARY PROCEDURE)  
ON THE STUDENTS ABILITY READING COMPREHENSION IN  
NARRATIVE TEXT OF ELEVENTH GRADE AT  
SMK TAMANSISWA BINJAI**

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**ABSTRACT**

The objective of this study is to find out the effect of using GRASP Strategy on The Students Ability in Reading Comprehension at Narrative Text of Eleventh Grade Student of SMK Tamansiswa Binjai. This quantitative research used experimental study and took samples by cluster random sampling technique. The samples were consisted of two groups, they were class XI RPL which consist of 32 students as experimental group and class XI TKJ-2 which consist of 32 students as control group at SMK Tamansiswa Binjai. The writer used multiple choice test as the instrument of collecting data. The data was analyzed by using t-test formula. Based on the data analysis, it was found that the value of t-observed ( $t_0$ ) was higher than the value of t-table, ( $t_0 = 7.24 > t_t = 1.669$ ). Therefore, the hypothesis proposed by the writer was accepted. In other words, using GRASP Strategy significantly affects the students' reading skill of the eleventh grade students at SMK Tamansiswa Binjai.

*Keywords : GRASP, Reading Comprehension.*

## **I. INTRODUCTION**

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. A language is a system of conventional vocal signs by means of which human beings communicate (Algeo, 2016: 2). Languange is a system of conventional vocal signs by means of which human beings communicate.

Reading is one of the most important skills in language learning besides listening, speaking, and writing. According to Nurlela reading helps students learn to think (2020: 28). The students are expected to get knowledge and familiar with what the teacher has explained in the context, where in reading comprehension the students are expected to have more skills than just to explain individual texts or passage after comprehending them. It means that the purpose of reading comprehension is to get some skills in understanding the text.

According to Nutal (2017), 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 by writer, from this definition, it can be concluded that in reading actively a reader brings his/her background knowledge, experience and argument.

Other opinion is stated by Burn, Roe, and Ross (2018: 10) who state that reading is a thinking process. The process of recognizing words requires interpretation of graphic symbols. In order to comprehend reading, a person must be able to use the information to make inference and read critically and creatively; to understand the

figurative language, determine the author's purpose, to evaluate the ideas presented, and apply the ideas to actual situation. Brown (2014: 189) states that reading is a process of negotiation meaning. In the process, the readers bring their understanding about the meaning of texts they read. It implies that the readers' understanding about the text is the result of interaction between their thought and the meaning of the texts they read.

Reading is not only looking at word and spelling of a written text and not only following the letters carefully line by line of the text but also reading is to understand a written text. One should be able to extract the required information from the text as efficiently as possible. People read for many reasons. Grellet (2017: 4) says that there are two main reasons for reading: reading for pleasure and reading for information (in order to find something or in order to do something with the information you get).

For many definitions of reading above given by the experts, it can be said that reading is an activity to get information and extend someone's knowledge. Reading is one of four skill in English that the students should acquire. Nunan (2013: 68) states that reading is a process of readers combining information from text and their own background to build meaning. This means that the readers should combine their knowledge and the information they read. It is a very important skill that the students need for the success of their studies.

Reading is an interaction between the reader and the writer, Albert said that the text provides information that author wants the reader to understand in certain ways. It means that the writer hopes the reader can understand the information provided in the text.

Based on the description above it can be concluded that reading is a learning activity that requires an active interaction with the reader for reading so as to obtain the meaning and

understanding of what is read.

One of the problem is that reading of students are still poor. Some of students; difficulties in reading are low motivation, lack of vocabulary, low of reading skills. There are so many students are not able to read, they get difficulties to identify the text structure a story. Macceca (2018) defines GRASP (Guided Reading and Summarizing Procedure) is in the form of summary which compresses many ideas into a brief synopsis. Its function in teaching reading is to improve students' reading comprehension. Then, it helps the students recall the information and organize existing materials well. Summarizing can be quite difficult for students unless guidance and practice can be provided for students. This method illustratee what a summary is and how to summarize many ideas into a brief resume. The goals of teaching using GRASP is to help students to summarize independently when they try to understand as well as study text.

Manzo in Himmelle and Himmelle (2019) state that the Guide Reading Procedure is an activity that gets students to interact and review informational texts that they've read. The GRASP (Guide Reading and Summary Procedure) allows students collaboratively review what they have read four different ways. It emphasizes comprehension of informational reading and allows students to go back and fix any misunderstanding or forgotten parts.

Based on the researcher's observation, there are some problems found at SMK Tamansiswa Binjai in the English teaching and learning process, especially in their reading comprehension. Here are problems identification such as :

- a . The students unable to identify the specific information for reading comprehension.
- b. The students unable to determine

the language feature for reading comprehension.

- c. The students unable to recognize the generic structure for reading comprehension.
- d. The students unable to determine the communicative for reading comprehension.
- e. The students unable to find the ideas in reading the narrative text.

This final project is entitled the effect of the Guide Reading and Summarizing Procedure strategy as media on the ability to reading comprehension in class eleventh grade SMK Tamansiswa Binjai Academic 2020/2021. In order limit the study in such a way that didn't broaden and to make easy in searching the data, the writer will use the term which can be described as follow.

The Guide Reading and Summarizing Procedure strategy in this study the writer apply in language teaching, especially in reading classes, and the guide reading and summarizing procedure strategy is a learning strategy while the approach is the students and the strategy of using group learning with reading comprehension skills.

## **II. RESEARCH METHODOLOGY**

This research was conducted at SMK Tamansiswa Binjai. It is Jl. Jendral Sudirman No.11,Tangsi, Binjai, Kota Binjai, Sumatera Utara 20713. This school is located in the center of Binjai.

The type of this research is experimental research, precisely true experimental research. The real experimental method (True-Experimental) is investigating the possible causal relationship with a design where there is a real treatment group and control group and comparing the results of treatment with

Considering this, the researcher using the cluster random sampling to taken the sample. So, the researcher taken two classes, it means X-1 class and X-2 class as the sample. The

number of students in X1 32 students and the number of students in X2 32 students. So the total number of sample is 64 students. controls strictly. Internal and external validity is quite intact.

The study was an experimental research meant that there is a certain experiment applied to the sample, stated that this design is important because it determines the study's internal validity. The experimental group was the group that received treatment by using GRASP strategy in reading comprehension to achieve students reading comprehension in narrative text while the control group was a group that received a different treatment or usual method without using GRASP strategy.

Therefore, the researcher designed two kinds of test, namely pre-test and post-test for two different groups called experimental group and control group. Both of the groups was given pre-test before doing the treatment. In the experimental group, the treatment was given by using GRASP strategy. While in the control group, the treatment was given by learning independent style on the students reading skill. After the treatments, both groups was given the post-test.

Creswell (2014) states that population is a group of individuals who have the same characteristics. The Population of this research is the Eleventh year student of SMK Tamansiswa Binjai 2020/2021. The students in this school are divided into five classes. The Total Population of the Eleventh students in this school is 157 student's sample is part of the number and characteristics possessed by the population.

**Table 1.** The Total Population of the Tenth Grade Students at SMK Taman Siswa Binjai

Class	Total
XI Akutansi	32
XI RPL	32
XI TSM	29
XI TKJ-1	32
XI TKJ-2	32
<b>Total</b>	<b>157</b>

**Table 2.** The Sample of the Tenth Grade Students at SMK Taman Siswa Binjai

Class	Total
XI RPL (X-1) Experiment Class	32
XI TKJ-2 (X-2) Control Class	32
<b>Total number of Sample</b>	<b>64</b>

There are 64 students become the sample, which are divided into two groups, an experimental group this research is a design of true-experimental research. The independent of the research the using of GRASP strategy in teaching reading comprehension and the dependent variable of the research is students' reading comprehension ability. The control class applied GRASP strategy.

The variable of the study in this experimental study are grouped into two types.Independent Variable (X) is the factor which is measured, manipulated, or selected by experimenter to determine is relationship to observed phenomenon. Dependent Variable (Y) is the factor which is observed and measured to determine the effect of the independent variable (X). There are two variables of the study, namely GRASP Strategy and the students' reading skill.

- The Validity of the Test

To test the validity of these tests used the correlation formula or formula Pearson Product Moment by Arikunto (2016: 125) as follows:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{n\sum X^2 - (\sum X)^2} \sqrt{n\sum Y^2 - (\sum Y)^2}}$$

$r_{xy}$  = Validity of

Coefficient N=The sample

$\sum X$  = Total score in the experimental class

$\sum Y$  = Total score in the controlled class

Price rxy consulted to the critical value and table product moment for students at 5% significance level. Critical used if  $r_{count} > r_{table}$ , then the test is considered valid.

- The Reliability of the Test

Reliability refers to an instrument that can be used as a tool of data information and able to reveal the actual information in the field. The researcher will use formula from Sudjana (2002: 246) to calculate the reliability index tests used a formula that is :

$$r = \frac{n}{\sum_{i=1}^{n-1} \sigma_i^2}$$

$$r_{11} = \frac{n-1}{\sum_{i=1}^{n-1} \sigma_i^2}$$

$n$  = many items of test

$\sum \sigma_i^2$  = Varinsce  
2 = Sum

$\sigma_t$  = Variance total

### III. RESULTS AND DISCUSSIONS

The result of Validity Test for Control Class Price rxy consulted to the critical value tables' product moment to N students at 5% significance level. Then it is consulted to the  $r_{table}$  of distribution and in the  $df$  (degree of freedom) of 62 :  $(n_1 + n_2 - 2)$  or  $(32 + 32 - 2)$ . Criteria used if  $r_{count} > r_{table}$ , then the test is considered valid. Based on the above calculation, had calculated  $r_{count}$  is 1.740 while  $r_{table}$  with a significant level of 5% is 0.2075 (see in appendix). So it can be concluded that  $1.740 > 0.2075$ , then it means there is correlation between the variables connected or valid. The result of Reliability Test for Control Class (see in appendix). If result of  $r_{11} = 1.029$ , significantly 5%  $df = 62$ ,

### IV. CONCLUSION

After the research is done on the eleventh grade students of SMK Tamansiswa Binjai in Academic Year 2020/2021 with the number of sample 64 students divided into 2 classes of which consist of 32 students as control class and 32 students as experiment class. This study uses multiple choice test amounted to 20 questions as a data gathering instrument.

The test hypothesis based on data that has been obtained, then in accordance with the provisions that have been established that

the hypothesis accepted if  $t_0 > t_t$ . Has been known  $t$ -observed ( $t_0$ ) is higher than the value of  $t$ -table ( $t_t$ ), ( $t_0 = 7.24 > t_t = 1.669$ ).

Therefore, the hypothesis proposed by the writer is accepted. In other words, using

then collected  $r_{table} = 0.2075$ . Then it can be concluded that  $r_{11} > r_{table} = 1.029 > 0.2075$ , it would be declared matter reliable.

After calculating the data above, it shows that the critical value is 7.24 then, it is consulted to the  $t$ -table of distribution and in the  $df$  (degree of freedom) of 62 :  $(n_1 + n_2 - 2)$  or  $(32 + 32 - 2)$ . Based on the calculation of the data, the critical value or  $t$ -observed ( $t_0$ ) is higher than the value of  $t$ -table ( $t_0 = 7.24 > t_t = 1.669$ ). It means that the alternative hypothesis is accepted. In other words, using GRASP Strategy significantly affects on students' reading comprehension by narrative text of SMK Tamansiswa Binjai grade eleventh. GRASP Strategy significantly effects on students' reading comprehension by narrative text of eleventh grade at SMK Tamansiswa Binjai.

## **V. SUGGESTIONS**

From the conclusion stated above, the writer would like to offer some suggestion with the result of this study. The suggestion are:

1. The students also should do more exercises of English reading test in order to enhance their reading skill.
2. The teacher should motivate the students to read and practice more.
3. In teaching reading, the teacher should provide interested material or technique in order to make the students more active in learning English especially to reading. For example by using GRASP Strategy.
4. Finally, the result of this study can make the contribution for developing a better educational world in the future.

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