**CHAPTER I**

**INTRODUCTION**

**A. Background of Study**

In learning English, the students are required to master four basic skills of English: reading, writing, speaking and listening, one of language skills that should be learnt by students is reading, reading is considered is a necessary skill because its role in facilitating student to master English.

Reading is both process and product. The process of reading involves the interaction between the reader and the text. How the reader is deciphering the writing on the page. What he or she is thinking about while reading, and how the reader is monitoring his or her reading. The product of reading is reading comprehension, or an internal construction of meaning that is there has understood (at least to some degree) of what has been read. Both need to be assessed. Process of reading are usually assessed through continuous, formative assessment in the classroom, and reading comprehension is generally assessed through both formative and summative assessment.[[1]](#footnote-1)

Reading is important for the student because the success of their study depends on their ability to read. If their reading skill is poor, they likely fail in their study or at least they will be difficult to understand their entire lesson.

Based on the writer preliminary study, the writer found some difficulties faced by the student in comprehending reading text. Some of them could not comprehend the reading materials well. Therefore, they got difficulty to answer reading exercise from the teacher. In addition, their reading comprehension was still far from the expectation of curriculum.

In SMP Negeri 1 KIbin also have no interest in learning English especially reading skill, they feel that learning English is difficult to understand and they easy to get bored, and there for many of them have no interest in learning English. Usually, the way of teaching from many teachers makes the student lazy and bored. The teacher needs some way to make the student interested especially children because they are easy to get bored.

In the interest of increasing comprehension skill, the guided reading procedure was a perfect fit for the text and the student.[[2]](#footnote-2)

GRASP (Guided Reading and Summarizing Procedure) ( Lenski, Wham and Jhones1999) is a teaching strategy which enables students to summarize independently. The strategy help to increase the students’ abilities to recall information, self-correct, organize materials, and read informational texts proficiency[[3]](#footnote-3).

One way to help novice learners get more out of the readings and increase their motivation to complete reading assignments is the use of reading guides. Reading guides also known as text guides, are teacher-developed resources that serve as “tutorials in print” (Holsgrove, Lanphear & Leadingham 1998). They are designed to help students understand material as they read informational text. “As the name implies, [reading] guides provide students with the purposes and directions for reading a particular section or unit of the text while the students are engaged in reading” (Montelongo, 2008, p. 289)[[4]](#footnote-4)

The purpose of this research is to identify the strategy used and describe how the strategy is used by the teacher in teacher reading. In teaching reading, the students are supposed to be active and interested to the topic.

To make the students achieve adequate skill in reading, the researcher will apply GRAPS strategy on the consideration that can improve the students reading comprehension and encourage students’ active role in the teaching learning process.

Based the explanation above, the writer interest to conduct the research with the tittle **“ The Use of Guided Reading and Summarizing Procedure (GRASP) in Teaching Reading Comprehension”** (An Experimental Research at the Third Grade of SMP Negeri 1 Kibin)

1. **Identification of the Problem**

Based on the previous background of the study the problem can be identified as follows:

1. The student reading comprehension is still low but there is no optimal effort to improve in teaching reading.
2. The student easy to get bored and there is no new design in teaching reading.
3. The student are not interested and unpleasant in learning activities which are related in reading.
4. **Limitation of The Problem**

The writer limits problem from the research is the use of guided reading and summarizing procedure in teaching reading comprehension. The writer tries to find the effectiveness of guided reading and summarizing procedure.

1. **Statement of Problem**
2. How is the students’ skill in reading comprehension?
3. How is the effect of using GRASP method in teaching reading?
4. **The Aims of Study**
5. To know the students’ skill on reading comprehension
6. To know the effect of using GRASP in teaching reading
7. **Assumption and Hypothesis**
8. **Assumption**

Based on the research of Guided Reading and Summarizing Procedure (GRASP) in reading comprehension, the writer assumes that Guided Reading and Summarizing Procedure (GRASP) can improve the student’s ability in reading comprehension at the third grade of SMP Negeri 1 Kibin.

1. **Hypothesis**

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment. The hypothesis of this research are proposed in terms of null hypothesis ( Ho) and experimental hypothesis (Ha). They are as follows:

1. The experimental hypothesis (Ha) is: there is influence in teaching reading comprehension before using GRASP strategy and after using GRASP strategy for the third grade of SMP Negeri 1 Kibin.
2. The null hypothesis (Ho) is: there is no influence in teaching reading comprehension before using GRASP strategy and after using GRASP strategy for the third grade of SMP Negeri 1 Kibin.
3. **Previous Study**

The first research by Eni Susilowati, 2012. “The Effectiveness of Guided Reading and Summarizing Procedure Method to Teach Reading Viewed from The Students’ Self-Esteem”, Thesis, an experimental study at the first grade students of SMK Negri 1 Mlarak, Ponorogo in the Academic year of 2011/2012, English Department, Sebelas Maret University Surakarta.

The result of the study it can be concluded that GRASP method is proved as a method which is effective to teach teaching and the level of students’ self-esteem also influence the effectiveness of GRASP method in teaching reading at the first grade students of SMK Negeri 1 Mlarak[[5]](#footnote-5).

The second research Trent W. Maurer and Judith Longfield, 2015. “Using Reading Guides and On-Line Quizzes to Improve Reading Compliance and Quiz Scores”, International Journal for the Scholarship of Teaching and Learning, Georgia Southern University.

This study compared students’ daily in-class reading quiz scores in an introductory Child Development course across five condition: control, reading guide only, reading guide and on-line practice quiz, reading guide and on-line graded quiz, and reading guide and both types of on-line quizzes. At the beginning of class, students completed a 5-item quiz over the assigned readings. With the exceptions of the control section, all student had access to an instructor-designed reading guide or each of the 20 assigned readings. Result revealed that reading guides significantly increased student learning as demonstrated by increased scores on the in-class reading quizzes, with marginal additional gains when practice quizzes were also utilized. The addition of on-line graded quizzes resulted in lower scores on in-class quizzes. Result held even after multiple subsidiary analyses controlling for time spent studying. these findings suggest that reading guides may be a valuable study aid for improving student learning[[6]](#footnote-6).

The third Nurul Afriyati, 132301477 . *The Effect Of Pre-Questioning On Reading Comprehension On Narrative Text*, this research designed to find out the effect of pre-questioning on reading comprehension on narrative text.

The result of the research of the research show that the hypothesis that of t-test of both sample class, obtained thitung Amount 8,43 and ttabel amount 2,00 (8,43>2,00), then Ho is rejected and Ha is accepted. Based on calculating the data t-test that effect of pre-questioning on reading comprehension on narrative text has positive effect[[7]](#footnote-7).

Based on previous study, the researcher does want to conduct the research in the same field. What makes it different is in this study the researcher applies the guided reading and procedure summarizing in teaching reading comprehension in SMPN 1 Kibin.

1. **The Organization of Writing**

**Chapter one** is introduction which explain about background of the study, statements of the problem, the aims of study, assumption and hypothesis, previous study, clarification of the term and the organization of writing.

**Chapter two** is the review o related theories which elaborates about the Reading, Reading comprehension and Guided Reading and Summarizing Procedure (GRASP) strategy.

**Chapter three** Method of the research which explain about research method, population and sample, instrument, data collection and data analysis and research procedure.

**Chapter four** is result and discussion which explain about the processing of pretest score, the processing of post-test score, hypothesis testing, progress of students achievement, discussion of research finding and the strength and weaknesses of the research

**Chapter five** is closing consist of conclusion and suggestion.

1. Penny Mckay, *Assessing Young Language Learners,* (Cambridge, 2006), 224. [↑](#footnote-ref-1)
2. Richard T. Vacca, Jo Anne l. Vacca, Maryan Mraz, *Content Area Reading :Literacy and Learning Across the Curriculum*, twelfth edition ( Pearson Education, 2016), 191. [↑](#footnote-ref-2)
3. Trisha Brummer & Stephani Macceca, *Reading Strategic for Mathematic, second edition* (Shell Education Publishing, 2014), 190. [↑](#footnote-ref-3)
4. Trent W. Maurer & Judith Longfield, “Using Reading Guides and One Line Quizzes To Improve Reading Compliance and Quiz Scores”, *International Journal for The Scholarship of Teaching and Learning,* Vol. 9, No. 1 (January 2015), 3. [↑](#footnote-ref-4)
5. Eni Susilowati, “The Effectiveness of Guided Reading and Summarizing Procedure Method to Teach Reading viewed from The Student Self-Esteem” (Tesis Magister, Sebelas Maret University, 2012). [↑](#footnote-ref-5)
6. Maurer and Longfield. “Using Reading Guides and One Line Quizzes To Improve Reading Compliance and Quiz Scores”, (International Journal for The Scholarship of Teaching and Learning), Vol. 9, No. 1 (January 2015)

   [↑](#footnote-ref-6)
7. Nurul Afriyanti, “The Effect of Pre-Questioning on Reading Comprehension on Narrative Text “ ( Paper, IAIN Sultan Maulana Hasanuddin Banten, 2017). [↑](#footnote-ref-7)