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## CHAPTER I INTRODUCTION

### I.1 The Background of the Study

In this era of globalization, English has become the most dominant language used for international communication. People are expected to master English so that they can communicate with other people who live in other countries. As a tool of an international communication, it should be learned by people who live in a country which uses English as a foreign language, including Indonesia. It is widely used in a variety of fields and for a variety of purposes. It is the language most widely used in education, commerce, tourism and international debates. Allen and Widdowson (1974: 1) state that every piece of knowledge is available in English. Without knowledge of English, a man or a woman starting a new career is gravely handicapped. With knowledge of English, he or she holds the key which opens many doors.

To support Indonesian people in order to be able to communicate with other people around the globe, Indonesian government incorporates English into its educational curriculum as one of its compulsory subjects starting from Junior High School. Hence, it is hoped that there is a great chance for Indonesian learners to improve their English communication competence. The learners also need to master the skills of the language, such as listening, writing, reading, and speaking.

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There is increasing awareness in the world that reading is of fundamental importance in the life of the individual citizens. Almost everywhere we turn; we can find books, articles and research reports on issues related to reading and reading problems.

Reading is a very difficult subject to both learning and teaching. There are many aspects of reading that need to be addressed: letter-sound correspondence, phonemic awareness, vocabulary, spelling, comprehension, as well as many others. Many students are set up for failure in reading simply because teachers are not using best practices and not teaching all aspects effectively. If a student does not learn to read in first and second grade, they are likely to struggle with reading throughout their entire lives. The students who struggle with reading need effective, research-based instruction that helps develop their ability to decode words automatically and independently.

The need for learning English and mastering its different skills, and particularly reading, is clearly justified. Grigg and Mann (2008) assert that one of the crucial tools that need to be studied more and play an important role in establishing awareness and recreation is reading. This suggests that in order to access school curriculum and vocation effectively, the students need to enhance their reading ability and reach mastery level in reading.

Many foreign English language learners face a considerable difficulty in mastering the reading skill. Reading is a complex skill that presents challenges for both teachers and learners. These challenges include, but not limited to, the mismatch between the written and spoken form, the length of words and sentences

in written texts and the specialized vocabulary which is commonly encountered in scientific texts.

Reading is a complex process, complex to learn and complex to teach (Carnine, Silbert, and Kameenui: 1990). According to Anderson et al (1985), reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated information sources. The ability to read and extract meaning from text is a fundamental skill necessary for most forms of personal learning, intellectual growth, and educational attainment (United Nations Educational, Scientific and Cultural Organization, 2010).

Based on the National Centre for Learning Disability (NCLD) in New York City ([www.scholastic.com](http://www.scholastic.com)), one in five public school children – some 10 million – have reading problems, most of the problems divide into two board areas: the first is language and learning problems, including dyslexia (difficulty decoding language) and dysgraphia (difficulty relating to handwriting, spelling, and composition). Second is information processing disorders, including auditory or visual processing disorder. Despite normal vision and hearing, kids with these disorders have trouble with language development, reading, writing and mathematical ability.

Not only reading but also writing has an important skill. Most language learners realize the learning to write fluently and expressively are difficult. It is because writing needs simultaneous control of number variables. This argument is supported by Zemach and Islam (2004) in Luh, that there are some aspects

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included in writing such as control of content, rules of syntax, format sentence, grammar, punctuation, vocabulary, and spelling. In addition, writing is the most concrete and systematic of the language skill. Writing refers to individual expression and reading deal with comprehension. It plays an important role to convey ideas, messages, feelings and others. Hughey (1983) says, “Through writing, we express our feelings, hopes, dreams and joys as well as our fears, angers and frustrations”. In writing, writers deliver their ideas or messages to the readers indirectly. It means the writer cannot correct the errors or revise the statements to the readers directly. Therefore, when the writers are producing ideas or messages, they should determine what to write; they should have something meaningful to convey.

In mastering English, students find problems dealing with language skills and language components as mentioned above. Most students in Indonesia consider English as a difficult subject which makes them frustrated. Many of them failed to graduate from SMP / SMA only because of their mark of English of national final examination doesn't fulfil the requirement in at the passing grade score. That is why the Indonesian government makes efforts to find the solution of those problems. For example, they change the curriculum and introduce new approaches of teaching to English teacher. They also have to consider some factors such as the quality of the teacher, student interest, motivation, teaching techniques that play important roles to achieve the objective of school learning.

In some school settings, the students get some English textbooks which are written in English. These textbooks contain a lot of information related to the

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subjects the learners learned. In order to access this information, therefore they need sufficient knowledge of English. Especially, they should have the skills of reading because it is written in the textbooks so that they could comprehend it well. That is why the reading skills are important to be mastered.

Based on the preliminary study and interviewed on September 20, 2016. Unfortunately, the students' reading and writing abilities were still far from being expected. It was proven when the researcher observed a learning process in SMA N 2 Tambang, many students still had difficulties in comprehending the information presented in the textbooks and they were hard to write a paragraph in English. The reading's problems were identified that the students had a lack of the vocabulary, the students could not get the message in the text given, the students could not identify the main topic of the text, and the students got into difficulty in answering the questions related to the content of the text given and the writing's problems were; the students wrote incorrect usage, spelling, punctuation, and limited vocabulary. It made the students feel bored and they did not interest in joining the lesson. In fact, many students failed to reach the standard minimal score determined for the English subject that was 75. These scores were lower than the minimal completeness criterion score. Since the minimal completeness criterion score for English as stated by the school was 80. In other words, the students in majority could pass KKM 80 because they joined the remedial classes.

These problems are caused by some factors, such as; the teacher still focuses teaching on teachers' centered instruction in teaching and learning process. The students have a little chance to express their opinion because the

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teacher only speaks all of the time. They get knowledge just from the teacher's explanation. The students focus all attention upon the teacher and discourage communication among students. All that they have to do is just listen their teacher and make notes for useful information. The students only receive the knowledge from their teacher: they do not explore the knowledge themselves. Then, the students still master lack of vocabularies which make them difficult to compose any written text. The lack of the vocabularies can be seen when the teachers ask them in English and they do not even understand. Furthermore, the students have a lack of interest in learning English. Therefore, many students consider it as the hardest subject to learn.

In order to solve the students' problem in reading and writing, this GRASP strategy is assumed that it can improve the students' reading and writing abilities. Howel (2004) states that GRASP (Guided Reading and Summarizing Procedure) is a teaching strategy which enables a teacher and a group of children to talk, read, and explore texts. GRASP shows the students how to deal with the explicit content of a reading selection. The goals of GRASP are development of skill students can apply independently in writing report, sharpening of their abilities to recall material they read, encouragement of self-correction, and improvement in their organizational skills. GRASP is effective to improve the students' reading comprehension ability when the English teachers master the steps of the strategy. Meanwhile, the students' writing ability is improved too, since GRASP strategy also focuses on the process of writing summary. In other words, both the students' reading and writing ability can be improved altogether.

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Considering the problems discussed above, reading and writing are important to help the learners. It is necessary to conduct a research entitled “*The effect of using Guided Reading and Summarizing Procedure (grasp) strategy on students’ reading and writing abilities at SMAN 2 Tambang.*”

## **I.2 Statement of the Problem**

Reading and writing are two basic skills to be taught in teaching a language. Both reading and writing have a high correlation. These skills fall in the context of mother language learning. Based on the background above, we know that nowadays, reading and writing are very important to be mastered by the students in learning English. In reality, the students still face the problems to achieve the English learning objectives especially in reading and writing.

This research aims to find out the effect of using GRASP strategy on students’ reading and writing abilities. It is also hoped that this strategy would motivate the students and help them to improve their reading and writing abilities. The students faced many problems in learning English, especially in reading and writing abilities, such as they had a lack of the vocabulary, they could not get the message in the text given. They also found difficulties to determine main ideas, supporting details, inference, and reference in comprehending a text and they also got difficulty in answering the questions related to the content of the text given. In addition, they cannot write grammatical sentences, spelling, punctuation, and limited vocabulary. Therefore, these questions are arising: What factors make the students not able to master reading and writing? What efforts should be done to enhance the students’ reading and writing? What makes the students get difficulties in identifying topic; main ideas, inference, reference, and generic

structure of a text, write grammatical sentences, spelling, punctuation, and limited vocabulary. Which strategy is appropriate to improve the students' reading and writing? Is Guided Reading and Summarizing Procedure (GRASP) strategy appropriately to improve the students' reading and writing?

Howel (2004) states that GRASP (Guided Reading and Summarizing Procedure) is a teaching strategy which enables a teacher and a group of children to talk, read, and explore texts. Summarizing can be quite difficult for students unless guidance and practice can be provided for the students. This strategy illustrates what a summary is and how to summarize many ideas into a brief resume. The goal of teaching using GRASP method is to help students to summarize independently when they try to understand as well as a study text.

### 1.3 Limitation of the Problem

It was nearly impossible for the researcher to handle all of the problems that have been identified; therefore, the researcher only limited the problems of the research which are supposed to find out the effect of using GRASP on students' reading and writing ability. This research was conducted for the students in the first grade of SMAN 2 Tambang. It focused on the reading and writing ability on narrative texts.

### 1.4 Purpose and Objectives of the Study

This research aimed to identify the effect of using GRASP strategy on students' reading and writing abilities in narrative text at SMAN2 Tambang.

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This research was intended to answer the objectives, as follows:

1. To find out a significant effect of using Guided Reading and Summarizing Procedure (GRASP) strategy on students' reading comprehension at SMAN 2 Tambang.
2. To find out any significant effect of using Guided Reading and Summarizing Procedure (GRASP) strategy on students' writing ability at SMAN 2 Tambang,

### 1.5 Research Questions

The research questions of this research were formulated as in the following questions:

1. Is there any significant effect of using Guided Reading and Summarizing Procedure (GRASP) strategy on students' reading comprehension at SMAN 2 Tambang?
2. Is there any significant effect of using Guided Reading and Summarizing Procedure (GRASP) strategy on students' writing ability at SMAN 2 Tambang?

### 1.6 Significance of the Research

This research supported the current theory about the significance of the summarizing activities in language teaching and learning, especially for reading and writing.

This research was expected to motivate the English teachers to apply various activities which can enhance students learning motivation and involvement during the English teaching and learning process. For the students as

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the subjects of the research, it will be expected that the students will take the advantages of the research. They can learn how to improve their reading and writing abilities and make them more enjoyable in doing their tasks associated with reading and writing materials. Since GRASP strategy is interesting, the students will be motivated in joining the class. Therefore, GRASP strategy enables the students to enhance their reading and writing abilities. This research can be used as a reference to other researchers who want to study GRASP more intensively in teaching reading and writing. So, the implementation of the activities can develop the teaching and learning process in the future.

### **I.7 Rationale of the Study**

This research has been conducted to find out the effect of using GRASP strategy on students' reading and writing abilities at the first grade of SMAN 2 Tambang. It has been carried out in consideration of students' reading and writing abilities of narrative text which is needed to fulfill their academic tasks. If their reading and writing abilities are low, it will influence their reading and writing achievement. Students are now required to answer complex questions which call for independent integration, interpretation, critique, and evaluation of texts. To obtain mastery of reading skills in the 21st century, students must think deeply about what is being presented plus be able to organize text, identify causal relationships, and identify important details in texts, graphs, photos, and other materials (Cassidy and Ortlieb, in press, 2012, 2011; Ortlieb, 2013; Ortlieb and Norris, 2012; Raphael and Au, 2005).

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Therefore, to find a suitable strategy as one of the solutions to solve the students' problem becomes a high concern for all the educators especially for English teacher in SMAN 2 Tambang. This research offers GRASP strategy to improve students' reading and writing abilities. McKenna (2002) states that GRASP strategy can help alleviate writing fears and ensures that summarizing is not mere copying and also can be combined or adapted very effectively with other strategies. It is also supported by Manzo (1975 in Anderson, 2009:45) that GRASP shows the students how to with explicit context of a reading selection. Specifically, it helps students recall the information, correct misinterpretations, and organizes recollection of the materials.

According to Agus (2014), GRASP strategy can improve the students' reading comprehension meanwhile, the students' writing ability maybe improved too, since GRASP strategy also focuses on the process of writing summary. In other words, both reading and writing can be improved altogether. In conclusion, GRASP is an alternative teaching strategy that benefits both for the students' reading and writing abilities.

By providing the information by using the GRASP strategy in teaching and it influences the students' achievement in reading and writing, it hopefully provides an insight for other teachers to improve their students' reading and writing abilities.

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## 1.8 Definition of Terms

In order to avoid misunderstanding in this research, the terminologies used in this research can be defined as in the following:

1. The effect is changed caused by somebody or something; reset (Oxford Dictionary: 2009:138). In this case, the effect is the important to measure how much students' reading and writing changed.
2. Hayes in Brummer and Clark (2008: 159) defines the Guided Reading and Summarizing Procedure (GRASP) is a strategy used to teach students to summarize independently.
3. Reading is an activity where the reader tries to look at and understand something which is written or printed (Hornby, 2000). In this study, reading is an active cognitive ability (background knowledge) to be interacting with the material they need.
4. Writing ability is a person's ability to communicate information and ideas to anyone, public, government. It is not only an activity of arranging words into form of sentences, but also organizing some interesting stuffs, which are experiencing or ideas in written form. (<http://www.pendidikanbahasainggris.com>).
5. Narrative text is a text that orderly account of the events (story/tale) (Hornby, 2000). In this study, narrative text types refer to a text which is used to find out the students' ability in comprehending the text through jigsaw method.