Using Guided Reading Strategy to Improve Students' Reading Comprehension at SMP Negeri 1 Dobo

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Abstract

The focus of this research is to study how Guided Reading Strategies can improve students' understanding at SMP Negeri 1 Dobo. This research is classroom action research which consists of four stages, namely planning, action, observation and reflection. The subjects of this research were 30 students in class VIII-9 of SMP Negeri 1 Dobo. The data collection techniques were English reading tests and interviews. The results of this study indicate that students in grades VIII-9 can improve their reading comprehension. This can be seen from the average results in pre-test (36.66), cycle I (58), and cycle II (78.66). Based on this research data, it can be concluded that the use of Guided Reading Strategies can improve reading comprehension in students in class VIII-9 of SMP Negeri 1 Dobo for the 2024/2025 academic year.

INTRODUCTION

In teaching and learning process, students are only asked to read the reading text, then asked to answer questions without the teacher checking whether students really understand the contents of the reading text or not. Students do not even understand the correct mistakes made while reading. Teachers must find appropriate teaching strategies to help students have good reading comprehension skills. Boardman in Yuliana (2020), reading comprehension is a complicated process that involves a lot of interaction between readers and their background knowledge or the use of strategies, as well as variations related to reading. Reading comprehension is more than the ability of readers to answer questions but background knowledge of readers plays a very important role in helping them understand important information in written readings.

Reading is important for someone to obtain information and increase their knowledge. Reading is very beneficial for us to gain knowledge as Patel in Dadan (2020) states that reading is the most useful and important skill for humans. Furthermore, Melisa (2018) states that reading is a process when they reconcile their understanding and when readers lose it, they

subconsciously choose and use reading strategies (such as re-reading or asking questions) that will help them reconnect with the pieces of information conveyed in the text. Basically, students need something that can help solve their problems. For this reason, students need a teacher who accompanies them when the process of learning to read begins. Harris and Hodges (2001) states that perhaps the teacher's presence can guide them during the learning process and make it easier for them to participate in class learning.

The guided reading strategy is a strategy that directs students to read a guide prepared by the teacher according to the material to be taught at a predetermined time. Reading Guide strategies prioritizes student activities in finding, processing, and reporting information from the reading passage. A pleasant atmosphere in learning is the most important so that students can focus more on the subject matter because they are directly guided by a list of questions that have been given by the teacher so that the learning process becomes clearer, more effective and efficient. Apart from that, the teacher will also ask questions that discuss the material that students have read. Spiegel in Audira (2020) states that guided reading strategies are also designed to improve students' reading comprehension. Guided reading includes not only decoding the text but also understanding and interpreting the text. Guided reading is one of the strategies that can be used by the teacher to improve students' reading comprehension. This strategy requires the teacher to prepare reading material and questions and ask the students to discuss and answer the question. In the Alberta Regional (Consortia, 2017) Guided Reading is a strategy in which students divide and work in small groups and the teacher gives text that is at the same level and according to students.

With regard to the beforehand discussion, the researchers are interested in conducting the research with the title is "Using Guided Reading Strategy to Improve Student's Reading Comprehension" (Classroom Action Research in Class VIII (8) SMP Negeri 1 Dobo).

LITERATURE REVIEW
The Concept of Reading Comprehension
According to Clarke (2014) states that reading comprehension lies within the text it self, understanding that develops comes from the interaction between the text and the reader's response to the text. Reading comprehension is a way to improve students' abilities with success in acquiring useful knowledge from texts. He also stated that reading is central to teaching and learning and it is very important to consider the circumstances in which students develop necessary to explore and apply meanings derived from texts. He also stated that reading comprehension skills become more important as children progress through the education system. Further, Leon (2015) states that reading comprehension involves developing a mental representation of the text through forming casual relationships with the reader based on ideas and events in the text. Reading comprehension can be interpreted as an ability, a process to understand the information that has been read and develop the text using the reader's knowledge. In reading the text, there is a process that the reader goes through. In the process of reading comprehension, readers will integrate two kinds; i.e. text-based knowledge with prior knowledge.

Nuttal in Nurul (2021) states that there are five characteristics of reading that help students fully absorb material; identify main ideas, specific information, reference, inference and vocabulary. Beside that, Clarke (2014) states five factors influence students' scores in reading comprehension; language skills, understand the meaning of the word, working memory, working text and environment influences.

The Concept of Guided Reading Strategy

According to Ismail in Nur Hasana, (2023) the reading guide method is a learning strategy that guides students so that students concentrate on working on the material that has been prepared by the teacher in accordance with the material to be explained at a predetermined time. Guide reading is a method in which students are required to be more active in understanding subject matter in accordance with teaching objectives by carrying out assignments given by the teacher in written form. With this method it is hoped that students will be more active in exploring insights into the subject matter presented by the teacher because students will have two activities simultaneously, namely creative reading, making questions and answers; and learning objectives can be achieved optimally. Hisyam Zaini (2004) states that a Reading guide (Reading Guide) is a method that assists educators in completing a particular lesson unit. The reading guide method is the teacher's effort to create an active classroom atmosphere, by providing a reading so that students can ask questions and be able to answer or make a statement. In guided reading the emphasis is not on how to read itself but rather on reading comprehension. The steps in the guide to reading the method according to (Zaini Hisyam 2004); determine the reading to be studied, make questions for students, distribute reading material to students, students study reading material by using questions, discuss questions or grids by asking for answers for students, the teacher reviews the material at the end of the lesson. Besides that, Fountas, and Pinell (2011) states that there are three stages of Guided Read is divided before, during, and After Reading Activities. The guided Reading method is easy to use in the classroom. This method will train students to be an independent student and active learners, focus more on faced problems, and perhaps students don't be bored. This method is more effective, varied, and able to advance the creativity of teachers and students. The other it this method make student enjoy learning and easily remember the study because the learning process in class more is pleasing and impressive.

Theoretical Framework

Figure 1 is the theoretical framework of the research which shows the implementation steps. The steps applied only reach the 'theoretical trial' step because this research is to examine the implementation of how Guided Reading Strategies can improve students' understanding at SMP Negeri 1 Dobo.
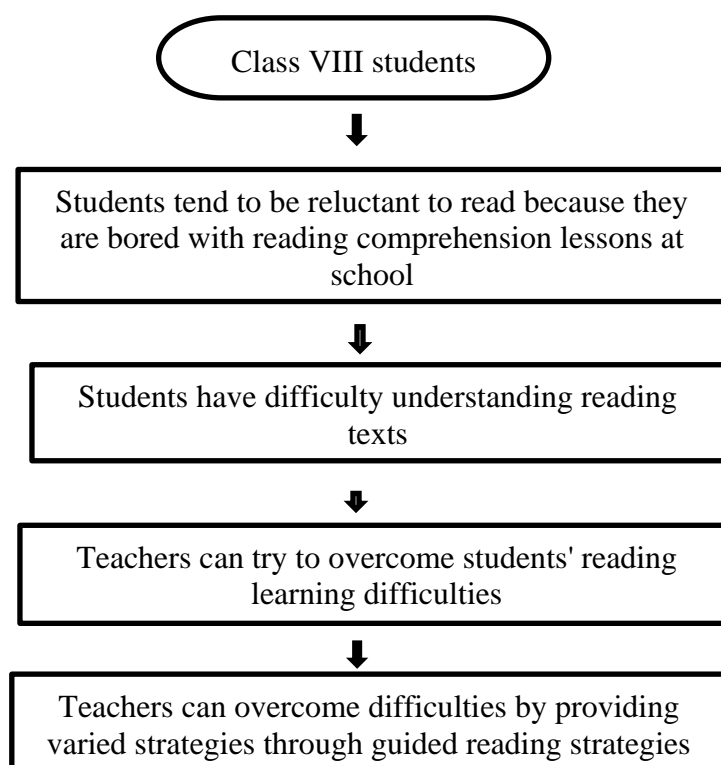
Class VIII students

⬇

Students tend to be reluctant to read because they are bored with reading comprehension lessons at school

⬇

Students have difficulty understanding reading texts

⬇

Teachers can try to overcome students' reading learning difficulties

⬇

Teachers can overcome difficulties by providing varied strategies through guided reading strategies

Figure 1.2 Research framework chart

METHODS

In this research, all 30 students at SMP Negeri 1 Dobo, Ambon were included as participants. They are registered as students class VIII in the even semester academic year 2022-2023. There are two cycles that the researchers carry out and both consist of planning, observation action and reflection.

Data Collection and Data Analysis

In this study, data were collected through reading test and interview to answer the researchers' focus of the study on (1) students' abilities and knowledge about the material provided, competencies, intelligence, and talents possessed by individuals or groups; and (2) students' perception how guided reading strategies can improve students' reading comprehension after implementing it in the class. Data analysis was carried out by analyzing and comparing the results of each cycle to find out whether the guided reading strategy improves students' reading comprehension or not, using percentages, score and descriptions to analyze student responses to interview and also to analyze and assess students' knowledge and abilities.

FINDINGS

Research result shows students' scores on reading comprehension in Pre-Test, Cycle I, and Cycle II included interviews, which support data analysis of student grades. This also shows whether the Reading Strategy Guided can improve students' reading comprehension.

Pre-Test

The students were given a Pre-Test (Reading test) to measure their level of English reading comprehension. Before taking action, the researcher applied a pre-test to the sample to measure students' abilities in English reading comprehension. This informs students' abilities in English reading comprehension before the researcher applies the Guided Reading Strategy.

Table 4.1 The distribution of students' reading comprehension in Pre-Test

Score Interval	Category	Score Test	
		F	**P**
77 – 100	Excellent	0	0%
70 – 75	Very Good	2	6%
60 – 69	Average	3	10%
50- 59	Poor	4	13%
< 49	Very Poor	21	70%

Based on the findings in table 4.1 the distribution of students' reading comprehension in pre-test, the following can be stated. There are 0 (0%) students whose pre-test scores are excellent category, 2 (6%) students who are in the very good category, 3 (10%) students who are in the average category pre-test English reading comprehension, 4 (13%) students in the poor category, and there were 21 (70%) students in the very poor category. Teachers need to be more active in helping students learn by using guided reading strategies; otherwise, failure may result. There is no increase in student scores in student comprehension.

The Result of First cycle

There were three parts in first cycle namely pre-activity, while activity, and post-activity in two meetings. In the pre-activity, the researchers started the learning with greeting, prayer, and providing some motivation to the students before the learning process was carried out. Next, in the while activity, the researchers explained to students what guided reading strategies were. In the post-activity, the researcher concluded the material and reflected on the teaching process about what they felt and their difficulties during the activity.

Table 4.2. The students' distribution on Cycle I

Score Interval	Category	Cycle I	
		F	**P**
77 – 100	Excellent	0	0 %
70 – 75	Very Good	8	26,66 %
60 – 69	Average	14	46,66 %
50- 59	Poor	3	10 %
< 49	Very Poor	5	16,66 %

Based on the finding on table 4.2, student scores in cycle I are still low. There were 0 students in the excellent category 0 (0%), 8 people in the very good category (26, 66%), 14 people in the average category (46, 66%), then 3 people in the poor category (10%) and the very poor category was 5 people (16, 66%). The table above shows that there is student progress in reading comprehension. The progress that occurred in the average table has increased compared to the pre-test, but has not yet reached the KKM standard value.

In the first cycle, researcher found that almost the majority of students had not achieved the KKM score or did not reach 77-100 in the excellent category. Most of the students were in the very good and average categories, and some students were in the poor and very poor categories. Some of them have not mastered the vocabulary and have not understood the reading text so when the test is carried out, the score in the excellent category is not yet visible. Most of them are in the very good and average categories but do not yet meet the KKM standard value. To overcome the problems in cycle I and achieve the KKM value, the researcher continued this research into cycle II.

The Result of Second cycle

The test model in cycle II is the same as the test model in cycle I. The distribution of scores in cycle II can be seen as follows:

Table 4.3
The students' distribution on Cycle II

Score Interval	Category	Cycle I	
		F	**P**
77 – 100	Excellent	18	60%
70 – 75	Very Good	8	26,66%
60 – 69	Average	2	6.66%
50- 59	Poor	2	6.66%
< 49	Very Poor	0	0 %

Based on Table 4.3, student scores in cycle II are in the excellent and very good categories. There are 18 (60%) students in the excellent category, 8 (26.6%) students in the very good category, 2 (6.66%) students in the average category, then 2 (6.66%) students in the poor category, and 0 (0%) students in the very poor category. Therefore, the researcher stopped this research in this cycle.
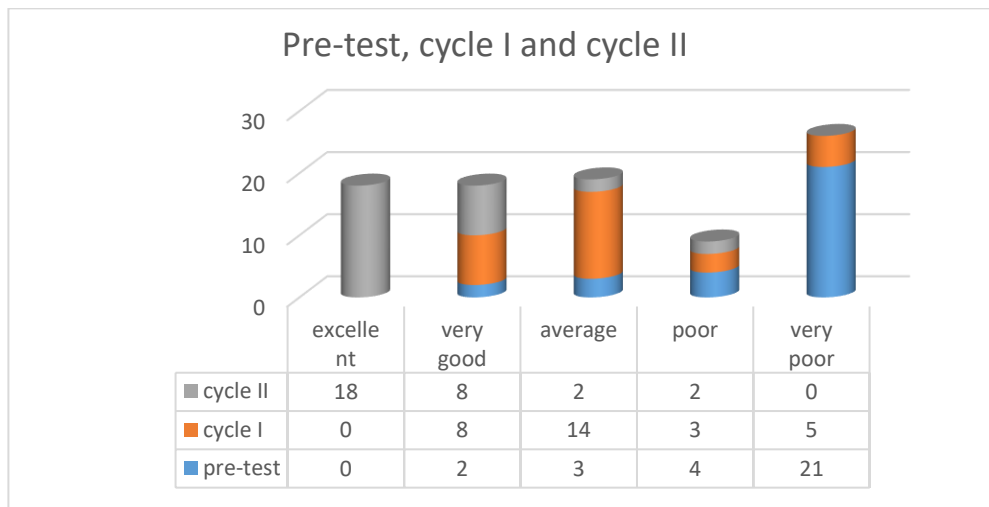
Based on the results above, it can be concluded that the majority of students have achieved the KKM score in cycle II, and the majority of students' understanding is at the excellent and very good category level. And only a few students were in the average and poor categories, while the very poor category was empty. This means that the guided reading strategy has been successfully implemented to enrich students' reading comprehension. Therefore, the researcher ended this research.

After implementing the guided reading strategy, researchers found that most students were able to pass the test in the second cycle. Based on data in cycle II, the researcher saw that student learning outcomes had reached the success criteria where the majority of students were in the excellent category 18 (60%), and 8 (26.66%) students were in the very good category. A small percentage of students are in the average category 2 (6.66%), 2 (6.66% of students are in the poor category, and in the very poor category 0(0%). From these results, it can be proven that the use of Guided Reading Strategies has an impact which is good at helping students improve and enrich their reading comprehension.

The Improvement of Students' Reading Comprehension

Based on the results reading comprehension from pre-test, cycle 1 and cycle 2 shows that guided reading strategies really help improve students' reading comprehension of reading texts. This can be seen from the results of students' reading comprehension from each cycle.

Graphic 4.4
The students' score in pre-test and every cycle

Pre-test, cycle I and cycle II

	excellent	very good	average	poor	very poor
cycle II	18	8	2	2	0
cycle I	0	8	14	3	5
pre-test	0	2	3	4	21

Based on the picture above, students' ability to read Comprehension using guided reading strategies increased significantly from the pre-test, cycle 1, and cycle 2. Increased student reading comprehension from 0% in the pre-test to 71% in the last cycle. The results are always positive. This means that this strategy is suitable and effective for implementation at the junior high school level.

Table 4.4
The Qualification of Students' Improvement in Reading Comprehension.

Score Interval	Category	Pre-Test		Cycle 1		Cycle 2	
		F	P	F	P	F	P
77– 100	Excellent	0	0%	0	0%	18	60%
70 – 75	Very Good	2	6%	8	26.66%	8	26.66%
60 – 69	Average	3	10%	14	46.66%	2	6.66%
50- 59	Poor	4	13%	3	10%	2	6.66%
< 49	Very Poor	21	70%	5	16.66%	0	0%

In the pre-test, most students got a score of 0% in the excellent category. While in the very good category 6%, on the other hand, all students are in the average, poor and very poor categories. Students who are in the average category are 10% and students who are in the poor category are 13%, then students who are in the very poor category are 70%.

In cycle I, it was seen that there was an increase in students' reading comprehension abilities from the pre-test, but it was not significant enough. Students' reading comprehension in the excellent category was 0% to 0%, then the very good category increased by 6% to

26.66%, then the average category increased from 10% to 46.66%, and the poor category decreased by 13% to 10%, and the very poor category decreased by 70% to 16.66%.

In the last cycle, we can see a significant increase in students' reading comprehension. Students' reading comprehension in the excellent category started from 0% to 60%, in the very good category there was no improvement, but remained the same at 26.66%. On the other hand, students' reading comprehension in the average, poor, and very poor categories appears to have decreased. In the average category, it decreased from 46.66% to 6.66%. In the poor category, it decreased from 10% to 6.66%, and in the very poor category, it decreased from 16.66% to 0%. After carrying out two cycles, the results were obtained that the use of guided reading strategies could improve students' reading comprehension. This can be seen in cycle I (58%) to cycle II (78.66%).

DISCUSSION
How Guided Reading Strategies can be used to improve students ' reading comprehension

In learning activities, students are very enthusiastic about studying reading texts using guided reading. This strategy also encourages students to be active in the learning process. According to Abidin (2012), guided reading is an effective approach to help students actively improve their reading skills and also helps them understand the content of reading texts. Therefore, guided reading is very effective and beneficial for students to improve their understanding.

During the learning process, students can participate and interact with their friends in group work. They were able to find important points in the reading text that the researcher had prepared. So, by using this strategy students become more familiar and active in the learning process in class.

What is the result of students reading comprehension after implementation of guided reading strategy

Using this strategy to enrich students' understanding is very useful. This is because, without the use of guided reading strategies, students cannot achieve the KKM standard score. So, the theory from Fountas and Finnell (2011) which states that guided reading strategies can improve students' reading comprehension is correct. The results of this research show satisfactory results related to increasing students' reading comprehension.

What is student perception of the implementation of a guided reading strategy

In the beginning, before implementing the guided reading strategy, students tended to feel bored and lazy about studying reading texts and they also had difficulty understanding the reading texts they had previously studied, so their reading comprehension did not improve well. However, after the researcher implemented the guided reading strategy, students were more enthusiastic felt happy and interested in learning and were able to understand the important points in the reading text.

The interview results show that students' comments can make it easier for them to learn reading texts after implementing guided reading strategies. The results of all students' responses were positive. All students agreed with the statements given in the interview. Moreover, students' answers in interviews show that guided reading strategies can motivate students to be active and easy to learn reading text.

Finally, from the discussion above, the researcher concludes that the use of guided reading strategies is effective for improving students' reading comprehension and also makes students active and motivated in the teaching and learning process. Then their learning achievements in class VIII-9 of SMP Negeri 1 Dobo experienced a significant increase.

CONCLUSION

Based on the findings obtained through test and interview of students in grades VIII-9 at SMP Negeri 1 Dobo it can be stated that Guided reading strategy makes significant changes to the reading comprehension students. This strategy encourages students to be active in the learning process by the data results increased after using the guided reading strategy. This is because almost all students achieve the standard KKM score. Additionally, this strategy make it easier for students to understand the reading text. The students felt very happy with this strategy, so made them prefer to use guided reading strategies as their learning process in class

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