THE USE OF MODIFIED GRASP TO TEACH STUDENTS' READING COMPREHENSION

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ABSTRACT

This research is conducted in order to find out: 1) the significant difference on students' reading comprehension before and after the implementation of GRASP; 2) the difference on reading aspect through modified GRASP; and 3) the correlation between students' self-esteem and students' reading comprehension. This quasi-experimental research uses one group pre-test post-test design. It applies modified GRASP on students' reading comprehension. The samples, who are taken purposively, are 30 students of the tenth grader. Based on the calculation, the pretest of reading that consist of 30 students has mean score 72.40 and 79.87 for the posttest. The calculation shows that sig (2 tailed) is 0.000. It means that sig (0.027) < α (0.05=2.919). It can be concluded that there is difference of students' reading comprehension before and after taught by GRASP and there is significant improvement between pretest of posttest of reading. In short, implementing GRASP gives significant difference in teaching reading. Thus, based on the calculation of the reading aspects, it can be seen that the aspect of references became the lowest aspect that can be mastered by the students on the original GRASP (Pretest) class. Furthermore, after the researcher modified the GRASP, there was improvement in the aspect of references. Aspect that improves the most was main idea. The improvement was 37 points. Lastly, the result of the Pearson Correlation is 0.72. It can be concluded that there is correlation between students' self-esteem with students' reading comprehension.

Keywords: Self-Esteem, Modified GRASP and Reading Comprehension

I. INTRODUCTION

Reading is a significant part of educational process. Reading is the receptive skill in the written mode (Rao, 2009). At school, students are stressed in learning reading because students who have competency in reading will be able to make communication.

The ability to read is very important in supporting our daily life and making our life better. The more understanding what we read, the more interesting reading to improve our knowledge. Reading is important for the students 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 progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

The readers' ability to understand the text varies according to both their intellectual ability and the purpose of reading. A reader has several possible purposes for reading, and each purpose emphasizes a different combination of skills and strategies. It is necessary to have an adequate understanding to suit a purpose since it is central to reading. Students need to understand how texts work and what they do when they read, and they must be able to monitor their own comprehension (Grabe & Stoller, 2002).

Therefore, it can be said that having good comprehension in reading is deadly important for the students; however, based on the students' achievement in the tenth grader of SMAN 1 Bangunrejo in the academic year of 2019/2020, it is known that there are still many students who have low reading comprehension. They do not only have difficulties to know the meaning of the words in the text but also low understanding in getting the message from the text. On the other hand, there are so many students who probably know the words but they don't know the meaning of the text. Even, there are some students who do not know the meaning of the text at all. It can be seen from the total number of student who can pass from the minimum passing grade (KKM). Based on the teacher's report, there are only 12 (40%) students who pass from the KKM (75).

Teacher has to be able to recognize the sources of this problem. Students' achievement will be influenced by several factors, such as, students' motivation, the quality of instructions, teaching strategy or method, family resources, parental support, self-esteem, peer group expectation and so on. In this case, the most common problems which will be discussed are students' self-esteem and teaching strategies. In this chance, the researcher offers Guided Reading and Summarizing Procedure Strategy (GRASP) to solve the existing problem in SMAN 1 Bangunrejo.

Based on some previous studies (Olson, et al. 2007; Miller, 2008; Muslih, 2009; Richardson, 2010; Oktawati, 2015), it is advisable that the English teachers apply or implement Guided Reading and Summarizing Procedure in their reading classes since the strategy can improve the students' reading comprehension. It was due to the fact that guided reading is a teaching strategy which enables a teacher and a group of students to talk, read and explore texts. The focus is in teaching students to become reflective and

responsive readers who can not only read the lines, but also read between and beyond the lines.

Through discussion, students are guided to interpret the writer's meaning and think about both literal and more complex meanings within a text. Considering this condition, the researcher is interested to apply GRASP in her teaching learning process.

GRASP is a teaching strategy which enables a teacher and a group of children to talk, read, and explore texts (Howell, 2004). 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 is to help students to summarize independently when they try to understand as well as study text.

Hayes in Brummer and Clark (2008), the Guided Reading and Summarizing Procedure (GRASP) teach students to summarize independently. Students learn to recall, organize, and self-correct information before composing a summary through teacher modeling. The Guided Reading and Summarizing Procedure emphasizes the importance of learning how to summarize text and knowing when summarizing is needed.

The original version of GRASP requires students to recall, organize, and self-correct information. It means that students are required to learn independently. However, considering the problem identification, only 40% pass from KKM, therefore the researcher conclude that this strategy will not run well. Furthermore, while the researcher apply the original GRASP strategy, the information from the text tends to be forgotten quickly when the students are passive. In fact, most of the students (sample) belong to passive students. This condition inspires the researcher to modify the existing strategy by collaborating peer-correct information to replace self-correct information in GRASP. The following table explains the difference between original version with modified version of GRASP.

Table 1. The Difference between Original GRASP with Modified GRASP

No	Original GRASP by Hayes in McKenna (2002: 155)	Modified GRASP
1	The teacher asks the students to read the text	The teacher asks the students to read the text
2	After the students have read a section of text, ask them to turn their books face down. Ask them to recall whatever they get from the material. Record their input in a list on the board or on a transparency.	After the students have read a section of text, teacher asks the students to tell all that they can remember, no matter how trivial or incomplete their recollection.
3	Allow the students to return to the text and to locate more information and to make corrections.	After the teacher writes and groups the information on the whiteboard, the teacher asks the students to turn the material again for more information. Then, teacher asks

		students with their peer to do corrections between the ideas on the whiteboard and their own ideas.
4	With student participation, rearrange the information into categories.	Once students reread, on a second column, write any additions or corrections, connecting to original responses
5	Help the students write a topic sentence for each category and detailing sentences that support it.	It is time to group details that belong together and organize the details within each group.
6	Engage the students in revising the summary to make it more coherent.	Teacher engages students in discussion that identifies the text's major topics.
7		The teacher asks the students to summarize based on the ideas discussed

The other thing that can influence the student's reading comprehension comes from another factor besides the teaching strategy. It is the student's self-esteem. Powell (2006) states that self-esteem is how we think and feel about ourselves. It refers to how we think about the way we look our abilities, our relationship with others, and our hopes for the future. Self-esteem is considered as one of the important affective factors because success or failure of a person depends mostly on the degree of one's self-esteem. Students with high self-esteem are likely less to feel embarrassed or afraid when communicating in other language (English). Meanwhile, students with low self-esteem tend to avoid using another language in their communication.

To make the students achieve adequate skill in reading, the researcher applied GRASP on the consideration that it can improve the students' reading comprehension and encourage students' active role in the teaching learning process. However, while the researcher apply the strategy, the information from the text tends to be forgotten quickly when the students are passive. In fact, most of the students (sample) belong to passive students. Therefore, the researcher tries to modify the strategy.

The researcher also considers the students' self-esteem (high and low) to know whether GRASP is suitable for students who have high self-esteem and those who have low self-esteem. Since students' self-esteem and the strategies of teaching applied by the teachers are important factors in teaching reading, the researcher is interested in conducting a research entitled: "The Use of Modified GRASP to Teach Students' Reading Comprehension".

Concerning to the research problem, the objectives of this research are as follow: 1) to find out the significant difference on students' reading comprehension before and after the implementation of GRASP; 2) to find out the difference on reading aspect through modified GRASP; 3) to find out the correlation between students' self-esteem and students' reading comprehension.

II. METHODS

In this research, the researcher used quasi experimental design. According to Ary et al. (2008) experimental design may be classified according to how well they provide control of the threats to internal validity is: pre-experimental design, true experimental design, and quasi experimental design. Quasi experimental design includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment Creswell (2012).

Creswell (2012) states that the variety of quasi experimental design can be divided into two main categories; 1) pre and posttest design; and 2) posttest-only design. The researcher used one group pretest and posttest design, the pre-test was used to know the students mastery before treatment.

Research population and sample
Population
In conducting a research, it is important for the researcher to determine the people to be discussed in the research. The people are called as population. Richard & Schmidt (2010) state that population is any set of items, individuals, etc. that share some common and observable characteristics and from which a sample can be taken. Thus, one can speak of comparing test scores across a sample of a population of students. Furthermore, Johnson & Christensen (2004) say that population is the set of all elements. The population may be all the individuals of particular type or a more restricted part of that group.

In this research, the population is all the tenth grader students of SMAN 1 Bangunrejo in the academic year of 2019/2020. There are four classes in which each class consists of 30 students, and the total number of the students is 120 students. In addition, based on the test from each class, it is known that the students' reading comprehension is almost the same among four classes.

Sample
After determining the population, a researcher should do the next plan that is determining the sample, because sample is any group of individuals that is selected to represent a population (Richard & Schmidt, 2010). Furthermore, Fraenkel & Wallen (1993) states that sample is any part of population of individuals on whom information is obtained. It may for a variety of reasons, be different from the sample originally selected. The researcher choses one class as a sample, that is the experiment class.

The sample of this research will be determined by using purposive sampling. There are four classes of the tenth grade of SMAN 1 Bangunrejo, in which the total number of the students are 120 students. However, the researcher just handles one class, that is X IPA[1]. Therefore, the class of X IPA[1] will be determined to be the sample of this research.

The participants of this study consist of 30 students. They are selected purposively. At first, the group will be given a pretest. Thus, the students are taught by GRASP. Next, the

group will be given a posttest to find out the difference and all intended research objectives.

Research instrument
In this research, the data is in form of quantitative data. It means that the data is implied in using numerical data or statistic (Gall et al., 2003). Thus, there are two kinds of techniques used to collect the research data. They are test and questionnaire. Test is used to collect data of students' reading comprehension and questionnaire is used to collect data of students' self-esteem level.

In order to know the level of students' self-esteem, the students were given self-esteem questionnaire. The questionnaire consists of statement lists and four responses which should be chosen by the students. The four responses consist of "not at all, a little bit, somewhat, very much, and extremely". For positive statement, the score is from 5 to 1, while for negative statement, the score is from 1 to 5. Furthermore, to know the students' reading comprehension, the students will be given reading essay test. The items of students' self-esteem questionnaire and reading test will be made and arranged based on the indicators at blue print which were formulated based on the construct.

The items of both self-esteem questionnaire and reading test were tried out first, in order to know the validity and reliability. The valid and reliable items will be used to get the data. Try out of instrument will be conducted at the first grade students of SMAN 1 Bangunrejo. The instrument was tried out to 30 students.

Based on the calculation, it is known that the score of validity (Result) is 0.821. It can be said that the instrument has very high level of validity. Thus, the score of reliability (r11) is 0.902. It can be said that the instrument has very high level of reliability.

III.   RESULTS AND DISCUSSIONS

The research was conducted in the tenth grade students of SMAN 1 Bangunrejo, from 25th January to 26th February 2020. This study was conducted every Monday and Saturday in a week. The class consisted of thirty students with seventeen girls and thirteen boys.

On Saturday, 25th January 2020 at 09.00 – 09.45 a.m., the researcher conducted pretest as the first step in this study. Before the researcher conducted the pretest, the researcher introduced herself to the students. The researcher also explained why she entered into the classroom. Then, the researcher conducted interaction with the students in the classroom. The researcher asked the students about what were their problems faced when they were studying English, especially in reading skill. In this case, the students gave many opinions about that case. After the researcher conducted interaction with the students, the researcher gave the pre-test to them. The researcher gave a reading comprehension test in form of multiple choices question test. The students could ask to the researcher if there was the ambiguous instruction. After the students understood about the instruction, they

started to do the pre-test. In this opportunity, the researcher gave reading comprehension test to the students as pre – test for about sixty minutes.

Then, on 6th February to 13th February 2020, the researcher conducted the treatment of GRASP in teaching reading to the students. In this case, the treatment was started by greeting the students, inviting students to pray together, checking students' attendance, introducing a learning strategy that was GRASP strategy in teaching reading to the students.

The results of data analysis
The data of this research was taken from two sources. They were data of reading comprehension and data of students' self-esteem. The results of reading comprehension test were two kinds, they were pre-test and post-test. The pre-test was done on Saturday, 30th January 2020. The students should answer some question based on the given text. After the students were given treatment by using GRASP in teaching reading comprehension, the researcher gave the posttest to them to get the data. The data of each group are presented as follows:

The result of pretest and posttest in reading comprehension
The researcher administered the pretest before giving the treatment. The result shows that the mean scores of the students in the pretest of reading are 72.40. After getting the treatment, students' reading comprehension is improved. The result shows that the mean scores of the students in the posttest of reading are 79.87. Further description of the data can be seen in the table 2 below:

Table 2. Descriptive Statistics of Pretest and Posttest Data

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
Pretest	30	60.00	88.00	72.4000	7.67261
Posttest	30	64.00	96.00	79.8667	9.37985
Valid N (listwise)	30				

Detail of data in pretest and posttest of reading comprehension can be seen in the following table of frequency distribution:

Table 3. Frequency Distribution of Pretest and Posttest Data

		Frequency	Percent	Valid Percent	Cumulative Percent
			Pretest		
Valid	60	3	10.0	10.0	10.0
	64	4	13.3	13.3	23.3
	68	4	13.3	13.3	36.7
	72	6	20.0	20.0	56.7

		Frequency	Percent	Valid Percent	Cumulative Percent
	76	7	23.3	23.3	80.0
	80	3	10.0	10.0	90.0
	84	1	3.3	3.3	93.3
	88	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	2	6.7	6.7	6.7
	68	2	6.7	6.7	13.3
	70	1	3.3	3.3	16.7
	72	5	16.7	16.7	33.3
	76	3	10.0	10.0	43.3
	80	3	10.0	10.0	53.3
	82	1	3.3	3.3	56.7
	84	6	20.0	20.0	76.7
	88	2	6.7	6.7	83.3
	92	2	6.7	6.7	90.0
	96	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

The Difference on students' reading comprehension before and after the implementation of GRASP

The objective of the research is to find out the significant difference on students' reading comprehension before and after the implementation of GRASP. The researcher conducted t-test to prove the hypothesis proposed toward the result of posttest. The criteria for this hypothesis test are accepted if t-observed is higher than t-table at the certain level of significant, in this case the researcher used 0.05.

Hypotheses of this test are:

H_0 : There is no significant difference in students' reading comprehension before and after the implementation of GRASP.

H_a : There is significant difference in students' reading comprehension before and after the implementation of GRASP.

Table 4. Results of Pretest and Posttest

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	72.4000	30	7.67261	1.40082
	Posttest	79.8667	30	9.37985	1.71252

Table 5 Results of Paired Samples T-Test

				Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper	T	df	
Pair 1	Preteset – Postest	7.46667	4.86885	.88893	9.28473	5.64861	8.400	29	.000

Source: The Calculation of Data Reading Using SPSS 16.0

Based on Table 4. above, the pretest of reading that consist of 30 students has mean score 72.40 for the pretest of reading and the posttest of reading has mean score 79.87. Table 5 shows that sig (2 tailed) is 0.000. It means that sig (0.027) < α (0.05=2.919). It can be concluded that H_0 is rejected and H_a is accepted that there is difference of students' reading comprehension before and after taught by GRASP and there is significant improvement between pretest of posttest of reading. Table 4. indicates that students' mean score of posttest (79.87) is higher than that of pretest (72.40). Shortly, implementing GRASP gives significant difference in teaching reading.

The Difference on reading aspect through modified GRASP

The third objective of the research is to find out the difference on reading aspect through modified GRASP. The researcher calculated the students' reading score for each item to prove the hypothesis proposed toward the result of posttest. There are five aspects of reading according to Nuttal (1996), main idea, reference, specific information, inference, and comprehending vocabulary. The following table shows the score for each item.

Table 6. Distribution Score of Reading Aspect

No.	Aspect of Reading	Item Number	Score		Gap
			pretest	Posttest	
1	main idea	5, 18, 23, 27, 30, 32, 36, 43, 45, 47	212	249	37
2	references	2, 15, 17, 24, 26, 31, 33, 38, 48	211	222	11
3	finding specific information	3, 4, 7, 9, 11, 13, 16, 19, 21, 49	175	195	20
4	inferences	1, 6, 8, 12, 22, 25, 29, 35, 42, 44, 46,	240	263	23
5	comprehending vocabulary	10, 14, 20, 28, 34, 37, 39, 40, 41, 50	225	245	20

Note: Gap = Posttest - Pretest

Based on the calculation on Table 4.6, it can be seen that the aspect of references became the lowest aspect that can be mastered by the students on the original GRASP (Pretest) class. Furthermore, after the researcher modified the GRASP, there was improvement in the aspect of references. Aspect that improves the most was main idea. The improvement was 37 points. Next, aspect of inferences became the second aspect that improves the most. The improvement was 23 points. Thus, comprehending vocabulary had the same improvement score with finding specific information; however, finding specific information still became the lowest aspect that can be mastered by the students

The Correlation between reading comprehension and students' self-esteem
The last objective of the research is to find out the correlation between, reading comprehension and students' self-esteem. The researcher grouped the reading scores viewed from students' self-esteem in order to prove the hypothesis proposed toward the result of posttest.

Thus, the researcher calculates the correlation between students' self-esteem with students' reading comprehension by using Pearson correlation in SPSS 16. The following table is the result of the calculation

Table 7. The Correlation between Students' Self-esteem
with Students' Reading Comprehension

Correlations		Self-Esteem	Reading
Self_Esteem	Pearson Correlation	1	.723**
	Sig. (2-tailed)		.000
	N	30	30
Reading	Pearson Correlation	.723**	1
	Sig. (2-tailed)	.000	
	N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on the Table 4.6 above, it can be seen that the result of the Pearson Correlation is 0.72. It can be concluded that there is correlation between students' self-esteem with students' reading comprehension.

Discussion
The difference on students' reading comprehension before and after the implementation of GRASP
GRASP method emphasizes that the students must be active in teaching and learning process. The students learn in small groups activities formed by the teacher, where each group (which consists of four persons with different abilities) has the same aim to tackle the problem given by the teacher. The implementation of GRASP method will run smoothly if only in learning activities, the teacher plays her role as well as possible. For instance, in preparation section, she has to prepare the material, divide the students into groups; before the learning process the teacher must be able to place the students in the

activities, the teacher must be sure that all the students understand and know both "what" and "how" their role is in the activities. When they are in groups, they cooperate and share the knowledge so they can contribute the best score for the their groups. These are what Arends (1997: 8-9) says that cooperative learning gives three effects: (1) students cooperate rather than compete; (2) students have better relationship; (3) students have better achievement.

GRASP method teaches the students to summarize independently. The students learn to recall, organize, and self-correct information before composing a summary through teacher modeling. Hayes in Brummer and Clark (2008: 159) suggests that the teacher revises his or her summary based on the students' suggestions and make a visible record of these changes to make the revision process more concrete for the students. According to Blachowicz and Ogle (2008: 564) GRASP method has the students organize their information into topical sentences prior to writing. To establish these sentences, the students try to find the topics. Using these topics, the students write some sentences combining the information from one topic to other topics. Then, the students create a summary from the information. Those activities were effectively proven in improving students' reading comprehension.

The difference on reading aspect through modified GRASP
There are five aspects of reading as Nuttal (1996), they are; main idea, reference, specific information, inference, and comprehending vocabulary which was used in this research.

Based on the calculation, it can be seen that the aspect of finding specific information became the lowest aspect that can be mastered by the students (see Appendix 7) on the original GRASP class. The original version of GRASP requires students to recall, organize, and self-correct information. It means that students are required to learn independently. However, considering the problem identification, only 40% pass from KKM, therefore the researcher conclude that this strategy will not run well if the researcher applies the original GRASP strategy. While applying the original version of GRASP, the information from the text tends to be forgotten quickly. It was due to the fact that most of the students (sample) belong to passive students.

On the other hand, after the researcher modified the GRASP by collaborating peer-correct information to replace self-correct information in GRASP, there is improvement in the aspect of finding specific information; even though, this aspect still became the lowest aspect that can be mastered by the students.

Thus, the aspect that improves the most was the aspect of main idea. It was due to the focus of teaching through GRASP was to become reflective and responsive readers who can not only read the lines, but who can also read between and beyond the lines (Howell, 2004).

The correlation between reading comprehension and students' self-esteem

Teaching method can influence the students in mastering the materials. In GRASP method, the students must be actively involved in groups activities by helping each other so they can master the materials. It is stated by Fountas and Pinnel in Guastello and Lenz (2007) that GRASP is an instructional approach that involves a teacher working with a small group of students who are similar in reading behaviors and the text level. The ultimate goal of GRASP is to help students learn how to use reading strategies successfully and to create independent readers who can formulate questions to inform as they acquire meaning from text and solve the problem when they meet difficulties with the text. Morrow in Guestello and Lenz (2007) says that GRASP is designed to meet the needs of the students in the group. In this method, the teacher interacts with the students to determine comprehension and to assist if the student has a problem or a question.

Furthermore, in cooperative learning class, the students need more attention to the learning situation so that they can both understand and do the phases in cooperative learning class. It is stated by Richardson, Morgan and Fleener (2009) that interactive tasks used in cooperative learning enable the students to give focused attention. The high self-esteem students tend to be more active in the teaching and learning process as well as tend to approach reading situation by giving attention to the material. They approach reading situation, get used to the text, and then have better comprehension. The characteristics of GRASP method which needs students' activeness in the teaching and learning process and attention to always approach reading situation, have relationship with high self-esteem students who have willingness to approach reading situation and give attention to it. When the high self-esteem students are taught using GRASP method, they will get better comprehension. So, the use of GRASP method is effective to teach reading for the students who have high self-esteem. The following table shows how teaching strategy, reading comprehension, and students' self-esteem interact to each other.

The level of self-esteem can contribute to the students' reading comprehension. The students having high self-esteem tend to have high confidence. They also usually learn by responsibility to the learning assignment and hard effort to attain a higher comprehension, and always enjoy in learning process. By high self-esteem, the students will have hard effort optimally to achieve their success. The students having high self-esteem tend to improve their reading strategies. For the students who use strategies above intensively, it will be easier for them to understand the text and finally come to comprehension. Furthermore, the level of students' self-esteem influence the students' performance in reading comprehension test.

On the contrary, students having low self-esteem do not have any interest in joining the learning process and they do so since they don't have desire to learn more. They have little attention to the teacher and the material which is given. They prefer becoming the listeners and the followers in the teaching and learning process because they are slower in doing the reading tasks which are given to them. Hayati et. al. (2019) states that the students who have low level of self-esteem will have low ability in understanding text.

From the explanation above, it can be concluded that the students who having high self-esteem have better reading comprehension than the students who having low self-esteem.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the data analysis, the researcher concludes that the research findings for the students' reading comprehension at SMAN 1 Trimurjo are as follows:

1. There is significant difference on students' reading comprehension before and after the implementation of GRASP.

The use GRASP in the process of improving the students' reading comprehension brings positive response for the students. It can be shown on the use of GRASP that can improve students' reading comprehension. Additionally by GRASP in the teaching and learning process, it also assists teachers in the delivery of the material so it is easier to be understood by students.

2. There is difference on reading aspect through modified GRASP.

The aspect of finding specific information was the lowest aspect that can be mastered by the students. After the researcher modified the GRASP by collaborating peer-correct information to replace self-correct information in GRASP, there is improvement in the aspect of finding specific information

3. There is correlation between students' self-esteem and students' reading comprehension.

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