The Effectiveness of Using Guided Reading Strategy to Improve Students’ Reading Comprehension

Widia Audira *1, Sofyan A. Gani 1, and Diana Fauzia Sari1

1Syiah Kuala University, Banda Aceh

*Corresponding author: widiaaudira@gmail.com

Abstract

This research belongs to experimental quantitative research and was carried out at SMPN 16 Banda Aceh. The sample was eight grade students which consists of 30 students. In collecting the data, the researcher used pre-test, treatment and post-test with 27 multiple choices as scoring. Then data was analysed using t-test formula. The researcher used recount text as the topic of the reading passage when the students were given pre-test, treatment, and post-test. The aim of this research was to investigate whether or not guided reading strategy can improve students’ score in reading comprehension at SMPN 16 Banda Aceh. Therefore, the result had positively answered the research question stated in the beginning of the study. The result showed students’ mean of pre-test was 32, while the mean of post-test was 78. The hypothesis result by using t-test showed that the obtained t-score was higher than t-table (8.17 > 2.052), the difference is statistically significant. Therefore, based on the complication, there is significant difference in reading comprehension score of students before given treatment using guided reading strategy and after treatment. Thus, it can be said that guided reading strategy improved students’ reading comprehension and hence Ha is accepted because after given treatment by guided reading strategy, the students had better achievement in reading comprehension.

Key Words : Reading Comprehension, Guided Reading Strategy, Recount Text.

1. INTRODUCTION

Reading is one of the important skills in English and it gives many benefits for us. The ability to read opens up new words and opportunities. To come to a reading comprehension, the readers have to know and master some skills and strategies that are appropriate for the type of texts and understand how to apply them to accomplish the reading purpose. According to Grellet (2001, p.7) reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible. It means that reading comprehension is to know the information from written text and to understand the text. Comprehension is the most important thing in reading textbooks or written
material. Furthermore, based on the Indonesia national curriculum 2013, junior high school students must be able to learn reading skill, there are two types of text genre which are taught in the first semester of the eighth grade students of Junior High School. Those are descriptive and recount. In this research, the researcher chose recount text as a genre of reading text to be researched on reading comprehension, the teacher should be able to make the teaching and learning process to be better.

Based on a preliminary study conducted by the researcher on October 21st, 22nd, 26th, 27th, and 28th 2019 at SMPN 16 Banda Aceh. The researchers gave the students a reading comprehension test by used pre-test which include all of reading comprehension aspects. From the result of the test, the researcher found that the students still had problem in reading comprehension by using guided reading strategy. Students were often made mistake is reading because they need to fit the comprehend the text, improve students’ vocabulary and grammar. Also, the students read haltingly. Therefore, the researcher are interested in solving these problems.

Regarding the problems above, the researcher chose to use guided reading strategy to improve students’ reading comprehension. Guided reading is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading skill, Fountas and Pinnell (1996, p.1). They also stated that guided reading has changed the way in education how to teach reading English skill to be comprehend and increase deeper understanding about what they read. Moreover, Spiegel (1980, p.187) who stated that guided reading strategy is design to improve reading comprehension by stressing attitudinal factors accuracy in comprehension, understanding grammar features and vocabulary in context. So that, guided reading helps the students to build effective way or processing to comprehend the text, improve students’ vocabulary and grammar.

In addition, the result of this study has resembled the study conducted by Syahputera (2015) that guided reading strategy has showed the average mean score of the activity performance of the students that given treatment was in the rank level of “good” for success. It is obvious that teaching reading by using guided reading strategy has showed a significant improvement in students’ score of reading comprehension. Another study conducted by Etumnu (2018) which showed that guided reading had a variable impacts on students’ reading comprehension and the other aspects of reading such as vocabulary and grammar. The three aspects showed a rapid improvement in students’ reading scores after the were given treatment using guided reading strategy. Based on the explanation above, the writers formulated the question as follow: Is Guided Reading Strategy effective to improve the students’ reading comprehension at SMP 16 Banda Aceh?

2. LITERATURE REVIEW

2.1 The Definition of Reading

Reading is primary point to get knowledge. Rumelhart in Aebersold and Field (1997, p.15) say that the meaning of reading is any involvement of the reader, the text, and also the interaction between the reader and the text. Nuttal (1985, p.78) states that there are five reading aspects that the readers should master to comprehend the text profoundly, those are: Identifying main idea, identifying details, finding reference, making inference, and understanding vocabulary.
Furthermore, Silberstain (1994, p.6) states that reading is an active process in which the reader worked intensively, interacting with the text in order to create meaningful discourse. Reading comprehension is active process understanding the text and the process of simultaneously extracting and constructing meaning through interaction and involvement with written language and interaction between students and teachers as they negotiate text. Moreover, Healy as cited by Sahara, Bahri, and Erdiana (2018, p.113), reading comprehension is about understanding, that is understand about the written word, understand of the content that had been read and understand about the construction of meaning in a text.

2.2 Guided Reading Strategy

Guided reading strategy is design to improve reading comprehension by stressing attitudinal factors accuracy in comprehension, understanding grammar features and vocabulary in context (Spiegel, 1980, p.16). Guided reading includes not only the decoding of a text, but also the understanding and interpreting of that text. Fountas and Pinnell (1996, p.18) propose some steps to apply guided reading strategy in teaching reading. Those are:

1. Selection of a text:
The teacher selects the text that will be just right support new learning for the group.

2. Introduction to the text:
The teacher provides introductions to the text that support children’s later attempts at problem solving.

3. Reading the text:
Student read the entire softly or silently, if students a reading orally, the teacher may interact briefly to teach for, prompt, or reinforce strategic action.

4. Discussion of the text:
The teacher invites students to discuss the text, guiding the discussion and the student’s comprehension.

5. Teaching points:
The teacher makes explicit teaching points, grounded in the text, and directed toward expanding the students’ system of strategic action.

6. Word work:
The teacher make explicit teaching to help student become flexible and efficient in solving word.

7. Extending understanding (optional):
If further work with the meaning is needed, students’ extend their understanding of the text through writing or drawing.

2.3 Recount Text

Recount text is applied to retell the story or experience that had happened in the past time. According to Anderson (1997, p.11), recount is a piece of text that retells past events usually in order in which they happened and the purpose of a recount is to give the audience a description of what occurred and when it occurred. Every text has a schematic structure. According to Anderson (1997, p.15), recount has three schematic structures. The orientation is the opening of the recount text. It consists of background information about recount text. Events tell about what happened in a chronological order. Re-orientation is the conclusion of the recount text.
3. METHODS

The method used in this research is quantitative method.Muijs (2004, p. 1) stated that quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based method (in particular statistic). So, the technique is used to get the data that is related in teaching reading. In this research, the approach that is used by the researcher is an experimental study with true experimental design type of pre-test and post-test.

The population of this research is the second year students of SMPN 16 Banda Aceh. In this research, the researcher used purposive sampling. There are 5 classrooms for the second grade students. Each class consists of 25 to 30 students while the samples of this research being selected as an experimental class. To determine the sample, it selects cases with a specific purpose in mind. Purposive sampling is used most often when a difficulty-to-reach population needs to be measured.

In this research, the researcher collected the data with three procedures. The researcher started with given pre-test, treatment and, post-test. The researcher took 5 meetings and it took about 80 minutes for each meeting. In the first meeting, the researcher gave pre-test about recount text. The researcher gave three days of treatment to the students in experimental class. In the first treatment, the researcher started to explain about Guided Reading Strategy, then, gave the material about recount text. After that, the researcher did the reading activity using Guided Reading Strategy to improve students’ reading comprehension skill in recount text. In the second treatment, before starting the lesson the researcher asked the students about the last reading topic in order to review the students’ understanding of the text. In this meeting, the students were asked to do an exercise regarding the text they were given. The researcher guided students to answer the test by trying to find difficulties and solving it for them. At the end of the class, the researcher continued the last treatment using guided reading strategy. Before the researcher started the lesson, the researcher reviewed the lesson and asked the students about their comprehension regarding the last passage.

The last, the researcher gave post-test to the students to see their progress of students’ reading skill. To analyzed the data, the researcher used a statistical formula to collected the data. The components of the formula namely mean score, standard deviation and hypothesis testing.

4. RESULT AND DISCUSSION

4.1 Results

The researcher presented the research result by showing the data in the form of the table and figure whereas the analysis of data was calculated by suing some statistical procedures. The research was conducted for 30 students in the class VIII-1 at SMPN 16 Banda Aceh. The research began from October 21st, 2019 to October 28th, 2019. The result of students’ pre-test and post-test score could be seen as follow:

The researcher gave pre-test for the students in the first meeting on October 21st, 2019 before applying Guided Reading Strategy to Improve Students’ Reading Comprehension. In the table below, the researcher presented the frequency distribution of pre-test score.

Table 4.1 The Frequency Distribution of Pre-Test
The Effectiveness of Using Guided Reading Strategy to Improve Students’ Reading Comprehension by Widia Audira¹, Sofyan A. Gani¹, and Diana Fauzia Sari

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-23</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>24-29</td>
<td>7</td>
<td>23.3%</td>
</tr>
<tr>
<td>30-35</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>36-41</td>
<td>8</td>
<td>26.7%</td>
</tr>
<tr>
<td>42-47</td>
<td>1</td>
<td>3.3%</td>
</tr>
<tr>
<td>48-53</td>
<td>2</td>
<td>6.7%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the table, it can be seen that the reading score of students during pre-test varied. It is clearly seen that all of the students got score under KKM (70).

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Figure 4.1. Mean of Students’ Scores of Pre-test

As it can be seen from the figure 4.1, students’ post-test was higher than students’ pre-test. Overall, all of students’ score during pre-test was very unpleasant, which the entire average score were 30.

Table 4.2 The Frequency Distribution of Post-Test

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-56</td>
<td>1</td>
<td>3.3%</td>
</tr>
<tr>
<td>56-63</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>64-70</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>71-77</td>
<td>5</td>
<td>16.7%</td>
</tr>
</tbody>
</table>
As shown in the table 4.2, the students’ score in the post test increased significantly. Only 1 students (3.3%) got score under KKM which was 53. There were 6 students (20%) gained 70, and 5 students (16.7%) got score 77. In addition, most of the students (30%) achieved over 80, while the highest score was accomplished by 9 students (30%). To conclude, students’ post-test score was approximately perfect which all of the students from eight grade attained score above the standard of minimum completeness of English mastery (70).

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>78-84</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>85-91</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 4.2 Students’ Scores of Reading Comprehension Aspects

According to figure 4.2, the average of students’ reading scores in three aspects of reading above increased. It can be seen that the score of students in vocabulary aspect rised from 3.3 in pre-tets to 6.1 in the post-test. Furthermore, the students’ score in the comprehension aspect also jumped steeply from 4.3 in pre-test to 8.1 in post-test. Moreover, the largets improvement was showed from students’ reading score of the grammar aspects. The score increased rapidly over twice of the students’ score during pre-test from 3.2 to 7.4. Therefore, the used of guided reading strategy improved students’ reading scores in the three reading aspects above.

4.2 Discussion

The aim of this research was to investigate whether or not guided reading strategy can improve students’ score in reading comprehension at SMPN 16 Banda Aceh. Therefore, the result had positively answered the research question stated in the beginning of the study. The result showed students’ mean of pre-test was 32, while the mean of post-test was 78. The mean of the students’ reading score was more that twice after the researcher gave treatment to the students by using guided reading strategy in learning reading.

The finding also indicated students’ score in each reading aspect before and after given treatment. The students’ score in vocabulary aspects rose up to 2.8 points, while the score in the comprehension aspect increased about 3.8 points after the students taught by using guided reading strategy. The most significant improvement was shown in the structure aspect which climbed to 4.2 points after given treatment. In this case, before conducting this research, students found it
difficult to understand English word, phrase, sentence. Most of the students were lack of vocabulary which can be seen from their pre-test result. Next, before given treatment the students found it difficult to identify any main idea and the details of the information included in the passage, it was shown from the test result that many students were weak at comprehension aspect, in addition, the students had the lowest awareness of the text structure before they were taught using guided reading strategy. Most of the students could not answer the questions about structure which they had the lowest score in the structure aspect. However, after they were given the treatment by using guided reading strategy, all of students showed improvement well in different reading aspect.

The researcher also found the result of hypothesis testing. The hypothesis result by using t-test showed that the obtained t-score was higher than t-table (8.17 > 2.052), the difference is statistically significant. Therefore, based on the complication there is significant difference in reading comprehension score of students before given treatment using guided reading strategy and after treatment. Hence, it can be said that guided reading strategy improved students' reading comprehension and hence Ha is accepted because after given treatment by guided reading strategy, the students had a better achievement in reading comprehension.

The researcher figured out some reasons why students could not answer the pre-test questions well, the first reason was they were lacking of vocabulary which made them difficult to understand the passage. During the treatment, the researcher guided students to overcome the problem by helping them to memorize several vocabulary that related to the text. The improvement was seen from the treatment step by step until the students did the post test. The second reason why students made many mistakes in answering pre-test questions was they were not familiar with the text and they had no background knowledge about the text. In this case, when doing the treatment, the researcher tried to choose some passages that have strong correlation with the students' background knowledge. This attempt was made to guide students to understand the text better. This strategy was running well which proved by the students' scores in post-test.

Moreover, this research is relevant to the previous study conducted by Dewi (2017) who found that using guided reading strategies towards students' reading comprehension in teaching reading increased students' comprehension. Portraining to the result of this research, it is consistent with Syahputera (2015) that guided reading strategy has showed the average mean score of the activity performance of the students that given treatment was in the rank level of "good" for success. It is obvious that teaching reading by using guided reading strategy has showed a significant improvement in students' score of reading comprehension. Regarding to the aspects of reading, this research is relevant to the previous study conducted by Etumnu (2018) which showed that guided reading had a variable impacts on students' reading comprehension and the other aspects of reading such as vocabulary and grammar. The three aspects showed a rapid improvement in students' reading scores after the were given treatment using guided reading strategy.

To end this section, the researcher incorporated some limitations in conducting this research. First, in the treatment process, the students have some difficulties in understanding the instruction. The teacher should pay attention more by giving clear instruction before students use scanning technique by their own selves. Second, in this research, the researcher used true-experimental design
which employs limited sample and weaker than another experimental design. For that reason, it is suggested for the next researcher on this technique to involve larger samples and to strengthen the design to make the research better. Third, the use of guided reading strategy in teaching of recount text in this research effectively improved students score in the test of recount text. It is important for the next researcher to know whether this technique appropriate applied in other kind of text. Last is the research is conducted on eighth grade of SMPN 16 Banda Aceh. Hence, further research should prove whether scanning technique is also effective for students in different grades.

5. CONCLUSION AND SUGGESTIONS

Based on the research findings and discussion in the previous chapter, the researcher concluded that guided reading strategy improved students’ reading comprehension. There is significant difference of students to comprehend the text before being taught by guided reading strategy and after they were given treatment using guided reading strategy.

The conclusion of this research study was supported by three findings. The post-test result showed that the mean score of the pre-test and post-test. The mean score of pre-test was 32 while the post-test was 78. In the pre-test, the maximum students’ score gets 56 and the minimum students’ score was 11. In the post-test, the students’ score in maximum is much higher than the pre-test, it was 89 and the minimum score was 50. It means that after students were taught by guided reading Strategy, they achieved higher score than before treatment.

Based on the findings of the data analysis, it could be concluded that there was a significant difference in the reading comprehension before and after given treatment by teaching reading using guided reading strategy. The analysis showed that Ho was rejected and Ha was accepted. Therefore, the hypothesis which was “teaching reading by using guided reading strategy in eight grade at SMPN 16” was accepted.

6. REFERENCES


Etumnu, S., U. (2018). *Effects of Guided Reading on Third-grade Students’ Reading Ability*. Monterey Bay: California State University


