

Improving Students' Reading Comprehension Using Guided Reading Strategy at SMP Muhammadiyah 06 Wuluhan in the 2017/2018 Academic Years

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Abstract

This research was conducted in SMP Muhammadiyah 6 Wuluhan and was focused on the eighth grade. The research was intended to improve students' reading comprehension using guided reading strategy. The researcher used classroom action research as the method and the material was narrative text. This research was done in two cycles and guided reading strategy could improve students' reading comprehension in the second cycle from the percentage of the students' score ≥ 73 , 60% in cycle 1 to 84% in cycle 2. The percentage of observation checklist also improved from the percentage of the active students 54.54% in cycle 1 to 81.82% in cycle 2.

Abstrak

Penelitian ini dilakukan di SMP Muhammadiyah 6 Wuluhan dan ditujukan pada kelas delapan. Penelitian tersebut bertujuan untuk meningkatkan pemahaman membaca siswa menggunakan guided reading strategy. Peneliti menggunakan penelitian tindakan kelas sebagai metode dan materinya adalah tes naratif. Penelitian ini dilaksanakan dalam dua siklus dan guided reading strategy bisa meningkatkan pemahaman membaca siswa di siklus kedua dari persentase nilai siswa ≥ 73 , 60% di siklus 1 ke 84% di siklus 2. Persentase dari observasi checklist juga meningkat dari persentase siswa yang aktif 54.54% di siklus 1 ke 81.82% di siklus 2.

Key Words: Classroom Action Research, Junior High School Students, Reading Skill.

Introduction

Reading comprehension is an important skill to the students. Through reading, the students can get more knowledge and find important information of the text. Zare and Othman (2013:188) state that, "reading is a cognitive activity in which the reader takes part in a conversation with the author through the text". Through this activity, the author's thought will

be transferred to the reader, thus will make a conversation between the author and the reader. The process to get an information and finding the idea can make the reader enjoying the activity. The more books one reads, the more knowledge and ideas they would have. Fluency in reading English texts will also be improved. The comprehension to get the main idea also to be the important thing when someone read a book.

Based on Woolley (2011:15), "Reading comprehension is the process of making meaning from text". Thus, by reading the students will be easier to understand and get the important things from the text. To improve students' reading comprehension, particular strategy is needed in teaching and learning process. According to Coe (2009:2), "reading is essential to every aspect of learning, and the purpose of reading is to construct meaning from text (comprehension). Without comprehension, reading can be frustrating and at times even painful". Reading and comprehension become one strength in learning process, it is easier to improve students' reading ability. Reading is not to get

knowledge and new information only, but it can be one tool to increase the interest of students to be big thinker using interesting object.

Guided reading is one of effective way to develop students reading comprehension by grouping and select appropriate text. According to Fountas and Pinnell (in Alberta Regional Consortia, 2017:2) Guided Reading is a strategy in which the students decide and work into some small group and the teacher provides a text that have similar levels and appropriate with the student. The students are guided along the teaching and learning process by grouping them into some small groups, it makes the students easier to be monitored by the teacher. Guided reading is one of alternative to increase students comprehension in reading, guided reading often used in conjunction with other approaches such as reading aloud and independent reading. It helps students to solve their problem when students have difficulty in reading.

Department of Education (2008:1) points out that, "guided reading is a small group activity where the teacher helps students to practice

strategies to read a text independently”. The students are guided by the teacher during the activities in the class with their small group to find the certain information that they look for. Teacher helps them how the way to find the information easily in the text. The students read with their appropriate strategy by guiding and helping the teacher. This research was intended to improve reading comprehension at eighth grade students of SMP Muhammadiyah 06 Wuluhan in the 2017/2018 academic years. The researcher expects that this research can be useful for the English teacher and other researchers.

Method

This research uses Classroom Action Research (CAR) as the method. According to Mettetal (2015:2), CAR is a method in which the teacher make their own atmosphere in the classroom with the purpose to improve students learning. In this research, the step is done in cycles. On the other hand, Khasinah (2013:108) points out that “CAR is carried out by teachers on phenomena in their own classrooms”. The students are guided by the teacher

in the teaching process and the students do some tasks. The teacher has to make sure that the students will improve their reading using object from the teacher. The research will use a class that needs more attention to improve reading comprehension skill, the researcher will have more interaction with each of the students in a certain situation. CAR is designed to improve students’ skill in teaching and learning process. Mertler (2008:29) states that the general process of conducting action research is briefly introduced as a four procedures. “They are: 1. planning, 2. implementing, 3. observing, and 4. Reflecting”.

The researcher planned the strategy to implement in teaching and learning process to improve students’ reading comprehension, and Prepared the material that appropriate with the students’ ability. The collecting data is through the reading test.

According to Fountas and Pinnell (2010:5), there are 8 procedures of using guided reading. In teaching reading using guided reading, the teacher should:

1. select a text that appropriate with students’ ability,

2. select variety of genres and variety of text structure,
3. divide the students into some small groups,
4. introduce the text,
5. listen and intervene to prompt for and reinforce students' thinking when the students read the text,
6. guide a discussion about the text,
7. make specific teaching points that demonstrate comprehension strategies to students, and
8. invite the students to make an oral conclusion from the text to extend thinking.

In this research the action was done in two cycle, the researcher had to do second cycle because it found that the first cycle was unsuccessful. The students had difficulties to find the important information from the text and also they lacked of vocabularies.

Result and Discussion

In the first cycle, the percentage of the students that achieved higher than 73 was 60%. Meanwhile, the percentage of reading comprehension

that the students had to achieve were 80%. The result of the observation checklist in the first cycle also could not satisfy the target. In the first cycle there were 18 of the 33 students (54.54%) who actively participated the learning process. Meanwhile, 15 other students (45.46%) were passive during the learning process in the class.

In other words, the first cycle had not succeeded yet in teaching reading using guided reading strategy. The students had difficulties to find the important information from the text and also they lacked of vocabularies. Thus, the researcher had to make a plan for the second cycle using guided reading strategy, the students were asked to bring a dictionary, would give more attention during the activities in the class, taught the students how to find the important information, gave them more motivation to participate in the teaching and learning process and gave rewards to students who were active in the class.

In the second cycle, the percentage of the second cycle has reached 84% , it means that the students had achieved the target of minimum standard score ≥ 73 , in which

the percentage that the students had to achieved were 80%. In other words, the result of the observation checklist in the second cycle fulfilled the target. In the second cycle there were 27 of the 33 students (81.82%) who were active to participate the learning process. Meanwhile, 6 other students (18.18%) were passive during the activities in the class.

Mere and Lanning (in Galb.Eds, 2007:24) state that the failures of using guided reading can be caused by some factors, like the condition in the classroom which may influence the students' attention of the material, students' attitude toward reading with the mindset that they will fail can influence the students' comprehension. In other words, Syahputera (2000:178) states that the application of guided reading strategy can make a positive or good response that make the implementation is successful and the students' reading comprehension score fulfill the criteria of success. The implementation of some revision in using guided reading could encourage the students in reading, thus the reading comprehension of the students had a good impact.

On the other hand, Galb (Eds, 2007:56) said that to improve students' reading comprehension using guided reading strategy, the students can be helped by using graphic organizers. It was done in three months and the result was distinguished by engaging graphic organizer. But, in this research without the intervention of graphic organizers the students' reading comprehension could increase only by following the guided reading strategy's procedures. Thus, to improve students' reading comprehension using guided reading, graphic organizers may be optional.

Concerning to this research, the result of the action in the second cycle proved that the hypothesis stated in Chapter II "Improving Students's Reading Comprehension Using Guided Reading Strategy at Eighth Grade Of SMP Muhammadiyah 6 Wuluhan in the 2017/2018 Academic Year" was successful.

The result and the differences between the first cycle and the second cycle had a significance result (see Figure 4.1). Table 4.1 presents the result of the improvement in each cycles:

Table 4.1 The Result of the Improvement in Each Cycles

Cycle	The Percentage of Students' Score in Reading Test	The Average score
Preliminary Study	40%	56
Cycle I	60%	71
Cycle II	84%	81

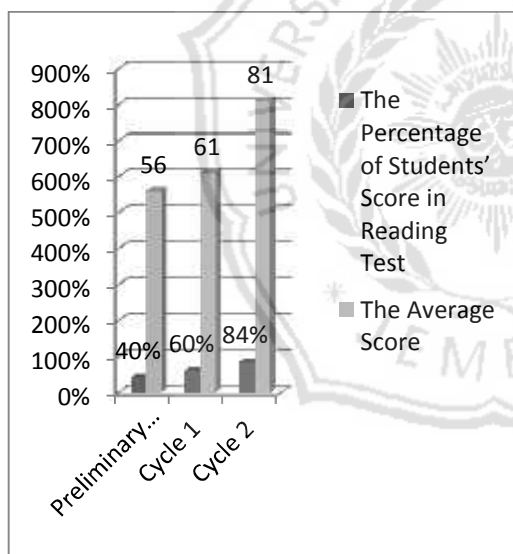


Figure 4.1 Diagram of Reading Score

Conclusion

The use of guided reading strategy for improving reading comprehension could be successful because of several attempts done during the second cycle. First, the researcher

selected a text appropriate with the students and guided them during the learning process. The students were given motivation to participate in learning process, taught how to find the important information, more time to discuss, and their motivation was increased by giving rewards to the active students. Briefly, using guided reading strategy can help students improve their reading comprehension with conditions that the teacher is aware of the learning context.

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