

**THE USE OF GUIDED READING PROCEDURE STRATEGY TO IMPROVE THE
EIGHTH GRADE READING COMPREHENSION AT SMP MUHAMMADIYAH 2
KALISAT IN THE 2016/2017 ACADEMIC YEAR**

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***Abstract:** Reading Comprehension is process refers to the act of gathering ideas that expressed in reading form. However, many students had difficult problem in reading because it is difficult to master. Therefore, it is important to do a research entitled “The Use of Guided Reading Procedure Strategy to improve Students’ Reading Comprehension”*

In this research, the problem is “how can the use of guided reading procedure strategy improve the eighth grade students’ reading comprehension at SMP Muhammadiyah 2 Kalisat in the 2016-2017 academic year?” and the objective of this research referring to the research problem is to find out how Guided Reading Procedure Strategy can improve reading comprehension. Based on the research problem and the relevant theory, the hypothesis of this research is described as follows: The use of guided reading procedure strategy can improve the eighth grade students’ reading comprehension at SMP Muhammadiyah 2 Kalisat by grouping and discussing in the 2016-2017 academic year.

The design of this research is classroom action research. The research subject is VIII B class consisting of 26 students. The data are collected using test method, and the instrument used are test items. In order to analyze the data students’ reading score, percentage formula is used.

The implementing of Guided Reading Procedure Strategy was discussing and reading a narrative text in group as good method in cycle two. Guided Reading Procedure Strategy improved the students’ reading comprehension in two cycles from the percentage of students scored 70 (M= 65,07%) in Cycle 1 to (M= 76,92%) in Cycle 2.

Based on the research result, it can be concluded that Guided Reading Procedure Strategy is able to improve the eighth grade students’ reading comprehension in the 2016/2017 academic year by giving more explanation and guidance, and managing time well.

Keyword: Reading Comprehension, Guided Reading Procedure Strategy.

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Abstrak: Pemahaman dalam membaca adalah proses mengacu pada tindakan mengumpulkan ide-ide yang dinyatakan dalam bentuk kegiatan membaca. Namun, banyak siswa memiliki masalah dalam membaca dan sulit untuk menguasainya. Oleh karena itu, penting untuk melakukan penelitian yang berjudul "Penggunaan Strategi Prosedur Membaca yang Dipandu untuk meningkatkan Pemahaman dalam Membaca Siswa"

Dalam penelitian ini, masalahnya adalah "bagaimana bisa penggunaan strategi prosedur membaca yang dipandu meningkatkan pemahaman membaca siswa kelas VIII di SMP Muhammadiyah 2 Kalisat pada 2016-2017 tahun akademik?" Dan tujuan dari penelitian ini mengacu pada masalah penelitian adalah untuk mengetahui bagaimana penggunaan strategi prosedur membaca yang dipandu meningkatkan pemahaman membaca siswa. Berdasarkan masalah penelitian dan teori yang relevan, hipotesis penelitian ini dijelaskan sebagai berikut: Penggunaan strategi prosedur membaca yang dipandu meningkatkan pemahaman membaca siswa kelas VIII di SMP Muhammadiyah 2 Kalisat dengan pengelompokan dan diskusi pada 2016-2017 tahun akademik.

Desain penelitian ini adalah penelitian tindakan kelas. Subyek penelitian adalah kelas VIII B yang terdiri dari 26 siswa. Data dikumpulkan dengan metode tes, dan instrumen yang digunakan adalah item tes. Untuk menganalisis data skor membaca siswa, rumus persentase digunakan.

Pelaksanaan Strategi Prosedur Membaca yang Dipandu membahas dan membaca teks naratif dalam kelompok sebagai metode yang baik dalam siklus kedua. Strategi Prosedur Membaca yang Dipandu meningkatkan siswa 'membaca pemahaman dalam dua siklus dari

persentase siswa mencetak 70 (M = 65,07%) pada siklus 1 dan (M = 76,92%) pada Siklus 2.

INTRODUCTION

In the English teaching, reading is one of the communication skills that need to be developed and mastered by the students. Reading has a great function of English mastery. According to Penry Ur (1996:138) reading does not mean reading or decoding the letters or words only; reading means reading and understanding. Understanding the meaning motivates students to interpret and analyze texts. Reading helps in learning vocabulary and in creating mental image even if we don't understand completely. Reading comprehension skill is the basic skill in learning English, because every activity in English class involves reading (Grellet, 1981:8). In addition, one of the most difficult tasks of a language teacher in the context of teaching English as a foreign language is to foster attitude toward reading. It is caused by the limited time and other constraints they face during the teaching and learning process. Teachers are often unable to encourage students to find entertaining and interesting information in reading materials. Therefore, it often creates a negative mind-set in students who consider the effort to interact with reading materials as an unattractive activity compared to the process they may get from visual electronic media.

Grellet (1981:4) says that there are two reasons for reading. They are reading for getting information and reading for pleasure. The first, reading for information (in order to find out something or in order to do something with the information you get). The second reason for reading is reading for pleasure (in reading activity the students will be pleasure after they read the text).

Before doing this research, the researcher do activity called preliminary study. Preliminary study is conducted using documentary study from the English teacher. Students' score from the English teacher will be analized to know the real condition of reading comprehension in VIIB class at SMP Muhammadiyah 2 Kalisat. The result of the information showed that students have difficulties in comprehending reading because they lack of vocabulary. They don't understand what they are reading. In this case, students may be difficult in knowing the meaning of words because their memorized vocabulary is low. They usually translate English sentence into Bahasa Indonesia pointly so the meaning of sentence is incorrect. In addition, it is proved with the score of the student's reading comprehension test in SMP Muhammadiyah 2 Kalisat is low.

To overcome the problem, it is potential to implement guided reading procedure strategy. Guided reading procedure strategy is often used to help students who have difficulty in reading comprehension. Pre-reading, during-reading and post-reading strategies are combined to facilitate learning and enhance literacy. Through the implementation of guided reading procedure strategy, students become aware of how print works (Kasten, Kristo, & McClure, 2005), and students struggling with reading comprehension are better able to create meaning. Guided reading allows the teacher to meet each student and guide such students as they become independent readers.

So, the researcher believe that by using guided reading procedure strategy can improve reading comprehension. Therefore, a research entitled “ Improving the Eighth Grade Students’ Reading Comprehension by Using Guided Reading Procedure Strategy at SMP Muhammadiyah 2 Kalisat in the 2016/2017 Academic Year”.

The Nature of Reading Comprehension

Reading is one of the four skills in learning language. Reading is very important for the students in learning English. According Oxford Learner’s Pocket Dictionary (2008) Reading is act of reading books, article, etc that are intended to be read. Grellet (1981:8) defines that reading is an active skill which consists of some activities in guessing, predicting, checking and asking one self questions. Meanwhile, Duffy (1972:2) mentions that reading is a developmental process with the first acquisition of oral language and continuing throughout life. In this case, textual information is combined with reader’s information that is brought or conducted to the text. Concern with the explanation above, it can be assumed that the reader interact with the text, and match his/her prior knowledge with the new information in the text.

Discussing about comprehension, many definitions of comprehension exist. Simply, comprehension is making meaning from words when reading. Sargent, Smith, Hill, Morrison, and Burgess (2009) define comprehension as, “ the understanding of text” and it often times requires, “explanations, interpretations, applications, perspectives, empathizing, and self monitoring,” (p.362). Grellet (1996:3) defines reading comprehension as “Understanding a written text means extracting the required information from it as efficiently as possible”. According to G. Wooley (2011:15), “Reading comprehension is the process of making meaning from text”. If readers can read the words but do not understand what they are reading, they are not really reading. Good readers have to use their experiences and their background knowledge to make sense of the text. Making connections is the key to comprehension.

To get better understanding in reading comprehension, it is better for the students to know that comprehension not only depends on comprehending words, sentences and paragraph but also depends on the comprehending the whole information from the text. Grellet (1981:4) claims that one of the reasons for reading is reading for information (in order to find out something or in order to do something with the information the reader get). It means that to get the information from a passage, the students need to comprehend the whole composition of the text.

Guided Reading Procedure Strategy

Harris and Hodges (1995) offer the following definition of guided reading in The Literacy Dictionary: “reading instruction in which the teacher provides the structure and purpose for reading and for responding to the material read”.

Guided reading offers small-group support and explicit teaching to help students take on more challenging texts. As they read texts that are prganized along a gradient of difficulty, students expand their systems of strategic actions by meeting the demands of increasingly complex texts. They provide evidence of their thinking through oral reading, talk, and extension through writing. (Fountas & Pinnel, 2007, p3). For the students, the guided reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas & Pinnell, 1996).

Guided reading in the classroom allows teachers to meet the individual needs of each student. As stated above in the article written by Asha, there are many students below grade level, at grade level, and above grade level all placed in one classroom. In guided reading, teachers work with small group of students. It can consist of four to six students. Teachers must assess their students abilities firstly. Teachers need to assess students in order to group them appropriately. Data in the areas of reading fluency, accuracy, and comprehension need to be gathered on each individual student to allow educators to first discover the needs of each learner, and to develop approaches and instruction to ultimately improve student performance (Foutas & Pinnel, 1996). Assesing it provide insight as to if a text is too easy or too difficult. Grouping depends on their ability has function to meet the needs of their students. A study conducted at Woodland Intermediate School in Illionis concluded such findings as Harris (2004) stated, ”These pragmatic educators sensed the frequent small group

instruction and assessment components, inherent in guided reading, were an outstanding vehicle for achieving individualized instruction” (p. 24).

Fisher (2008) also wrote, “A guided reading group offers a supportive environment in which to promote such active participation in meaning making” (p. 20). So, from the explanations above can conclude that using guided reading procedure strategy can improve students’ reading comprehension. Guided reading helps the teacher meet their students needs and provide them the appropriate books.

Based from explanations above, guided reading is a small group instruction. Student at the same reading level are grouped together for instruction. Groups are determined through observation and assessment of each student. The structure of a guided reading lesson based on Irene C Fountas & Gay Su Pinnel:

1. Selection of a text

The teacher selects a text that will be just right to support new learning for the group- at the instructional level.

2. Introduction to the text

The teacher introduces the text to scaffold the reading but leaves some problem solving for readers to do.

3. Reading the text

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. Discussion of the text

The teacher invites students to discuss the text, guiding the discussion and lifting the students’ comprehension.

5. Teaching points

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

6. Word work

The teacher provides explicit teaching to help students become flexible and efficient in solving words.

7. Extending understanding (optional)

If further work with the meaning is needed, students extend their understanding of the text through writing and/or drawing (may be independent).

RESEARCH METHODOLOGY

This research was intended to know how the use of guided reading procedure strategy can improve students' reading comprehension on the eighth grade students at SMP Muhammadiyah Kalisat in the 2016/2017 academic year. The research was conducted at SMP Muhammadiyah 2 Kalisat. The research was conducted in July 2016. The participants of this research were VIII B class of SMP Muhammadiyah 2 Kalisat. There were 26 students at all.

The study was conducted by the writer is a classroom action research. According Arikunto (2010:130) Classroom Action Research is an accuration on the activity which deliberately raised, and happens in a class. Classroom action research has the purpose of developing new skill or new approach to solve problem in the field or the actual problems by using guided reading procedure strategy. According Lewin in Arikunto (2010:131), explains that there are four cycles to do action research such as Planning, Acting, Observing, and Reflecting. The teacher can apply a certain treatment in order to improve the students' reading comprehension by using Guided Reading Procedure Strategy.

The instrument of this research was "test". The test was reading comprehension test in the form of narrative texts. The test consisted of 50 items, 25 items for each cycle. The test involved several aspects such as comprehend word, sentence, paragraph, and text. The material was tested related to School Based Curriculum or KTSP which is suitable for their level. The teacher taught reading comprehension by applying guided reading procedure strategy. Finally, the teacher gave reading comprehension test in the last meeting.

THE RESULT OF THE RESEARCH

There were three meetings in the first cycle. The material of the lesson was narrative text. The sub theme used in each meetings was different. The researcher prepared several narrative texts for each groups. In the implementing guided reading procedure strategy, the teacher divided groups, each group consisted of six to seven students. Dividing groups here depended on their ability. Then, the teacher gave different narrative text to each groups. The teacher discussed the text with a group, while other groups asked to read the text silently. The teacher introduced the text and asked some questions related with the text to know the prior knowledge of the students. The teacher asked them to read the text silently and asked to identify the text. The teacher discussed the text and guided the students in understanding the meaning of unknown words and understanding the whole text. The teacher asked some questions about the story and asked other students to respond it, a student answered the question and other students may agree/disagree with her/his statement. This activity was to

make the students become active. After discussing with a group, the teacher moved on another group and did the activities like before. And so on. In the second and third meeting the teacher asked the students to join with their group. The teacher did activities like in the first meeting, but in the second meeting activities were added. The students asked to find main idea in each paragraph. In the third meeting the students asked to make conclusion about the story. It can be meant that they retell the story using their own language.

There were three meetings in the second cycle. In the second cycle, the teacher did same activities in cycle 1. But, when the students works on their activities the teacher came to another group controlling another grop and start pulling the students who need guidance. The teacher explained more about the unknown words. The implementation of the first and the second cycle referred to the lesson plan made by the teacher. In this case, the teacher gave narrative text in the form of legend, fabel, and fiction of history. But, the material in second cycle was more interesting than the first cycle, the story provided by picture to attract the students and make them enjoyable. The important point in implementing guided reading procedure strategy was about time management. The weakness of this strategy it self was time. It was important to allocate sufficient time to ensure that all students have sufficient individual attention during the session. This could cause another problem; while the teacher was working with the allocated groups it is essential that other students were also working productively. This could be a difficult aspect of guided reading to manage. In the last meeting the students give reading comprehension test, and the result of reading comprehension test achieved the target. It was found that the students' reading comprehension skill had significantly improved. There were twelve students who achieved score 70 in the first cycle, and twenty students who achieved 70 in the second cycle. The percentage of the students' reading comprehension skill had increased 46.15% in the first cycle up to 76.92% in the second cycle. This meant that the students' reading comprehension skill had achieved the standard average score that was 76.92% got score 70. It meant that the research in cycle two is successful.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result and discussion, it can be concluded that the use of guided reading procedure strategy can improve the eighth B grade students' reading comprehension at SMP Muhammadiyah 2 Kalisat in the 2016/2017 academic year by giving more explanation and guidance, managing time well.

Suggestions

The results of the research showed that the application of guided reading procedure strategy could improve the students' reading comprehension. Considering the results, some suggestions are given to the English teacher, the students and the future researchers.

1. For the English teacher

Based on the result, it is suggested that the English teacher is expected to apply guided reading procedure strategy for teaching reading comprehension because it can improve the students' reading comprehension.

2. For the students

The students are suggested to improve their reading comprehension by applying guided reading procedure strategy. By using guided reading procedure strategy, the students can improve their reading comprehension.

3. For the future researcher

This research can be valuable information for the future researchers in conducting further research by applying guided reading procedure strategy in other research, for example: "The effect of reading comprehension by using guided reading procedure strategy" Realizing that there were better improvement of the use of Problem Based Learning in students' writing skill, it seems that this technique brings a chance to the progress of the teaching and learning process in the classroom. Therefore, the researcher propose some suggestions are given to the English teacher, students, and for the other researcher.

1. For the English Teacher

It is encouraget to the English teacher to apply Problem Based Learning by with picture as the learning media to help the students able to share and discuss their knowledge and experiences with peer group and to facilitate the students learn how to write a descriptive paragraph well, so they will succeed in writing a good paragraph.

2. For the Students

The students are suggested to apply Problem Based Learning in order that they are able to share ideas and experiences with their peer group to solve their writing problems more easily

3. For the Future Researcher

The future researcher or the English teacher who have the similar problem in teaching writing are encouraged to use this research result as an input to conduct further research dealing with Problem Based Learning with different research design such as experimental

research or qualitative research in order to cope with the students' problem in writing a descriptive paragraph.

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