

CHAPTER I

INTRODUCTION

This part consist of background of the study, problem of the study, objective of the study, the hypothesis of the study, scope and limitation of the study, significances of the study and definition of key terms.

A. Background of the Study

Reading is one of the complex skills in learning English. It is an activity to understand the written or printed material, such as getting meaning, message or ideas that the writer wrote in a reading text. Reading not only involves understanding, but also and its implications. It means that reading is not just an activity of reciting writing, but there are more complex activities, such as identifying, analyzing, and evaluating the contents of reading texts.

According Nutal (2017) cited by (Witari Virgoani, 2021) defining reading means meaning to printed symbols. Reading is the result of an understanding between the perception of symbols that represent the language and language skills of the reader with the meaning intended by the author. Based on this definition, reading is an activity of a person to increase his knowledge, experience, and argumentation in active reading.

There are four strategies in reading. They are perception, comprehension, reaction, and integration. Perception is the ability to read words as the meaning unit. Comprehension is the ability to understand the writers' words so that useful ideas like be read in context. The reaction is the action that needs consideration related to what the writer says. Integration is the ability

to make understand the idea or concept about the background of the writers' experience so that useful as the part of the reader experience.

In teaching reading, a teacher must have an approach strategy or technique that fits in the teaching process because when the teacher applies the wrong method, it will affect students' interest in reading. In other words, students are not enthusiastic about reading. Students' who did not seem interested in reading an extended passage lack vocabulary and understanding the meaning of what they have read. Reading ability is becoming increasingly significant in the sphere of education. Students need to be an exercise to have a good reading talent, and you must be educated and trained. Reading is also crucial for students since it affects their academic progress. Depending on their reading ability, if their reading ability is low, they are very likely to fail or have problems in their studies. They were making progress. At this time, the teachers have an essential role in the student's success, so the teacher must have an effective way to teach reading comprehension.

Based on preliminary observations which have done by the researcher at the 10th grade of SMAN 4 Kediri, the researchers found that the students had many problems in reading comprehension, Such as the students had difficulties comprehending the main idea, textual references, a word meaning or linguistic meaning, and also were not able to conclude the text. In other words, the students' ability was still low in reading comprehension. A lack of reading teaching strategy typically characterizes this issue; the teacher provided the usual classroom or conventional method. The students were only

required to answer the teacher's questions and were not involved in any teaching or learning activities. Because the strategy is boring and the students are not interested, this method frequently causes students to become bored. In this case, teachers can adapt their instruction, especially teaching reading, to make students interested. They must develop their reading abilities. Teachers can employ strategies to help students comprehend the content more simply. The researcher has discovered an appropriate solution to this problem method for students' reading comprehension, called the GRASP strategy.

Manzo in (Himmele & Himmele, 2019) states GRASP can make students interact and understand the informational texts they have read. GRASP (Guided Reading and Summary Procedure) allows students to review what they have read in four different ways collaboratively. This strategy illustrates a summary and how to summarize many ideas into a short resume. The teaching goal of the GRASP strategy is to help students rephrase independently as they try to understand and study text.

The Guided Reading and Summarizing Procedure (GRASP) teach students to summarize independently. Students learn to retain, organize, and self-correct material through teacher modeling before creating a summary. It emphasizes the value of learning to summarize the content and recognizing when translation is required. The use of guided reading and summarizing procedures is not a new strategy for improving students' reading abilities. A research by Siti Rahmatillah (2018) on the GRASP technique, most students offered good replies after learning the strategy, with 90% agreeing that

guided reading and summarizing procedures assist them in comprehending the material. This study can conclude that GRASP had a considerable impact on students' reading scores and had favorable influences.

Another Previous study about GRASP strategy was conducted by Witari Virgoani and Efrini Panjaitan (2021) in the title "The Effect of Guided Reading And Summary Procedure on the Students Ability Reading Comprehension in Narrative Text of Eleventh Grade At SMK Taman Siswa Binjai. As the result of this study, there is no positive effect of guide reading and summary procedure (GRASP) strategy on students' reading comprehension. It has a different score of post-test. In other words, using the GRASP strategy significantly affects the students' reading skills of the eleventh-grade students at SMK Tamansiswa Binjai.

Based on these problems and statements, the researcher believes that some efforts are needed to solve the English teaching and learning process problem, especially in reading comprehension. The researcher decided to carry out a study entitled "*The Effectiveness of GRASP Strategy in Improving Students' Reading Comprehension skill.*"

B. Problem of Study

Based on the background of the study above, it is necessary to do study on the process of teaching reading at SMAN 4 Kediri The statement of the problem of this study is: "Is there any significant effect of using GRASP strategy in improving students' reading comprehensions skill?"

C. Objective of the Study

Based on the study problem above, the aim of this study is to know the effectiveness of GRASP Strategy in improving students' reading comprehension at 10th grade of SMAN 4 Kediri.

D. The Hypothesis of the Study

The writer formulates study hypothesis as follows:

1) The null hypothesis (H_0)

There is no significant difference between the students taught using GRASP (Guided Reading And Summarizing Procedure) strategy and the students taught using Reading Aloud strategy in teaching reading narrative text to the students of SMAN 4 KEDIRI

2) The Alternative hypothesis (H_a)

There is significant difference between the students taught using GRASP (Guided Reading And Summarizing Procedure) strategy and the students taught using Reading Aloud strategy in teaching reading narrative text to the students of SMAN 4 KEDIRI

E. Scope and Limitation of the Study

The scope of this study is the students of second semester of 10th grade at SMAN 4 Kediri. The researcher chooses this school because the material of the study using "narrative text" which is a competency that should be learned and mastered in senior high school and it relevant in K13.

The limitation of the study the researcher focuses and emphasized the study on the effectiveness of GRASP strategy to improve students' reading comprehension at 10th grade of SMAN 4 Kediri.

F. The Significance of the Study

The researcher arranges this study to reach the critical result to the reader, such as teacher, learner, and researcher. The significance of the study is as follows:

a. Theoretical significance

This study aims to support the existing idea of the GRASP strategy's effectiveness in improving students' reading comprehension.

b. Practical Significance

- The teacher

The result of this study expects to give information to the teachers of English about GRASP strategy as one of alternative in teaching reading and help the teachers create the situation in the class to be more active and exciting.

- The students

The result of this study expects that the student can improve their reading comprehension with the GRASP strategy. Furthermore, it can minimize students' problems in reading comprehension.

- The further researcher

This study can give references for the researcher conducting similar study that deals with the same strategy.

G. The Definition of the Key Terms

The definitions of the key terms are required to ads the readers more understand about the study.

a. GRASP Strategy

The Guided Reading and Summarizing Procedure is a task in which students engage with and interview informational literature they have read. When students use the GRASP, they can review what they've read in various ways. It focuses on comprehension of helpful reading and allows students to go back and correct any misunderstandings or areas that they may have forgotten.

b. Reading Comprehension

Reading comprehension is the capacity to comprehend and interpret information contained in a text. According to (Grabe and Stoller,2002:17), reading is an activities processes of comprehending the content of a written document to obtain information. Understanding reading content can be a challenging task for the students to do. Unless the students' vocabularies are severely limited, they may struggle to comprehend the substance of the reading book. To understand what they are reading, the students must focus.

c. Reading Aloud

The popularity of reading aloud in the classroom has changed over time. Reading aloud is a technique in which the teacher consistently allows time for the students to read aloud to them from a text that is above their

independent reading level but at their listening level. It is because, to comprehend the meaning of the text, students must carefully listen to what the teacher reads. The teacher can also use this method to develop speech patterns.

d. Narrative Text

The narrative text is a story created in a constructive format (as a work of writing, speech, poetry, pictures, song, motion picture, video narration is storytelling. It means that in reading a narrative paragraph, the readers read the action or the events that happened in chronological order, which has a definite beginning and a definite ending