

CHAPTER I

INTRODUCTION

A. The Background

Reading is one of the English skills that should be mastered by second year students as a foreign language. Reading is decoding and understanding text for particular reader purposes¹. It means that readers decode written text by translating text to speech, and translating directly to meaning.

Teaching reading should be aimed at furthering students' comprehension skill. Readers engage in constructive processes to make text meaningful. So, it is needed to have the knowledge about the existing material by appropriate strategy to guide the students to understand easier.

SMAN 2 Singingi is one of the senior high schools in Kuantan Singingi. It is located in Sungai Sirih Village. This school tries to apply education with a system in order that the students will understand about reading comprehension. It uses School Curriculum Based Competence (KTSP) as the guide in teaching-learning process for English subject. English has been taught twice a week. In the curriculum, the second year students at SMAN 2 Singingi are taught report, narrative, analytical exposition, spoof, and hortatory exposition. In this research, the focus is on analytical exposition text.

¹ Cline, F., Johnstone, C., & King, T. *Focus Group Reactions to Three Definitions of Reading (as Originally Developed in Support of NARAP Goal)*. Minneapolis: National Accessible Reading Assessment Projects. 2006. p.2

Based on preliminary study at SMAN 2 Singingi, the writer found some difficulties faced by the students in comprehending reading text. Some of them could not comprehend the reading materials well. Therefore, they got difficulty to answer reading exercise given by their teacher. In addition, their reading comprehension was still far from the expectation of curriculum. In this case, the passing grade of reading subject in this school was 70. Students could not reach the passing grade. Reading comprehension problem faced by the second year students can be seen from the following phenomena:

1. Some of the students are unable to identify main idea of analytical exposition text
2. Some of the students are unable to identify the supporting details of analytical exposition text
3. Some of students are unable to identify generic structure of analytical exposition text
4. Some of the students unable to know communicative purpose of analytical exposition text
5. Some of the students are lack of vocabulary.

Thus, to overcome the problem, the writer is interested in applying GRASP (Guided Reading And Summarizing Procedure) as a simple teaching strategy for students to identify the key ideas and important things in their reading. Based on Macceca, GRASP is in the form of summary which compresses many ideas into a

brief synopsis². So, it makes students' work become easier and helps them to improve their reading comprehension.

Based on the phenomena above, the writer assumed that the second year students need appropriate strategy to improve their reading comprehension. The researcher is optimistic that the strategy is the solution that can be conducted in investigation of the problem. Finally, the writer conducts a research entitled **“The Effect Of Using GRASP (Guided Reading And Summarizing Procedure) Toward Reading Comprehension Of Second Year Students At SMAN 2 Singingi Kuantan Singingi.”**

B. The Problem

1. Identification of the Problem

Based on the background of the problem, it is very clear that some of the second year students of SMAN 2 Singingi have problem in their reading comprehension. To make it clear, it will be identified as follows:

- a. What factors make the students unable to identify main idea on analytical exposition text
- b. What makes the students unable to identify the supporting details of analytical exposition text?
- c. What causes make the students unable to identify generic structure of analytical exposition text?

² Stephanie Macceca. *Reading Strategies for Social Studies: Reading and Writing Strategies*. USA: Shell Education. 2008. p.1

- d. How is the students' reading comprehension taught without using GRASP?
- e. How is the students' reading comprehension taught by using GRASP?

2. The Limitation of the Problem

Because of the identification of the problem stated above, the writer focuses on the effect of GRASP (Guided Reading and Summarizing Procedure) toward reading comprehension on analytical exposition text of the second year students at SMAN 2 Singingi Kuantan Singingi.

3. The Formulation of the Problem

Based on the limitation of the problem stated above, the research questions are formulated in the following questions:

- a. How is the students' Reading comprehension taught without using GRASP (Guided Reading and Summarizing Procedure) ?
- b. How is the students' Reading comprehension taught by using GRASP (Guided Reading and Summarizing Procedure) ?
- c. Is there any significant effect of using GRASP (Guided Reading and Summarizing Procedure) toward Reading comprehension on analytical exposition text of second year students at SMAN 2 Singingi Kuantan Singingi?

C. The Objective of the Research

1. To find out students' comprehension on analytical exposition taught without using GRASP (Guided Reading and Summarizing Procedure) at the second year student of SMAN 2 Singingi Kuantan Singingi.
2. To find out students' comprehension on analytical exposition text taught by using GRASP (Guided Reading and Summarizing Procedure) at the second year student of SMAN 2 Singingi Kuantan Singingi.
3. To find out whether or not there is significant effect of using GRASP (Guided Reading and Summarizing Procedure) toward Reading comprehension on analytical exposition text of the second year students at SMAN 2 Singingi Kuantan Singingi.

D. The Significance of the Research

1. As writer's contribution to develop GRASP (Guided Reading and Summarizing Procedure) in teaching Reading.
2. As input for SMAN 2 Singingi Kuantan Singingi to improve students' reading comprehension on analytical exposition text.
3. The result of this research is expected to give a learning strategy, GRASP (Guided Reading and Summarizing Procedure) in teaching reading of analytical exposition text.

E. Definition of the Key Term

1. Effect

Effect is change that somebody or something causes in somebody or something else³. The writer would like to know the effect of using GRASP (Guided Reading and Summarizing Procedure) toward students' reading comprehension.

2. GRASP (Guided Reading and Summarizing Procedure)

According to Macceca, GRASP (Guided Reading and Summarizing Procedure) is in the form of summary which compresses many ideas into a brief synopsis⁴. Its function in teaching reading is to improve students' reading comprehension. Then, it helps the students to recall the information and organize existing materials well.

3. Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency⁵. In this case, reading comprehension means the process in component of reading which is needed by the students in improving their comprehension on analytical exposition text.

³ Oxford. *Oxford Learner's Pocket Dictionary, Fourth Edition*. New York: Oxford University Press, 2000. p.143

⁴ Stephanie Macceca. **OpCit**. p.1

⁵ *Ibid*

4. Analytical Exposition

Analytical exposition is the text which is written to persuade the reader or listener that something is the case⁶⁷. In this research, analytical exposition is one of the reading texts taught for the second year students at SMAN 2 Singingi. The students are required to comprehend the analytical exposition well.

⁶ Th. M. Sudarwati and Eudia Grace. *Look Ahead 2: An English Course for Senior High School Students Year XI Science and Social Study Program*. Jakarta: Erlangga. 2007. p.109

⁷ Achmad Doddy, Ahmad Sugeng and Effendi. *Developing English Competencies 2: for Senior High School (SMA/MA) Grade XI of Language Programme*. Jakarta: Setia Purna Invest. 2008. p.62