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**IMPROVING STUDENTS' READING COMPREHENSION THROUGH GUIDED
READING STRATEGY**

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Abstract: The study was aimed to increase students' reading comprehension through Guided Reading strategy at the eleventh grade of SMA Negeri 1 Natar 2021/2022. The subjects of research were 35 students. The research was focused to increase students' learning activities and students' reading comprehension. The improvement of students' reading comprehension showed mean score in pre-cycle was 58.71, there were 10 students or 28.57% who achieved target score of Minimum Mastery Criteria. The mean score in cycle 1 was 72.14, there were 20 students who achieved score above Minimum Mastery Criteria or 57.14%. The improvement of pre-cycle to cycle 1 was 13.43 or 28.57%. The mean score of cycle II was 81.82, there were 29 students who achieved score above Minimum Mastery Criteria or 82.85%. The improvement of reading test from cycle 1 to cycle 2 was 9.68 or 25.715%. While, from the students' learning activities, the improvement of students' learning activities showed mean score of students' learning activities in cycle I was 7.26 with the criteria was quite active. While, the mean score of students' learning activities in cycle II was 7.89 with the criteria was active. It could be concluded Classroom Action Research by conducting Guided Reading strategy improved students' reading comprehension and students' learning activities.

Keywords: Classroom Action Research (CAR), Guided Reading, Reading Comprehension

INTRODUCTION

Reading comprehension is a form of thought process and reasoning process

where the reader will understand the meaning in the reading that is being read. In Indonesia, most of the students

still assume that reading comprehension is difficult attitude to be learned. This thing is influenced by the problems of their English knowledge.

Judi Moreillon (2007: 10) states that “reading comprehension strategies are tools proficient readers use to solve the comprehension problems they encounter in texts.” It means that Better understanding occurs when students engage in activities that bridge their old knowledge with new ones. With this strategy, students will clinch the problems. Many methods are created and applied in learning. This is done to help students understand the learning material and help teachers to teach the material in varied delivery. reading comprehension seems to be the most important and therefore should receive special attention. This special attention is given because, in reading comprehension activities, readers are required to understand the information and get the right meaning in the reading.

Guided reading strategy is often used to help students who struggle

with reading comprehension. Pre-reading, during-reading and post-reading strategies are combined to facilitate learning and enhance literacy. When a student struggles with unfamiliar vocabulary during reading, the need to focus on those unfamiliar words can hinder comprehension. By establishing familiarity with the vocabulary from the reading prior to delving into the text, students will not spend as much time focusing on unfamiliar words and more time will be spent on reading for understanding. According to Fountas and Pinell (2012: 2), “guided reading is small group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. Based on their definition above, the writes concludes that guided reading is a teaching strategy by forming small group with the students have similar reading level and they discuss a prepared text to interpret information or meaning from the passage.” It means that the teacher can make small group and giving guidelines, students can understand well and add to the text.

Based on preliminary research at SMA Negeri 1 Natar, the writer found that students were difficult to comprehend the text. Students stemmed from difficulties in understanding main ideas in reading. Students had not yet determined some ideas in the English text. The students found difficulties to make conclusions from the text.

Referring to the problems above, the writer applied Guided Reading strategy in learning reading comprehension. Guided Reading strategy was learning approach that assisted the students to read text independently and discussed information obtained in the group discussion. Guided reading strategy leads teacher as a role model to guide them in developing their reading comprehension. By choosing some suitable texts, it can facilitate students to understand content of the text.

From background of the problem above, the writer was interested to increase students' reading comprehension by applying Guided Reading strategy. The writer concluded that Guided Reading strategy helped students increase their

reading comprehension in learning process. Therefore, the writer proposed a research title: Improving Students' Reading Comprehension through Guided Reading Strategy in the Eleventh Grade of SMA Negeri 1 Natar in the Academic Year 2021/2022.

Some researches related to the use of Guided Reading Strategy. The first research was conducted by Sitompul J.T (2012) entitled "The Effect Guided Reading Strategy on Junior High School Students' Reading Comprehension". This study aims at investigating the effect of Guided Reading Strategy on Junior High School Student Reading Comprehension.

The second research from Syahputra (2015) entitled "The Implementation of Guided Reading Strategy to Improve Students' Ability in Reading Comprehension (A Classroom Action Research at Teacher Training Faculty of UIN Ar-Raniry)". It was aimed to describe the implementation process of Guided Reading Strategy in improving students' reading comprehension.

Based on the related research study above, this research is focused to improve students' learning activities in

learning reading comprehension and their reading comprehension through Guided Reading strategy. The differences between the previous research and this research were : (1) in the previous research, the writer focused on effect and implementation through Guided Reading Strategy while in this research focus to improve students' learning activities and learning reading comprehension. (2) In previous research their use quasi experimental to conduct the research, Meanwhile, in this research the writer used classroom action research (CAR) as a design of the research. (3) In the previous research, the writer did the research in Junior High School Swasta Kristen Immanuel on Jl. Slamet Riyadi No. 1 Medan and the second previous research in Teacher Training Faculty of UIN Ar-Raniry. While, the writer conducted the research in Senior High school at SMA Negeri 1 Natar.

METHOD OF THE RESEARCH

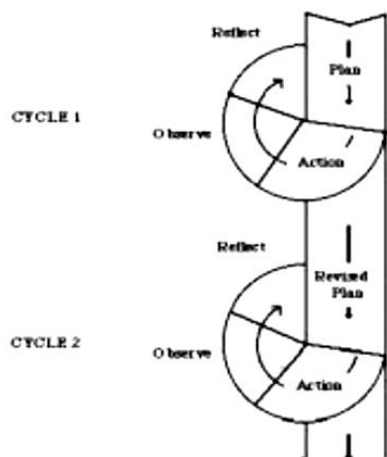
This research was conducted at SMA Negeri 1 Natar in the academic year of 2021/2022. The subject of the

research was the students of eleventh grade of SMA Negeri 1 Natar in the academic year of 2021/2022. The total number of the students was 35 consisted of 14 males and 21 females.

After students' reading test were assessed, the writer calculated mean score and percentage of students' learning completeness achieved score above Minimum Mastery Criteria (77). Overall, percentage of Minimum Mastery Criteria Class was 75%.

In this research, the writer used the qualitative research. The writer used Classroom Action Research Design (CAR). Action research is a systematic process of solving educational problems and making improvements. The research conducted to identify some problems in teaching and learning process. It consisted of several cycle was each cycle contained four phases of planning, acting, observing, and reflecting. Classroom action research should be implemented at least two cycles continuously. In this research, the writer conducted the classroom action research into two cycles. If the

result was less satisfactory, the research was performed in the next cycle in order to achieve that had been determined. Based on implementation above, the model of classroom action research was illustrated as follows:



In the instrument research, the writer used:

Formative test were assessment that had been designed by teacher to determine students' learning progress. This test was carried out when the application is in progress, because this test focused on the process and aimed to control the learning development of students.

Reading test was achievement test to determine the success of the learning process performed by the teacher. The test was multiple choice test which consisted of 60 items. Each

item had score 2 score would be 100 if students answered all of items correctly.

The writer used field notes were detailed descriptions of events, people, actions, and objects in the setting. The notes created by the teacher during the act of conducting a field study to remember and record the behaviors, activities, events, and other features of an observation. Field notes were intended to be read by the writer as evidence to produce meaning and an understanding of the culture, social situation, or phenomenon being studied. The writer used observation sheet was used to observe the students' learning activities during teaching and learning process

RESULT AND DISCUSSION

The result of this research consisted of pre-cycle, cycle 1 and cycle 1. The students' reading test in cycle 1 and cycle 2 which is taught by using guided reading while pre-cycle aimed to measure the students' reading comprehension before the treatment.

The results can be described as follows:

1. Result

A. Result of Pre-Cycle

From the result of reading test in pre-cycle, it was showed mean score of pre-cycle was 58.71. There were 10 student or 28.57% who achieved target score of Minimum Mastery Criteria. Meanwhile, there were 25 students who did not achieve target score of Minimum Mastery Criteria. From analyzing the data, it was concluded the criteria of students' score in pre-cycle at the eleventh grade of SMA Negeri 1 Natar was very poor and needed to be improved.

B. Result of Cycle 1

From the result of reading test in cycle I showed in the table above, it was showed mean score of reading test cycle I was 72.14. There were 20 students or 57.14% who achieved score above Minimum Mastery Criteria. Meanwhile, there were 15 students or 42.85% who did not achieve target

score of Minimum Mastery Criteria. From analyzing the data, it could be mentioned that result reading test in cycle I was better than result reading test in pre-cycle. For more details, the improvement of students' reading comprehension from pre-cycle to cycle 1 was showed in the diagram below:

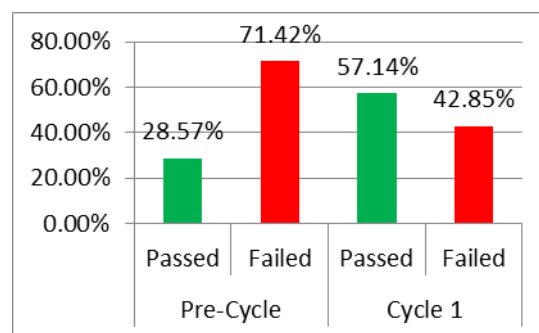


Figure 1. Improvement Pre-Cycle to Cycle 1

C. Result of Cycle 2

From the result of reading test in cycle II showed in the table above, it was showed mean score of reading test cycle II was 81.82. There were 29 students or 82.85% who achieved score above Minimum Mastery Criteria. Meanwhile, there were 6 students or 17.14% who did not achieve target score of Minimum Mastery Criteria. From analyzing the data, it could be mentioned that result of reading test in

cycle 2 was better than result reading test in cycle 1. For more details, the improvement of students' reading comprehension from cycle 1 to cycle 2 was showed in the diagram below:

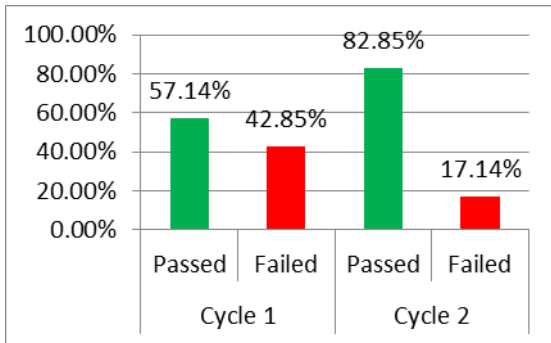


Figure 2. Improvement Cycle 1 to Cycle 2

D. Result of Observation Sheet Cycle 1

The mean score of students' activity in answering teacher question was 7.08. Mean score of students' activity in asking the questions about the material given was 7.2. Mean score of students' activity in doing assignment (individual) was 7.4. Mean score of students' activity in doing the assignment (group) was 7.31. The last, mean score students' activity in finding learning resource was 7.34. The

category of students' learning activities in cycle 1 was quite active.

E. Result of Observation Sheet Cycle 2

The mean score of students' activity in answering teacher question was 7.94. Mean score of students' activity in asking the questions about the material given was 7.88. Mean score of students' activity in doing assignment (individual) was 7.97. Mean score of students' activity in doing the assignment (group) was 7.85. The last, mean score students' activity in finding learning resource was 7.82. The category of students' learning activities in cycle 2 was active. The improvement of students' learning activity from cycle 1 to cycle 2 can be seen on figure as follows:

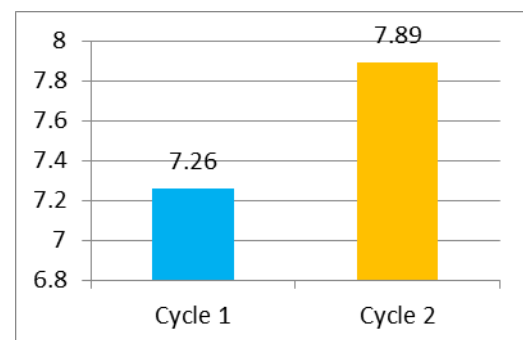


Figure 3. Improvement Learning Activity Cycle 1 to Cycle 2

2. Discussion

a. Students' Reading Comprehension

This research conducted Guided Reading strategy. Guided Reading strategy helped students to solve their problem when student have difficulty in reading. By forming groups, it helped students in learning reading and easier shared their idea based on the information in the text. The teacher had role to guide students if they found difficulties and encouraged the students to follow learning process by adjusting students' ability and material that was appropriate syllabus.

This research was conducted in two cycles with the material of reading was about explanation text. The writer conducted the research only at one class that aimed to improve the students' reading comprehension and the students' learning activities. The writer used the same material and test in cycle I and cycle II.

In cycle I, the students still got difficulties to follow learning by Guided Reading strategy. This strategy consisted of seven steps that seemed difficult to be understood by students.

Therefore, the writer tried to give clear explanation. Meanwhile teaching and learning process in cycle II, the writer made some changes such as addition of specific explanation and reading text about explanation text. The students were also asked to open dictionary so that it facilitated the students found meaning of unfamiliar words in the text. The class situation in cycle II seemed better than in cycle I, because the students could follow teaching and learning process and they began understanding the text well.

Students' reading comprehension was measured through five indicators of reading that were main idea, supporting idea, reference, inference, and vocabulary. After the writer applied indicators of reading in learning reading activities, students' reading comprehension was good automatically. The first indicator of reading was main idea. This indicator knew how the students got point of each paragraph or the whole paragraph in the text. The students were able to identify the main idea of the text.

The second indicator of reading was supporting idea. It knew how students identified the detail information in the text. For example, supporting idea of the text was about the sense of taste. Supporting idea of this text might be the questions related to ways of something. The students were able to identify supporting idea of the text.

The third indicator of reading was inference. It knew how students could find conclusion from the text. It knew how the students concluded point of the text. If the students could not know conclusion of the text, it probably meant that they did not read the text carefully. The students were able to make conclusion of the text given.

The fourth indicator of reading was reference. It knew how students identified personal or object in the text that related to between people and thing. The students were able to identify reference in the text.

The last indicator of reading was vocabulary. It knew how students found and identified meaning of unfamiliar word obtained in the text. The question generally asked about

synonym or antonym from one word. In this case, the writer allowed students to open dictionary so that they were easy to clarify each unfamiliar word in the text.

Discussing about unfamiliar words, it related to understanding reader and written text. A reader could comprehend what he or she read, so he or she could retell the text and gained the information from the passage.

The implementation of Guided Reading strategy had successfully improved students' reading comprehension and students' learning activities. It meant that this strategy had helped students in learning reading and they could understand information in the text easily, so it was appropriate to be applied in teaching and learning process.

Guided Reading strategy was a teaching approach designed to provide different teaching that could facilitate students developing their reading comprehension by forming small group. It was supported by Fountas and Pinell (2012: 2) stated "Guided reading is small group reading instruction designed to provided

differentiated teaching that supports students in developing reading proficiency.

Based on the research findings and discussion, it was known that the use of Guided Reading strategy improve both the students' reading ability and learning activities. Because this strategy provided clear steps, it was easy to be followed by students in learning.

b. Students' Learning Activity

The writer used two instruments namely field note and observation sheet to observe students' learning activities and to collect the data. Field note was applied to record each activity conducted by the writer as a teacher and the students. The observer filled each note. Observation sheet was used to record data based each item of column. There were five indicators to find students' learning activities namely students' activities in answering teacher question, students' activities in asking the questions about the material given, students' activities in doing the assignment (individual),

students' activities in doing the assignment (group), and students' activities in finding learning resources.

The activeness of students in learning activities had good improvement, because the writer applied Guided Reading strategy in teaching and learning activities. It was supported by Fountas, Pinell, and Gay Su (2013 : 268) stated "Guided Reading is well underway, and the reality that this instructional approach is powerful.

Research result from Syahputera (2000) provided similar to the research that the application of Guided Reading strategy could make a positive or good response that made the implementation was successful.

The implementation of Guided Reading strategy improved students' learning activities at the eleventh grade of SMA Negeri 1 Natar in 2021/2012 had improved students' learning activities. Based on the result of field note, the observer stated that teaching and learning in cycle 1 was still not conducive. The teacher had not controlled the students well, so not all the students got the same attention. The teacher also did not participate in

guiding students in the group discussion. While, the process of teaching and learning in cycle 2 was better enough. The teacher had been able to teach, guide, and control students. Based on the result of students' learning activities, students' learning activities in cycle 2 were better than in cycle 1. Students' learning activities in cycle 1 showed mean score was 7.26 with the category was quite active. While, students' learning activities in cycle 2 showed that mean score was 7.89 with the category was active. The improvement of the students' learning activities during the first cycle to the second cycle got 0.63 point.

Therefore, the writer decided to stop Classroom Action Research by applying Guided Reading strategy. It was caused by the application of Guided Reading strategy had improved students' reading comprehension and students' learning activities. It could be seen on the result of students' reading test and observation sheet in students' learning activities.

CONCLUSION AND SUGGESTION

Based on the result of the data analysis and hypothesis test, the writer concluded that:

1. The implementation of Guided Reading strategy could improve students' reading comprehension at the eleventh grade of SMA Negeri 1 Natar in 2021/2022.
2. The implementation of Guided Reading strategy could improve students' reading comprehension at the eleventh grade of SMA Negeri 1 Natar in 2021/2022.

In the end of this chapter, the writer gave some suggestions related to the use of Guided Reading strategy in this research. The suggestions for the teaching and learning English were proposed as follows:

1. For the English teacher, the teacher can apply Guided Reading strategy as one of alternative strategies in teaching and learning process for improving reading comprehension that make students more active.
2. For the next researcher; the researchers can use the findings of

the research as a basic for conducting further research

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