THE EFFECTIVENESS OF GRASP STRATEGY ON STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADE OF SMAN 1 BALONG PONOROGO IN ACADEMIC YEAR 2021/2022

THESIS

By

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ABSTRACT

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Reading is activity to get meaning of the text. The teachers should provide the appropriate strategy which achieved the aim of the reading. One alternative strategy is GRASP (Guided Reading And Summarizing Procedure). This strategy has four aspects that are preparing to read, reading to remember, grouping remembered information, and the last writing the summary.The objective of this research is to find out whether there is significant difference between the students' reading comprehension that are taught by using GRASP strategy and those who are not taught using GRASP strategy at the eleventh grade of SMAN 1 Balong Ponorogo in academic year 2021/2022.

This research applied quantitative research and used quasi-experimental design. This research used two classes as experimental class which was taught using GRASP strategy and control class which was not taught by using GRASP strategy. The population was taken from the eleventh grade students of SMAN 1 Balong Ponorogo which is consist of 101 students. The number of sample was 47 students of experimental class and control class by using simple random sampling. The technique of data collection is test and documentation. The data analysed by using SPSS 26 for windows.

The result of the research showed that the mean score of experimental class and control class were 74,80 and 70,43 respectively. It means that the experimental class score higher than control class score. The result of T-test calculation showed that value of t_{test} is higher than the value of t_{table}. The value of was t_{test} 2,161 and the t_{table} was 2,068. It can be concluded that H_a is accepted and H_o is rejected.

It implied that there is significant difference on students' reading comprehension achievement who are taught by using GRASP strategy and who are not taught by using GRASP strategy. Therefore, it means that GRASP is effective in reading comprehension at the eleventh grade students' of SMAN 1 Balong Ponorogo in academic year 2021/2022.

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CHAPTER 1

The researcher covers the following topics in this chapter: background of the study, its objectives, limitations, statement of the difficulties, significance of the research, and structure of the study.

A. Background of the Study

One of the most crucial academic topics is English. As an international language, English language skills must be possessed by students. Learning English includes reading, speaking, listening and writing. The four components must collaborate with each other so that students can more easily understand learning English which will be useful in current or future life. The process of learning English is also carried out with various methods. Generally, learning English will be easier to understand if it is poured in reading media that can be easily read over and over again in order to comprehend the reading's subject matter. For this reason, reading activities are an essential aspect of learning English at school.

Reading is a very significant activity in both teaching and learning. so that since childhood, even before entering elementary school, students are required to have reading skills. Reading is the most essential thing to know many things in life. Reading can help us learn a lot of things that will help us live better in future. Roger Farr in Damaianti states that "Reading is the Heart of Education" which can be interpreted that student in order to get a qualified education must have the ability to read well[1]. For this reason, the ability to read comprehension must be emphasized more to students because with a good understanding in reading, a person is able to access a lot of useful information, broaden

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[1] Vismaia Damaianti, *Metode Penelitian Pendidikan Bahasa* (Bandung: Remaja Rosdakarya, 2007).4.

 horizons, and increase new knowledge so that he becomes a person who is smarter and stronger in facing various challenges in life.

According to Tarigan, reading is an activity planned and used by readers to obtain a message that is purposefully transmitted by the author through the use of words or written language[2]. Abdurrahman states that this reading aims in order to comprehend the concept of reading, but in general reading activities in the learning process are often found that students are not able to achieve these goals. In other words, many children are already fluent in reading activities but do not fully comprehend the reading's topic[3].

One of the problems that are often faced in reading is difficult for students to understand a reading effectively where this is also influenced by interest in reading in students who are still low. Based on test data from PIRLS (*Progress in International Raeding Literacy Study*) interest in reading in school children in Indonesia is ranked fourth from the bottom with a total of 45 countries participating in 2006[4]. For this reason, it has become a spotlight in the world of education in order to improve the quality of reading and understanding of students in school. Reading this will be a constructive activity that is able to stimulate the development of individual potential in building an attitude and individual mind so that they can better understand various problems, think critically, and easily solve problems.

Strategy in the learning process becomes a very influential component in improving student's reading comprehension skills. In this case, strategy is needed in reading comprehension. This strategy is defined as a science or tips in utilizing the many

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[2] H Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Penerbit Angkasa, 2008). 7

[3] Sinta Maria Dewi et al., "Efektivitas Strategi Direct Reading Thingking Activities Terhadap Peningkatan Kemampuan Membaca Pemahaman Di Sekolah Dasar", *Jurnal Basicedu*,5 2021: 453–455.

[4] MT Hartono Ikhsan and Panji Maulana, "JURNAL EDUKASI SEBELAS APRIL" Februari 2019 Vol. 3 No. 1," *Jurnal Edukasi Sebelas April* 3, no. 1 2019: 1–7.

resources that are deployed to achieve the desired goals[5]. With the right strategy, students can easily have an understanding in reading. This certainly has a good impact on student learning in schools where students have greater potential to get good learning outcomes because they can understand the readings that have been studied previously.

A strategy that has the potential to improve students' reading comprehension is GRASP. GRASP (Guide Reading and Summarizing Procedure). This strategy is an innovation class procedure in learning to read which allows students to better understand what they are reading (reading comprehension) and make a summary of what they have read (summarizing or summarizing)[6]. This strategy is considered to be able to provide assistance to students to improve students' reading comprehension skills because it is indirectly able to provide motivation for students to remember information obtained from a reading, correct, organize reading material, arrange reading points, so as to form a synopsis for students.

GRASP is a kind of reading guide and summary procedure so that students have the opportunity to match what they know after reading activities by writing in summary form so that students will better remember what messages were conveyed in a reading[7]. Anderson states GRASP is a new developed strategies based on Manzo's Guided Reading Procedures. It is one of the strategies expected to be able to increase students' reading comprehension skill.[8] Harris as cited by Setiawan states that GRASP is particularly useful in content areas that require careful reading and detailed recollection of factual information.[9] With this strategy, students have visual aids to remember and organize

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[5] Ibid.

[6] Candra Kirana, "The Effect of Guide Reading and Summary Procedure (GRASP) toward the Second Year Students' Reading Comprehensions at SMA Negeri 02 Tapung Hilir," *Curricula* 3, no. 1 2018: 72–77.

[7] Yesi Andini, "The Instruction of Summarizing Strategy in Teaching of Reading Analytical Exposition Text for Eleventh Grader Students at Vocational High School Yesi Andini Abstrak," *Retain* 7, no. 3 2019: 101–109.

[8] A, Setiawan. *Using* "GRASP" Strategy to Increase Students Reading Comprehension Ability. *Jurnal Pendidikan.* 2014 19-24

[9] Ibid

information obtained from reading activities. The purpose of GRASP learning is to motivate students in summarizing the contents of the reading independently in an effort to understand and learn the reading.

This GRASP strategy is considered to be able to improve student's reading comprehension skills. Reading Comprehension according to Suhendar is an activity of reading reading material that aims to win points of mind more sharply and deeply so that there is a satisfaction when the reading material is able to be read to the end. Meanwhile, Tarigan also gives an opinion that reading comprehension is a kind of reading activity that aims to understand literary standards or norms, critical retention, written drama, and fiction patterns. Reading comprehension is then synonymous with the word understand and understand where this aspect is very important for a learner.

When someone in reading cannot understand the content of the reading, then that person is not able to make the right effort in solving a problem so that it is not called learning. The ultimate goal in the learning process is to gain understanding, so that if a learner does not understand and does not make an effort to gain understanding, the learning activity can be said to be in vain. For this reason, a strategy is needed to improve reading comprehension so that the learning process can take place more effectively and get many benefits and knowledge from a learning effort[10].

Research conducted by Nurul Istiqamah As'ad stated that GRASP strategy can helps students to improve reading comprehension of the tenth year of MAN 1 Parepare. It is possible to claim that there is a difference between the students' score achievement after

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[10] Ikhsan and Maulana, "JURNAL EDUKASI SEBELAS APRIL" Februari 2019 Vol. 3 No. 1. Page : 90"

learning through the GRASP technique and their achievement improvement based on the outcomes of their writing assignments.[11]

Meanwhile, Agus Prasetyo conducted a study on improving reading comprehension ability by using GRASP strategy. This result showed by using GRASP strategy could help improve students reading comprehension ability at the eighth grade of SMPN 1 Batanghari. [12]

Based on preliminary research, at the SMAN 1 Balong Ponorogo there are problems related to the reading comprehension. Reading is difficult for students to understand a reading effectively where this is also influenced by interest in reading in students who are still low, which according to the researcher can be solved by the strategy that the researcher applied. The strategy is GRASP, namely Guided Reading and Summarizing Procedure. The implementation of the GRASP strategy is known to have strong potential in improving students' reading comprehension where this strategy can make students understand the message conveyed in the text better.

For this reason, this research was conducted with the target of students of SMAN 1 Balong Ponorogo in the academic year 2021/2022. By using quantitative research types, this research will prove the theory related to the effectiveness of applying the GRASP strategy in the learning process which can improve students' reading comprehension.

According to the previous statements, the researcher would like to carry out research under the title **"The Effectiveness of GRASP Strategy on Students' Reading Comprehension at the Eleventh Grade of SMAN 1 Balong Ponorogo in Academic Year 2021/2022.**

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[11] Nurul Istiqamah As'ad, "The Effectiveness of GRASP Strategy to Improve Reading Comprehension of The Tenth Year Students' of Man 1 Parepare" (Thesis:IAIN Parepare. 2018)

[12] Agus Prasetyo. Improving Reading Comprehension Ability by Using GRASP strategy. (Thesis: IAIN Metro. 2019)

B. Limitation of the Study

The study concentrated on some issues that were listed below in order to prevent lengthy discussion:

1. The eleventh graders at SMAN 1 Balong Ponorogo in the academic year 2021/2022 are the focus of the study.

2. The object of this study is to measure the effectiveness of GRASP strategy on reading comprehension.

3. The material in teaching reading is Analytical Exposition text using GRASP strategy.

C. Statement of the Problem

Based on the background of this study, the researcher formulated statements of the problem as follow :

"Is there any significant difference on reading comprehension between students' who are taught using GRASP strategy and students who are not taught by using GRASP strategy at the eleventh grade of SMAN 1 Balong Ponorogo in academic year 2021/2022?".

D. Objective of the Study

Regarding the problem statements, the purpose of this study is to determine whether there are any significant differences in reading comprehension between students in the eleventh grade of SMAN 1 Balong Ponorogo in the academic year 2021–2022 who are taught using the GRASP strategy and those who are not.

E. Significance of the Study

The result of this study to be beneficial and contribution for the teachers, students, and future researchers.

1. The teachers

The results of this study can be alternative learning method in teaching reading comprehension and the result of this study can help English teachers to choose strategy to improve students reading comprehension.

2. The students

The result of this study by using GRASP strategy is expected to provide the students motivation in joining class and hopefully can make their more interest to learn reading comprehension. GRASP strategy is enabled to improve students' reading comprehension.

3. The future researcher

The findings of the study can be alternative suggestion and can be reference the future researcher who want to conduct relevant research.

F. Organization of the Study

The writing of this thesis consists of five chapters, the researcher arranged based on the guidelines that have been determined from the faculty, as for the arrangement as follows:

Chapter 1 is introduction. This chapter contains about the background of the study, identifications of the problem, limitation of the study, statement of the problem, objective of the study, significances of the study, and organization of the study.

Chapter II is review of related literature. This chapter consists theoretical analysis that describes the theories of the variable in this study and it is also consist of previous study from the other researcher that have been done before with the related variables. The next sub chapters are theoretical framework presented in the concept map and hypothesis of this study.

Chapter III is research methodology. This chapter contains research methods which includes research design, population and sample, research instrument, data collection technique, technique of data analysis.

Chapter IV is research finding and discussion. This chapter gives explanation about the general description of research location, data description, data analysis, interpretation and discussion of this study.

Chapter V is closing. The last chapter informs about the conclusion of the study and the recommendation from the researcher

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed about literature review, previous study, theoretical framework, and hypothesis. These are helped the researcher to finish the study:

A. Theoretical Background

1. Reading

a. Definition of Reading

According to Aritonang et al reading is an essential part of language skills to be learned by students because this reading activity will provide students with various information. Reading activities aim to get the meaning needed where this meaning can be enjoyed and has which between one reader can have different meanings[13].

Alderson in Aritonang reiterates that reading activities or activities that are quite enjoyable, occur intensively where a person can personally absorb the intent of reading such as textbooks, articles, and magazines. In learning English, reading is an important English skill besides speaking and writing. Reading can make someone who doesn't know know. Through this reading activity a person can increase knowledge, add sources of information and also become a pleasure activity so that someone can carry out various activities in the world[14].

Gilakjani & Sabouri defines that reading is an interactive process where the reader can build a representation of the meaning of the text with an effective reading strategy. This reading involves several processes to obtain the meaning of the reading, namely

1) the knowledge possessed by the reader

2) information from the text presented

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[13] Intan Rani Aritonang, Sandi Lasmana, and Deti Kurnia, "The Analysis of Skimming and Scanning Technique To Improve Students in Teaching Reading Comprehension," *PROJECT (Professional Journal of English Education)* 1, no. 2 (2019): 101.

[14] Ibid

3) the context of the reading.

The purpose of this reading activity is to obtain a valid message from reading that is in accordance with the author's goals when writing a reading[15].

Based on the explanation above, it can be said that reading is an activity or activity to obtain information through various reading materials to gain knowledge or capture messages conveyed by the author through the text read.

b. Components of Reading

Based on Routledge in Michael et al. There are five aspect to the process of reading:

1. Phonics

The relationship between letters and letters with language in written form or individual sounds in spoken language. Phonics is used in the learning process to teach students to spell words as part of the reading process. Providing good teaching systematically is known to increase children's success in learning to read.

2. Phonemic Awareness

Phonemes are the smallest units that can create spoken language in which these phonemes will combine to form syllables or words. This phonemic awareness will help students to have the ability to manipulate syllable phonemes so that they pronounce words more fluently. Emphasizing this phonemic awareness can be found to significantly improve students' reading ability more effectively.

3. Vocabulary

Understanding this vocabulary is closely related to understanding. When a reader masters many words, it will be easier to understand the information in a text. In learning

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[15] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, *"*How Can Students Improve Their Reading Comprehension Skill*?" Journal of Studies in Education* 6, no. 2 2016: 229.

English these vocabulary words must continue to be taught directly or indirectly where students are also active in understanding each vocabulary so that they can understand sentences in a reading as a whole.

4. Reading Comprehension

Comprehension is a cognitive process which means that the reader succeeds in capturing the information contained in a reading. In other words, the reading process carried out succeeded in achieving understanding. In learning to read, students can continue to develop through several techniques such as answering quizzes, summarizing the reading, and adding back, or summarizing the contents of the reading.

5. Fluency

A reliable reader can read a reading orally with various aspects that are qualified ranging from accuracy, speed, even supported by the right expression. In this case, fluency is the ability to read as well as speak where a reader can understand a text in reading and expressing it. Oral and integrated reading that is done repeatedly can have a positive impact on word recognition, reading comprehension, and even its application in the reading process.[16]

The five aspects mentioned above, if they can be collaborated well, can create a maximum reading experience. If students are going to learn to read, then students must be able to develop reading skills, especially in fulfilling the five reading components above in order to become successful readers.

c. **Difficulties in Reading**

In reading there are several difficulties that are often faced. When students have difficulty reading, the information contained in a reading cannot be digested properly. Understanding this knowledge will prevent students from getting and obtaining information

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[16] Routledge, *Handbook of Reading Research* (New York: Taylor & Francis, 2011).

from a reading.

This reading comprehension arises from the desire to understand the related processes of phonetic knowledge and comprehension. Not only that, when the reader is not able to fulfill the five components in reading, then the reading process will be difficult to run smoothly. Some of the causes of reading difficulties according to Sardor et al are:

1. Students' ability to decode words that have not been

2. Lack of students' understanding of phonetics and how to recognize words

3. Mastery of vocabulary that has not been maximized so that they do not understand the meaning of a sentence, which occurs because students feel unfamiliar with a word.

4. How to understand and interpret a different reading.

Reading in reading is further exacerbated where many think that reading skills can be obtained naturally so that teachers often do not explicitly teach how to read. In fact, to be able to read well and thoroughly and get appropriate information, a student must master five components such as phonics, phonemic awareness, vocabulary, comprehension, and fluency. Many students often have difficulty in reading but are left for years because they are considered not an important problem. For this reason, reading difficulties need to be resolved with the most appropriate strategy so that a good understanding is obtained[17].

2. **Teaching Reading**

a. **Definition of Teaching Reading**

Sahara states that learning to read is a learning process that aims for students to be able to read and understand information from a reading. In other words, a teacher will educate students to understand and understand the text well including how to find the main idea, detailed information, and the words in question so that they understand the meaning

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[17] Sardor Egamovich Surmanov and Oyshajon Ametova, "The Difficulties of Reading Among Young Learners in Online the Difficulties of Reading Among Young Learners In" 8, no. December (2020): 76–79.

of a reading [18].

In learning English, teaching reading really needs to be taught so that students can understand reading in English well. Handayani et al define that teaching reading is a process to transfer the knowledge possessed by the teacher to students with a certain technique in order to master the reading process. This teaching reading will really help students to be able to read English texts and understand the contents of the reading. In this case the teacher will use various strategies so that students can better understand a material[19].

Based on this definition, it can be said that teaching reading is a process to transfer the knowledge possessed by the teacher to students which involves a teaching technique so that students are more fluent in the reading process and can understand the contents of the reading well.

b. Principles of Teaching Reading

Learning to read is an aspect that is quite important in teaching reading. In this case, teaching reading includes the process of learning to read for the first time and people who have reading skills at the beginning of understanding the language they use. In this case form Harmer in Haerazy & Irawan , there are 6 principles of teaching reading, namely:

1. Listening skill but active skill

2. Students need to actively participate in the text they read

3. Students have to think about giving feedback about the reading text

4. Predict what are the main components needed in the reading process

5. Matching a task with the topic being discussed

6. A good teacher should be able to rely on the reading text thoroughly

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[18]Anum Sahara, Syamsul Bahri, and Nira Erdiana, "The Use of Reading Aloud in Teaching Reading Comprehension" 6, no. 2 (2018): 28–35.

[19] Sumi Handayani et al., "The Use of Digital Literature in Teaching Reading Narrative Text," *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)* 3, NO. 2 (2020): 65

In this case, teaching reading is more inclined to pay attention to two aspects, namely students are learners and must have reading skills. In this case, teachers can direct students to be able to understand reading well in accordance with the 6 principles described above.

3. **Reading Comprehension**

   a. **Definition of Reading Comprehension**

   Wolley defines that reading comprehension is a process to get meaning from the text read. so that from understanding this understanding is to provide a thorough understanding of what the meaning of the sentence from the written text[20].

   This statement is also confirmed by Horowitz which means that reading comprehension is a cognitive process which must be intentionally and complexly thoughtful in the reading process, monitoring the wording when the reading process takes place. Thus, the reader does not only read the text but also derives meaning from the content of the reading and composes a new sentence as a form of conclusion from understanding[21].

   Clarke defines that reading comprehension is a process that aims to make an important meaning where this is done by building an appropriate interpretation of words based on the recognition of words, then storing the information and gaining understanding that is relevant to the message conveyed by the author[22].

   Based on some of the explanations above, it can be defined that reading comprehension is an ability that must be possessed by the reader to be able to read the text, understand the meaning of the reading, and utilize the information obtained from the messages in the reading.

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[20] Wolley, *Reading Comprehension: Assisting Children with Learning Difficulties* (New York: Springer, 2011). P. 10

[21] Horrowitz, *Brain Struct Funct* (New York: Harper Busines, 2014), 35

[22] Paula Clarke et al., *Developing Reading Comprehension* (USA: John Willey&Sons, 2014),5

b. Component Skills of Reading Comprehension

There are 5 components that must be mastered in reading comprehension. A student can become a good reader with a good understanding of applying the following strategies and skills[23]:

A. Activate and use existing knowledge

In this case, the reader must be able to activate the background knowledge they have and then use that background knowledge in order to understand what they read. This knowledge possessed by an individual can come from life experience or from knowledge obtained from the reading process so that it will have an impact on the ability to understand a reading.

B. Creating or Asking Question

This skill must be possessed by a reader in order to understand the reading well. This means that the reader must ask himself a question during the process of reading the text. Proposing this is important because it can help integrate the information obtained, the main ideas, and summarize the information obtained. For this reason, when students succeed in making and asking questions, it is good for the reader to focus on information that is quite important in a text.

C. Making Inferences

Readers must have the ability and skills to read and draw conclusions from the information that has been obtained. For this reason, readers must be able to combine various information based on their background knowledge so that they can make conclusions that are in accordance with the contents of the reading.

D. Predict

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[23] Carsten Elbro and Ida Buch-Iversen, "Activation of Background Knowledge for Inference Making: Effects on Reading Comprehension, "*Scientific Studies of Reading* 17, no 6 (2013), 435-452.

This skill is important so that the reader can get the meaning of a reading by making a prediction regarding the information that will be obtained. A successful reader often uses predictions to help connect their knowledge with information that has just been obtained from a reading so that reading meaning can be understood more easily.

E. Summarize

Skills in making this summary can help readers to be able to do without and form a synthesis of information in a text that can explain the information in their own language. Summarizing is an important step because it can support the reader more quickly with the information contained in the text.

F. Visualize

The skill to be able to visualize is an important component so that readers can get a picture of the information and meaning obtained from a text. In this case, the reader can have an image as a process that will be passed when reading. This visualization skill can be used as an indication that someone can understand the reading text well.

G. Understanding Monitoring

This skill will improve the reader's ability to know when the reader has understood what he is reading. If the reader does not understand, then the reader must use other strategies so as to improve reading comprehension. Good readers are constantly tackling how they think they are reading so they can slowly get an understanding of the reading process.

4. **Analytical Exposition**

a. **Definition of Analytical Exposition**

Sadapoto et al defines that analytical exposition is a text that suggests on a topic which may be pro or contra, but not both. Meanwhile, Garrot and Wegnel in Sadapoto et al explain that analytical exposition is a type of spoken or written text that seeks to persuade listeners and readers that something is going on. In this case, the analytical

exposition text contains 3 main components, namely exposition builder, exposition language features as well as generic structure[24]. The dominant feature that is often used when writing analytical exposition texts usually focuses on generic humans but sometimes also non-humans. Another characteristic of this analytical exposition text is the use of Simple Present Tense [25].

Brown defines that analytical exposition text is writing that shows the opinion of the author regarding the things that are the focus or topics discussed regarding what is happening around him. These things can include events, objects, or places. One of the characteristics of this analytical exposition text is that there are questions in the text that aim to build reactions from readers, for example *"do you agree with this?"* or "*what do you think*?" [26].

What is analytical exposition text? So, simply put, exposition text is a text that presents one point of view on an issue. Exposition text can generally be found in scientific articles, journals, magazines, and the editorial or editorial section of a newspaper/mass media. While analytical exposition text is a text that contains the author's opinion about things that happen around him. Be it an object, place, or event, without inviting the reader to do something [27].

Based on the understanding that has been mentioned above, it can be concluded that this analytical exposition text contains the thoughts of the author regarding things that occur around the author such as places, objects, and events. This text can be called as argumentative text because it contains an opinion or argument about something.

[24] Andi Sadapotto, Andi Asrifan, and Nur Qhadri Natsir, "The Application of Clustering Technique in Writing Analytical Exposition Text," *Proceeding of the 65th TEFLIN International Conference* 65, no. 1 (2019): 294–310.
[25] Ibid.
[26] John Brown, *Analytical Exposition of Paul the Apostle to the Roman*s (USA: Wipf and Stock Publisher, 2003:113).
[27] I. W Dirgeyasa, *College Academic Writing* (Jakarta: Kencana, 2016:131).

b. Social Function of Analytical Exposition

Social function of Analytical Exposition text is to persuade the reader or listener that there is an important and correct matter that, certainly, needs to get attention. In other words, the social function of this analytical exposition text is to influence the reader that there is something in the topic without intending to invite the reader to do something [28].

c. The Purpose of Analytical Exposition

The purpose of the analytical exposition text is to argue and debate a case or against a thing or position and point of view [29]. Well, the main purpose of analytical exposition text is to persuade the reader that the issue is an important matter. In short, the purpose of analytical exposition text is to convince the reader that the topic presented is important to discuss. This text does not attempt to change the point of view of the reader which only contains the opinion of the author on a topic [30].

Purpose of analytical exposition is to delve deeply into a topic by examining each aspect of the topic. Finnaly, some text are written for the purposes of comparing phenomena.

d. The Generic Structure of Analytical Exposition

A good analytical exposition text should have three parts of generic structure. Generic structure of analytical exposition text which consists of three parts, namely thesis, argument, and conclusion [31].

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[28] Dirgeyasa, *College Academic Writing*. (Jakarta: Kencana, 2016), 131

[29] Sadapotto, Asrifan, and Natsir, "The Application of Clustering Technique in Writing Analytical Exposition Text." *Proceeding of the 65th TEFLIN International Conference* 65, no. 1 (2019).

[30] Dirgeyasa, *College Academic Writing*. (Jakarta: Kencana, 2016), 131

[31] Rifa Atul Mahmudah, Yeni Rozimela, and Saunir Saun, "An Analysis of Generic Structure in Students' Writing of an Analytical Exposition Text At Grade XI Of MAN 2 Padang in The 2015/2016 Academic Year," *Journal of English Language Teaching* 53, no. 9 (2017): 85.

The generic structure of the analytical exposition genre basically consists of three main parts.

1. Thesis (usually includes a preview argument. It introduces topics and indicates the writer's position)

2. Arguments (consist of a point and elaboration sequence. The number of points may vary, but each must be supported by discussion and evidence).

3. Reiteration (restates the position more forcefully in the light of the arguments presented)[32].

Every part of the structure of analytical exposition genre has its own functions and characteristics. This can help the teachers and students during teaching and learn in writing. This elaboration will the facilitate the students to write more easily and effectively the exposition writing as it is standardized.

To reminder, analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stonger, the speaker or writer give some arguments as the fundamental reason why something is the case. This type of the text can be found in scientific books, journal articles, newspaper articles, magazines, academic speech or lectures etc. analytical exposition are popular among the science and academic community and educated people[33].

The generic structure and textual elements is:

1. Thesis

   • It is introducing topic

   • It indicates the writer's position

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[32] Dirgeyasa, *College Academic Writing*. (Jakarta: Kencana, 2016), 131
[33] Ibid.

- It outlines the main arguments to be presented

2. Arguments

- It consist of a point and elaboration sequence

- It develops and supports each point/argument

- The number of points may vary but each must be supported by discussion and evidence

3. Reiteration

- It restates the position morde forcefully in the light of arguments presented

- It restates speaker or writer's position[34].

5. Learning Strategies

a. Definition Learning Strategies

Learning strategies are one of the factors that influence how learning approaches are related to the success of learning English. According to Brown, a strategy is a particular way to approach an issue or manipulate information in order to attain the objectives.[35] In education, gradually, the concept of strategy has a big influence on it. Based on Darmasyah, learning strategy is all about perspective, thought, patterns, and direction that taken for gaining effective learning[36]. Meanwhile, Yongqi Gue said that in order for students to finish a learning activity, a learning strategy must be used[37]. According to O'Malley and Chamot, a learning strategy is a particular way of thinking or doing that people employ to better understand, absorb, or remember new

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[34] Ibid.

[35] H. Douglas Brown, *Principles of Language Learning and Teaching (Fifth Edition)*, (New York: Pearson Education, 2007), 119.

[36] Darmasyah, *Strategi Pembelajaran Menyenangkan Dengan Humor*, (Jakarta: Bumi Aksara, 2010), pp. 20—21

[37] Yongqie Gue, "Vocabulary Learning in a Second Language: Person, Task, Context, and Strategies", *TESL_EJ*, Vol. 7, 2003, p. 3.

information[38]. Learning strategies is also defined by Cook as the learner's choice in using and learning the language[39].

According to Chamot, Learning strategies are techniques, approaches, or thoughtful actions that students take to learn and remember linguistic information and content areas. In other words, strategies are ways or actions that students have in preparing them to learn[40]. Cohen defines language learning strategies as: Those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language[41]. The specific methods or approaches that students use to try to learn a second language (L2) are known as learning strategies. Learners can recognize language learning techniques in their own learning process because they are conscious or possibly conscious activities.[42] Learning strategies consist of "mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use"[43], Alternatively, they can be mental (for instance, repeating new phrases aloud to help you remember them) or behavioral (for example, using the synonyms or situational context to infer the meaning of a new word) Learning can be accelerated and made to be "more pleasant, self-directed, successful, and transferable to other settings" through the use of strategies.[44]

Based on the explanation above, it can be seen that learning strategy is what learners taken in order to complete a learning task and enables effective learning.

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[38] J. Michael O''Malley and Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition*, (USA: Cambridge University Press, 1995), p. 1.

[39] Vivian Cook, *Second Language Learning and Language Teaching (Fourth Edition),* (UK: Hodder *Education,* 2008), 113

[40] Chamot, A. U., & Kupper, L. *Learning strategies in foreign language instruction. Foreign Language Annuals:*1989, 22, 13-24.

[41] Cohen, A. D. *Strategies in learning and using a second language*. (London: Longman). 1998.p.4

[42] Ibid 4

[43] Ellis, R. *The study of second language acquisition.* Oxford: Oxford University Press. 1994. p.529.

[44] Oxford, R. L. *Language learning strategies: What every teacher should know*. (New York: Newbury House/ Harper & Row. 1990), 8

b. Types of Learning Strategies

There are numerous approaches and methods used by learners. To make them aware of the existence of their own strategies and to teach them how to use them, learners must unavoidably receive the appropriate strategy teaching and training. As the creator of learning strategies, Rubin divided them into three categories. Learning techniques come first. Cognitive and metacognitive learning strategies are the two basic categories of learning strategies. It refers to problem-solving that necessitates more in-depth consideration of the learning materials in cognitive learning methodologies. It relates to self-directed language learning while also discussing metacognitive learning techniques.[45] The second is communication strategies which used by the earners when faced difficulty in understanding the meaning of the speakers. The last is social strategies which the objective is to expose target language and practice it[46].

Another opinion is based on O"Malley and Chamot that defined the kind of learning strategies is divided into three types, metacognitive, cognitive, and socio-affective strategies.

1) Metacognitive strategies

This strategy incorporates steps like making plans for learning, considering the learning process, making corrections to oneself, and assessing learning when an activity is finished. Planning and self-monitoring are two instances of this method.

2) Cognitive Strategies

This strategy involves direct learning process about the learning material itself and have limited specific learning task. The example of this strategy is repetition and making inference.

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[45] Murat Hismanoglu, Language Learning Strategies in Foreign Language Learning and Teaching, The Internet *TESL Journal*, Vol. VI, No. 8, 2000.
[46] Ibid

3) Socio-Affective strategies

This kind of strategy has close relationship with social activity and interacting with the other. The example of socio-affective strategies is cooperation and question for clarification.[47]

In 1990, Rebecca L Oxford[48] introduced strategies inventory for language learning (SILL). This inventory describes the various types of language learning strategies that learner employs to help learn a new language. These language learning strategies can be classified under six types, Memory, Cognitive, Compensation, Metacognitive, Affective and Social strategies. Below is a detailed description of them:

1) Memory Strategies

Memory strategies are ways to recall and transfer information more effectively for use in future language use. Memory aids pupils in retaining key knowledge acquired during their education. These techniques aid information retrieval when it is required for usage in the future.

2) Cognitive Strategies

Cognitive strategies are used to help the students to manipulate the target language or task correctly by using all their processes. They include reasoning, analysis, and drawing conclusions.

3) Compesation Strategies

Due to a lack of vocabulary, pupils use compensatory tactics to make up for their lack of understanding in the target language. Even when they have a limited vocabulary, the tactics let pupils communicate by speaking and writing in the target language.

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[47] J. Michael O'Malley and Anna Uhl Chamot, Op.Cit., p. 44—45.
[48] Rebecca L. Oxford, Op.Cit., pp. 16—17.

4) Metacognitive Strategies

Metacognitive strategies are employed by students to help them coordinate the learning process by centering, arranging, planning, and evaluating their learning, this help learner control their own learning.

5) Affective strategies

Affective strategies are techniques to help the students control their emotions, attitudes, motivations, and values. These strategies have a powerful influence on language learning because they allow the students to manage their feelings.

6) Social Strategies

Social strategies are activities that students engage in to seek opportunities to be exposed to an environment where the practice is possible. These strategies are important because language learning always involves other people; it is a form of social behaviour.

c. **Considerations for Choosing Learning Strategies**

Learning is essentially the process of acquiring new knowledge and skills. When we consider the knowledge and skills that students should possess, our aim may then be accomplished successfully and efficiently. Understanding this is crucial because we need to know how to accomplish it. As a result, there are a number of factors to take into account before choosing the best learning tactics, such as:

1) Goals to be achieved

The questions that can be asked are:

a) Whether the learning objectives to be achieved are related to cognitive, affective, or psychomotor aspects?

b) What is the complexity of the learning objectives to be achieved, whether high or low level?

c) Does to achieve that goal require skills academic?

2) Goals to be achieved.

The questions that can be asked are:

a) Whether the learning objectives to be achieved are related to cognitive, affective, or psychomotor aspects?

b) What is the complexity of the learning objectives to be achieved, whether high or low level?

c) Does to achieve that goal require skills academic?

3) Learning materials or materials:

a) Whether the subject matter is facts, concepts, laws, or certain theories?

b) Whether to study the learning material it requires certain conditions or not?

c) Is there a source book to learn the material?

4) Student considerations and angles:

a) Whether the learning strategy corresponds to the level of maturity student?

b) Whether the learning strategy is in accordance with interests, talents and Conditions?

c) Does the learning strategy fit the student's learning style?

5) Other considerations that may be considered:

a) Is to achieve the goal only enough with one strategy only?

b) Is the strategy we set considered the only strategy which can be used?

c) Does the strategy have effective and efficient value?

These questions are taken into consideration in establish the strategy you want to implement[49]. Achieving the objectives concerning cognitive aspects To attain efficient or psychomotor goals, teachers employ a variety of tactics. Additionally, examining the

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[49] Wina Sanjaya, Strategy pembelajaran: Berorientasi Standar proses pendidikan, (Jakarta: Bala Pustaka, 2008), 128

supporting documentation for a theory will differ from learning about a topic that is factual.

6. The Concept of GRASP (Guided Reading And Summarizing Procedures)

a. Definition of GRASP Strategy

Manzo states that GRASP strategy is an activity the students can interact and review the information that they read[50]. In addition, GRASP strategy can teaches the students become reflective and responsive readers not only read the lines but can also read between and beyond the lines.[51] It means GRASP strategy is teaching students to not only reading but can also understand of the text.

The GRASP (Guide Reading and Summary Procedure) method is a strategy that aims to enable students to summarize a reading by themselves when prose understands and learns the reading text. Susilowati states that this strategy can make it easier for students to understand the learning material so that students begin to obtain valid information and knowledge according to the content of the reading. This strategy can even motivate students to be more active in the teaching and learning process[52].

Based on what has been described above, it can be said that GRASP (Guide Reading and Summarizing Procedure) is a strategy where students can access a guide in reading and then put it in a summary form where this strategy can improve students' understanding of the reading content.

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

[51] Antony V Manzo, and Ula C Manzo, *Content Area Reading A Heuristic Approach*, (Colombus: Merril Publishing Company, 2000), p. 509

[52] E Susilowati, "The Effectiveness of Guided Reading And Summarizing Procedure (GRASP) Method to Teach Y: Summarizing Procedure (GRASP) Method to Teach." (2012).

b. Procedures of GRASP strategy

The procedure for implementing the GRASP strategy is as follows[53]:

1. The teacher provides learning for his students. Teachers can provide reading materials in the form of 500 words for high school students and 1500 words for high school students. Teachers can share different students can learn more according reading with students so that to their background.

2. Students are required to read the readings that have been determined and then determine what information will be remembered. Next, students must read and remember the points contained in the reading. As much as possible students absorb a lot of important information from reading which indicates that students can understand the contents of the reading.

3. The teacher helps students to form groups according to the detailed categories of information that are remembered. The teacher then makes a group based on the reading category and the information obtained. The teacher will guide students to organize the information and then identify subcategories of information based on each other's topics.

4. Students will work with the teacher and then change the detailed information that has been compiled in the form of sentences and written in a summary. After finding each other's main ideas from the reading, students can make summaries based on the sentences that have been compiled.

c. The Advantages and Disadvantages of GRASP strategy

The advantages of using the GRASP strategy are:

1. Students can be trained to remember information in a reading

2. Improve reading comprehension ability of readers

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[53] Antony V Manzo, and Ula C Manzo, Literacy Disorders Holistic Diagnosis and Remediation, (Harcount Brace Jaundice College Publisher, 2003), 136

3. Improve students' ability to summarize or draw conclusions from reading

4. Train readers to group information based on certain topics or categories

5. Able to improve students' skills in reading, spelling, improve vocabulary and language fluency

6. Creating an independent atmosphere

7. The learning process is more effective[54].

   Meanwhile, the weaknesses of this GRASP strategy are as follows[55]:

1. The teacher should prepare reading material first

2. The learning process must be accompanied by the teacher, especially to form groups and deliver reading information

3. Students feel tired when reading the given reading text

4. Students focus on the text in the reading so that the power of creative and innovative thinking becomes depressed.

d. Teaching Reading Comprehension through GRASP strategy

Teaching reading comprehension through the GRASP Strategy is known to be able to encourage students to improve reading comprehension so that they can understand the contents of the reading well. For this reason, researchers will teach about GRASP which can be used as a learning strategy for teachers to improve reading comprehension for students. In this case, when teaching reading comprehension through GRASP, the procedures that must be taken are[56]:

1. The teacher gives text to the students. The students read the text and then close the text that be given by the teacher.

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[54] Susilowati, "The Effectiveness of Guided Reading And Summarizing Procedure (GRASP) Method to Teach Y : Summarizing Procedure (GRASP) Method to Teach." Page : 11

[55] K.E. Hansen, "Guided Reading and How It Affects Reading Comprehension in Struggling, Middle Level, and High Level Readers, *Fisher Digital Publication* (2016): 5, http://libguides.sjfc.edu/citations.

[56] Antony V Manzo, and Ula C Manzo, *Literacy Disorders Holistic Diagnosis and Remediation*, (Harcount Brace Jaundice College Publisher, 2003), 136

2. After students read the text, students can make a list of what information is remembered in the reading process. Teachers or students can write on the blackboard regarding the information obtained by each student

3. Ask students to re-read the passage they read and then look for other important information so that they can enrich the information they read. Students can also correct each other whether the information obtained is an understanding or contradicts each other.

4. The teacher can give instructions in order to be able to model and organize the information in a category. Then, make a list of categories and classify the information that has been obtained in each category

5. Furthermore, when an information framework based on categories has been formed, students can make a summary of the material.

B. Previous Related Study

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

The first study which relates to this study is conducted by Eni Susilowati (2012) under the tittle "The Effectiveness of Guided Reading and Summarizing Procedure (GRASP) Method to Teach Reading Viewed from the Students' Self-Esteem (An experimental Study at the First Grade Students of SMK Negeri 1 Mlarak, Ponorogo in Academic Year of 2011/2012)." The aims for this study to know the influence of teaching methods and the students' self-esteem on the students' reading comprehension. The study was applied by using experimental study. It was conducted at the tenth grader students of SMKN 1 Mlarak Ponorogo. The result of the analysis this study, by using ANOVA and Tukey Test. It was be concluded that GRASP method is enable as a method which is effective to teach reading and the level of the students' self-esteem also influences the effectiveness of GRASP method in

teaching reading at the tenth grader students' of SMKN 1 Mlarak Ponorogo.[57]

The second study which relates with this study is conducted by Siti Rahmatillah (2018) with the title "The Effect of Guided Reading and Summarizing Procedure (GRASP) on Students' Reading Comprehension Skill". The aims of the study to seek how significant the effect of learning by GRASP strategy and students' response toward this strategy. This study conducted by quantitative research used experimental study. The subject of this study tenth grade of SMAN 4 Banda Aceh that taken two class as a sample. They were class X-IA4 consist of 32 students as experimental group and X-IA2 which consist of 32 students as control group. The researcher gave pre-test and post-test, and distributed questionnaire. The research findings of statistical calculation of t-test that ttest was higher than ttable (ttest=5.21 > ttable=1.66) so, the alternative hypothesis was accepted and null hypothesis was rejected. The result of questionnaire shows that 90% of the students agreed that GRASP strategy can help them on reading comprehension and the students gave positive response after learning by using GRASP strategy on reading comprehension. It can be concluded that GRASP strategy can improve reading score of the students and give positive influence for them.[58]

The third study which relates of this study by Nurul Istiqamah As'ad under the title "The Effectiveness of GRASP Strategy to Improve Reading Comprehension of the Tenth Year Students' of MAN 1 Parepare". The aims for this study to find out there is a significant difference of the GRASP strategy to improve reading comprehension. This study was design by using quasi-experimental with non equivalent control group design. The subject of this study is tenth grade of MAN 1 Parepare that took two class as a sample. They were X MIA 1 as a experimental class that consist 15 students and X MIA 2 as a control group that consist 15 students. The data had been collected by reading test which applied by pre-test and post-

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[57] Eni Susilowati, "The Effectiveness of Guided Reading and Summarizing Procedure (GRASP) Method to Teach Reading Viewed from the Students' Self-Esteem," (Thesis: UNS 2018)

[58] Siti Rahmatillah. The Effect of Guided Reading and Summarizing Procedure (GRASP) on Students' Reading Comprehension. (Thesis: UIN Banda Aceh. 2018)

test. The result of this study, the researcher found that there is a significance effect of using GRASP strategy to improve reading comprehension where ttest value (2.89) is bigger than ttable (2,154)1 with df= n-1=29, with α=5%. So, the alternative hypothesis was accepted and null hypothesis was rejected. It can be concluded that there was a significance difference before and after treatment through GRASP strategy to improve reading comprehension.[59]

The fourth study is which relates with this study is conducted by Agus Prasetyo under the title "Improving Reading Comprehension Ability by Using Guide Reading and Summarizing Procedure (GRASP) Strategy among The Eight Graders of SMPN 1 Batanghari in the Academic Year 2019/2020". The aims for this study is to improve the students reading comprehension after using GRASP strategy. This study conduct by using classroom action research. The data collection method using test, observation, documentation, and field note. The subjects of this study is eighth grade of SMPN 1 Batanghari in academic year 2019/2020. The results of this study, was taken by observation there was significant improvement from cycle 1 to cycle II. The average of post-test cycle I was 64 with percentage of students' successfulness 57% and the average of post-test cycle II was 73 with percentage of students' successfulness 75%. It can be conclude, that using GRASP strategy could improve students' reading comprehension.[60]

Basically, every study has differences from each other. From the previous study findings above, the similarity is the use of GRASP strategy to improve reading comprehension. There are differences between those previous studies and this research is in the treatment of the research. The researcher use Analytical Exposition as a material in teaching learning process.

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[59]Nurul Istiqamah As'ad. The Effectiveness of GRASP Strategy to Improve Reading Comprehension of the Tenth Year students of MAN 1 Pare. (Thesis : IAIN Parepare. 2018)

[60] Agus Prasetyo, Improving Reading Comprehension Ability by Using GRASP strategy among the eighth graders of SMPN 1 Batanghari (Theis : IAIN Metro. 2019)

C. Conceptual Framework

The conceptual framework underlying this research given in the following diagram:

```
                    ┌─────────────────────────────────┐
                    │             INPUT                │
                    │ Reading comprehension of the     │
                    │ students' is still low.          │
                    └─────────────────────────────────┘
                                   │
                         ┌───────────────────┐
                         │     PROCESS        │
                         └───────────────────┘

┌──────────────────────────┐          ┌──────────────────────────┐
│   Experimental Class      │          │     Control Class         │
│                           │          │                           │
│ Teaching and learning     │          │ Teaching and learning     │
│ process by applying GRASP │          │ process by applying       │
│ strategy                  │          │ traditional method        │
│                           │          │                           │
│ - Read the text and       │          │ - Read the text           │
│   remember details        │          │ - Identify the main idea  │
│ - Group the remembered    │          │ - Answer the question     │
│   details categorically   │          │                           │
│ - Organized details       │          │                           │
│ - Make a summary          │          │                           │
└──────────────────────────┘          └──────────────────────────┘

                    ┌─────────────────────────────────┐
                    │            OUTPUT                │
                    │ The students' reading            │
                    │ comprehension is improvement     │
                    └─────────────────────────────────┘
```

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

1. Input: It refers to the students who has low ability in reading comprehension skill.

2. Process: it refers to the teaching and learning process by applying GRASP strategy. In experimental class, the researcher will elaborate the material of reading. After the give instruction how will they do GRASP strategy to the students in reading learning process, then

the researcher will apply GRASP strategy in reading learning process. While in control class, the researcher will explain about the material of reading and give instructions to the students without using GRASP strategy in teaching reading process. In here, teaching learning process by applying traditional method.

3. Output: It refers to the result of the students' reading comprehension after applying treatment using GRASP strategy.

D. Hypothesis

Hypothesis can be defined as a prediction about the results of the research. The researcher who is measure the effect or the relationship between two or more variables must predicts the answer of the problem based on the theory or logical common sense.[61]

Based on the conceptual framework, the researcher formulated the hypothesis, namely:

Ha : There is significant difference in reading comprehension between the students who taught by using GRASP strategy and the students who are not taught by using GRASP strategy at the eleventh grade of SMAN 1 Balong Ponorogo in academic years 2021/2022.

Ho : There is no significant difference in reading comprehension between student who taught by using GRASP strategy and the students who are not taught by using GRASP strategy at the eleventh grade of SMAN 1 Balong Ponorogo in academic years 2021/2022.

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[61] Muhammad Adnan Latief, Research Method On Languange Learning An Introduction (Malang : UM Press, 2013), 54

CHAPTER III

RESEARCH METHODS

In this chapter the researcher discusses about research design, population and sample, instrument of data collection and the technique of data collection.

A. Research Design

The design of this study used quasi experimental research to see the effectiveness of GRASP strategy on reading comprehension. According to Darmawan, "Quasi experimental was method used to give a treatment to group of people, then the results of that treatment was evaluated." [62]

This research has two variables, independent and dependent variables:

- Independent variable : GRASP Strategy

- Dependent variable : Reading Comprehension

The research design can be seen as follows:

```
E O1 ────────▶ X ────────▶ O2

K O3 ────────▶ X ────────▶ O3
```
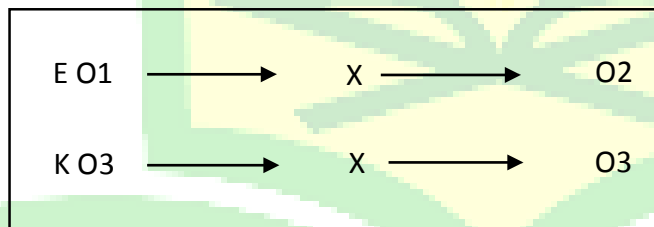
Notes:

E : Experiment Class (The students who are taught by GRASP strategy)

K : Control Class (The students who are taught by conventional method)

O1 : Pre-test for experiment class

O3 : Pre-test for control class

X : Treatment

O2 : Post-test for experiment class by using GRASP strategy

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[62] Deni Darmawan. *Metode Penelitian Kuantitatif*. (PT Yosdakarya 2013) 241-242

O4   : Post-test for control class by using conventional method.[63]

The researcher took two class as the subject of this research. There is experiment class and control class. There was pre-test before applying treatment to the students to know the students reading comprehension and there was post-test after applying treatment to measure the effectiveness treatment.

B. Research Setting and Research Schedule

In this research, the researcher chosen SMAN 1 Balong Ponorogo as a research sites. It is located on Jl. Kemajuan no. 8 Karangan Balong Ponorogo. SMAN 1 Balong Ponorogo is one of the schools that has double tracker program in Ponorogo. This this a superior thing because have many extracuricular that often achieve growth levels of up to the national level. This school also has a A accreditation score which is great place to study.

The first research was began on Friday, 4 March 2022 until Monday, 28 March 2022. This research conducted one a month with four meeting. Every meeting the researcher make a lesson plan which will be corrected first with the class teacher. The research schedule can be seen in table below:

Table 3.1 The Schedule of the Research

The Schedule of Experimental Class

No	Date	Activities
1	March, 4th 2022	Pre - test
2	March, 11th 2022	Treatment 1 by applying GRASP strategy
3	March, 18th 2022	Treatment 2 by applying GRASP strategy
4	March, 25th 2022	Post - test

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[63] Suharsimi, Arikunto, *Prosedur Penelitian (Suatu Pendekatan Praktik*: Edisi Revisi VI)

The Schedule of Control Class

No	Date	Activities
1	March, 7th 2022	Pre- test
2	March, 14th 2022	Treatment 1 by applying conventional strategy
3	March, 21th 2022	Treatment 2 by applying conventional strategy
4	March, 28th 2022	Post – test

C. Population and Sample

1. Population

According to Muhammad Adnan Latief, population is a whole part of people, events, or object that the researcher wants to generalize the result findings of the research.[64] All of the subjects which have same characteristic and will be investigated in this research called population.

The population of the research is the eleventh grade of SMAN 1 Balong Ponorogo, in academic years 2020/2021. They are consist XI MIPA-1, XI MIPA-2, XI IPS-1, XI-IPS-2. The total of population are students:

Table 3.2 The Number of the Eleventh Grade Students of

SMAN 1 Balong Ponorogo

Class	Number of Students
XI MIPA-1	27
XI MIPA-2	27
XI IPS-1	24
XI IPS-2	23

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[64] Muhammad Adnan Latief, *Research Method On Languange Learning An Introduction* (Malang : UM Press, 2013).

Total	101

2. Sample

The smaller number of the population is called as a sample. Sample is a small group of people selected in the capacity of the much larger whole of population from which it is drawn.[65] Sampling means selecting a certain amount from a specified population as citizens of that population.[66]

In this research, the researcher used cluster random sampling at the sampling technique because at school cluster random sampling easier in implementation. In this research, the researcher took two class for control class and experimental class. The researcher chosen XI IPS-1 consist of 24 students as an experimental class and XI IPS-2 which consist of 23 students as a control class.

D. Operational Definition of Research Variables

The operational definition of variable of this research were:

a. GRASP (Guided Reading And Summarizing Procedure) strategy in teaching reading that used by researcher. In reading by using GRASP strategy will be easier for students to understand the reading text. In some experts suggest that learning reading by using GRASP strategy can make the students will better remember what messages were conveyed in a reading.

b. Reading comprehension is the ability of students to be improve. Learning English will be easier to understand if it is poured in reading media that can be easily read over and over again in order to gain an understanding of the reading content.

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[65] Louis Cohen, *Research Method in Education*, (USA: Routledge, 2007), 276

[66] Prabhat Pandey & Meenu Mishra Pandey, *Research Methodology*: Tools and Techniques. (Romania: Bridge Center, 2015),41.

E. Instrument and Data Collection

Instrument is the important things in conducting research. Instrument is a tool that uses for collecting data in order that they work easier, the result is accurate, complete and systematic, so that the data are easy to be process.[67]

In this research, researcher used reading comprehension test as an instrument which prepared by the researcher to find out the effectiveness of GRASP strategy. The test material based on the English book and Internet source which related to the material. The test applied for pre-test and post-test. The pre-test uses to know the student's reading comprehension before giving treatment, while post-test will intend to know the student's reading comprehension after giving the treatment with GRASP strategy in teaching learning process. Test consist of 7 items written test of instrument.

In order to gain data on this research, the research used two technique to get valid data and objective information, as follow:

a. Test

According to H. Douglas Brown, test is a method to measure knowledge and ability of people, or the performance of people within particular scope.[68] In this research, the researcherused of the pre-test and post-test. Pre-test and Post-test not only to measure the students' comprehension competence in reading, but also to collecting the data. The tests make by researcher from some resources such as students' book and internet with related to the material. The test conducted by the researcher in order to know the effectiveness GRASP strategy on students' reading comprehension on the subject they have learned.

b. Documentation

Document is an instrument to measure of the quantitative data. According Hornby,

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[67] Douglas Brown, Language Assessment Principal and Classroom *Practices* (New York: Longman, 2000),22.
[68] H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (San Fransisco: Person Longman, 2003),3

documentation defined as documents used as evidence or proof.[69] In this research, documentation was used to gotten support data about students and the profile of the school.

F. Validity and Reliability

According to Arikunto, a good instrument should have two important requirements of test that are valid and reliable. Therefore, the instrument passes two tests. The first is a validity test and the second test is a reliability test.[70]

a. Test of Validity

Validity is the most important things in developing and evaluating measuring instruments in educational research. Validity means the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purposes of the assessment.[71]

According Heaton, validity is the important requirements that must be tested while conducting research.[72] The validity test in this study was used to measure whether or not a question was valid with a total score at a significance level of 5% and a total sample of 25 respondents. To test the validity, the researchers compared the Pearson correlation of each item with the table r of the product moment.

If r count > r table, then the statement item is declared valid. The results of the validity test can be presented in the table below with n = 25, then the obtained df is 25-2 = 23 and = 5%, then the r table value is 0.413.

r count > 0.413 then the questions item is valid

r count < 0.413 then the questions item is invalid.

The following is the result of the calculation of the validity test:

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[69] A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1987), 132

[70] Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2013), 211

[71] H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Longman, 2000), 22

[72] J.B Heaton, *Writing English Test,* (New York: Longman, 1995), 159

Table 3.3 Validity of Instrument

No Item	Pearson Correlation R hitung	R table	Criteria
1	0.673	**0.413**	**Valid**
2	0.778	**0.413**	**Valid**
3	0.542	**0.413**	**Valid**
4	0.426	**0.413**	**Valid**
5	0.036	**0.413**	**Invalid**
6	0.482	**0.413**	**Valid**
7	0.276	**0.413**	**Invalid**
8	0.594	**0.413**	**Valid**
9	0.070	**0.413**	**Invalid**
10	0.622	**0.413**	**Valid**

Source: Output SPSS

Based on the results of the correlation coefficient validity test of the questions on the table above, information was obtained from the 10 items used, there are 3 items that have an r count < r table, namely items 5, 7, and 9. Based on this, the invalid items need to be discarded.

b. Test of Reliability

According Umar, reliability tests are useful for establishing whether a research instrument is used, in which case it can be used more than once or at least with the same respondent.[73] Reliability tests is the calculation of data consistency using the Alpha Cronbach formula. The use of this formula is adjusted to the scoring technique performed on each item in the instrument. The correlated value of item- total correlation in an indicator to be declared reliable is at least 0.70.[74]

Here are the results of the reliability test:

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[73] Husein, Umar, *Metode Penelitian Untuk Skripsi dan Tesis Bisnis*, (Jakarta:Gramedia,2008),57

[74] Nunnally, J.C. and Bernstein, *The Assessment of Reliability*. (1994). 248

Table 3.4 Reliability of Instrument

N of Items	Cronbach's Alpha	Criteria
7	0.716	**Reliabel**

Source: Output SPSS

Based on the results of the reliability test in the table above, it was found that the value of Cronbach's Alpha was 0.716, the value > 0.7. Based on this, it can be concluded that the data is reliable.

G. Data Analysis Technique

Data analysis technique is the last step to done the researcher. In here, consist how to analyse those data. The purpose of this step to arrange and interpret data that has been collect. Before testing hypothesis, the data must fulfil the assumption in which the data must be normally distributed and homogenous.

1. Assumption Test

a. Normality Test

The aim of normality test is to know the data normally distributed or not. Normality test will use to know whether the data from both group sample which examined comes from the population or distribution or not.[75] In this research, the researcher used SPSS version 26 for checking the normality of test.

Step to find out the normality of test such as follow:

1) Open the SPSS program version 26

2) Input the data to the view by first fill the variable view with write down the X as a score of pre-test or post-test score and Y as the kind of class

3) Click analyse - descriptive statistic – explore

4) Drag the data into test variable

5) Click OK

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[75] James Dean Brown, *Testing Language Programs: A Comprehensive Guide To English Language Assessment ,* (New York: Mc Graw Hill, 2005), 169

After calculate, it determines by following criteria:

a) If tvalue was lower than ttable (tvalue < ttable) it means that Ho is accepted and

   Ha is rejected

b) If tvalue was higher than ttable (tvalue > ttable) it means that Ho is rejected and

   Ha is accepted.

Noted:

Ho : The data is normally distributed

Ha : The data is not normally distributed

b. Homogeneity Test

   After the result of normality test, the researcher conduct of homogeneity test to

know whether the data is homogeneous or not. The researcher used SPSS version 26

to calculate homogeneity test.

   The steps of calculation as follows:

1) Open SPSS program version 26

2) Input the data to the view by first fill the variable view with write down the X as

   a score of pre-test or post-test score and Y as the kind of class

3) Click analyse – compare means – one way anova

4) Drag the X the dependent list and Y to the factor list

5) Click options – checklist homogeneity of variance test – OK

6) There are two criteria, namely:

If the significance value is > 0,05 data it means homogeneous

If the significance value is < 0,05 data it means not homogeneous.

2. **Testing Hypothesis**

   In this research, the researcher used T-test to know whether there is the difference between two variables in this research. The researcher analyse used SPSS version 26.

   The steps to calculate as follows:

1) Open SPSS program version 26

2) Input the data to the data view, by first change the value in the variable view by change the name, decimals, value, and measure.

3) Click analyse – compare means- independent sample T-test

4) Input the variable X in test variables and variable Y in grouping variable in the dialog box of independent T-test

5) Click define groups write down 1 in the group 1 and 2 in the group 2, click continue – OK

The conclusion of testing hypothesis of are gain as below:

a) Ho : If t_test > t_table in significant degree 5%

b) Ho : If t_test < t_table sifnificant degree 5%
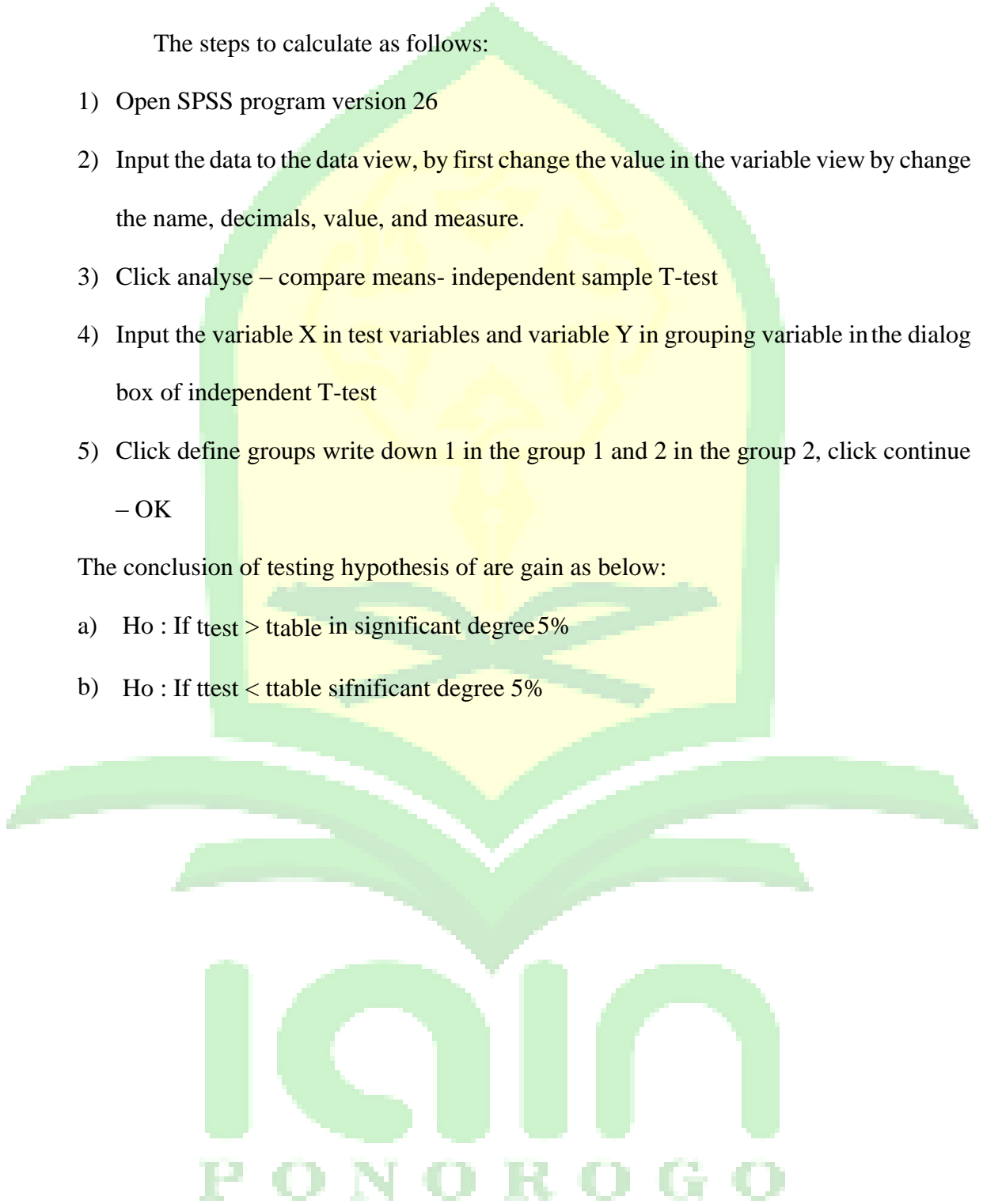
CHAPTER IV

RESEARCH RESULT AND DISCUSSION

In this chapter, the researcher discussed about the statistical description, inferential statistic, and the last discussion.

A. Statistic Description

This research was conducted in SMAN 1 Balong Ponorogo. This research took two classes as a sample. The first sample is experimental class using XI IPS 1 consisted of 24 of students and the second sample is control class using XI IPS 2 consisted of 23 students. Total of samples are 47 students. The experimental class were taught by applying GRASP strategy, while the control class were taught by applying conventional strategy.

1. Pre-test of Experimental Class

According to the study's findings, the following conclusions were reached:

Table 4.1

Frequency Distribution

Pre-test experimental class

Pre-test Experimental				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35.00	1	4.2	4.2	4.2
	40.00	1	4.2	4.2	8.3
	45.00	3	12.5	12.5	20.8
	50.00	5	20.8	20.8	41.7
	55.00	2	8.3	8.3	50.0
	60.00	2	8.3	8.3	58.3
	65.00	1	4.2	4.2	62.5
	75.00	3	12.5	12.5	75.0
	80.00	3	12.5	12.5	87.5
	85.00	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

Based on the table above, information is obtained that from 24 respondents used as a samples. The minimum score from the experimental pre-test was 35 while the maximum score from the experimental pre-test was 85. In addition, information was also obtained that the majority score of the respondents was 50 with 5 respondents and a percentage of 20.8%. In order to make the experimental pre-test value data easier to understand, the researchers also presented the data in the form of a histogram. The following is the result of the experimental pre-test histogram graph:

Figure 4.1 Histogram of Frequency Distribution

Pre-test Experimental
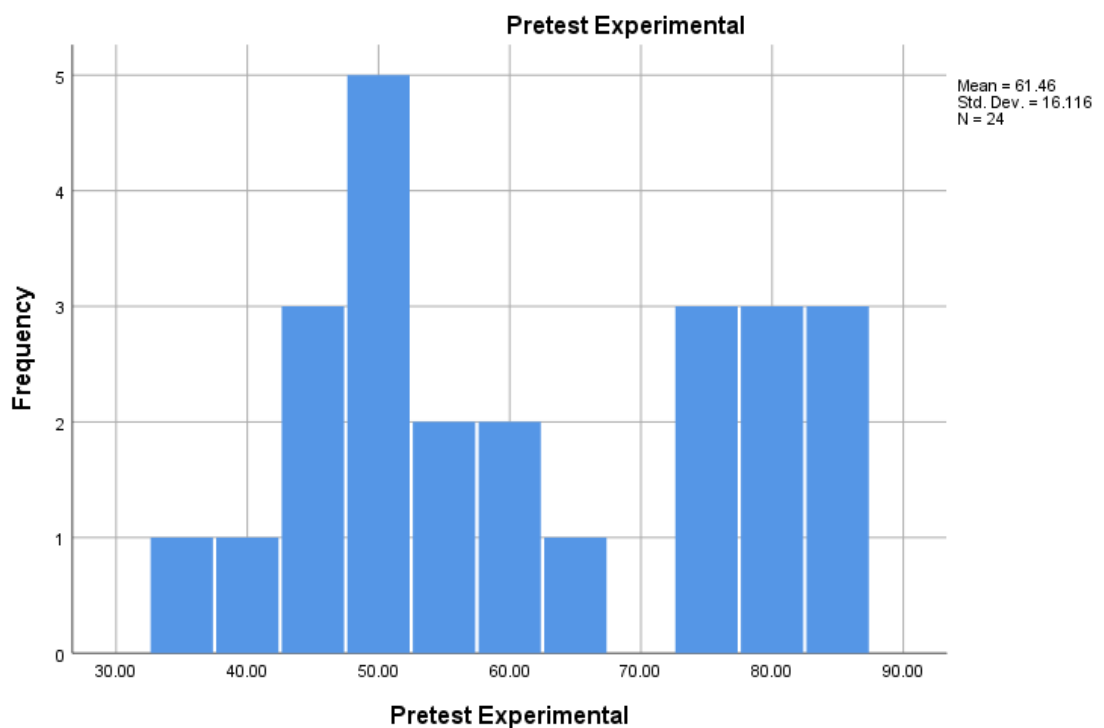
Based on the histogram chart above, it can be seen that the mean value is 61.46 while the standard deviation value is 16,116. Based on these two values, the results of the three categories are obtained as follows.

1. If the value of $< M - 1.SD$ ($61.46 - 16.116 = 45.344$) then it falls into the low category

2. If the value is between M − 1.SD (61.46 − 16.116 = 45.344) to M + 1.SD (61.46 + 16.116

= 77.576) then it is included in the medium criteria

3. If the value is > M + 1.SD (61.46 + 16.116 = 77.576) then it is included in the good criteria

Based on this, the following results were obtained:

Table 4.2 Pre-test Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rendah	5	20.8	20.8	20.8
	Sedang	13	54.2	54.2	75.0
	Baik	6	25.0	25.0	100.0
	Total	24	100.0	100.0	

Pre-test Experimental Class

Based on the table above, information was obtained that of the three categories, the categories that have the highest frequency are medium categories with a frequency of 13 respondents and a percentage of 54.2%, while the lowest frequency is a low category with a frequency of 5 respondents and a percentage of 20.8%.

2. **Post-test of Experimental Class**

Table 4.3 Frequency Distribution

Post-test Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	1	4.2	4.2	4.2
	55.00	1	4.2	4.2	8.3
	60.00	3	12.5	12.5	20.8
	65.00	1	4.2	4.2	25.0
	70.00	1	4.2	4.2	29.2
	75.00	2	8.3	8.3	37.5
	80.00	6	25.0	25.0	62.5

Post-test Experimental

85.00	5	20.8	20.8	83.3
90.00	3	12.5	12.5	95.8
100.00	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Based on the table above, information is obtained that from 24 respondents used as research samples. The minimum score from the experimental post-test is 40 while the maximum score from the experimental post-test is 100. In addition, information is also obtained that the majority value of the respondents is 80 with 6 respondents and a percentage of 5%. In order for the experimental post-test value data to be easier to understand, the researchers also presented the data in the form of a histogram. The following is the result of the experimental post-test histogram graph.

Figure 4.2 Histogram Frequency Distribution

Post-test Experimental
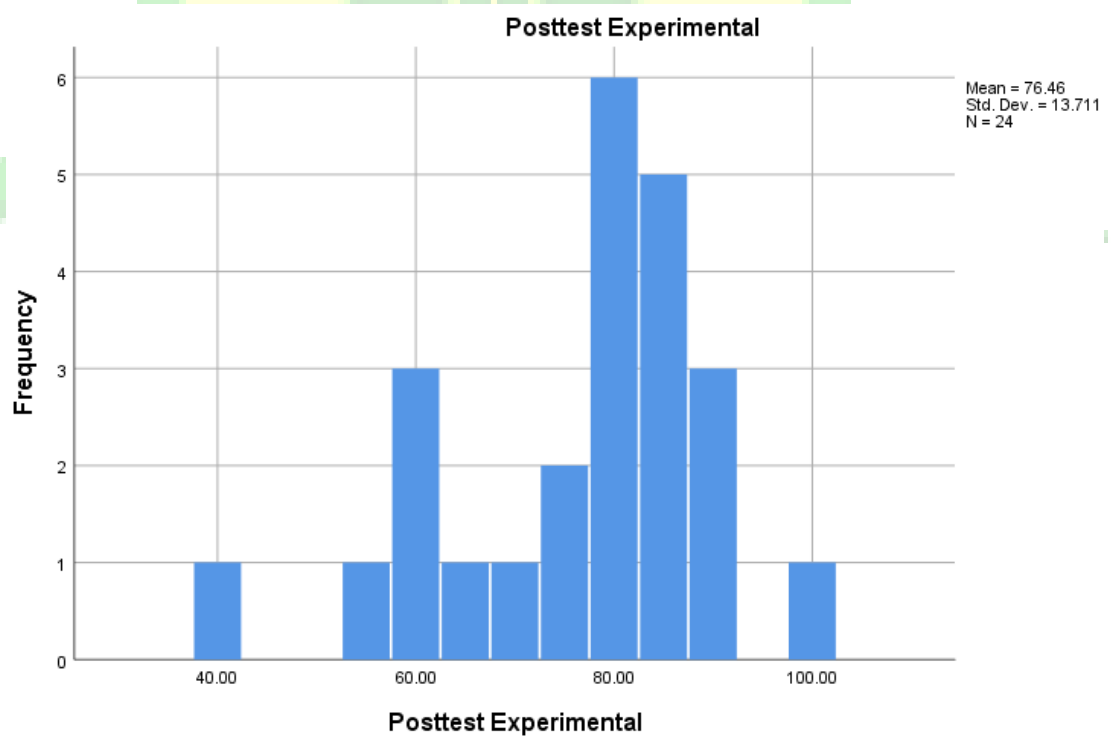
Based on the histogram graph above, it can be seen that the mean value is 76.46 while the standard deviation value is 13,711. Based on these two values, the results of the three categories are as follows.

1. If the value is < M − 1.SD (76.46 − 13,711 = 62,749) then it is in the low category

2. If the value is between M − 1.SD (76.46 − 13.711 = 62.749) to M + 1.SD (76.46 + 13.711 = 90.171) then it is included in the moderate criteria

3. If the value is > M + 1.SD (76.46 + 13.711 = 90.171) then it is included in the good criteria

Based on this, the following results were obtained:

Table 4.4 Post-test Experimental Class

Post-test Experimental Class				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rendah	5	20.8	20.8	20.8
	Sedang	4	16.7	16.7	37.5
	Baik	15	62.5	62.5	100.0
	Total	24	100.0	100.0	

Based on the table above, information is obtained that from the three existing categories, the category that has the highest frequency is the good category with a frequency of 15 respondents and a percentage of 62.5%, while the lowest frequency is the medium category with a frequency of 4 respondents and a percentage of 16.7%.

3. **Pre-test of Control Class**

Frequency Distribution

Table 4.5 Pre-test Control Class

Pre-test Control Class				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35.00	3	13.0	13.0	13.0
	40.00	5	21.7	21.7	34.8
	45.00	2	8.7	8.7	43.5
	50.00	4	17.4	17.4	60.9
	55.00	1	4.3	4.3	65.2
	65.00	2	8.7	8.7	73.9
	70.00	2	8.7	8.7	82.6
	75.00	1	4.3	4.3	87.0
	80.00	2	8.7	8.7	95.7
	85.00	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

Based on the table above, information is obtained that from 23 respondents used as research samples. The minimum score from the pre-test control was 35 while the maximum score from the pre-test control was 85. In addition, information was obtained that the majority score of the respondents was 50 with 4 respondents and a percentage of 17.4%. In order for the pre-test control value data to be easier to understand, the researchers also presented the data in the form of a histogram. The following is the result of the pre-test control histogram graph.

Figure 4.3 Histogram Pre-test Control Class

Pretest Control Class

Mean = 53.91
Std. Dev. = 16.234
N = 23
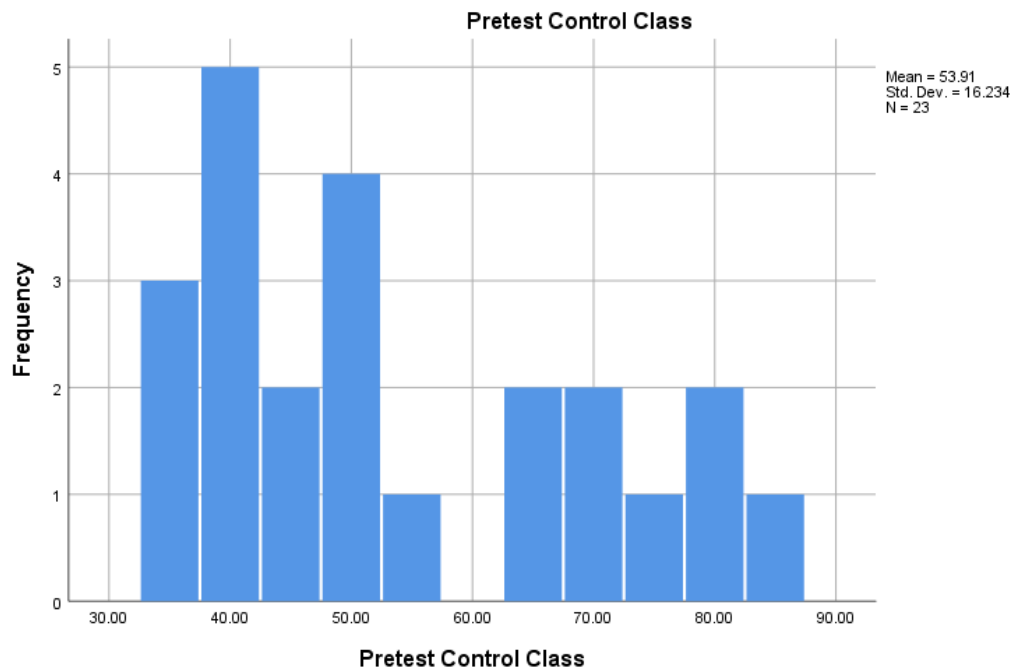
Based on the histogram graph above, it can be seen that the mean value is 53.91 while the standard deviation is 16,234. Based on these two values, the results of the three categories are as follows.

1. If the value is $< M - 1.SD$ (53.91 – 16.234 = 37.676) then it is in the low category

2. If the value is between $M - 1.SD$ (53.91 – 16.234 = 37.676) to $M + 1.SD$ (53.91 + 16.234 = 70.144) then it is included in the moderate criteria

3. If the value is $> M + 1.SD$ (53.91 + 16.234 = 70.144) then it is included in the good criteria

Based on this, the following results were obtained:

Table 4.6 Pre-test Control Class

Pre-test Control Class				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rendah	3	13.0	13.0	13.0
	Sedang	16	69.6	69.6	82.6
	Baik	4	17.4	17.4	100.0
	Total	23	100.0	100.0	

Based on the table above, information is obtained that from the three existing categories, the category that has the highest frequency is the medium category with a frequency of 16 respondents and a percentage of 69.6%, while the lowest frequency is the low category with a frequency of 3 respondents and a percentage of 13%.

4. **Post-test Control Class**

Table 4.7 Frequency Distribution

Post-test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	2	8.7	8.7	8.7
	50.00	1	4.3	4.3	13.0
	55.00	1	4.3	4.3	17.4
	60.00	6	26.1	26.1	43.5
	75.00	6	26.1	26.1	69.6
	80.00	3	13.0	13.0	82.6
	85.00	4	17.4	17.4	100.0
	Total	23	100.0	100.0	

Based on the table above, information is obtained that from 23 respondents used as research samples. The minimum score for the post-test control was 40 while the maximum score for the post-test control was 85. In addition, information was also obtained that the majority scores of the respondents were 60 and 75 with 6 respondents and a percentage of 26.1%. In order for the post-test control value data to be easier to understand, the researchers also presented the data in the form of a histogram. The following is the result of the post-test control histogram graph.

Figure 4.4 Histogram Frequency Distribution

Post-test Control Class

Posttest Control Class
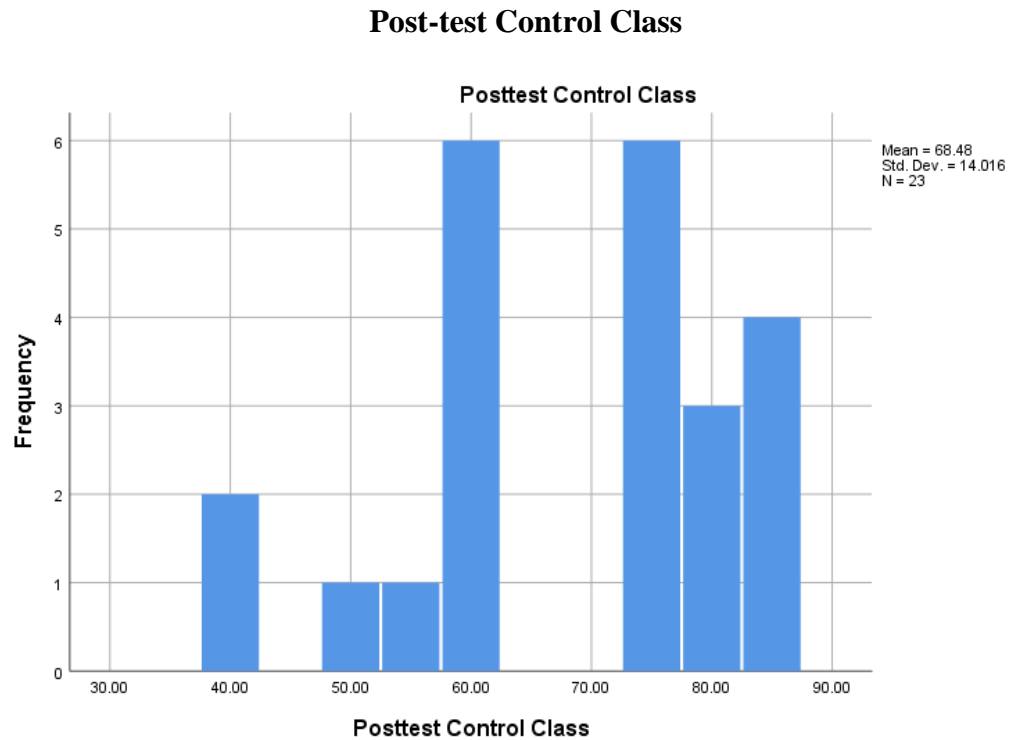
Based on the histogram graph above, it can be seen that the mean value is 68.48 while the standard deviation is 14.016. Based on these two values, the results of the three categories are as follows.

1. If the value is $< M - 1.SD$ (68.48 − 14.016 = 54.464) then it is in the low category

2. If the value is between $M - 1.SD$ (68.48 − 14.016 = 54.464) to $M + 1.SD$ (68.48 + 14.016 = 82.496) then it is included in the moderate criteria

3. If the value is $> M + 1.SD$ (68.48 + 14.016 = 82.496) then it is included in the good criteria

Based on this, the following results were obtained:

Table 4.8 Post-test Control Class

					Cumulative
Post-test Control Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rendah	3	13.0	13.0	13.0
	Sedang	16	69.6	69.6	82.6
	Baik	4	17.4	17.4	100.0

	Total	23	100.0	100.0	

Based on the table above, information is obtained that from the three existing categories, the category that has the highest frequency is the medium category with a frequency of 16 respondents and a percentage of 69.6%, while the lowest frequency is the low category with a frequency of 3 respondents and a percentage of 13%.

To clarify the data, the table below is a pre-test and post-test value transcript of the pre and post-test from control class and experimental class. See in table below:

Table 4.9 Pre-test and Post-test Value Transcript Experimental Class

No.	Name	Pre-test	Post-test	Gained Score
1	ADI	45	80	35
2	A	80	85	5
3	AAN	45	85	40
4	AWI	75	80	5
5	AW	50	60	10
6	FN	35	65	30
7	HAD	75	80	5
8	H	55	60	5
9	INRB	40	75	35
10	KIP	60	100	40
11	MDP	55	70	15
12	MTA	60	40	-20
13	MNT	50	55	5
14	NRAL	50	60	10
15	NFW	50	85	35

16	NDK	50	80	30
17	NPA	65	80	15
18	RSB	45	80	35
19	RB	80	90	10
20	SAP	80	85	5
21	SDD	75	85	10
22	T	85	90	5
23	WS	85	75	-10
24	YD	85	90	5
	SUM	**1365**	**1795**	**380**
	MEAN	**56,90**	**74,80**	**12,7**
	MAX SCORE	**85**	**100**	
	MIN SCORE	**35**	**40**	

Table 4.10 Pre-test and Post-test Value Transcript Control Class

NO	Name	Pre-test	Post-test	Gained Score
1	AK	35	50	15
2	ARM	40	60	20
3	AF	70	75	5
4	BNI	80	75	-5
5	CRAP	65	80	15
6	DAKN	85	60	-25
7	DR	65	80	15
8	DP	40	80	40

9	DAR	50	60	10
10	DYNE	75	75	0
11	FADS	55	60	5
12	IYP	50	60	10
13	MWP	45	60	15
14	NAM	80	75	-5
15	NBS	50	85	35
16	PJGS	40	85	45
17	RYWA	70	85	15
18	RS	70	75	5
19	RO	50	40	-10
20	SW	65	55	-10
21	SDA	65	85	20
22	SWI	70	75	5
23	YNA	85	85	0
	SUM	**1400**	**1620**	**220**
	MEAN	**60,87**	**70,43**	**9,57**
	MIN SCORE	**35**	**40**	
	MAX SCORE	**85**	**85**	

For this result, experimental class and control class had an increase after teaching in four meeting. There are two class gave different strategy, for the experimental using GRASP strategy and for the control class using conventional strategy.

B. Inferential Description

1. Assumtive Test

a. Normality Test

The normality test was used to determine whether the data obtained were normally distributed or not.[76] There are two ways to detect whether the residuals are normally distributed or not in the normality test, namely by graphical analysis and statistical analysis. In this study, the normality test was carried out statistically using the Shapiro-Wilk test because the data was < 30, to make decisions in the Shapiro-Wilk normality test, the significance of = 0.05.

The basis for making decisions is to look at the probability number, with the following conditions:

• If the value of Sig. > 0.05 then the assumption of normality is met.

• If the value of Sig. <0.05 then the assumption of normality is not met.

The following are the results of the Normality test using the statistical analysis presented in the table below:

Table 4.11 Result of Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.168	24	.077	.920	24	.058
Control Class	.174	23	.069	.940	23	.180
a. Lilliefors Significance Correction						

Based on the results of the normality test with Shapiro-Wilk in the table above, information was obtained that the experimental class data obtained the value of Sig. from

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[76] Ghozali 2018

Shapiro-Wilk of 0.058, while in the control class data obtained the value of Sig. of 0.180. Because the value of Sig. in both classes is greater than the 0.05 level of significance, it can be concluded that the assumption of normality is met.

b. **Homogeneity Test**

Homogeneity test is a test to see whether the data in both groups (osteoblasts and osteoclasts) have the same variance or not. In this study, the homogeneity test used Levene's test of variance with the basis for making decisions, namely if the value of Sig. < 0.05 then the two groups have different variances. Meanwhile, if the value of Sig. > 0.05 then both groups have the same variance. The following are the results of the homogeneity test listed in the table below:

Table 4.12 Result of Homogeneity Test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Hasil Based on Mean	.365	1	45	.549
Based on Median	.262	1	45	.611
Based on Median and with adjusted df	.262	1	44.994	.611
Based on trimmed mean	.356	1	45	.554

Based on the results of the homogeneity test in the table above, it is known that the probability value of p or Sig. of 0.549. Because the value of Sig. greater than the 0.05 significance level, it can be concluded that the homogeneity assumption is met. Based on this, it is known that the assumptions of normality and homogeneity have been met, therefore it can be performed on an independent t test.

2. **Hypothesis Test**

The independent t-test was used to determine whether there was a difference in the mean of the two unpaired samples, the following are the hypotheses and the basis for making decisions from the t-test are:

1) **Hypothesis**

Ha   :There is significant difference in reading comprehension between the students who taught by using GRASP strategy and the students who are not taught by using GRASP strategy at the eleventh grade of SMAN 1 Balong Ponorogo in academic year 2021/2022.

Ho   : There is no significant difference in reading comprehension between student who taught by using GRASP strategy and the students who are not taught by using GRASP strategy at the eleventh grade of SMAN 1 Balong Ponorogo in academic year 2021/2022.

2). **Basis of Decision Making**

1. If the value of Sig. (2-tailed) < 0.05, or t-count > t-table then H0 is rejected and H1 is accepted

2. If the value of Sig. (2-tailed) > 0.05, or t-count < t-table then H0 is accepted and H1 is rejected

Based on the results of data analysis using an independent T test with SPSS version 26, the following results were obtained:

Table 4.13 Result of Basis Decision Making

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil	Experimental Class	24	68.9583	12.57406	2.56667
	Control Class	23	61.1957	12.03380	2.50922

Based on the table above, information is obtained that the average value of the Experimental class is 68.9583 while that of the control class is 61.1957. Thus the information obtained that the average value of the experimental class is greater than the control class.

Table 4.14 T-Test Result

		\multicolumn{2}{c}{Levene's Test for Equality of Variances}		\multicolumn{5}{c}{t-test for Equality of Means}				
								95% Confidence Interval of the Difference
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	.365	.549	2.161	45	.036	7.76268	3.59285	.52630	14.999 06
	Equal variances not assumed			2.163	45.000	.036	7.76268	3.58942	.53321	14.992 15

According on the table above, information is obtained that the value of Sig. of 0.036, while the value of t_{test} is 2.161. By using a degree of freedom was 45 and a significance level of 5%, the t-table value is 2.0687.

The result of this research concluded that the value of T_{test} is higher than T_{table} (2,161 > 2,0687, it means that Ha was accepted and Ho was rejected. There is a significant difference between the scores in the experimental class and the scores in the control class. Based on the results of the description above, it can be concluded that students who were given treatment using a GRASP strategy had better scores than students who were not given treatment.

C. Discussion

The total results showed that there was a 2,161 differential coefficient between the students who were educated utilizing the GRASP strategy and the students who were not. In order to compare the hypothesis test (t0) at the calculated value of 2,161 with the "t" index (tt), the following conditions must be met:

1. If the $t_0 > t_t$. Ha was accepted. It means there was significance between two variables.

2. If the $t_0 > t_t$ Ha was rejected. It means there was no significance difference between two variables.

To determine the value of t_0, the researcher was checking df and consulted with the t_t score:

= (n1+n2)-2

= (24+23)-2

= 45

The study's findings indicated that the experimental class and control class had mean scores of 74,80 and 70,43, respectively. It indicates that the experimental class outperformed the control class in terms of scores. The calculation for the T-test calculation found that value of t_{test} is higher than the value of t_{table}. The value of was t_{test} 2,161 and the t_{table} was 2,068. It can be said that Ho is rejected whereas Ha is accepted.
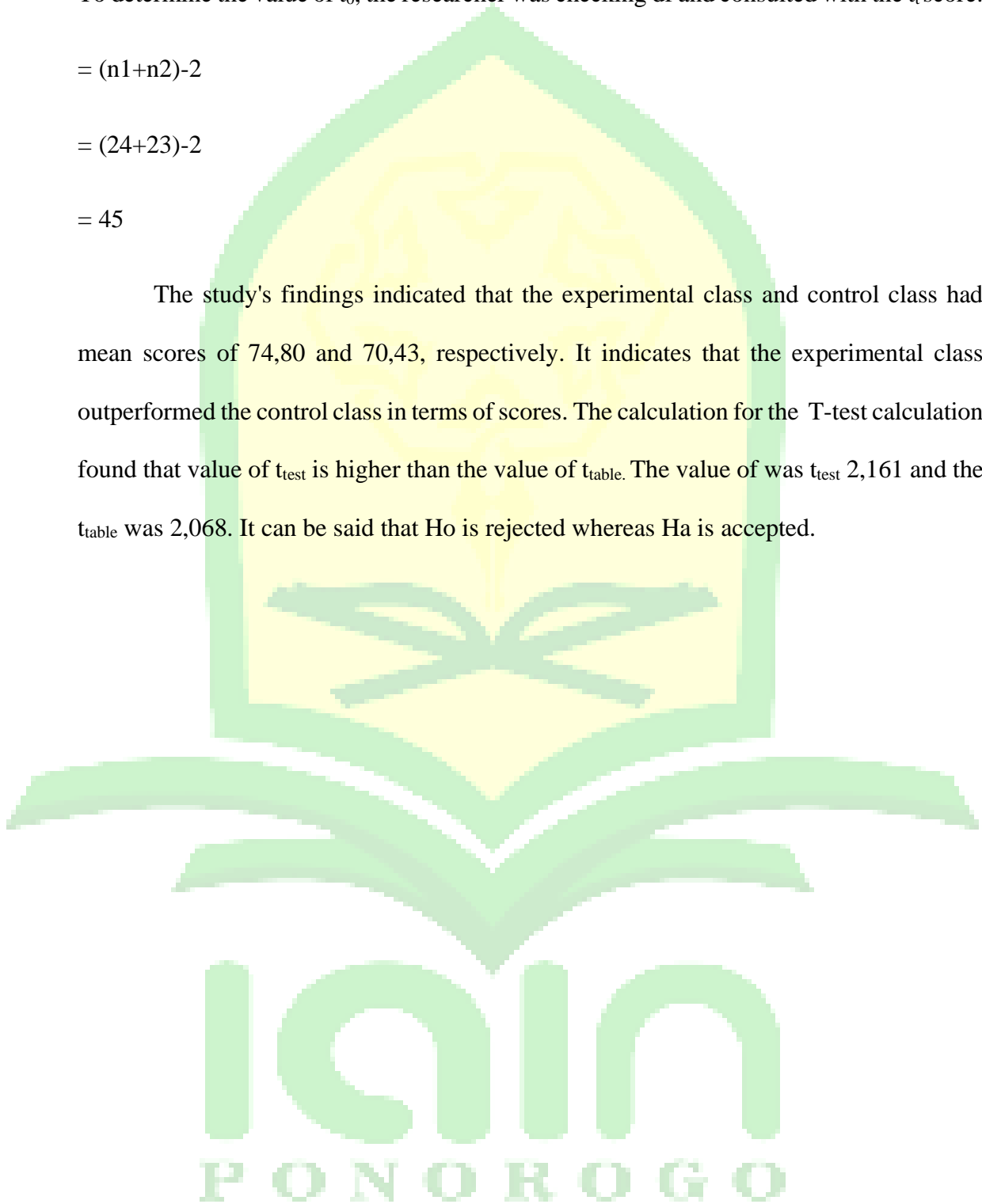
CHAPTER V

CLOSING

The researcher covered the conclusions and suggestions in this chapter.

A. Conclusion

GRASP (Guided Reading and Summarizing Procedure) is an effective to improve students' reading comprehension to the eleventh grade students of SMAN 1 Balong Ponorogo in academic year 2021/2022. The t-value for this study's analysis of the data is 2,161, and the t-table for it using a significant level of 5% is 2,0687. It means T_{test} is higher than T_{table}. Therefore, Ha was accepted and H0 was rejected. This indicates that in the academic year 2021–2022, the GRASP Strategy is successful in enhancing reading comprehension in SMAN 1 Balong Ponorogo's eleventh grade.

Besides that, the use of GRASP strategy for treat XI IPS 1 class can improve the students reading comprehension. It is showed by means of pre-test and post-test. The mean score of pre-test is 56,90 and the mean score of post-test is 74,80.

B. Suggestions

1. For the students

   The goal is for the students to have better reading comprehension after employing the GRASP technique in their studies.

2. For the English teacher

   As a result of their increased enthusiasm in the process of instructing and learning, English students should motivate their peers more. The researcher advised employing the GRASP strategy to help the pupils comprehend the reading material more clearly.

3. For the other researcher

   Though the researcher understands that the study is far from flawless, she hopes that it will be applied to future studies to undertake work similar to it.

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