

## **Improving Reading Comprehension Ability by Using Grasp Strategy Among the Eleventh Graders of SMK Negeri 7 Semarang in the Academic Year 2023/ 2024**

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### **ABSTRAK**

Penelitian tindakan kelas ini bertujuan untuk mengamati penggunaan teknik pembelajaran Guide Reading And Summarizing Procedure (GRASP) dalam meningkatkan keterampilan membaca siswa. Berdasarkan refleksi dari pelajaran sebelumnya, karena banyak siswa terburu-buru saat membaca teks, mereka mengalami kesulitan dalam mencapai hasil maksimal dalam tes membaca. Oleh karena itu, peneliti melakukan penelitian menggunakan teknik pembelajaran GRASP. Subjek penelitian ini adalah 36 siswa kelas XI di SMK Negeri 7 Semarang pada tahun akademik 2023/2024. Hasil penelitian menunjukkan peningkatan signifikan dalam skor siswa pada siklus 1, di mana awalnya hanya 47% siswa yang mencapai skor di atas Minimum Kelulusan (KKM), tetapi setelah menerapkan teknik ini pada siklus I, terjadi peningkatan menjadi 58% siswa yang mencapai skor di atas KKM. Pada siklus II, semua siswa (100%) mampu mendapatkan skor di atas KKM. Oleh karena itu, dapat disimpulkan bahwa penggunaan teknik GRASP dapat meningkatkan keterampilan membaca siswa.

Kata kunci: Meningkatkan, Pemahaman Membaca, GRASP

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### **ABSTRACT**

*This classroom action research aims to observe the use of the Guide Reading And Summarizing Procedure (GRASP) learning technique in improving students' reading skills. Based on reflections from previous lessons, because many students rush when reading a text, they have difficulty achieving maximum results in reading tests. Therefore, the researcher conducted research using the GRASP learning technique. The subjects of this study were 36 students of class XI at SMK Negeri 7 Semarang in the academic year 2023/2024. The research results show a significant improvement in student scores in cycle 1, where initially only 47% of students achieved scores above the Minimum Passing Grade (KKM), but after applying the technique in cycle I, there was an increase to 58% of students achieving scores above KKM. In cycle II, all students (100%) were able to obtain scores above KKM. Therefore, it can be concluded that the use of the GRASP technique can improve students' reading skills.*

**Keywords:** *Improving, Reading Comprehension, GRAS*

## 1. INTRODUCTION

The goal of English Language Teaching extends beyond just imparting English knowledge; it aims to immerse language learners in the language, enabling them to effectively use English in their daily written and spoken communication. English language instruction plays a pivotal role in guiding learners to become proficient in English as a global language. In Indonesia, English is considered a foreign language attainable through formal and informal education. Additionally, English teaching is crucial in equipping learners with the skills necessary for mastering English as an international language.

Reading comprehension is a fundamental component of English language skills. As stated by Farr in Zulpan et al., (2018) "reading is the heart of education. It can be said that reading is an activity to dig for deep information. Reading involves the interpretation of explicit and implied information within written materials. It serves as a significant avenue for enhancing students' capabilities and is a key aspect of language acquisition. Reading primarily focuses on enabling readers to fully grasp the intended meaning conveyed by the writer. Consequently, reading is an essential part of the learning process, facilitating the acquisition of information from texts.

Moreover, reading has a valuable function in broadening one's knowledge horizons and enhancing overall cognitive abilities. It aids in training the mind to concentrate on comprehending information from texts, contributing to vocabulary expansion for daily use.

However, difficulties in learning to read often stem from challenges such as inadequate comprehension of main and supporting ideas, limited vocabulary mastery, low motivation for reading comprehension, and unengaging teaching techniques. Students require effective solutions to address these issues.

In addition, a weak grasp of grammar can hinder a reader's ability to understand sentence structures, impeding their comprehension of text content. Inadequate contextual understanding can lead to

misunderstandings and incorrect conclusions. Therefore, students need strategies to overcome these struggles.

To address these challenges, English teachers can employ various engaging strategies for teaching reading comprehension, such as the GRASP strategy. GRASP facilitates interaction, discussion, and exploration of texts, assessing students' reading comprehension and making the learning process more engaging for both teachers and students.

To identify and address the reading comprehension problems faced by eleventh-grade students at SMK N 7 Semarang, a pre-survey was conducted. The results revealed that a significant percentage of students did not meet the Minimum Mastery Criteria (KKM) in English. This deficiency was attributed to limited English vocabulary, preventing them from comprehending the reading materials fully.

These issues were also compounded by weak grammar skills, hindering students' ability to grasp important messages within texts, and a general inability to identify main and supporting ideas in the text. Furthermore, students demonstrated low motivation when it came to reading English texts. Hence, it was concluded that eleventh-grade students at SMK N 7 Semarang faced challenges in their reading comprehension abilities.

In response to these challenges, efforts to enhance students' reading abilities, particularly at the eleventh-grade level at SMK N 7 Semarang, are imperative. One effective approach is the application of the GRASP strategy, which encourages students to interact with and critically analyze the information they read. This strategy holds promise in improving students' reading comprehension skills.

Consequently, the writer conducted Classroom Action Research (CAR) to enhance the reading comprehension abilities of eleventh-grade students at SMK N 7 Semarang. The chosen strategy was GRASP, with the hope that its implementation would lead to improved reading abilities among the students. As a result, the research was titled "Improving Reading Comprehension Ability by Using Grasp Strategy Among the Eleventh

Graders of SMK Negeri 7 Semarang in the Academic Year 2023/ 2024”.

## **2. RESEARCH METHOD**

The research was conducted in SMK Negeri 7 Semarang. The subject of this research was the class XI KJIJ 1 in academic year 2023/2024, consist of 36 students. This research conducted in August 2023. The first cycle was on August 28th 2023 and the second cycle was on August 31st 2023. The researcher chose the date since the class started to study about business letter as goal the material for this research.

This research would apply Classroom Action Research (CAR). According to Tomal (2003), action research is a systematic process of solving educational problems and making improvements. The action research is the problem-solving process from the problems that the teacher found during the learning process.

CAR has four stages namely planning, action, observation, and reflection. All the four stages is called as a cycle. This research is done through 2 cycles.

The first step of cycle I is planning, At the start of any project, planning is crucial as it helps guide the research in an organized way. In this planning phase, the following steps were taken: First, a lesson plan was made, and materials were organized using the GRASP method, following the Merdeka Curriculum. Second, an observation sheet was prepared. Lastly, tools for testing reading comprehension before and after the Classroom Action Research (CAR) were created.

In the second phase, which is the action step, the researcher assumed the role of the teacher, while the actual teacher and a peer teacher took on the role of observers. During this phase, several activities were carried out in the classroom. These activities included implementing the prepared lesson plan, explaining the steps of the GRAPS strategy to the students, guiding students through the process of reading comprehension by providing them with texts to read for 10 minutes, followed by a discussion of the information from the text on a whiteboard in groups.

Subsequently, the students read the text again to gain a deeper understanding, and the teacher helped them summarize the information, including definitions and key points. The students then rewrote simple sentences and drew conclusions through summarization. Throughout these activities, the researcher maintained control over the students' learning process and provided assistance in problem-solving when students encountered difficulties in understanding the text. The overall approach was based on the GRASP strategy, which aimed to effectively teach and guide students in reading and comprehension.

The third step is observation. In this step, the writer observed the whole process of actions teacher. Student (included behaviour the way of student work, cooperation, response, and the situation). This observation involved specific actions, including monitoring classroom dynamics, teacher performance, and student responses. The researcher also evaluated the students' achievements in reading comprehension by administering a test after the first cycle of Classroom Action Research (CAR) and calculated the improvements in students' scores by comparing their test results before and after CAR in cycle I.

The last step is reflection. where both the researcher and the teacher participate in various activities. These activities entail engaging in discussions concerning the results of implementing Classroom Action Research (CAR), the achievements of the students, and the effectiveness of instructional materials. Additionally, they collaborate in the preparation of the lesson plan for the next cycle and the subsequent test for cycle 2. This collaborative effort is aimed at assessing improvements in students' scores and addressing any lingering issues, providing an opportunity to refine the teaching and learning process.

In the second round of the research (Cycle II), we followed the same four stages: planning, action, observation, and reflection. However, our main focus was on fixing the problems we found in the first round (Cycle I). This meant making things better and learning from our past

experiences. We used what we learned from Cycle I to guide our decisions and changes in Cycle II, like adjusting how we teach and what materials we use. We paid close attention to how students responded and how they did on tests to help us make the learning experience better. This process of making small changes and improvements was important because it helped us find and fix issues, leading to a better learning experience for the students. Based on the result of the second cycle, the researcher and the teacher made an agreement, if the target is not achieved, the action was continued to cycle 2, but if the target is achieved, the action was stopped.

The researcher used various techniques for data collection in this research, including testing, observation, and documentation. A test, as defined by Brown, serves as a means of assessing an individual's competence, knowledge, or performance within a specific domain. It consists of a set of questions designed to gauge an individual's achievement or capability within a given subject.

In this study, the writer used this approach to gather data from the students. Specifically, the writer administered both pre-tests and post-tests to evaluate the students' abilities before and after the implementation of the GRASP strategy.

The pre-test used to assess the students' reading abilities and levels prior to conducting the action research.

The post-test aimed to determine whether the GRASP strategy had a positive impact on the eleventh-grade students' reading comprehension at SMK N 7 Semarang. Improvement would be indicated if the post-test scores were higher than the pre-test scores and met the passing grade threshold.

Observation is a cornerstone of action research, allowing the writer to systematically document and reflect on classroom interactions and events as they occur in reality, rather than as they are perceived to occur.

In this case, the writer directly observed the students in the classroom, recording their activities during the learning process of reading comprehension. Additionally, the actual

teacher observed the writer's teaching and the implementation of CAR, based on observation notes prepared in advance. Data were collected from the students participating in the teaching and learning activities, aligning with the lesson plan. The insights gained from these observations formed the basis for planning subsequent cycles.

Documentation involves the collection of various relevant documents pertaining to the research question. This can include materials such as students' reading worksheets, records, profiles, course outlines, lesson plans, and classroom materials.

The writer used the documentation method to obtain information regarding the students' profiles, the challenges and difficulties encountered by students during the learning process, and their prior scores in the same subject.

In this research, the writer used field notes to focus on specific issues or teaching behaviors over a duration of time. Field notes were taken to document aspects related to the classroom environment, classroom management, interactions between the teacher and students, as well as interactions among students themselves, among other factors.

The data will undergo analysis by calculating the average scores of both the pre-test and post-test. Additionally, the writer will compare the scores before and after the implementation of the treatment. These results will then be compared to the minimum passing standard for the current semester, which is set at 76. If, after the first cycle, there are students who did not achieve success, the writer will proceed to the next cycle, known as cycle II. In Classroom Action Research (CAR), a minimum of two cycles is typically required. If, in cycle II, all students achieve success, the research can conclude after cycle II.

The data analysis for classroom action research can be conducted using both qualitative and quantitative methods. The analysis of learning outcomes involves calculating the average scores of the pre-test and post-test in both cycle I and cycle II.

The pre-test and post-test score was counted by using the formula, as follow:

$$\text{Score} = \frac{(\text{Total correct answer})}{(\text{Total test items})} \times 100$$

Calculating the mean score of the students' reading test was by using the following formula:

$$x = \frac{\sum x}{N}$$

Notes:

$\bar{X}$  = Mean

$\sum x$  = Total of students' score

$N$  = Total of students

An essential measure of achievement is necessary to assess the success of both the process and the learning outcomes. To determine the progress, data will be collected from each test by calculating the mean score of the pre-test and post-test. The outcome is considered satisfactory when it meets the minimum reading comprehension standard for this class, which is set at a minimum score of 76. This research will be considered successful or concluded when at least 70% of the students achieve a minimum score of 76, and when 70% of the students actively engage in the learning process.

### 3. RESULT AND DISCUSSION

#### Result

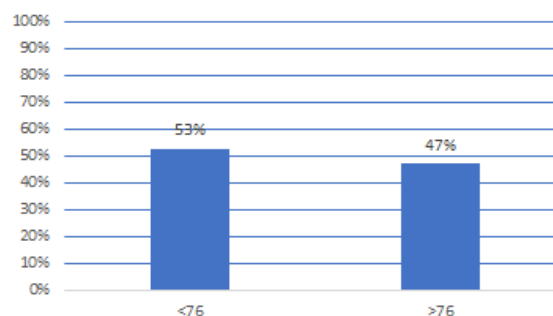
According to the previously provided explanation, the researcher collected data through a combination of testing and observations. This data encompassed various measurements aimed at determining the research's success, including pre-test scores, post-test 1 scores, post-test 2 scores, and observation notes. Subsequently, the researcher meticulously analyzed this compiled dataset, leading to the following data and results obtained through the analysis.

#### Discussion

##### 1. Pre-test Scores Analysis

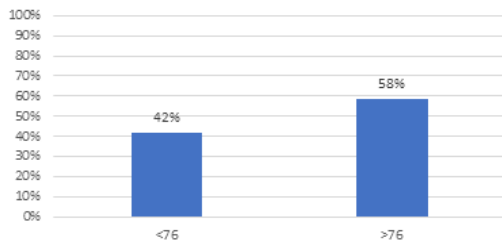
In the initial pre-test, students exhibited a wide range of performance, with scores spanning from the lowest score of 56 to the highest score of 88. The average score of 74 indicates a moderate level of proficiency within the group. However, there was a significant discrepancy in the outcomes, with 50% of students failing to meet the passing threshold (scores below 76), while the remaining 50% passed.

**Picture 1.** Pre-Test Score



##### 2. Post-Test 1 Scores Analysis

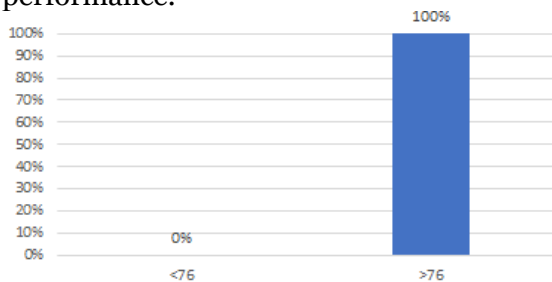
Following the first round of testing, there was a noticeable improvement in the students' performance. The post-test 1 scores ranged from 68 (the lowest) to 92 (the highest), with an average score of 78. Importantly, the majority of students (75%) passed this test, showcasing a positive shift compared to the pre-test. However, 25% of students still fell below the passing threshold.



**Picture 2.** Post-Test 1 Score

### 3. Post-Test 2 Scores Analysis

The second post-test demonstrated consistent progress, with all students achieving passing scores. The scores ranged from 77 to 96, with an average score of 86. This remarkable improvement indicates that the instructional strategies or interventions employed between post-test 1 and post-test 2 continued to have a significant positive impact on student performance.

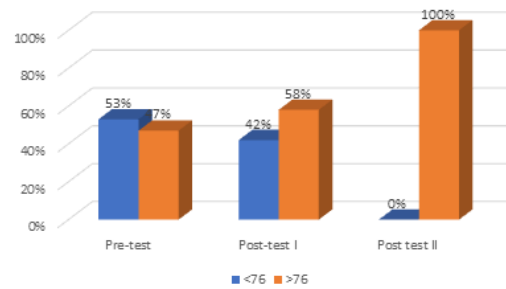


**Picture 3.** Post-Test 2 Score

The data highlights a clear and encouraging trend in student performance over the three assessment rounds. It is evident that the students responded well to the teaching methods and support provided, as indicated by the increase in the percentage of passing students from 50% in the pre-test to 100% in the second post-test. This consistent upward trajectory in scores underscores the effectiveness of the educational strategies used during this period.

It's important to acknowledge the initial division between passing and failing students, which was observed in the pre-test. While the majority of students ultimately achieved passing scores, there is value in identifying the 25% who consistently struggled across the assessments. These students may benefit from continued targeted support and intervention to ensure they catch up with their peers.

**Picture 4.** Students' Progress



In conclusion, this data illustrates the power of ongoing assessment, adaptability in teaching methods, and intervention strategies in enhancing student performance. The students' journey from a mixed pre-test performance to a universal pass rate in the final post-test reflects a positive educational experience, emphasizing the importance of improving approaches to meet the diverse needs of learners.

### 4. CONCLUSION

In summary, the data analysis reveals a compelling story of student progress over the course of three assessments: the pre-test, post-test 1, and post-test 2. At the outset, in the pre-test, students presented a wide range of abilities, with scores varying between 56 and 88. The average score of 74 indicated a moderate level of proficiency within the group. However, it's noteworthy that exactly half of the students fell below the passing threshold (scores below 76), while the other half passed.

Following the first round of testing (post-test 1), there was a significant improvement in student performance. Scores ranged from 68 to 92, with an average of 78. Importantly, the majority of students (75%) passed this test, marking a notable positive shift compared to the pre-test. Nevertheless, a quarter of the students still struggled to meet the passing criteria.

The most remarkable progress occurred in the second post-test, where all students achieved passing scores, with scores spanning from 77 to 96 and an average score of 86. This consistent improvement underscores the effectiveness of the teaching methods and support implemented between post-test 1 and post-test 2.

Overall, the data signifies an encouraging trend in student performance. The students responded positively to the educational strategies and support provided, as evident from the rise in the percentage of passing students from 50% in the pre-test to 100% in the second post-test. This journey from mixed performance in the pre-test to a universal pass rate in the final post-test demonstrates the potential for improvement in education.

In conclusion, this data underscores the importance of continuous assessment, adaptable teaching methods, and intervention strategies in enhancing student performance. It emphasizes the need to cater to the diverse needs of learners and highlights the potential for growth when students receive the right support and guidance.

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