

**GUIDE READING AND SUMMARIZING PROCEDURE (GRASP)
STRATEGY TO IMPROVE STUDENTS' READING
COMPREHENSION**

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ABSTRACT

This study aims to determine whether the GRASP approach can improve reading comprehension of class VIII students of MTs Al-Kifayah Riau. The research methodology was classroom action research (CAR). This research was conducted in 2 cycles, each consisting of 4 meetings. Reading test was used as an instrument of this research. To obtain the data, 33 class VIII students of MTs Al-Kifayah Riau became the research subjects. Based on the results of the research, class VIII students of MTs Al-Kifayah Riau were able to improve their reading comprehension using the Guided Reading and Summarizing Procedure (GRASP) strategy. Students improved better after the second cycle of action. Therefore, the Guided Reading and Summarizing Procedure (GRASP) strategy is sufficient for reading comprehension of class VIII MTs Al-Kifayah Riau.

Keyword: GRAPS, Reading Comprehension

INTRODUCTION

Reading can help students develop critical thinking skills. While studying reading comprehension, students are expected to be able to explain specific texts or passages after processing them. They are also expected to gather information and become familiar with what the text has communicated in the context (Drew, 2018). As a result, the purpose of reading comprehension is to develop skills in reading activities. It entails understanding a written text, scrutinizing the words and spelling, carefully following the letters line by line, and getting the essential information from the text (Susilowati, 2012).

Reading comprehension is an important ability to have in learning English. When a student is proficient in reading, she or he is able to comprehend a piece of text. However, many students struggle with reading (Agustin, 2018). They struggle with reading because they lack excitement, have a limited vocabulary, and have weak reading skills. Furthermore, the student's inadequate comprehension of grammar prohibited them from comprehending

sentence structure as well as completely comprehending the text's content (Drew, 2018). As a result, they are unable to comprehend the reading text.

According to the author's initial research at MTs Al-Kifayah Riau, students had difficulty understanding the text they read. Some of them need help to fully understand the contents of the reading. As a result, they find it difficult to complete the tasks given by the teacher. In addition, their level of reading comprehension is still far below what is required by the curriculum. The difficulties in learning to read are caused by a lack of ability to identify main concepts and supporting ideas, a lack of knowledge of vocabulary, a lack of enthusiasm for understanding reading, and the boring and unpleasant learning methods used by the teacher. As a result, students need solutions to their problems (Cuff-Williamson & Nelson, 2015) and the teacher should find a strategy to improve the students' reading comprehension (Agustin, 2018).

One strategy that can be used in teaching reading comprehension is using GRASP. GRASP stands for Guide, Reading, and Summarize procedure which enables a teacher and a class of students to discuss, read, and study texts (Silva & Sakallah, 2557). Then, Macceca (2018) adds 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, 2021).

GRASP may be integrated or modified with other tactics to enhance reading comprehension. In the activities, it includes an exercise that encourages student interaction and reading comprehension of informational texts (Manzo, 2019). Besides that, it focuses on understanding informational reading and gives students a chance to go back and clarify any misunderstandings or missed details (Winarti et al., 2020). The guide Reading and Summarize Procedure also trains students to read critically and responsively, reading both inside the lines and between and beyond them. As a result, integrating GRASP in the reading class can be a solution to improve students reading comprehension.

There have been a number of studies investigated the influence of GRASP in teaching reading comprehension. First, a study conducted by Virgoani & Panjaitan (2021) revealed that using GRASP Strategy significantly affects the students' reading skill. Next, Winarti et al. (2020) reported that there is significant difference on students' reading comprehension before and after the implementation of GRASP. In addition, there was a significant effect of Guide Reading and Summary Procedure (GRASP) strategy on students' reading comprehension

(Kirana, 2018). It is recommended that English teachers use or adopt the Guided Reading and Summarizing Procedure in their reading lessons since it can increase students' reading comprehension. It was because guided reading is a teaching approach that allows a teacher and a group of students to discuss, read, and explore books together. The emphasis is on teaching students to be reflective and responsive readers who can read not only within the lines, but also between and beyond them.

In spite of there are several previous studies explored the effect of GRASP in teaching reading comprehension, only few of research discussed about the influence of GRASP on students' English learning achievement in specific classroom context. In this study, the researcher was encouraged to fill this gap to investigate the influence of GRASP in improving on students' English learning achievement at the eighth grade of Mts Al-Kifayah Riau.

METHOD

Classroom Action Research (CAR) is the methodology used in this study. According to Mettetal (2015:2), CAR is a strategy in which teachers create their learning environment in the classroom to enhance student performance. Cycles of the step are carried out in this research. Khasinah (2013: 108) contrasts this by pointing out that teachers conduct CAR on phenomena in their classrooms. The teacher leads the class while it is being taught, and the students do specific assignments. The teacher must guarantee that the students will enhance their reading skills by utilizing teacher provided materials.

The researcher made the research in two cycles. Each cycle consisted of 2 meetings. The researcher interacted more with each student in a particular circumstance while doing the research in a class that requires more attention to improve reading comprehension skills in descriptive text. The goal of CAR is improve the students' reading comprehension. .

Moreover, four steps that make up the broad action research method are briefly described. Planning is the first step, followed by implementing, observing, and reflecting. The researcher prepared the appropriate materials for the student's abilities and developed the method for teaching and learning to increase students' reading comprehension. The reading exam is used to collect data (Melter, 2008).

The method was composed of four cyclical actions in succession. Planning, taking action, observing, and reflecting were the four cyclical actions (Creswell, 2012). The graphic that appears on the following page after this one might be used to represent the cyclic system:



Figure 1: Diagram for Classroom Action Research

The population of the research were 33 eighth grade of Mts Al-Kifayah Riau. The research used total sampling, which is taken from the population. Total population sampling is used when the target population is small and distinguished by a unique and well-defined trait (Creswell, 2012). The exam that served as the research's instrument was multiple-choice. The researcher also considered the test's reliability and validity when evaluating test validity. In this study, the researcher employed both content validity and expert validity. The researcher conducted a trial test with the eighth-grade class at SMPN 2 Pekanbaru before implementing the test to collect data. The researcher examined the validity of the instrument item after the try-out test. SPSS 25 was used for the validity calculation. All the valuable items in the instrument assessed for reliability were subjected to the researcher's reliability test. Using SPSS 25, the researcher evaluated the items' dependability. The r table on the subject (N) $33 = 0.373$, Cronbach's Alpha 0.932 . Therefore, it can be claimed that the test was trustworthy. After the activity, the researcher gave a test to collect the data for this research. The researcher tested the students after conducting the lessons by using the GRASP strategy. Then, after completing the exam, the researcher gets the grades depending on the results of the exams that the students took.

FINDINGS AND DISCUSSION

In the first cycle, a few students received scores greater than 75. The students were required to acquire 80% reading comprehension simultaneously. The first cycle's observation checklist results likewise fell short of the goal. 15 out of the 33 students in the first cycle (or 45.45%) actively participated in the learning process. Other students (54.54%) remained quiet while the class was being taught. In other words, the guided reading technique had yet to successfully teach reading during the first cycle.

The students' lack of vocabulary and difficulty locating key material in the text were also problems. As a result, the researcher had to develop a plan for the second cycle of the study using the guided reading strategy. The students were asked to bring dictionaries, pay closer attention during class activities, be taught how to find important information, be given more motivation to participate in the teaching and learning process, and receive rewards for being active in class.

When the second cycle's percentage reaches 87,87%, it implies that the students had met the objective of achieving a minimum standard score of 75 when the required percentage was 80%. In other words, the second cycle's observation checklist outcome met the aim. In the second cycle, 29 out of 33 students (87.87%) actively participated in the educational process. Four other students (18.18%) remained quiet throughout the class activities.

The outcome of the second cycle of the action demonstrated that the GRASP strategy could improve students' reading comprehension at Eighth Grade of MTs Al-Kifayah Riau in the 2022/20123 Academic Year. The results from the findings showed that there was a significant improvement between the first and second cycles. The improvement in each cycle is shown in Table 1 below:

Table 1: The result of cycle I and cycle II

Cycle	Percentage of student who is higher than 75	The Average score
1	45,45 %	56,71
2	87,87%	88,01

It was recognized that there had been a positive, substantial improvement in the student's score based on the pre-test, post-test I, and post-test II results. The students' scores of 70, which increased from 11 to 16 to 21, showed this. Because the research's success indicator was met, the author concludes that the study was successful. Reading would be simpler to comprehend when the proper approach or technique accompanies it since the lesson would need more actual learning on the part of the students. The researcher noticed that students eagerly listened to the teacher's explanation of the learning process while studying.

The researcher assumes that the guide, reading, and summarizing procedure (GRASP) strategy for teaching reading help students' reading comprehension. This strategy helps teachers and students to read and construct text context. The GRASP system has thus far shown promise as one of the engaging methods for teaching reading.

The observation sheet's total number of students' learning activities was used to compile statistics about the students' learning activities. The following is a tabular enhancement of it:

Table 2: The Percentage of Students’ Learning Activities in Cycle I and Cycle II

No	Students’ Activities	Cycle I	Cycle II
1	Could you pay attention to their teacher?	46 %	82 %
2	Ask and answer questions actively during the lesson	40 %	76 %
3	Active during the lesson	43 %	85 %
4	Do the assignment properly	48 %	73%

The information received allows for the following description of it:

1. Students pay close attention as the teacher explains. The student's attention to the teacher's explanation improved between the first and second meetings—just 46% during the cycle I and 82% during cycle II.
 - a. Students asking and answering instructor questions.

They got better at asking and answering questions from the teacher between the first and second sessions. When the teacher presented the question, it was evident that the students were brave enough to react, even if not all of the questions could be adequately answered. Cycles I and II's improvements for this activity were 40% and 76%, respectively.
 - b. The students who attended the lesson.

In the lesson, there were more attentive students. Cycles I and II showed this when they increased by 36% and 43%, respectively. Since most students showed substantial improvements in their academic performance when the GRASP technique was applied to enhance learning from cycle I 43% through 85% of cycle II, it can be deduced from the information above that the students were comfortable and involved in their education.
 - c. The students' aptitude for the task Students who finished the task performed better.

As shown in cycles I and II, which had 48% and 73%, respectively, it improved.

Based on the description of cycles I and II, using the guided reading and summarizing process (GRASP) approach improves students' reading comprehension abilities. Because of several attempts made during the second cycle, using guided reading and summarize procedure strategy to increase reading comprehension may be helpful. First, the researcher

chose a book suitable for the students and assisted them in their learning. Students were encouraged to engage in the learning process, given instruction on identifying key material, given extra time for discussion, and had incentives for being active. GRASP strategy teaches the students to summarize independently. The students learn to recall, organize, and self-correct information before composing a summary through teacher modeling. It improves students' cognitive abilities for reading comprehension. It is in line with Galb, K.A & Kaiser (2007) who state that guided reading and summarizing reading strategy is essential for students' reading engagement and comprehension. Kallio et al. (2016) add that the integration of the GRASP strategy can result in a favorable or good response, ensuring that the student's reading comprehension scores meet the success requirements. Moreover, the use of guided reading helped motivate the students to read, which positively affected their reading comprehension (Andini, 2019).

CONCLUSION AND SUGGESTION

The GRASP approach can increase the reading comprehension of the eighth graders at MTs Al-Kifayah Riau. It was evident in the progression from the pre-test through cycles I and II. Additionally, the GRASP method can enhance the learning process for eighth-graders at MTS Al-Kifayah Riau. This indicates that the GRASP method can enhance students' learning activities. Therefore, it is advised that more researchers carry out or adapt existing studies that employ GRASP strategy on various educational levels to identify instructor problems. The additional researcher can also outline several goals based on their ideas and utilize it to aid students in their studies. It may also use additional activities and different kinds of texts while putting the guide reading and summarizing procedure into practice.

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