

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

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Abstract: The objectives of this research was to improve the students' reading comprehension and learning activity at eighth grade of SMPN 2 Sidomulyo by using Guided Reading Strategy. The participants of the research were 20 students. This research was conducted by implementing classroom action research. There were two cycles in which each cycle consisted of four steps; planning, action, observing and reflecting. This research focused to improve the students' reading comprehension and learning activity. The instruments of this research were reading multiple choice test consisted of 40 items and observation sheet. Based on the result of students' reading comprehension the mean score of pre-cycle 66.8, there were 11 students or 55% who passed the Minimum Mastery Criterion. The mean score of cycle 1 was 67.8, there were 13 students or 65% who passed the target. Meanwhile, the mean score of the cycle 2 was 73.3, there were 16 students or 80% who passed the target. Meanwhile, the learning activities of first meeting in cycle 1 were 67.6, then the second meeting in cycle 1 were 7.75. So, the improvement of the students' learning activities of the first meeting in cycle 1 to the cycle 2 obtained 1.09 point. From the data showed, it can be said that classroom action research by implementing Guided Reading Strategy can increase the students' reading comprehension and learning activity.

Keywords: *Classroom Action Research, Guided Reading Strategy, Reading Comprehension*

INTRODUCTION

Reading is a process of readers combining information from a text and background knowledge to build meaning. Reading is one of four skills that must be mastered by every individual. It is an activity that enriches the students' knowledge.

It helps students know how to use English well. Reading is a complex intellectual process to make sense of the meanings of the words and the messages of the text. Beside, reading is as the meaningful interpretation of printed or verbal symbol. It is a result

of the interaction between the perception of graphic symbols representing the language and the readers' language skills, cognitive skills, and the knowledge of the world.

Reading comprehension is a skill to understand the text deeper. It is the further activity of just reading because when people do the reading comprehension, they must understand all of the aspects in the text such as to identify the main idea, detail information, reference, making conclusion and recognize all of the words involve in the text.

It is important to learn reading and practicing reading because it makes the students know new knowledge from wide world, learn something new, and can communicate among others through written form.

The students are expected to learn English from various types of text. The students deal with many texts during the English lesson, so reading dominates the teaching learning activity in the classroom and has effect to the other skills.

There are many reasons why reading skill is good for learners, the first it can build new words for learners. When learners read the text, they will find a lot of new words and from this benefit they will improve their stock of words in their brain. Besides that, they also will learn the meaning of those words. The second, learners can improve their understanding of structure of a language such as English. The third, they get some information from written text and get many ideas from it.

Teacher is responsible to make the students able to comprehend the text. She/she must have creative ways for teaching, so that the classroom situation would not be bored. It is important for the teacher in teaching English to develop the students' reading skill. The teacher should have many strategies in teaching English. There are strategies used by English teacher to make the language classes are more fun and meaningful for the learners. It could helps students find the meaning of the text and find difficult word or sentences.

Based on preliminary research at the eighth grade of SMP Negeri 2 Sidomulyo, the writer found that the students have some difficulties in learning reading. The students have difficulties to decide main idea in a reading text. The students practice

their reading rarely. They also have difficulty to retell or conclude the reading text in short conclusion and the students often forget the meaning of words that they have learned. These problems should be decreased due to the importance of reading itself.

Referring to these difficulties, the writer improved the students' reading comprehension by a strategy. There are many strategies that can use for teaching reading such as cooperative reading, skimming technique, scanning technique, etc but in this research the writer used a strategy namely Guided Reading. Guided reading is strategy that can improve students' reading ability by guiding them to read independently.

The teacher as facilitator for the students in comprehending a reading text. This strategy need to guide by introducing the story, then monitoring, discussing and practicing. Through these ways, both teacher and student can be success in understanding a reading text.

It was expected that guided reading can improve the students' reading comprehension just like the previous research. The use of guided reading for improving the students' reading comprehension had been implemented by many researchers. Therefore, the writer also used this strategy. There was a guidance made by the writer based on the procedure of guided reading for the process of research.

Based on the background of problem, the writer used Guided Reading strategy which aimed for improving the students' reading comprehension. The writer followed the step of teaching through the use of Guided Reading strategy. Therefore, this research entitled "Improving Students' Reading Comprehension through Guided Reading Strategy at Eighth Grade of

SMP Negeri 2 Sidomulyo in 2021/2022".

FRAME OF THEORY

1. Reading

According Linse (2005:69) "Reading is a fluent process of readers combining information from a text and background knowledge to build meaning". It means that reading is a process to get the information in the text. The information can get if there is good combination between the reader and their knowledge. Reading is not to be a passive activity but reading is an active process in which readers relate information in the text to what they already know.

Based on these explanation, the writer concludes that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. It is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge, and comprehension of the information and the ideas communicated. When a reader interacts with print, his prior knowledge combined with and the visual (written) information results in his comprehension the message. Therefore, reading is actually a conversation of sort between a writer and a reader.

2. Purpose of Reading

According to Anderson (2007:99-100), there are some purposes of reading. These purposes are describe as detail in the following explanation:

1. Reading for detail facts. It aims at knowing at the discoveries that have been done by a character or to solve the problems creates.
2. Reading for main ideas. It aims at finding what the main topic of reading passage is.

3. Reading for sequence or organization. It aims at knowing the sequence of event or story that happens in the text.
4. Reading for inference. It aims at conducting the contexts contained in the reading passage.
5. Reading for classify. It aims at classifying the story in the text.
6. Reading to evaluate. It aims at evaluating the contents of the text.
7. Reading to compare or contrast. It aims at comparing between phenomenon on the text and real life.

Based on the points of reading purposes above, the writer concludes that reading has specific purpose. It means that each text has it is own function. The reader will read based on what they want to know. If they want to read a text or passage about the sequence of event, then they should find and read the kind of reading text that has purpose for sequence or organization. But this case would be different to the learners or students. They often ask to identify what the purpose of a reading text given. The teacher would give them a text, then they will identify.

3. Teaching and Learning Reading

Brown (2001:306-311) explains the planning for teaching that the teacher must know to teach in the classroom are as follows:

1. Knowing the purpose of reading
2. Teaching how to read well with good vowel sound.
3. Teaching silent reading (for intermediate to advanced levels).
4. Teaching with skimming technique to find main ideas.
5. Teaching with scanning technique to find specific information.

6. Teaching semantic mapping or clustering for reading.
7. Teaching prediction or guessing the content of the text.

Based on the explanations above, the writer concludes that the teacher should make a plan for teaching and consider the students' level. The material must be suitable to the students' level, so that the difficulties of learning could be minimalizing. Mostly, the process of teaching and learning reading is handled by the teacher includes the activity of making purpose of reading, choosing appropriate material, using some strategies for reading such as skimming, and scanning.

4. Types of Reading

In case of getting information from the text, the readers may have some types of reading in order to make them able to get complete information. Grellet (2006:4) explains that there are some types of reading which can be explained as follow:

1. Skimming.
2. Scanning.
3. Extensive reading.
4. Intensive reading.

From the fourth of reading types above, it can be concludes that the first and second types is about reading quickly. It focuses on how we handle our eyes to read a reading text or passage. The purpose of both reading types is to find out specific information quickly. It has little difference to the third of reading type. The third reading type is about reading for pleasure with longer text. The text that we read are just like novel, fiction, and short stories for fun. This type is often heavier, because it is for fun with no specific purpose.

5. Teaching and Learning Reading

In the process of teaching and learning, the teacher should be able to teach well. In other words, the teacher need a good strategy to make the students follow the lesson collaboratively and to handle the class situation. It supported by Hughes (2003:139) that "Teaching reading must teach about as follows; Identify pronominal references, main ideas, what kind text involve, topic, supporting details, recognize writer's intention, and making inferences". It means that in teaching reading, the teacher must follow the instruction of teaching itself. They are; Identify pronominal references, main ideas, what kind text involve, topic, supporting details, recognize writer's intention, and making inferences. These must be teach by the teacher, because they are the indicators to comprehend a reading text.

From the theory above, the writer concludes that the process of teaching and learning reading is handled by the teacher at all, eventhough the students must follow the lesson cooperatively. If the teacher has no idea and no good plan for teaching, then the process of teaching learning could not gain the purpose of competence. It is a must for the teacher to think for the appropriate material that she/he wants to teach to the students.

6. Principle of Teaching Reading

Grabe W (2009:16) stated about the principle in teaching reading. He said that it such a goal in teaching reading. "Reading is centrally a comprehension process. The important point is that comprehending text is related to the goal, it means that the teacher must teach it. Therefore, the main principle in teaching reading includes as follows;

1. Indentify meaning
2. Built Vocabulary

3. Understand about the text.

Based on these principles, the writer concludes that the principle is such a rule which should be followed by both teacher and student. There is no effective learning without the engagement of teacher and students in the classroom. In other words, they should engage each other. The teacher gives instructions, then the students follow it. Furthermore, the teacher should know what the students' need or on what level they are. By knowing it, the teacher will be easier to apply the principles in teaching reading.

7. Component of Teaching Reading

According to Dorn & Carla (2005:14), there are two main components of teaching-learning reading. They are vocabulary and fluency, which can be explained as follows:

1. Vocabulary
2. Fluency

Based on the theory above, the writer concludes that component in teaching reading is the key or the reason why people can read well. One reason for comprehension in reading is that we want to understand other people's ideas; if we were identical, there would be no point in most communication. It means that the background knowledge of someone is important in understanding text. If the writer and the reader are closely similar in background, training, attitude and so on, the reader is likely to interpret the text with no conscious effort.

8. Guided Reading

Heineiman (2004:50) states that "Guided reading is a small group activity where the teacher helps students to practice strategies to read a text independently. Texts chosen for guided reading need to be at an

appropriate level that will provide the necessary supports and challenges for the students as they read the text". It means that Guided Reading is a group activity in teaching-learning reading. It is such a strategy to practice or to enable students mastering reading skill. The passage must be appropriate to the students' level, so that they would not find it hard to learn it.

From the explanation above, guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. The text is easy enough for students to read with your skillful support. The text offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency. You choose selections that help students expand their strategies. Guided reading can improve students' reading ability by guiding them to read independently. The teacher as a facilitator for the students in comprehending a reading text. This strategy needs to be guided by introducing the story, then monitoring, discussing and practicing. Through these ways, both teacher and student can be successful in understanding a reading text.

9. Procedure of Teaching Reading by Using Guided Reading

The procedures of teaching reading descriptive text by using Guided Reading based on Fountas & Pinnell (2012:2) are as follows:

1. The teacher selects a text that will be just right to support new learning for the group at the instructional level.
2. The teacher introduces the text to scaffold the reading but leaves some problem-solving for readers to do.

3. Students read the entire text softly or silently. If students are reading orally, the teacher may interact briefly to teach for , prompt, or reinforce strategic actions.
4. The teacher invites students to discuss the text, guiding the discussion and lifting the students' comprehension.
5. The teacher makes explicit teaching points, grounded in the text, and directed toward expanding the students' systems of strategic actions.
6. The teacher provides explicit teaching to help students become flexible and efficient in solving words.

10. Benefits of Using Guided Reading

There are benefits of teaching reading by using Guided Reading based on Heineiman (2004:53-54) as follow:

1. Allows for explicit teaching of strategies for using cueing systems and meaning making, e.g. asking questions, locating information, inferring
2. Provides a context for teaching about how language is used for specific purposes
3. Sets a clear purpose for reading through focus questions
4. Supports students to read for meaning at a literal, inferential and evaluative level.

11. Previous Study

Previous study was the study which used the same strategy in conducting the research. Previous studies aimed to give motivation for further research. This also happened to the writer. He took 2 related previous studies about the usage of Guided Reading in teaching reading. These studies were successully in applying the strategy. Hope it would also happen to this research.

The first study did by Syauqi in 2014. He conducted a research entitled "The Effect of Using Grasp (Guided Reading And Summarizing Procedure) Toward Reading Comprehension of Second Year Students at SMAN 2 Singingi Kuantan Singingi". Based on his preliminary study, he found some difficulties faced by the students in comprehending reading text. Some of them could not comprehend the reading materials well. Therefore, they got difficulty to answer reading exercise given by their teacher. In addition, their reading comprehension was still far from the expectation of curriculum. In this case, the passing grade of reading subject in this school was 70. Students could not reach the passing grade. Therefore, he was interested in carrying out the research about this problem.

His research was administered at SMAN 2 Singingi Kuantan Singingi. The subject of the research was the second year students of SMAN 2 Singingi Kunatan Singingi, and the object of this research was the effect of using GRASP (Guided Reading and Summarizing Procedure) toward reading comprehension. The design of this research was quasi- experimental with non equivalent control group design. The population of this research was all of the second year students. The total number of population was 140 students. Because the number of population was large, the researcher used cluster sampling by taking two classes only as sample, XI IPA 1 consisted of 27 students as experimental group, and XI IPA 2 consisted of 27 students as control group, so the number of sample from two classes was 54 students. To analyze the data, the researcher adopted Independent sample T-test formula by using SPSS.

After analyzing the data, the researcher found that there is significant effect of using GRASP (Guided Reading and Summarizing Procedure) toward Reading Comprehension of the second Year students at SMAN 2 Singingi Kuantang Singingi, where t_{observed} shows 5.434 at significant level of 5%, t_{table} shows 2.00, and at level of 1%, t_{table} shows 2.65. Thus, Null Hypothesis (H_0) is Rejected, and Alternative Hypothesis (H_a) is Accepted, which shows $2.01 < 5.434 > 2.68$.

The differences of the first study with this research are about the type of research, the formula, the grade, and the sample. The first study was quantitative type while this research is qualitative. The formula used in the first study was t-test by using SPSS while this research will use no formula. The study was conducted at the higher grade that was at senior high school while this research at junior high school. There were 2 classes as the sample of study, while this research will use one class only.

The second study did by Richardson (2010). His journal is officially published on 2010 by Fisher Digital Publications entitled " Guided Reading Strategy for Reading Comprehension". He was studied at St. John Fisher College. In his journal, there is simple explanation about the result. He only explain the main case of result. It was written simply.

When the students struggle with reading comprehension they are at severe disadvantage. They do not retain what has been read and eventually become dissuaded by reading altogether. The purpose of this action research was to discover which guided reading strategies should be implemented to help develop comprehension skills. Educational professionals and theorists have determined that focused intensive

instructions of reading strategies will improve reading comprehension.

The method used in this study included pre-reading strategies, during reading, and post-reading specifically modified to improve comprehension. Over the Course of eleven weeks multiple lessons and activities were tailored and implemented to fits the needs of a struggling reader, pre-reading strategies were found to have the greatest impact on comprehension.

There are differences between the second study with this research, especially about objectives of study, the method, and the formula. The study aimed at finding advantage and disadvantage of using guided reading in teaching reading while this research aimed to improve the students' reading ability by using guided reading. The method of study was pre-reading strategies and it was used t-test formula to count the research findings while this research was not use formula because it was a qualitative research.

SETTING OF RESEARCH

In conducting the research, the writer used Classroom Action Research Design. This research was aimed to improve the students' reading comprehension by using Guided Reading strategy.

Object:

The students' reading comprehension.

Time:

At the first semester in the academic year 2021/2022.

Location:

This research was conducted at SMPN 2 Sidomulyo.

Procedure of Research

The writer conducted the research by following some steps of Classroom Action Research (CAR) as follows:

1. Planning
2. Action
3. Observation
4. Reflection

Instrument of Research

The writer gave an instrument of reading in form of multiple choice which consisted of 40 questions with four options a,b,c and d. The score for correct each item test was 2.5.

Data Collecting Technique

The data collecting technique of this research were as follows:

1. Test
2. Observation
3. Documentation

Technique of Analysis Data

The method that was used to analyze qualitative data was Descriptive Qualitative Method.

RESULT AND DISCUSSION

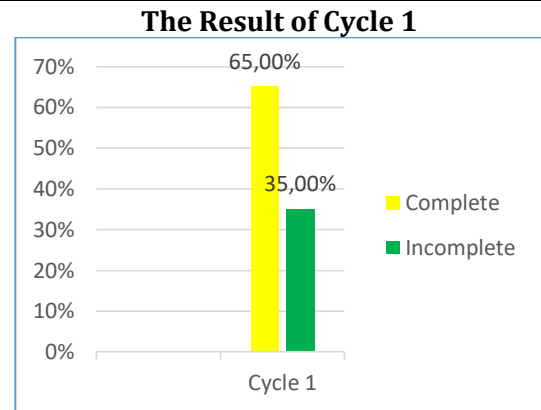
After getting the scores from reading test of cycle I, the writer calculated the mean of the students' score, the percentage of the students who passed the Minimum Mastery Criterion, and the improvement of students' score in reading from the reading test of cycle I to cycle II.

Result of First Cycle

Result of Reading Test

Teaching reading through Guided Reading strategy was solution to solve problems that exist in SMPN 2 Sidomulyo. Data from the cycle 1 of the students learning reading outcomes can be seen in the figure below:

Figure 1

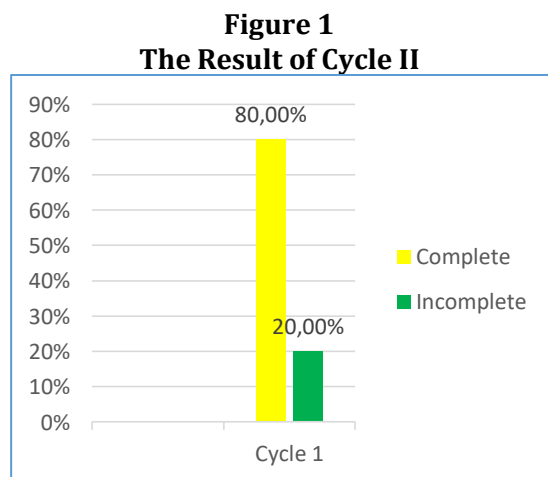


Based on the diagram above, it is clear that the use of Guided Reading strategy was unsuccessful because it was just obtained 65% while the criteria of successful at least 75% students who passed the Minimum Mastery Criteria.

Result of Second Cycle

Result of Reading Test

The use of Guided Reading strategy in cycle II was successful because it gained the success criteria of learning outcomes. The students could collaborate well in doing their task and they could comprehend the text faster because the writer changed some ways of teaching. Data from the cycle II of the students learning reading outcomes can be seen in the figure below:



Based on the diagram above, it is clear that the use of Guided Reading

strategy was successful because it was obtained 85% and it gained the successful criteria that at least 75% students who passed the Minimum Mastery Criteria.

Result of Observation Sheet

In the second cycle, generally the condition of class in teaching learning process was better than the previous cycle. The average score of student's activity based on observation sheet in cycle I obtained 6.76 while in cycle II obtained 7.75. It could be seen from the students who were ready to follow the lesson, and most of them were enthusiastic to answer some questions who given by teacher. In doing task of reading, they seemed enjoyable. In the last action of cycle two, the writer as the teacher gave the students a test. Based on the result of observation sheet in the cycle II, the data show that the students have an improvement in their reading activity.

Discussion

In this research, the writer conducted the research in two cycles. The first cycle was in three meetings with 2 materials and 1 for reading test. The material was descriptive text about thing. In the second cycle, the material was about descriptive text with different topic, that was about person. The second cycle was also conducted in three meeting with 2 materials and 1 test.

The students' reading comprehension was improved after taught by using Guided Reading Strategy. Guided reading was about how to guide the students to get better comprehension in reading text. In this strategy, the students were able to gain the indicators of reading comprehension namely identifying main idea, supporting idea, reference, inference and vocabulary.

Based on the students' observation sheet, the students' attention and their participation of the lesson were better than the first cycle. The learning activities of the cycle 2 showed that total score all of students' learning activities showed that total score all of students' learning activities was 785 and the mean score was 7.85.

The implementation of Guided Reading Strategy can improve the students' learning activities at the eighth grade of SMPN 2 Sidomulyo in 2021/2012. There were some improvements of the students' learning activities, it could be seen from the average score of the students' learning activities of cycle 1 was 6.13 with the criteria was less active, while the second cycle was 7.85 with the criteria active. So the improvement of the students' learning activities during the first cycle to the second cycle got 1.72 point.

Therefore, the writer decided to stop the Classroom Action Research by using Guided Reading Strategy because it had worked out. It could be seen on the result of students' reading test and observation sheet that the implementing of Classroom Action Research by using Guided Reading Strategy can improve the students' reading comprehension and the students' learning activities in the classroom.

CONCLUSION

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

1. The implementation of Guided Reading strategy can improve the students' reading comprehension.
2. The implementation of Guided Reading strategy can improve the students' learning activity.

SUGGESTION

1. The teacher must prepare the step of teaching well, because Guided Reading strategy is about how to guide the students to read well.
2. The further research can use the result of this research as a source of information or as a reference to make them easier in creating the ideas but they need to clarify the theory in this research in order to make the next research better.

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