

SKRIPSI

**THE EFFECTIVENESS OF GRASP STRATEGY TO IMPROVE
READING COMPREHENSION OF THE TENTH YEAR
STUDENTS OF MAN 1 PAREPARE**



By

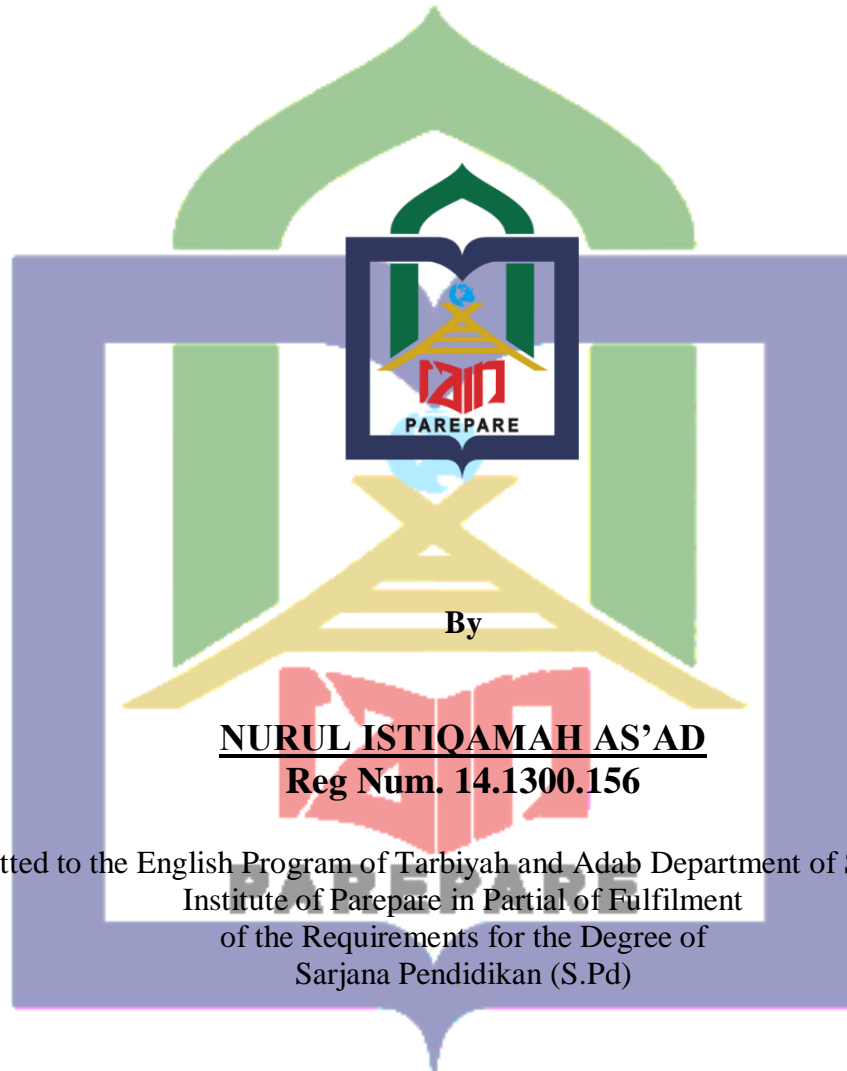
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Reg Num. 14.1300.156

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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NURUL ISTIQAMAH AS'AD
Reg Num. 14.1300.156

Submitted to the English Program of Tarbiyah and Adab Department of State Islamic
Institute of Parepare in Partial of Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

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of Sarjana Pendidikan (S.Pd)**

English Program

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PAREPARE

to

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
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PAREPARE**

2018

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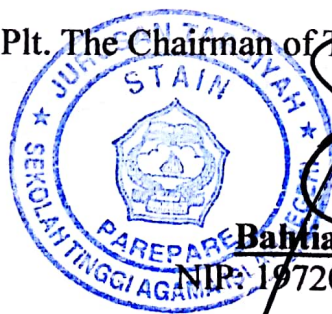
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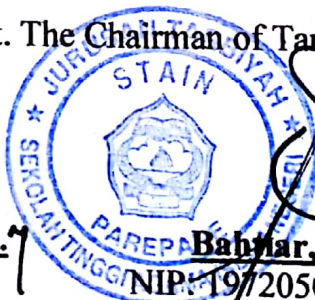
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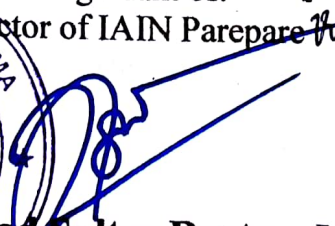

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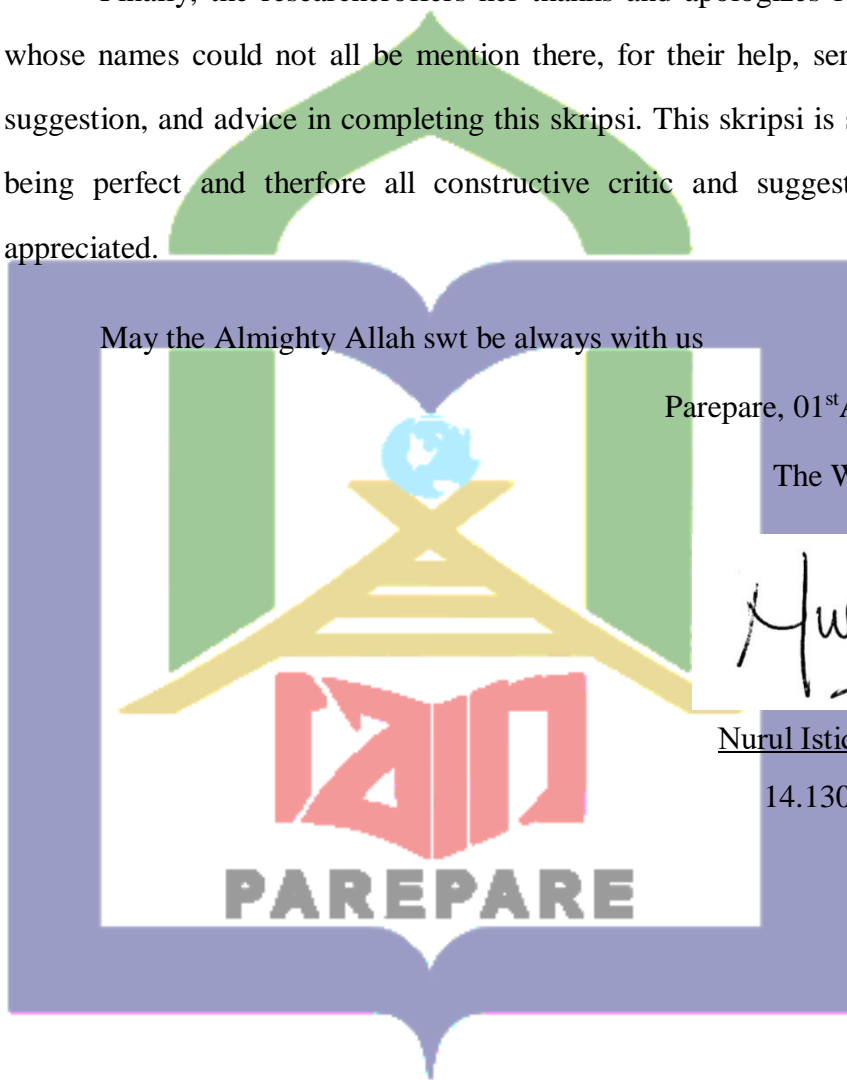
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State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

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ABSTRACT

NURUL ISTIQAMAH AS'AD. *The Effectiveness of GRASP Strategy to Improve Reading Comprehension of The Tenth Year Students of MAN 1 Parepare* (Supervised by Ismail Latief and Magdahalena).

The objective of this research was to find out there is a significant difference of the students' reading comprehension through GRASP Strategy at tenth year students of MAN 1 Parepare or not. Furthermore, the significance of the research was expected to be useful information for English teacher especially in teaching Reading. In addition, it can be used as a teaching model to improve reading comprehension.

This research was designed by using quasi- experimental with non equivalent control group design. The population of the research was the tenth year students of MAN 1 Parepare academic year 2017/2018 and took the sample X MIA 1 as experimental class that consist 15 students and X MIA 2 as control class that consist 15 students. Then, the data had been collected by using reading test, which was applied in pret-test and post-test on both experimental and control class. During the process the researcher applied three meetings for each class.

After analyzing the data, the researcher found that there is a significance effect of using GRASP (Guided Reading and Summarizing Procedure) toward Reading Comprehension of the Tenth Year students at MAN 1 Parepare, where t_{test} value(2,89) is bigger than $t_{table}(2,154)$ with $df = n - 1 = 29$, with $\alpha = 5\%$. It means that hypothesis alternative (H_a) was accepted and hypothesis null (H_o) was rejected. It can be concluded that there was a significance difference of the students' reading comprehension through GRASP Strategy before and after treatment.

Keywords: GRASP strategy, Reading Skills.

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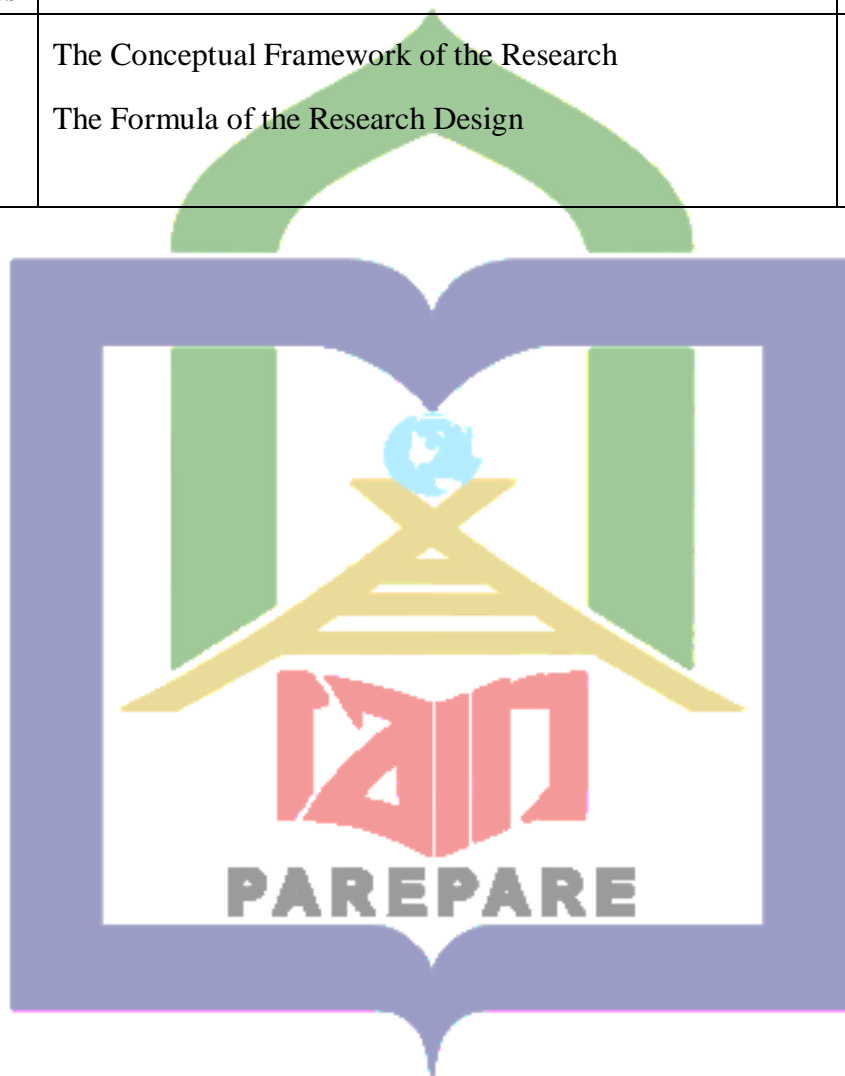
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CHAPTER I

INTRODUCTION

1.1 Background

Reading is an important skill since it can improve the students' ability in gaining knowledge of the world. It is one of the activity in comprehend the writer's ideas to communicate with the readers. It can increase and improve the student's knowledge in other language skill. Students will reach all of these aims if they understand and comprehend the text that they read. In addition, comprehension occurs when new information interacts with the old one that has already been stored in their memory.

Reading is a significant part of educational process. Reading is decoding and understanding text for particular reader purposes.¹ At school, students are stressed in learning reading because students who have competency in reading will be able to make communication.

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.

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

Many reading techniques and strategies have been used in teaching English in the classroom. The result shows that some techniques are successful with some students but some are not. Actually, what should be taken into consideration now is the way the knowledge is presented. As we know, teacher Centre approaches taking place in tradition classroom do not produce active recipients and results fossilized language learning. It is not effective enough to promote language acquisition.

Based on the observation in the classroom, the researcher found the problem of the tenth year students of MAN 1 Parepare especially in reading comprehension. The students had problem in finding the main idea, textual references and words meaning or lexical meaning of the text. In other words, the students' ability was still low in reading comprehension. This case is generally caused by lack of strategies in teaching reading; the teacher was given the traditional setting or model in the classroom. The students were only asked to answer the questions provided by the teacher and they were not active in teaching and learning activities. That method usually made students bored because the method is monotonous and the students are not active so it made the learners get bored.

The teacher must be able to make the students enjoy the reading activities in the classroom. It is very important to improve students' achievement of reading comprehension skills. Many reading strategies may be applied to the class to make the situation become fun and one of them is GRASP strategy.

GRASP (Guided Reading and Summarizing Procedure) is a teaching strategy which enables a teacher and a group of children to talk, read, and explore texts². 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 strategy is to help students to summarize independently when they try to understand as well as a study text.

Based on the explanation above to implementation of reading by using GRASP strategy in improving the reading comprehension of the tenth year students of MAN 1 PAREPARE. For the reason above, the researcher decides to carry out a research that is entitled “The Effectiveness of GRASP Strategy to Improve Reading Comprehension of the Tenth Year Students of MAN 1 PAREPARE in the school year 2018”.

1.2 Problem Statement

The research question of this research can be stated as follow:

- 1.1.1. Is the use of GRASP strategy able to improve reading comprehension of the tenth year of MAN 1 Parepare?
- 1.1.2. How GRASP strategy help the students to improve reading comprehension of the tenth year of MAN 1 Parepare?

² Gill Howell, *Guided Reading Handbook: Non-fiction*(Stage 2;Oxford: Heinemann,2004), p.3.

1.3.Objectives of the Research

Relating to the problem statement, the researcher decided the objective of the research is to examine:

- 1.3.1. To find out the use of GRASP strategy is able to improve reading comprehension of the tenth year students of MAN 1 Parepare.
- 1.3.2. To find out GRASP strategy help the students to improve reading comprehension of the tenth year students of MAN 1 Parepare.

1.4.The significance of the Research

The researcher hopes that this research will have some benefits in the English teaching learning process, especially in teaching reading.

1.4.1. Teachers

This research is expected to be a piece of useful information for English teacher at MAN 1 PAREPARE in teaching reading. Hopefully this finding may give an idea of the English teaching process.

1.4.2. Students

The result of this research will be expected with GRASP strategy can improve reading comprehension and to make them interest to read anything, especially English text.

1.4.3. School

It can share some new information by using this strategy and hopefully some of English teacher will apply this GRASP strategy to the students in their class.

1.4.4. The next researchers

The result of this research will be expected to be useful information and to give motivation to the next researcher to create idea another research about the good strategy to improve reading comprehension through GRASP strategy.



CHAPTER II

REVIEW AND RELATED LITERATURE

This part describes about the description of some pertinent ideas, The Previous Related Finding, The Previous Related Finding, Conceptual Framework, and Variabel and Operational Definition.

2.1 Some Pertinent Ideas

In this part, some pertinent ideas that explain the concept of the variable of the research.

2.1.1. The Concept of Reading

2.1.1.1. Definition of Reading

Reading is more than seeing words clearly, more than pronouncing printed words correctly, more than recognizing the meaning of individual words. Reading requires one to think, feel, and use one's imagination. The objectives of reading are to increase vocabulary and word perception skills, to improve word study skills, to evaluate what is read, to improve basic comprehension skills, and to develop more natural reading interests.³

According to Varzegar reading is a process of recognition of words and structures while associating meaning with them and understanding the contextual, conceptual, scriptural, schematic and pragmatic meanings which lead to a more global and holistic comprehension.⁴

³B.Padma, *Reciprocal Teaching Technique*(New delhi: APH Publishing Corporation), p.7.

⁴Vargezar, *Reading Comprehension*. Bulletin Of Faculty Foreign Language.(Accessed on March 19 2016),p.52.

Furthermore, reading can be defined as the act of simultaneously reading the lines, reading between the lines, and reading beyond the lines. Reading the lines is the process of decoding the words in order to reconstruct the author's basic message. Reading between the lines is the process of making inferences in order to reconstruct the author's implied messages. Reading beyond the lines is the process of judging the significance of the author's message, and constructively applying it to other areas of knowledge and experience.⁵

Goodman defined reading as: "Reading is a psycholinguistic guessing game. It involves an interaction between thought and language".⁶ Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time. The ability to anticipate that which has not been seen, of course, is vital in reading, just as the ability to anticipate what has not yet been heard is vital in listening.

Another opinion is stated by Burn, Roe, and Ross who state that reading is a thinking process. The process of recognizing words requires interpretation of graphic symbols. In order to comprehend reading, a person must be able to use the information to make an inference and read critically and creatively; to understand the

⁵A.Manzo and Manzo U, *Literacy Disorders: Holistic Diagnosis and Remediation*(Fort Worth: Harcourt Brace Jovanovich College Publishers,1993), p.5

⁶ Kennet Goodman, *In Journal of the Reading Specialist On Reading* (Portsmouth, NH; Heinemann),p. 38.

figurative language, determine the author's purpose, to evaluate the ideas presented, and apply the ideas to the actual situation.⁷

Based on the definitions above, the researcher concluded that reading is an attempt to delve information from various types of text, in accordance with the purpose of reading for information; the reader will use certain strategies, which form the word handling skills and skills to handle the text itself.

2.1.1.2. Reading Comprehension

Reading comprehension is the ability to read the text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.⁸

Reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as

⁷Roe Burn and Ross, *Teaching Reading in Today's Elementary School*(New York: Houghton Mifflin Company,1984), p.10.

⁸Wikipedia, the free encyclopedia/<http://en.wikipedia.org/wiki/Description> (Accessed 17 March 2016)

predicting, questioning, summarizing, determining the meaning of vocabulary in context, monitoring one's own comprehension, and reflecting.⁹

Furthermore, reading comprehension is explained as the ability to understand what has been read. Comprehending involves strategies that students learn to use when reading independently. Teachers focus on several key comprehension skills. These are inferring, predicting, comparing and contrasting, sequencing and summarizing. Students usually learn how to use these strategies in a small group guided by the teacher who demonstrates their use. Students then practice comprehension techniques with a partner by discussing what they read, making connections with prior knowledge and identifying the main ideas in the story.¹⁰

Another opinion stated that reading comprehension is very important because it may be tested by a passage which is to be translated into good English, or by a question based on the content of a passage. In this case, the passage is not translated, the questions being asked in the foreign language and the student answering in English.¹¹

Related to some definitions above, researcher conclude that Reading comprehension is the reader attempts to understand everything what they read, know the meaning of the content contained in the text / readings, to understand the problem

⁹Nurman Antoni, *Exploring EFL Teachers' Strategies in Teaching Reading Comprehension*(Journal of Indonesia University of Education),p.3.

¹⁰Karen Hollowell, Kinds of Reading (accessed from http://www.ehow.com/list_6604712_Kinds-reading-skill.html, on September 15th, 2011)

¹¹Tara Chand Sharma, *Modern Methods of Universtity and College Teaching*, (First Edition, New Delhi, Sarup & Sons, 2001), p. 247

or topic, why, who, how, when and where an event occurs in the text so as to improve the ability of students' understanding the readings are studied in depth, critical and thorough.

2.1.1.3.Goals of Reading

Asking a learner to "read" a text requires that teachers specify a reading goal. One minimal goal is to ask the learner to find particular grammatical constructions or to identify words that relate to particular features or topics of the reading. But such goals are always only partial. For example, a text also reveals a lot about the readers for which it is written and a lot about subject matter that foreign language learners may or may not know or anticipate.¹²

There are multiple principle goals of reading, which are determined by the end the reader has ordained the activity to obtain.

2.1.1.3.1. The general goal of reading is the acquisition of meaning from the ordered arrangement of symbols. For example, in an alphabet writing system, each word is a collection of symbols that express a term or some meaning, which taken in conjunction with other words ordered to each other in a predetermined syntax, conveys some general meaning that the author intends the reader to acquire.

2.1.1.3.2. The second goal of reading is the "reading to obtain understanding". The reader wishes to receive illumination of some discipline or set of facts

¹²Swaffar, Konteks Pembelajaran dan Konsep Kecakapan Berbahasa (<http://komaks/2011/12/konteks-pembelajaran-konsep-kecakapan-berbahasa.html>), Accessed 2010.

from the author. The reader usually approaches a given work with a dissimilitude of understanding compared to that of the author. The reader wishes to increase understanding by coming to terms with the author of a given book, and subsequently reach an equal level of understanding.

2.1.1.3.3. The final goal of reading is "reading to obtain information". The reader attempts to gain knowledge of facts or knowledge about the author.

2.1.1.4.Types of reading

The main ways of reading are as follows:¹³

2.2.1.4.1. Skimming: quickly running one's eyes over a text to get the gist of it.

2.2.1.4.2. Scanning: quickly going through a text to find a particular piece of information.

2.2.1.4.3. Extensive reading: reading longer text, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

2.2.1.4.4. Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

2.1.1.5.Models of Reading

Models of reading generally fall into three general categories, those are:¹⁴

2.2.1.5.1. Bottom-up models

Bottom-up models in reading are a step-by-step process that begins with

¹³F.Grellet, *Developing Reading Skill* (Cambridge: Cambridge University Press,2006),p.4.

¹⁴A.Manzo and Manzo U, *Literacy Disorders: Holistic Diagnosis and Remediation*(Fort Worth: Harcourt Brace Jovanovich College Publishers,1993), p.18.

letter perception, moves on to recognition of phonetics elements, then words, groups of words, and final sentence, paragraph, passage meaning.

2.2.1.5.2. Top-down models

Top-down models in reading are a search for meaning. The accuracy of word recognition is not as important as getting the general sense of what one is reading.

2.2.1.5.3. Interactive models

Interactive models say that a reader decides on a word's meaning by a combination of top-down and bottom-up processing approaches.

2.1.1.6. Kinds of Reading

In English teaching, there are three kinds of reading, namely: reading aloud, silent reading and speed reading.

2.2.1.6.1. Reading Aloud

Reading aloud is important to do in reading where the students who are known as a reader are required to read aloud to practice their tongue about how to pronounce every word found in the reading text. The main point of focus in reading aloud is not catching their ideas but practicing how to sound every word in a sentence.

2.2.1.6.2. Silent reading

Silent reading is frequently done by a reader who wants to comprehend the text in reading comprehension process. Silent reading that reading through gears, where is no voice expressed. This type of reading aims to find out the meaning given

in passage not to practice the pronunciation of the word and how to express the word as in reading aloud.

2.2.1.6.3. Speed reading

Speed reading is a way that required by the teacher for readers to read text rapidly and comprehend it at once. Between reading comprehension and speed reading should run side-by-side where a reader is required not only to read speed faster but also how to understand the ideas that express in the passage.

2.2.1.7. Technique in Reading

A technique is a superordinate term to the various activities that either teachers or learners perform in the classroom. In other words, techniques include all tasks and activities. The techniques that the teachers do can make a text more understandable. Furthermore, the teacher has to determine how much the students can absorb the meaning of texts that they are reading. A teacher can use several techniques for their teaching in reading comprehension. It is used to solve the problem of the students in comprehending the text. There are three techniques that can be applied in reading comprehension. They are scanning, skipping, and skimming.¹⁵

¹⁵H.D Brown, *Teaching by Pronciples: An Integrative Approach to Pedagogy* (New Jersey: Prentice Hall,2001),p.308

2.2.1.7.1. Scanning Technique

Scanning is a technique used by a reader to get relevant information in a text. When scanning, the reader does not start from the beginning and read to the end. Instead, what the reader does is jump around in the text, trying to find the information that is needed. Scanning involves moving eyes cross down the text seeking the specific phrases or words.

When scanning, the reader has to observe the author's use of organizers such as numbers, letters, steps, or the words, first, second or next. Besides that, they can look for the words that are boldfaced, italics, or in different font size, style, or color. Sometimes the author will put key ideas in the margin.

2.2.1.7.2. Skipping Technique

Skipping is a technique used to look for specific information in a text. When beginning to read, the reader should skip some sentences in order to get the specific information. Furthermore, skipping technique can help the reader to get the information faster without reading all the text. In skipping, a reader should not read the whole sentences. The reader only focuses on the information that is needed. It saves time in order to get the information without reading all sentences.

2.2.1.7.3. Skimming Technique

Skimming as one of the effective techniques is used to enhance the reading comprehension. Skimming is the process of rapid coverage of reading matter to determine its gist or main idea.

Thus, in skimming a text, a reader needs to learn how to select the keywords. The students must be convinced that keywords are needed as a prediction to answer the question. It is important because in skimming, a reader have not to read all sentences. Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. To get them, it must be read from the introductory information, the headings, and subheadings, and the summary. Skimming gives readers the advantage for being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about. Besides, a certain amount of practice is necessary in order to skim and fulfill their purposes.

Based on the explanations above, in scanning, the students read the text in order to get relevant information without reading the whole text, whereas in skipping, the students read the text to get the specific information. They skip some sentences in getting the specific information; while in skimming, the students read the text to determine the main idea. They need to read the whole text in order to be able to get

the main idea of the text. Skimming is a very good technique in comprehending it because it gives the reader to predict the purposes of the text as well as identify the gist of the text. This is the reason why the researcher decided to choose skimming as a technique to improve the reading comprehension of the students.

2.2.1.8. Difficulties of Reading

According to Nation, comprehension is the ultimate goal of reading. Everyone agrees that reading comprehension is not a simple matter of recognizing individual words, or even of understanding each individual word as our eyes pass over it¹⁶.

All models of comprehension recognize the need for readers to build up a mental representation of text, a process that requires integration across a range of sources of information, from lexical features through to knowledge concerning events in the world. Individual differences in text comprehension have been observed in both developmental and college-aged populations. Reading accuracy is within the normal range for their age, but their comprehension of what is read is substantially below average. Studies of such children identify cognitive systems that may be particularly crucial for the development of reading comprehension, and that is relatively independent of the processes underlying the development of word recognition skills in reading.

¹⁶K. Nation, *Reading Comprehension Problems* (Retrieved from <http://www.pitt.edu/~perfetti/PDF/Nation.pdf>.) accessed 2004.

Comprehension relies on mastery of decoding; children who struggle to decode find it difficult to understand and remember what has been read. Because their efforts to grasp individual words are so exhausting, they have no resources left for understanding.¹⁷

Signs of reading comprehension difficulty:

- 1.confusion about the meaning of words and sentences
- 2.inability to connect ideas in a passage
- 3.the omission of, or glossing over detail
- 4.difficulty distinguishing significant information from minor details
- 5.lack of concentration during reading

Based on the theories of reading above, it can be concluded that reading comprehension is a development process which requires one to think, feel, and use one's imagination of word recognition and linguistic comprehension. It includes understanding vocabulary, determining the main idea, finding explicit information, finding implicit information, and finding the reference.

¹⁷Paula J. Clarke, Margaret J. Snowling, Emma Truelove, and Charles Hulme, *Overcoming Reading-Comprehension Difficulties in Children: Training Program Can Help*. *Science Daily*.(Retrieved from <http://www.sciencedaily.com/releases/2010/08/100802125846.htm>) accessed 2010

2.1.2. The concept of GRASP (Guided Reading And Summarizing Procedure)

This part will explain some important things as the explanation of the strategy of this research, they are the definition of GRASP, The steps of GRASP strategy and teaching reading comprehension through GRASP strategy. The explanation of them, as follows:

2.1.2.1. Definition of GRASP (Guided Reading And Summarizing Procedure)

GRASP is a principle part in learning English. In reality, It influences the improvement of students' reading comprehension. GRASP is enabled students to summarize independently when they try to understand what they are reading. It helped to increase students' abilities to recall information, self-correct, and organize materials.¹⁸

According to Hayes, 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 emphasize the importance of learning how to summarize text and knowing when summarizing is needed.¹⁹

Then, Ryder and Graves in Hayes suggested the teacher revises his/ her summary based on the students' alternatives and make a visible record of these changes so the revision process is more concrete for the students.²⁰ It means that GRASP is a good model of summary that appropriate to applied by the students in

¹⁸Susan Davis Lenski, *Strategies to Support Struggling Readers* (Chicago: Prentice Hall, 2008)

¹⁹David.A Hayes, *Helping Students GRASP the knack of writing Summaries*. (Journal of Reading, Vol 3 No 2 , 1986)

²⁰ Ryder and Graves. *GRASP in Summary Aspects* (USA: Shell Education, 2007) p.158

comprehending reading material. It can improve their students' reading comprehension

For this strategy, students read the text and try to remember as many important facts as possible. After they have read, they put the text away and write down every fact they can remember from the reading. Next, students go back into the text to look for things they missed and add the additional facts to their list. Then students categorize or organize the list of information they took from the text. Finally, after categorizing, students write a summary of the text based on their personal notes. This strategy may be used both during and after reading.

2.1.2.2.The Steps of GRASP Strategy

The initial GRASP lesson, with the teacher in control, consists of four steps:

1. The teacher prepares the students for the lesson.
2. The students read the selection to remember details.
3. The teacher helps them group the remembered details categorically.
4. The students work with the teacher to change the organized details into sentences and a written summary.

The four steps above are explained below:

1. Preparing to read

Teacher modeling should be done on a selection of approximately 500 words for middle school students to 1500 words for high school students. After eliciting student background knowledge and setting content purposes for the reading, teachers

need to let the students know that they are learning a process *in class* that will be useful to them personally when they are doing outside reading independently.

2. Reading to remember

The teacher directs the students to read the selection and remember as much information as possible. When all students have completed the reading, the teacher asks them to brainstorm all the facts they remember and/or think they remember. The teacher records this information on a board or paper. If students correct each other during this time, write both sets of information on the board. After all, information is recorded, have the students quickly refer to the *text* for corrections and additions to the information. Do not cross out or erase the original information, instead of a circle and rewrite new information in a new color or indicate changes with an arrow. Leaving the old and new information together allows the students to see the whole procedure.

3. Grouping remembered information

Similar to the second step in the **Know - Want to know - Learned** strategy where brainstormed background knowledge is organized into categories, GRASP has the students organize their information into topical areas prior to writing.

To establish these areas, the teacher and students together try to figure out the major topics in the selection. Using these topics, the teacher models how the first few pieces of information can be categorized and write them under the appropriate headings. Then, the teacher prompts and guides the students to organize the

remaining information. They are encouraged to identify subcategories of information under each topic.

4. Writing the summary

Before writing the summary, the teacher needs to post three rules (1) Include *important* information; leave out details that are not necessary to summarize the main topics, (2) Compress information by combining similar details, (3) Add words and/or phrases to make the summary cohesive and coherent.

The teacher then models how to write a sentence summarizing the information under the first major topic. While composing, the teacher demonstrates how less important information can be left out, how similar types of information can be combined, and the positive effect of adding words and phrases. After modeling with the first topic, the teacher asks the students to write a sentence combining the information from the second topic. As the students write, the teacher also writes a sentence on the board. When all students are done, the teacher has several share their sentences.

Information from the student sentences is used to modify the teacher's sentence. The teacher adds the student ideas without erasing, so the students can easily see the revision process. On occasion, a topic might require two sentences, but students are encouraged to create only one if possible. The teacher and students continue to collaborate on the remaining topics and information until a summary paragraph has been created.

Initially, these paragraphs may be a bit rough, but they are much better than the traditional series of plagiarized sentences which often serves as a student summary. In addition, the process of creating the paragraph involves reading, organizing, metacognition, note-taking, discussion, and writing, so you know this has to be a powerful comprehension strategy and one that can be easily owned and independently used by students.

2.1.2.3. Teaching Reading Comprehension through GRASP Strategy

Teaching reading comprehension through GRASP strategy can help the students to develop their reading comprehension. The researcher teaches and introduces what is GRASP. When using this strategy, the students can remember the content of the text that has been encouraged.

In teaching reading comprehension through GRASP strategy, the procedures that will be done are:

1. Provide students with a short passage of easy text. Explain that after reading, a summary will be written.
2. After reading individually, ask the students to list what they remembered. You write the information on the board or overhead.
3. Then have the students reread the passage to look for additional information and to correct or enrich information for the list.
4. Then model the organization of the information into categories. First list the categories and then regroup the information under each category.
5. Using the generated outline, write a summary of the material.

2.1.3. Cooperative Learning Method

Teachers has responsibilities to manage the class as a background in communication and communicative activity. In teaching process, teachers guide and encourage the student's desire in supplied the limitation of grammatical, vocabularies and strategies. Learning and teaching process is systematictly effort by teachers in order to create the effectively and efficient of the learning process which is starts from planning, implementation and evaluation.

Cooperative Learning come from word *cooperative* which is means do something together by helping each other as a teamwork. Slavin said that Cooperative learning is a learning method where the system and working colaboratively in small groups which is containt of 5-6 person each, in order to stimulate the students to be more passionate in learning activity.²¹

Isjoni said “*pembelajaran kooperatif merupakan strategi belajar dengan sejumlah peserta didik sebagai anggota kelompok kecil yang tingkat kemampuannya berbeda. Dalam menyelesaikan tugas kelompoknya, setiap anggota kelompok harus saling bekerja sama dan saling membantu untuk memahami materi pelajaran. Dan belajar dikatakan belum selesai jika masih terdapat anggota kelompok yang belum menguasai bahan pelajaran.*”²²

²¹ Slavin Robert E. *Cooperative Learning: theory, research and practice* (N. Yusron. Terjemahan). London: Allymand Bacon. 2005

²² Isjoni. *Cooperative Learning Efektivitas Pembelajaran Kelompok*. Bandung: Alfabeta. 2009

Based on those statements, Cooperative Learning is a learning strategy with a number of students as members of small groups of different ability levels. So that every student have the same opportunity to develop their potential to be expressed to their teammates

2.2. The Previous Related Finding

There have been some finding related to this study. Some of them are:

Eni Susilowati in her research entitled *The Effectiveness of Guided Reading and Summarizing Procedure (GRASP) Method to Teach Reading Viewed from The Students' Self-esteem: An Experimental Study at the First Grade Students of SMK Negeri 1 Mlarak, Ponorogo in the Academic Year of 2011/2012* founding that whether: (1) GRASP method was more effective than Direct Instruction method to teach reading of the First Grade Students at SMK Negeri 1 Mlarak, Ponorogo in the Academic Year of 2011/2012; (2) the students who had high self-esteem have better reading comprehension than those who had low self-esteem of the First Grade Students at SMK Negeri 1 Mlarak, Ponorogo in the Academic Year of 2011/2012; and (3) there was an interaction between teaching methods and students' self-esteem in teaching reading at the First Grade Students of SMK Negeri 1 Mlarak, Ponorogo in the Academic Year of 2011/2012.²³

²³Eni susilowati, *The Effectiveness Of Guided Reading And Summarizing Procedure (Grasp) Method To Teach Reading Viewed From The Students' Self-Esteem* (Thesis; Sebelas Maret University: Surakarta, 2012)

Moreover, Agus Setiawan has done his researcher entitled “Using GRASP strategy to increase students’ reading comprehension ability” conclude that any utilizing GRASP strategy the students’ comprehension can be improved. Meanwhile, the students’ writing ability may be improved too, since GRASP strategy also focuses on the process of writing a summary. In other words, both the students’ reading comprehension and writing ability can be improved altogether.²⁴

Muslih in his thesis stated that reading is one of the language skills which must be taught in English classes of Senior High School students. Through the teaching and learning of reading, the students are expected to be able to comprehend the reading passages they read. For the improvement of the students' reading comprehension, the implementation of an appropriate method or strategy in teaching reading is urgently needed. Therefore, Guided Reading and Summarizing Procedure or GRASP is applied to cope with their problem in reading comprehension. This study was conducted to improve the reading comprehension of the second year students of MAN Temanggung. The research focused on analytical and hortatory exposition as the text types which must be taught to the second year students of Senior High Schools. The design of the research was collaborative Classroom Action Research.²⁵

²⁴Agus setiawan, *Using "Grasp" Strategy To Increase Student's Reading Comprehension* (Ability. Jurnal Pendidikan Dompot Dhuafa, Vol. 4, No 1, March 2014)

²⁵Muslih, *“Improving Reading Comprehension Ability of the Second Year Students at MAN Temanggung through “GRASP” Strategy: Collaborative Classroom Action Research”*(Thesis, Unhas.2009)

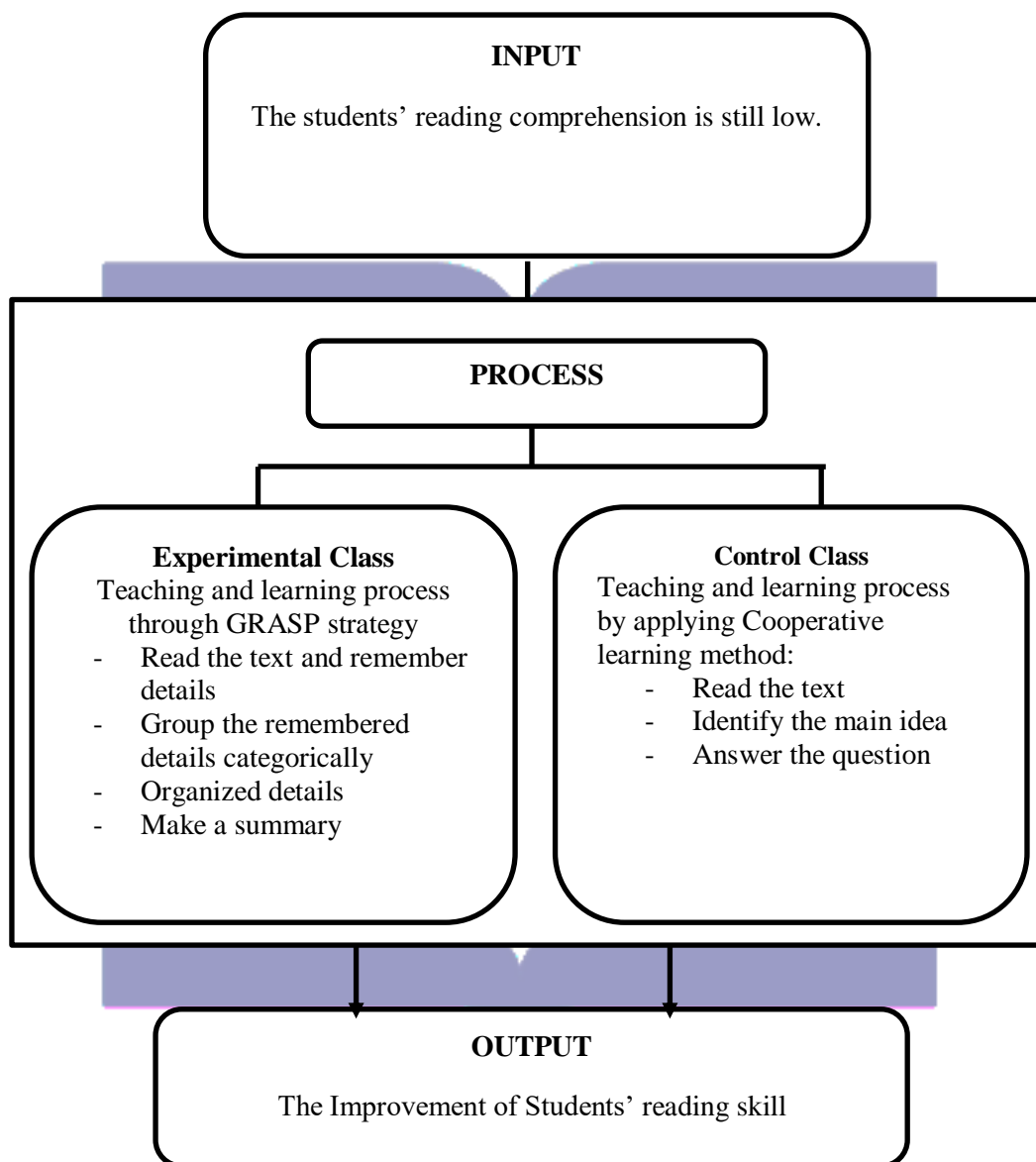
In addition, Hasrullah done his researcher entitled “ The Effectiveness of GRASP Strategy in Improving the Reading Comprehension of the Ten Year Students of SMKN 3 PAREPARE in school year 2016”. He stated that there is a different achievement score of reading comprehension of the students before and after using GRASP strategy of the Tenth Year Students of SMK Negeri 3 Parepare. It is proved by rejecting of the null hypothesis (H0) and accepting of the alternative hypothesis (H1), after the application of t-test formula of post-test where t-test value (2.85) is higher than the t-table value (2.024). It totally shows that teaching the reading comprehension through GRASP strategy is better than teaching through without GRASP Strategy.²⁶

Based on the previous research findings above, The researcher concluded that the fourth studies use GRASP (Guided Reading and Summarizing Procedure) Strategy to improve the students’ reading comprehension. The difference of these studies with the study that conducted by the researcher is in the treatment of the research. The researcher conducted a narrative text as a treatment in improving students’ reading comprehension through GRASP Strategy.

²⁶Hasrullah, “ *The Effectiveness of GRASP Strategy in Improving the Reading Comprehension of the Ten Year Students of SMKN 3 PAREPARE in school year 2016*”(Unpublished Skripsi: Umpar: Parepare,2016)

2.3. The Conceptual framework

The conceptual framework underlying this research is given in the following diagrams:



There are three main components of the diagram above and discussed briefly below.

1. Input: It refers to the student who has low skill in English especially in reading comprehension.
2. Process: It refers to the process of teaching by using GRASP Strategy. In experimental class, the researcher will explain about the material of reading, after that give instruction to the students how will they do GRASP in teaching and learning the reading process. Then, the researcher will apply GRASP strategy in teaching reading. While in control class, the researcher will explain about the material of reading, after that give instrument without using GRASP strategy in teaching and learning the reading process by applying cooperative learning method.
3. Output: It refers to the result of the reading comprehension of the students after following the treatment using GRASP strategy.

2.4. Hypothesis

The researcher formulates the hypothesis as follow:

H_o : Using GRASP strategy is not able to improve the students' reading comprehension of the tenth year of MAN 1 Parepare.

H_a : Using GRASP strategy is able to improve the students' reading comprehension of the tenth year of MAN 1 Parepare.

2.5. Operational Definition of Variable

2.5.1. Variable

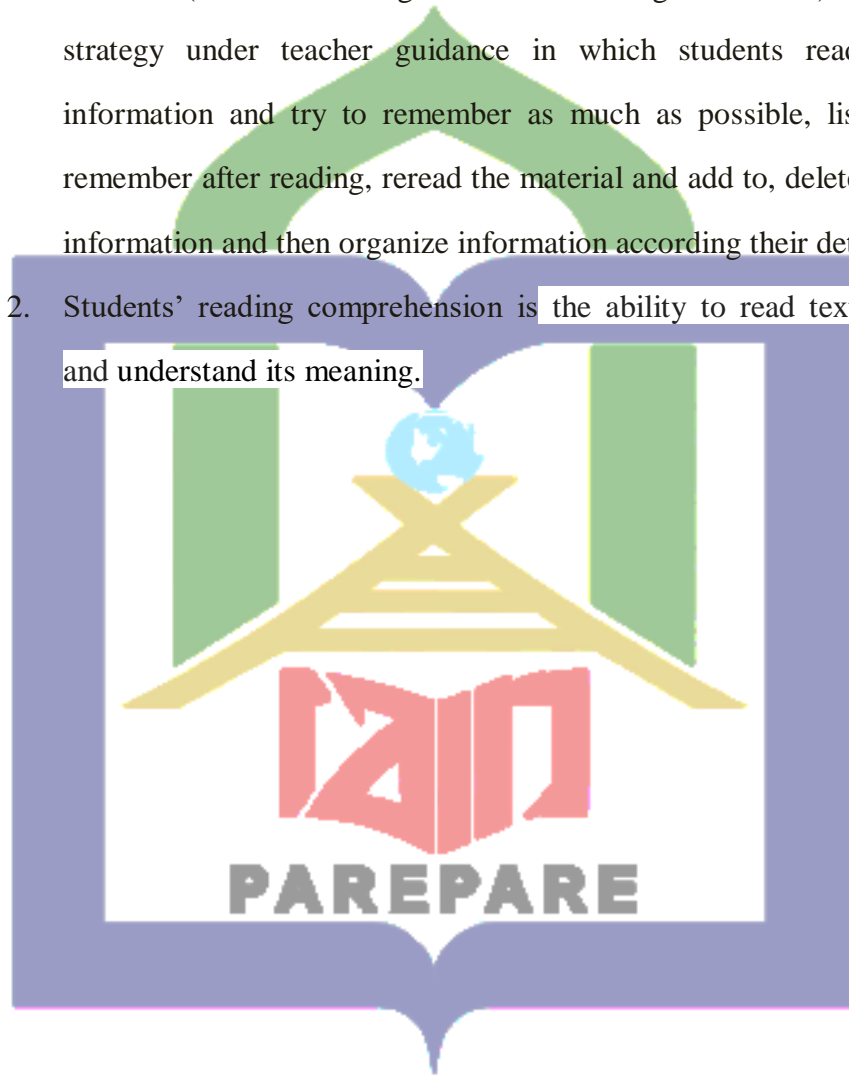
There are two variables involved in this research namely independent variable and dependent variable.

1. The independent variable is the GRASP strategy

2. The dependent variable is the students' reading comprehension of the tenth year of MAN 1 Parepare

2.5.2. Operational Definition

1. GRASP (Guided Reading and Summarizing Procedure) is a reading strategy under teacher guidance in which students read to collect information and try to remember as much as possible, list what they remember after reading, reread the material and add to, delete and correct information and then organize information according their details.
2. Students' reading comprehension is the ability to read text, process it, and understand its meaning.



CHAPTER III

RESEARCH METHOD

This part describes about the description of the research design, location of the research, population, sampel, instrument of research, and procedure of collecting data.

3.1 Research Design

This research is quasi-experimental research with nonequivalent control group design. Creswell said “quasi-experimental include assignment, but not random assignment of participant to groups”²⁷. This design as follows:

$$\begin{array}{l} E = O_1 \quad X \quad O_2 \\ C = O_1 \quad \quad O_2 \end{array}$$

Where:

E: Experimental Class

C: Control Class

O₁: Pre-test

O₂: Post-test

X: Treatment²⁸

²⁷John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*(New Jersey: Pearson Education, 2008), p. 309.

²⁸Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R&D*.(Bandung: Alfabeta,2015),p.116.

3.1. Location and Duration of the Research

The location of the research takes a place at MAN 1 PAREPARE Jl. Amal Bakti, Soreang Parepare, South Sulawesi focusing to the first year on academic year 2018. The researcher used the quantitative research that have several times to collect and analyze data. So, the researcher used more than one month for collecting the data.

3.2. Population and Sample

3.2.1. Population

Population is the entire mass of observations, which is the parent group from which a sample is to be formed. Population means characteristics of a specific group.²⁹

The population of this research is the tenth MIA grade students' of MAN 1 PAREPARE in academic year 2017/2018. They are X MIA 1 to X MIA 2. The total of the population is 30 students.

Table III.1
The Population of the Tenth Year Students of MAN 1 Parepare

No	Classes	Population		Total
		Male	Female	
1.	X MIA 1	5	10	15
2.	X MIA 2	6	9	15
Total Population				30

²⁹Prabhat Pandey, Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*.(Romania:Bridge Center, 2015).p.40.

3.2.2. Sample

Sample as defined as a number of member selected from the population.³⁰

Based on the population, the researcher choose X MIA 1 and X MIA 2 as sample by using total sampling. According to Arikunto, total sampling is the same sample as the population.³¹ The researcher also use random sampling to determine the experimental and control class.

Table III.2

Total Sample at the Tenth Year Students of MAN 1 Parepare

No	Class		Sample		Total
			Male	Female	
1.	X MIA 1	Experiment	5	10	15
2.	X MIA 2	Control	6	9	15
Total Sample					30

3.3. Instrument of the Research

In this research the researcher applies two kinds of instrument namely test and observation.

3.3.1. Test

The test is distributed to measure the students' reading comprehension in narrative text. The tests was give to students of experimental and control classes. The test is divide into two tests. They are pre-test will give before treatment, and post-test will give after doing the treatment. The type of the test that was the researcher use is

³⁰Juliansyah Noor, *Metodologi Penelitian Skripsi, Tesis, Disertasi & Karya Ilmiah* (Prenada Media)

³¹ Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*. Jakarta:PT. Bumi Aksara. 2005. P.120

elaborate that consist of multiple choices, true false, matching test and essay which consist 26 numbers.

3.3.2. Observation

Observation is one way to collect primary data. Observation is a purposeful, systematic and selective way watching and listening to an interaction or phenomenon as it takes place.³² Observation aims to know and find out the improve of reading comprehension students in learning english by using GRASP strategy.

3.4. Procedure of Collecting Data

In this case, the researcher used data of students, through pre-test and post-test. The procedure of collecting data as follows:

3.4.1. Pre-Test

The researcher gave pre-test for students. The pre-test used to find out the students prior knowledge and the students' comprehension before give them treatment. The researcher gave 10 multiple choice test, 5 True false test, 5 Matching test, 6 essay test and the students get the opportunity to answer the test in one hour.

3.4.2. Post-Test

The post-test used to find out the students comprehension on reading after giving them treatment. Like in the pre-test, the researcher gave 10 multiple choice test, 5 True false test, 5 Matching test, 6 essay test and the students get the opportunity to answer the test in one hour.

³² Ranjit Kumar, Research Methodology a Step by step guide for beginners, third edition.(New Delhiz: SAGE Publications India Pvt Ltd, 2011).p.134

3.4.3. Observation

In this stage, the researcher made a note of all activities during learning and teaching process which were about the researcher's treatment to the students.

3.5. Treatment

In treatment, the researcher doing some activities as follow:

3.5.1.1. Experimental class

3.5.1.1.1. First meeting (The Story Of Smart Monkey and Dull Crocodile)

1. The researcher open the class
2. The researcher provided students with a passage of narrative text.
3. The researcher explained how a summary wrote by the students.
4. The researcher asked the students to read a short passage individually
5. The researcher asked the students to list what they remembered. They will write the information on their paper
6. The researcher asked the students to reread the passage to look for additional information and to correct on enrich information for the list.
7. The students write a summary of the material by using a generated outline.

3.5.1.1.2. The second meeting (Mouse deer and Crocodile)

1. The researcher open the class
2. The researcher provided students with a passage of narrative text.
3. The researcher explained how a summary wrote by the students.
4. The researcher asked the students to read a short passage individually

5. The researcher asked the students to list what they remembered. They will write the information on their paper
6. The researcher asked the students to reread the passage to look for additional information and to correct on enrich information for the list.
7. The students write a summary of the material by using a generated outline.

3.5.1.1.3. The third meeting (The Wolf and The Lamb)

1. The researcher open the class
2. The researcher provided students with a passage of narrative text.
3. The researcher explained how a summary wrote by the students.
4. The researcher asked the students to read a short passage individually
5. The researcher asked the students to list what they remembered. They will write the information on their paper
6. The researcher asked the students to reread the passage to look for additional information and to correct on enrich information for the list.
7. The students write a summary of the material by using a generated outline.

3.5.1.2. Control class

3.5.1.2.1. The first meeting (The Story of Smart Monkey and Dull Crocodile)

1. The researcher open the class
2. The researcher provided students with a short passage of easy text.
3. The researcher explained how a summary wrote by the students.

4. The researcher asked the students to read a short passage individually
5. The students write a summary of the material by using a generated outline.

3.5.1.2.2. The second meeting (Mouse deer and Crocodile)

1. The researcher open the class
2. The researcher provided students with a short passage of easy text.
3. The researcher explained how a summary wrote by the students.
4. The researcher asked the students to read a short passage individually
5. The students write a summary of the material by using a generated outline.

3.5.1.2.3. The third meeting (The Wolf and The Lamb)

1. The researcher open the class
2. The researcher provided students with a short passage of easy text.
3. The researcher explained how a summary wrote by the students.
4. The researcher asked the students to read a short passage individually
5. The students write a summary of the material by using a generated outline

3.6. Technique of Data Analysis

To analyze the data that have collected from the result of pre-test and post-test, some formulas used in this research as follows:

3.6.1. Scoring the students' correct answer of pre-test and post-test.³³

Collecting raw score : $\frac{\text{students correct answer}}{\text{the total number of item}} \times 100$

3.6.2. Classifying the students score.³⁴

Table III.3
Classifying the student score

Score	Predicate	Categories
80-100	A	Very Good
66-79	B	Good
56-65	C	Enough
40-55	D	Less
30-39	E	Bad

3.6.3. Calculating the frequency and percentage of the students

$$P = \frac{Fq}{N} \times 100$$

Where : P: Percentage

F: Frequency

N: The total number of sample³⁵

³³Departemen Pendidikan Nasional. *Petunjuk Teknis Pengajaran Bahasa Inggris* (Jakarta: Depdiknas, 2003)

³⁴Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*. Jakarta:PT. Bumi Aksara. 2005. P.245.

3.6.4. The mean score of the students' achievement:

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

Where:

\bar{x} : mean score

$\sum x$: The sum of all score

N: The total number of sample³⁶

3.6.5. Calculating the standard deviation of the students, researcher applied the following formula:

$$SD = \sqrt{\frac{SS}{N - 1}} \quad \text{where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where: SD = The standard derivation

SS = The square root of the sum of squares

$\sum x$ = The sum of square

N = The total number of student³⁷

³⁵Rismawati B, *Using "Tahta" Game in Improving Students' Vocabulary at the Second Grade of SMP Negeri 8 Pinrang*, (Parepare: STAIN Parepare, 2015), p.37.

³⁶Sukardi, *Methodology Penelitian Pendidikan Kompetensi dan Praktiknya*, (Jakarta: PT. Bumi Aksara, 2004), p.88.

³⁷L.R Gay, Geoffrey, Peter, *Education Research Competencies for Analysis and Applications*, Eight Edition, (New Jersey: Pearson Merrill Prentice Hall, 2006), p.321.

3.6.6. Finding the difference of means score between pre-test and post-test by calculating the value of the test, applying for nonindependent sample t-test formulated:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where: t = test of significance

\bar{X}_1 = mean score of experimental class

\bar{X}_2 = mean score of control class

SS₁ = the sum square of experimental class

SS₂ = the sum square of control class

n₁ = the total number of experimental class

n₂ = the total number of control class³⁸

3.6.7. Criteria of testing hypothesis

The statistical hypothesis in this research as follows:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

To the hypothesis, the researcher used two-tailed test, with 0,05 level of significance.

³⁸L.R Gay, Geoffrey, Peter, *Education Research Competencies for Analysis and Applications*, Eight Edition, p.349.

1. If $t\text{-table} < t\text{-test}$, H_a is accepted and H_0 is rejected. It means that the applying GRASP strategy able to improve students' reading comprehension.
2. If $t\text{-test} < t\text{-table}$, H_0 is accepted and H_a is rejected. It means that the applying GRASP strategy unable to improve students' reading comprehension.³⁹



³⁹Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2010), p. 119

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses about the finding and discussion. The findings describe about the result of the data collected from the test. And discussion explains and interprets the findings. The result of the research will be described in the following description:

4.1. Findings

In finding out the effect of GRASP Strategy to the students reading comprehension, the researcher applied all procedures that had been showed in previous chapter. In addition the researcher had given pre-test and post-test to the students both in experimental group and control group. The result of each term is different. Moreover, it is continued by analyzing their score in pre-test and post-test between experimental group and control group. It aimed to find out the significant difference between the students from both classes.

4.1.1. The Data Analysis of Students' GRASP Strategy

The finding of the result deals with the classification of the students' score on the pre-test and post-test in experimental and control class

1. Experimental class

Table 4.1: The percentage scores of reading comprehension in pre-test in experimental class

classification	Score	predicate	Pre-test	
			F	%
very good	80-100	A	1	6,67
Good	66-79	B	5	33,33
Enough	56-65	C	4	26,67
Less	40-55	D	3	20,00
Bad	30-39	E	2	13,33
Total			15	100

Table 4.2: The percentage scores of reading comprehension in post-test in experimental class

Classification	Score	Predicate	post-test	
			F	%
very good	80-100	A	8	53,33
Good	66-79	B	5	33,33
Enough	56-65	C	1	6,67
Less	40-55	D	1	6,67
Bad	30-39	E		
Total			15	100

Table 4.1 and 4.2 shows that students in the experimental class in pre-test and post-test. The pre-test score of experimental class shows that 4 (26,67%) out of 15 students is in a enough categories, and 3 (20%) out of 15 students are in less categories, But after giving the treatment, the table 4.2 shows that most the students score of experimental class in post-test are in good categories after giving treatment

through GRASP strategy 8 (53,33%) out of 15 students is in very good classification, and 5 (33,33%) out of 15 students is in good classification.

This could be the evidence that the strategy which the researcher applied in learning process has worked successfully on the students in experimental class. It based on data presented on the table 4.1 and 4.2 shows there are significant different between the students score in pre-test, where students score in post test is high than the students score in pre-test.

2. Control Class

The following table described about the frequency and rate percentage of control class both of pre-test and post-test.

Table 4.3: The percentage scores of reading comprehension in pre-test in control class

Classification	Score	predicate	Pre-test	
			F	%
very good	80-100	A		
Good	66-79	B	4	26,67
Enough	56-65	C	6	40,00
Less	40-55	D	2	13,33
Bad	30-39	E	3	20,00
Total			15	100

Table 4.4: The percentage scores of reading comprehension in post-test in control class

Classification	Score	predicate	Post-test	
			F	%
very good	80-100	A	2	13,33
Good	66-79	B	6	40,00
Enough	56-65	C	3	20,00
Less	40-55	D	4	26,67
Bad	30-39	E		
Total			15	100

Table 4.3 and 4.4 shows that students in control class in pre-test and post-test. The pre-test score of control class shows that 6 (40%) out of 15 students are in enough categories, and 2 (13,33%) students are less categories. After giving treatment without using GRASP strategy, most of students score in control class are still in good classification. Where 6 (40%) out of 15 students is in good categories, and 3 (20%) out of 15 students are in enough categories. Therefore, it can be concluded that teaching the reading comprehension can improve the students reading comprehension than without using GRASP Strategy.

4.1.2. The Mean Score and Standard Deviation

The result of the students' pre-test and post-test, after calculating the mean score and standard deviation are presented in the following table:

The mean score and Standard Deviation Of Pre-test

Table 4.5. The Mean Score and Standard Deviation of Pre-test

Sample	Mean score	Standard deviation
experimental class	59,87	15,82
control class	55,60	15,69

The Table 4.5 shows that the mean score obtain by the students before giving the treatment both experimental class and control class is almost equal. It indicates that the ability of students in reading comprehension both class is almost same. Furthermore, the mean score obtain by the students in control class would be as a tool in monitoring the mean score obtain by the students in experimental class after giving some treatment. In addition, the standard deviation of pre-test in experimental and control class was categorizing high. It indicates that the number of deviation in the students reading comprehension both in experimental and control class is almost same before teach through GRASP Strategy.

Table 4.6. The Mean Score and Standard Deviation of Post-test

Sample	Mean score	Standard deviation
experimental class	78,00	12,40
control class	63,87	14,67

The Table 4.6 shows that the mean score obtain by the students in experimental class higher than control class. It indicates that after getting treatment for four times through GRASP Strategy the students reading comprehension is

increasing. Furthermore, the Mean Score in the pre-test of experimental class is 59,87 and after getting the treatment through GRASP Strategy the Mean Score in the post-test of experimental reduces to 78,00

After find out the mean score and standard deviation of the variable, the writer would tabulate result in the formula below:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{78 - 63,87}{\sqrt{\left(\frac{2154 + 3012}{15 + 15 - 2}\right) \left(\frac{1}{15} + \frac{1}{15}\right)}}$$

$$t = \frac{14,3}{\sqrt{\left(\frac{5166}{28}\right) \left(\frac{2}{15}\right)}}$$

$$t = \frac{14,3}{\sqrt{(184,5)(0,13)}}$$

$$t = \frac{14,3}{\sqrt{23,985}}$$

$$t = \frac{14,3}{4,90}$$

$$t = 2,89$$

Thus, the t-test value is 2,89 and it would compare with t-table which two-tailed test (2-tailed) with significance 5% where the researcher compared the result of students' reading comprehension between experimental class and control class.

4.1.2 Hypothesis Testing

To find out the degree of freedom (df) the researcher used the following formula:

$$\begin{aligned}
 Df &= N-1 \\
 &= 15-1 \\
 &= 14 \\
 Df \text{ with significance } (0,05) &= 2,145
 \end{aligned}$$

For the level significant (p) 5% and df = 14, and the value of the table is 2,145, while the value of the t-test is 3,16. It means that the t-test value is higher than t-table (2,89 > 2,145). Thus, it can be concluded that the students' reading comprehension through GRASP Strategy are significantly better after getting the treatment. So, based on the result above (H_a) or alternative hypothesis is accepted and (H_o) or null hypothesis is rejected.

Table 4.6 the test of significance

Variable	T-test	T-table value
Post-test E– Post-test C	2,89	2,154

The data above showed that the value of the t-test was higher than the t-table value. It indicated that there was a significant difference between the result students' post-test.

4.1.3. The way GRASP Strategy improve reading comprehension students

GRASP (Guided Reading and Summarizing Procedure) is a teaching strategy which enables a teacher and a group of children to talk, read, and explore texts⁴⁰. 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 strategy is to help students to summarize independently when they try to understand as well as a study text.

Teaching reading comprehension through GRASP strategy can help the students to develop their reading comprehension. The researcher teaches and introduces what is GRASP. When using this strategy, the students can remember the content of the text that has been encouraged.

The researcher gave treatment for three times. In first meeting was on July 16th 2018, the researcher gave material about narrative text with the title “The Smart Monkey and Dull Crocodile”. The second meeting was on July 23th 2018, the title was “The Mouse deer and The Crocodile”, and the third meeting was on August 4th 2018 with the title “The Wolf and The Lamb”.

⁴⁰ Gill Howell, *Guided Reading Handbook: Non-fiction* (Stage 2; Oxford: Heinemann, 2004), p.3.

For this strategy the researcher directs the students to read the text and remember as much information as possible. When all the students have completed the reading, the researcher asks them to brainstorm all the facts they remember and write down in their paper. After that, the researcher asks the students to tell all that they can remember, no matter how trivial or incomplete their recollection. The teacher lists their recollections on the board. They are words and fragments in no particular pattern, just facts they remember. Then, students back to the text to reread, on a second column, write any additions or corrections, connecting to original responses. It is time to group details that belong together and organize the details within each group. These categories, along with the information associated with each, become the basis for writing the summary. The researcher and students together try to figure out the major topics in the selection. Using these topics, the teacher models how the first few pieces of information can be categorized and write them under the appropriate headings. Then, the teacher prompts and guides the students to organize the remaining information. They are encouraged to identify subcategories of information under each topic. The researcher walks the students through the summary writing process as a whole class. Solicit sentences from students based on the outline of information gathered and organized. Before writing the summary, the teacher needs to post three rules (1) Include *important* information; leave out details that are not necessary to summarize the main topics, (2) Compress information by combining similar details, (3) Add words and/or phrases to make the summary cohesive and coherent. The researcher then models how to write a sentence summarizing the

information under the first major topic. While composing, the researcher demonstrates how less important information can be left out, how similar types of information can be combined, and the positive effect of adding words and phrases. After modeling with the first topic, the researcher asks the students to write a sentence combining the information from the second topic. As the students write, the researcher also writes a sentence on the board. When all students are done, the researcher has several share their sentences.

Figure 4.2

Details remembered of Narrative text “The Smart Monkey and Dull Crocodile

Students' first recollections	Additions/ Corrections
<ul style="list-style-type: none"> ✓ monkey • crocodile told monkey to jump • hungry • my father is sick • dangerous. • monkey had a good idea. 	<ul style="list-style-type: none"> wants to cross the river crocodile agree The crocodile Monkey didn't bring his friend The monkey ask the crocodile back into the river bank Monkey is free and crocodile is fool.

Information from the student sentences is used to modify the researcher's sentence. The researcher adds the student ideas without erasing, so the students can easily see the revision process. On occasion, a topic might require two sentences, but

students are encouraged to create only one if possible. The teacher and students continue to collaborate on the remaining topics and information until a summary paragraph has been created.

Figure 4.3

Organization of remembered details

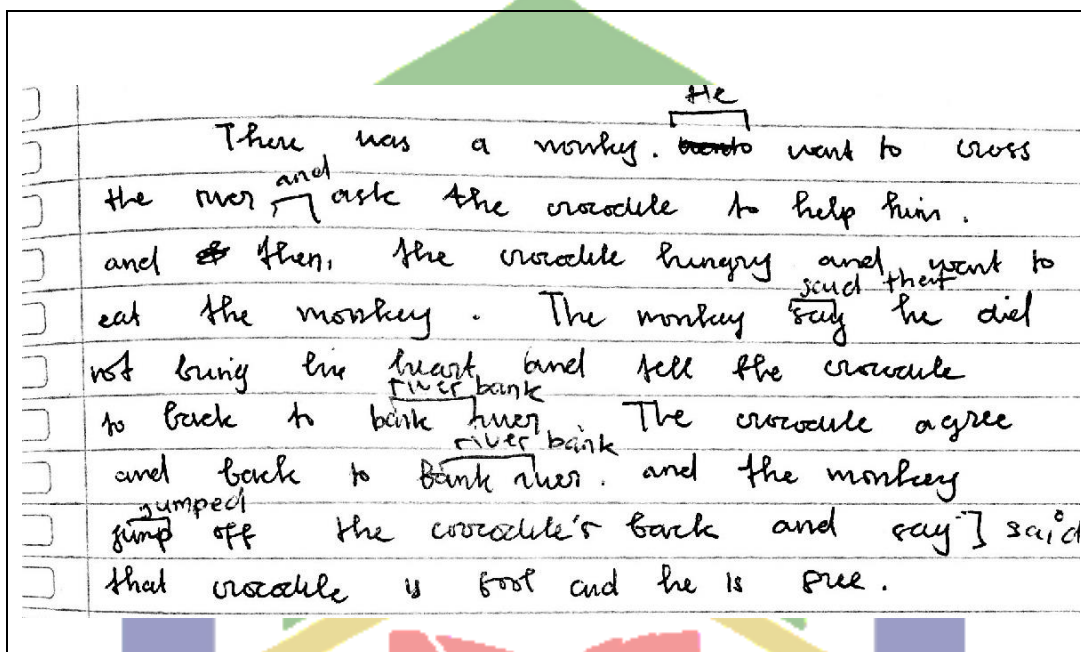
Categories	Grouped Information
Orientation	There was a monkey, want to cross the river ask the crocodile to help him.
Complication	The crocodile like hungry, want want to eat the monkey and the monkey said she didn't bring his meat and tell crocodile back into river bank river.
Resolution	The crocodile agree and back bank river and monkey jump from back crocodile and say crocodile is fool and monkey is free

Initially, these paragraphs may be a bit rough, but they are much better than the traditional series of plagiarized sentences which often serves as a student summary. In addition, the process of creating the paragraph involves reading, organizing, metacognition, note-taking, discussion, and writing, so you know this has

to be a powerful comprehension strategy and one that can be easily owned and independently used by students. And for the last revise the summary together.

Figure 4.4

The Completed summary, as revised



After the researcher gave treatment for three times, the researcher found that there is significance improvement on reading comprehension students. It figures out that the students' score in answering questions about the text was improve after three meetings.

4.1.4. Observation

The result of students' activities during teaching and learning process through GRASP Strategy can be seen in the table below:

Table 4.7 the obseravtion sheet

no	Students Activities	Meeting			Average Percentage
		1	2	3	
1	Presenting in Learning Process	15	12	15	93,33
2	Giving attention during teaching and learning process	13	10	15	84,44
3	Giving Question about the lesson material	3	2	5	22,22
4	Answering the question which given by teacher	8	8	13	64,44
5	Doing the given assignment	15	12	15	93,33
6	Playing during teaching and learning process	2	2	-	13,33
7	going out from class without permission	-	-	-	-

The table 4.7 shows at the first meeting there are 15 students present in learning process. 13 students pay attention during teaching and learning process, 3 students give question about the material, 8 answer the question which given by teacher, 15 students do the given assignment, 2 students play during teaching and learning process and there are no students out from class without permission. In second meeting there are 12 students present in learning process. 10 students pay attention during teaching and learning process, 2 students give question about the material, 8 answer the question which given by teacher, 12 students do the given assignment, 2 students play during teaching and learning process and there are no students out from class without permission. In third meeting there are 15 students present in learning

process. 15 students pay attention during teaching and learning process, 5 students give question about the material, 13 answer the question which given by teacher, 15 students do the given assignment and there are no students play during teaching and learning process and out from class without permission.

4.2. Discussion

Reading is a complex process that requires the active participation of the reader for the construction of literacy knowledge. That is why, it is important to teach students good reading strategies in order to help them in the development of the literacy knowledge. Furthermore because reading goes beyond decoding. The proficient readers must be able to recognize the purpose of reading is to make sense of what is written. According to the researcher observation in MAN 1 PAREPARE, the researcher found that the students' reading comprehension is still low. So, to face this problem, the teacher must use a strategy that can help students read well and students understand what they read. Then the researcher choose one of strategies that applied was GRASP (Guided Reading and Summarizing Procedure).

For this strategy, students read the text and try to remember as many important facts as possible. After they have read, they put the text away and write down every fact they can remember from the reading. Next, students go back into the text to look for things they missed and add the additional facts to their list. Then students categorize, or organize the list of information they took from the text. Finally, after categorizing, students write a summary of the text based on their personal notes. This strategy may be used both during and after reading.

The researcher gave treatment for three times to each class, In first meeting in experimental class was on July 16th 2018 the researcher gave material about narrative text with the title “The Smart Monkey and Dull Crocodile“. The researcher direct the students to read the text and remember as much information as possible. When all students have completed the reading, the researcher asks them list what they remembered and write down in their paper. Then have the students reread the the text to look for additional information and correct or enrich information for their list. Then model the organization of the information into categories. Using generated outline, write a summary of the material

The second meeting was “The Wolf and The Lamb” and the third meeting was “Mouse deer and Crocodile”. The researcher taught the students steps in GRASP Strategy. While, control class the researcher gave the same title about narrative text. Then, the researcher gave students chance to answer the question about the text. The main difference was how the students understand about the text. For control class the students only answer the question.

After giving treatment for three times to each class there was an increase of the students score from pre test to post test. It was showed by the mean score in experimental class is 78,00 and control class 63,87. It figures out that the mean score of the post test obtained by the students in both of the classes were different and show that achievement in experimental class there was significant different between control class. The experimental class there was significant different between control class because the strategy used in the class was more effective and interest.

The researcher found that there was significance difference in the quality of the students reading comprehension before and after research. After teaching through GRASP strategy. It showed that the t-test(2,89) value in post-test was higher than t-table value (2.154). This indicates that the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted because t-test value is greater than t-table value. It means that the tenth year students of MAN 1 Parepare could effective their reading comprehension by using GRASP Strategy.

The researcher also found the strength of this strategy. Besides GRASP Strategy can improve reading comprehension students, it also improve students' writing skill since GRASP Strategy also focuses on the process of writing summary. In other words, both the students' reading comprehension and writing ability can be improved altogether.

This research was supported by Hayes, that 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 emphasize the importance of learning how to summarize text and knowing when summarizing is needed.⁴¹

⁴¹David.A Hayes, *Helping Students GRASP the knack of writing Summaries*.(Journal of Reading, Vol 3 No 2 , 1986)

CHAPTER V

CONCLUSION AND SUGGESTION

5.1.Conclusion

Based on the finding and discussion of the previous chapter in this study, the writer concluded that:

1. For the first research problem, GRASP (Guided Reading and Summarizing Procedure) improved students' reading comprehension at the tenth year students of MAN 1 Parepare. T-test result in which the value of the t-test was 2, 89 than t-table was 2, 154 at the level significance and degree of freedom (df) was 14.
2. For the second research problem, GRASP Strategy can helps students on reading comprehension of the tenth year of MAN 1 Parepare. It can be said that there is difference between the achievements of the students after being taught trough GRASP Strategy, their achievement improve based on the result of students' assignment in writing summary.

5.2.Suggestion

In respect to the conclusion for the improvement of students' Engliash achievement in learning reading ability, the researcher give some uggestion as followed:

5.2.1. For the English teacher:

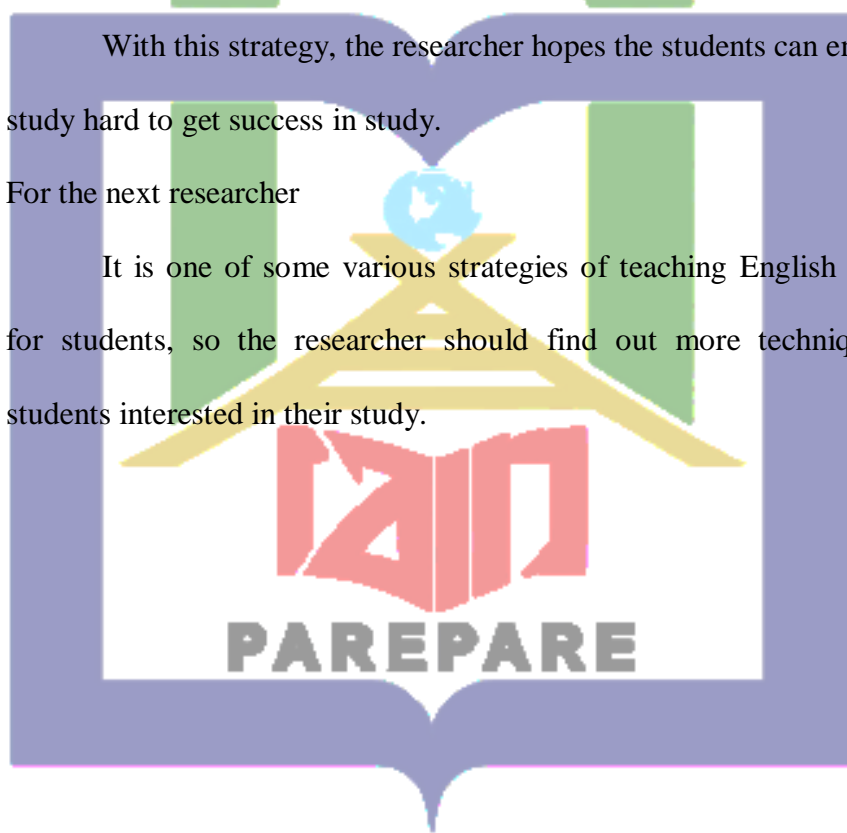
1. They should apply the GRASP Strategy in order to make students easy to increase their reading ability.
2. They should make the English class more effective, efficient, convenient, and motivating for students which make students get high interesting to learn especially reading ability.

5.2.2. For the students

With this strategy, the researcher hopes the students can encourage and study hard to get success in study.

5.2.3. For the next researcher

It is one of some various strategies of teaching English as motivator for students, so the researcher should find out more technique to make students interested in their study.



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APPENDIX 1 (LESSON PLAN)

RENCANA PELAKSANAAN PEMBELAJARAN**(RPP)**

Nama Sekolah	: MAN 1 Parepare
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/ I (Ganjil)
Pertemuan	: I (Pertama)
Genre	: Narrative “The Story of Smart Monkey and Dull Crocodile”
Standar Kompetensi	: 5. Memahami makna teks fungsional pendek dan esei berbentuk narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
Kompetensi dasar	: 5.2 Membaca dan merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative.
Indikator	: Pada akhir pembelajaran ini, peserta didik diharapkan dapat: <ol style="list-style-type: none"> 1. Menjelaskan rujukan (reference) yang ada dalam teks; 2. Menyebutkan informasi rinci dalam teks, baik yang tersirat maupun tersurat

A. Tujuan Pembelajaran

1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar.
2. Peserta didik dapat mengidentifikasi dan memahami isi dalam teks bacaan
3. Peserta didik dapat membaca dan memahami teks bacaan berbahasa Inggris

B. Materi Ajar (Materi pokok)

Teks berjudul “The Story of Smart Monkey and Dull Crocodile”

C. Strategi pembelajaran

Pendekatan : Communicative Approach

Strategi : GRASP (Guided Reading And Summarizing Procedure)

D. Langkah-langkah Kegiatan

No	Kegiatan belajar	waktu
1	Kegiatan awal <ul style="list-style-type: none"> ➤ Berdoa ➤ Mengecek kehadiran siswa ➤ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait 	10 menit

2	<p>Kegiatan inti</p> <p>Eksplorasi</p> <ul style="list-style-type: none"> ➤ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➤ Peneliti menanyakan pengetahuan awal peserta didik terkait materi bacaan dan menjelaskan strategi GRASP ➤ Peneliti menjelaskan pengertian dan langkah-langkah strategi GRASP terhadap bacaan dengan baik dan benar. <p>Elaborasi</p> <ul style="list-style-type: none"> ➤ Peneliti membagi siswa kedalam tiga kelompok. ➤ Peneliti membagikan teks bacaan yang berjudul “The story of smart monkey and dull crocodile”. ➤ Peneliti menjelaskan bagaimana menulis sebuah rangkuman kepada peserta didik ➤ Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan. 	65 menit
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3	<p>➤ Peneliti menyuruh peserta didik untuk membuat sebuah daftar atau sebuah kerangka tentang apa yang mereka ingat dari bacaan tersebut dan menuliskannya di kertas mereka masing-masing.</p> <p>➤ peserta didik menulis rangkuman materi dengan menggunakan daftar atau kerangka yang telah dibuat sebelumnya. Konfirmasi</p> <p>➤ Peneliti mengevaluasi tentang hasil pekerjaan dan menyampaikannya kepada peserta didik.</p> <p>Kegiatan akhir</p> <p>➤ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh.</p> <p>➤ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</p> <p>➤ Peneliti menutup pembelajaran dengan mengucapkan salam</p>	15 menit
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E. Sumber belajar/ Bahan/ Alat

Sumber : Buku teks yang relevan dan internet.

Alat : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris

F. Penilaian

- Teknik : Meminta siswa untuk menjawab beberapa pertanyaan
- Bentuk : Pertanyaan tulisan
- Instrumen :

1. What did the monkey do near the river?
 - a. He wanted to see crocodile
 - b. He wanted to cross the river
 - c. He wanted to swim
 - d. He wanted to drink
2. What is the story about?
 - a. Monkey and Crocodile
 - b. Monkey
 - c. Crocodile
 - d. Monkey and his heart
3. “He wanted to cross the river”. The underlined word refers to?
 - a. The crocodile
 - b. Monkey
 - c. Mouse deer
 - d. All are correct
4. Why did crocodile stopped in the middle of the river?
 - a. Because crocodile was very tired
 - b. Because crocodile was very sick
 - c. Because crocodile was very hungry
 - d. Because crocodile was very dull
5. Where did the crocodile swim back?
 - a. Crocodile swim back to the bank of the river
 - b. Crocodile swim back to the coconut tree
 - c. Crocodile swim back to his home
 - d. Crocodile swim back to middle of the river

6. Who was the smart animal in this story?
- a. The crocodile
 - b. The crocodile father
 - c. The coconut tree
 - d. The monkey
7. Which statement is true according to the text?
- a. The crocodile swam down the river with the monkey on his top
 - b. The monkey swam with the crocodile
 - c. The monkey didn't want to cross the river
 - d. The crocodile was not hungry
8. "you are foolish" said the monkey.
What does the underlined word means?
- a. Smart
 - b. Stupid
 - c. Clever
 - d. Beautiful
9. In this below which is the character of the story?
- a. Monkey
 - b. Crocodil
 - c. Mouse deer
 - d. A & B are correct
10. "My father is sick". The word "sick" means?
- a. Hurt
 - b. Strong
 - c. Health
 - d. Fall

- Pedoman penilaian

1. Setiap skor benar diberi nilai 10
2. Skor maksimal 100

THE MATERIAL OF THE TREATMENT

“The Story of Smart Monkey and Dull Crocodile”

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: MAN 1 Parepare
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/ I (Ganjil)
Pertemuan	: II (Kedua)
Genre	: Narrative “Mouse deer and Crocodile”
Standar Kompetensi	: 5. Memahami makna teks fungsional pendek dan esei berbentuk narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
Kompetensi dasar	: 5.2 Membaca dan merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative.
Indikator	: Pada akhir pembelajaran ini, peserta didik diharapkan dapat: <ol style="list-style-type: none">1. Menjelaskan rujukan (reference) yang ada dalam teks;2. Menyebutkan informasi rinci dalam teks, baik yang tersirat maupun tersurat

A. Tujuan Pembelajaran

1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar.
2. Peserta didik dapat mengidentifikasi dan memahami isi dalam teks bacaan
3. Peserta didik dapat membaca dan memahami teks bacaan berbahasa Inggris

B. Materi Ajar (Materi pokok)

Teks berjudul "Mouse deer and Crocodile"

C. Strategi pembelajaran

Pendekatan : Communicative Approach

Strategi : GRASP (Guided Reading And Summarizing Procedure)

D. Langkah-langkah Kegiatan

No	Kegiatan belajar	waktu
1	Kegiatan awal <ul style="list-style-type: none"> ➤ Berdoa ➤ Mengecek kehadiran siswa ➤ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait 	10 menit

2	<p>Kegiatan inti</p> <p>Eksplorasi</p> <ul style="list-style-type: none"> ➤ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➤ Peneliti menanyakan pengetahuan awal peserta didik terkait materi bacaan dan menjelaskan strategi GRASP ➤ Peneliti menjelaskan pengertian dan langkah-langkah strategi GRASP terhadap bacaan dengan baik dan benar. <p>Elaborasi</p> <ul style="list-style-type: none"> ➤ Peneliti membagi siswa kedalam tiga kelompok. ➤ Peneliti membagikan teks bacaan yang berjudul “Mouse deer and Crocodile”. ➤ Peneliti menjelaskan bagaimana menulis sebuah rangkuman kepada peserta didik . ➤ Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan. 	65 menit
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	<ul style="list-style-type: none"> ➤ Peneliti menyuruh peserta didik untuk membuat sebuah daftar atau sebuah kerangka tentang apa yang mereka ingat dari bacaan tersebut dan menuliskannya di kertas mereka ➤ peserta didik menulis rangkuman materi dengan menggunakan daftar atau kerangka yang telah dibuat sebelumnya. 	
3	<p>Konfirmasi</p> <ul style="list-style-type: none"> ➤ Peneliti mengevaluasi tentang hasil pekerjaan dan menyampaikannya kepada peserta didik. <p>Kegiatan akhir</p> <ul style="list-style-type: none"> ➤ Peneliti menyimpulkan materi pembelajaran. ➤ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ➤ Peneliti menutup pembelajaran dengan mengucapkan salam 	15 menit

E. Sumber belajar/ Bahan/ Alat

- Sumber : Buku teks yang relevan dan internet.
- Alat : kamus lengkap bahasa inggris
- Bahan pembelajaran : teks bacaan bahasa inggris

F. Penilaian

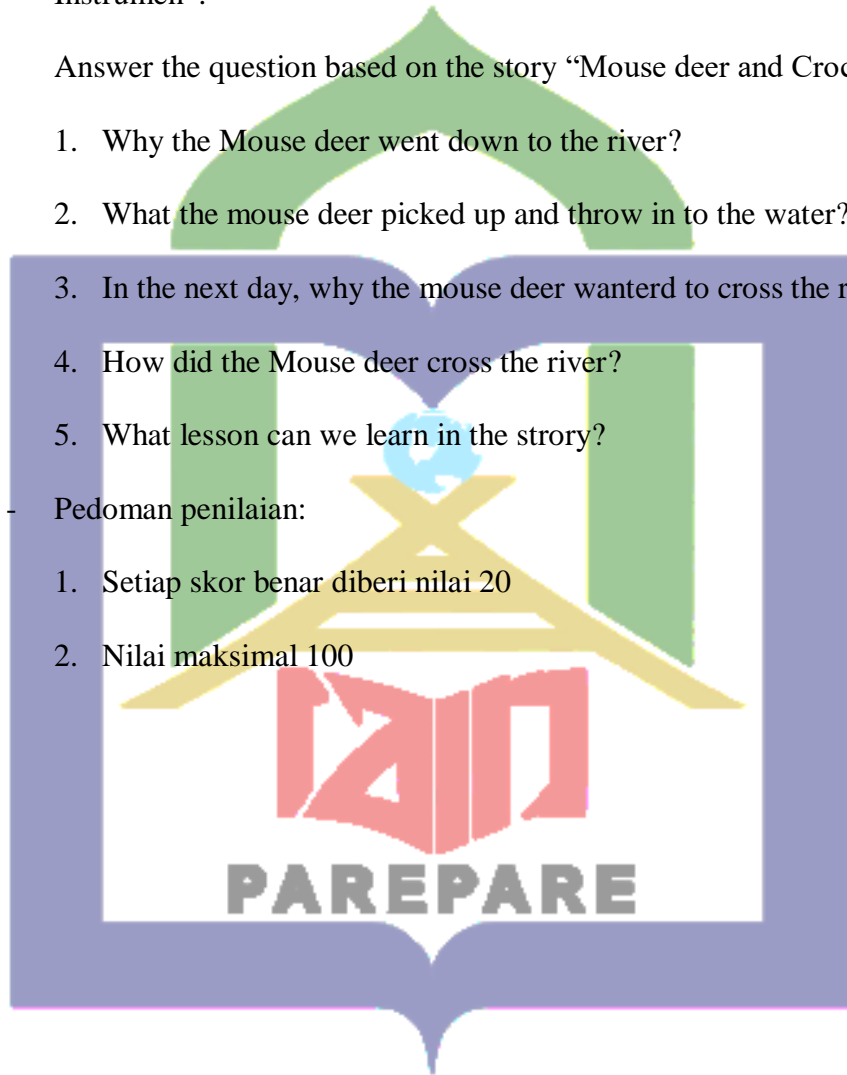
- Teknik : Meminta siswa untuk menjawab beberapa pertanyaan
- Bentuk : Pertanyaan tulisan
- Instrumen :

Answer the question based on the story “Mouse deer and Crocodile”

1. Why the Mouse deer went down to the river?
2. What the mouse deer picked up and throw in to the water?
3. In the next day, why the mouse deer wanted to cross the river?
4. How did the Mouse deer cross the river?
5. What lesson can we learn in the story?

- Pedoman penilaian:

1. Setiap skor benar diberi nilai 20
2. Nilai maksimal 100



THE MATERIAL OF THE TREATMENT

“Mouse deer and Crocodile”

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. “I wonder if the water’s warm. I’ll put in my leg and find out.” Of course Mouse Deer didn’t put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. “Ha... ha...ha... Stupid crocodile! Cant you tell the difference between a stick and a leg?” Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn’t want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, “Crocodile!” Crocodile rose from the water, “Hello, Mouse Deer. Have you come to be my lunch?” Mouse Deer smiled. “Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you.”

“Really...? Tell us what to do,” said Crocodile. “You must line up from this side of the river to the other side,” said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile’s back. “One,” he counted. He jumped onto the next crocodile, “Two.” And the next crocodile, “Three.” Mouse Deer kept jumping until he arrived on the other side of the river. “How many are there?” asked Crocodile. “Just enough,” said Mouse Deer. He laughed as he ran to the forest.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MAN 1 Parepare

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X/ I (Ganjil)

Pertemuan : III (Ketiga)

Genre : Narrative “The Wolf and The Lamb”

Standar Kompetensi : Membaca (Reading)

5. Memahami makna teks fungsional pendek dan esei berbentuk narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi dasar : 5.2 Membaca dan merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative.

Indikator : Pada akhir pembelajaran ini, peserta didik diharapkan dapat:

1. Menjelaskan rujukan (reference) yang ada dalam teks;
2. Menyebutkan informasi rinci dalam teks, baik yang tersirat maupun tersurat;

A. Tujuan Pembelajaran

1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar
2. Peserta didik dapat mengidentifikasi dan memahami isi dalam teks bacaan
3. Peserta didik dapat membaca dan memahami teks bacaan berbahasa Inggris

B. Materi Ajar (Materi pokok)

Teks berjudul “The Wolf and The Lamb”

C. Strategi pembelajaran

Pendekatan : Communicative Approach

Strategi : GRASP (Guided Reading And Summarizing Procedure)

D. Langkah-langkah Kegiatan

No	Kegiatan belajar	waktu
1	Kegiatan awal <ul style="list-style-type: none"> ➤ Berdoa ➤ Mengecek kehadiran siswa ➤ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait 	10 menit

2	<p>Kegiatan inti</p> <p>Eksplorasi</p> <ul style="list-style-type: none"> ➤ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➤ Peneliti menanyakan pengetahuan awal peserta didik terkait materi bacaan dan menjelaskan strategi GRASP ➤ Peneliti menjelaskan pengertian dan langkah-langkah strategi GRASP terhadap bacaan dengan baik dan benar. <p>Elaborasi</p> <ul style="list-style-type: none"> ➤ Peneliti membagi siswa kedalam tiga kelompok. ➤ Peneliti membagikan teks bacaan yang berjudul “The Wolf and The Lamb”. ➤ Peneliti menjelaskan bagaimana menulis sebuah rangkuman kepada peserta didik ➤ Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan ➤ Peneliti menyuruh peserta didik untuk 	65 menit
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	<p>membuat sebuah daftar atau sebuah kerangka tentang apa yang mereka ingat dari bacaan tersebut dan menuliskannya di kertas mereka masing-masing.</p> <ul style="list-style-type: none"> ➤ peserta didik menulis rangkuman materi dengan menggunakan daftar atau kerangka yang telah dibuat sebelumnya. 	
3	<p>Konfirmasi</p> <ul style="list-style-type: none"> ➤ Peneliti mengevaluasi tentang hasil pekerjaan dan menyampaikannya kepada peserta didik. <p>Kegiatan akhir</p> <ul style="list-style-type: none"> ➤ Peneliti melakukan evaluasi terhadap kegiatan belajar peserta didik secara menyeluruh. ➤ Peneliti menutup pembelajaran dengan mengucapkan salam 	15 menit

E. Sumber belajar/ Bahan/ Alat

Sumber : Buku teks yang relevan dan internet.

Alat : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris

F. Penilaian

- Teknik : Meminta siswa untuk menjawab beberapa pertanyaan
- Bentuk : Pertanyaan tulisan
- Instrumen :

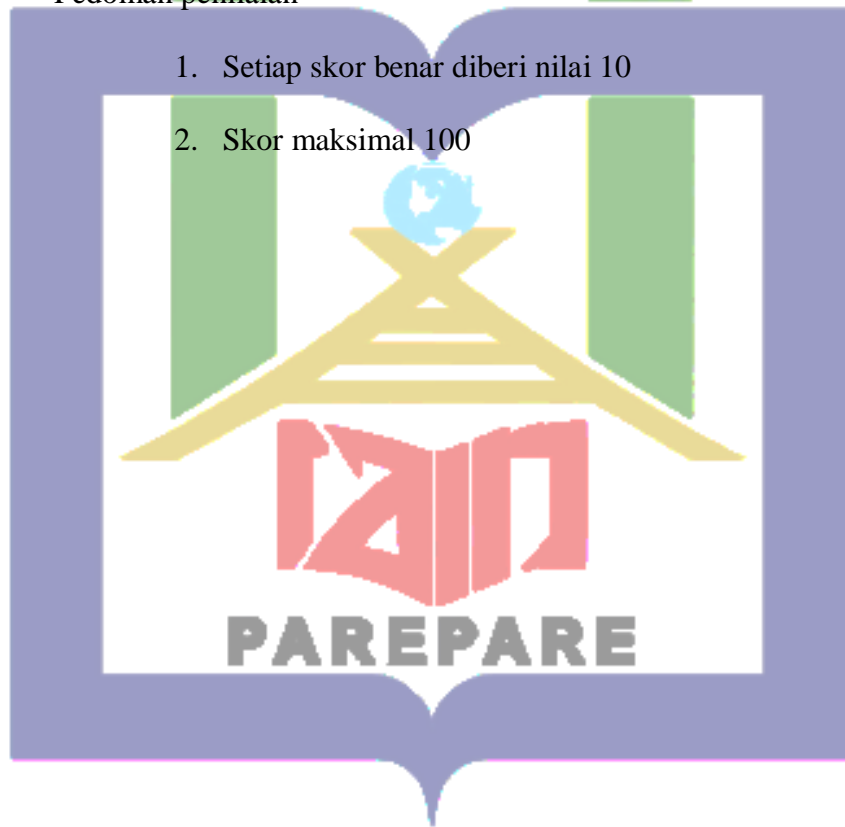
1. Where the lamb found some sweet grass?
 - a. At the market
 - b. At the shepherd's house
 - c. At the School
 - d. At the edge of the field
2. "She soon found some sweet grass at the edge of field". The underlined word refers to?
 - a. The wolf
 - b. The lamb
 - c. Sheep
 - d. Shepherd
3. Why the lamb did not notice a wolf coming nearer to her?
 - a. Because she sleep
 - b. Because she fall
 - c. Because she was enjoying he self
 - d. Because she was watching a TV
4. In this below which is NOT the character of the story?
 - a. Sheep
 - b. A lamb
 - c. Wolf
 - d. Crocodile
5. What the shepherd sent when he heard the bell ringing?
 - a. His dog
 - b. His chicken
 - c. His wolf
 - d. His sheep

Essay

1. What the title of the story above?
2. What the lamb said when the wolf pounced on her?
3. What was the ending of the story?
4. How many character in the story?
5. What lesson can we learn in the story?

- Pedoman penilaian

1. Setiap skor benar diberi nilai 10
2. Skor maksimal 100



THE MATERIAL OF THE TREATMENT

“The Wolf and The Lamb”

A lamb was grazing with a flock of sheep one day. She soon found some sweet grass at the edge of the field. Farther and farther she went, away from the others.

She was enjoying herself so much that she did not notice a wolf coming nearer to her. However, when it pounced on her, she was quick to start pleading, “Please, please don’t eat me yet. My stomach is full of grass. If you wait a while, I will taste much better.” The wolf thought that was a good idea, so he sat down and waited.

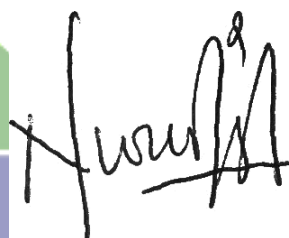
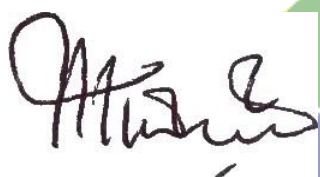
After a while, the lamb said, “If you allow me to dance, the grass in my stomach will be digested faster.” Again the wolf agreed. While the lamb was dancing, she had a new idea. She said, “Please take the bell from around my neck. If you ring it as hard as you can, I will be able to dance even faster.

The wolf took the bell and rang it as hard as he could. The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb. The barking dogs frightened the wolf away and saved the lamb’s life.

Parepare, 21 July 2018

Guru Bahasa Inggris

Peneliti



Dra. Sitti Mudrika
NIP. 196807171994032002

Nurul Istiqamah As'ad
NIM. 14.1300.156



APPENDIX 2 (THE MATERIAL PRE-POST TEST)

The Material of Pre-test

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!.He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

A. Choose a,b,c, or d for the correct answer.

1. Where does the story take place?
 - A. London
 - B. Puerto Rico
 - C. Jakarta
 - D. Buenos Aires
2. What is the word that the parrot cannot say?
 - A. Catano
 - B. Tacano
 - C. Canato
 - D. Nacato
3. How often did the owner teach the bird how to say the word?
 - A. Always
 - B. Everyday
 - C. Many times
 - D. Every second

4. Which statement is true according to the text?
- A. The parrot could say Catano
 - B. At last the parrot could say Catano
 - C. Catano was the name at the parrot
 - D. The man never got angry at the parrot
5. What does the man do to the bird because the bird cannot say the name of a place.
- A. The man ate the bird.
 - B. The sold the bird
 - C. The man killed the bird.
 - D. The man taught the bird.
6. In this below which is NOT the character of the story....
- A. Coco
 - B. A parrot
 - C. Three chickens
 - D. The Man.
7. What is the story about?
- A. A parrot and a cat
 - B. A parrot and a chicken
 - C. A parrot and the owner
 - D. A parrot, the owner, and chickens
8. "It was very, very smart" The underlined word refers to
- A. The man
 - B. The bird
 - C. The chicken
 - D. Puerto Rico

9. “The parrot was very, very smart”

The word ‘smart’ means

- | | |
|-----------|--------------|
| A. Stupid | C. Stubborn |
| B. Clever | D. Beautiful |

10. “The parrot was screaming at the fourth chickens” What does the underlined word mean?

- | | |
|------------|-------------|
| A. Smiling | C. Shouting |
| B. Crying | D. Laugh |

B. Read the passage and decide whether these statements are true (T) or False (F).

1. T – F London is the story take place
2. T – F The man tried to teach the parrot to say Catano
3. T – F In the chicken house there are four old chickens
4. T – F The Parrot would say any word
5. T – F The man came back to the chicken house the next day

C. Match the following statements with their meanings.

Statements	Meanings
1. A man in Puerto Rico had a wonderful parrot	a. Katakan Catano atau saya akan membunuhmu!
2. Then the man got to so angry that the shouted over and over	b. Kemudian pria tersebut sangat marah dan berteriak terus menerus
3. He picked up the bird and threw him into the chicken house	c. Seorang pria di Puerto rico memiliki burung beo yang luar biasa
4. In the chicken house there are four old chickens	d. Di kandang ayam terdapat empat ayam tua
5. Say Catano, or I'll kill you!	e. Dia mengambil burung tersebut dan melemparkannya ke kandang ayam.

D. Read again *the story of smart parrot*. Then, answer these questions.

1. What is the tittle of narrative text above?
2. How many characters in the story? Mention it!
3. What the man said to the parrot when he got angry?
4. Where the man picked and threw the parrot
5. What was the ending of the story
6. What lesson can we learn in the story?

The Material of Post-test

The Crying Stone

One upon a time, there was lived a poor old widow and her daughter named Darmi, in a small village in Borneo. Darmi was very beautiful, but her behavior was far from good. She never helped her mother work, but always busy preening herself, every day. She always wanted to look rich and beautiful. She didn't care about her mother's pain for work to get food.

"Darmi! Please help me work in the fields." said her mother.

"No! I don't want to go to the fields. I'm afraid my skin turns dark!" said Darmi, without looking at her mother.

When her mother came home from work, Darmi asked money to buy her beauty tool. But, her mother ignored it. Darmi was annoyed and choose to preen herself.

Because of pity, the mother tried to placate. She asked Darmi to accompany her to go to the market to buy some food. Darmi was agreeing, provided her mother walk behind her. She ashamed to walked side by side with her mother who was wrinkled and wear a dirty clothes. Although her mother was very sad, finally she agreed it.

On the way to the market, everybody admired Darmi's beauty. Darmi's appearance was really contrasted with the one walking behind her, that it made people to wonder.

"Hello, pretty lady. Who is the woman behind you? Is that your mom?" asked a man.

"No! She is my servant." answered Darmi with scornful intonation.

The mother was very sad, but she didn't say anything. She could understand that her daughter was ashamed.

Darmi always answered that her mother is her servant, to many people that asked it.

At last, the mother cannot hold the pain anymore. She prayed to God to punish her daughter. God answered her prayer. Slowly, Darmi's leg turned into stone. The process continued to the upper part of Darmi's body. She was very panic.

"Mom ...! What's happening to me? Mother, please forgive me!" she cried loudly.

But it's too late. Her whole body finally became a big stone. Until now, people could see tears dropping from her eyes. That was why people called it the crying stone or batu menangis.

A. Choose a,b,c, or d for the correct answer.

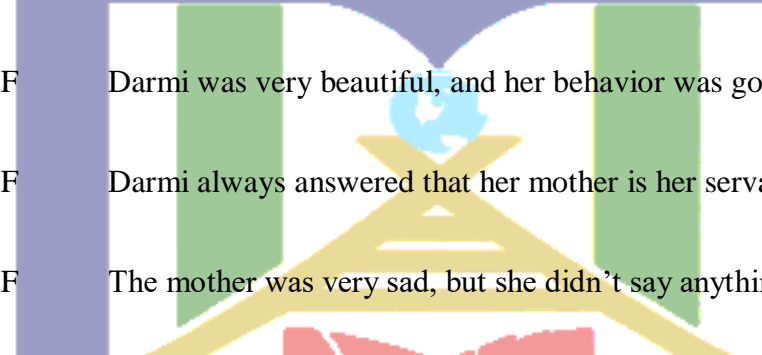
1. Where does the story take place?
 - A. Borneo
 - B. Makassar
 - C. Jakarta
 - D. India
2. With whom darmi lives in the village?
 - A. her father
 - B. her husband
 - C. Her mother
 - D. Her cousin
3. In this below which is NOT the characteristic of the widow's daughter?
 - A. Kind
 - B. Beautiful
 - C. Lazy
 - D. All are correct
4. Which statement is true according to the text?
 - A. Darmi always help her mother
 - B. Darmi's mother always angry
 - C. The girl turn into stone
 - D. Darmi is not a lazy girl
5. At last, what does the mother do to darmi ?
 - A. She hug her daughter
 - B. She hit her daughter
 - C. She pray to God to punish her daughter
 - D. She leave her daughter

6. What did the daughter answer for someone asking about her mother?
- A. "She is my servant" D. "She is my hero"
- B. "She is my mother" E. All are correct
7. What is the story about?
- A. the ungrateful child C. A Kind Girl
- B. A happy mother D. A bad Mother
8. "She asked Darmi to accompany her to go to the market to buy some food." The underlined word refers to
- A. The Mother C. Darmi
- B. The People D. The stone
9. At last, the mother cannot hold the pain anymore
- The word 'pain' means
- A. happy C. Proud
- B. Hurt D. Surprised

10. “Darmi always answered that her mother is her servant” What does the underlined word mean?

- A. Maid C. Boss
- B. Teacher D. Employer

B. Read the passage and decide whether these statements are true (T) or False (F).

- 
1. T – F Borneo is the story take place
2. T – F Darmi was very beautiful, and her behavior was good too
3. T – F Darmi always answered that her mother is her servant
4. T – F The mother was very sad, but she didn't say anything
5. T – F On the way to the market, no one admired Darmi's beauty

C. Match the following statements with their meanings.

Statements	Meanings
1. She asked Darmi to accompany her to go to the market to buy some food.	a. Dia berdoa kepada Tuhan untuk menghukum putrinya
2. She prayed to God to punish her daughter.	b. Perlahan, kaki darmi berubah menjadi batu. Dan proses nya berlanjut ke bagian tubuh atas darmi
3. Slowly, Darmi's leg turned into stone. The process continued to the upper part of Darmi's body.	c. Dia bertanya kepada Darmi untuk menemaninya ke pasar untuk membeli beberapa makanan
4. When her mother came home from work, Darmi asked money to buy her beauty tool.	d. Ketika ibunya pulang kerja, Darmi meminta uang kepadanya untuk membelikannya alat kecantikan
5. Darmi's appearance was really contrasted with the one walking behind her	e. Kemunculan Darmi sangat bertolak belakang dengan seseorang yang berjalan dibelakangnya

D. Read again *the crying stone*. Then, answer these questions.

1. How is the daughter like?
2. Why the mother walk behind her daughter?
3. What the daughter said to the man when he asked "is that your mother" to her?
4. What happened to the girl after her mother prayed to God?
5. Why are the people named it "Batu Menangis"?
6. What is the moral value of this story?

APPENDIX 3 (OBSERVATION SHEET)

LEMBAR OBSERVASI AKTIVITAS SISWA

A. Petunjuk

Amatilah aktivitas siswa dalam kelas selama mereka menyelesaikan tugas-tugas. Sebelum melakukan pengamatan perhatikan prosedur berikut:

1. Pengamat dalam melakukan pengamatan, duduk di dekat meja siswa yang akan diamatai
2. Pengamatan dilakukan saat proses pembelajaran Bahasa Inggris dengan menggunakan strategy GRASP

B. Aktifitas

Kategori pengamatan aktifitas para siswa

1. Siswa yang hadir pada saat proses pembelajaran berlangsung
2. Siswa yang mengajukan pertanyaan kepada guru
3. Siswa yang memperhatikan penjelasan guru
4. Siswa yang menjawab pertanyaan/ permasalahan yang diajukan guru
5. Siswa yang mengerjakan tugas dari guru
6. Siswa yang melakukan kegiatan lain seperti ribut, bermain dan lain-lain
7. Siswa yang keluar tanpa seizin guru

The Students' Observation in First Meeting

No	Nama	L/P	Activities						
			1	2	3	4	5	6	7
1	Alif	L	√	√	√	√	√	-	-
2	A. Muharrama	P	√	√	-	√	√	-	-
3	Ariyani	P	√	√	-	-	√	-	-
4	Ayu	P	√	√	√	√	√	-	-
5	Fajrianti	P	√	√	-	-	√	-	-
6	Fatur	L	√	-	-	-	√	√	-
7	Kasma	P	√	√	-	√	√	-	-
8	Madina	P	√	√	-	-	√	-	-
9	Mawar	P	√	√	-	-	√	√	-
10	muh. Irgi	L	√	√	-	√	√	-	-
11	musdalipa	P	√	√	-	√	√	-	-
12	Marwa	P	√	√	-	-	√	-	-
13	Siska	P	√	-	-	-	√	-	-
14	muh. Adlu	L	√	√	√	√	√	-	-
15	Syamsul	L	√	√	-	√	√	-	-

Note:

In the first meeting there are 15 students present in learning process. 13 students pay attention during teaching and learning process, 3 students give question about the material, 8 answer the question which given by teacher, 15 students do the given assignment, 2 students play during teaching and learning process and there are no students out from class without permission.

The Students' Observation in Second Meeting

No	Nama	L/P	Activities						
			1	2	3	4	5	6	7
1	Alif	L	√	√	-	√	√	√	-
2	a. Muharrama	P	√	√	-	√	√	-	-
3	ariyani	P	√	√	-	-	√	-	-
4	Ayu	P	√	√	√	√	√	-	-
5	fajrianti	P	√	√	-	-	√	-	-
6	Fatur	L	-	-	-	-	-	-	-
7	Kasma	P	√	√	-	√	√	√	-
8	madina	P	√	√	-	√	√	-	-
9	mawar	P	√	√	-	-	√	-	-
10	muh. Irgi	L	-	-	-	-	-	-	-
11	musdalipa	P	√	√	-	√	√	-	-
12	Marwa	P	√	√	-	-	√	-	-
13	Siska	P	√	-	-	√	√	-	-
14	muh. Adlu	L	√	-	√	√	√	-	-
15	Syamsul	L	-	-	-	-	-	-	-

Note:

In second meeting there are 12 students present in learning process. 10 students pay attention during teaching and learning process, 2 students give question about the material, 8 answer the question which given by teacher, 12 students do the given assignment, 2 students play during teaching and learning process and there are no students out from class without permission.

The Students' Observation in Third Meeting

No	Nama	L/P	Activities						
			1	2	3	4	5	6	7
1	Alif	L	√	√	√	√	√	-	-
2	a. Muharrama	P	√	√	√	√	√	-	-
3	Ariyani	P	√	√	√	√	√	-	-
4	Ayu	P	√	√	√	√	√	-	-
5	Fajrianti	P	√	√	-	√	√	-	-
6	Fatur	L	√	√	-	√	√	-	-
7	Kasma	P	√	√	-	√	√	-	-
8	Madina	P	√	√	-	-	√	-	-
9	Mawar	P	√	√	-	-	√	-	-
10	muh. Irgi	L	√	√	-	√	√	-	-
11	musdalipa	P	√	√	-	√	√	-	-
12	Marwa	P	√	√	-	√	√	-	-
13	Siska	P	√	√	-	√	√	-	-
14	muh. Adlu	L	√	√	√	√	√	-	-
15	Syamsul	L	√	√	-	√	√	-	-

Note:

In third meeting there are 15 students present in learning process. 15 students pay attention during teaching and learning process, 13 answer the question which given by teacher, 15 students do the given assignment and there are no students play during teaching and learning process and out from class without permission.

APPENDIX 4 (STUDENTS SCORE)

Students Score of Pre-Test and Post-Test in Experimental Class

No	Name of Students	Score (X) Pre-test	X ²	Categories	Score (X) Post-test	X ²	Categories
1	Alif	50	2500	Less	72	5184	Good
2	A. Muharrama	55	3025	Less	73	5329	Good
3	Ariyani	65	4225	Enough	82	6724	Very Good
4	Ayu	75	5625	Good	92	8464	Very Good
5	Fajrianti	73	5329	Good	87	7569	Very Good
6	Fatur	69	4761	Good	68	4624	Good
7	Kasma	43	1849	Less	87	7569	Very Good
8	Madina	65	4225	Enough	87	7569	Very Good
9	Mawar	32	1024	Bad	81	6561	Very Good
10	Muh. Irghi	47	2209	Less	70	4900	Good
11	Musdalipa	65	4225	Enough	79	6241	Good
12	Marwa	69	4761	Good	76	5776	Good
13	Siska	78	6084	Good	88	7744	Very Good
14	Muh. Adlu	80	6400	Very Good	86	7396	Very Good
15	Syamsul	32	1024	Bad	42	1764	Less
Total score $\sum x$		898	57266		1170	93414	

Source : Result of the Test

Students Score of Pre-Test and Post-Test in Experimental Class

No	Name of Students	Score (X) Pre-test	χ^2	Categories	Score (X) Post-test	χ^2	Categories
1	Abd. Malik	61	3721	Enough	79	6241	Good
2	Ade	65	4225	Enough	60	3600	Enough
3	Amira	52	2704	Less	57	3249	Enough
4	A. Reski	25	625	Bad	40	1600	Less
5	Azis	60	3600	Enough	60	3600	Enough
6	Husnia	53	2809	Less	55	3025	Enough
7	Mutiara	62	3844	Enough	69	4761	Good
8	Nuranisa	71	5041	Good	77	5929	Good
9	Nurul	69	4761	Good	80	6400	Very Good
10	Rasma	57	3249	Enough	69	4761	Good
11	Suriadi	74	5476	Good	80	6400	Very Good
12	Susfiani	32	1024	Bad	41	1681	Less
13	Abdillah	27	729	Bad	41	1681	Less
14	Sukma	69	4761	Enough	78	6084	Good
15	Taufiq	57	3249	Enough	72	5184	Good
Total score $\sum x$		834	49818		958	64196	

Source : Result of the Test

APPENDIX 5 (T-Test value)

Calculation the T-test value

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{78 - 63,87}{\sqrt{\left(\frac{2154 + 3012}{15 + 15 - 2}\right) \left(\frac{1}{15} + \frac{1}{15}\right)}}$$

$$t = \frac{14,3}{\sqrt{\left(\frac{5166}{28}\right) \left(\frac{2}{15}\right)}}$$

$$t = \frac{14,3}{\sqrt{(184,5)(0,13)}}$$

$$t = \frac{14,3}{\sqrt{23,985}}$$

$$t = \frac{14,3}{4,90}$$

$$t = 2,89$$

APPENDIX 6 (T-TABLE)

Distribution of the T-Table

	α (level of significance) (<i>two-tailed test</i>)					
Df	0,50	0,20	0,10	0,05	0,02	0,01
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,547
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,989
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,325	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,829
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,7798
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	<u>2,000</u>	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617

APPENDIX 8 (RESULT OF PRE-POST TEST STUDENT)

Pre-Post Test in experimental Class

Pre Test

Name : Fajrianti

Class : X. IPA 1

$\frac{19}{26} \times 100$

73

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!.He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

Taken from: www.ptt.edu

A. Choose a,b,c, or d for the correct answer.

1. Where does the story take place?

A. London	C. Jakarta
X B. Puerto Rico	D. Buenos Aires
2. What is the word that the parrot cannot say?

X A. Catano	C. Canato
B. Tacano	D. Nacato
3. How often did the owner teach the bird how to say the word?

A. Always	X C. Many times
B. Everyday	D. Every second
4. Which statement is true according to the text?

A. The parrot could say Catano
B. At last the parrot could say Catano
X C. Catano was the name at the parrot
D. The man never got angry at the parrot

5. What does the man do to the bird because the bird cannot say the name of a place.

- A. The man ate the bird. ☒ The man killed the bird. ☒
 B. The sold the bird D. The man taught the bird.

6. In this below which is NOT the character of the story....

- ☒ Coco
 B. A parrot
 C. Three chickens
 D. The Man.

7. What is the story about?

- A. A parrot and a cat C. A parrot and the owner
☒ A parrot and a chicken D. A parrot, the owner, and chickens

8. "It was very, very smart" The underlined word refers to

- A. The man C. The chicken
☒ The bird D. Puerto Rico

9. "The parrot was very, very smart"

The word 'smart' means

- A. Stupid C. Stubborn
☒ Clever D. Beautiful

10. "The parrot was screaming at the fourth chickens" What does the underlined word mean?

- A. Smiling ☒ Shouting
 B. Crying D. Laugh

B. Read the passage and decide whether these statements are true (T) or False (F).

1. T-~~F~~ London is the story take place ✓
2. ~~T~~-F The man tried to teach the parrot to say Catano ✓
3. T-~~T~~ In the chicken house there are four old chickens ✗
4. ~~T~~-F The Parrot would say any word ✗
5. ~~T~~-F The man came back to the chicken house the next day ✓

C. Match the following statements with their meanings.

Statements	Meanings
1. A man in Puerto Rico had a wonderful parrot	a. Katakan Catano atau saya akan membunuhmu!
2. Then the man got so angry that he shouted over and over	b. Kemudian pria tersebut sangat marah dan berteriak terus menerus
3. He picked up the bird and threw him into the chicken house	c. Seorang pria di Puerto rico memiliki burung beo yang luar biasa
4. In the chicken house there are four old chickens	d. Di kandang ayam terdapat empat ayam tua
5. Say Catano, or I'll kill you!	e. Dia mengambil burung tersebut dan melemparkannya ke kandang ayam.

D. Read again *the story of smart parrot*. Then, answer these questions.

1. What is the title of narrative text above?

The story of smart parrot ✓

2. How many characters in the story? Mention it!

the man, bird, chicken ✓

3. What the man said to the parrot when he got angry?

Say catano or I kill you ✓

4. Where the man picked and threw the parrot?

chicken house ✓

5. What was the ending of the story?

6. What lesson can we learn in the story?

Post-test in Experimental Class

Post-test

Name : Fajrianti

Class : X MIA 1

The Crying Stone

One upon a time, there was lived a poor old widow and her daughter named Darmi, in a small village in Borneo. Darmi was very beautiful, but her behavior was far from good. She never helped her mother work, but always busy preening herself, every day. She always wanted to look rich and beautiful. She didn't care about her mother's pain for work to get food.

"Darmi! Please help me work in the fields." said her mother.

"No! I don't want to go to the fields. I'm afraid my skin turns dark!" said Darmi, without looking at her mother.

When her mother came home from work, Darmi asked money to buy her beauty tool. But, her mother ignored it. Darmi was annoyed and choose to preen herself.

Because of pity, the mother tried to placate. She asked Darmi to accompany her to go to the market to buy some food. Darmi was agreeing, provided her mother walk behind her. She ashamed to walked side by side with her mother who was wrinkled and wear a dirty clothes. Although her mother was very sad, finally she agreed it.

On the way to the market, everybody admired Darmi's beauty. Darmi's appearance was really contrasted with the one walking behind her, that it made people to wonder.

"Hello, pretty lady. Who is the woman behind you? Is that your mom?" asked a man.

"No! She is my servant," answered Darmi with scornful intonation.

The mother was very sad, but she didn't say anything. She could understand that her daughter was ashamed.

Darmi always answered that her mother is her servant, to many people that asked it.

At last, the mother cannot hold the pain anymore. She prayed to God to punish her daughter. God answered her prayer. Slowly, Darmi's leg turned into stone. The process continued to the upper part of Darmi's body. She was very panic.

"Mom ...! What's happening to me? Mother, please forgive me!" she cried loudly.

But it's too late. Her whole body finally became a big stone. Until now, people could see tears dropping from her eyes. That was why people called it the crying stone or batu menangis.

A. Choose a,b,c, or d for the correct answer.

1. Where does the story take place?

- ☒ A. Borneo C. Jakarta ✓
B. Makassar D. India

2. With whom darmi lives in the village?

- A. her father ☒ C. Her mother ✓
B. her husband D. Her cousin

3. In this below which is NOT the characteristic of the widow's daughter?

- ☒ A. Kind C. Lazy ✓
B. Beautiful D. All are correct

4. Which statement is true according to the text?

- A. Darmi always help her mother
B. Darmi's mother always angry
☒ C. The girl turn into stone ✓
D. Darmi is not a lazy girl

5. At last, what does the mother do to darmi ?

- A. She hug her daughter ☒ C. She pray to God to punish her daughter ✓
B. She hit her daughter D. She leave her daughter

6. What did the daughter answer for someone asking about her mother?

- (A) "She is my servant" D. "She is my hero"
 B. "She is my mother" E. All are correct

7. What is the story about?

- A. the ungrateful child (C) A Kind Girl
 B. A happy mother D. A bad Mother

8. "She asked Darmi to accompany her to go to the market to buy some food."

The underlined word refers to

- (A) The Mother C. Darmi
 B. The People D. The stone

9. At last, the mother cannot hold the pain anymore

The word 'pain' means

- A. happy (C) Proud
 B. Hurt D. Surprised

10. "Darmi always answered that her mother is her servant" What does the underlined word mean?

- A. Maid C. Boss
 B. Teacher (D) Employer

B. Read the passage and decide whether these statements are true (T) or False (F).

1. ~~T~~-F Borneo is the story take place ✓
2. T-~~F~~ Darmi was very beautiful, and her behavior was good too ✓
3. ~~T~~-F Darmi always answered that her mother is her servant ✓
4. ~~T~~-F The mother was very sad, but she didn't say anything ✓
5. T-~~F~~ On the way to the market, no one admired Darmi's beauty ✓

C. Match the following statements with their meanings.

Statements	Meanings
1. She asked Darmi to accompany her to go to the market to buy some food.	a. Dia berdoa kepada Tuhan untuk menghukum putrinya ✓
2. She prayed to God to punish her daughter.	b. Perlahan, kaki darmi berubah menjadi batu. Dan proses nya berlanjut ke bagian tubuh atas darmi ✓
3. Slowly, Darmi's leg turned into stone. The process continued to the upper part of Darmi's body.	c. Dia bertanya kepada Darmi untuk menemaninya ke pasar untuk membeli beberapa makanan ✓
4. When her mother came home from work, Darmi asked money to buy her beauty tool.	d. Ketika ibunya pulang kerja, Darmi meminta uang kepadanya untuk membelikannya alat kecantikan ✓
5. Darmi's appearance was really contrasted with the one walking behind her	e. Kemunculan Darmi sangat bertolak belakang dengan seseorang yang berjalan dibelakangnya ✓

D. Read again *the crying stone*. Then, answer these questions.

1. How is the daughter like?

Darmi was beautiful but her behavior
was far from good ✓

2. Why the mother walk behind her daughter?

3. What the daughter said to the man when he asked "is that your mother" to her?

No! she is my servant ✓

4. What happened to the girl after her mother prayed to God?

Darmi's leg turn into stone ✓

5. Why are the people named it "Batu Menangis"?

People could see tears dropping
from her eyes ✓

6. What is the moral value of this story?

Don't be a ungrateful child ✓

Pre-test in Control Class

Pre Test

Name : Abd Malik

Class : X MIA 2

$\frac{14}{26} \times 100$

61

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

Taken from: www.ptt.edu

A. Choose a,b,c, or d for the correct answer.

1. Where does the story take place?

A. London

C. Jakarta

☒ B. Puerto Rico

D. Buenos Aires

2. What is the word that the parrot cannot say?

☒ A. Catano

C. Canato

B. Tacano

D. Nacato

3. How often did the owner teach the bird how to say the word?

☒ A. Always

C. Many times

B. Everyday

D. Every second

4. Which statement is true according to the text?

A. The parrot could say Catano

B. At last the parrot could say Catano

☒ C. Catano was the name at the parrot

D. The man never got angry at the parrot

5. What does the man do to the bird because the bird cannot say the name of a place.

- A. The man ate the bird. C. The man killed the bird.
 B. The sold the bird ~~X~~ The man taught the bird. ✓

6. In this below which is NOT the character of the story....

- ~~X~~ Coco
 B. A parrot

C. Three chickens ✓

D. The Man.

7. What is the story about?

- A. A parrot and a cat ~~X~~ A parrot and the owner ✓
 B. A parrot and a chicken D. A parrot, the owner, and chickens

8. "It was very, very smart" The underlined word refers to

- ~~X~~ The man C. The chicken
 B. The bird D. Puerto Rico ~~X~~

9. "The parrot was very, very smart"

The word 'smart' means....

- A. Stupid C. Stubborn ✓
~~X~~ Clever D. Beautiful

10. "The parrot was screaming at the fourth chickens" What does the underlined word mean?

- A. Smiling C. Shouting ~~X~~
~~X~~ Crying D. Laugh

B. Read the passage and decide whether these statements are true (T) or False (F).

1. T - ~~X~~ London is the story take place ✓
2. ~~X~~ - F The man tried to teach the parrot to say Catano ✓
3. ~~X~~ - F In the chicken house there are four old chickens ✓
4. ~~X~~ - F The Parrot would say any word ✗
5. ~~X~~ - F The man came back to the chicken house the next day ✓

C. Match the following statements with their meanings.

Statements	Meanings
1. A man in Puerto Rico had a wonderful parrot	a. Katakan Catano atau saya akan membunuhmu! ✓
2. Then the man got to so angry that the shouted over and over	b. Kemudian pria tersebut sangat marah dan berteriak terus menerus ✓
3. He picked up the bird and threw him into the chicken house	c. Seorang pria di Puerto rico memiliki burung beo yang luar biasa ✗
4. In the chicken house there are four old chickens	d. Di kandang ayam terdapat empat ayam tua ✗
5. Say Catano, or I'll kill you!	e. Dia mengambil burung tersebut dan melemparkannya ke kandang ayam. ✓

D. Read again *the story of smart parrot*. Then, answer these questions.

1. What is the title of narrative text above?

The story of smart parrot ✓

2. How many characters in the story? Mention it!

Five ✗

3. What the man said to the parrot when he got angry?

Say calano or I kill you ✓

4. Where the man picked and threw the parrot?

5. What was the ending of the story?

Sad ending ✓

6. What lesson can we learn in the story?

Post-test in Control Class

Pre Test

Name : Abd. Malik

Class : X MIA 2

$\frac{1}{26} \times 100$

61

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

A. Choose a,b,c, or d for the correct answer.

1. Where does the story take place?

- ☒ A. Borneo C. Jakarta ✓
B. Makassar D. India

2. With whom darmi lives in the village?

- A. her father ☒ Her mother ✓
B. her husband D. Her cousin

3. In this below which is NOT the characteristic of the widow's daughter?

- ☒ A. Kind C. Lazy ✓
B. Beautiful D. All are correct

4. Which statement is true according to the text?

- ☒ A. Darmi always help her mother
B. Darmi's mother always angry
☒ C. The girl turn into stone
☒ D. Darmi is not a lazy girl

5. At last, what does the mother do to darmi ?

- A. She hug her daughter ☒ She pray to God to punish her daughter
B. She hit her daughter D. She leave her daughter ✓

6. What did the daughter answer for someone asking about her mother?

- ☒ A. "She is my servant" D. "She is my hero" ✓
B. "She is my mother" E. All are correct

7. What is the story about?

- A. the ungrateful child C. A Kind Girl
☒ B. A happy mother D. A bad Mother ✗

8. "She asked Darmi to accompany her to go to the market to buy some food."

The underlined word refers to

- ☒ A. The Mother C. Darmi ✓
B. The People D. The stone

9. At last, the mother cannot hold the pain anymore

The word 'pain' means

- A. happy C. Proud
☒ B. Hurt D. Surprised ✓

10. "Darmi always answered that her mother is her servant" What does the underlined word mean?

- A. Maid ☒ B. Boss ✗
C. Teacher D. Employer

B. Read the passage and decide whether these statements are true (T) or False (F).

1. ~~X~~-F Borneo is the story take place ✓
2. ~~X~~-F Darmi was very beautiful, and her behavior was good too X
3. ~~X~~-F Darmi always answered that her mother is her servant ✓
4. ~~X~~-F The mother was very sad, but she didn't say anything ✓
5. ~~X~~-F On the way to the market, no one admired Darmi's beauty X

C. Match the following statements with their meanings.

Statements	Meanings
1. She asked Darmi to accompany her to go to the market to buy some food.	a. Dia berdoa kepada Tuhan untuk menghukum putrinya ✓
2. She prayed to God to punish her daughter.	b. Perlahan, kaki darmi berubah menjadi batu. Dan proses nya berlanjut ke bagian tubuh atas darmi ✓
3. Slowly, Darmi's leg turned into stone. The process continued to the upper part of Darmi's body.	c. Dia bertanya kepada Darmi untuk menemaninya ke pasar untuk membeli beberapa makanan ✓
4. When her mother came home from work, Darmi asked money to buy her beauty tool.	d. Ketika ibunya pulang kerja, Darmi meminta uang kepadanya untuk membelikannya alat kecantikan ✓
5. Darmi's appearance was really contrasted with the one walking behind her	e. Kemunculan Darmi sangat bertolak belakang dengan seseorang yang berjalan dibelakangnya ✓

D. Read again *the crying stone*. Then, answer these questions.

1. How is the daughter like?

Never helped her mother



2. Why the mother walk behind her daughter?

Because the mother wear a dirty cloth.



3. What the daughter said to the man when he asked "is that your mother" to her?

She is my servant



4. What happened to the girl after her mother prayed to God?

stone



5. Why are the people named it "Batu Menangis"?

6. What is the moral value of this story?

Don't be arrogant.



APPENDIX 8 (DOCUMENTATION)





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠 (0421) 24404
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 608 /In.39/PP 00.9/06/2018

Lampiran : -

Hal : Izin Melaksanakan Penelitian

Kepada Yth.

Kepala Daerah KOTA PAREPARE

Cq. Badan Perencanaan Pembangunan Daerah
di

KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE :

Nama : NURUL ISTIQAMAH ASAD
Tempat/Tgl. Lahir : PAREPARE, 10 Juli 1996
NIM : 14.1300.156
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : JL. ABD RASYID NO.29, KEL. LABUKKANG, KEC. UJUNG,
KOTA PAREPARE

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka
penyusunan skripsi yang berjudul :

**" THE EFFECTIVENESS OF GRASP STRATEGY TO IMPROVE READING
COMPREHENSION THE TENTH YEAR STUDENTS OF MAN 1 PAREPARE"**

Pelaksanaan penelitian ini direncanakan pada bulan **Juni** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan
dukungan seperlunya.

Terima kasih,

29 Juni 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan
Pengembangan Lembaga (APL)



Muh. Djunaidi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE

Jalan Jenderal Sudirman Nomor 37 Parepare
Telepon 0421-21133 ; Faksimile 0421-24996
Email : kotaparepare@kemenag.go.id

Nomor : B- 2317 /Kk.21.16/1/KP.01.1/07/2018
Sifat : Biasa
Lampiran : -
Perihal : *Izin Melaksanakan Penelitian*

Parepare, 03 Juli 2018

Yth. **Sdr. Nurul Istiqamah Asad**
Di- Parepare

Dengan Hormat,

Memperhatikan Surat saudara Tanggal 01 Juli 2018 tentang Permohonan Izin Penelitian dan Surat Kepala BAPPEDA Kota Parepare Nomor : 050/557/Bappeda Tanggal 29 Juni 2018 perihal Izin Penelitian, maka diberi izin kepada saudara untuk melaksanakan penelitian dengan judul **"The Effectiveness Of Grasp Strategy To Improve Reading Comprehension The Tenth Years Students Of MAN 1 Parepare"** di MAN 1 Parepare dalam Lingkungan Kantor Kementerian Agama Kota Parepare . Waktu Penelitian mulai Juli s.d Agustus 2018.

Demikian izin ini diberikan untuk dilaksanakan sesuai ketentuan yang berlaku.

Kepala Kantor,

H. Husain Abdullah

Tembusan :
Kepala MAN 1 Kota Parepare, Parepare.



PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421) 26111, Kode Pos 91122
Email : bappeda@pareparekota.go.id; Website : www.bappeda.pareparekota.go.id

PAREPARE

Parepare, 29 Juni 2018

Nomor : 050 / 557 / Bappeda
Lampiran : -
Perihal : Izin Penelitian

Kepada
Yth. Kepala Kantor Kementerian Agama Kota Parepare
Di -

Parepare

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Pendidikan, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 608/In.39/PP.00.9/06/2018 tanggal 29 Juni 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada prinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

Nama : NURUL ISTIQAMAH ASAD
Tempat/Tgl. Lahir : Parepare / 10 Juli 1996
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa
Alamat : Jl. Abd. Rasyid No. 29, Parepare

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"THE EFFECTIVENESS OF GRASP STRATEGY TO IMPROVE READING COMPREHENSION THE TENTH YEARS STUDENTS OF MAN 1 PAREPARE"

Selama : Tmt. Juli s.d Agustus 2018
Pengikut/Peserta : Tidak Ada

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
 2. Pengambilan Data/ Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
 3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan menghormati Adat Istiadat setempat.
 4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
 5. Menyerahkan 1 (satu) berkas Foto Copy hasil "**Penelitian**" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
 6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
 7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.
- Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

AN KEPALA BAPPEDA
SEKRETARIS,

W. ARIYADI S. ST., MT
Pembina
NIP. 196912041997031002

TEMBUSAN : Kepada Yth.

1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala Bappeda di Makassar
2. Walikota Parepare di Parepare
3. Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare
4. Saudara NURUL ISTIQAMAH ASAD
5. Arsip.



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Assalamu Alaikum Wr. Wb.

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Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperluanya.

Terima kasih,

29 Juni 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan
Pengembangan Lembaga (APL)



Muh. Tjunaidi

CURRICULUM VITAE



Nurul Istiqamah As'ad, the researcher of this skripsi, was born on July 10th 1996 in Parepare. She is the second child of two children from the marriage of her parents, H. As'ad and Hj. Ida.

She began her study 2002 in SDN 5 Parepare, Kec. Ujung in Parepare and graduated on 2008 at the same year she registered in SMPN 1 Parepare and graduate on 2011, and she registreted in SMA Negeri 1 Parepare, and on 2014 she registered on State Islamic Collage of Parepare (STAIN) and now change into State Islamic Institute (IAIN) Parepare and finished her study with entitle of skripsi is *“The Effectiveness of GRASP Strategy to improve Reading Comprehension od The Tenth Year of MAN 1 Parepare”*.

PAREPARE