



## Implementation of Grasp (Guide Reading And Summary Procedure) Strategy in Descriptive Text on Students Reading Comprehension

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### ABSTRACT

This research was conducted due to several problems that found by the researcher. This research was aimed to find out the implementation of GRASP (Gude Reading and Summary Procedure) in descriptive text on students reading comprehension at eleventh grade in SMAN 1 Baso. Based on preliminary research, there some problem in teaching reading comprehension that was students were difficult finding main idea, students were bored and lazy to read the text in English, students were difficult understanding the meanings. One of strategy in teaching reading comprehension that can be used is GRASP strategy. Indeed, the researcher wanted to find out how the teacher implemented this strategy in teaching reading. The design of the research was descriptive qualitative research. The data was collected by doing observation using observation checklist, and interview with English teacher at SMAN 1 Baso. The data analyze by using qualitative data analysis by Miles and Huberman. The researcher collected the data, reduced the data, presented the data, and made a conclusion. The researcher found out the teacher implemented the GRASP strategy perfectly and clearly. It is based on the first three classes all of the procedures of GRASP strategy are done perfectly and clearly. Otherwise, in the last class there are three procedures that cannot be done. GRASP strategy can't be used in all kind of the texts but descriptive text suitable for this strategy. This strategy worth it to use in teaching reading comprehension and based on observation in four classes, the teacher success to implemented the GRASP strategy in the classroom.

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## INTRODUCTION

Reading is one of the most important skills in language learning besides listening, speaking, and writing. Reading is one of the most important skills of every student. Imagine, because students who are studying in college should be able to explore and

develop the knowledge that is being demanded, among others and especially by reading. Nurlela stated that reading helps students learn to think. 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. Brown stated that reading is 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. In other words, reading does not only read letters and symbols but also a process to understand the meaning, accepts opinions, compares the theory and rejects the opinion that includes in the text. It means reading as thinking and reasoning.

For many definition of reading above given by experts, it can be said that reading is an activity to get information and extends someone knowledge. Reading is one of four skills in English that the students should acquire. Reading is one of the skills that every student should master in learning English. To get some information from the English paragraph, students have to able to read the paragraph effectively and efficiently. Reading is very important for the people, especially for students. It is only way to know the content of the printer 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.

Reading comprehension is an important ability to have in learning English. Reading comprehension is an activity that is full of complex process that has aimed to understand the meaning of the text and to get the information. When a student is a proficient in reading, she or he is able to comprehend a piece of text. However, many students struggle with reading ( Agustin ). They struggle with reading because they lack excitement, have a limited vocabulary, and have weak reading skills. Furthermore, the students inadequate comprehension of grammar prohibited them from comprehending sentence structure as well as completely comprehending the text content ( Drew ). As a result, they are unable to comprehend the reading text. Many strategies can be used in teaching reading comprehension. One of the strategies that can be applied in teaching reading comprehension is GRASP ( Guide Reading and Summary Procedure ) strategy, the students can be easy in learning reading because they are was be fun. Macceca ads GRASP as a summary that condenses several ideas into a succinct summation. Its role in reading instruction is to enhance students reading comprehension. Then, it aids in information retention and effective material

organization for the students. The purpose of using GRASP in the classroom is to assist students in independently summarizing the text they are reading and trying to understand ( Virgoani & Panjaitan , ).

Hayes, D.A.Ogle, Donna, Rekrut, n.d. Guide stated that 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 students needs through intention careful assessment and observations. Manzo in Himmele and Himmele state that the Guide Reading Procedure is an activity that gets students to interact and review informational text that they've read. The GRASP (Guide Reading and Summary Procedure) allows students collaboratively review what they have read four different ways.

It was based on the preliminary research at the XI.4 grade of SMA N 1 Baso through observation from July 2023, after conducting with observation and interview to the teacher and some of students. The result found several problems, the first problem most of students do not repeat the English book at home, so when asked they read, they have difficulty finding the main idea in the text. When students were learning English, they were confused finding the main idea. Second problem students are bored and lazy to read the text in English. They are not able to understand the word conveyed by the teacher orally in English. For example, students are asked to read a book by themselves, then answer questions in the text and then discuss it with the teacher. So that students quickly get bored and sleepy when asked to read on their own. Third problem the students difficulty in understanding in meaning. When researcher asked the teacher what possibly could be the other major problem, the teacher mentioned the problem in reading comprehension is also about the students difficulty in understanding the meaning of English text. it possibly happen because lacking of vocabularies had made students struggling to translate the text, beside they were passively looking for it in dictionary, most of the time copying the very first meaning that they discovered which eventually students were unable to comprehend the text.

## **RESEARCH METHOD**

The researcher used a descriptive qualitative research in this study. Descriptive research can be explained as a statement of affairs as they are at present with the researcher having no control over variable. Moreover, "descriptive studies may be characterized as simply the attempt to determine, describe or identify what is, while analytical research is "aimed at casting light on current issues or problems through a

process of data collection that enables them to describe the situation more completely than was possible without employing this method". Three main purposes of descriptive studies can be explained as describing, explaining and validating research findings. According to Gratton and Jones, descriptive research describes a particular phenomenon by emphasizing the issue of what happened, not why it happened. Qualitative researched main goal is to describe, understand and comprehend without statistical analysis. Qualitative researched uses a small sample or a case and researcher as a data seeker instrument which rich in data and subjective and the researched location tend to be more native. The approachment is flexible especially gathering the data.

Instrument of the research used observation checklist and interview. the researcher will collect all the research data by doing observation and interview with the informant. There will be some notes taken from this activity. If the data have been collected, there will be data reduction. The researcher will review the information got from the process in the field, analyze the and make an interpretation. If the researcher has known the data pattern and the data has been simplify, it is the right time for presenting the data and make a conclusion. The last step after the conclusion has been made is that the researcher will again re-check the result and describe research result into particular paragraph to show what has been got from this research.

## **RESULT AND DISCUSSION**

### **Finding**

When the researcher comes to the class, the researcher looked the teacher's implementation of GRASP strategy in descriptive text. From the observation conducted, the researcher found that the teacher applied all of the procedures of the strategy. The first procedure of GRASP strategy is the teacher asks the students to read a text. The teacher distributes the text to each student and then asks them to read the text separately. All of students read the text. After the students have read a text, teacher asks the students to tell all that they remember, no matter how trivial or incomplete their recollection. In this step, based on the procedure of GRASP, the teacher should write any information that students get in the text on the whiteboard, but in here, the teacher asks students to write in the whiteboard not the teacher. The next procedures in GRASP strategy is time to group details that belong together and organize the details within each group. In this step, teacher and students make details within each group to identify text. To know the students comprehend or not about text, the teacher gives exercise to all of the students. So, in this class the teacher used all of the procedures in GRASP strategy and in this classes the teacher implemented GRASP strategy perfectly and the students' active in this class.

## Discussion

The procedure of the text is, the teacher asks the students to read the text. After the students have read a section of text, teacher asks the students to tell all that they can remember, no matter how trivial or incomplete their recollection. After the teacher writes and groups the information on the whiteboard, the teacher asks the students to turn the material again for more information. Then, teacher asks students with their peer to do correction between the ideas on the whiteboard and their own ideas. The teacher asks the students to summarize based on the ideas discussed. Procedures of GRASP can help the teacher to guide the student to teach reading comprehension using GRASP strategy.

The students are active during the class and can make their own conclusion based on the text that given by the teacher. Otherwise, in the last class there are three procedures that cannot be done. It means, this strategy is suitable for reading comprehension because this strategy encourage the students to do their best in finding the details in a text and then make a conclusion based on the details. GRASP strategy can't be used in all kind of the texts but descriptive text suitable for this strategy. This strategy can be done well depends on the selection of the text. Indeed, this strategy worth it to use in teaching reading comprehension and based on observation in four classes, the teacher success to implemented the GRASP strategy in the classroom.

## CONCLUSION

Based on the observation and interviews of this research, the answer of for the research question "how is the implementation of using GRASP strategy on students reading comprehension in descriptive text at eleventh grade of SMAN 1 Baso? " has been answered. There are seven procedures of GRASP strategy. The teacher done all of the procedures although there are three procedures missing out in the last class. This strategy recommended to be applied to teaching reading comprehension because this strategy makes the students active in the class and the teacher guide the students to summarize the text independently. This strategy worth to use in teaching reading comprehension and based on observation in four classes, the teacher success to implemented the GRASP strategy in the classroom.

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