

IMPLEMENTATION OF GUIDED READING PROCEDURE (GRP) IN IMPROVING READING COMPREHENSION

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ABSTRAK

Tujuan dari penelitian ini adalah untuk menjelaskan penerapan GRP dalam meningkatkan kemampuan siswa dalam memahami bacaan, dan mendeskripsikan tanggapan siswa ketika guru menerapkan GRP dalam pengajaran pemahaman bacaan. Penelitian ini termasuk dalam desain penelitian tindakan kelas kolaboratif di mana peneliti dan kolaborator bekerja sama. Subjek penelitian ini adalah seluruh siswa kelas VIII / D MTsN Dewantara. Penelitian ini dilakukan dalam dua siklus dengan mengikuti prosedur penelitian tindakan kelas. Dimulai dengan pendahuluan, perencanaan, pelaksanaan dan refleksi. Untuk mengumpulkan data, peneliti menggunakan beberapa instrumen seperti lembar observasi, catatan lapangan dan test untuk siswa dalam pembelajaran pemahaman bacaan. Dalam menganalisis data, peneliti menggunakan instrumen deskriptif kualitatif untuk mengetahui hasilnya. Untuk menganalisis data, nilai total siswa dibagi dengan jumlah siswa, dan didapatkan nilai rata-rata kelas. Kegiatan menganalisis data dilakukan melalui tiga tahap yaitu: reduksi data, penyajian data, penarikan kesimpulan /verifikasi data. Siklus I terdiri dari tiga kali pertemuan, sehingga pada siklus I diperoleh nilai 68,8. Siklus II sebanyak tiga kali pertemuan, diperoleh nilai 73,8. Artinya, bahwa siswa menunjukkan peningkatan keterampilan dalam pemahaman bacaan. Hasil penelitian juga menunjukkan bahwa siswa memiliki respon dan motivasi yang baik serta penerapan GRP meningkatkan kemampuan pemahaman membaca siswa.

Kata kunci: terbimbing, implementasi, peningkatan, membaca, prosedur

ABSTRACT

This research aims to explain the implementation of GRP in improving students' ability in reading comprehension and to describe students' respond when a teacher implements GRP in teaching reading

comprehension. The study belongs to collaborative classroom action research design in which the researcher and collaborator worked together. The subjects of this research were all of the students of VIII/D of MTsN Dewantara. This research was conducted in two cycles by following the procedure of the action research. It began with the preliminary, planning, implementing and reflecting. The researcher used some instruments such as observation checklist, field notes, and test for students in learning of reading comprehension to collect the data. In analyzing the data, the researcher used the descriptive qualitative measurement to find out the result. To analyze the data, total score of the students divided with total number of the students, and got the average score of class. The activity of analyzing data done through three steps, namely: data reduction, data display, data conclusion/ verification. First cycle, there were three meetings, as the result the students got 68,8 in first cycle. Second cycle, there were three meetings, as the result students got 73,8. It means, that the students show their improvement in reading comprehension skill. The research result also indicated that the students have good response and motivation and GRP implementation improves students' reading comprehension ability.

Keywords: *guided, implementation, improving, reading, procedure*

INTRODUCTION

Reading comprehension means reading with understanding in the reading process, the readers do not only need to read all words but also understand what the passage means, because the purpose of reading was to get information from the text. It requires students to understand reading text or passage, it commonly has some purposes, such as: to get information through reading or passage and get moral lesson that should be understood by the students. Therefore, a teacher should motivate the students to read more and improve their understanding of quality. Besides that, the reading materials that will be given should be appropriate to students' skill in English.

Based on the junior high school curriculum when the teacher does teaching practice, the students are hoped to comprehend the text and answer the questions correctly or identify the text well. However, the students get many problems in reading comprehension. It offers "frustration" since the teaching-learning process uses a common way to understand its material.

When the researcher conducted an observation at MTsN Dewantara, the researcher found that the teaching of reading comprehension is far from what the curriculum expected. It can be seen when the students were asked to write sentences after the teacher explained the material of reading comprehension such as to answer the questions based on the text, the students were not able to do that based on the correct answer in using the suitable tenses in past tense form. Beside that the students had low motivation in learning English especially about reading comprehension material. The researcher also found that teaching reading comprehension was only conducted in explanation by the teacher, it makes the students be bored and teaching activity was monotonous or one way only.

The students also felt bored because they saw the same procedure that used in teaching reading text. The teacher asked the students to read and look for the meaning. Finally, the students was losing their motivation, and they did not study seriously anymore. To make the students still get the motivation in reading, the teacher should use the appropriate procedure in teaching reading material.

There are actually many procedures we can use to improve reading comprehension, one of them is by using Guided Reading Procedure (GRP). By using this procedure, the students can greatly increase their reading comprehension where the facts and ideas in the selection are stated, repeated, and reviewed in various form. Thus, the researcher interested to choose Guided Reading Procedure (GRP) in improving reading comprehension.

Reading Comprehension

Definition of reading is stated by the experts differently. According to Harmer reading is an interaction between thinking and languages which is created to comprehend the idea of a text. It means someone's idea is not only expected to comprehend the sentences word by word, but also it is a way of understanding someone's written message as well. In other word, the reader has the goal to be success in reading. "In reading, that a reader tries to understand ideas that a writer has put in the text. It means that reading is a process of communicating information between a writer and a reader (Vecca and Grove, 1991:85)"

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Comprehension is the process of deriving meaning from connected text (Elizabeth, et.al., 1995:6). It means

the reading will not run well if there is no good comprehension from the reader. Reading consist of two related process, there are word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Reader's typically will use the different way or strategy to make them understand written texts.

The Level of Reading Comprehension

There are four levels of reading comprehension, they are:

1. Literal Comprehension

The ability to obtain a low level type of understanding by using only information that is explicitly stated.

2. Interpretation

A reading level that demands a higher level of thinking ability because the material involved is not directly stated in the text but only suggested or implied.

3. Critical Reading

A high level reading skill involves evaluation, making personal judgment on the accuracy, value and trustfulness of what is needed.

4. Creative Reading

A reading level that uses divergent thinking skill to go beyond the literal comprehension, interpretation and critical reading level (Rubin, 1997:315).

The Guided Reading Procedure (GRP)

Guided Reading Procedure (GRP) is reading with children. Thomas said it is a relatively simple instructional procedure that is well suited to group teaching (Thomas, 1984:115). It is appropriate for content area reading at any level from elementary school through college.

According to Manzo, Guided reading procedure was developed to demonstrate to underachieving students that they can greatly increase their reading comprehension through a metacognitive of self determination (Manzo, 1975:293). This procedure is meant to help students in improving their comprehension skill, it also designed to assist students in recalling what has been read, to help them generate their own question while reading, and to instill the importance of self- correction.

The goal of Guided Reading is to teach students to independently use reading strategies at their instructional level. It is a bridge between shared reading and independent reading.

The GRP does this by having students engage in a learning activity that urges them to retell what they have read in a great deal of detail. This procedure requires students to self-monitor their level of attention, concentration, and commitment. Strong reinforcement for doing this follows from their seeing and experiencing the reward of their improved recollection and comprehension.

The procedure of GRP:

1. The teacher presents a reading task before the students start to read the assigned text. This can take form of a graphic organizer, text preview, or a brainstorming session. During this time, the teacher makes it clear to the class why they are reading the passage and impresses upon them how important it is that they remember as many of the detail as possible.
2. The teacher assigns a portion of the text to be read silently and remains available to help anyone who is having difficulty. When most of the class has finished, the teachers asks them to share what details they remember. Each response is recorded on the chalkboard or an overhead transparency.
3. When all of the remembered information has been recorded, the teacher and students return to the selection in order to find additional information as well as correct any details that were incorrectly recalled. This new information is added to the list on the transparency and the misinformation is corrected.
4. Then, the teacher directs the class in organizing the material into outline form, the main idea and supporting detail. It is also appropriate to organize by outlining the detail in sequential order.
5. Questions are directed to the students to help them synthesize the new material with information that has been learned. In the beginning, these questions should be specific and then can be general.

A short quiz is given to determine how much of the information was learned (Manzo, 1975:294).

RESEARCH METHOD

This research was done by using qualitative data approach by using an action research. It is done by the teacher in the class through self-reflection in order to improve performance so that the result of student's learning increased. The researcher did not have his own classroom so he had to collaborate with the teacher classroom. The design applied in this research was Classroom Action Research (CAR). Penny (1990:38) states that teacher on phenomena in their classroom carries out " Action research, it is primary to improve the teachers' own teaching process" This is based on the reason the researcher aims at solving the students' problems in mastering reading ability by using Guided Reading Procedure (GRP) method.

According to Ferrance (2000:3-4), there are four kinds of classroom action research, they are:

1. Individual teacher research.

Usually focused on a single issue in the classroom.

2. Collaborative action research.

May include as few as two teachers or a group of several teachers and other interested in addressing a classroom or department issue.

3. School-wide research

Focused on issues common to all.

4. District-wide research

Is far more complex and utilizes more resources, but the rewards can be great.

Based on the explanation above, the researcher took the second model, collaborative action research model. The researcher does the action with the English teacher. This design was chosen because the researcher wants to explain how implementation of GRP in improving students' ability in reading comprehension.

In this research, the students are enabled to have an active role in implementing the action. Students were not only regarded as the object of the action, but also subject of the action. The researcher will be collaborated with one of the school's English teachers who help her in this action research.

RESEARCH RESULT

This chapter presented the data and finding of the research in improving students' reading comprehension ability by using Guided Reading Procedure. The data findings used to present in sequence based on the cycles. It covered the planning of the action, the implementation of the action, the analysis and reflection.

Before conducting the research, the researcher and her collaborator had a discussion about dealing with the research and the class as the subject of the research. The researcher explained the study and its objective to her collaborator with the knowledge of this study to enable her to do the observation well.

Cycle 1

First cycle had been done for three days. It was done on November 08th, 12th, 13rd 2012, and it was conducted in three meetings. The planning, the implementing, the analysis, and the reflection of this cycle was presented in this part. The activities of the students had in first cycle could be seen clearly in table 1. All the activities were aimed at developing the students' reading comprehension ability.

Table 1 The Activities of the Reading Class in First Cycle

| No | Teacher's Activities | Student's activities |
|----|--|---|
| 1 | The teacher greeted the students and asked their condition | The students responded to the teacher |
| 2 | The teacher opened the lesson and gave a clear instruction about the objectives and rules of the lesson presented. | The students listened to the teacher's explanation. |
| 3 | The teacher gave the pre test and asked the students some question related to the topic. | The students responded to the teacher. |
| 4 | The teacher asked the students to read the reading text individually. | The students read the text individually. |
| 5 | The teacher took out and explained the reading comprehension. | The students responded to the teacher and asked some questions. |
| 6 | The teacher gave opportunity for the students to ask about material. | The students responded to the teacher and asked some questions. |
| 7 | The teacher gave material (narrative text) by using GRP and asked them to comprehend the text. | The students responded to the teacher, read the reading text and comprehend the text. |
| 8 | The teacher asked students about the text that has been they read. | The students answer the teacher's question. |

| | | |
|----|---|---|
| 9 | The teacher ordered the students to answer the questions based on the text (post test). | The students seem enthusiast in finishing the task. |
| 10 | The teacher gave spirit or motivate in reading text to be more enthusiast. | The students listened to the teacher. |

1. Planning

Before teaching and learning activities were conducted in the class, the researcher and collaborator made some discussion about activities in the first cycle. Some preparation were made including the lesson plan, the instructional material and the technique. The lesson plan was designed for three meetings. It was focused on teaching and learning reading comprehension by using GRP. The researcher and collaborator were designed the criteria of success. Because of this research was collaborative action research, the criteria of success could be determined by the researcher and collaborator. The reading comprehension in this cycle was about narrative text. The teaching reading comprehension process was done in classroom. Furthermore, the researcher also prepared the observation checklist and test. The checklist was given to the teacher and students.

2. The Implementing of the Action

In first cycle, the implementing of the action was conducted in three meetings. The first meeting, the students were read the text and answer the question based on the text. It was meant that pre test. The questions above aimed at knowing the students' ability in reading comprehension without using GRP.

For the second meeting, the researcher was explained about reading comprehension, definition of guided reading procedure and another theory related reading comprehension. In this meeting the researcher also explained the procedure of implementing GRP in teaching reading comprehension and how to comprehend the text. Here, the researcher and the teacher as a collaborator practiced teaching reading comprehension by using GRP to easily comprehend the text, and the researcher was as observer.

The third meeting, the teacher gave post test after implementing GRP in improving students' reading comprehension ability. The student must effort to comprehend the text.

In implementing the action plan of first cycle, the research instruments such as field notes and observation check list. The implementation of the three meeting was described as followed:

a. First Meeting

The first meeting was conducted on 08th November 2012. Firstly, the researcher and collaborator entered the class, greeted the students and asked them about their condition. Then the researcher took her seat at the left in front of the class. The researcher contributed test without explained how to answer the questions about reading comprehension by using GRP, It named pre test. The next activities were done by researcher when the students worked, the researcher and collaborator monitored them. Then, the researcher collected the papers of students that had used to answer the questions. Finally, the researcher asked the students about their ability in improving reading comprehension that was given in the questions. Almost all of the students were confuse in determining the questions and they had lack of vocabulary in understanding the questions. To make them easy in reading comprehension, the researcher asked them to bring the dictionary in the next meeting and give them a good motivation in reading text.

b. Second Meeting

The second meeting was conducted on 12th November 2012. In starting teaching learning process, the researcher and her collaborator entered the class and asked the students' condition and gave them motivation. To begin the activities, the researcher and the collaborator greeted the students, checked the attendance list as usual, and made 4 groups (every groups consisted of 6 students).

The second meeting focused on theory or explanation about reading comprehension and how to use the GRP in improving reading comprehension. To begin the teaching learning process, the researcher and collaborator entered the class, greeted the students and asked their condition. Then the researcher started by explaining the materials.

First, the researcher explained how to answer the questions in reading comprehension by using GRP, the role of its procedure and kinds of the text. Next, the researcher read aloud the narrative text and asked the students to read it. Some of the students are still lack in pronounce the words, and the researcher guided them in a good pronunciation. Then, the researcher asked them to find out the meaning of the text. Almost of students did not get the meaning, because they have not the dictionary. The researcher help them in finding the meaning by giving the meaning of difficult words. The researcher gave instruction for students to comprehend the text and command them to show their ability by using GRP. The students looked interesting in reading by using GRP, it seems when the students can retell what they have read. The last, the researcher gave spirit and motivated the students in learning reading comprehension.

c. Third Meeting

The third meeting was conducted 13th November 2012, it was the last meeting in the first cycle. To begin with greeted the students and checked the attendance list. Then, the researcher asked the students to explain the narrative text that had been studied in last meeting. They answered the question in good explanation, but there are of them did not remember it because they forgot or did not repeat what they have been studied. The researcher distributed the post test and asked the students to comprehend the text. The students seems happy, and some of them be lazy because they did not know the meaning. When everyone finished, the researcher and the students made reflection on the result of their reading comprehension. At the end of the class, the researcher gave some advice and motivated them to read all kinds of English text especially about narrative text.

3. Reflection

To see whether the action was successful or not, the researcher as the observer and the teacher as his collaborator observed the process of teaching learning process in reflection. The reflection was focused on the analysis in order to know whether criteria success were achieved or not. The analysis of the teaching learning process was done by referring to the information obtained from the observation checklist to the teacher and to the students and field notes. The information was about the students' and teacher's activities in the class and also about the procedure applied. Some findings that needed to be improved in the method either form teacher or the students' side was recorded. The analysis detail was discussed below:

a. Analysis of the Teaching and Learning Process

The analysis of the teaching and learning process was done by referring to the information obtained from the observation checklist. The observation checklist showed that the students were more obedient in doing their researcher instruction. They showed their enthusiasm in answering the questions. They were happy in finding the meaning of the text. This condition can be concluded that they were focused on study reading comprehension.

On the first meeting of the first cycle, the researcher gave a pre-test to the students by asking them to answer some questions related to the mastering of reading comprehension based on the narrative text. Then, on the second meeting, the reseracher explained how to teach reading comprehension by using guided reading procedure. Accepted all of the students' answer were good, although there were many students who got poor score. The researcher motivated students so they are spirit and easy in

learning reading comprehension by using GRP. Next, the students seem more happy and spirit in finding the meaning and easy to comprehend the text. The last meeting, the researcher gave post-test to know the students ability in reading comprehension by using guided reading procedure.

On the first activities of the first meeting, the students seemed worried about responding the teachers' questions. They still worried to answer the questions. This was due to the fact that not only because of the students could not be able to comprehend the text but also they were confused in determining the correct answer. Because of the fact, providing of guided reading procedure expected that the students are easy to comprehend the text.

Basically, teaching reading comprehension by using guided reading procedure had been implemented accordingly by the teacher. Some good points should be maintained, such as: giving freedom for the students to read and understanding the meaning of narrative text, GRP make the students easy to comprehend the text by finding the difficult word. Meanwhile, some points should be improved such as:

The first was the way of giving instruction. Because most of the activities were something new for the students, the instruction should be clearly started in simple sentences. Unclear instruction made the students confused and did not know what to answer the question. At the consequence of the task, the teacher should explain more for the students and asked for clarification of the task.

The second was the way the researcher helped the students by explaining about reading comprehension. Based on the observation for the students which had difficulties in comprehend the text. The researcher explained about how to comprehend the text well, by finding out the meaning of difficult words. The researcher applied guided reading procedure as a solution in improving students' ability in reading comprehension.

The third was about the researcher presentation on the lesson. Although there are many procedures in learning reading comprehension but the reseracher used guided reading procedure as procedures. In this case, the reseracher must ask some comprehensive questions to check whether the students had comprehend about material with the teacher was teaching.

The last was about the time management. The researcher could not manage the time well when it came to the activity of teaching reading comprehension, the researcher had spent much time. Facing this situation, the researcher limited the time for the students to read the text.

Based on the result of the observation and field notes, it was found that after being treated the improved reading comprehension, the teaching and learning process became better gave a good impact to improve the learning result of the students.

In term of the students' participation in the learning process, it was shown that the activities applied well in the students' ability. The teacher is not only encourage the students to comprehend the text using GRP, but also give more attention to make students easily in learning reading and enjoyable in comprehend the narrative text. The students have shown their progress in mastering reading comprehension and they were active in responded questions.

b. Analysis of the Students Learning Result

Analysis of students' ability in mastering reading comprehension was done based on the result of students in answering the questions. One aspect of criteria success in this study was that students' result of improving reading comprehension by using guided reading procedure could achieve at the good level.

The score of pre test were obtained by the students after they followed the test. The pre test was formatted in essay test, it consist of 10 questions. Then, the researcher got the students average score from the pre test. The average score was obtained by dividing the total number of students by the total of students so, the average score of pre test was 54,09.

Furthermore, in doing post test the researcher prepared the reading comprehension test by using GRP, the average score of post test was 68,8. The number showed that the implementation of GRP improved the students' comprehension, although the score did not achieve of criteria success yet. This was shown that the students got difficulties in comprehend the text of the questions.

The unsatisfactory results of the first cycle were not only caused by the students' weakness, but also the researcher performance in conducting the teaching learning process. First of all she did not manage a time. Second, she did not see students comprehend specifically but only in general. With that result, the researcher did not know the students can comprehend the material.

Considering the problems mentioned above and to make the data more effectively, the researcher continued to the second cycle. The researcher and collaborator made decision to continue the implementation of this study in the next cycle. The lesson plan such as: learning material, learning activities and the preparation of the study in the second cycle were revised based on the result that will not happen yet as in the first cycle.

Cycles 2

The section dealt the preparation, the implementation of the action, and the reflection covering the analysis of the learning teaching process and the result and the conclusion of the data obtained in the second cycle as the reflection of conducted action. The cycle was conducted for two meetings on 19th and 20th November 2012. All activities were designed using GRP in teaching reading comprehension. These all were aimed at solving the students' problem in mastering reading comprehension. The students activities had in second cycle could be seen in table 2.

1. Planning

Based on result of analysis of both teaching and learning process and the result during first cycle, the researcher and collaborator agree to make some revision and improvement in applying the method in second cycle. The revision and improvement was not only covered the method, but also the way the teacher dealt with the students. Because of this research was collaborative action research, the criteria of success was determined by the researcher were 70% of questions. Furthermore, the researcher also prepared the observation checklist for students and teacher and field notes.

In term of the way teacher dealt with the students, something was improved in this cycle. First, the teacher needed to set the time proportionally for each activity was done. Second, the teacher provided some comprehension material to make students more comprehend about material than before. Then, the researcher also made detail explanation about procedure applied GRP to improve students' ability in comprehend the text.

2. Implementing the Plan

In implementing the plan, the researcher still acted as the teacher who carried out the teaching and learning process while collaborator assisted her for the observation. The instruments employed in this study were observation checklist for the progress in every steps of the lesson, and for the teacher action in conducting the class, and field notes to know the problem taken by students in improving reading comprehension using GRP method.

Table 2 The Activities of Teaching Learning Process at Second Cycle

| No | Teacher's Activities | Student's activities |
|----|--|--|
| 1 | The teacher greeted the students and asked their condition | The students responded to the teacher |
| 2 | The teacher opened the lesson and gave a | The students listened to the teacher's |

| | | |
|---|--|---|
| | clear instruction about the objectives and rules of the lesson presented. | explanation. |
| 3 | The teacher asked the students to read the reading text individually. | The students read the text individually. |
| 4 | The teacher took out and explained the reading comprehension. | The students responded to the teacher and asked some questions. |
| 5 | The teacher gave opportunity for the students to ask about material. | The students responded to the teacher and asked some questions. |
| 6 | The teacher gave material (narrative text) by using GRP and asked them to comprehend the text. | The students responded to the teacher, read the reading text and comprehend the text. |
| 7 | The teacher asked students about the text that has been they read. | The students answer the teacher's question. |
| 8 | The teacher ordered the students to answer the questions based on the text (post test). | The students seem enthusiast in finishing the task. |
| 9 | The teacher gave spirit or motivate in reading text to be more enthusiast. | The students listened to the teacher. |

a. First Meeting

The first meeting in the second cycle was conducted on 19th November 2012. All the activities were in order to make students more able to comprehend the text. In this meeting was focused on more explanation about reading comprehension and how to applied GRP to improve reading comprehension. To begin with the researcher greeted the students in the class and asked their condition. Next, the researcher started with explained the material more detail to make the students more understand.

After that, the researcher gave a short narrative text and gave the meaning for the word that students were unknown. Then, he asked students to read the text silently. Next, the researcher asked the students to answer the questions one by one to know their comprehension. The students who got the answer fell happy, and they seemed enthusiast in answering the question. The condition showed that the students have a big spirit in improving reading comprehension by using GRP.

b. Second Meeting

The second meeting was conducted on 20th November 2012, it was the last meeting. In this cycle, the researcher giving post test. The researcher distributed a piece of paper related reading comprehension by using GRP method. Then the students answer the question by themselves individually.

Some of students seem seriously to do it, but part of them were very busy in checking the meaning of word in dictionary. Although, they were

confused and they discussed each other. They were spirit and enthusiasm in doing the task. Every students tried to get the correct answers. However, they screamed when they got the correct answer from their friend. The researcher gave instruction that the time is over to do the task and she collected the paper one by one.

At the end when everything finished, the researcher made the reflection on the result of their reading comprehension.

3. Reflection

To see whether the action was successful or not, the researcher and the collaborator made reflection. The reflection was focused on the analysis in order to see whether the criteria of success were achieved or not.

a. Analysis of the Teaching and Learning Process

The observation checklist showed that the students were more obedient in doing their researcher's instruction. They showed their enthusiasm in answering the questions. They were happy in finding the meaning of the text and looked easy to answer the questions. This condition can be concluded that they were focused on study reading comprehension. Based on the result of the observation and field notes, it was found that after being treated the improve reading comprehension, the teaching and learning process became better and gave a good impact to improve the learning result of the students.

Related to the process of teaching and learning aspect, the researcher did not spend much time dealing with how to encourage the students to understand the materials. This fact happened because they had familiar with the procedure. In this cycle, the researcher could manage the time better.

In term of students' participation in the learning process, it was shown that the activities applied in the second cycle worked well in the students' reading comprehension ability. In this cycle, the researcher encouraged the students to comprehend the text using guided reading procedure and gave more attention to make students easily and enjoyable to comprehend the narrative text. In this cycle, the students have shown their progress in mastering reading comprehension. They were active in responded questions.

b. Analysis of the Students Learning Result

Analysis of the students' ability in mastering reading comprehension was done based on the result of the students in answering the questions. They felt easier and add their knowledge about learning reading

comprehension by using GRP. They have more understanding in learning and they seemed interested to comprehend the narrative text using GRP.

The result of analysis showed that all the subjects could develop their ability to improve reading comprehension by using GRP. The final result showed that the students were success. The students can improve their reading comprehension ability by using GRP. Their final score of post test in the second cycle was 73,8. It met the good criteria of success.

CONCLUSION

Based on the finding of the research in implementing GRP in reading comprehension about narrative text, the researcher concluded the result of this research as follows:

1. Implementing GRP in teaching reading comprehension gives more advantages such as helping students comprehend the text, getting the meaning of the text well, and retelling what they have been read. Implementing GRP in teaching reading comprehension consists of two cycles. The students' ability in mastering reading comprehension in the first cycle is good although it is not yet met the criteria of success where the students got the average score in test is 68,8. To make more effectively or certainly, the researcher continued to the second cycle. In the second cycle the students' average score is 73,8, it has been in very good criteria. It means that the students has been success and GRP is suitable in implementing in teaching reading comprehension.
2. Students' respond when a teacher implements GRP were very happy, enjoyable, enthusiastic and interested in learning reading comprehension. Therefore, Teaching and learning reading comprehension by using GRP improves students' ability in mastering reading comprehension.

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