

AN UNDERGRADUATE THESIS

**IMPROVING READING COMPREHENSION ABILITY BY
USING GUIDE READING AND SUMMARIZING PROCEDURE
(GRASP) STRATEGY AMONG THE EIGHTH GRADERS OF
SMPN 1 BATANGHARI IN THE ACADEMIC YEAR 2019/ 2020**

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**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO**

1441 H/ 2019 M

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STRATEGY AMONG THE EIGHTH GRADERS OF SMPN 1
BATANGHARI IN ACADEMIC YEAR 20192020**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:

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APPROVAL PAGE

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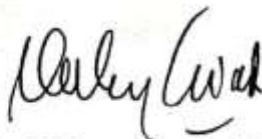
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Assalamu'alaikum Wr.Wb.

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BY USING GUIDE READING AND SUMMARIZING
PROCEDURE (GRASP) STRATEGY AMONG THE
EIGHTH GRADERS OF SMP N 1 BATANGHARI IN THE
ACADEMIC YEAR 2019/ 2020**

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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(GRASP) STRATEGY AMONG THE EIGHTH GRADERS OF
SMP N 1 BATANGHARI IN THE ACADEMIC YEAR 2019/ 2020**

Sudah kami setuju dan dapat dimunasaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING READING COMPREHENSION ABILITY BY USING GUIDE READING AND SUMMARIZING PROCEDURE (GRASP) STRATEGY AMONG THE EIGHTH GRADERS OF SMP N 1 BATANGHARI IN THE ACADEMIC YEAR 2019/ 2020, written by Agus Prasetyo, student number 1501070146, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 16th December 2019 at 13.00 – 15.00 pm.

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**IMPROVING STUDENT'S READING COMPREHENSION ABILITY BY
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STRATEGY AMONG THE EIGHTH GRADERS OF SMPN 1
BATANGHARI IN ACADEMIC YEAR 2019/ 2020**

ABSTRACT

**By:
AGUS PRASETYO**

The purpose of this research is to improve the student reading comprehension after using GRASP strategy at the eighth grade of SMPN 1 Batanghari. This research was classroom action research type, and it was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting.

The data collection method in this research was test, observation, documentation, and field note. The observation used to know the activity of students who active on teaching learning process in the class. The problems that faced the students on observation there were the students did not have enough vocabulary, the students did not have the ability to structure the sentence, the students were not able to determine the main ideas and supporting ideas, the students have not good motivation to improve their English ability especially in reading comprehension, and the students have not good in reading comprehension ability.

Regarding to the research result which was taken from observation and test, it could be inferred that there was significant improvement from cycle I to Cycle II. The average score of Post-test I was 64 with percentage of students' successfulness 57%. Next to cycle II the average score was 73 with percentage of students successful 75%. It indicated that indicator of success has been achieved at least 70% students was completed the Minimum Mastery Criteria (MMC) at least 70. It means that by using GRASP Strategy could help improve students reading comprehension ability at the eighth grade of SMPN 1 Batanghari.

Key Words: reading comprehension, GRASP strategy.

**MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA SISWA
DENGAN MENGGUNAKAN STRATEGI PROSEDUR MEMBIMBING
MEMBACA DAN MERANGKUM DI KELAS VIII SMPN 1
BATANGHARI TAHUN AJARAN 2019/ 2020**

ABSTRAK

**Oleh:
AGUS PRASETYO**

Tujuan penelitian ini adalah untuk meningkatkan pemahaman membaca siswa setelah menggunakan Strategi GRASP di kelas delapan SMP Negeri 1 Batanghari. Jenis penelitian ini adalah penelitian tindakan kelas, dan dilakukan dalam dua siklus. Setiap siklus terdiri dari empat langkah yang merencanakan, bertindak, mengamati, dan merefleksikan.

Metode pengumpulan data dalam penelitian ini adalah tes, observasi, dokumentasi, dan catatan lapangan. Observasi digunakan untuk mengetahui aktivitas siswa yang aktif dalam proses belajar mengajar di kelas. Masalah-masalah yang dihadapi siswa saat observasi adalah siswa memiliki sedikit kosa kata dalam bahasa Inggris, siswa memiliki keterbatasan kemampuan untuk menyusun kalimat, siswa memiliki keterbatasan untuk menentukan main ide pokok dan topik, siswa memiliki motivasi rendah untuk meningkatkan kemampuan bahasa Inggrisnya khususnya dalam pemahaman membaca dan pemahaman membaca siswa yang sedikit rendah.

Mengenai hasil penelitian yang diambil dari observasi dan tes, dapat disimpulkan bahwa ada peningkatan yang signifikan dari siklus I ke Siklus II. Skor rata-rata post-test adalah 64 dengan persentase keberhasilan siswa 58%. Di samping siklus II, skor rata-rata adalah 73 dengan persentase keberhasilan siswa 75%. Hal ini menunjukkan bahwa indikator keberhasilan telah dicapai setidaknya 70% siswa sudah mencapai Kriteria Standar Minimum (MMC) minimal 70. Ini berarti bahwa dengan menggunakan Strategi GRASP dapat membantu meningkatkan kemampuan membaca siswa di kelas delapan SMP Negeri 1 Batanghari.

Kata Kunci: *pemahaman membaca, strategi GRASP.*

ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, November 2019

Penulis,



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STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are expected from the bibliographies mentioned.

Metro, November 2019

The researcher,



AGUS PRASETYO

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MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

Allah will increase the people who believe between you and the people who are given knowledge.

(Al-Mujadalah:11)

Think Before You Speak

(Fran Lebowitz)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

My beloved parents, Mr. Wanto and Mrs. Karyati who always pray and support in their endless love.

My beloved friends Mayong Cahya Ramadhan, Eko Yulianto, Diki Anggara, M Irsyad Safii, Naufal Rafiq Yusuf, Rudi Hartanto, Sindy Ega, Ferdiana, Ririn Alfiana, Sela Aprelia, I Wayan Sandiasa who always support me.

My beloved Almamater of State Institute for Islamic Studies of Metro.

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Thanks and all praise to My Allah for all of Your blesses and Your favor that is given with all Your Mighty, the writer can finish the undergraduate thesis. Realizing that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the writer would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (Aamiin).

Next, The greatest gratitude would also be addressed to:

1. First, thanks for Dr Hj. Akla, M.Pd , the dean of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Metro.
2. Second, thanks for Head of English education department IAIN Metro Mr. Ahmad Subhan Roza M.Pd.
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As human being the researcher realize that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, November 2019

The Researcher



AGUS PRASETYO
NPM.1501070146

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CHAPTER I

INTRODUCTION

A. Background of the study

English Language Teaching is a beneficial effort that has purpose not only to transfer knowledge of English but also to naturalize the language learners in order to be able to communicate using English in daily life both written and oral. That means that English language teaching has the important role guiding the language learners to master English as an international language. English in Indonesia is a foreign language that can be obtained through the learning process in formal and informal institutions. In addition, English teaching plays an important role in delivering language learners to master English as the international language.

Furthermore, reading is one of English language skills that deals with expressed or implied in reading material. It is important way to improve the student's ability. It is one of the significant ways in learning English. Reading is concerned mainly in understanding fully for the readers in creating the meaning intended by the writer. Therefore, reading is one of them learning process for invent information of the material or the text.

In addition, reading has great function in opening up the horizon of knowledge to be broader and improving people's knowledge. It is advantageous to train the brain to focus in comprehending the information from the text to the mind. In line with the function of reading, it is illustrated

as a field of knowledge that can be harvested continuously to know many things. It adds vocabulary that can be using existence in every day.

The problems of learning reading are caused because they did not have ability of determining main idea, and supporting ideas, they did not mastery of vocabulary, they have a low motivation in reading comprehension and teaching technique used by the teacher of the students are unattractive and monotonous. Therefore, the students need something to solve those problems.

In addition, the low mastery of grammar caused the reader not able to understand sentence construction so that the reader was not able to understand the content of the text properly. The incapability of the reader to determine the main ideas and supporting ideas would make the readers difficult to capture the important message of a reading. The inability to understand the context of reading text would cause misunderstanding in determine of meaning and conclusions. Therefore, the students need something to solve those problems.

There were some problems that faced by students. The English teacher could use some interesting strategies to teach them in reading comprehension. One of the strategies which can help the students to understand reading text was GRASP strategy. GRASP strategy is teaching strategy which enables a teacher and group of students to talk, read and explore text. GRASP can assess the students reading ability to understand what the meaning of the text.

It would make the teaching learning process getting more interested for both the teachers and the students.

In addition, the writer had investigated student's reading comprehension problems by conducting pre-survey among the students of the eighth grades at SMPN 1 Batanghari. Reading problems were obtained from the results of pre survey that have been carried out Monday, 25th March 2019 problems of SMP N 1 Batanghari students 28 were presented in the following table:

Table 1

The Data of Pre-Survey Reading Comprehension Ability at the Eighth
Graders of SMPN 1 Batanghari

No	Students Name	Score	Criteria
1	MND	40	Incomplete
2	HAB	50	Incomplete
3	MFA	50	Incomplete
4	HHD	50	Incomplete
5	NIS	50	Incomplete
6	SFD	70	Complete
7	AFY	50	Incomplete
8	EDA	70	Complete
9	MFA	60	Incomplete
10	KNA	50	Incomplete
11	PNM	70	Complete
12	ADE	70	Complete
13	SMH	60	Incomplete
14	MMI	40	Incomplete
15	AFA	60	Incomplete
16	AES	70	Complete
17	SAW	70	Complete
18	YCO	70	Complete
19	FUF	50	Incomplete
20	BEG	80	Complete
21	LRA	70	Complete
22	IAP	40	Incomplete
23	AGN	40	Incomplete
24	EPA	80	Complete
25	GPA	60	Incomplete
26	NIS	40	Incomplete
27	APT	60	Incomplete
28	RDF	40	Incomplete
29	ZKT	40	Incomplete
30	ADC	50	Incomplete
	Amount	1700	
	Average	56.6667	

Table 2
Classification of Students' Reading Comprehension Ability at SMPN 1
Batanghari.

No	Grade	Category	Total	Percentage
1	≥ 70	Complete	10	33%
2	< 70	Incomplete	20	67%
Result			30	100%

Based on the results of the pre survey above, it was found that most students did not reach the Minimum Mastery Criteria (MMC). That was because there were as many as 30 students (67%) in English, while the number of students who were able to reach Minimum Mastery Criteria (MMC) in English is 10 students (33%). Therefore, it could be concluded that the class eight SMP N 1 Batanghari have limited reading comprehension ability. The problems got by the eighth graders of SMP N 1 Batanghari were caused because students have limited number of English vocabulary so that they were not able to understand the contents of the entire contents of the reading properly.

Problems in reading of the eighth grades students of SMP N 1 Batanghari were also caused by feeble grammar studies, so they were not able to detention important messages in reading, problems in reading experienced by eighth grade student SMPN 1 Batanghari were caused by inability in determining main ideas and supporting ideas in the text. They also have a low motivation to read English texts. Therefore, it was concluded that eighth

grade SMPN 1 Batanghari students have problems in reading comprehension ability.

In relation with reading problems got by students in the eighth grade at SMPN 1 Batanghari country, efforts to improve the reading ability was an effort that must be made. Improving the reading ability of eighth grade students in SMPN 1 Batanghari could be done by applying the right teaching strategy, one of which was the right teaching strategy, to improve reading is the GRASP strategy. GRASP is an activity that gets students to interact and review informational that they read. In the direction of improving reading GRASP strategy have advantages to improve reading comprehension ability student.

Based on the explanation above, in this case the writer carried out Classroom Action Research (CAR) in an effort to improving students' reading comprehension ability of the eighth grades students of SMP N 1 Batanghari. Writer would use GRASP strategy in research. It was hoped that the use of GRASP strategy could improve the reading ability of eighth grades SMPN 1 Batanghari. Therefore, the title of this research was Improving Reading Comprehension by Using Guiding, Reading, and Summarizing Procedure Among Eighth Grades at SMPN 1 Batanghari in Academic Year of 2019/2020.

B. Problem Identification

Based on the description of the background study, the writer has identified several research problems, among others, as follows:

1. Students did not have enough vocabulary.
2. Students did not have the ability to structure the sentence
3. Students were not able to determine the main ideas and supporting ideas.
4. Students have low motivation in reading.
5. Students have not good reading comprehension ability

C. Problem Limitation

Some of the problems that have been identified above were limited by the writer, namely only not good the reading comprehension ability. Therefore, the writer would conduct a research by using the research strategy Classroom Observation Research (CAR) at the eighth grade students SMP N 1 Batanghari.

D. Problem Formulation

The writer has formulated the research as follows:

1. Can GRASP strategy improve students' reading comprehension ability among the Eighth grade of SMPN 1 Batanghari in academic year of 2019/2020?
2. Can GRASP strategy improve students' learning activity among the eighth grade of SMPN 1 Batanghari in academic year Of 2019/2020?

E. Objective and Benefit of the Study

1. Objective of the study

Based on problem formulation, this study aims:

- a. To find out whether the use of GRASP strategy could improving students reading comprehension ability among the eighth grade of SMPN 1 Batanghari.
- b. To investigate whether the use of GRASP strategy could improving students learning activity among the eighth of SMPN 1 Batanghari.

2. Benefits of the study

This research was expected to be beneficial not only for students but also for teachers and schools. Other benefits:

a) For the student

The use of GRASP strategy was expected to improve reading comprehension ability of students. In addition, using GRASP strategy could make the students to understand the contents of a text, add vocabulary, know a word formation, improve motivation to speak, and determine a main idea in the text.

b) For the teacher

The used GRASP strategy inspires students to facilitate reading comprehension ability in students. It is very effective for teachers to help students determine key ideas, improve vocabulary, and help

students find meaning from a text. With this strategy also helps teachers by creating learning processes in the classroom.

c) For the Other Writer

This research was expected to be a reference for the next writer to improve reading comprehension ability using GRASP strategy. This study is useful as a guideline for the next writer, regarding the application of GRASP strategy in teaching reading comprehension ability in class.

F. Previous of Research

This research was carried out by considering the previous research which has implemented the GRASP strategy. Setiawan uses one strategy namely GRASP strategy. The place for the research in the SMAN 1 Driyorejo, Gresik. The advantages of his research was used to improve reading comprehension ability. The implementation of his strategy is very appropriate because it has been very appropriate because there has been an improve in learning student. The research strategy of the first prior research is a classroom action research.¹

The First previous research used a classroom action research, writer conducted the reading ability and the research addressed to improve reading comprehension especially for senior high school. In addition, this research

¹ Agus Setiawan," Using GRASP Strategy to Increase Student's Reading Comprehension Ability of SMAN 1 Driyorejo," English Education Dhuafa, Vol 4, No 1, May 2014

uses a classroom action research and research the reading ability. In addition, Kirana used GRASP strategy. The place for research in the SMAN 2 Tapung Hilir, Riau.² The difference between prior research strategy used is quantitative and are both used for improving reading comprehension special for English for Academic Obstetric.

The previous research conducted the reading ability. This research strategy used is classroom action research and this research conducted the improving reading ability in junior high school. Eni in his jury heeded two teaching strategies, namely GRASP and Self-Esteem Strategies conducted in the SMK N 1 Mlarak, Ponorogo, in his journal only explaining the theory and its problems. The difference between prior research, in the Eni journal uses the same strategy in his research he uses two strategies.³

Based on the three prior research above, in this research the writer intends to continue the research and focus on using GRASP strategy to give improve in reading comprehension ability.

² Candra Kirana, "The Effect of GRASP Strategy Student's Reading Comprehension at SMAN 2 Tapung *Hilir*," Journal Curricula, Vol 3, No 1 / May 2018

³ Eni Susilowati, "The Effectiveness of GRASP and Self -Steam strategies of SMK Negeri 1 Mlarak, Ponorogol," Skripsi,(Sebelas Maret University)

CHAPTER II

THEORETICAL REVIEW

A. Concept of Reading Comprehension Ability

1. Definition of Reading Comprehension Ability

According to Hornby, the word ability can be defined as to do something the fact that somebody or something is able to do something and a level of skill or intelligence.⁴ It means that ability is all intelligence that every individual has to do something. Ability is ascribed for what is that one is able to do certain action.⁵ In other word, ability is an action taken by someone. In addition, comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text.⁶ In other word comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences.

Serravallo devined comprehension is at the heart of what it means to really read.⁷ In other word comprehension is something that has been read and knows meaning in the heart of a reader. Comprehension is extremely complex and we have taught ways to simplify it in order to make both instruction and assessment more manageable.⁸ In other word

⁴ A. S, Hornby, *Oxford Advanced Learner's Dictionary*, (New York, Oxford University Press, 2010), p.2

⁵ John Bejamins B.V, *Control and Ability*, (Copyright, 2010), p.27

⁶ Linda J Dorn and Carla Sofis, *Teaching Deep Comprehension: A Reading Workshop Approach*, (Stenhouse Publishers: 2005), p.16

⁷ Jenniver Serravallo, *Teaching Reading in Small Groups*, (Heinemann, 2010), p, 43

⁸ Joanne Schuldt Caldwell, *Comprehension Assessment A Classroom Guide*, (New York: The Guilford Press, 2008), p.25

comprehension to make simple for understanding to direction in reading. Nunan states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.⁹ It means reading is the process getting information from text and to know a meaning word.

Meanwhile, Brown argues that reading is likewise a skill that teachers simply expects learners that acquire.¹⁰ It is in the process learning to get information in beginning level of bottom. Harmer states reading is useful for language acquisition¹¹ In other word reading is also used to obtain language from a text.

Moreover, according to Zorrela, reading comprehension means understanding what has been read.¹² It means, reading activity is used to understands, remember, review the text to get the main idea after reading. Reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.”¹³ It means, reading comprehension is a simulation process and builds up a meaning to understand a text.

Reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and

⁹David Nunan, *Practical English language Teaching: Young Learners*, (New York:McGraw- Hil ESL/ELT, 2005), p. 69

¹⁰H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, p.185

¹¹Jeremy Harmer, *How To Teach English* (Cambridge: Longman, 1987), p.101

¹²Nadia Zorrela, *Increasing The Students' Reading Comprehension Through Choral Reading Strategy At Seventh Grader Of Private Islamic Junior High School Jami' Al Kautsar Tapung Hilir*, Skripsi, (Department of English Education, Faculty of Tarbiyah And Teacher Training State Islamic University of Sumatera Utara, 2017), p. 25

¹³ Ibid. p 45

motivational involvement with the text.¹⁴ In other word, reading is a process of building up a sense by means of intense motivation to understand text.

Furthermore, Grabe and Stoller, reading comprehension ability are quite complex and they vary in numerous ways depending on tasks, motivations, goals and language ability.¹⁵ It means reading comprehension ability is dependent on motivation, goals and language ability. Reading comprehension ability is a complex process which comprises the successful or unsuccessful use many abilities. In other word reading comprehension ability is the process of constructing meaning from the text.

Based on the above understanding can be concluded that ability is the ability or potential of an individual person to master skill in doing things, comprehension is an interactive process between readers, text and strategies. Reading is also a process that is very useful in getting information or important message from the in reading.

Reading comprehension is an activity by human to read the text with constructing meaning through interaction and involvement to get the information when they read a text courageously. Reading comprehension ability is the ability to read text, process it and understand its meaning.

¹⁴John T. Guthrie, Alan Wigfield, Kathleen C. Perencevich, *Motivating Reading Comprehension*, (Mahwah: New Jersey, 2004), p.227.

¹⁵W. Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (Pearson Education: England, 2002), p.13

2. The Abilities of Reading Comprehension Ability

Language is a complex system that requires the coordinated action of three interacting subsystems. Meanwhile reading comprehension ability consists of several abilities, as follows:¹⁶

a. Vocabulary Knowledge

Vocabulary is a necessary part of the reading process, but it is not sufficient. Reading is constructing meaning. Vocabulary is the key to comprehension, but skill in identifying words does not ensure comprehension

b. Identify Main Idea

Main idea is an idea/notion that the subject of paragraph development. The main idea is contained in the main sentence. In other word main idea was ability in the reading comprehension.

c. Understanding Context

Understanding context is very important for good readers. A reader must know the contexts of the context that is read. Therefore, it was easier to understand the context of the text in reading. In other word in reading comprehension context is the ability that must be achieved.

¹⁶Ibid.35

d. Identify Communicative Purpose of the Text.

The ability to reading comprehension is to identify the purpose of the text. This ability must be able to have someone. Therefore, the reader when reading the text, the reader must know the purpose of the text.

From the above statement under the reading comprehension has several abilities that must be achieved between of vocabulary knowledge, main idea, understanding context, and purpose of the text. The component is very important in reading and understanding a text content

3. Strategies of Reading Comprehension Ability

Reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.¹⁷ There are some strategies which can be used by the readers are:

a. Activating Prior Knowledge

Serravallo asserts that before reading, the good readers are connected ideas about the information relate to the text's structure topics, besides that they make connection of the text to their lives, various written sources and the world, finally they connected these ideas after finishing in reading the text.¹⁸ In other words, before reading the readers should active their prior knowledge to think

¹⁷ Danielle S. McNamara, *Reading Comprehension Strategies*, (USA: Lawrence Erlbaum Associates, 2007), p. 6

¹⁸ Jennifer Seravallo, *Teaching Reading in Small Group: Differentiated Instructions for Building Strategies, Independent Reading*, (USA: Heineman, 2010), p. 43

about what information that they find from the topic to make them easier in understanding the text.

b. Prediction

Prediction is process to make expectation about what will happen in the text based on what is discovered from reading the text by involving the readers' previous knowledge.¹⁹ It means that before the readers read the text, the readers should guess what the content of the text.

c. Skimming

Skimming is a kind of swift reading to find the general content or idea of the text rapidly.²⁰ It means that, while the readers read the text to achieve main idea or general content, the readers just skim the text to gain it without read word by word.

d. Scanning

Brown defines that the readers activity to look for some specific information of the text without reading through the whole text.²¹ In other words, the readers only read certain part of the text to look for specific information from the text. It can help the readers get the specific point without spending much time to finish reading the text.

¹⁹ Judi Moreillon, *Collaborative Strategies for Teaching Reading comprehension*, (Chicago: American Library Association, 2007), p. 76

²⁰ Beatrice S. Mikulecky and Linda Jeffries, *Advantages Reading Power: Extensive Reading Vocabulary Building, Comprehension Skills, Reading Faster*. (USA: Pearson Education, 2007), p. 70

²¹ H. Douglas Brown, *Teaching by Principles*, (San Francisco: San Francisco State University, 2000), p. 308

e. Guessing meaning of unknown word using contextual clues

The readers need to guess the meaning of word when they do not know about the content of the text because they have no dictionary. There are some techniques to guess the unknown vocabularies namely: look for prefixes that can provide clue, look for suffixes that can show what part of speech of vocabulary, look for the familiar roots, look for the grammatical content that can indicate the information, and look for the semantic context or topic to get the clues.²² Guessing the unfamiliar word is done especially when the learners are doing examination which is forbidden to bring dictionary.

f. Identifying topics and main ideas

Mikukecky in Farrel proposes the learner to train some tasks for developing cognitive exercise, namely: getting the topic from a list of vocabularies, identifying the topic of a text, and recognizing the main idea of means.²³ It means that knowing the topic and main idea is extremely important in reading comprehension.

g. Use of Questions

According to Dreher and Gambrell in Guthrie state that questioning refers to students make questions of writing self-initiated about the passage before and during reading to help them

²²Ibid, p. 310

²³ Thomas S.C. Farrel, *Planning Lesson for a Reading Class*, (Singapore: SEAMEO Regional Language Centre, 2002), p. 1

comprehend the text and topic from the text.²⁴ It means that asking questions is effective way to more comprehend what the content of the text is being read.

4. Reading Comprehension Ability Measurements

To know how far the students' reading comprehension should be measured use the assessment of reading comprehension. There are many kinds of questions of reading comprehension they are:²⁵

a. Pronominal Question, Imperatives

The questions enquire learners to make a written answer which can range in length from a single word to several paragraphs. Usually for reading skill, short answers are required and these forms of questions are called short answer question.

b. True/False, Yes/No, Alternatives Question, Multiple-choice

In these questions the answer is contained within the questions or instructions. Multiple-choice question focuses on detail and more general aspect on the text. The correct answer is not always shorter or longer than the distractor.

c. Transfer Information

Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.

²⁴Ibid., p. 294

²⁵I.S.P. Nation, *TeachingESL/EFL Reading and Writing*, (New York : Routledge, 2009), p.77-79

It can be interpreted that measurement of reading can use several types of questions, there are pronominal questions, true/false, and information transfer. Pronominal questions are the form of one single and the answer is written and not too long. In addition, true /false is a question consisting of one sentence, and transfer of question information in the form of filling in a diagram.

To know the achievement of reading comprehension ability should be measured by using the assessment of reading. There are the measurements of reading comprehension related to Grenall and Swan, as follows:²⁶

Table 3
The Measurement of Reading Comprehension

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text.	0-25
2.	Students can identify the communicative purpose of the text.	0-15
3.	Students can identify main idea of the text.	0-25
4.	Students can identify information contained in the text.	0-35
	Total	100

B. Concept of GRASP Strategy

There are many strategies that can be applied in teaching reading. One of them is GRASP strategy.

²⁶ Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for Advanced students: Teacher's book*, (USA: Cambridge University Press, 1994), p.34.

1. Definition of GRASP Strategy

According to Manzo, GRASP is an activity that gets students to interact and review informational that they read.²⁷ It means that GRASP strategy to help student knowing difficult word in the text. Guide Reading and Summarize Procedure (GRASP) emphasizes the importance of meaning how to summarizing and understand of text.²⁸ It means is teaching strategy which enables a teacher and group of students to talk, read and explore text.

In addition, Guide Reading and Summarize Procedure teaches the students to become reflective and responsive readers who can not only read the lines, but who can also read between and beyond the lines.²⁹ In other word GRASP is teaching to students not only reading but understand of the text.

Based on definition above, the writer can be concluded that GRASP strategy stands for Guide, Reading, and Summarize, Procedure. GRASP strategy. Guide Reading and Summarizing Procedure is teaching strategy which enables a teacher and group of students to talk, read and explore text.

²⁷ M C Mckenna, *Help for Struggling Reading: Strategies for Grade 3-8*, (New York: The Gutlford Press, 2002), p. 134

²⁸ Antony V Manzo, *Teaching Children to Be Literate A Reflective Approach*, (Harcourt Brace Publisher, 1995), p. 355.

²⁹ Antony V Manzo, and Ula C Manzo, *Content Area Reading A Heuristic Approach*, (Columbus: Merrill Publishing Company, 2000), p. 509.

2. Principle of GRASP Strategy

The GRASP strategy has several principles according to Manzo. There are some principles as follow:³⁰

- a. Guiding the students learn how to understanding of the text.
- b. Guiding the students to create the readers who can answering simple question.
- c. Providing the alternatives to make the informed choices as they acquire meaning from text.
- d. Giving problem solving when the students encounter difficulties in understanding of meaning with the text.

Based on principle above the writer can be conclude in the GRASP strategy to teach and guides students in reading and understanding context words in a text and improving students reading comprehension.

3. Benefits of GRASP Strategy

From the definition above GRASP strategy has several benefits using the above strategy among others, namely:³¹

- a. Guided step by step instruction synthesizing helps students to understanding of the text and alleviate writing fears and ensures that summarizing is not more copying. It means that help students to understands meaning of the text and guiding to students for summarizing of the text help determine main idea of the text.

³⁰ Antony V Manzo, and Ula C Manzo, *Literacy Disorders Holistic Diagnosis and Remediation*, (Harcourt Brace Jaundice College Publisher, 2003), p. 460

³¹ *Ibid.*, p. 462

- b. GRASP can be combined or adapted very effectively with others strategies and to improving reading comprehension. In other word this is very effective for improving reading and can be combining with others strategies.
- c. Organization and framework may help English language learning process especially in reading. It is a strategy that can be used to teaching English language especially in reading.

From the three benefits above, it can be concluding that GRASP strategy can improve student understanding in reading texts, accuracy in understanding word meanings and improve vocabulary.

4. Procedure of GRASP Strategy to Improve Reading Comprehension Ability

There are some steps of GRASP Strategy to improve reading comprehension abilities can be achieved. The follow step of GRASP Strategy:³²

- a. The teacher gives text to students. The students read of the texts for 10 minutes and students close the text that be given by teacher. The teacher asks students about information of the text and the students write all information from the text in every group.
- b. The students return the texts and read text again for can be more information.

³²Ibid., p.136

- c. The teacher helps students for arranged information about text (definition and text).
- d. Then students rewrite the simple sentences.
- e. The students make conclusion as summarizing.

Based on the procedure GRASP we can conclude the procedure is effective to teach reading and to improving reading comprehension ability. The teacher guide students how to reads simple, easy to answer question.

C. Action Hypothesis

In this Classroom Action Research his stated as follow;

“The use of GRASP strategy can improve reading comprehension ability and learning activity among the eighth graders of SMPN 1 Batanghari in the academic year of 2019/2020”

CHAPTER III

REASEARCH METHOD

A. Variable and Definition Variable.

Definition of operational variable explains about variables that was used in this research. This research consists of two variables. Those are dependent and independent variables.

B. Setting of The Research.

This research was conducted at SMPN 1 Batanghari. located in Jl. Kapten Harun 46B Desa Banarjoyo Kecamatan Batanghari, Central Lampung. Total of the students are 588 students and total of the class are 18.

C. Research Object.

Object of the study in this writer is the student's improving reading comprehension ability. The writer was used Classroom Action Research (CAR) in this research. Action research could be done the writer or teacher as manager of teaching program. Classroom action research means that the teacher can know what the problem in the class and find the solution to dissolve the problem.

The writer conducted the research at SMPN 1 Batanghari. The writer focuses to improve the students' reading comprehension SMPN 1 Batanghari.

The subject of this research was students of the eighth grade of SMPN 1 Batanghari especially at VIII.C class. The students consist of 30 students they are 12 boys and 18 girls.

The teacher choses one of the classes that the students had a lower average score in reading. Based on the teacher's experience during teaching and learning activities in reading of English subject, the teacher indicated that the students are difficult lack in vocabulary for understanding of the text, exactly the GRASP strategy is the problem solution for making the students better.

Table 4
The Number of VIII.C Students

Class	Gender		Total
	Male	Female	
VIII.C	12	18	30

Source: Teacher's archive, number of students at VIII C class of SMP N 1 Batanghari.

Based on the result of interview, the result of English teaching-learning in this class is low than the other class, especially in learning reading process.

D. Research Procedure.

The kind of research used is Classroom Action Research (CAR). According to Tomal, action research is a systematic process of solving educational problems and making improvements.³³ It means that action research is the problem-solving process from a learning process.

³³ Daniel RTomal , *Action Research For Educator*, (United States of America: Scarecrow Press, Inc, 2003), p.5

Anne Burns's states that classroom action research is kind of research which is done by the teacher as a writer in order to bring improvement on the result of teaching learning process.³⁴ Therefore, the main purposes in classroom action research are to solve the problems in teaching learning process and to improve the students' learning result.

From some definitions above, it could be concluded that classroom action research is an effort made by writer to be able to know directly the phenomena that occur around them through action, knowledge, process and so on.

In addition, Kemmis and McTaggart in Anne Burns explain that CAR typically involves four steps in a cycle of classroom action research. They are planning, acting, observing, and reflecting.³⁵ The first cycle may be continued to the next cycle until the research achieve increasing outcome. Accordingly, the cycle of this research will become a spiral process. The cyclical classroom action research is presented as follow:

³⁴Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2

³⁵Ibid, p. 8-9

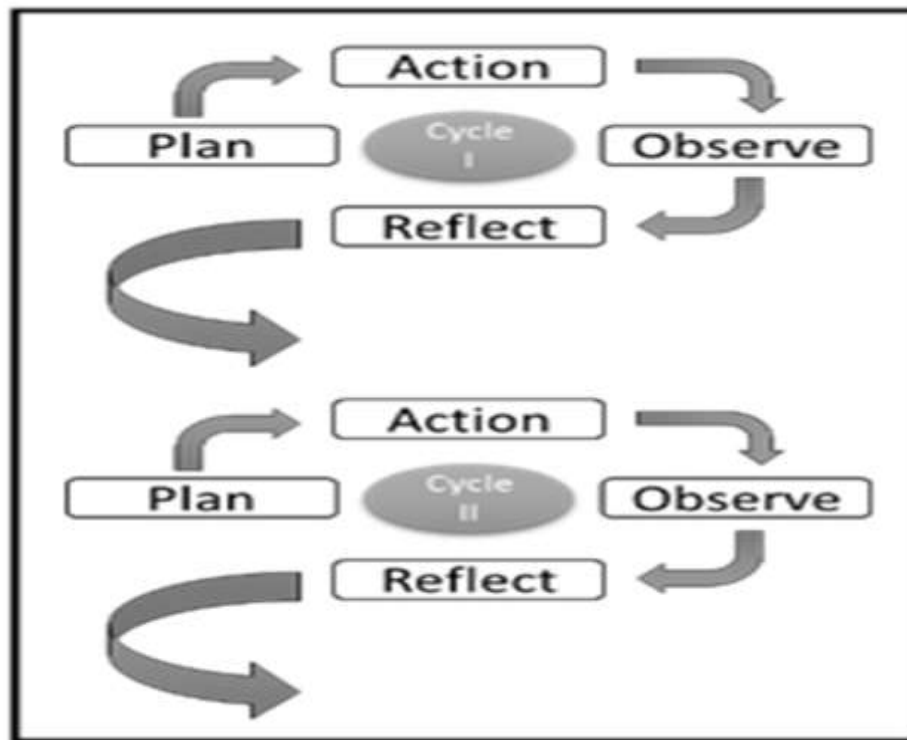


Figure 1: Cyclical Classroom Action Research by Kemmis and McTaggart

From the design above, here are the explanations about procedures that was conducted by the writer in classroom action research in the eighth graders of SMPN 1 Batanghari. The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the writer will collaborate with the real English teacher of SMPN 1 Batanghari as an observer and collaborator.

The writer plays a role as an English teacher who teaches reading comprehension ability through GRASP strategy to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happen in the classroom. Also, the real English teacher acts as a collaborator when helps the writer in

designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the writer is not only as an observer but the writer also takes actions by making lesson plan and giving assessment. Then, the writer also will collect and analyze data together with the teacher to know the result of their student reading comprehension ability result.

The reason of why the writer conducted classroom action research because the writer wants to improve the reading comprehension of the eighth graders of SMPN 1 Batanghari by using GRASP strategy.

According to the Kurt Lewin's action research design, the writer wants to describe a plan for Classroom Action Research (CAR) as follows:

1. Cycle I

There are four activities in each meeting of cycle 1 such as planning, acting, observing, and reflecting.

a. Planning.

Planning is the first steps in each activity. Without planning, the writer does not focus in achieving the research objective.

Here are the steps that the writer will do in planning:

- 1) The writer prepared lesson plan based on curriculum 2013 and English syllabus.
- 2) The writer prepared observation sheet.
- 3) The writer prepared instruments of reading comprehension test before and after CAR.

b. Acting.

In this phase, the writer acts as the teacher and the real teacher becomes the observer. The writer conducted some activities in the class as follows:

1) Pre-Teaching Activities

- a) The writer prayed and greeting the students.
- b) The writer checking the attendant list.
- c) The writer choosing the appropriate graphic organizers with the material going to be taught.

2) While Teaching Process.

- a) The writer applied the lesson plan that will be done in learning proccess.
- b) The writer recite the procedure of GRAPS strategy to students.
- c) The writer applied Guiding. The teacher gives text to students. The students read of the texts for 10 minutes and students close the text that be given by teacher. The teacher asked students about information of the text and the students write all of information from the text in white board every group.
- d) The writer applied Reading. The students to return the texts and read text again for can be more information.

- e) The writer applied Summarizing. The teacher helps students for arranged information about text (definition and text).
- f) Then students rewrote the simple sentences.
- g) The students make conclusion as summarizing
- h) The writer control the students learning activities.

3) Post Teaching Activities.

- a) The writer asked the students to answer some question.
- b) The writer given the conclusion of the material.
- c) The writer given score for students.

c. Observing.

In this phase, the writer conducted some activities as follows:

- 1) The real teacher observed teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.
- 2) The writer identified the students' achievement in learning reading comprehension ability by giving the test after CAR in cycle 1.
- 3) The writer calculated students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

Reflecting is the last step in this process. The writer will analyze the observation result during the teaching process. In this phase, the writer and teacher have some activities as follows:

- 1) The real teacher and the writer discuss not only about the result of the implementation of CAR, but also students' achievement and the media.
- 2) The real teacher and the writer prepared the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

2. Cycle II

a. Planning.

Planning is the first step in each activity. In cycle II, the writer was focused on repairing the weakness in the cycle 1. Here are the steps that the writer will do in planning:

- 1) The writer prepared lesson plan based on curriculum 2013 and English syllabus.
- 2) The writer prepared observation sheet.
- 3) The writer prepared instruments of reading comprehension test before and after CAR.

b. Acting.

The second step in the classroom action research is acting. It is the implementation of the planning. The general steps will be done by the writer as follows:

1) Pre- Teaching Activities.

- a) The writer prayed and greeting the students.
- b) The writer checking the attendant list.
- c) The writer choosing the appropriate with the material going to be taught.

2) While teaching process.

- a) The writer applied the lesson plan that will be done in learning process.
- b) The writer recite the procedure of GRASP strategy to students. The writer applied Guiding.
- c) The teacher given text to students. The students read of the texts for 10 minutes and students close the text that be given by teacher. The teacher asked students about information of the text and the students write all of information from the text in white board every group.
- d) The writer applied Reading. The students to return the texts and read text again for can be more information.
- e) The writer applied Summarizing. The teacher helps students for arranged information about text (definition and text).

- f) Then students rewrote the simple sentences.
- g) The students make conclusion as summarizing
- h) The writer controlling the students learning activities.

3) Post teaching activities

- a) The writer asked the students to answer some question.
- b) The writer given the conclusion of the material.
- c) The writer given score for students.

c. Observing.

In this step, the writer observing the process of teaching learning by using observation sheet, there are:

- 1) The real teacher observed of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.
- 2) Students are given the test after CAR in cycle 2.
- 3) The writer calculates students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2

d. Reflecting.

The writer was corrected and analyze the result of the action.

- 1) The writer and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in reading comprehension ability and about

analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.

- 2) The writer and the teacher made an agreement, if the target is not achieved, the action was continued to cycle 3, but if the target is achieved, the action was stopped.

E. Data Collection Technique.

The writer used many techniques to collect the data in this research. They are observation, test, and documentation. Every method is explained below:

1. Test

Brown states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain.³⁶ It is a set of question used to measure the achievement or capability of individual class.

The writer used this technique to collect the data from the students. The writer was used pre-test and post-test form to see their ability before and after given treatment.

a. Pre-test.

Pre-test would give in the first meeting before implementing the GRASP strategy, in order to know the level and ability of students' reading before doing the action research.

b. Post-test.

Post-test will be given in the last meeting after implementing the technique, in order to know whether the GRASP strategy gives good

³⁶ Douglas Brown, *Language assessment Principles and Classroom Practices*, (San Francisco: Longman, 2004), p. 3.

contribution to the students' reading comprehension at the eighth grades of SMPN 1 Batanghari. The improvement could be known if the score of post-tests is higher than pre-test and the score could achieve the passing grade.

2. Observation

Observation is a mainstay of action research. It enables writer to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur.³⁷

In this case, the writer observes the students directly in the classroom and gets the description about students' activity in learning reading comprehension ability process. The real teacher also observes the writer who teaches in the classroom and the implementation of CAR based on observation notes which already made before.

The data is taken based on the students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation is used to as a basis to determine the planning for following cycle.

3. Documentation

Documentation is collection of various documents relevant to the research question which can include students' reading worksheet, students record and profile, course overviews, lesson plans, classroom materials.

⁵Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press, 1999), p.80

The writer used the documentation method to get some information about:

- a. The history of SMPN 1 Batanghari.
- b. The condition about teachers and officials' employees in SMPN 1 Batanghari.
- c. The quantity of the students of SMPN 1 Batanghari.
- d. Organization structure of SMPN 1 Batanghari.
- e. Reading worksheet, course overviews and classroom materials of the students at SMPN1 Batanghari.

4. Field Note

In this research, the writer was used field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the writer was taking field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and other.

F. Data Collection Instrument

1. Reading Comprehension Test

To identify the students' reading comprehension of the eighth grade of SMPN 1 Batanghari, the writer was applied reading test. The test measures the ability of the students about the topic on reading subject.

The test consists of pre-test and post-test, this research will be in the form of essay test that ask the students to choose a correct answer.

2. Observation Sheet

In this research the writer observed directly what will happening during teaching learning process when the teacher implemented GRASP strategy in teaching reading. The aspects that will be observed are:

- a. The students' participation in learning process.
- b. The teacher performance in the classroom.

3. Documentation sheet

It refers to the achieve data that helps the writer to collect the needed data. The writer utilizes the document related to the object research such as, as follows:

- a. The quantity of the students.
- b. The condition teacher's and officials' employees.
- c. School history.
- d. Structure of school organization.
- e. School location sketch at SMPN 1 Batanghari.

4. Field Note Sheet

Field note sheet is an instrument to record all events that happen in connection with the actions of the teacher or writer. This field note is useful for knowing the student's progress in the learning process. Field notes are used the data objectively which is not covered in the structured observation, such as student's activity during implementing the action.

G. Data Analysis

Data will be analyzed by taking the average score of the pre-test and post-test. Furthermore, the writer will compare the score of pre-test and post-test after giving implemented treatment. Then the result will be matched by the minimum standard in this semester that is 70. If from cycle I there are some students who are not successful, so the writer would like to conduct the next cycle, cycle II. The minimum cycle in CAR (Classroom Action Research) are two cycles. If in cycle II all of the students are successful, the cycle is able to be stopped until cycle II.

The data analysis technique in classroom action research could be done by the qualitative and quantitative analysis. The analysis of learning result is taken from the average score of pre-test and post-test in cycle I and cycle II. Tabulating the result of the test, and finding the mean of pre-test and post test. The mean is calculated by applying the following formula:

$$M = \frac{\sum X}{N}$$

Notes:

M : Mean

$\sum X$: Sum of Total Number of Student's Score

N : The total number of Student's³⁸

Furthermore, to know the result the writer will compare the average score between pre-test and post-test for each cycle, and then to know the percentage

³⁸ Ary Donald, et all, *Intoduction to Research in Education*, (Canada: Wadsworth Cengange Learning, 2010), p.108-109

of increasing score in students learning activities, the writer was used the percentage formula as follow:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = Percentage.

F = Frequency of the Correct Answer.

N = Total of Students.

H. Indicator of Success

The indicator of success in needed to know the successful of the process and learning result. To know the gain the data will be conducted in each test by taking the average score of pre-test and post-test. After the result is suitable by the minimum standard of reading comprehension in this class at least 70. This research succeeded or finish if 70% of students got minimum score 70. In addition, 70% of students are active in learning process.

CHAPTER IV

RESULT OF THE RESEARCH

A. RESULT OF THE RESEARCH

1. Description of Research Location

a. The History of SMPN 1 Batanghari

SMP Negeri 1 Batanghari is located on Jl. Captain Harun 46 Banarjo village Batanghari District, exactly 100m from Batanghari District towards the south. In the beginning, preparatory SMPN 1 Batanghari was established on April 2, 1981. The founder of this school was initiated by community leaders from the Batanghari sub-district. This preparatory of junior high school ran for 2 years because in 1983 it became the 1 Batanghari Public School.

The first headmaster of SMPN 1 Batanghari is Drs. Baharudin Harahap that is started from 1983-1990. Then, the leadership is continued by Drs. Hasan Basri who leads the school for 7 years, starting from 1990-1997. Moreover, in 1997-1998, SMPN 1 Batanghari is led by Mr. Sugeng R. After that, Drs. Edi Sutrisno, M.M continued the leadership is started form 1998-2006. Then, in 2006-2007 was led by Mr. Sugeng S.Pd. In 2007-2009 led by Drs. M. Ngadenan. In 2009-2010 is led by Drs. Sunardi, M.Pd. In addition, 2011-2013 led by Mr. Hj. Suroso, S.Pd. M.Si. And then 2013-2014 led by Drs. Hj. Budi Santoso, M. Si. After that, SMPN 1 Batanghari is led by Ms. Hj. Ngatemi, S.Pd,M.M from 2014 antil now.

b. Vision and Mission of SMPN 1 Batanghari

1) Vision of School

SMPN 1 Batanghari is excellent in carrying out education and professionalism in the field of technology and art knowledge based on IMTAQ, so that it is poured into the Vision and Mission as follows: The vision of SMPN 1 Batanghari is being the first in Sports and Arts Science and Technology based on IMTAQ.

2) Mission of School

- a) Guiding the students in the field of scientific work of science and technology to implement integrated and contextual programmed learning.
- b) Developing the potential of students in the field of sports.
- c) Developing talents, students interests in the field of arts and culture.
- d) Fostering confidence in practicing religious teaching.
- e) Developing the talents and interests of the Scout field.
- f) Growing students' awareness of health.

c. Purpose of School

The objectives of organizing of SMPN 1 Batanghari are as follows:

- 1) Producing graduates who are skilled, disciplined, knowledgeable and virtuous begin and are able to be independent and develop themselves and are ready to compete.

- 2) Produced graduates who are virtuous, faithful and devoted.
- 3) Absorbed Graduates in extracurricular.

d. The Condition of Teacher and Official Employers at SMPN 1 Batanghari.

Condition of teachers and official employers in SMPN 1 Batanghari, the numbers of teachers and official employers in SMPN 1 Batanghari in the academic years of 2019/ 2020 could be identified as follows:

Table 5
The Condition of Teachers and the Official Employers
In academic year at SMPN 1 Batanghari in the following table:

No	Name	Position
1	Ngatemi, S.Pd.,MM	Headmaster/The Teacher of Math
2	Ratnaningsih, S.Pd	Vice Hedmaster of Curriculum/The Teacher of Social Science
3	Drs. Joko Mursito	Vice Hedmaster of Students/The teacher of natural science
4	Mihaya, S.Pd	Vice Hedmaster of Infrastructure/The Teacher of Social Science
5	Anien Khusnayati, S.Pd	English Teacher
6	Buas Jumanto, S. Th.I	Cristen Religion Teacher
7	Ermawati, S.Pd	Indonesian Teacher
8	Drs. H. Hayuni	Religion Teacher
9	Indra Kiswanto,	Staf

	S.Kom	Administration
10	Inisiyah, S.Pd	Computer Teacher
11	Laras Wirasweti, S.Pd	English Teacher
12	Listinah	Staff Administration
13	Lugiyanto	Staff Administration
14	M. Nasir, M.Pd	Religion Teacher
15	Mahfian Yani, S.Pd	Social Teacher
16	Mariaty Sirait	Computer Teacher
17	Maryono	English Teacher
18	Misinah	Math Teacher
19	Mistini, , A.Ma.Pd	Pkn Teacher
20	Muawi Martun, S.Pd	English Teacher
21	Muhyar, S.S	PE Teacher
22	Nurbaya Br Barus, S.Pd	Social Teacher
23	Nurmauli Sitorus, S.Pd	Art Teacher
24	Nurnaningsih, S.Pd	Conseling Teacher
25	Prayuni, S.Pd	Math Teacher
26	Roisatul Aminah, S.Pd	Math Teacher
27	Sakinah, S.Pd	Conseling Teacher
28	Sarimin, S.Pd	Social Teacher
29	Sarkowo	Staff Administration
30	Setiti Ernawati, S.Pd	Art Teacher
31	Sismadi, S.Pd	Staff Administration
32	Siti Aisyah, S.Pd	Staff Administration
33	Siti Nurlela, A.Ma.Pd	Staff Administration
34	Siti Rupiah, S.Pd	Staff Administration
35	Slamet Riyadi, A.Md	PE Teacher
36	Sokhip, S.Pd	Math Teacher
37	Sri Lestari, S.Pd	English Teacher

38	Sri Suparti, S.Pd	Conseling Teacher
39	Sri Wahyuningsih, S.Pd	PE Teacher
40	Srie Eliyati Hs, S.Pd	Lampung Language Teacher
41	Sudarsih, S.Pd	Civic Education Teacher
42	Suharsih, S.Pd	Staff Administration
43	Suherni, S.Pd	Lampung Language Teacher
44	Sukartini, S.Pd	Math Teacher
45	Sumadi, S.Pd	Indonesian Teacher
46	Suparni, S.Pd	Indonesian Tacher
47	Suprpto, S.Pd	Indonesian Teacher
48	Susi Nawanti, S.Pd	Religion Teacher
49	Sutri Wuryani, S.Pd	Civic Education Teacher
50	Suwarjo, S.Pd	Sains Teacher
51	Drs. Suyadi	Staff Administration
52	Teguh Pribadia, A.Ma.Pd,	Social Teacher
53	Titik Handayani, S.Pd	Math Teacher

Source: Documentation in SMPN 1 Batanghari in academic year 2019/2020

e. The Quantity of the Students of SMPN 1 Batanghari

The students' quantity at SMPN 1 Batanghari is 588 that can be identified as follows:

Table 6
The Students Quantity of SMP N 1 Batanghari

Class	Rombel	Number of students		Amount	
		Male	Female	Class	Total
Class VII	A	13	19	32	186
	B	13	19	32	
	C	13	19	32	
	D	14	18	32	
	E	14	16	30	
	F	14	14	28	
Class VIII	A	10	19	29	168
	B	12	18	30	
	C	15	13	28	
	D	16	12	28	
	E	13	14	27	
	F	12	14	26	
Class IX	A	13	27	40	234
	B	13	27	40	
	C	16	24	40	
	D	20	19	39	
	E	25	15	40	
	F	23	12	35	
Amount	18	269	319		588

Source: Documentation of SMPN 1 Batanghari in academic year 2019/2020.

f. The Organization of SMPN 1 Batanghari

The organization of SMPN 1 Batanghari in Academic Year 2019/2020 could be shown in the figure as follow:

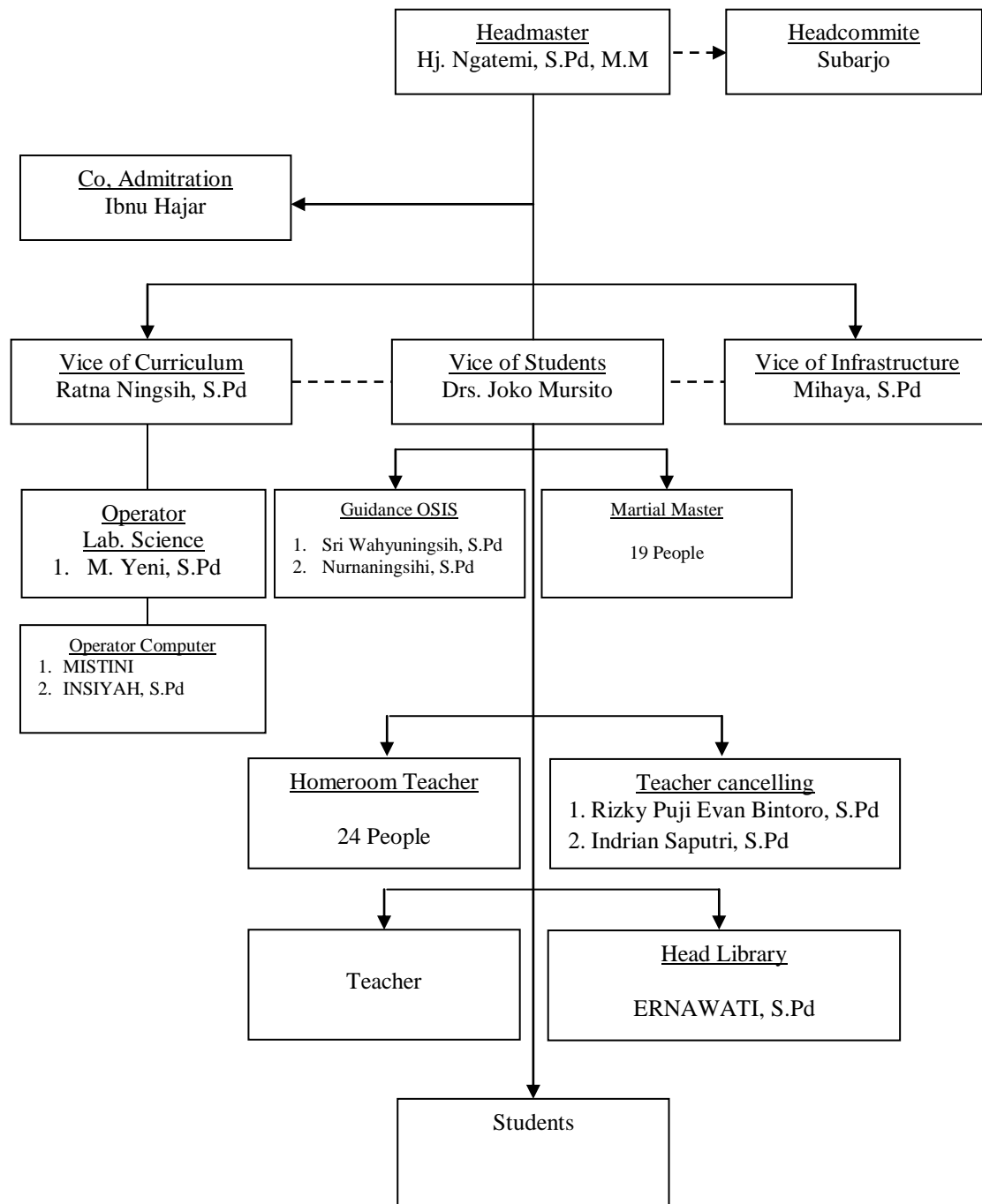


Figure 2: The Organization of SMPN 1 Batanghari

The floor plan illustrates the layout of a school building. At the top, a horizontal row of rooms includes Classroom, Classroom, Coperati on, UKS, BK, Classroom, Laboratory, Park Area, and Library. To the right of the Library is a vertical stack of rooms: Room Sekretariat Examiner, Room Teacher, Principals office, Principals office, Administration, Administration, Toilet, and Shied. Below the Library and to the right of the central area is a Ballroom and a Mosque. At the bottom, a horizontal row includes Toilet, Classroom, Classroom, Canteen, Park area, Home, Toilet, and Toilet. The central area features a flagpole and a cross-shaped path labeled U, B, T, and S. Arrows indicate the flow of movement between different sections of the building.

2. Description of the Research

This research used classroom action research. It conducted two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, action, observation, and reflection. To manage the class the writer made a lesson plan. The action of this research was using guide reading and summarizing procedure (GRASP) strategy to improve the students' reading comprehension ability.

a. Pre-test activity

The learning, the writer conducted on Tuesday, 1st October 2019 at 10.35 until 11.55. All the students had already prepared when the teaching time came. The writer greeted the students. The writer told the students that the writer would research in their class to know their ability of reading comprehension ability before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was the essay consisted of 10 items. Then, the students' pre-test result can be seen on the table below:

Table 7
The Students' of Result Pre-test Score

NO	Students Name	Score	Criteria
1	SMD	70	Complete
2	NIS	50	Incomplete
3	MFA	50	Incomplete
4	HHB	60	Incomplete

5	EDA	70	Complete
6	FUF	50	Incomplete
7	MPK	50	Incomplete
8	SIP	50	Incomplete
9	LRA	80	Complete
10	AAH	50	Incomplete
11	MLM	50	Incomplete
12	AGT	70	Complete
13	AES	60	Incomplete
14	YCD	50	Incomplete
15	PNA	40	Incomplete
16	RFS	40	Incomplete
17	KNA	50	Incomplete
18	GPA	50	Incomplete
19	AAD	50	Incomplete
20	GPA	30	Incomplete
21	APA	40	Incomplete
22	SAW	80	Complete
23	MND	80	Complete
24	MFA	70	Complete
25	FTM	70	Complete
26	LPS	80	Complete
27	IAP	70	Complete
28	ADE	70	Complete
Amount		1630	
Average		58	

Source: The result score of reading pre-test at VIII.C class of SMPN 1 Batanghari on October 1st 2019.

Table 8
Frequency of students' score in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	>70	11	39%	Complete
2	< 70	17	61%	Incomplete
	Total	28	100 %	

Source: The result score of reading pre-test at VIII.C class of SMPN 1 Batanghari on October 1st 2019.

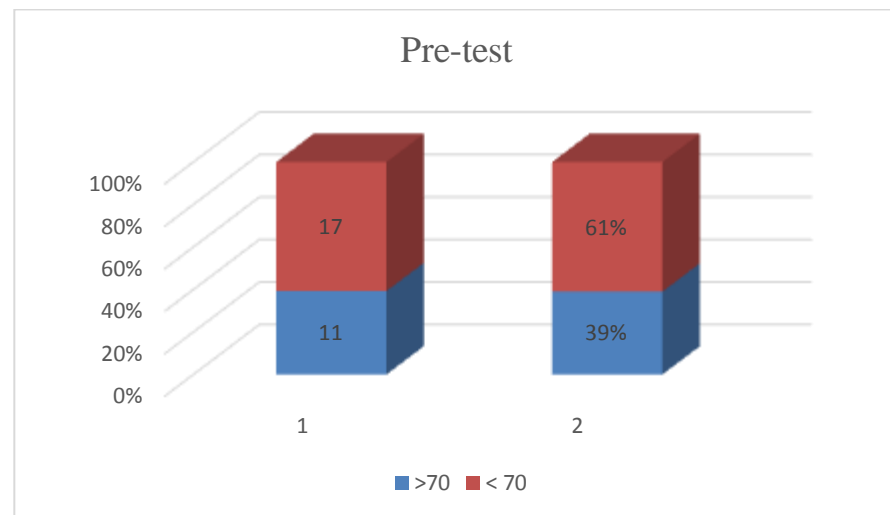


Figure 4: The Percentage of the Students' Score on Pre-test

Based on the data above, it could be inferred that 17 students (61%) were not successful and 11 other students (39%) were successful. The successful students were those who got the minimum mastery criteria at SMPN 1 Batanghari at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the writer got the average of 58, so the result was unsatisfied. Therefore, the writer used guide reading and summarizing procedure (GRASP) strategy to improve the students' reading comprehension ability.

b. Cycle I

1) Planning

In the planning stage, the writer and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be

examined as post -test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The writer also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on Thursday, 3rd October 2019 at 07.15 until 09.00 and followed by 28 students. The meeting was started by praying, greeting and checking the attendance list. In this stage, the condition of the class was effective because the collaborator handed the writer to make sure the students' effectiveness before the writer was researching the class.

It showed that most of the students gave their full nice attention to the writer when the study time came. In the beginning, the writer started to introduce the procedure of the method that was used in the learning process, then started to deliver the material.

The writer explained that the used text in the teaching-learning was organized in the descriptive text form. The generic structure included identifies phenomena and description. The

purpose of the text is to describe and reveal a particular person, place, or thing.

b) The second meeting

The second meeting was conducted on Tuesday, October 8th, 2019 at 10.35 until 12.00. for 2x45 minutes after the students given the action. The writer began the lesson by praying, greeting, checking the attendance list and asking the students' condition. The activity continues by giving some explanation more about the descriptive text. The title of the text is Mount Bromo

Then, the writer applied this GRASP strategy. The writer asked the students to make a group consist of four students. The teacher gives text to students. The students read of the texts for 10 minutes and students close the text that be given by teacher. The teacher asked students about all of information of the text and the students write all of information from the text in white board every group.

The students return the texts and read text again for can be more information. The teacher helps students for arranged information about text (definition and text). Then students rewrite the simple sentences. The students make conclusion as summarizing. The writer gave the same question for all students who had the name and they answered it.

Furthermore, on October, 10th 2019 the writer gave a post-test cycle I with a similar task on a pre-test before. Kinds of the test were essay tests which consisted of 10 items. The result of the students' test in post-test 1 was better than the test in the pre-test before. The result of post-test in the following:

Table 9
The Students' of Result Post-Test 1 score

NO	Students Name	Score	Criteria
1	SMD	70	Complete
2	NIS	80	Complete
3	MFA	60	Incomplete
4	HHB	60	Incomplete
5	EDA	50	Complete
6	FUF	70	Complete
7	MPK	70	Complete
8	SIP	70	Complete
9	LRA	50	Complete
10	AAH	70	Complete
11	MLM	60	Incomplete
12	AGT	20	Incomplete
13	AES	50	Incomplete
14	YCD	80	Incomplete
15	PNA	70	Complete
16	RFS	60	Incomplete
17	KNA	80	Complete
18	GPA	20	Incomplete
19	AAD	50	Incomplete
20	GPA	60	Incomplete
21	APA	40	Incomplete
22	SAW	80	Complete
23	MND	80	Complete
24	MFA	70	Complete
25	FTM	90	Complete
26	LPS	70	Complete

27	IAP	80	Complete
28	ADE	70	Complete
Amount		1780	
Average		64	

Source: The result score of reading post- test 1 at VIII.C class of SMPN 1 Batanghari on October 10th 2019

Table 10
The Frequency of Student's Score in Post-test 1

No	Grade	Frequencies	Percentage	Explanation
1	>70	16	57 %	Complete
2	< 70	12	43%	Uncomplete
	Total	28	100 %	

Source: The result score of reading post- test 1 at VIII.C class of SMPN 1 Batanghari on October 10th,2019.



Figure 5: The Percentage of the Students' Score on Post-test 1

Based on the result above, it could be seen that 16 students (57%) got score up to the minimum mastery criteria and 12 students (43%) got a score less than the standard. It was higher than the result of a pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. The learning process was said success when 70% of students got to score ≥ 70 . The fact showed that the result was unsatisfying.

3) Observing

In observation of the writer's action, the collaborator observed the students' activities. The writer as a teacher gave material about reading text especially descriptive text by using the GRASP strategy.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in the discussion would get the point by ticking it on the observation sheet for meeting I and meeting II. The indicators of the students' activities were:

- a. Some students paying attention of teachers explanation.
- b. Some students asking and answering question from the teacher.
- c. Some students active in the class.
- d. Some students able to do in the class.

The result of the students' learning activities could be seen as follows:

Table 11
The Students' Learning Activities Observation in Cycle I

No	Name Students	The Aspects that Observed			
		The students' paying attention of teacher's explanation	The students' asking/ answer question	The students' active in class	The students' able do the task
1.	SMD	√	√	√	√
2.	NIS	√	√	-	√
3.	MFA	√	√	√	√
4.	HHB	-	√	-	-
5.	EDA	√	-	√	√
6.	FUF	-	-	-	√

7.	MPK	-	√	√	√
8.	SIP	√	-	-	√
9.	LRA	√	-	√	-
10.	AAH	-	-	-	√
11.	MLM	√	-	-	√
12.	AGT	-	-	-	√
13.	AES	√	-	-	√
14.	YCD	-	√	√	-
15.	PNA	√	-	-	√
16.	RFS	√	-	√	√
17.	KNA	-	√	√	-
18.	GPA	√	-	-	√
19.	AAT	√	√	-	√
20.	GPA	-	-	-	-
21.	APA	√	√	√	√
22.	SAW	-	√	-	-
23.	MND	√	√	√	√
24.	MFA	-	√	-	-
25.	FTM	-	√	√	-
26.	LPS	-	√	-	-
27.	LAP	√	√	-	-
28.	ADE	√	-	√	√
→	TOTAL	16	15	12	18

Source: The result students' learning activity at VIII C class of SMPN 1 Batanghari on October 10th, 2019.

Table 12
The Frequency Students' Learning Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention of the teacher explanation.	16	57%
2	The students' asking/answering question.	15	54%
3	The students active in the class.	12	43%
4	The students able do the task.	18	64%
Total Students		28	
The Average Percentage		55%	

Source: The result students' learning activity at VIII C class of SMPN 1 Batanghari on October 10th, 2019.

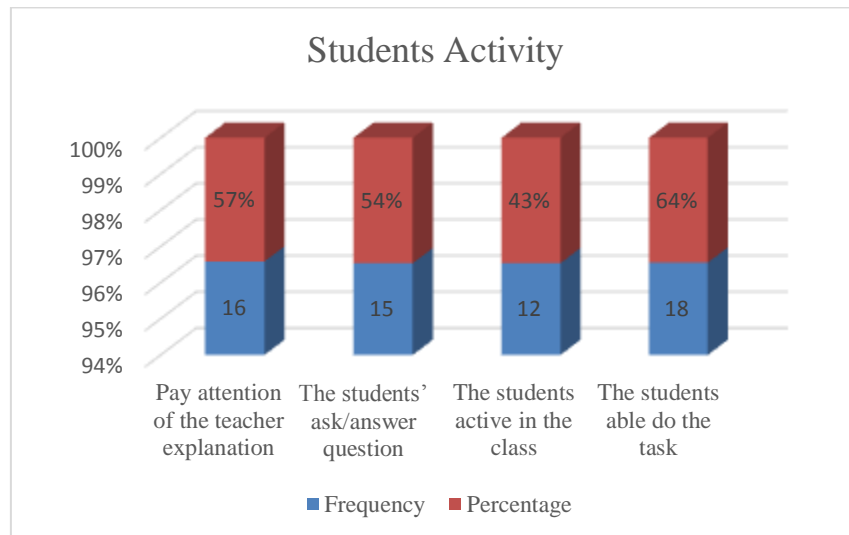


Figure 6: The Percentage of Students Learning Activities in Cycle I

From the table show that not all the students' active in the learning process. There were 16 students (57%) who gave attention to the teacher explanation, 15 students (54%) who understood the materials, 12 students (43%) were able to do the task and 18 students (64%) who active in the class.

4) Reflecting

From the result observation in the learning process in cycle I, it could be concluded that the learning process has not achieved minimum mastery criteria (MMC) of the research before. At the end of this cycle, the writer analyzed and calculated all the processes like students' pre-test scores and the result of students' post-test I score. The comparison between the pre-test score and post-test I score was as follow:

Table 13
The Comparison Between of result Pre-Test and Post-Test I Score
in Cycle I

NO	Students Name	Pre-Test	Post-Test I	Improving	Explanation
1	SMD	70	70	0	Constant
2	NIS	50	80	30	Improved
3	MFA	50	60	10	Improved
4	HHB	60	60	0	Constant
5	EDA	70	50	-20	Declined
6	FUF	50	70	20	Improved
7	MPK	50	70	20	Improved
8	SIP	50	70	20	Improved
9	LRA	80	50	-30	Declined
10	AAH	50	70	20	Improved
11	MLM	50	60	10	Improved
12	AGT	70	20	-50	Declined
13	AES	60	50	-10	Declined
14	YCD	50	80	30	Improved
15	PNA	40	70	30	Improved
16	RFS	40	60	20	Improved
17	KNA	50	80	30	Improved
18	GPA	50	20	-30	Declined
19	AAD	50	50	0	Constant
20	GPA	30	60	30	Improved
21	APA	40	40	0	Constant
22	SAW	80	80	0	Constant
23	MND	80	80	0	Constant
24	MFA	70	70	0	Constant
25	FTM	70	90	20	Improved
26	LPS	80	70	-10	Declined
27	IAP	70	80	10	Improved
28	ADE	70	70	0	Constant
	TOTAL	1630	1780	150	
	AVERAGE	58	64		
	HIGH SCORE	80	90		
	LOW SCORE	30	20		

Table 14
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
>70	11	16	Complete
< 70	17	12	Incomplete
Total	28	28	

Then, the graph of comparison students reading comprehension pre-test and post-test I score in cycle I could be seen as follow:

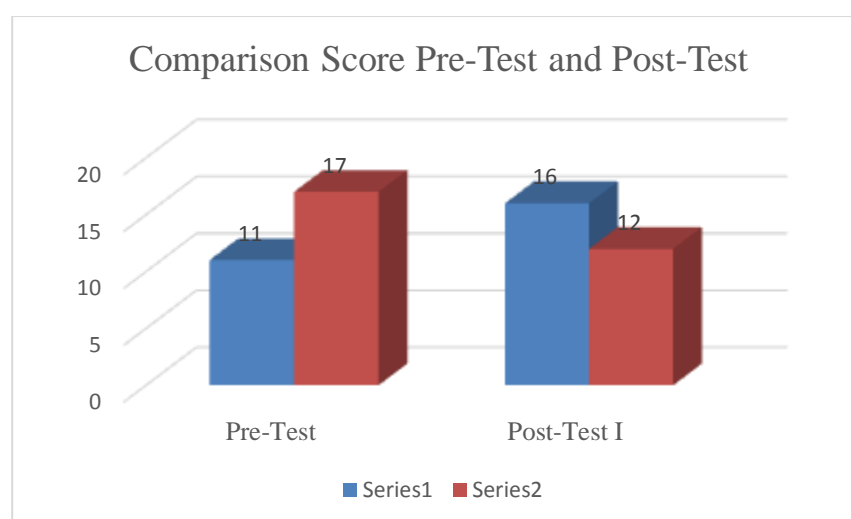


Figure 7: The Comparison the Students' Pre-test and post-test I in cycle I

The table and the graphic above, it could be inferred that 17 students (61%) were not successful and 11 other students (39%) were successful. The successful students were those who got the minimum mastery criteria at SMPN 1 Batangahari at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the writer got an average of 64, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1, it could be seen that 16 students (57%) got grade up to the standard and 12 students (43%) got grade less than the standard. It was higher than the result of the pre-test.

The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. The learning process was said successful when 70% of students got to grade ≥ 70 . The fact showed that the result was unsatisfied.

Regarding the result of the student's post-test I score and the observation of student's activities in cycle I, it caused of giving the subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they did not get difficulties to answer the question and some students got failure in the test of cycle I. So, the writer had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

c. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I the steps of cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the writer and collaborator planned to give the material for students in reading comprehension by descriptive text with the GRASP strategy.

The writer and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem and found the causes of the problem at the first and the last of learning activities. The writer also planned to give an evaluation to measure the students' mastery of the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on Tuesday, October 15th, 2019 at 10.35 until 12.00 followed by 28 students. The writer began the lesson greeting, praying, checking the attendance list and asking the students' condition. The writer continued the material in the last meeting, explained the generic structure and tenses in the text.

Therefore, the writer gave the students a descriptive text and asked the students to read the text. The title of text is Mount Bromo. Then, I asked the students to make a group consists of four students. The teacher gives text to students. The title of the text is Way Kambas. The students read of the texts for 10 minutes and students close the text that be given by teacher. The teacher asks students about all of information of the text and the students write all of information from the text in white board every group.

The students return the texts and read text again for can be more information. The teacher helps students for arranged information about text (definition and text). Then students rewrite the simple sentences. The students make conclusion as summarizing. The writer gave the same question for all students who had the name and they answered it.

b) The second meeting

The second meeting was conducted on Thursday, October 17th, 2019. This meeting used to post-test II at the end of cycle II, for 2x45 minutes after the students given the action. Then, the writer applied this strategy. The writer asked the students to makes a group consists of four students. The teacher gives text to students. The students read of the texts for 10 minutes and students close the text that be given by teacher. The teacher asked students about all information of the text and the students write all of information from the text in the whiteboard every group.

The students return the texts and read text again for can be more information. The teacher helps students for arranged information about text (definition and text). Then students rewrite the simple sentences. The students make conclusion as summarizing.

The writer gave the same question for all students who had the name and they answered it.

Furthermore, the third meeting was conducted on 22nd October 2019. This meeting used a post-test cycle I with a similar task on a pre-test before. Kinds of the test were essay tests which consisted of 10 items. The result of the students' test in post-test II was better than the test in post-test I before. The result of post-test II in the following:

Table 15

The Students' Post Test II score

NO	Students Name	Score	Criteria
1	SMD	70	Complete
2	NIS	100	Complete
3	MFA	80	Complete
4	HHB	60	Incomplete
5	EDA	50	Complete
6	FUF	90	Complete
7	MPK	70	Complete
8	SIP	70	Complete
9	LRA	50	Incomplete
10	AAH	50	Incomplete
11	MLM	80	Complete
12	AGT	50	Incomplete
13	AES	60	Incomplete
14	YCD	90	Complete
15	PNA	60	Incomplete
16	RFS	80	Complete
17	KNA	80	Complete
18	GPA	70	Complete
19	AAD	80	Complete

20	GPA	80	Complete
21	APA	70	Complete
22	SAW	80	Complete
23	MND	70	Complete
24	MFA	90	Complete
25	FTM	80	Complete
26	LPS	80	Complete
27	IAP	90	Complete
28	ADE	60	Incomplete
Amount		2040	
Average		73	

Source: The resulting score of reading post-test II at VIII.C class of SMPN 1 Batanghari on Thursday, October 22nd, 2019.

Table 16

The Frequency of students' score in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	>70	21	75 %	Complete
2	< 70	7	25%	Incomplete
	Total	28	100 %	

Source: The resulting score of reading post-test II at VIII.C class of SMPN 1 Batanghari on Thursday, October 22nd, 2019.

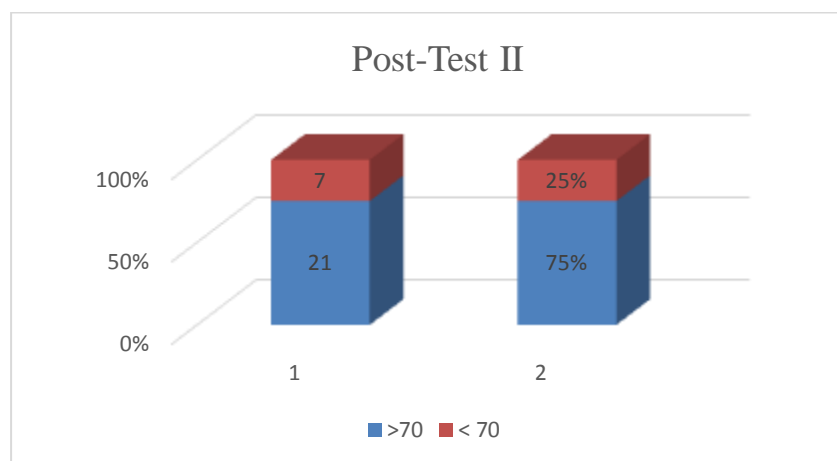


Figure 8: The Percentage of the Students' Score on Post-test II

Based on the result above, it could be inferred that 21 students (75%) were successful and 7 other students (25%) were not successful. From the post-test 2 results, the researcher got an average of 73. It was higher than post-test 1 in cycle I.

3) Observing

In this step, the writer presented the material by the guide, reading, and summarizing procedure (GRASP) strategy. In the learning process, there were also four indicators used to know the students' activities like in the learning process previously.

Based on the result of the observation sheet in cycle II, the writer indicated that the learning process in cycle II was successful. The resulting score of students' learning activities observation, as follows:

Table 17
The Students' Learning Activities Result in Cycle II

No	Name	The Aspect that Observed			
		The students' pay attention to the teacher's explanation	The students' asking/answering question	The students' active in class	The students' ability to do the task
1.	SMD	√	√	√	√
2.	NIS	√	√	√	√
3.	MFA	√	√	√	√
4.	HHB	√	√	-	√
5.	EDA	√	√	√	-
6.	FUF	√	√	-	√
7.	MPK	√	√	√	
8.	SIP	√	√	√	√
9.	LRA	-	√	√	√
10.	AAH	√	√	-	√
11.	MLM	√	√	√	-
12.	AGT	√	√	-	√
13.	AES	√	√	√	-
14.	YCD	√	√	√	√
15.	PNA	√	√	√	√
16.	RFS	√	-	√	√
17.	KNA	√	-	√	√
18.	GPA	√	√	√	√
19.	AAD	√	-	√	√
20.	GPA	√	√	-	√
21.	APA	√	√	√	-
22.	SAW	√	√	√	√
23.	MND	√	√	√	√
24.	MFA	√	-	-	√
25.	FTM	√	√	√	-
26.	LPS	-	-	-	√
27.	IAP	√	-	√	-

28.	ADE	√	√	√	√
		26	22	22	21

Source: The resulting score students' learning activity at VIII class of SMPN 1 Batanghari on Tuesday, October 22nd, 2019.

Table 18
The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher explanation	26	92%
2	The students' asking/answering question	22	79%
3	The students active in the class	22	79%
4	The students able to do the task	21	75%
Total Students		28	
The average percentage		81%	

Source: The resulting score students' learning activity at VIII class of SMPN 1 Batanghari on Tuesday, October 22nd, 2019.

Then, the graph of the percentage of students activities in cycle

II, as follow:

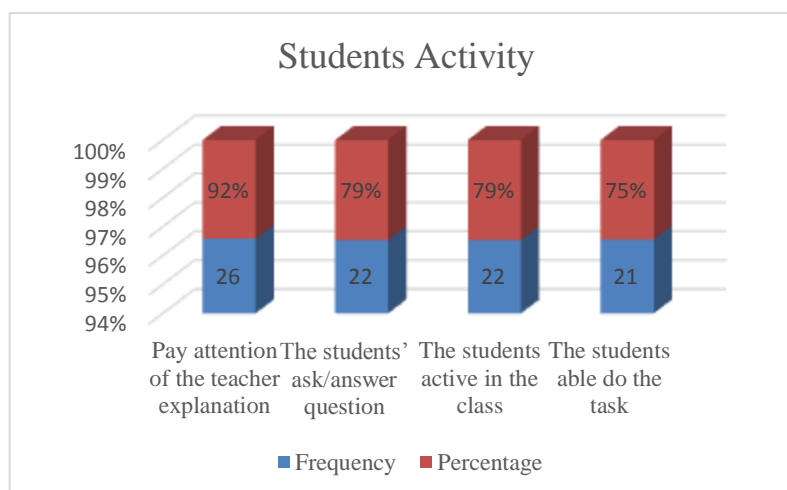


Figure 9: Figure of Learning Activity in Cycle II

The table above show that the students' activity in cycle II was increased. The students' activity that had high percentage were the students pay attention of the teacher explanation 92%, then, the

students ask/answer the question from the teacher 79% and the students active in the class 79%, and the last the students able do the task 75%. Based on the result above, the researcher indicated that the learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

4) Reflecting

From the result of the learning process in cycle II the writer analyzed that generally by using the guide, reading, and summarizing procedure (GRASP) strategy, the reading comprehension ability would improvement.

At the end of this cycle, the writer and the collaborator analyzed and calculated all the processes like student's post-test II scores and observation of student's learning activities. The comparison between students' post-test I score and post-test II score could be compared on the following table:

Table 19
The Comparison Between Post-Test I Score and Post-Test II Score

NO	Students Name	Post-Test I	Post-Test II	Improving	Explanation
1	SMD	70	70	0	Constant
2	NIS	80	100	20	Improved
3	MFA	60	80	20	Improved
4	HHB	60	60	0	Constant
5	EDA	50	50	0	Constant
6	FUF	70	90	20	Improved
7	MPK	70	70	0	Constant
8	SIP	70	70	0	Constant
9	LRA	50	50	0	Constant

10	AAH	70	50	-20	Declined
11	MLM	60	80	20	Improved
12	AGT	20	50	30	Improved
13	AES	50	60	10	Improved
14	YCD	80	90	10	Improved
15	PNA	70	60	-10	Declined
16	RFS	60	80	20	Improved
17	KNA	80	80	0	Constant
18	GPA	20	70	50	Improved
19	AAD	50	80	30	Improved
20	GPA	60	80	20	Improved
21	APA	40	70	30	Improved
22	SAW	80	80	0	Constant
23	MND	80	70	-10	Declined
24	MFA	70	90	20	Improved
25	FTM	90	80	-10	Declined
26	LPS	70	80	10	Improved
27	IAP	80	90	10	Improved
28	ADE	70	60	-10	Declined
	TOTAL	1780	2040	260	
	AVERAGE	64	73		
	HIGH SCORE	90	100		
	LOW SCORE	20	50		

Table 20
The Comparison of Students' Score in Post-Test I and Post-Test II

Interval	Post-Test I	Post-Test II	Explanation
>70	16	21	Complete
< 70	12	7	Incomplete
Total	28	28	

Then, the graph of comparison students reading Descriptive text post-test I and post-test II score in cycle II could be seen as follow:

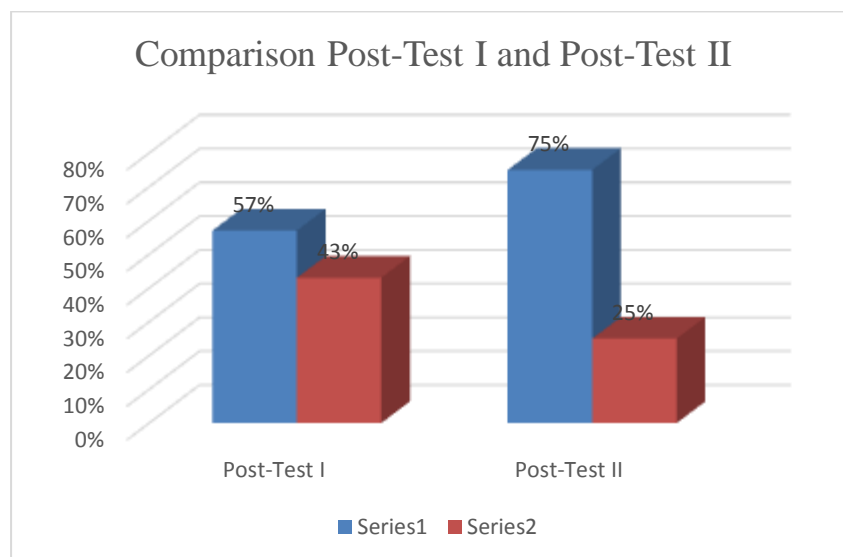


Figure 10: The Comparison of the Percentage of the Students' Score on Pre-test, Post-test I and Post-test II

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 100 and the lowest score is 50. The average score of post-test II was 72,85. Besides, the percentages of students' successful of the post-test II score were 75% or 21 students of the total students passed the minimum mastery criteria and 25% or 7 students did not pass the minimum mastery criteria at least 70. It means that the indicator of the success of this research had been achieved that was $\geq 70\%$ of students were gotten score 70. It indicated that the students' reading was improved.

Regarding the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It

means that the GRASP strategy improves a student's ability in reading comprehension.

B. Interpretation

Reading would be easier to understanding when it supported by the right strategy or technique because the lesson will take more concrete for students and the students have to complete understanding. During the research, the writer observed that the students were enthusiastic to attention from teacher explanation in the learning process.

The writer assumes that teaching reading by using a guide, reading and, summarizing, procedure (GRASP) strategy can improve students' reading comprehension. Guide, Reading, and Summarizing, Procedure (GRASP) is a teaching strategy that enables teachers and students to read and develop text context. So, it has proved that the GRASP strategy could be one of the interesting strategies for teaching reading.

1. Result of Students Learning

a. Result of students Pre- Test Score

In this phase, the writer presented the pre-test to measure the student's ability before implementing the treatment. The writer obtained the data through the test in the form of an essay test which completed for 90 minutes. It was done on Tuesday, October 1st 2019. The result of the pre-test showed that most of the students got difficult for doing the test.

Based on the table 7 the students' average was 58, it showed that most of the students have not passed yet in achieving the minimum mastery criteria (MMC) at least 70. In this phase, only 11 students out of 28 students passed of the minimum mastery criteria MMC.

b. Result of Students Post- Test 1 Score

In this research, to know the students reading comprehension after implementing the treatment the writer conducted the post-test I. It was done on Thursday, October 10th, 2019. Based on table 9 the students' average was 64, it is shown that most of the students have not passed yet in achieving the minimum mastery criteria (MMC) at least 70. In this stage, there are 16 students out of 28 students passed of the minimum mastery criteria. It could be concluded that most of the students failed in achieving the material.

c. Result of Students Post- Test II Score

In this phase, the writer continued to cycle II because the score of post-test I in cycle I did not fulfill the minimum mastery criteria (MMC) before that was only 57% passed the minimum mastery criteria (MMC). The writer presented the post-test II to measure the students' ability after implementing the treatment. The writer obtained the data through the test in the form of an essay test which completed for 90 minutes. It was done on Tuesday, October 22nd, 2019.

Based on the table 15 students average were 73, it showed that most of the students have to achieve the minimum mastery criteria

(MMC) at least 70. In this phase, 21 students out of 28 students of 75% of students passed of the minimum mastery criteria (MMC) and the research was successful.

2. Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II

English learning process was successful in cycle I but the students' average score was low. While. The score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. the following was the table of illustration score in cycle I and cycle II.

Table 21
The Comparison of Reading comprehension of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Nama Students	Score				
		Pre-Test	Post-Test I	Post-Test II	Improving	Explanation
1	SMD	70	70	70	0	Constant
2	NIS	50	80	100	50	Improved
3	MFA	50	60	80	30	Improved
4	HHB	60	60	60	0	Constant
5	EDA	70	50	50	-20	Declined
6	FUF	50	70	90	40	Improved
7	MPK	50	70	70	20	Improved
8	SIP	50	70	70	20	Improved
9	LRA	80	50	50	30	Improved
10	AAH	50	70	50	-20	Declined
11	MLM	50	60	80	30	Improved
12	AGT	70	20	50	-20	Declined
13	AES	60	50	60	10	Improved
14	YCD	50	80	90	40	Improved
15	PNA	40	70	60	-30	Declined
16	RFS	40	60	80	40	Improved
17	KNA	50	80	80	30	Improved
18	GPA	50	20	70	20	Improved

19	AAD	50	50	80	30	Improved
20	GPA	30	60	80	50	Improved
21	APA	40	40	70	30	Improved
22	SAW	80	80	80	0	Constant
23	MND	80	80	70	-10	Declined
24	MFA	70	70	90	20	Improved
25	FTM	70	90	80	-10	Declined
26	LPS	80	70	80	10	Improved
27	IAP	70	80	90	20	Improved
28	ADE	70	70	60	-10	Declined
	TOTAL	1630	1780	2040	400	
	AVERAGE	58	64	73		
	HIGH SCORE	80	90	100		
	LOW SCORE	30	20	50		

Table 22
The Comparison of Students' Pre-Test, Post-Test I Score in
Cycle I and Post-Test II Score in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
>70	11	16	21	Complete
< 70	17	11	7	Incomplete
Total	28	28	28	

Based on the result of the pre-test, post-test I and post-test II, it was known that there was a positive significant improvement of the students' score. It could be seen from the students get score 70 from 11 to 16 became 21. Therefore, the writer concludes that the research was successful because the indicator of success in this research had been achieved.

The writer shows the graph of the result of pre-test, post-test I and post-test II, as follow:

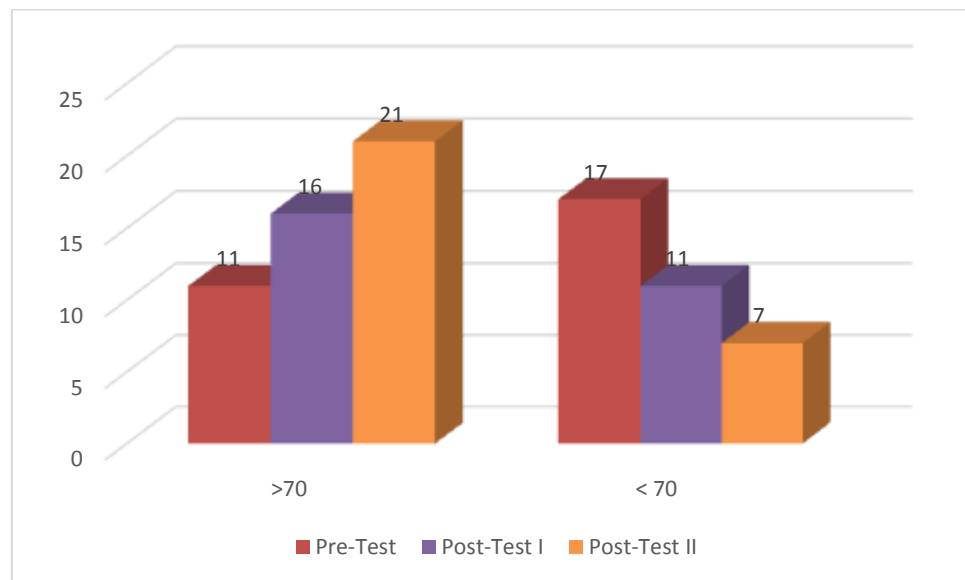


Figure 11: The Comparison Score of Students Reading Comprehension in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I

Based on the graph above, it could be inferred that the guide, reading, and summarizing, procedure (GRASP) strategy could improving the students' ability in reading comprehension ability. It is supported by improving the score of the students from pre-test to post-test I and from post-test I to post-test II.

3. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on the observation sheet. The table improvement of it as follow:

Table 23
The Percentage of Students Learning Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Paying attention of teacher explanation	16	57%	26	92%	Improved
2	The students' asked/answer question	15	54%	22	79%	Improved
3	The students active in the class	12	43%	22	79 %	Improved
4	The students able do the task	18	64%	21	75%	Improved
The average percentage			55%	81%		

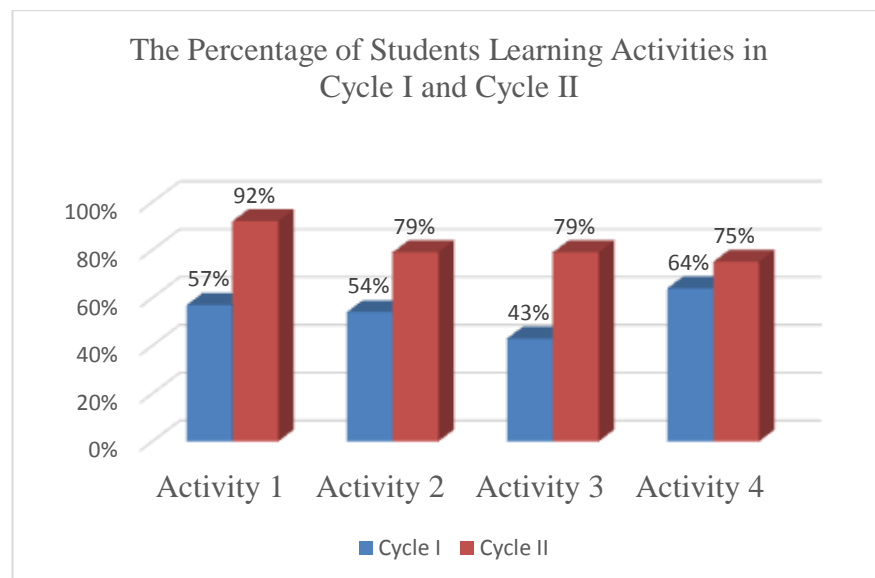


Figure 12: Figure of Learning Activity in Cycle I and Cycle II

Based on the data had gotten, it can be explained as follow:

a) The students paying attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was improved. In cycle I was only 57% and in cycle II 92%, it improved 35%.

b) The students asking/answering question from the teacher

The students who ask/answered question from the teacher was improved from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 25%, from cycle I 54% and cycle II 79%.

c) The students active in the class

The active students in class were improved. It could be seen on the cycle I 43% and cycle II also 79%, it improved 36%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improvement in learning activities when GRASP strategy was applied in the learning process from cycle I up to cycle II.

d) The students able to do task

The students who had done the task were improved. It could be seen on the cycle I 64% and cycle II 75%, it improved 11 %.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of guide reading and summarizing procedure (GRASP) strategy improve the students' ability in reading

comprehension. There was progress average score from 58 to 64 and to 73.

From the graph 10, we could be seen that there was an improvement in the average score and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 58 and only 11 students or (39%) passed the test.

Moreover, in the post-test I there was 16 students or (57%) passed the test the indicator students get score ≥ 70 with an average of 64. In addition, in the post-test II, there were 21 students or (75%) passed the test the indicator students get score ≥ 70 with an average of 73. From the explanation, the writer concluded that the research was successful and it could be stopped in cycle II because the indicator of success 70% of students got to score 70 was reached.

C. Discussion

In teaching reading to the SMPN 1 Batanghari especially in students of eighth class, based on the pre-survey there are some problems like some student's did not have enough vocabulary. That was because they did not have the ability to structure the sentence. In addition, they also were not able to determine a main idea and supporting idea, they also low motivation in reading, and low reading comprehension ability. The writer used the guide, reading, and summarizing, procedure (GRASP) strategy to improve the students' ability in reading comprehension.

The writer used this strategy to organize idea students and made students more active in reading comprehension in learning English. There was positive improvement about students learning activities using the guide, reading, and summarizing, procedure (GRASP) strategy. Therefore, strategy hopefully is useful in learning activities.

Based on the explanation of cycle I and cycle II, it can be shown that the use of GRASP strategy could improve the students' ability in reading. There is progress from the students gets score ≥ 70 from pre-test (39%) or 11 students, post-test I (57%) or 16 students and post-test II become (75%) or 21 students. We can be seen that is an improvement in the student's complete score and a total of the score of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the minimum mastery criteria (MMC) was 70 in this research, in the post-test I there is 16 students or (57%) passed the test with the average 64 and the post-test II is 21 students or (75%) who passed the test with average 73. From the explanation, the writer concludes that the research is successful and it can be stopped in cycle II because the indicator of success 70% of students got score ≥ 70 are reached.

The result of the student's activities in cycle I and cycle II are improved. Pay' attention of the teacher' explanation from 57% become 91%, the students' ask/answer question from 54% become 79%, the students' activeness in the class from 43% become 79%, the students' able do the task

from 64% become 75%, The result of students' activities in cycle I and cycle II, there are improvement about students' learning activities.

In GRASP strategy, such as in Manzo is suitable for teaching reading. It has several advantages to improve learning in reading to students. In addition, it has been proven by several previous research and also solving some difficulties in teaching reading. In addition, GRASP strategy teaches to students summarizing independently.

In conclusion, based on the above explanation that GRASP strategy is suitable for teaching reading after the writer have treated and during the research. GRASP strategy more effective to teaching reading comprehension ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the writer would like to describe the conclusion that the reading comprehension could be improved through the guide, reading, and summarizing, procedure strategy at the eighth graders of SMPN 1 Batanghari.

GRASP strategy can improve reading comprehension at the eighth graders of SMPN 1 Batanghari. It could be seen on the progress from pre-test to cycle I and cycle II. The average score from pre-test 58 to post-test 64 became 73 in post-test II. In cycle I, 16 students passed the test. Moreover, in cycle II 21 students get score ≥ 70 . It means that the result of cycle II had already reached the indicator of success that was $> 75\%$ of students fulfill the minimum mastery criteria (MMC).

In addition, GRASP strategy can improve learning activity at the eighth graders of SMPN 1 Batanghari. The Result of post-test II proves that the percentage of student's learning activity is 81%. It means that GRASP strategy can improvement the student's learning activity.

B. Suggestion

Based on the conclusion above, it can be delivered some suggestions to be shared more attention in teaching and learning process go to:

1. For English Teacher

- a. The teacher should prepare and select the appropriate strategy and materials to produce an effective teaching-learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching-learning process enjoyable, such as selecting text or new teaching media.
- b. The teacher should use the guide, reading, and summarizing, procedure (GRASP) strategy in English learning especially in reading because it can improve students' reading comprehension.
- c. The teacher should give motivation to the students to be active in the learning process.

2. For the Students

It suggested to the students to be more active in the learning process in the class and improve their ability in reading comprehension so they can succeed in English learning.

3. For Headmaster

To support the English teacher to use the guide, reading, and summarizing, procedure (GRASP) strategy in the learning process, because the guide, reading and summarizing, procedure (GRASP) strategy is so helpful.

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APPENDICS

SILABUS SMP N 1 Batanghari

Mata Pelajaran : Bahasa Inggris
 Kelas : VIII
 Kompetensi Inti :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
 KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
 KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI 4: Mengolah, menyaji, dan menalar 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.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda <i>Fungsi sosial</i> Membanggakan, menjual, mengenalkan, mengidentifikasi,	Mengamati <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat 	KRITERIA PENILAIAN <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. 	2 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan

menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya	<p>mengkritik, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan (1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p>	pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.	<ul style="list-style-type: none"> Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan</p>	<ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derkriptif. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. <p>CARA PENILAIAN:</p>	<p>guru menggunakan akan setiap tindakan komunikasi interspersional/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://a
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	<p>(2) Kata ganti <i>it, they, she, we, dst.; our, my, your, their, dst.</i></p> <p>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>.</p> <p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take, dll.</i></p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb</i> secara tepat</p>	<p>tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan 	<p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. 	<p>merica nengli sh.stat e.gov/f iles/ae/ resour ce_file s - http://learnenglish.britishcouncil.org/en/https://www.google.com/</p>
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	<p>dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>dari teks deskriptif tentang orang, binatang, dan benda.</p> <ul style="list-style-type: none"> Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks nama orang, binatang, benda yang dideskripsikan sifat orang, binatang, benda yang dideskripsikan tindakan orang, binatang, benda yang dideskripsikan 	<ul style="list-style-type: none"> Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p>	
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			<ul style="list-style-type: none"> • Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. • Lembar soal dan hasil tes 	
	<ul style="list-style-type: none"> - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. 			

			<p>gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, 	

			<p>benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membayangkan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa 		
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMP N 1 Batanghari

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/ I

Materi Pokok : Deskriptif teks

Alokasi Waktu : 2 x 40 menit

A. Core Competence.

KI1	Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI 2	Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
KI 3	Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI4	Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.10 Apply the text structure and the linguistic element to implement the social function of descriptive text by stating and asking about the descriptions of people, animals, and objects, short and simple, according to the context of its use.	<ul style="list-style-type: none">• Mention information such as living creatures and objects that are in the text.• Finding some new vocabulary in the text.• Shows structure descriptive text in the text.• Linking information contained in the text into learning activities• Finding mind ideas in the text.

C. Learning Objective:

1. Students are able to demonstrate cooperation in group
2. Students are able to demonstrate a caring and responsible attitude in the process of learning
3. Students are able to develop the creativity in writing descriptive text appropriately.
4. Students are able to describe the objects that are around using English.
5. Students are able to identify the underlying idea, specific and detailed information from the descriptive text.
6. Students able to capture meaning in the descriptive text.
7. Students able to understand the information of the descriptive text.

D. Learning Material

What is Descriptive text?

Descriptive text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Generic Structure of Descriptive text

- Identification: Identifies phenomenon (person, place, or thing) that will be described.
- Description: Describes parts, qualities, characteristics, etc

Language Feature of Descriptive text

- The use of Specific participant (*my house, uncle joko*)
- The use of adjective (*a beautiful beach, a handsome man*)
- The use of adverbial phrases of time and place (*in the garden, two days ago*)
- The use of the simple present tense
- The use of action verbs (*walk, sleep, wake up*)

Example

Way Kambas National Park



Way Kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG), but the last few years this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant conservation in

taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country. In Way Kambas National Park, there are some endangered animals such as Sumatran Rhinos, Sumatran elephant, Sumatran tiger, Mentok Rimba, and Buaya sepi. There are also so some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other birds.

E. Learning Strategy: Guide, Reading, and Summarizing, Procedure (GRASP)

F. Media, Tools, and Source

1. Media : Teks, worksheet
2. Tools : Market, white board
3. Source : Book related topic, Descriptive text , worksheet, answer sheet.

G. Learning Procedure

1st Meeting

Activity	Explanation	Allocation
Pre-activity	<ul style="list-style-type: none"> Teachers greet students in English and check students ' attendance. The teacher provided some reference questions regarding the descriptive text material that had been studied at the previous meeting. Teachers explain the purpose of learning from writing this description text. Associating daily life activities with materials to be learned 	15 minutes

While-activity	<p>Observing</p> <ul style="list-style-type: none"> • The teachers ask students to form a learning group. • The teacher gives each group a descriptive text to be studied. <p>Questioning</p> <ul style="list-style-type: none"> • With the teacher guidance, students get the chance to about anything in descriptive text. <p>Exploring</p> <ul style="list-style-type: none"> • The teacher asks the students to read the text individually <p>Associating</p> <ul style="list-style-type: none"> • The teacher told students to read the descriptive text then the student closed the text as read. • Teachers gives questions to students and students to answer the question. • Teachers and students write down their answers. • The teacher tells the students to read the text again after read text the students correlate information from the steps one. 	50 minutes

	<ul style="list-style-type: none"> • The teacher helps students for arranged information about text to create simple sentences and then students make the text content conclusions. <p>Communicating</p> <ul style="list-style-type: none"> • The teacher gives test. • The teacher asks the students to answer some question. 	
Post-activity	<ul style="list-style-type: none"> • Providing on the learning process: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something? • Summing up what is learned today the assignment of about animal. • Presenting a learning activity plan for the next meeting, 	15 Minutes

2st Meeting

Pre-activity	<ul style="list-style-type: none"> • Teachers greet students in English and check students ' attendance. • The teacher provided some reference questions regarding the descriptive text material that had been studied at the previous meeting. • Teachers explain the purpose of learning from writing this description text. 	15 minutes
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	<ul style="list-style-type: none"> • Associating daily life activities with materials to be learned. 	
While-activity	<p>Observing</p> <ul style="list-style-type: none"> •The teachers ask students to form a learning group. •The teacher gives each group a descriptive text to be studied. <p>Questioning</p> <ul style="list-style-type: none"> •With the teacher guidance, students get the chance to about anything in descriptive text. <p>Exploring</p> <ul style="list-style-type: none"> •The teacher asks the students to read the text individually <p>Associating</p> <ul style="list-style-type: none"> •The teacher told students to read the descriptive text then the student closed the text as read. •Teachers give questions to students and students to answer the question. •Teachers and students write down their answers. •The teacher tells the students to read the text again, after read text the students correlate information from the steps one. 	50 minutes

	<ul style="list-style-type: none"> • The teacher helps students for arranged information about text to create simple sentences and then students make the text and conclusion. <p>Communicating</p> <ul style="list-style-type: none"> • The teacher gives test. • The teacher asks the students to answer some question. 	
Post-activity	<ul style="list-style-type: none"> • Providing on the learning process: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something? • Summing up what is learned today the assignment of about animal. • Presenting a learning activity plan for the next meeting, 	15 Minutes

H. Assessment

Teknik: Unjuk kerja

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 petruck cave there is no lighting that illuminates the cave. It is still very natural cave so that petruck cave is very dark to be entered. Petruck cave's name is taken from the punokawan of puppet character that is petruck. The cave named petruck cave because the length of cave is as long as petruck'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

1. What is the text purpose?

Answer: _____

2. Why did petruk cave named as one of character in punokawan puppet?

Answer: _____

3. Which part of petruk cave which used for place to put foods for ancestor?

Answer: _____

4. What is stalactites means?

Answer: _____

5. What is “lead” means in paragraph 2?

Answer: _____

6. What is the mean idea of the passage?

Answer: _____

7. What does the paragraph 2 talks about?

Answer: _____

8. What does “it” in the first paragraph line three refer to?

Answer: _____

9. Where is the location of petruk cave?

Answer: _____

10. How many floors there are the first basic cave?

Answer: _____

a. Rubric Scoring of Reading Comprehension

No.	Criteria	Score	Number of Item
1.	Students can identify the meaning of the ideas in the text	20	2
2.	Students can identify the communicative purpose of the text	20	2
3.	Students can identify main idea of the text	30	3
4.	Students can identify information contained in the text	30	3
	Total	100	10

b. Attitude Rubric

No	Aspects	Score
1.	Respect	
2.	Care	
3.	Confidence	
4.	Curiosity	

Note:

1 : Enough

2 : Good

3 : Very Good

THE PRE-TEST

Mata Pelajaran : Bahasa Inggris

Kelas : X IPA/IPS

Waktu : 20 menit

Read the text carefully then answer the questions!

Bali is an island in the Indonesia archipelago. It is in the south of the equator and has warm weather all the year. The rainy season is November to April, but it can rain anytime. Bali is 120 kilometers wide from east to west and 80 kilometers from north to south, so everywhere is quite close to the sea. Bali is shaped like a diamond. Mouth Agung, a volcano, is 3.142 meters high and is visible from far away. Most of the people are Hindus. There are many temples and many religious festivals.

Tourism is the most important industry. Many tourists visit Bali to see beautiful scenery and interesting festivals, to swim in the warm seas, to look at beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings, and wood crafts.

1. “but it can rain anytime.” The underlined word refers to?

Answer:

2. What is the purpose of the text?

Answer:

(Question 3 – 5)

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast.

Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people’s coming to the Losari beach. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts. In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

3. What is the main idea of the first paragraph?

Answer:

4. The sentence "Losari is its waterfront of Makassar." in third paragraph implies.... ?

Answer:

5. Where is losari beach?

Answer:

(Question 6-9)

Raja Ampat or 'Four Kings', is the name given to some islands in West Papua and comes from a local myth. The four major islands are Waigeo, Misool (which is home to ancient rock painting), Salawati, and Batanta. Raja Ampat is located in the bird head of the island of Papua. Underwater enthusiasts flock to this region because it offers the world's best marine sight.

In the Raja Ampat islands, divers can explore vertical underwater walls. The thrill of drift diving is another great challenge. The territory within the islands of the Four Kings is enormous, covering 9.8 million acres of land and sea, home to 540 types of corals, more than 1,000 types of coral fish and 700 types of mollusks. This makes it the most diverse living library for world's coral reef and underwater biota. According to a report developed by The Nature Conservancy and Conservation International, around 75% of the world's species live here. When divers first arrive here their excitement is palpable. It's common to hear people praise God as they take in the remarkable scenery. Others prefer to remain in silence taking in the overwhelming sight of

so many islands with crystal clear water that softly brushes over the white sandy beaches.

6. The text is about ... of Raja Ampat?

Answer:

7. In the sentence “divers can explore vertical underwater walls”, which word is a phrase?

Answer:

8. Which of the following is implied in the passage?

Answer:

9. What is the last paragraph mostly about?

Answer:

Kediri is a name of a town. It is situated in a valley between the Kelud and Wilis mountains and inhabited by about 1.3 million people. In the center 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 chili town by the locals. There is a big river called Brantas cutting off the center of the town. Besides temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is a delicacy of Kediri and has a distinctive taste.

The cigarette factory dominates the town's economy and employs the majority of the women labor force. Kediri and the cigarette 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.

10. What is the text tells about?

Answer:

**Post-Test 1 of Reading Comprehension sheet in Descriptive
text**

Name:

Class:

Direction:

- 1. Write your name and class on your answer sheet!**
- 2. Read the text then answer the question**
- 3. You may not cheat with your friends!**
- 4. Check your answer before submitting!**

Text 1

Questions for number 1-10

There is cute cat at my cousin's house. She called it Mirno, because it always meows when it meets her. It likes sitting on the sofa. Mimo is fat. It has sharp yellowish eyes and thick, soft black and white fur. It does not look like other cats because it has a short tail. It loves eating salted fish. My cousin feeds it every day.

1. What is the text about?

Answer:

2. Where does Mimo like sitting?

Answer:

(Question Number 3-10)

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

3. How old is peter? He is.. years old.

Answer:

4. The writer is...years old.?

Answer:

5. According to the passage, we know that Peter?

Answer:

6. It is implied in the passage that..?

Answer:

7. From the text, we may conclude that...?

Answer:

8. What is the text mostly about?

Answer:

9. What is the text purpose?

Answer:

10. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by ...?

Post-Test 2 of Reading Comprehension sheet in Descriptive text

Name:

Class:

Direction:

5. Write your name and class on your answer sheet!
6. Read the text then answer the question
7. You may not cheat with your friends!
8. Check your answer before submitting!

Question Number 1-5

Mount Bromo

Mount Bromo (Indonesian: Gunung Bromo), is an active volcano and part of the Tengger massif, in East Java, Indonesia. At 2,329 metres (7,641 ft) it is not the highest peak of the massive area, but is the most well known. The massive area is one of the most visited tourist attractions in East Java, Indonesia. The volcano belongs to the Bromo Tengger Semeru National Park. It's so beautiful. The best views from Mount Bromo to the Sand Sea below and the surrounding volcanoes are at sunrise. The viewpoint on Mount Penanjakan can also be reached on foot in about two hours. From inside the caldera, sulfur is collected by workers.

Taken from: BSE Contextual Teaching and Learning

1. The main idea of the paragraph above is...?
Answer:
2. What is the interesting in Mount Bromo?
Answer:
3. From the text above, it can be known that the purpose of the writer in writing the text is?
Answer:
4. The **massive** area is one of the most visited tourist attractions in East Java, Indonesia. The bold italicized word mean.....?
Answer:
5. What do you think of Mount Bromo based on this text?
Answer:

(Question Number 6-10)

There is cute cat at my cousin's house. She called it Mirno, because it always meows when it meets her. It likes sitting on the sofa. Mimo is fat. It has sharp yellowish

eyes and thick, soft black and white fur. It does not look like other cats because it has a short tail. It loves eating salted fish. My cousin feeds it every day.

6. What is the text about?

Answer:

7. Where does Mimo like sitting?

Answer:

8. Please your make simple conclusion from the text?

Answer:

9. Who is Mimo?

Answer:

10. There is cute cat at my cousin's house.

Answer:

ANSWER SHEET PRE-TEST

NAME : I made Prindi Kencana

CLASS : VIII³

1. The rainy season
2. ~~Uluwatu~~ Bali is an island in the Indonesia archipelago ~~Uluwatu~~ to describe Bali island
3. ~~Uluwatu~~ beach beautiful
4. ~~Uluwatu~~ Matassar
5. Matassar
6. To describe ~~Uluwatu~~ Ampat
7. Vertical underwater walls
8. ~~Uluwatu~~ Ampat
9. ~~Uluwatu~~ Ampat or four kings
10. Rediri

50

ANSWER SHEET P RE-TEST

NAME : Muhammad Fadhil Amri

CLASS : VIII^s

1. The rainy season

2. To describe Bali Island

3. beautiful

4. borders Makassar

5. Makassar

6. to describe Raja Ampat

7. Vertical underwater walls

8. Raja Ampat

9. Raja Ampat or Four Kings

10. Kediri

SO

ANSWER SHEET P RE-TEST

NAME : Ridho Firmansyah

CLASS : VIII.C

1. the rainy season
2. ~~Information~~ To describe Bali island
3. beautiful
4. Borders
5. MAKASSAR
6. to describe raja ampat island
7. Vertical underwater walls
8. raja ampat
9. raja ampat or Four king
10. kediri

40

ANSWER SHEET P RE-TEST

NAME : ADNAN GUSNATIAN

CLASS : VIII³

1. the rainy season
2. ~~information~~ To describe Bali Island
3. ~~beach~~ beautiful
4. ~~describe Bali Island~~ Bodres Makassar
5. Makassar
6. To describe islands
7. Vertical underwater walls
8. Raja Ampat
9. Raja Ampat of four kings
10. Bedin

70

ABSEN SISWA

SMP NEGERI 1 BATANGHARI

NO.	NAMA	KELAS
1	Hamam huri ahmad B	1. VIII VIII ³
2	Muhammad fadhil Amri	2. VII ³
3	Marsya Nopitria Dela	3. VIII ³
4	Putri Neumala	4. VIII ³
5	Ela Destrana	5. VII ³
6	Lydia Putri Setio	6. VIII.C
7	ARLEA DARA ENJELITA	7. VIII ³
8	Financas Tegar M.P	8. VII ³
9	Ganti Indah Purwati	9. VIII ³
10	Muhammad fadhil Amro	10. VIII ³
11	Imase pansi pencepo	11. VIII VIII ³
12	Galang Pratama	12. VII ³
13	SEPTI Ayu Wu	13. VII ³
14	ADNAN GUSNATIEN	14. VIII ³
15	AULYA EKA S.	15. VII VIII ³
16	Ridho FIRMANSYAH	16. VII ³
17	Yurana Citra Dewi	17. VIII.C
18	Kersta Nima Amanti	18. Amf
19	ARRIAN PRANANTA	19. VII ³
20	Nahar eban sodiq	20. VIII VII ³
21	Ahmad Adhafi	21. VII ³
22	Fareza Umi Fadillah	22. VIII VIII.C/3
23	Salimatin Mufidoh	23. VII ³
24	Maelani melasari	24. VII ³
25	AHFATUL AZIZAH	25. VIII ³
26	Galang Pramana	26. Conny VIII ³
27	INTAN APRILIANI	27. VIII ³
28	LEONORA RIZKIE AGUSTIN	28. VIII ³
29		29.

The Students' of Result Post-Test 1 score

NO	Students Name		Score	Criteria
1	SMD		70	Complete
2	NIS		80	Complete
3	MFA		60	Incomplete
4	HHB		60	Incomplete
5	EDA		50	Complete
6	FUF		70	Complete
7	MPK		70	Complete
8	SIP		70	Complete
9	LRA		50	Complete
10	AAH		70	Complete
11	MLM		60	Incomplete
12	AGT		20	Incomplete
13	AES		50	Incomplete
14	YCD		80	Incomplete
15	PNA		70	Complete
16	RFS		60	Incomplete
17	KNA		80	Complete
18	GPA		20	Incomplete
19	AAD		50	Incomplete
20	GPA		60	Incomplete
21	APA		40	Incomplete
22	SAW		80	Complete
23	MND		80	Complete
24	MFA		70	Complete
25	FTM		90	Complete
26	LPS		70	Complete
27	IAP		80	Complete
28	ADE		70	Complete
Amount			1780	
Average			63.57142857	

ANSWER SHEET Post - Test I

NAME : Putri Nurmaia

CLASS : VIII³

70

1. The writer cat ✓
2. on the sofa ✓
3. Fourteen years old ✓
4. eighteen years old ✓
5. John is the youngest ✗
6. diligent ✗
7. Peter is a well learning person ✗
8. Peter ✓
9. To informasi the readers about Peter ✓
10. ... like sport ✓

ANSWER SHEET Post-Test I

16

NAME : NAHAR IRFAN SODIA

CLASS : 4th 8.2










- 1) Car h
- 2) On The sofa L
- 3) Brighten young old h
- 4) Eighteen h
- 5) Youngest brother h
- 6) Diligent L
- 7) Peter is a well coming person h
- 8) Peter h
- 9) To inform the words about Peter h
- 10) Peter interested in sports view h



ANSWER SHEET PRE-TEST

NAME : Yuliana Citra Dewi
CLASS : VIII.C

Jawaban

1. The writer cat 
2. In the sofa 
3. eighteen 
4. eighteen
5. youngest brother 
6. Peter is diligent 
7. Peter is a welcoming person 
8. Peter 
9. To inform the reader about Peter. 
10. Peter interested in sports very much, and at school he play football and tennis. 

ANSWER SHEET P RE-TEST

NAME : Gilang Pramono

CLASS : VIII³

20

1	The winter cafe	X
2	On the sofa	X
3	Eighteen years old	X
4	Eighteen	X
5	John	X
6	Peter is Diligent	X
7	Peter is a very welcoming person	X
8	Petter X Peter	
9	TO inform the readers about Peter	
10	Plays football and tennis	X

inform X

ANSWER SHEET Post-Test I

NAME : ADNAN GUSNATIAN
CLASS : VIII³

1. ~~is~~ cat ~~X~~

2. It likes sitting on the sofa ~~X~~

3. eighteen ~~X~~

4. eighteen ~~X~~

5. John ~~X~~

6. peter is diligent ~~X~~

7. Peter is a welcoming person ~~X~~

8. ~~Peter~~ Peter ~~X~~

9. too in forms the records about Peter ~~X~~

10. plays football and tennis ~~X~~

20

ANSWER SHEET PRE-TEST

NAME : AULYA EKA S.
CLASS : VIII³.

50

- 1). Tentang kucing / cat. ✓
- 2). the sofa, ✗ on the sofa
- 3). ~~Fourteen~~ years old. eighteen years old. ✗
- 4). eighteen years old. ✓
- 5). John ✗
- 6). Peter is diligent, Smart. ✓
- 7). Peter is a Welcoming Person. ✓
- 8). Peter ✓
- 9). To Informasi the readers about peter ✗ Inform
- 10). He is the best badminton player ✗

ABSEN SISWA

SMP NEGERI 1 BATANGHARI

NO.	NAMA	KELAS Vm ³
1	Gilang Pramara	1. <u>Gilang</u>
2	Ahmad Adhavi	2. <u>Adh</u>
3	M. Dzaki NUR SAUM	3. <u>Saum</u>
4	Faneza Umi Fadillah	4. <u>Faneza</u>
5	Abrar Irfan Sodr	5. <u>Abd</u>
6	Bela enjel Lia	6. <u>Bill</u>
7	INTAN INTAN APRILIARU	7. <u>Intan</u>
8	MAELANI MELASARI	8. <u>Mel</u>
9	Yuliana Citra Dewi	9. <u>Yul</u>
10	Ridho Firmansyah	10. <u>Rid</u>
11	Adnan gunation	11. <u>Adn</u>
12	AULYA EKA SETYANINGSIH	12. <u>Alya</u>
13	SEPTI AYU WULANDARI	13. <u>Septi</u>
14	APRIAN PRANAVITA	14. <u>Apr</u>
15	Imase Praga Nencap	15. <u>Im</u>
16	Kesya Nira Amanda	16. <u>Kes</u>
17	Muhammad fadhil amri	17. <u>Amr</u>
18	Muhammad fadhil Amri	18. <u>Amr</u>
19	Abmanyu fadlurrahman x.	19. <u>Abm</u>
20	Hamam huri ahmad B.	20. <u>Ham</u>
21	GILANG Pratama	21. <u>Gil</u>
22	Ahfatul Azizah	22. <u>Ah</u>
23	Salimatin Mufidoh	23. <u>Sal</u>
24	Firantyas tegar m-p	24. <u>Fir</u>
25	ELA DESTRIANA	25. <u>El</u>
26	Lydia Putri Setia	26. <u>Ly</u>
27	Putri Nurmala	27. <u>Put</u>
28	Arreya Dara Enseita	28. <u>Ar</u>
29	Ganti Indah Purwati	29. <u>Ganti</u>

The Students' Post Test II score

NO	Students Name	Score	Criteria
1	SMD	70	Complete
2	NIS	100	Complete
3	MFA	80	Complete
4	HHB	60	Incomplete
5	EDA	50	Complete
6	FUF	90	Complete
7	MPK	70	Complete
8	SIP	70	Complete
9	LRA	50	Incomplete
10	AAH	50	Incomplete
11	MLM	80	Complete
12	AGT	50	Incomplete
13	AES	60	Incomplete
14	YCD	90	Complete
15	PNA	60	Incomplete
16	RFS	80	Complete
17	KNA	80	Complete
18	GPA	70	Complete
19	AAD	80	Complete
20	GPA	80	Complete
21	APA	70	Complete
22	SAW	80	Complete
23	MND	70	Complete
24	MFA	90	Complete
25	FTM	80	Complete
26	LPS	80	Complete
27	IAP	90	Complete
28	ADE	60	Incomplete
Amount		2040	
Average		72.8571	

ANSWER SHEET POST-TEST 2

NAME : Hamam hani ahmad baitaaiCLASS : ~~VIII~~ VIII³

1. Mount Bromo

2. The massive area is one of the most visited tourist attractions in East Java, Indonesia

3. Describing Mount Bromo

4. Besar

5. Heppy

6. mmo

7. sofa

8. mmo ~~my~~ my cousin cat

9. kucing

10. manis

ANSWER SHEET POST-TEST 2

NAME : ARLEA DARA ENJELITA

CLASS : VIII 3 B'3

- 1 mount Bromo
- 2 the massive area is on of the most visited tourist attractions in East Java, Indo
- 3 the Volcano belongs to the Bromo Tengger ~~Sentani~~ National Park It is so beautiful
- 4 Besar
- 5 Nece, excited
- 6 describing cat
- 7 on the sofa
- 8 It has sharp yellowish eyes and thick, soft black and ~~white~~ fur
- 9 ~~My name~~ arfanya kucing
- 10 ~~My name~~ cat ~~sekarang~~

ANSWER SHEET POST-TEST 2

NAME : Adnan gosanlian
CLASS : VII³

- 1 of mount Bromo
 - 2 The massive one is one of ~~the~~ The most visited tourist attractions is East Java, Indonesia
 - 3 describing
 - 4 Besar
 - 5 Happy
-
- 1 the cat
 - 2 on the sofa
 - 3 there is a cat at my cousin's house
 - 4 mima tuh kucing
 - 5 manis / imut

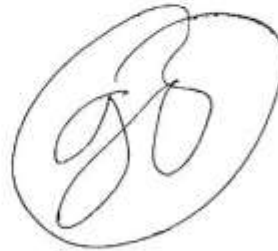
ANSWER SHEET POST-TEST 2

NAME : Yuliana Citra Dewi

CLASS : VIII. C

Jawaban






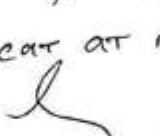
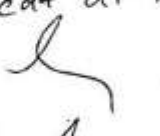

1. Of Mount Bromo
2. The massive area is one of the most visited tourist attractions in East Java, Indonesia.
3. Describing Of the Mount Bromo
4. The massive area => Area yang besar
5. I am Enjoy and scintery
6. Describing of the cat
7. On the sofa
8. Describing of the minipat my cousin's
9. Mamma is fat
10. Cute => imut



ANSWER SHEET POST-TEST 2

NAME : M. Fadhil Amru




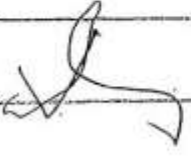
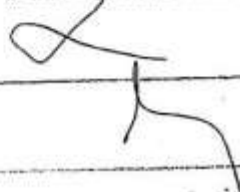
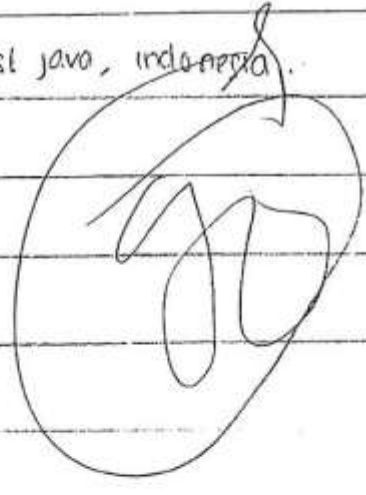
CLASS : VIII³

1. mount Bromo 
2. the massive area is one of the most visited ~~tourist attractions~~ ^{in Indonesia} with Eats Java,
3. ~~Describe~~ ^{Describe} of the Mount Bromo 
4. ~~enjoy my life~~ Besar 
5. enjoy my life 
6. the car 
- 7 on the sofa 
8. there is ~~a~~ ^{are} car at my ~~country's~~ ^{house}
9. car 
10. ~~man's~~ man's 

go

ANSWER SHEET POST-TEST 2

NAME : INTAN APRILIYANI
CLASS : VIII³ (delapan tiga)

1. mount Bromo 
 2. The massive area is one of the most visited tourist attractions in East Java, Indonesia.
 3. describe mount Bromo
 4. massive artinya: besar
 5. Enjoy, Happy.
-
1. describing of the cat 
 2. on the sofa 
 3. describing of the mimi of my cousin's 
 4. mimi is Fat
 5. cute artinya imut 
- 

THE STUDENTS' ACTIVITIES OBSERVATION SHEET

Meeting : □ in the cycle I
 Day/Date : Thursday, October 10th, 2019
 Material : Descriptive Text

No.	Students' Name	Score				TOTAL
		1	2	3	4	
1.	Salimatus Mufidah	✓	✓	✓	✓	4
2.	Nahar Irfan Sodik	✓	✓	-	✓	3
3.	Muhammad Fadhil Amru	✓	✓	✓	✓	4
4.	Hananihur Athanah B	-	✓	-	-	1
5.	Ela Restiana	✓	-	✓	✓	3
6.	Fareza Umi Fadillah	-	-	-	✓	1
7.	I Made Prati Kencana	-	✓	✓	✓	3
8.	Santi Indah Pusumhi	✓	-	-	✓	2
9.	Leonora Rieke Agustin	✓	-	✓	-	2
10.	Ahmadul Azizah	-	-	-	✓	1
11.	Mollani Melasari	✓	-	-	✓	2
12.	Adnan Gusnati	-	-	-	✓	1
13.	Aulya Eka Syanningsih	✓	-	-	✓	2
14.	Yuliana Citra Dewi	-	✓	✓	-	2
15.	Putri Nurmalia	✓	-	-	✓	2
16.	Ridho Firmansyah	✓	-	✓	✓	3
17.	Keisya Mira Amanda	-	✓	✓	-	2
18.	Galang Pratama	✓	-	-	✓	2
19.	Ahmad Adhari	✓	✓	-	✓	3
20.	Gilang Pramana	-	-	-	-	0
21.	Aprian Pranata	✓	✓	✓	✓	4
22.	Sepi Ayu Wulandari	-	✓	-	-	1
23.	M. Nurfitri Dela	✓	✓	✓	✓	4
24.	Muhammad Fadhil Amru	-	✓	-	-	1
25.	Finantgas Tegar M.f	-	✓	✓	-	2
26.	Lyda Putri Setra	-	✓	-	-	1
27.	Intan Aprela	✓	✓	-	-	2
28.	Aleya Dora enjelita	✓	-	✓	✓	3
29.						

1 57%

2 54%

3 43%

4 64%

NOTES:

Indicators of the students' activities that observed are:

1. Some students paying attention of teachers explanation.
2. Some students asking and answering question from the teacher.
3. Some students are active in the class.
4. Some students are able to do in the class.

Direction:

- Give a tick (✓) for the active student
- Let it empty for un active student.

The Collaborator



Laras Wiraswesti, S.Pd
NIP. 198208132008012011

Batanghari, October 2019

Researcher,



AGUS PRASETYO
NPM: 1501070146

THE STUDENTS' ACTIVITIES OBSERVATION SHEET

Meeting : II in the Cycle II
 Day/Date : Tuesday, October 22nd, 2019
 Material : Descriptive Text

No.	Students' Name	Score				TOTAL
		1	2	3	4	
1.	Salimatun Mupidah.	✓	✓	✓	✓	4
2.	Nahar Irfan Sadiq	✓	✓	✓	✓	4
3.	Muhammad Fadhil Amru	✓	✓	✓	✓	4
4.	Hanani Ahmad B	✓	✓	-	✓	3
5.	Ela Destiana	✓	✓	✓	✓	4
6.	Fadmeza Umi Fadillah	✓	✓	-	✓	3
7.	Imade Pande Panji Kencana	✓	✓	✓	-	3
8.	Santi Indah Purnanti	✓	✓	✓	✓	4
9.	Leonora Rizki Agustina	-	✓	✓	✓	3
10.	Ahmadul Azizah	✓	✓	-	-	2
11.	Maelani Melasari	✓	✓	✓	✓	4
12.	Adnan Gusnanti	✓	✓	-	-	2
13.	Aulya Ela Syaningsih	✓	✓	✓	✓	4
14.	Yuliana Octa Dewi	✓	✓	✓	✓	4
15.	Rutri Murnala	✓	✓	✓	✓	4
16.	Pidho Firmansyah	✓	-	✓	✓	3
17.	Keisya Nina Amanda	✓	-	✓	✓	3
18.	Galang Pratama	✓	✓	✓	✓	4
19.	Ahmad Alhadi	✓	-	✓	✓	3
20.	Gilang Ramana	✓	✓	-	✓	3
21.	Aprian Pranata	✓	✓	✓	-	3
22.	Septi Ayu Wulandari	✓	✓	✓	✓	4
23.	M. Nurfitri Dila	✓	✓	✓	✓	4
24.	Muhammad Fadhli Amri	✓	-	-	✓	2
25.	Fyranthyas Tegar M.P	✓	✓	✓	-	3
26.	Lydia Putri Setra	-	-	-	✓	1
27.	Intan Aprelia	✓	-	✓	-	2
28.	Arlaya dani Enjelita	✓	✓	✓	✓	4
29.		26	22	22	21	

1 92 %
 2 79 %
 3 79 %
 4 75 %

NOTES:

Indicators of the students' activities that observed are:

1. Some students paying attention of teachers explanation.
2. Some students asking and answering question from the teacher.
3. Some students are active in the class.
4. Some students are able to do in the class.

Direction:

- Give a tick (✓) for the active student
- Let it empty for un active student.

The Collaborator



Laras Wiraswesti, S.Pd
NIP. 198208132008012011

Batanghari, October 2019

Researcher,



AGUS PRASETYO
NPM: 1501070146

Field Notes

Cycle	Note Students' Attitude
<p style="text-align: center;">1st Meeting (October 3th 2019)</p>	<ol style="list-style-type: none"> 1. Most of the students still confused in following the learning English both of group or individually. There some students who are very enthusiastic in following the learning process. Then are students who feel bored but also feel happy when I use that strategy. 2. Most of the students were not responsible about their answer, when the teacher asked about material they only give a little answer. 3. Most of the students were not confidence to share their ideas while teaching-learning in process when the teacher gives questions about the material. 4. Some of the students did not giving attention while giving the treatment.
<p style="text-align: center;">2nd Meeting (October 8th 2019)</p>	<ol style="list-style-type: none"> 1. Some of the students began interested in following the learning English both of group or individually but not all students. There are still some students that they are still confused and there are a few new students who still recognize it. 2. Some of the students were responsible about their answer. 3. Some of the students were confidence in sharing ideas while the teaching-learning process. 4. Some of the students could give the attention while giving the treatment.
<p style="text-align: center;">1st Meeting (October 15th 2019)</p>	<ol style="list-style-type: none"> 1. Some of the students were a enjoyed following the learning in class as a group or individually. The students begin to be active in the learning process and feel

		<p>comfortable.</p> <ol style="list-style-type: none"> Most of the students were accountable about their answer. The students could be more confidence in sharing ideas while the teaching-learning process. Most of the students could give the attention and enthusiastic about the new strategy that the reseracher given.
	<p>2nd Meeting (October 17th 2019)</p>	<ol style="list-style-type: none"> Most of the students were active in following learning English both of group or individually. Most of the students enjoyed the new learning strategy. Most of the students could be more accountable about their answer. Most of the students were confidence in sharing ideas while the teaching-learning process to the other. Most of the students enthusiastic to applied the strategy to comprehend the text.

Batanghari, 2019

Observer,



Laras Wiraswesti, S.P.d
NIP.19830602 200903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0649/In.28.1/J/TL.00/03/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP NEGERI 1 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **AGUS PRASETYO**
NPM : 1501070146
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING READING COMPREHENSION OF THE EIGHT GRADERS OF SMP NEGERI 1 BATANGHARI BY USING DISCOVER ISOLATE SEPARATE SAY EXAMINE CHECK AND TRY (DISSECT) IN THE ACADEMIC YEAR 2018/2019

untuk melakukan *pra-survey* di SMP NEGERI 1 BATANGHARI.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





**PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 BATANGHARI**

*Jl. Kapten Harun 46 Banarjoyo Kec. Batanghari Telp (0725) 46892
Email: smpn1bth@yahoo.co.id*



SURAT IZIN PRA SURVEY

Nomor : 422/ 244 / 02/ SMP N.1/ 2019

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Batanghari Kabupaten Lampung Timur, menanggapi surat dari INSTITUT AGAMA ISLAM NEGERI METRO, Nomor: B-0649/In.28.1/J/TL.00/03/2019 Hal : Izin Pra Survey, dengan ini memberikan izin kepada :

Nama	: AGUS PRASETYO
NPM	: 1501070146
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Fakultas	: TARBIAH DAN ILMU KEGURUAN

Untuk mengadakan Penelitian dalam rangka penyelesaian tugas akhir skripsi, dengan judul:
"IMPROVING READING COMPREHENSION OF THE EIGHT GRADERS OF SMP
NEGERI 1 BATANGHARI BY USING DISCOVER ISOLATE SEPARATE SAY EXAMINE
CHECK AND TRY (DISSECT) IN THE ACADEMIC YEAR 2018/2019".

Demikian Surat Izin ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 06 Agustus 2019
Kepala Sekolah,



Nomor : B-3062 /In.28.1/J/PP.00.9/9/2019
Lamp : -
Hal : BIMBINGAN SKRIPSI

30 September 2019

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
 2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Agus Prasetyo
NPM : 1501070146
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving Reading Comprehension By Using Guide Reading And Summarizing Procedure (GRASP) Among The Eighth Graders Of SMP N 1 Batanghari In The Academic Year 2019/2020

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telpon (0725) 41507; Faksimili (0725) 47290; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3161/In.28/D.1/TL.01/10/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **AGUS PRASETYO**
NPM : 1501070146
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION ABILITY BY USING GUIDE READING AND SUMMARIZING PROCEDURE (GRASP) AMONG THE EIGHTH GRADERS OF SMP N 1 BATANGHARI IN THE ACADEMIC YEAR 2019/2020".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 07 Oktober 2019



Yang Bertanggung Jawab,
Pejabat Setempat

Hj. Kusnanti S.Pd. M.A.
196202021983012002



Wakil Dekan I,

Dra. Isti Fatonah MA
19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3162/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 1 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3161/In.28/D.1/TL.01/10/2019, tanggal 07 Oktober 2019 atas nama saudara:

Nama : **AGUS PRASETYO**
NPM : 1501070146
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION ABILITY BY USING GUIDE READING AND SUMMARIZING PROCEDURE (GRASP) AMONG THE EIGHTH GRADERS OF SMP N 1 BATANGHARI IN THE ACADEMIC YEAR 2019/2020".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 07 Oktober 2019
Wakil Dekan I,

Dra. Isti Fatonah MA

NIP. 19670531 199303 2 003



**PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 BATANGHARI**

*Jl. Kapten Harun 46 Banarjoyo Kec. Batanghari Telp (0725) 46892
Email: smpn1bth@yahoo.co.id*



SURAT IZIN SURVEY

Nomor : 422/ 273 / 02/ SMP N.1/ 2019

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Batanghari Kabupaten Lampung Timur, menanggapi surat dari Institut Agama Islam Negeri Metro (IAIN), Nomor: B-3162/In.28/D.1/TL.00/10/2019 Hal : Izin Survey, dengan ini memberikan izin kepada :

Nama	: AGUS PRASETYO
NPM	: 1501070146
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Untuk mengadakan OBSERVASI/SURVEY di SMP Negeri 1 Batanghari, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penlisan tugas akhir/skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION ABILITY BY USING GUIDE READING AND SUMMARIZING PROCEDURE (GRASP) AMONG THE EIGHTH GRADERS OF SMPN 1 BATANGHARI IN THE ACADEMIC YEAR OF 2018/2019".

Demikian Surat Izin ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 17 Oktober 2019
Kepala Sekolah,



AGATEMI, S.Pd,M.M



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-943/In.28/S/OT.01/11/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : AGUS PRASETYO
NPM : 1501070146
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070146.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Nopember 2019
Kepala Perpustakaan



Mokhammad Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Agus Prasetyo

NPM : 1501070146

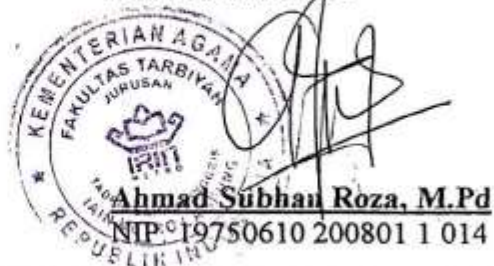
Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : *An Introduction to English Morphology*

Metro,

Ketua Jurusan TBI



SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Agus Prasetyo

NPM : 1501070146

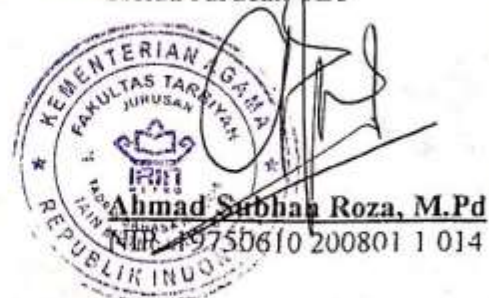
Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul :

Metro,

Ketua Jurusan TBI





KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama : AGUS PRASETYO

Fakultas/Jurusan : TBI

NPM : 1501070146

Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Rabu 24/4-19		✓	Reuse background of story.	Agus
2	8/5-19		✓	elaborate the background of story. please make clear !	Agus
3	15/5-19.		✓	Acc ch- I continue to ch-II.	Agus
4	19/6-19		✓	elaborate more about dissect strategy.	Agus

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.

NIP. 198305112009122004



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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama : AGUS PRASETYO

Fakultas/Jurusan : TBI

NPM : 1501070146

Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
5	Senin 8/7-19.		✓	Acc ch. II continue to ch. III -	Agus
6	Selasa 9/7-19		✓	Revise ch. III	Agus
7	Kamis 19/7-19		✓	Elaborate more about Reflecting	Agus
8	Kamis 25/7-19		✓	Acc ch. II continue to 1st Advisor	Agus

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 198305112009122004



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : AGUS PRASETYO

Fakultas/Jurusan : TBI

NPM : 1501070146

Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 27/6 -19.		✓	write a clear Instruction	Agus
	Senin 30/6 -19			Ace 1 PD	Agus.

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 198305112009122004



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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : AGUS PRASETYO

Fakultas/Jurusan : TBI

NPM : 1501070146

Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
11	Jumat 1/11-19.		✓	Reuse ch. IV.	
12	Jumat 8/11-19		✓	Reuse description of the research!	
13	Jumat 15/11-19		✓	Acc ch. IV Continue to 1st Advisor	
14					

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 198305112009122004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

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Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama : AGUS PRASETYO

Fakultas/Jurusan : TBI

NPM : 1501070146

Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Rabu / 19/04/2019	✓		- Revise Bab I - Revise Table of Content. R. Subhan Roza, M.Pd Dosen Pembimbing I	Agus. Agus.

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag.

NIP. 196112211996031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA

**INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Derwanta Kampus 15 A Irangmulyo Kota Metro Lampung 34111
Telp. (0725) 41501 Fax. (0725) 47296 Email: iaimetro@iaimetro.ac.id website: www.iaimetro.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : AGUS PRASETYO

Fakultas/Jurusan : TBI

NPM : 1501070146

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
				<i>Agus Prasetyo</i>	<i>Agus</i>

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Raza, M.Pd.

NIP. 197506102008011014

Pembimbing I,

Dr. Mahrus Asa'ad, M.Ag.

NIP. 196112211996031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA

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Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : AGUS PRASETYO

Fakultas/Jurusan : TBI

NPM : 1501070146

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4		✓		- Review BAB III - much to learning activity.	
		✓		- Review chapter IV - Bab 4 dan 5 - Kesimpulan	

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.

NIP. 197506102008011014

Pembimbing I,

Dr. Mahrus Asa'ad, M.Ag.

NIP. 196112211996031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : AGUS PRASETYO

Fakultas/Jurusan : TBI

NPM : 1501070146

Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1		✓		Parse of table content	
2		✓		Parse Bab II 1. Definition of reading comprehension ability	
3		✓		2. Revise of measurement of reading comprehension ability suitable from activity of reading comprehension	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, MA.g
NIP. 196112211996031001

THE DOCUMENTATION OF RESEARCH

1. Pre-Test Activity Tuesday, 1st October 2019



The condition of students' doing pre-test

2. Treatment Activity Thursday, 3th October 2019



The teacher explain material





The students read the material



The students write information of the text, after the writer give question



The students make summarizing

Tuesday, 8th October 2019





3. Post-test I Activity Thursday, 10th October 2019





The condition of students' doing post-test I

Treatments Activity Cycle II on Tuesday, 15th October 2019





The treatment on Thursday, 17th October 2019





The writer given Post-Test II in Cycle II on Tuesday, 22nd October 2019



The condition of students' doing post-test

CURRICULUM VITAE



The name of writer is Agus Prasetyo he was born in Bumi Nabung Baru, on December 23, 1996.

He is the first child of happy couple, Wanto and Karyati.

In 2007, he graduated from SDN 02 Bumi Nabung Baru, East Lampung. At the time 2011, he graduated from SMPN 1 Rumbia. Then, he continued his study to STM Paramarta Seputih Banyak and graduated in 2014. In 2015, he entered S1 English Education Program of states islamic studies of Metro (IAIN Metro).