THE EFFECT OF GUIDED READING AND SUMMARIZING PROCEDURE (GRASP) ON STUDENTS' READING COMPREHENSION SKILL

(A Study on First Grade Student of SMAN 4 Banda Aceh)

THESIS

Submitted by:

SITI RAHMATILLAH
NIM. 231020635
The Student of English Language Teaching Department
Faculty of Tarbiyah and Teacher Training

THE FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY (UIN) AR-RANIRY
DARUSSALAM, BANDA ACEH
2018

THESIS

**Submitted to Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry
Darussalam Banda Aceh as a Partial Fulfillment
of the Requirements for Sarjana Degree (S-1)
on Teacher Education**

By:

SITI RAHMATILLAH

**The Student of English Education Department
Faculty of Tarbiyah and Teacher Training
Reg. No. 231 020 635**

Approved by:

Main Supervisor,	Co-Supervisor,
(Yuli Setianingsih, M. Ag)	(Azizah, M. Pd)

THESIS APPROVAL

It has been Defended in Sidang Munaqasyah in front of The Council of
Examiners for Working Paper and Has been Accepted in
Partial Fulfillment of The Requirements for
Sarjana Degree S-1 On Teacher Education

on:

Thursday, $\dfrac{\text{February 8}^{\text{th}}\ 2018}{\text{22 Jumadil Awal 1439 H}}$

Darussalam – Banda Aceh

THE COUNCIL OF EXAMINERS:

Chairperson,

Yuni Setianingsih, M.Ag

Secretary,

Rivana Amelia, S.Pd

Member,

Azizah, M.Pd

Member,

Safrul Muluk, S.Ag.,MA.,
M.Ed.,Ph.D

Certified by:
The Dean of Faculty of Education and Teacher Training
Ar-Raniry State Islamic University

Dr. Mujiburrahman, M.Ag
NIP. 19710908 2001121 001

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini :

Nama	: Siti Rahmatillah
NIM	: 231 020 635
Tempat/Tgl. Lahir	: Peudada/ 16 Juni 1992
Alamat	: Jl. Rukun Sentosa Utama No.2, Kp. Pineung, Kecamatan Syiah Kuala, Kota Banda Aceh
Judul Skripsi	: The Effect of Guided Reading and Summarizing Procedure (GRASP) on Students' Reading Comprehension Skill

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya

Banda Aceh,30 Januari 2018
Tertanda.

Siti Rahmatillah

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises to The Almighty, Allah Swt. The Greatest Lord Who has given the writer health and opportunity to write and to finish this final project. Secondly, the writer would like to extend endless prays to the most amazing man on earth namely, honorable prophet Muhammad Saw (peace be upon Him), who delivered the truth and direction to life in the world and life after.

The writer would like to express the deepest gratitude to her best motivator in this world, her beloved parents Hanafiah, S.Pd and Almh. Yusnawati for all their patiently supports, loves, and prays (may Allah blessed them). She also would like to dedicate the grateful to her big family, her brothers Indra Maulidin, Ulil Amri, and Muhammad Abrar, and only sister Uswatun Hasanah who have patiently given their support, love and pray. The writer will never forget all these valuable moments and wish Allah will give her a lot of opportunity to make them happy.

More highly grateful and appreciation are expressed to Mrs. Yuni Setianingsih, M.Ag as her main advisor who has given a meaningful advise and a quality time to discuss about the writer's thesis. Then, Mrs. Azizah, M.Pd was as her co-advisor, who has offered insightful guidance and assistance to her. Without their support, understanding, and help, this thesis could never be completed. Also, the writer would like to deeply thank her research participants : X-IA2 and X-IA4 students of SMAN 4 Kota Banda Aceh for kindly help during the research. In

CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Appendices

I. Appointment letter of supervisors
II. Recommendation of conducting research from Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry
III. Recommendation letter of conducting research from Department of Education and Culture of Aceh
IV. The replied letter of conducting research from SMAN 4 Banda Aceh
V. Lesson plan
VI. Pre-test
VII. Post-test
VIII. Questionnaire instrument
IX. T-Table
X. Autobiography

ABSTRACT

Name : Siti Rahmatillah
Reg. No : 231020 635
Faculty/Department : Tarbiyah and Teacher Training/English Education
Title : The Effect of Guided Reading and Summarizing Procedure (GRASP) on Students' Reading Comprehension Skill
Date of Examination :
Lenght of Thesis : 67 pages
Main Supervisor :Yuni Setianingsih, M.Ag
Co Supervisor :Azizah, M.Pd
Keyword :GRASP, Reading Comprehension

As one of four skills that should be mastered by English students, reading is often considered as the difficult one. It leads many experts to research the effective methods and strategies in overcoming this difficulty. Related to this, the writer is interested to use Guided Reading and Summarizing Procedure towards students' reading comprehension skill. Therefore, this study entitled *"The Effect of Guided Reading and Summarizing Procedure (GRASP) on Students' Reading Comprehension Skill."* This study was conducted to seek how significant the effect of learning by GRASP strategy and students' responses toward this strategy.This quantitative research used experimental study and took samples by the purposive sampling technique. The samples were consisted of two groups, they were class X-IA4 which consist of 32 students as experimental group and class X-IA2 which consist of 32 students as control group at SMAN 4 Banda Aceh. In collecting the data, the writer gave pre-test and post-test, and distributed questionnaire. Then, the writer analyzed the data using statistical calculation. The result of the test showed that the mean score of the pre-test of experimental class was 54; meanwhile, the post-test was 78 that revealed that the improvement of the mean was 24. Furthermore, the result of t-test calculation showed that t_{test} was higher than the t_{table} ($t_{test}= 5.21 > t_{table} = 1.66$). So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. The result of questionnaire shows that most of students gave positive responses after learning by using this strategy in which 90% of them agreed that guided reading and summarizing procedure helps them in comprehending the reading. It can be concluded that GRASP gave a significant effect on students' reading score and positive influences for them.

CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of English skills besides speaking, writing, and listening that should be mastered by students who learn english. It can provide the students with a richness of interesting information in a pleasant way. Reading is also crucial to getting certain information or knowledge available in magazines, newspaper, storybooks, brochure, and other reading materials.

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. When the students learn to read, they should be able to comprehend the readings text during the process of reading. The purposes of reading are to improve word study skills, to increase vocabulary, and to improve basic comprehension skills.

In mastering a language, the ability to read and comprehend written material is undeniably important. Therefore, most questions tested in English National Examination (UN) are related to reading skill. However, from interviewing several senior high school students, the writer found out that reading foreign language texts is considered as an uninteresting activity by the students since they faced difficulties in comprehending the text. Distinguishing main information and supportive information is thought to be complicated as well. Besides, based on a study conducted by Setiawan (2014), some of students' difficulties in reading are low motivation, lack of vocabulary, low of reading

skills, lack of ability to differentiate kinds of texts, and monotonous teaching technique.

Related to teaching strategies that are used to teach reading comprehension, many English teachers in Indonesia are static merely in the same strategies. Those traditional methods such as teacher asked students to read the texts, translate them from word to word, and answer the questions that are related to the texts. Eventually, it leads students to the boredom and the difficulties in comprehending English reading texts.

In order to diminish the difficulties, reading strategies play significant roles in understanding reading materials. Guided Reading and Summarizing Procedure (GRASP) is a new developed strategies based on Manzo's Guided Reading Procedure (Anderson, 2009 in Setiawan, 2014). It is one of the strategies expected to be able to increase students' reading comprehension skill. Harris (1980) as cited by Setiawan (2014) states that GRASP is particularly useful in content areas that require careful reading and detailed recollection of factual information. It can be used with students in the intermediate grade levels through college level.

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. It emphasizes the importance of learning how to summarize text and knowing when summarizing is needed.

Guided Reading and Summarizing Procedure Strategies itself is not a new strategy researched in term of improving students ability in reading. A study by

Susilowati (2012) about The Effectiveness of Guided Reading and Summarizing Procedure (GRASP) Method to Teach Reading Viewed from the Students' Self-Esteem showed that there was a significant difference on the students' reading comprehension between those who were taught by using GRASP method and those who were not taught using Direct Instruction method, and GRASP method was more effective than Direct Instruction method to teach reading. The research also findings that GRASP method was more effective for the students who had high self-esteem and Direct Instruction method was more effective for the students who had low self-esteem.

Another research was conducted by Syauqi (2014) entitle The Effect of Using GRASP (Guided Reading and Summarizing Procedure) toward reading comprehension of the Second Year Students at SMAN 2 Singingi Kuantan Singingi. This research is experimental study that used two classes as sample, one class as the control class and another as experimental class. The result of research proved that there was a statistically significant effect after being taught by using Guided Reading and Summarizing Procedure (GRASP) than without using GRASP.

Both of previous studies mentioned above are about the use of Guided Reading and Summarizing Procedure in second year students. In this study, the writer proposes to use Guided Reading and Summarizing Procedure to give effect on students' reading comprehension skill of the first year students at senior high school so that it would be easier for them to boost their comprehension and recall the explicit information provided in the reading text. It is also a strategy expected

to decrease students' difficulties in recollecting factual information that usually be asked in National Examination (UN) reading questions.

Similar to other senior high school in Indonesia, the students of SMA Negeri 4 Banda Aceh also face the same difficulties in comprehending the text, such as the students cannot understand about the reading text for find the main idea and answer the question related to the reading text. This lack of ability might be caused by several factors. First the students have limited vocabulary. Second, the students have low proficiency in understanding a text. Last, teachers could not find the right strategy to provide materials for students to learn and quick understanding the material presented.

Based on those considerations, the writer believes that some efforts are needed to solve the problem in the english teaching and learning process especially in the teaching of reading comprehension. In order to solve the problem, the writer is motivated to conduct a research entitle **"The Effect of Guided Reading and Summarizing Procedure (GRASP) on Students' Reading Comprehension Skill."**

B. Research Question

Based on the background mentioned previously, the research questions of this study are:

1. Does the Guided Reading and Summarizing Procedure (GRASP) effect on students' reading comprehension skill?

2. What are the students' responses after learning by using Guided Reading and Summarizing Procedure (GRASP)?

C. Research Aims

The aims of this study are:

1. To find out whether the use of Guided Reading and Summarizing Procedure (GRASP) in teaching reading give significant effect on students' reading comprehension skill or not.

2. To know students' responses toward Guided Reading and Summarizing Procedure (GRASP).

D. Research Hypothesis

The writer formulates her research hypothesis as follows:

Ha   : There is the significant effect of the students' reading comprehension after they are taught by using Guided Reading and Summarizing Procedure (GRASP)

Ho   : There is no significant effect of the students' reading comprehension after they are taught by using Guided Reading and Summarizing Procedure (GRASP).

E. Research Significance

This study is expected to provide contribution to English language learning both in theory and practice.

1. Theoretically, this study is expected to strengthen the existing theory of the effect of Guided Reading and Summarizing Procedure strategy to increase students' reading ability, also to add another fact to be considered

by other researchers who want to develop the strategies in teaching reading comprehension for EFL and ESL students.

2. Practically, the findings of this study can be a beneficial addition for English teachers who are eager to find a better strategy to use in teaching reading in high schools. The findings can be employed as an alternative technique in teaching reading comprehension

F. Research Terminology

There are some terms in this study need further explanations.

a. Effect

Effect is change that somebody or something causes in somebody or something else. Effect is a change that is a result or consequence of an action or other cause. In this research, the writer would like to know the effect of Guided Reading and Summarizing Procedure (GRASP) on students' reading comprehension skill.

b. Reading comprehension

According to Harrison (2004), " Reading is the process of getting meaning of a communication, as in a personal letter, speech, sign language, the knowledge or understanding that is the result of such a process". Reading is the way of getting information consisted in written texts.

The National Assessment of Educational Progress (NAEP) Reading Framework Committee (2009) defined reading comprehension as an active and

complex process that involves understanding written text, developing and interpreting meaning, and using meaning as appropriate to type of text, purpose and situation. Reading comprehension is the ability to read the text to understand the meaning. It is an intentional, active process that occurs before, during, and after a person reads a particular reading text.

Reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension is an active process. Active reading involves interacting with the information or creating internal dialogue with the material. The reader is expected to be actively engages with the text to construct meaning (Snow, 2002).

According to Klingner (2007) reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that includedword reading, word and world knowledge, and fluency". It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text.

c. GRASP

Macceca (2008) defines GRASP (Guided Reading and Summarizing Procedure) is in the form of summary which compresses many ideas into a brief synopsis. Its function in teaching reading is to improve students' reading comprehension. Then, it helps the students recall the information and organize existing materials well. Summarizing can be quite difficult for students unless guidance and practice can be provided for students. This method illustratee what a summary is and how to summarize many ideas into a brief resume. The goals of

teaching using GRASP is to help students to summarize independently when they try to understand as well as study text.

The Guided Reading and Summarizing Procedure is an activity that gets students to interact and interview informational text that they have read. The GRASP allows students collaboratively review when they have read different ways. It emphasizes comprehension of informational reading and allows students to go back, and fix any misunderstanding or forgotten parts.

CHAPTER II

LITERATURE REVIEW

A. General Decsription of Reading Comprehension

1. Nature of Reading Comprehension.

There are four skills in English, they are; speaking, listening, reading, and writing. As other three skills, reading skill has the same importance to be mastered by a language learner.

Reading can simply be defined as a complex ability to extract, or build, meaning from a text (Grabe, 2014). Similar to Grabe, Zare and Othman add that reading is a cognitive activity in which the reader takes part in a conversation with the author through the text (Zare & Othman, 2013). Furthermore, reading comprehension involves abilities to recognize words rapidly and efficiently, develop and use a very large recognition vocabulary, process sentences in order to build comprehension, engage a range of strategic processes and underlying cognitive skills (e.g., setting goals, changing goals flexibly, monitoring comprehension), interpret meaning in relation to background knowledge, interpret and evaluate texts in line with reader goals and purposes, and process texts fluently over an extended period of time (Grabe, 2014).

Reading comprehension skills are essential for meaningful and effective reading. Early reading is grounded in strong cognitive skills, i.e. learning styles such as auditory analysis, sound blending and segmenting, memory visualization. Therefore, the key to improving reading comprehension skills is to attack weak language learning skills at the foundational level.

Moreover, reading comprehension requires the reader to actually know and understand what they are reading. If persons have excellent decoding skills, but are not fully able to understand what they are reading, then they are simply word calling and not truly reading.

Effective reading comprehension requires not only accurate reading skills but also automatic and fluent reading ability. According to Morellion (2007), reading comprehension is a tool that is used by good readers to solve the comprehension problems they encounter in texts. They also identify seven reading comprehension strategies: activating or building the background of knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, using fix-up options, and synthesizing. It seems quite complex for the students in order to solve such comprehension problems.

In line with Morrelion, Snow (2002) views reading comprehension as a meaning getting process. Therefore, it needs an understanding. The readers use the words "*extracting"* and "*constructing"* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. It can be seen that comprehending a text means getting the meaning from the text. The readers try to extract the main points of the text and emphasize which things are important or not from the text.

However, getting meaning of the text is not an easy process to be applied in reading. Students often have the difficulties in finding unstated clues or implied meanings. Moreover, it was found that students' ability in reading was still low.

The students faced many difficulties in reading texts. They often failed in reading texts because of lack of vocabularies and technique in reading.

According to Duke and Pearson (2001), many factors affect a child's ability to comprehend text. These include:

a. motivation/purpose/goals/engagement
b. vocabulary/word knowledge/background knowledge
c. automaticity of decoding
d. fluent reading
e. understanding and use of strategies employed by effective readers
f. the nature of the text itself (difficulty and interest)
g. the type or genre of text (e.g., fiction, nonfiction, poetry)
h. the amount of reading done

The problem also comes from the teacher's technique and strategy in teaching. Furthermore, similar to Duke and Pearson, another main factors which affect students' endurances in overcoming the difficulties are their motivation and awareness, and their life experience as background knowledge. Therefore, in maximalizing the outcomes, they should be on proper level of anxiety and be provided with either the proper content of texts or the right teaching strategies.

2. Teaching Reading Comprehension

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2001 as cited in Marwan, 2014). Meanwhile, reading comprehension is imperative to a student's ability to successfully engage in text. It is the teacher's responsibility to ensure that students are effectively trained in multiple comprehension and reading strategies because students must apply multiple comprehension strategies to ensure accurate understanding. Since reading comprehension is not an observable phenomenon, assessing one's comprehension

and development of the skill through the use of those strategies illustrating comprehension seems important (Brown, 2001, as cited in Khaki, 2014). It would be great if all students could easily understand and utilize comprehension skills, and then use them appropriately in their reading.

However, many students struggle with comprehension and teachers are held accountable in assuring students receive the strategies they need. It is undeniable that students whose good prior reading strategy knowledge are able to comprehend the texts better than whose not. When teachers can include prior knowledge in instruction, it is always beneficial to students' achievement. So, including background knowledge of comprehension strategies will help students in building comprehension skills.

Students who struggle with reading disabilities are sincerely in need of strategy instruction (Manset & Nelson, 2005). Because all students learn differently, and students with learning and reading disabilities particularly struggle with mastery of comprehension and reading strategies, it is essential to provide individualized, intensive reading instruction. Torgesen et.al (2001) determined through their research, "that one major task for the educational establishment is to find ways to deliver both the quality and the intensity of instruction that many children seem to require".

Although it is difficult to incorporate the necessary time to efficiently instruct students with reading disabilities, finding that time is a necessary obstacle that educators must try to overcome. Duration and intensity of instruction is crucial to student development in comprehension strategies, without teacher guidance, reading achievement will only slightly increase, as Toppings et.al

(2007) confirm, "appropriate, effective implementation involves not only the monitoring of reading practice, but also implies action to guide the student towards successful comprehension". It is not enough to simply explain strategies to a student, one must ensure through reinforcement of the strategies, that the student knows how to properly use them.

A significant correlation exists between students who receive direct instruction and an increase in reading comprehension. Dewitz et.al (2009) insist that comprehension instruction should always begin with direct, explicit instruction of strategies that focus on when and how individual strategies can be utilized throughout the reading process. Explicit instruction on guided reading strategies will therefore benefit students who struggle with reading comprehension.

Furthermore, Dewitz et.al (2009) make clear that comprehension instruction that helps students to become aware of the cognitive thought processes during this process, which will enable them to strengthen their understanding of text and develop the required skills of proficient readers. So, if students who struggle with comprehension are taught the guided reading strategies, and then master the skills taught, they will become stronger readers.

3. Reading Comprehension Teaching Strategies

Brown (2007) as cited in Karami (2008) defines strategies as the "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information." He differentiates between strategies and styles. Styles are "consistent and rather enduring tendencies and preferences within an individual".

Styles are what distinguish you from others they are rather consistent and defy changes. Strategies on the other hand, vary within individuals from moment to moment as the specific problems and contexts change. Improving students' ability in reading and achieve reading comprehension is not easy job for the teacher. The teacher needs an effort in order to make the students able to read well. Before the teachers come to teach the students to read the teacher should know why they have to teach reading. Harmer (2003) says that some students wanted to be able to read English text fo rtheir careers, study purposes or just for pleasure. Therefore, the teacher must do something to make the students are easier to read.

Pani defines reading strategies as "the mental operations involved when readers approach a text effectively to make sense of what they read. Good readers apply more strategies more frequently and more effectively than poor readers." (Pani 2004 cited in Karami 2008).

Second language reading comprehension is the most important skill required by students, especially in a foreign language context. One way to help these students improve their reading comprehension is strategy instruction (Khaki, 2014). Comprehension strategies are conscious or intentional plans that people use in order to achieve a goal and are used deliberately to make sense of text (Afflerbach et al. 2008 as cited in Roit, 2015). Readers use strategies consciously to make sense of the text, remember critical ideas and integrate new learning into existing schema or prior knowledge. Students need to learn how to use strategies independently, to recognize and solve problems, and to delve deeper into text to make connections and inferences.

Reading strategies are not the same as instructional strategies. The goal of instructional strategies is to teach students how to make sense of text. Instructional strategies are the plans used by the teacher to teach comprehension. They include but are not limited to explicit explanation, modeling, pre-teaching, organizing learning and scaffolding. Strategies laid out in this chapter emphasize teaching and student engagement. Obviously, there is an interaction between both reading and instructional strategies. Often the terms comprehension strategies, skills, and activities are used interchangeably.

Comprehension strategies are used consciously by the reader to monitor and check understanding, to clarify confusion, and to process text. Strategies are situational and are used intentionally by readers. McEwan (2004) cited in Roit (2005). In contrast, once skills are learned, they are used unconsciously, i.e. decoding words or breaking words into syllables. Skills are also the tools readers use to organize the structure of text, e.g., main idea and supporting details, compare and contrast, sequencing, etc.

Activities such as charts like KWL (McEwan, 2004) or terms such as "click and clunk" and "get the gist" are not comprehension strategies themselves but instructional devices to encourage students to use comprehension strategies as they read. Tools such as strategy character puppets may catch children's interest but they may also take students' attention away from the strategies themselves. In contrast, skills are applied automatically rather than deliberately and yield a high level of performance with minimal effort.

Learning skills requires practice in order to become automatic. Decoding is a skill that when it becomes automatic results in fluent reading. Readers read most

words without ever thinking about the sounds and spellings. Similarly, fluency is a skill that develops over time, allowing readers to access text with automatically so they can focus their mental efforts on making sense of what is being read.

B. Types of Reading Texts in Senior High School

Based on the basic competencies recommended by the government, there are some types of reading texts which have to be taught in senior high school, they are; descriptive, recount, narrative, analytic exposition, explanation, procedure, and news item.

a.   Descriptive text

Pardiyono (2004) stated that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly. Additionally, descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like.

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text as painting pictures with words. By reading adescriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that thewriter is interested in.

b.   Recount text

Fitriyani (2015) stated that recount text is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence. Some recounts will bepurely informative, while others will aim to both inform and entertain.

The purpose of recount text is remind and recreate events, experiences and achievements from the past time chronologically. Its means that the purpose of recount text is to inform or entertain the reader. Another purpose of recount text is to amuses the reader about the text that has written.

c.   Narrative text

According to Anderson and Anderson (2003) narrative is a piece of text which tells astory and, in doing so, entertains or informs the reader or listener. It belongs to non-factual text that is written or listened to entertain the reader or listener. Pardiyono (2004) narrative is a kind of text to tell past activities which focus on problematic experience and resolution to amuse and give lesson moral to the reader.

Gerot and Wignell (1995) argue that "the social function of narrative is to amuse, entertain and deal with actual or vicarious experience in different ways." Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

d.   Analytic exposition text

Knapp and Watkins (2005) stated that analytical exposition text is a text type which clearly focuses students on the purpose of argument; that is, putting forward a viewpoint and providing evidence to support it. An analytical exposition text is a factual text used to a point of view, or an argument. These types of text

can be found in scientific book, journal, magazine, news paper article, academic speech or lecture, research report etc.

Analytical exposition text is a text that is to analyze, elaborate, and persuade by giving arguments for the readers so that the readers can believe our writing; also, they can be persuaded. It is a text that elaborates the writer's idea about the phenomenon surrounding. Therefore, to make arguments, we can see the phenomena happened around us. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

e.   Explanation text

Explanation text is a piece of text that explains the processes involved in the formation or workings of natural or socio-cultural phenomena (Anderson & Anderson, 2003). An explanation text is written to explain how and why something in the world happens. It is about actions rather than about things. Explanations play a valuable role in building and storing our knowledge. Technical and scientific writing are often expressed in this form

Desitawardhani (2014) said that the purpose of an explanation text is to tell each step of the process (the how) and to give reasons (the why). Explanation is a piece of text that deals with the processes involved in understanding and making explicit the how and/ or why of particular phenomena, events, and concepts occur in scientific and technical fields.

f.   Procedure text

Djuharie (2009) stated that procedure text is a kind of text which aims to give guidance about steps to do something. Basically, this text consists of tips or

sequence of steps in making something or in doing such activity. According to Gerot and Wignell (1995) prodecure text is a text whixh describe how something is accomplished through a sequence of an action steps. It shows that procedute text is printed words that contain of a proper way of doing something. The social function of Procedure Text is to tell someone how to do something or how to make something and how to operate something.

g. News Item text

Akufah (2012) stated that news item text is the factual text which has purpose to inform the readers about events of the day which are considered newsworthy or important. Specifically news item text inform publicly about the thing happened which is considered as news worthy. It is important to be known publicly as it often happens in one part of region and the function of news item text is to socially spread the news.

Gerot and Wignell (1995) stated that news item text informs readers, listener of viewer about newsworthy or important event in newspaper, magazine, television, radio of other media. It includes the newsworthy event, the background event, and the sources. In the other words, news item is spoken or written information about what is happened. News item tells information about event of the day which is considered newsworthy or important.

The purpose of news item text is to give the important information deals with events that are regarded as newsworthy in some ways. The information consist of the answer of word question (who, what, where, why, when and how). Besides that, the purpose of it is to interest the readers, so they are interested to find the news (Akufah, 2012).

C. GRASP Strategy

1. Definition of GRASP Strategy

Brummer and Clark (2008: 159) stated 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 emphasizes the importance of learning how to summarize text and knowing when summarizing is needed.

Guided reading is a teaching strategy which enables a teacher and a group of students to talk, read and explore texts. The focus is in teaching students to become reflective and responsive readers who can not only read the lines, but who can also read between and beyond the lines (Howell, 2004). Through discussion, students are guided to interpret the writer's meaning and think about both literal and more complex meanings within a text.

Guastello and Lenz (2007) state that Guided Reading is an instructional approach that involves a teacher working with a small group of students who are similar in reading behaviors and the text level they are able to read with support. The ultimate goal of guided reading is to help students learn how to use literacy strategies successfully and to create independent readers who can formulate questions, consider possibilities and alternatives, make informed choices as they acquire meaning from text, and problem solve when they encounter difficulties with the text.

Manzo in Himmele and Himmele (2009) state that the Guided Reading Procedure is an activity that gets students to interact and review informational

texts that they've read. The material is reviewed four times and thus represents a great use of class time for the teacher. The Guide Reading Procedure allows students collaboratively review what they have read four different ways. It emphasizes comprehension of informational reading and allows students to go back, and fix any misunderstandings or forgotten parts.

2. Procedures of GRASP Strategy

Manzo (1993) mentions steps in GRASP as follows:

Step 1: Guided Reading Procedure lesson.

The teacher conducts a conventional Guided Reading Procedure lesson up through the outlining step.

Step 2: Decomposing.

The teacher asks students "Can you describe how the author puts this information together?"

Step 3: Recomposing.

The teacher asks the class "Can you think of other logical ways by which this selection could have been composed?"

Step 4: Summarizing.

The teacher has students write their own summaries, following these guidelines:

  a)   Include only important information (leave out unimportant details).

  b)   Where possible, compress information by combining it.

  c)   Add information needed to achieve coherence.

Step 5: (Optional) The teacher encourages students to write a brief reaction to the material read, analyzed, and summarized.

Hayes in McKenna (2002) develops the Guided Reading and Summarizing Procedure (GRASP) steps as follows:

Step 1. After the students have read a section of text, ask them to turn their books face down. Ask them to recall whatever they get from the material. Record their input in a list on the board or on a transparency.

Step 2. Allow the students to return to the text and to locate more information and to make corrections.

Step 3. With student participation, rearrange the information into categories.

Step 4. Help the students write a topic sentence for each category and detailing sentences that support it.

Step 5. Engage the students in revising the summary to make it more coherent.

From the steps conveyed by the experts above, the writer used GRASP's steps from Hayes in McKenna (2002).

3. The Advantages and Disadvantages of GRASP Strategy

McKenna (2002: 355) states that advantages of GRASP strategy are as follows:

1. Guided step-by-step instruction in synthesizing helps alleviate writing fears and ensures that summarizing is not mere copying.

2. Can be combined or adapted very effectively with other strategies, such as mapping.

3. Organization and framework may help English Language Learning students.

4. Disadvantages of GRASP Strategy

McKenna (2002: 355) states that disadvantages of GRASP strategy are as follows:

1. GRASP strategy fails to provide the teacher with feedback about the extent of the students learning.

2. GRASP strategy presumes that the students learn at the same pace and are at the same level of understanding.

3. Information from the text tends to be forgotten quickly when the students are passive.

D. Descriptive Text

1. The Definition and The Purpose of Descriptive Text

Descriptive text is a kind of genre text that contains describing about people, place or thing (Cowan, 1986). According to Matthews (1997) as cited in Muis et. al (2013) descriptive text is "a way to explain about events in or states of the world". Schwegler (2010) adds that descriptive text is "a text used to expose the details about places, people, qualities, emotions, moods, etc".

In other words, descriptive presents the appearance of things that occupy space, whether they are object, people, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words. Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing (Wardiman, 2008).

As the explanation above, it may say that descriptive text has strong relation with describing. In learning, describing is one of the fundamental

functions of any language system and one of the first skills emergent language-user learns to control. Assaid by Knapp and Watkins (2005), description enables the categorization or classification of an almost infinite range of experience, observations, and interactions into a system that orders them for immediate and future reference, and allow us to know them either objectively or subjectively, depending on the learning area or intent of the writer.

As the examples in the following chart show, description also enables to entertain, express feelings, relate experience, inform, and persuade (Clouse, 2004).

Table 2.2
Purpose for Description
Purpose Description

Purpose	Description
To entertain	An amusing description of a teenager's bedroom
To express feelings	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit

On the other hand, Djuhari (2009) suggests that descriptive is a text purposed to described someone, something, event, or animal specifically. The text tells us all of information from the person or thing in specifically. Descriptive text gives an imagine of someone or something through the sentence that will be read by the reader. In conclusion, it can be summarized that descriptive text is a story for telling how to describe particular person, thing, or place. Descriptive text often uses declarative sentences, conjunction, and simple present. Description belongs to the category facts, general accepted-facts, or reality.

2. Kinds of Descriptive Text and Its Generic Structure

Descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

a. Description of a people

b. Description of a place

c. Description of things

The generic structures of a description are as follows:

1. Identification : identifies the phenomenon to be described

2. Description of features : describes features in order of importance:

a. Parts/things (physical appearance)

b. Qualities (degree of beauty, excellence, or worth/value)

c. Other characteristics (prominent aspects that are unique) (Wardiman, 2008).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is quantitative research that used experimental study. This experimental study focuses on true experimental design where two groups, experimental group and control group will be involved. The experimental group will be taught using GRASP strategy while the control group will be taught using discussion strategy that usually used by the teacher. This study was conducted by comparing the experimental group and control group.

Variable is something which becomes a subject or object of the research. According to Arikunto (2013), variable is variety of phenomenon. There are two variables in this study, independent variable and dependent variable. In this case, the independent variable is the effect of guided reading and summarizing procedure and dependent variable is students' reading comprehension skill. The material based on syllabus of the first grade students that appropriate taught using guided reading and summarizing procedure is descriptive text.

B. Population and Sample

1. Population

Creswell (2012) states that population is a group of individuals who have the same characteristics. The population of this research is all of the first grade students of SMAN 4 Banda Aceh in 2017/2018 academic year. There were eight classes for the first grade students, namely: X IA 1 (33 students), X IA 2 (32

students), X IA 3 (33 students), X IA 4 (32 students), X IA 5 (32 students), X IS 1 (32 students), X IS 2 (33 students), and X IS 3 (33 students). Total number of the population in this study is 260 students.

2. Sample

Arikunto (2013) states that sample is a limited number of elements from a population to be representative of the population. In conducting the research, purposive sampling was used as the technique of choosing the sample. According to Cohen et al. (2007), purposive sampling is the way to build up a sample that is satisfactory to their specific needs and as its name suggests, the sample has been chosen for a specific purpose.

The samples of this research are class X-IA4 which consist of 32 students as experimental group and class X-IA2 which consist of 32 students as control group. The writer chose these two classes because both have the same number of students and been taught by the same English teacher. The experimental group (grade X-IA4) was taught by using GRASP strategy while the control group (grade X-IA2) was taught without using GRASP strategy.

.

C. Technique of Data Collection

The writer used three techniques of collecting data in order to get the data needed; experimental teaching, test (pre-test and post-test) and questionnaire. The explanation would be discussed as follows:

1. Experimental Teaching

Goddard and Melville (2007) said that experimental research is primarily concerned with cause and effect. Experimental class is needed to apply guided reading and summarizing procedure to investigate how was the student responses toward reading comprehension and to analyze the effect of guided reading and summarizing procedure on reading comprehension skill. In applying the strategy, the writer taught the students about five meetings for each with 2x45 minutes allocated time for each meeting.

2. Test

According to Arikunto (2013) test is set of questions of exercise or other instrument used to measure the skill, knowledge intelligent or attitude of an individual or group. The test aims to know whether students make any progress or not in case of reading comprehension skill before and after guided reading and summarizing procedure applied. The test divided into two, pre-test and post-test.

a. Pre-test.

Pre-test will be given to students in the first meeting before the experimental teaching to measure the basic ability of students in reading descriptive text and before the strategy applied. In the pre-test, students were asked to answer 20 questions about the text.

b. Post-test.

In the last meeting after the strategy has been applied, the students will be given the post test to measure the progress of their ability in reading descriptive text.

3. Questionnaire

Questionnaires were conducted to find out students' responses toward guided reading and summarizing procedure on reading comprehension skill. The questionnaire was given after post-test. The questionnaire is a set of questions for obtaining statistically useful of personal information from individuals (Sudijono, 1999).

To collect data in this study, the writer used questionnaire that was spread and filled directly by the samples. It consisted of ten questions in the form of closed ended questionnaire. The scale model of measurement used is a Likert scale. The numbers of statements are about 10 statements. Each of statements consisted of 4 possible answers that had been provided; they are strongly agree (SA), agree (A),disagree (DS) and strongly disagree (SDS).

D.   Technique of Data Analysis

The statistical analysis technique is used to know whether there is any significant effect of using GRASP toward reading comprehension on descriptive text.

1. Test Analysis

In analyzing score of test, the writer calculates the mean of students score by using statistical formula (Sudjana, 2005).

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

Where:

X   : mean (average score)

Fi   : frequency

Xi   : middle score of interval class

FiXi   : the amount of multiplication between the frequencies and the

middle scores of interval class

Before calculating mean, the data should be distributed in frequency distribution list. The following steps are used in creating frequency distribution list:

a. The range of data

Range of data is the lowest score is subtracted by the highest score. The formula is: $R = H - L$

Where:

R   : range

H   : the highest score

L   : the lowest score

b. Number of interval class

In determining the number of interval, the following formula is used:

$$I = 1 + 3.3 \log n$$

Where:

I   : the amount of interval class

n   : the amount of sample

c. The length of interval

In determining the length of interval class, I used the formula:

$$P = \frac{R}{I}$$

Where:

P   : length of interval

R   : the range of score

I   : interval

d. Table Distribution of Test

After finding the range of data, number of interval classes, length of interval, the data is served in distribution table as follow:

Table 3.1: DistributionTable (Sudijono, 2006)

Interval Class	F	X	Fx
Total			

Where:

f   : frequency

x   : the middle score of interval class

fx   : the amount of multiplication of frequency and deviation range

The purpose of mean calculation is to know the average score of students and to compare average score of pre-test and post-test. So, it can be seen how significant the effect resulted from this study. The significant effect is defined through pre-test and post-test score which has difference between the scores. It can be either positive or negative.

2. **Hypothesis (t-score)**

t-score is used to see the significant differences between two means. The formula is:

$$t_0 = \frac{MX - MY}{SX - Y}$$

Where:

T = t-test

MX = the mean score of deviation experimental group

MY = the mean score of deviation of control group

S_{X-Y} = standard error of the mean difference between two variable X

(experimental group) and Y (control group).

3. **Questionnaire Analysis**

In this research, the writer distributed the questionnaire to the students in table forms. They chose the answer according to their choice. In analyzing the questionnaires, the writer used the following formula:

$$P = \frac{f}{n} \times 100\%$$

In which:

P : percentage

f : frequency

n : number of sample

100% : constant value

E. Brief Description of Research Location

The writer conducted the research at SMAN 4 Banda Aceh, one of the senior high school in Banda Aceh under control of The Ministry of Education and Culture. The school will be described as follows:

1. School

SMAN 4 Banda Aceh is one of the school in Banda Aceh which is located at Jln Panglima Nyak Makam No.19, Kota Baro, Kecamatan KutaAlam, Banda Aceh. At its inception, the school was named with SMPP which has started teaching learning process since 1974. In 1985, the school officially changed its name to SMA Negeri 5 Banda Aceh. Then, in 2 May 1997 the school was officially changed to SMA Negeri 4 Banda Aceh.

When the tsunami struck Aceh in 2004, the school was also damaged. In 2006, SMAN 4 Banda Aceh got donation from society of DKI Jakarta to build new building. After the construction, SMAN 4 Banda Aceh has been renamed to SMA Negeri 4 DKI Jakarta which was legitimated by the Governor of DKI Jakarta, Sutiyoso.

2. The students

Based on the academic year 2017/2018, the total number of students of SMAN 4 Banda Aceh is 779 students. It was divided into three grades. There are 260 students in the first grade, 262 students in the second grade and 257 are in the third grade. For each grade, students are divided into eight classes, five scientific classes and three social classes. Detail information is provided in the table below:

Table 3.2 The Number of Total Students at SMAN 4 Banda Aceh

No	Level	Science			Social			Total
		M	F	Total	M	F	Total	
1	1st Grade	59	105	164	36	60	96	260
2	2nd Grade	70	98	168	34	60	94	262
3	3rd Grade	72	91	163	34	60	94	257
	Total	**201**	**294**	**495**	**106**	**180**	**284**	**779**

Source: The administration office of SMAN 4 Banda Aceh.

3. The School Facilities

In order to support teachers and students in teaching and learning process,

SMAN 4 Banda Aceh has enough facilities as follows:

Table 3.3 The Facilities of SMAN 4 Banda Aceh

No.	Facilities of School	Total
1	Principal's office	1
2	Vice principal's office	1
3	Teacher's office	1
4	Administration office	1
5	Counseling office	1
6	Students health unit room	1
7	Library	1
8	Language Laboratory	1
9	Classroom	24
10	OSIS room	1
11	Computer Laboratory	1
12	Physics Laboratory	1
13	Chemistry Laboratory	1
14	Biologi Laboratory	1
15	Toilet	4
16	Canteen	3
17	Mosque	1
18	Meeting Hall	1

Source: The administration office of SMAN 4 Banda Aceh.

4. The Teacher

Bakhtiar, S.Pd is the principle of SMAN 4 Banda Aceh. He leads all the teachers who play a key role in teaching and learning process. Every teacher is matched for subjects that are charged. For English teacher, the school provides 5 English teachers to teach students.The following table shows more detail about English teachers of the school.

Table 3.4 The English Teachers of SMAN 4 Banda Aceh

No	Name	M/F
1	Muzaiyana	F
2	Khairiyah	F
3	Ina Syafriani	F
4	Liza Dwina	F
5	Cut Wanti Hanum	F

Source: The administration office of SMAN 4 Banda Aceh.

CHAPTER IV

DATA ANALYSIS

A. Research Procedure

1. Experimental Group

Experimental group is needed to apply guided reading and summarizing procedure to investigate how was students responses toward reading comprehension and to analyze the effect of this strategy on reading comprehension skill. In applying the strategy, the writer taught the students about five meetings for each 2x45 minutes allocated time for each meeting.

a. First meeting, 30th November, 2017.

In the first meeting, the writer gave pre-test in the first 45 minutes which consists of 20 questions to be answered. Before giving the pre-test, the writer explained firstly that this test was not for their score, the test just for helping the writer to get some data that would help the research. After that, she started the class by introducing descriptive text, defining descriptive text by giving an issue to the students and asking them to analyze what descriptive text is.

b. Second meeting, 4th December 2017.

In the second meeting, the writer showed video that were related to descriptive text material and asked them to observe it. After that she asked the students to create a group. Each group consisted of 5-6 students. Then, the writer introduced them what guided reading and summarizing procedure is and gave them a text about "Colloseum" to be discussed on their own group. She asked the students to remember the important information in the text and then instructed the

whole group to close the text. The students wrote the important information on the board and made summary about the text based on the information on the board. Finally, the writer asked representative of each group to read the information that have been summarized.

    c.   Third meeting, 7th December, 2017

At the third meeting, the writer gave stimulus to the students by showing the presentation in power point. The presentation was about generic structure of descriptive text. Then, the writer divided the students into several groups and distributed a text entitled "Bali" to each group. She asked each group to read the given text and remembered the important information related to the generic structure of the text. After that, the writer asked each group to write the important information of the text on the board. She asked each group to grouping information on the board according to the generic structure descriptive text. The writerr also asked the students to find out the main idea of each paragraph and discovered the meaning of words that have not been understood in the text. Last, she asksed the students to summarize the information obtained in the text and call the representative of each group to read in front of the class.

    d.   Fourth meeting, 11st Descember, 2017

In the fourth meeting, the writer stimulated the student by displaying the picture of "Orchard Road" and asked them to elaborate the information obtained from the picture. Then, the writer divided the students into several groups and distributed the text entitled "Orchard Road" to each group. Then, all the next steps of the third meeting was also applied for the fourth meeting.

e. Fifth meeting, 15th December, 2017

In the fifth meeting as the last meeting, the writer asked the students to sit on their own place. Post-test was given to students. Before that, the writer explained again that the test did not influence to their score, it was just a test for the writer's research. Then, the students had to do the post test in 45 minutes. After doing the post-test, questionnaire would be given to them.

2. Control Group

In this group, the writer also took five meetings. At the beginning, the writer greeted and introduced herself to all X-IA2 students in the classroom. After checking the attendance list, She gave the pre-test sheets for them and explained the same rules like in the experimental group.

For the second, third, and fourth meeting, as a control group, the students were not treated by using guided reading and summarizing procedure. The writer just explained the material about descriptive text as usual teaching learning. They were asked to read the text and answer the questions. For the last meeting, the students also did the test and took it as a post-test.

B. The Result of Test

The test was given to the students in order to measure the students' ability on reading descriptive text before and after the treatment was given. Pre-test was given in the first meeting and the post-test was given in the last meeting and they were given in written test. Pre-test and post-test was given for both experimental group and control group.

1. The Result of Experimental Group

There were two tests in this study, pre-test and post-test. The result of both tests could be seen as follows:

Table 4.1 The table of pre-test and post-test score of experimental group

No	Students' Initial	Pre-Test Score	Post-Test Score
1	AAU	50	80
2	AH	35	70
3	AM	45	80
4	AT	30	70
5	AV	45	60
6	CIS	40	75
7	CR	70	90
8	DAN	40	75
9	FD	50	85
10	FK	60	95
11	FM	45	75
12	GD	65	60
13	HN	50	85
14	HR	30	50
15	IKA	65	65
16	IPZ	45	90
17	KHN	60	95
18	MA	35	70
19	MA	90	95

20	MDH	55	80
21	MQA	75	95
22	MR	35	70
23	MRA	50	75
24	NU	60	90
25	SA	40	75
26	SAJ	80	80
27	SH	35	75
28	SS	45	85
29	TMH	70	70
30	TSNR	60	55
31	TT	55	80
32	YM	55	90

Based on table above, the highest score for the pre-test was 90 which was gained by 1 student and the lowest score was 30 which was gained by 2 students. Whereas, the highest score for post-test was 95 which was gained by 4 students and the lowest score was 50 which was achieved by 2 students. The increase in students' score and standard occurred in post-test result after the writer taught them using guided reading and summarizing procedure in understanding descriptive text. Furthermore, based on the table, the total students who had developed their ability in reading comprehension are about 85% of students, while the number of students who had constant score are about 9% of students, and about 6% of students gained negative development.

In order to get the mean of both data, the writer classified the score into the frequency distribution list. Then, the writer calculated the mean of both pre-test and post-test scores by using means formula based on following measurement.

1.1 Calculation of mean of pre-test scores

a. Arranging the pretest score from the lowest up to highest

30	30	35	35	35	35	40	40
40	45	45	45	45	45	50	50
50	50	55	55	55	60	60	60
60	65	65	70	70	75	80	90

b. Determining total Range of score

$R = H - L$

$R = 90 - 30$

$R = 60$

c. Determining the number of Interval classes by using *Sturges Rule*

$I = 1 + (3.3) \log 32$

$I = 1 + (3.3) \log 32$

$I = 1 + (3.3) \ 1.5$

$I = 1 + 4.95$

$I = 5.95$

$I \approx 6$

d. Determining the length of interval class

$P = \frac{R}{I} = \frac{60}{6} = 10$

e. Frequency distribution of pre-test

Table 4.2 The frequency distribution of pre-test score on experimental group

Interval	Frequency (Fi)	Xi	FiXi
30-39	6	34.5	207
40-49	8	44.5	356
50-59	7	54.5	381.5
60-69	6	64.5	387
70-79	3	74.5	223.5
80-89	1	84.5	84.5
90-99	1	94.5	94.5
Total (N)	**32**		**1734**

f. Means of pre-test score

Based on the frequency distribution table above, the writer determines the mean score by using the following formula:

$$X = \frac{\sum FiXi}{\sum Fi}$$

$$X = \frac{1734}{32}$$

$$X = 54{,}18$$

1.2 Calculation of mean of post-test scores

a. Arranging the post-test score from the lowest up to highest

50	55	60	60	65	70	70	70
70	70	75	75	75	75	75	75
80	80	80	80	80	85	85	85
90	90	90	90	95	95	95	95

b. Determining total Range of score

R = H − L

R = 95 − 50

R = 45

c. Determining the number of Interval classes by using *Sturges Rule*

I = 1 + (3.3) log 32

I = 1 + (3.3) log 32

I = 1 + (3.3) 1.5

I = 1 + 4.95

I = 5.95

I ≈ 6

d. Determining the length of interval class

$$P = \frac{R}{I} = \frac{45}{6} = 7,5 \approx 8$$

e. Frequency distribution of post-test

Table 4.3 The frequency distribution of post-test score on experimental group

Interval	Frequency (Fi)	Xi	FiXi
50-57	2	53.5	107
58-65	3	61.5	184.5
66-73	5	69.5	347.5
74-81	11	77.5	852.5
82-89	3	85.5	256.5
90-97	8	93.5	748
Total (N)	**32**		**2496**

f. Means of post-test score

Based on the frequency distribution table above, the writer determines the mean score by using the following formula:

$$X = \frac{\sum FiXi}{\sum Fi}$$

$$X = \frac{2496}{32}$$

$$X = 78$$

The aim of determining the mean score is to know the average ability of students in the pre-test and post-test. According to the calculation, it shows that the mean of pre-test score was 54 and the mean of post-test was 78. It was found that the mean scores of both tests were different. Based on the calculation. The writer concluded that guided reading and summarizing procedure gave significant effect on students' reading comprehension skill.

2. **The Result of Control Group**

In control group There were two tests in this study such, pre-test and post-test. The result of both tests could be seen as follows:

Table 4.4 The table of pre-test and post-test score of control group

No	Students' Initial	Pre-Test Score	Post-Test Score
1	AM	65	70
2	AR	45	65
3	CTD	50	50
4	EPW	55	50
5	EA	40	65
6	FAF	65	70

7	FN	50	65
8	FR	80	85
9	GA	55	65
10	GPR	35	55
11	IS	50	55
12	JF	65	65
13	MAA	50	75
14	MAAL	85	80
15	MAW	40	60
16	MF	75	80
17	MMS	35	60
18	MN	50	50
19	MTA	60	65
20	MTD	40	60
21	MUA	40	60
22	MY	45	65
23	NF	55	55
24	PAR	35	45
25	PR	55	70
26	RA	70	70
27	RF	60	60
28	RY	50	45
29	RA	45	60
30	SS	60	55

31	THD	45	65
32	UZ	50	70

2.1 Calculation of mean of pre-test scores

a. Arranging the pretest score from the lowest up to highest

35	35	35	40	40	40	40	45
45	45	45	50	50	50	50	50
50	50	55	55	55	55	60	60
60	65	65	65	70	75	80	85

b. Determining total Range of score

$R = H - L$

$R = 85 - 35$

$R = 50$

c. Determining the number of Interval classes by using *Sturges Rule*

$I = 1 + (3.3) \log 32$

$I = 1 + (3.3) \log 32$

$I = 1 + (3.3) \ 1.5$

$I = 1 + 4.95$

$I = 5.95$

$I \approx 6$

d. Determining the length of interval class

$P = \dfrac{R}{I} = \dfrac{50}{6} = 8,33 \approx 8$

e. Frequency distribution of pre-test

Table 4.5 The frequency distribution of pre-test score on control group

Interval	Frequency (Fi)	Xi	FiXi
35-42	7	38.5	269.5
43-50	11	46.5	511.5
51-58	4	54.5	218
59-66	6	62.5	375
67-74	1	70.5	70.5
75-82	2	78.5	157
83-90	1	86.5	86.5
Total (N)	**32**		**1688**

f. Means of pre-test score

Based on the frequency distribution table above, the writer determines the mean score by using the following formula:

$$X = \frac{\sum FiXi}{\sum Fi}$$

$$X = \frac{1688}{32}$$

$$X = 52{,}75$$

$$X \approx 53$$

2.2 Calculation of mean of post-test scores

a. Arranging the post-test score from the lowest up to highest

45	45	50	50	50	55	55	55
55	60	60	60	60	60	60	65
65	65	65	65	65	65	65	70
70	70	70	70	75	80	80	85

b. Determining total Range of score

$$R = H - L$$

$$R = 85 - 45$$

$$R = 40$$

c. Determining the number of Interval classes by using *Sturges Rule*

$$I = 1 + (3.3) \log 32$$

$$I = 1 + (3.3) \log 32$$

$$I = 1 + (3.3)\ 1.5$$

$$I = 1 + 4.95$$

$$I = 5.95$$

$$I \approx 6$$

d. Determining the length of interval class

$$P = \frac{R}{I} = \frac{40}{6} = 6{,}66 \approx 7$$

e. Frequency distribution of post-test

Table 4.6 The frequency distribution of post-test score on control group

Interval	Frequency (Fi)	Xi	FiXi
45-51	5	48	240
52-58	4	55	220
59-65	14	62	868
66-72	5	69	345
73-79	1	76	76
80-86	3	83	249
Total (N)	**32**		**1998**

f. Means of post-test score

Based on the frequency distribution table above, the writer determines the mean score by using the following formula:

$$X = \frac{\sum FiXi}{\sum Fi}$$

$$X = \frac{1998}{32}$$

$$X = 62{,}4$$

$$X \approx 62$$

C. The Result of Questionnaires

As having been described in the previous chapter, one of the techniques in collecting data used in this study is to use questionnaires distributed to the respondents. Then, the data is processed in the form of a frequency distribution table by using the formula:

$$P = \frac{f}{n} \; x \; 100\%$$

In which:

P   : percentage

f   : frequency

n   : number of sample

100% : constant value

The results of the questionnaires are calculated in the tabulations which are the process of changing data collection instrument (questionnaire) to the tables of numbers (percentage). The instrument of questionnaire was given by the writer

to the X-IA4 students in order to obtain the necessary data in this research. The following are students' responses toward the questionnaire given:

1. Students' Answer of the Effect of GRASP

4.8 I like learning reading comprehension by using GRASP strategy

	Options	Frequency	Percentage (%)
Q. 1	a. Strongly Agree	14	43.75
	b. Agree	18	56.25
	c. Disagree	0	0
	d. Strongly Disagree	0	0
	Total	32	100

It can be seen from the table above that 43.75% students' strongly agree that they like studying reading comprehension by using GRASP strategy, then the rest of them (56.25%) agree to learn with the model.

4.9 My teacher have never applied GRASP strategy

	Options	Frequency	Percentage (%)
Q. 2	a. Strongly Agree	12	37.5
	b. Agree	20	62.5
	c. Disagree	0	0
	d. Strongly Disagree	0	0
	Total	32	100

Based on the table above, it shows that 37.5% of the students strongly agree about GRASP strategy never used by the teachers in the classroom and 62.5% of students agree about that fact.

4.10 I have no obstacles in applying this learning strategy

	Options	Frequency	Percentage (%)
Q. 3	a. Strongly Agree	8	25
	b. Agree	20	62.5
	c. Disagree	4	12.5
	d. Strongly Disagree	0	0
	Total	32	100

When asked about the obstacles in applying GRASP strategy, 25% of the students strongly agree and 62.5% of the students agree that they have no obstacles in applying the model. On the contrary, 12.5% of them have problem when practice it. It can be concluded that majority of the students have no problems in adjusting GRASP strategy in the classroom.

4.11 I become more active in learning by using this strategy

	Options	Frequency	Percentage (%)
Q. 4	a. Strongly Agree	10	31.25
	b. Agree	18	56.25
	c. Disagree	4	12.5
	d. Strongly Disagree	0	0
	Total	32	100

It can be seen from the table above that 31.25% of the students strongly agree that they become more active learning by using GRASP strategy, then more than a half students (56.25%) agree, and only 12.5% of them disagree. It indicates that the most of students become active in learning by using the strategy.

4.12 Certain strategy used by teachers help me in learning reading comprehension

	Options	Frequency	Percentage (%)
Q. 5	a. Strongly Agree	14	34.75
	b. Agree	18	56.25
	c. Disagree	0	0
	d. Strongly Disagree	0	0
	Total	32	100

The fact shows that 34.75% of the students strongly agree that certain strategy teachers used can help them in learning reading comprehension. Furthermore, more than half of the students (56.25%) agree about this statement.

2.   Students' Answers of Reading Achievement

4.13 I feel easy in answering reading comprehension exercises

	Options	Frequency	Percentage (%)
Q. 6	a. Strongly Agree	8	25
	b. Agree	18	62.5
	c. Disagree	4	12.5
	d. Strongly Disagree	0	0
	Total	32	100

The data in the table implies that the percentage of the students who strongly agree feeling easy in answering reading comprehension exercises at least 25% of the students strongly agree with this statement. Then 62.5% of the students chose agree. Then, on the contrary, 12.5% of the students disagree if they feel easy when answer reading comprehension sheets.

4.14 I don't need much time to comprehend the questions

	Options	Frequency	Percentage (%)
Q. 7	a. Strongly Agree	1	3.125
	b. Agree	14	43.75
	c. Disagree	14	43.75
	d. Strongly Disagree	3	9.375
	Total	32	100

Having looked to the above table, 3.125% of the students strongly agree that they can comprehend reading comprehension questions in short time. In addition, 43.75% chose agree to this statement. On the other hand, 43.75% of the students disagree on that and 9.375% strongly disagree that they don't need much time to comprehend it.

4.15 High materials make me difficult to answer reading comprehension exercises

	Options	Frequency	Percentage (%)
Q. 8	a. Strongly Agree	4	12.5
	b. Agree	24	75
	c. Disagree	2	6.25
	d. Strongly Disagree	2	6.25
	Total	32	100

The data in the table implies that the percentage of the students who strongly agree about high materials make the students difficult to answer reading comprehension exercises is 12.5%. Then, 75% of them chose agree with the

statement. Next, there are 6.25% of the students disagree and the rest of them (6.25%) chose strongly disagree.

4.16 In my opinion, learning reading comprehension by using this strategy gives many benefits

	Options	Frequency	Percentage (%)
Q. 9	a. Strongly Agree	16	50
	b. Agree	14	43.75
	c. Disagree	2	6.25
	d. Strongly Disagree	0	0
	Total	32	100

The fact above shows that a half of the students (50%) chose strongly agree about the benefits of learning reading comprehension by using GRASP strategy and 43.75% of them gives agreement reaction. on contrast, only 6.25% of the students disagree about that.

4.17.GRASP strategy gives influences in improving students' reading comprehension

	Options	Frequency	Percentage (%)
Q. 10	a. Strongly Agree	20	62.5
	b. Agree	11	34.375
	c. Disagree	1	3.125
	d. Strongly Disagree	0	0
	Total	32	100

The table above shows more than a half of the students (62.5%) strongly agree GRASP strategy gives influences in improving students' reading comprehension and 34.375% of them agree with the statement. Furthermore, the rest of the students (3.125%) chose disagree.

D. Hypothesis Testing and Analysis

Before examining the hypothesis, the writer examined "t" test (t_o). t_{test} determine the significant examining of the students score. It was designed to measure and examine the significant between two means of experimental group and control group. Then the result of calculation of the t-test value will consulted to t-value table. If the obtained value is higher than t-table of 5% alpha level, it means there is significance difference achievement between the experimental group and control group.

The t-test formula:

$$t_0 = \frac{MX - MY}{SX - Y}$$

In which:

t_0 : t-test

MX   : the mean score of deviation experimental group

MY   : the mean score of deviation of control group

$S_X{-}_Y$: standard error of the mean difference between to variable X

        (experimental group) and Y (control group)

Table 4.7

Table of T-Test (Used to Analyze T-Test Formula)

NO	EG		CG		X	Y	X²	Y²
	Pre	Post	Pre	Post	Post-t - Pre-t	Post-t - Pre-t		
1	50	80	65	70	30	5	900	25
2	35	70	45	65	35	20	1225	400
3	45	80	50	50	35	0	1225	0
4	30	70	55	50	40	-5	1600	25
5	45	60	40	65	15	25	225	625
6	40	75	65	70	35	5	1225	25
7	70	90	50	65	20	15	400	225
8	40	75	80	85	35	5	1225	25
9	50	85	55	65	35	10	1225	100
10	60	95	35	55	35	20	1225	400
11	45	75	50	55	30	5	900	25
12	65	60	65	65	-5	0	25	0
13	50	85	50	75	35	25	1225	625
14	30	50	85	80	20	-5	400	25
15	65	65	40	60	0	20	0	400
16	45	90	75	80	45	5	2025	25
17	60	95	35	60	35	25	1225	625
18	35	70	50	50	35	0	1225	0
19	90	95	60	65	5	5	25	25
20	55	80	40	60	25	20	625	400

21	75	95	40	60	20	20	400	400
22	35	70	45	65	35	20	1225	400
23	50	75	55	55	25	0	625	0
24	60	90	35	45	30	10	900	100
25	40	75	55	70	35	15	1225	225
26	80	80	70	70	0	0	0	0
27	35	75	60	60	40	0	1600	0
28	45	85	50	45	40	-5	1600	25
29	70	70	45	60	0	15	0	225
30	60	55	60	55	-5	-5	25	25
31	55	80	45	65	25	20	625	400
32	55	90	50	70	35	20	1225	400
	Nx=32		**Ny=32**		**820**	**310**	**27600**	**6200**

In which:

X and Y   : difference score

N   : total sample

Then, writer finding the mean score of variables X and Y by using the following   formula;

Variable X: $MX = \dfrac{\sum X}{Nx}$

$= \dfrac{820}{32}$

$= 25,6$

Variable Y: $MY = \dfrac{\sum Y}{Ny}$

$$= \frac{310}{32}$$

$$= 9.6$$

Furthermore, the writer finding the score of standard deviation difference between the difference score of two variables, X and Y by using the following formula;

Variable X: $\quad SD_X \quad = \sum X^2 - \frac{[\Sigma X]^2}{NX}$

$$= 27600 - \frac{[820]^2}{32}$$

$$= 27600 - \frac{[672400]}{32}$$

$$= 27600 - 21013$$

$$= 6586$$

Variable Y: $\quad SD_Y \quad = \sum Y^2 - \frac{[310]^2}{NY}$

$$= 6200 - \frac{[310]^2}{32}$$

$$= 6200 - \frac{[96100]}{32}$$

$$= 6200 - 3003$$

$$= 3197$$

Then, the writer calculating the standard error of the mean difference (S_{X-Y}) between variable X and Y.

$$S_{X-Y} \quad = \sqrt{\frac{SDX + SDY}{NX + NY - 2} \cdot \left[\frac{1}{NX} + \frac{1}{NY} \right]}$$

$$= \sqrt{\frac{6586 + 3197}{32 + 32 - 2} \cdot \left[\frac{1}{32} + \frac{1}{32} \right]}$$

$$= \sqrt{\frac{9783}{62}} \cdot [\, 0{,}03 + 0{,}03 \,]$$

$$= \sqrt{157.8 \cdot [\, 0{,}06 \,]}$$

$$= \sqrt{9.468} = 3.07$$

Calculating t_{test} score

From the previous calculation, M_X was 25,6 and M_Y was 9,6 while the score of S_{X-Y} was 3.07. Then t_{test} score can be calculated by using following formula;

$$t_0 = \frac{MX - MY}{SX - Y}$$

$$= \frac{25.6 - 9.6}{3.07}$$

$$= 5.21$$

Calculating degree of freedom

Interpreting the t_{test} by determining degree of freedom by using following formula;

$$Df = (N_X + N_Y) - 2$$

$$= (32 + 32) - 2$$

$$= 64 - 2$$

$$= 62$$

Examining t_{test} by referring to the t_{table} examine in the significant level of 5% (0,05). The table showed that the critical score for differentiation score 62 in the level of 5% was 1.66

After comparing the amount of t_{test} obtained from the calculation (t_{test} =5.21) with the t_{table} with the significant table ($t_{5\%}$=1.66), it can be found that the

score of t$_{test}$ was higher than the t$_{table}$ in level of 5% where 5.21 > 1.66. Thus, it means that hypothesis null (Ho) is rejected and hypothesis alternative (Ha) is accepted. It means that there was a statistically significant effect on students reading comprehension skill after using guided reading and summarizing procedure.

E.   Discussion

This research examined to the effect of Guided Reading and Summarizing Procedure on students' reading comprehension skill about descriptive text. The research successfully collected the data using experimental teaching, tests, and questionnaire as instruments in order to answer the research questions and hypothesis.

The first research question asked about the effect of Guided Reading and Summarizing Procedure on students' reading comprehension skill. Based on the data, the result showed that the mean score of pre-test in experimental group are really different. The mean score of pre-test was 54 while the post-test was 78. It showed that the students of experimental group that taught using GRASP strategy have 24 points improvement. Meanwhile, in the control group, the mean score of pre-test was 53 and the post-test was 62. So, it can be seen that the students of control group taught without using GRASP strategy have 9 points improvement. Based on the result, it was found that the mean score of post-test in experimental group is higher than the mean score of post-test in control group.

Then the calculation of t_{test} also showed there was slight improvement of students' score which is t_{test} was higher than the t_{table} ($t_{test} = 5.21 > t_{table} = 1.66$). So, the alternative hypothesis (Ha) which is clarified that there is the significant effect of the students' reading comprehension after they are taught by using guided reading and summarizing procedure was accepted. Hence, the null hypothesis (Ho) that there is no the significant effect of the students' reading comprehension after they are taught by using guided reading and summarizing procedure was rejected.

Second research question is about the students' responses after learning by using guided reading and summarizing procedure. Based on the answers of students' questionnaire, it showed that most of students gave positive responses toward the questionnaire given. 90% of the students gave positive responses, while the negative responses were only 10%. The most positive response was given to question number 10, "GRASP strategy gives influences in improving students' reading comprehension." The result showed that 62.5% strongly agree GRASP strategy gives influences in improving students' reading comprehension, 34.375% of them agree with the statement, and only 3.125% of students disagree. All of the responses prove that guided reading and summarizing procedure can be chosen as one of the suitable learning strategy for teachers. This is in accordance with Macceca (2008) that the function of guided reading and summarizing procedure in teaching reading is to improve students' reading comprehension.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This study aimed to determine the effect of guided reading and summarizing procedure on students' reading comprehension skill and to know the students' responses toward guided reading and summarizing procedure that focus on main idea, generic structure, vocabulary and detail information. This study was an experimental study using control group as comparison. The sample of the study was the students of X IA 4 as the experimental group and the students of X IA 2 as the control group. Thenumber of students of both classes was 32.The data were collected by using tests (pre-test and post-test) and questionnaire. According to the result in the previous chapters, some conclusions can be inferred in this research:

1. The result of the study showed that Guided Reading and Summarizing Procedure (GRASP) give significant effect on students' reading comprehension skill. There was a significant difference on the mean score between pre-test and post-test in experimental group. The mean score of students in experimental group was 54 for pre-test and 78 for post-test. In control group, the students got mean score 53 and 62 for each pre and post-test. It proved that t_{test} was higher than t_{table}. It meant that the writer's hypothesis or alternative hypothesis (Ha) that the use of guided reading and summarizing procedure on students' reading comprehension could

increase students reading ability and it was also an effective strategy to support teaching and learning process was accepted.

2. Most af the students gave positive responses (90%) toward learning reading by using guided reading and summarizing procedure strategy. while the negative responses were only 10%. Therefore, guided reading and summarizing procedure strategy fulfilled students' expectation in learning reading comprehension such as, made students feeling happy, provided new experience, became easy and active, and improved their reading achievement.

B. Suggestions

After conducting this study, the writer would like to propose some suggestions for those who are interested in this study:

1. In increasing reading ability, the students are suggested to practice their reading as often as they can and make reading activity as their habit. They are also suggested to use guided reading and summarizing procedure when they are reading long texts to enhance their reading comprehension.

2. The English teacher should consider the students' needs and interest before designing the reading materials. The teacher also should make student being common with many texts.Besides, the teacher is suggested to useguided reading and summarizing procedure as a strategy to improve students' reading comprehensi skill.

3. For writers, the writer believed that this research is still incomplete and imperfect and it is still needed further discussion by next writer. The next

writer should teach and give the treatment for the students in the class longer than before. However, this research can be used for reference of next research.

References

Afflerbach, P, Pearson, P.D. & Paris, S.G. (2008). Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61(5), 364-373

Akufah. (2012). Teaching Listening on News Item Text Using Video. *Journal Script*. Semarang: IAIN Walisongo.

Anderson, N.J. (2009). *Exploring Second Language Reading: Issues and Strategies*. Boston, MA: Heinle&Heinle.

Anderson, M. & Anderson, K. (2003). *Text Types in English 2*. Macmillan Education Australia PTY LTD.

Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Prakti*k. Jakarta: PT. Rineka Cipta.

Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagog*y. New York: Addison Wesley Longman, Inc.

Brown, H. D. (2007). *Principles of Language Learning and Teachin*g. White Plains, N.Y: Pearson Education.

Brummer, T and Clark, S. K. (2008). *Writing Strategies for Mathemtics*. Huntington: Wadsworth.

Clouse, B. F. (2004). *The Student Writer: Editor and critic (6 th edition)*, NewYork: Mc Graw-Hill Companies, Inc.,

Cohen, L., Manion, L., & Marrison K. (2007). *Research Methods in Education* (6[th]ed). New York, NY: Routledge.

Cowan, E. (1986). *Writing Brief Editing*. Texas: Scott, Foresman, and Company

Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson.

Desitawardhani, N. (2014). Improving Students' Skills of Writing Explanation Texts Through Picture Series for The Grade XII Students of SMA Negeri 2 Sleman in The Academic Year Of 2013/ 2014. *Journal Script*. Yogyakarta: UNY.

Dewits, P., Jones, J., & Leahy, S. (2009). Comprehension strategy instruction in core reading programs. *Reading Research Quarterly*, 44(2), 102-126.

Djuhari, Otong Setiaan. 2009. *Essay Writing*. Bandung: Yrama Widia.

Duke, Nell. K and P. David Pearson. 2001. Reading Comprehension: Strategies That Work. *Journal Article*: Michigan State University.

Fitriyani, N. (2015). Increasing Students' Reading Comprehensionability by Using Pre-Questioning in Personalrecount Text of the Tenth Grade Students at SMAN 2 Bandar Lampung. *Journal Skripsi*. Lampung: UNILA.

Gerot, L & Peter, W. (1995). *Grammar*. Sydney: Gerd Stabler.

Goddard, W and Melville, S. (2007). *Research Methodology: an Introduction 2nd ed*. Lansdowne: Juta & Co. Ltd.

Grabe, W. (2014). Key issues in L2 Reading Development. *Journal Article*. Arizona: Northern Arizona University.

Guastello, E. F. And Lenz, C. R. (2007). *The Guided Reading Kid Station Model: Making Instruction Meaningful for The Whole Class*. Chicago: International Reading Association, Inc.

Harmer, J. (2003). How to Teach English: An Introduction to the Practice of English Language Teaching. Edinburgh Gate: Pearson Education Limited.

Harris, A. J and Sipay, A.R. (1980). *How to Increase Reading Ability*. New York: Longman Inc.

Harrison, C. (2004). *Understanding Reading Comprehension*. London: Sage Publications Ltd.

Heston, K.M (2010). *The Effects of Guided Reading Instruction on Students' Fluency, Accuracy, and Comprehension at Woodview Elementary School.* (Unpublished Master Thesis) New York: University of Wisconsin-Stout.

Himmele, P and Himmele, W. (2009). *The Language-Rich Classroom: A Reserach-Based Framework for Teaching English Language Learners*. Alexandria: ASCD Publications.

Howell, G. (2004). *Guided Reading Handbook: Non-fiction. Stage 2*. Oxford: Heinemann.

Karami, H. (2008). Reading Strategies: What are They?. *Journal article*. Iran: University of Teheran.

Khaki, N. (2014). Improving Reading Comprehension in a Foreign Language: Strategic Reader. *Journal Article*: Iran.

Klingner, J. K., Sharon, V., and Alison, B. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guidford Press.

Knapp, P & Watkins, M. (2005). *Genre, Text and Grammar: Technologies for teaching and Assessing Writing*. New South Wales: University of New South Wales Press Ltd.

Macceca, S. (2008). *Reading Strategies for Social Studies: Reading and Writing Strategies*. USA: Shell Education.

Manset-Williamson, G., & Nelson, J. M. (2005). Balanced, strategic reading instruction for upper-elementary and middle school students with reading disabilities: A comparative study of two approaches. *Learning Disability Quarterly*, 28, 59-74.

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

Marwan, K. F. (2014). Improving the Students English Reading Comprehension Throught Authentic Materials in SMK N 1 Godean Grade XI in the Academic Year of 2013/2014. *Journal Skripsi*. Yogyakarta: UNY.

McEwan, E.K. (2004). *Seven Strategiesof highly effective readers: Using cognitive research to boost K-8 achievement*. Thousand Oaks, CA:Corwin Press.

McKenna, M. C (2002). *Help for Struggling Readers: Strategies for grade 3-8.* New York: The Gulford Press.

Moreillon, J. (2007). *Collaborative Strategies for Teaching Reading Comprehension*. Chicago : American Library Association

National Center for Educational Statistics. (2009). *NAEP Reading Framework*. Washington DC: Count Press.

Pani, S. (2004). Reading strategy instruction through mental modeling. *ELT Journal* . 58, 355-362.

Pardioyono. (2004). Pasti Bisa : *Teaching Genre Based writing*. Yogyakarta : CV. Andi Offset

Roit, M.L. (2015) Essential comprehension strategies for Englishlearners. T.A. Young and N.L. Hadaway(Eds.) Building Literacy : Supporting English Learners in All Classrooms. Newark, DE: International Reading Association.

Setiawan, A. (2014). Using "GRASP" Strategy to Increase Student's Reading Comprehension Ability. *JurnalPendidikan*, 04(1): 19-24.

Snow, C. (2002). *Reading for Understanding Toward an R&D Program in Reading Comprehension.* Pittsburgh: RAND Education.

Sudijono, A. (2006). *Pengantar Statistika Pendidikan.* Jakarta: Raja Grafindo Persada.

Sudjana. (2005). *Metoda statistika*. Bandung: Tarsito.

Susilowati, E. (2012). The Effectiveness of Guided Reading and Summarizing Procedure (GRASP) Method to Teach Reading Viewed from The Students' Self-esteem. *Master's thesis*. UNS: Surakarta.

Syauqi, L. (2014). The Effect of Using GRASP (Guided Reading and Summarizing Procedure) toward Reading Comprehension of the Second Year Students at SMAN 2 Singingi Kuantan Singingi. *Skripsi thesis*. UIN Sultan Syarif Kasim.

Topping, K. J., Samuels, J. & Paul, T. (2007). Does practice make perfect? Independent reading quantity, quality, and students achievement. *Learning and Instruction*, 17, 253-264.

Torgesen, J. K., Alexander, A. W., Wagner, R. K., Rashotte, C. A., Voeller, K. K. S., & Conway, T. (2001) intensive remedial instruction for children with severs reading disabilities; immediate and long-term outcomes from two instructional approaches. *Journal of Learning Disabilities*, 34(1), 33-58.

Wardiman, A et.al. (2008). *English in Focus: for Grade VII Junior High School(SMP/MTs)*. Jakarta: Pusat Perbukuan, DEPDIKNAS.

Zare, P & Othman, M. (2013).The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learners. 3(13). *International Journal of Humanities and Social Science*.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/11799/2016
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 23 November 2016

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Menunjuk Saudara:

1. Yuni Setianingsih, M.Ag   Sebagai Pembimbing Pertama
2. Azizah, M.Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Siti Rahmatillah**
NIM	:	**231020635**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Effect of Guided Reading and Summarizing Procedure (GRASP) on Studnets' Reading Comprehension Skill**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 5 Desember 2016
An. Rektor
Dekan,

Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-11208/Un.08/TU-FTK/ TL.00/11/2017   24 November 2017
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
          Menyusun Skripsi

          Kepada Yth.

          Di -
          Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini
memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Siti Rahmatillah
N I M	:	231 020 635
Prodi / Jurusan	:	Pendidikan Bahasa Inggis
Semester	:	XV
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Jl.Rukun Sentosa Utama No.2 Kp.Pineung. Banda Aceh

Untuk mengumpulkan data pada:

SMA Negeri 4 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas
Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Effect of Guided Reading and Summarizing Procedure (GRASP) on Studnets' Reading
Comprehension Skill**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan
terima kasih.

                                                          An. Dekan,
                                                          Kepala Bagian Tata Usaha,

                                                          M. Said Farzah Ali

Kode 4436

PEMERINTAH ACEH
DINAS PENDIDIKAN
Jalan Tgk. H. Mohd Daud Beureueh Nomor 22 Banda Aceh Kode Pos 23121
Telepon (0651) 22620, Faks (0651) 32386
Website : disdik.acehprov.go.id, Email : disdik@acehprov.go.id

Nomor	: 070 /B.1/9782/2017	Banda Aceh, 30 November 2017
Sifat	: Biasa	Yang Terhormat,
Lampiran	: -	Kepala SMA Negeri 4 Banda Aceh
Hal	: Izin Pengumpulan Data	di -
		Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-11208/Un.08/TU-FTK/TL.00/11/2017 tanggal 24 November 2017 hal: "Mohon bantuan dan keizinan melakukan Pengumpulan Data Penyelesaian Skripsi", dengan ini kami memberikan izin kepada:

Nama	: Siti Rahmatillah
NIM	: 231 020 635
Program Studi	: Pendidikan Bahasa Inggris
Judul	: "The Effect of Guided Reading and Summarizing Procedure (GRASP) on Students Reading Comprehension Skill"

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;

2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;

3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswa yang bersangkutan dan Kepala Sekolah;

4. Mahasiswa Melaporkan dan menyerahkan hasil Pengumpulan Data kepada pejabat yang menerbitkan surat izin Pengumpulan Data.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terimakasih.

a.n. KEPALA DINAS PENDIDIKAN,
KEPALA BIDANG PEMBINAAN SMA DAN PKLK

ZULKIFLI, S.Pd, M.Pd
PEMBINA Tk.I
NIP. 19700210 199801 1 001

Tembusan :
1. Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswa yang bersangkutan;
3. Arsip.

PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 4 KOTA BANDA ACEH
Jl. Panglima Nyak Makam No. 19 Kota Baru – Banda Aceh
Website:sman4bna.sch.id, Email:sman4bna@yahoo.com
Telp/Fax . 0651-7555689 Kode Pos : 23125

Banda Aceh, 16 Desember 2017

Nomor : 074/A.3/1135/2017
Lamp   : -
Hal   : Telah Melakukan Penelitian

Kepada,
Yth. Dekan Fakultas Tarbiyah
Dan Keguruan
Universitas Islam Negeri Ar-Raniry
di
Banda Aceh

Dengan hormat, sehubungan dengan surat dari Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh, Nomor : 070/B.1/9728/2017 Tanggal 30 November 2017 perihal Izin Penelitian, maka bersama ini Kepala SMA Negeri 4 Banda Aceh, menerangkan bahwa :

Nama   : **Siti Rahmatillah**
NIM   : 231020635

Yang tersebut namanya di atas telah melaksanakan Penelitian pada SMA Negeri 4 Banda Aceh pada tanggal 30 November s.d 15 Desember 2017, dengan Judul : *"The Effect Of Guided Reading and Summarizing Procedure (GRASP) on Students Reading Comprehension Skill "*.

Demikian surat ini kami buat agar dapat dipergunakan seperlunya

Kepala,

Bakhtiar, S.Pd
Pembina Tk. I, IV/b
NIP. 19680325 199512 1 002

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA Negeri 4 Banda Aceh
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X/1 (Ganjil)
Topik : Descriptive Text
Alokasi waktu : 6 x 45 menit (3x pertemuan)

A. KOMPETENSI INTI (KI)

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.	3.4.1 Merinci gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif. 3.4.2 Membedakan komponen generic structure dari suatu bacaan teks deskriptif yang diberikan 3.4.3 Menguraikan fungsi sosial dari teks deskriptif 3.4.4 Memahami kosa kata penting dalam teks deskriptif

C. TUJUAN PEMBELAJARAN

- Peserta didik mampu merinci gagasan pokok, informasi tertentu dan informasi rinci dari teks deskriptif.
- Peserta didik mampu membedakan komponen generic structure dari suatu bacaan teks deskriptif terkait tempat wisata dan bangunan bersejarah yang diberikan
- Peserta didik mampu menguraikan fungsi sosial dari teks deskriptif mengenai tempat wisata dan bangunan bersejarah
- Peserta didik mampu memahami kosa kata penting dalam teks deskriptif

D. MATERI PEMBELAJARAN

1. Definisi deskriptif teks
2. Generic structure deskriptif teks

E. PENDEKATAN DAN STRATEGI PEMBELAJARAN

Pendekatan : *Scientific Approach*
Strategi Pembelajaran : *Guided Reading and Summarizing Procedure*

F. KEGIATAN PEMBELAJARAN

1. Pertemuan Pertama

a) Kegiatan Awal (10 menit)

- Guru menyiapkan peserta didik untuk memulai pembelajran dengan memberi salam menggunakan bahasa inggris untuk membiasakan peserta didik mengenal bahasa inggris dalam kehidupan sehari-hari
- Guru memulai pelajaran dengan berdoa dilanjutkan dengan mengecek kehadiran peserta didik menurut *attendance list*.
- Guru memberikan apersepsi berhubungan dengan kejadian sehari-hari untuk membuka gambaran peserta didik terkait materi deskriptif teks yang akan disampaikan.
- Guru menyampaikan tujuan pembelajaran yang akan dicapai dalam materi tersebut.

b) Kegiatan Inti (65 menit)

Stimulation

- Guru memutar video yang berkaitan dengan materi descriptive text, peserta didik mengamati.
- Peserta didik merinci informasi dari video yang diputar.

Preparing to read

- Guru membagi peserta didik ke dalam 6 kelompok

- Guru membagikan sebuah teks berjudul "Colloseum" kepada seluruh kelompok terkait teks deskriptif mengenai tempat wisata dan bangunan bersejarah terkenal.

Reading to remember
- Guru meminta peserta didik membaca teks yang telah diberikan oleh guru dan mengingat-ingat hal penting di dalam teks
- Guru menginstruksikan seluruh kelompok untuk menutup teks yang telah dibaca, kemudian mengingat dan menuliskan fakta-fakta penting dari teks yang diberikan.

Grouping remembered information
- Guru meminta peserta didik untuk menuliskan semua informasi yang didapatkan dari teks di papan tulis.
- Guru meminta peserta didik untuk melihat kembali teks dan melakukan koreksi jika informasinya belum lengkap.
- Guru meminta peserta didik untuk mengelompokkan informasi dari daftar yang terdapat di papan tulis kedalam beberapa paragraf.
- Guru meminta peserta didik untuk menemukan gagasan utama dalam setiap paragraf
- Guru meminta peserta didik untuk menemukan arti kata yang belum dipahami dalam teks.

Writing the summary
- Guru meminta siswa untuk merangkum informasi yang didapatkan di dalam teks.
- Guru memanggil perwakilan setiap kelompok untuk membacakan informasi yang telah dirangkum

c) Kegiatan Penutup (15 menit)
- Peserta didik menjawab pertanyaan terkait teks yang telah diberikan
- Guru memberi kesempatan kepada peserta didik untuk menanyakan hal yang masih kurang jelas terkait materi yang disampaikan
- Peserta didik dibantu guru menyimpulkan dan merefleksikan bersama-sama materi yang dipelajari.
- Guru menyampaikan kegiatan yang akan dibahas dipertemuan berikutnya
- Guru menutup pembelajaran dan memberi salam

2. **Pertemuan Kedua**
   a) **Kegiatan Awal (10 menit)**
   - Guru menyiapkan peserta didik untuk memulai pembelajran dengan memberi salam menggunakan bahasa inggris untuk membiasakan peserta didik mengenal bahasa inggris dalam kehidupan sehari-hari
   - Guru memulai pelajaran dengan berdoa dilanjutkan dengan mengecek kehadiran peserta didik menurut *attendance list*.
   - Peserta didik dibantu guru *mereview* pelajaran yang telah mereka pelajari sebelumnya.
   - Guru memberikan apersepsi berhubungan dengan kejadian sehari-hari untuk membuka gambaran peserta didik terkait materi yang akan disampaikan.
   - Guru menyampaikan tujuan pembelajaran yang akan dicapai dalam materi pembelajaran.

   b) **Kegiatan Inti (65 menit)**
   Stimulation
   - Guru menampilkan power point yang berkaitan dengan materi generic structure dari descriptive text, peserta didik mengamati.
   - Peserta didik merinci informasi dari power point yang ditampilkan.

   Preparing to read
   - Guru membagi peserta didik ke dalam 6 kelompok.
   - Guru membagikan sebuah teks berjudul "Bali" kepada seluruh kelompok terkait teks deskriptif mengenai tempat wisata dan bangunan bersejarah terkenal.

   Reading to remember
   - Guru meminta peserta didik membaca teks yang telah diberikan oleh guru dan mengingat-ingat hal penting terkait generic structure di dalam teks.
   - Guru menginstruksikan seluruh kelompok untuk menutup teks yang telah dibaca, kemudian mengingat dan menuliskan fakta-fakta penting dari teks yang diberikan.

   Grouping remembered information
   - Guru meminta peserta didik untuk menuliskan semua informasi yang didapatkan dari teks di papan tulis.
   - Guru meminta peserta didik untuk melihat kembali teks dan melakukan koreksi jika informasinya belum lengkap.

- Guru meminta peserta didik untuk mengelompokkan informasi dari daftar yang terdapat di papan tulis berdasarkan urutan *generic structure* descriptive text.
- Guru meminta peserta didik untuk menemukan *main idea* dalam setiap paragraf.
- Guru meminta peserta didik untuk menemukan arti kata yang belum dipahami dalam teks.

Writing the summary
- Guru meminta siswa untuk merangkum informasi yang didapatkan di dalam teks.
- Guru memanggil perwakilan setiap kelompok untuk membacakan informasi yang telah dirangkum.

c) **Kegiatan Penutup (15 menit)**
- Peserta didik menjawab pertanyaan yang berhubungan dengan teks.
- Guru memberi kesempatan kepada peserta didik untuk menanyakan hal yang masih kurang jelas terkait materi yang disampaikan.
- Peserta didik dibantu guru menyimpulkan dan merefleksikan bersama-sama materi yang dipelajari.
- Guru menyampaikan kegiatan yang akan dibahas dipertemuan berikutnya.
- Guru menutup pembelajaran dan memberi salam.

3. **Pertemuan Ketiga**
   a) **Kegiatan Awal (10 menit)**
   - Guru menyiapkan peserta didik untuk memulai pembelajran dengan memberi salam menggunakan bahasa inggris untuk membiasakan peserta didik mengenal bahasa inggris dalam kehidupan sehari-hari
   - Guru memulai pelajaran dengan berdoa dilanjutkan dengan mengecek kehadiran peserta didik menurut *attendance list*.
   - Peserta didik dibantu guru *mereview* pelajaran yang telah mereka pelajari sebelumnya.
   - Guru memberikan apersepsi berhubungan dengan kejadian sehari-hari untuk membuka gambaran peserta didik terkait materi yang akan disampaikan.
   - Guru menyampaikan tujuan pembelajaran yang akan dicapai dalam materi pembelajaran.

b) Kegiatan Inti (65 menit)

Stimulation
- Guru menampilkan gambar lokasi "Orchard Road"
- Peserta didik merinci informasi dari gambar yang ditampilkan.

Preparing to read
- Guru membagi peserta didik ke dalam 6 kelompok.
- Guru membagikan sebuah teks berjudul "Orchard Road" kepada seluruh kelompok terkait teks deskriptif mengenai tempat wisata dan bangunan bersejarah yang terkenal.

Reading to remember
- Guru meminta peserta didik membaca teks yang telah diberikan oleh guru dan mengingat-ingat hal penting terkait main idea, supporting detail, dan generic structure di dalam teks.
- Guru menginstruksikan seluruh kelompok untuk menutup teks yang telah dibaca, kemudian mengingat dan menuliskan fakta-fakta penting dari teks yang diberikan.

Grouping remembered information
- Guru meminta peserta didik untuk menuliskan semua informasi yang didapatkan dari teks di papan tulis.
- Guru meminta peserta didik untuk melihat kembali teks dan melakukan koreksi jika informasinya belum lengkap.
- Guru meminta peserta didik untuk mengelompokkan informasi dari daftar yang terdapat di papan tulis berdasarkan urutan *generic structure* descriptive text.
- Guru meminta peserta didik untuk menemukan *main idea* dan sinformasi rinci dalam setiap paragraf.
- Guru meminta peserta didik untuk menemukan arti kata yang belum dipahami dalam teks.

Writing the summary
- Guru meminta siswa untuk merangkum informasi yang didapatkan di dalam teks.
- Guru memanggil perwakilan setiap kelompok untuk membacakan informasi yang telah dirangkum.

c) Kegiatan Penutup (15 menit)
- Peserta didik menjawab pertanyaan yang berhubungan dengan teks.

- Guru memberi kesempatan kepada peserta didik untuk menanyakan hal yang masih kurang jelas terkait materi yang disampaikan.
- Peserta didik dibantu guru menyimpulkan dan merefleksikan bersama-sama materi yang dipelajari.
- Guru menyampaikan kegiatan yang akan dibahas dipertemuan berikutnya.
- Guru menutup pembelajaran dan memberi salam.

G. PENILAIAN

Penilaian	Teknik Penilaian
Sikap	Observasi
Pengetahuan	Tes tertulis
Keterampilan	Unjuk kerja

Scoring Guide for Writing Summary of Descriptive Text
- Organization   : identification, description
- Grammar   : use present tense.
- Vocabulary
- Mechanism   : capitalization, spelling.

H. MEDIA, ALAT DAN BAHAN, SUMBER BELAJAR
1. Media   : Video, Power Point
2. Alat dan Bahan   : LCD Proyektor, Laptop, Speaker
3. Sumber   : - Pathway to English for Grade X
                          - Bahasa Inggris SMA/MA/SMK/MAK Kelas X

Lampiran 1. Materi Pembelajaran

DESCRIPTIVE TEXT

A. Pengertian Descriptive Text

Descriptive text adalah sebuah tulisan atau teks yang menggambarkan sifat-sifat yang melekat pada sesuatu, baik itu manusia, hewan, tumbuhan, ataupun benda mati seperti rumah, mobil dan lain sebagainya.

B. Tujuan Descriptive Text

Tujuan descriptive text adalah untuk menggambarkan segala sesuatu baik itu manusia, hewan, tumbuhan atau benda mati dengan sifat yang melekat padanya seperti ukuran, jenis, warna, dan sebagainya sehingga pembaca atau reader dapat mengetahui seperti apa sesuatu itu dari gambaran yang kita sampaikan meskipun ia belum pernah melihatnya.

C. Struktur Teks (Generic Structure)

Descriptive text mempunyai aturan tersendiri dalam penulisannya, termasuk dalam struktur atau susunan yang harus ditulis secara urut. Adapun struktur atau susuna descriptive text adalah:

1. **Identification**: Bagian ini – pada paragraf pertama – tujuannya adalah untuk mengidentifikasi sesuatu yang ingin dideskripsikan atau digambarkan. Penjelasan mudahnya, identification berfungsi untuk memperkenalkan kepada pembaca tentang objek atau sesuatu yang akan kita gambarkan sebelum kita beritahu tentang sifat-sifatnya.
2. **Description**: Bagian ini – pada paragraf kedua dan seterusnya – berisi tentang sifat-sifat yang melekat pada sesuatu yang sudah dikenalkan pada pembaca pada paragraf pertama.

D. Ciri-Ciri Descriptive Text

Ciri-ciri ini penting untuk diperhatikan agar ketika menulis descriptive text tidak salah.

1. Menggunakan Simple Present Tense. Kenapa menggunakan simple present tense? hal ini karena kita akan menggambarkan sebuah fakta atau kebenaran yang melekat pada sesuatu atau orang. Dan salah satu fungsi dari simple present adalah untuk menggambarkan sebuah fakta atau kebenaran (contoh fakta: matahari itu panas).
2. Karena fungsinya adalah untuk menggambarkan sesuatu dengan menjelaskan sifat-sifatnya, maka dalam descriptive text akan banyak dijumpai kata sifat (adjective), seperti handsome, beautiful, tall, small, big,

atau jika kata sifat tersebut berasal dari kata kerja, maka kamu akan mendapati tambahan -ve, -ing, -nt di belakangnya.

3. Dalam descriptive text kita juga akan sering menjumpai relating verb (kata kerja penghubung).

COLOSSEUM

Colosseum is the remains of the Flavian Amphitheatre. It is located in the center of Rome, Italy. The construction process began under the Flavian dynasty. It is the biggest amphitheatre in the world and it is considered to be the greatest work of the Roman architect. Nowadays it is the most visited tourism object in Rome.

Colosseum was an eliptical construction of wall surrounding an eliptical arena where various of shows were held as an entertainment for the citizen of Rome. But now what we can see from the building is the remains of the ruin, most of the wall is no longer intact. The building is made of concrete and sand. The size of the building is 29.484 square meters and the size of the arena is 24.000 square meters. The outer wall's height is 545 meters, and the height of the inner wall is 48 meters. There are 80 entrance that we can use to enter the building, 4 of this entrance, located on each axis of the ellipse shape of the building, was used for noble and elite only.

The arena is in the center of the building and it is lower than the seat of the audience. The Colosseum could hold up to 50.000 spectators which will occupy a descending level style of seats. The first level of the seats, which is the closest one to the arena, is used by the Emperor and high rank official of Rome. The higher the seat gets the lower the level of the audience became. The arena's floor that used to made of wood and covered by sand has broken, showing the underground structure consist of secret passage, rooms and animal's cages where The Gladiator and the beast stayed before the competition. This underground structure is called hypogeum.

1. What is the purpose of the text?
2. What is the main idea of the first paragraph?
3. How many entrances can be used to enter the Colosseum?
4. What is the main idea of tge second paragraph?
5. What is the name of the secret underground room inside the Colosseum?
6. Where is the seat of emperor and high officials while watching the show in the Colosseum?

ORCHARD ROAD

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

1. The text mainly focuses on....
   a. Singapore
   b. Orchard Plantation
   c. Plaza and Mall
   d. Orchard road as business and entertainment center
   e. Shopping Center

2. Which statement is TRUE?
   a. At first Orchard Road is a crowded settlement
   b. Orchard road became business and entertainment center since 1974
   c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
   d. Orchard road is infamous place at Singapore
   e. Orchard road is not surrounded by flower garden

3. In the third paragraph the writer describes about?
   a. The location of Orchard Road
   b. The things that we can see at orchard road
   c. The direction to get to Orchard Road
   d. The history of Orchard Road
   e. The distance of Orchard Road

4. Words "it" in line 4 refers to?
   a. The plantation
   b. Luxury branded things
   c. The plaza
   d. Singapore
   e. Suburban street

5. The word "satisfy" in line eighth has the closet meaning with?
   a. Pleased
   b. Free
   c. Frighten
   d. Threat
   e. Loved

   ESSAY
6. What is the purpose of the text?
7. Identify the generic structure of the text above:
   - Identification
   - Description

Pre-Test

Name   :
Class   :

Read the texts below and choose a, b, c, d, or e as the appropriate answer to the following questions.

This text is for qustions 1-4

<u>YOGYAKARTA</u>

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

1. What is the purpose of the text?
    a. To amuse the readers with Yogyakarta
    b. To describe the location of Yogyakarta
    c. To persuade the readers to go to Yogyakarta
    d. To promote Yogyakarta as tourist destination
    e. To tell the readers the history of Yogyakarta

2. We know from the second paragraph that ....
   a. Plane is the most convenient access to reach Yogyakarta
   b. Many local tourists prefer staying in Sosrowijayan Street
   c. Sosrowijayan is also known as shopping and culinary delight
   d. There are many convenient stores in the streets of Yogyakarta
   e. Malioboro Street is a crowded mainroad which is alive 24 hours

3. " .... spirit of <u>refinement</u>, which has been the hallmark of Yogya's art for centuries". (Pargraph 3). The underlined word is closest in meaning ....
   a. Settlement   d. Involvement
   b. Development   e. Engagement
   c. Improvement

4. It still emanates the spirit of refinement ..... (paragraph 3). The underlined word refers to....
   a. Kraton   d. Yogyakarta
   b. Luxurious pavilions   e. Vast complex
   c. Sosrowijayan Street

This text is for qustions 5-10

<u>Petruk Cave</u>

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

5. What is the text purpose?
   a. To inform readers about tourism in Kebumen
   b. To entertain reader about Petruk Cave
   c. To explain the reader about floors in Petruk Cave
   d. To Introduce The Local tourism in Kebumen
   e. To describe Petruk Cave

6. Why did Petruk cave named as one of character in Punokawan puppet?
   a. Because the cave is belong to Petruk
   b. Because Petruk is the first explorer of the cave
   c. Because Petruk is buried at the cave
   d. Because the cave's length is as long as Petruk's nose
   e. Because the cave's depth is as deep as Petruk's hair

7. Which part of Petruk Cave which used for place to put foods for ancestor?
   a. In the basic cave   d. In front of the cave
   b. In petruk cave   e. Inside the cave
   c. In Hindu cave

8. What is stalactites means?
   a. A type of formation that hangs from the ceiling of caves
   b. Types of formation that lay on the floor of caves
   c. Types of food given to ancestor
   d. Someone who guide the visitor in the cave
   e. Kind of animals in the cave

9. Which of the following is categorized as "identification"?
   a. Petruk cave is natural cave in Kebumen
   b. Petruk cave is used for tourist attraction
   c. Petruk cave is the popular tourism destination
   d. Petruk cave has many stalactites and stalagmites
   e. Petruk cave has three floors

10. What is "lead" means in paragraph 2?
    a. Guide   d. Put
    b. Take   e. Place
    c. Bring

This text is for qustions 11-14

<u>KEDIRI</u>

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

11. What does the above text tell about?
    A. The history of Kediri
    B. The famous products of Kediri
    C. The description of Kediri
    D. The vocational of Kediri's people
    E. The scenery of Kediri

12. Which one has a distinctive taste?
    A. The cigarette   D. The highly nutritious food
    B. The special food   E. The Brantas river
    C. The bean curd

13. "<u>Those</u> who do not work here ..." (last sentence). The underlined word refers to ....
    A. The local people
    B. The factory workers
    C. The women labor
    D. The farmers
    E. The traders

14. What is generic structure of the text above?
    A. Orientation-Complication-   D. Orientation-Description
       Resolution   E. Introduction-Events-
    B. Classification-Description   Reorientation
    C. Identification-Description

This text is for qustions **15-20**

The Borobudur Temple

Borobudur is a buddhist temple buily by the Syailendra Dynasty in the 9th century. It is located at Magelang, Central Java. The temple is famous all around the world. For hundreds of years, it had been buried under volvanic ash and vegetation, until its discover in the 1800s.

Influenced by India Gupta architecture, Borobudur temple stands on a hill-like construction with eight stone terraces. The first five are square, surrounded by walls with Buddhist reliefs. The upper three are round. Each of these terraces has bell-shaped stupas.

A large stupa crowns the entire edifice at the centre of the top circle. Passages and stairways stretch out 4.8 km to the peak. Borobudur temple's architecture is similar to that of the temples at Angkor. Cambodia. They form mountain-like structures that symbolise the structure of the universe.

Borobudur temple, rededicated as national monument in 1983, is a treasure for the nation.

15. What does the text tell you about?
16. What is the purpose of the text?
17. Based on the text above. What is the identification of the text?
18. How many terraces of the temple are round?
19. They form mountain-like structures .... (paragraph 3). The underlined word refers to.....
20. Using your own language. Please give a brief summary about the architecture of Borobudur temple!

Post-Test
Name   :
Class   :

Read the texts below and choose a, b, c, d, or e as the appropriate answer to the following questions.

This text is for qustions 1-4

YOGYAKARTA

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

1. What is the purpose of the text?
    a. To amuse the readers with Yogyakarta
    b. To describe the location of Yogyakarta
    c. To persuade the readers to go to Yogyakarta
    d. To promote Yogyakarta as tourist destination
    e. To tell the readers the history of Yogyakarta

2. We know from the second paragraph that ....
   a. Plane is the most convenient access to reach Yogyakarta
   b. Many local tourists prefer staying in Sosrowijayan Street
   c. Sosrowijayan is also known as shopping and culinary delight
   d. There are many convenient stores in the streets of Yogyakarta
   e. Malioboro Street is a crowded mainroad which is alive 24 hours

3. " .... spirit of <u>refinement</u>, which has been the hallmark of Yogya's art for centuries". (Pargraph 3). The underlined word is closest in meaning ....
   a. Settlement   d. Involvement
   b. Development   e. Engagement
   c. Improvement

4. It still emanates the spirit of refinement ..... (paragraph 3). The underlined word refers to....
   a. Kraton   d. Yogyakarta
   b. Luxurious pavilions   e. Vast complex
   c. Sosrowijayan Street

This text is for qustions 5-10

<u>Petruk Cave</u>

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

5. What is the text purpose?
   a. To inform readers about tourism in Kebumen
   b. To entertain reader about Petruk Cave

c. To explain the reader about floors in Petruk Cave

d. To Introduce The Local tourism in Kebumen

e. To describe Petruk Cave

6. Why did Petruk cave named as one of character in Punokawan puppet?

a. Because the cave is belong to Petruk

b. Because Petruk is the first explorer of the cave

c. Because Petruk is buried at the cave

d. Because the cave's length is as long as Petruk's nose

e. Because the cave's depth is as deep as Petruk's hair

7. Which part of Petruk Cave which used for place to put foods for ancestor?

a. In the basic cave

b. In petruk cave

c. In Hindu cave

d. In front of the cave

e. Inside the cave

8. What is stalactites means?

a. A type of formation that hangs from the ceiling of caves

b. Types of formation that lay on the floor of caves

c. Types of food given to ancestor

d. Someone who guide the visitor in the cave

e. Kind of animals in the cave

9. Which of the following is categorized as "identification"?

a. Petruk cave is natural cave in Kebumen

b. Petruk cave is used for tourist attraction

c. Petruk cave is the popular tourism destination

d. Petruk cave has many stalactites and stalagmites

e. Petruk cave has three floors

10. What is "lead" means in paragraph 2?

a. Guide

b. Take

c. Bring

d. Put

e. Place

This text is for qustions 11-14

<u>**KEDIRI**</u>

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

11. What does the above text tell about?
    A. The history of Kediri
    B. The famous products of Kediri
    C. The description of Kediri
    D. The vocational of Kediri's people
    E. The scenery of Kediri

12. Which one has a distinctive taste?
    A. The cigarette
    B. The special food
    C. The bean curd
    D. The highly nutritious food
    E. The Brantas river

13. "<u>Those</u> who do not work here ..." (last sentence). The underlined word refers to ....
    A. The local people
    B. The factory workers
    C. The women labor
    D. The farmers
    E. The traders

14. What is generic structure of the text above?
    A. Orientation-Complication-Resolution
    B. Classification-Description
    C. Identification-Description
    D. Orientation-Description
    E. Introduction-Events-Reorientation

This text is for qustions 15-20

<u>The Borobudur Temple</u>

Borobudur is a buddhist temple buily by the Syailendra Dynasty in the 9th century. It is located at Magelang, Central Java. The temple is famous all around the world. For hundreds of years, it had been buried under volvanic ash and vegetation, until its discover in the 1800s.

Influenced by India Gupta architecture, Borobudur temple stands on a hill-like construction with eight stone terraces. The first five are square, surrounded by walls with Buddhist reliefs. The upper three are round. Each of these terraces has bell-shaped stupas.

A large stupa crowns the entire edifice at the centre of the top circle. Passages and stairways stretch out 4.8 km to the peak. Borobudur temple's architecture is similar to that of the temples at Angkor. Cambodia. They form mountain-like structures that symbolise the structure of the universe.

Borobudur temple, rededicated as national monument in 1983, is a treasure for the nation.

15. What does the text tell you about?
16. What is the purpose of the text?
17. Based on the text above. What is the identification of the text?
18. How many terraces of the temple are round?
19. They form mountain-like structures .... (paragraph 3). The underlined word refers to.....
20. Using your own language. Please give a brief summary about the architecture of Borobudur temple!

QUESTIONNAIRE SHEET

Nama :

Kelas :

Berilah tanda conteng (√) pada pernyataan-pernyataan berikut ini benar-benar sesuai dengan apa yang anda pikirkan!

Keterangan

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

NO	PERNYATAAN	SS	S	TS	STS
1	Saya senang belajar reading comprehension dengan strategi guided reading and summarizing procedure (GRASP.)				
2	Guru saya belum pernah menggunakan strategi GRASP				
3	Saya tidak mengalami kesulitan dalam mempraktekkan strategi pembelajaran ini.				
4	Saya menjadi lebih aktif dalam belajar dengan menggunakan strategi GRASP.				
5	Metode tertentu yang digunakan oleh guru membantu saya dalam belajar reading comprehension.				
6	Saya merasa mudah dalam menjawab soal reading comprehension.				
7	Saya tidak memerlukan waktu cukup lama untuk memahami soal.				
8	Materi yang terlalu tinggi membuat saya sulit dalam				

	menjawab soal reading.				
9	Menurut saya, belajar reading comprehension dengan strategi ini memberi manfaat bagi saya.				
10	Strategi pembelajaran GRASP berpengaruh dalam meningkatkan prestasi belajar reading comprehension.				

AUTOBIOGRAPHY

1. Name : Siti Rahmatillah
2. Place/Date of Birth : Peudada/June 16th, 1992
3. Sex : Female
4. Religion : Islam
5. Nationality/Ethnicity : Indonesia/Acehnese
6. Address : Jl. Rukun Sentosa Utama No.2, Kp. Pineung
7. Occupation : Student of English Education Department of
   UIN Ar-Raniry
8. Parents
   a. Father's Name : Hanafiah, S. Pd
   b. Mother's Name : Yusnawati
   c. Father's Occupation : Teacher
   d. Mother's Occupation : -
9. Address : Dusun Teungoh, Desa Alue Buket, Lhoksukon

10. Educational Background
    a. Elementary School : SDN 2 Lhoksukon (1998 – 2004)
    b. Junior High School : SMPN 1 Lhoksukon (2004 – 2007)
    c. Senior High School : SMAN 1 Lhoksukon (2007 – 2010)
    d. University : UIN Ar-Raniry (2010 – 2017)

Banda Aceh, February 8th 2018
The Writer,

Siti Rahmatillah