THE IMPLEMENTATION OF GUIDED READING ACTIVITY ON READING COMPREHENSION AT XI GRADE

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Abstract

Penelitian ini bertujuan untuk mengetahui peningkatan nilai membaca siswa melalui aktifitas membaca terbimbing. Responden pada penelitian ini adalah siswa kelas 11 berjumlah 28 siswa. Peneliti menggunakan desain penelitian *one pre-test post-test design*. Hasil penelitian menunjukkan bahwa nilai rata-rata meningkat hingga 23.38 dari 58.43 menjadi 81.71 dengan nilai total meningkat dari 1636 hingga 2288. Nilai t-test menunjukkan peningkatan yang signifikan (p<0.05, p=0.000). Hal ini membuktikan bahwa penerapan aktifitas membaca terbimbing meningkatkan pemahaman membaca siswa.

The objective of this research was to find out whether there is improvement on students' reading comprehension through the implementation of guided reading activity. The sample of this research was grade XI numbering of 28 students. The researcher used one pre-test post-test design. The researcher found out that there is an improvement in students' reading comprehension after being taught by guided reading activity. The mean of students' gain score was 23.38 from 58.43 up to 81.71 with total 2288.The t-test also revealed that the result was significant (p<0.05, p=0.000). It indicates that the implementation of guided reading activity improves students' reading comprehension.

Keywords: guided reading activity, reading comprehension, reading

BACKGROUND

Based on recent School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP),* reading becomes one of main skill to be taught in High School. The final examination of English mostly involves reading to pass the test. Based on that, the students learn English by reading is only as a matter of completing the task. Student does not retain what actually had been read by them. According to Braunger & Lewis (1998) reading is a cognitive and affective process where readers actively engage with the text and build their own understanding. So when the students do not comprehend, they become dissuaded by reading. Thus they need a new activity in order to comprehend the text.

In another case, the researcher find out that some teachers is still using limited number of techniques to teach students' reading ability. The teacher mainly focuses on direct explanation about the text, vocabulary difficulties and tenses usage on the text. The teacher needs some new activity to cope with the students' comprehension problems. One of the activities that can be used to deal with students' reading comprehension problems is by using Guided Reading activity.

Guided reading is designed to help individual learner learn by group on how to process the variety level of challenging text with understanding and fluency (Fountas and Pinnel, 2012). Guided reading aims to make the students develop such strategy to understand the text. Thus, it makes the students enjoy the story because they can understand it. It is accessible to them through their own strategies supported by the teacher's introduction. Moreover, as Fountas and Pinnell (1996) state that for the student, the guided reading lesson means reading

and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. Meanwhile for the teacher, guided reading means that taking the opportunity for careful text selection and creating intensive teaching systems of strategic activity for proficient reading.

Gabl, Kaiser, Long and Roemer (2007) studied second and fourth grades using guided reading to test their reading comprehension. After thirteen weeks of observation, the results shows both of the second and fourth grade students at Sites A and B increased in the areas of reading comprehension and fluency. The activity used the interventions of guided reading with leveled texts, flexible grouping, and graphic organizers. The students also succeeded in identifying main idea in which it is hard to find before completing independently. As guided reading play important roles in reading comprehension, it has a role in increasing students' fluency and accuracy in reading.

In reading comprehension, Suparman (2012) states that there are several aspects of reading comprehension skills that should be mastered by the reader to comprehend the text deeply, such as: identifying a main idea, identifying details, making/confirming reference, making/confirming inference and understanding vocabulary.

Thus, the researcher aims to find out the improvement of students' reading comprehension after being taught by using guided reading activity.

METHOD

The participants of this study were the second grade students of SMAN 1 Gadingrejo. One class was chosen as the try out class and another one was chosen as an experimental class. By using random sampling, eleven science one was chosen as the experimental class. The students consist of 28 students.

This research is a quantitative design. The researcher used one pre-test post-test design with three times of research treatment. The test focused on recount text in order to find out students' reading comprehension by using Guided reading activity.

The procedures of this research were selecting the instrument material, determining the population and sample, administering try out test, administering the pre-test, conducting the treatments, administering the post-test, analyzing the test result and the last, concluding and reporting the result of data analysis. The analysis of the results was aimed to determine whether there was an improvement of students' reading comprehension using Guided reading activity or not after the treatment. The researcher analyzed the data by using descriptive t-test.

RESULT

Result of the Pre-test

The researcher administered the pre-test in the experimental class before giving the treatments. The total score of the pre-test was 1636. The mean score of the pre-test was 58.4; the highest score was 84; the lowest score was 44; the median

was 56; and the mode was 52. The distribution of the students' pre-test scores in

the experimental class was explained below:

Table 1 Distribution of the Students' Scores of the Pre-test in the Experimental Class

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	2	7.1	7.1	7.1
	48	4	14.3	14.3	21.4
	52	5	17.9	17.9	39.3
	56	5	17.9	17.9	57.1
	60	4	14.3	14.3	71.4
	64	1	3.6	3.6	75.0
	68	3	10.7	10.7	85.7
	72	1	3.6	3.6	89.3
	76	2	7.1	7.1	96.4
	84	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

Table 2 Distribution of Students' Pre-test Achievement in Each Aspect of Reading Comprehension

No	Aspect of reading comprehension	Total Answered	Total Question	N	Maximum Answered	Percentage
1.	Identifying main idea	65	4	28	112	58.04%
2.	Identifying specific information	131	8	28	224	58.48%
3.	Determining references	72	4	28	112	64.28 %
4.	Making inferences	90	6	28	168	53.57%
5.	Understanding vocabularies	51	3	28	84	60.71%

The total students who have answered correctly for identifying main idea were 65

or 58.04% from 112 maximum answered; and in the aspect of identifying specific

information were 131 or 58.48% from 8 questions being asked. Meanwhile determining references gained 72 or 64.28%; making inferences gained 90 or 53.57%; and understanding vocabularies gained 51 or 60.71%.

Result of the Post-test

After implementing treatments by using Guided Reading, the post-test was administrated to determine the students' score whether there was an improvement after being taught of Guided Reading. There were 25 test items conducted in 30 minutes. The post-test items were the same as the pre-test but in random order. The total scores of the post-test in the experimental class were 2288 points mean of the post-test was 81.71; the highest score was 92; the lowest score was 56; the median was 84; and the mode was 92. The distribution of the students' post-test score in the experimental class was explained below:

Table 3 Distribution of the Students' Scores of the Post-test in the Experimental Class

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	2	7.1	7.1	7.1
	60	1	3.6	3.6	10.7
	72	3	10.7	10.7	21.4
	76	2	7.1	7.1	28.6
	80	2	7.1	7.1	35.7
	84	6	21.4	21.4	57.1
	88	5	17.9	17.9	75.0
	92	7	25.0	25.0	100.0
	Total	28	100.0	100.0	

Table 4 Distribution of Students' Post-test Achievement in Each Aspect of Reading Comprehension

No	Aspect of reading comprehension	Total Answered	Total Question	N	Maximum Answered	Percentage
1.	Identifying main idea	81	4	28	112	72.3 %
2.	Identifying specific information	164	8	28	224	73.21%
3.	Determining references	73	4	28	112	65.18%
4.	Making inferences	97	6	28	168	57.73%
5.	Understanding difficult vocabularies	55	3	28	84	65.48%

The total students who answered correctly for identifying main idea were 81 or 72.3% from 4 questions being asked. The highest percentage in students' reading comprehension achievement was in the aspect of identifying specific information in which the data shows that total answered was 164 or 73.21% from 224 maximum answered score. In the aspect of determining references, it gained 73 or 65.81% from total 112 maximum answered; meanwhile in the aspect of making inferences, it gained 97 or 57.73% on. The last gained was in the aspect of understanding difficult vocabularies that gained 50 or 65.48% from 84 maximum answered.

Improvement of the Students' Reading Comprehension

Comparing the result of the pre-test and post-test, it was proven that there was an improvement in the mean of the students' scores. The total score of the pre-test to the post-test increased from 1636 up to 2288. There was an improvement of 652 points. The mean increased from 58.43 up to 81.71. There was an increase of 23.38 points. It can be seen from the table below:

Table 6 Improvement from the Pre-test to the Post-test

Paired Samples Statistics

		Mean	The increase
Pair 1	pretest	58.43	28
	posttest	81.71	28

Table 6 Improvement from Pre-test to Post-test for Each Aspect of Reading Comprehension

No	Aspect of reading comprehension	Total Answered		Increase	Percentage		Increase
		Pre-test	Post-test		Pre-test	Post-test	
1	Identifying Main Idea	65	81	16	58.04%	72.30%	14.26%
2	Identifying Specific Information	131	164	33	58.48%	73.21%	14.73%
3	Determining References	72	73	1	64.28%	65.18%	0.9%
4	Making Inferences	90	97	7	53.57%	57.73%	4.16%
5	Understanding Difficult Vocabularies	51	55	4	60.71%	65.48%	4.77%

There were five aspects which were measured in this research that was identifying main idea, identifying specific information, determining reference, making inference, and understanding difficult vocabulary. This table above showed the improvement of each aspects of reading comprehension achieved by the students of SMAN I Gadingrejo.

The highest increase was in the aspects of identifying specific information with the increase of 33 points, in which the total score of identifying specific information in pre-test was 131 and became 164 in post-test. It was caused by teacher interaction on small group session and group share reading activity. In other hand, the lowest increase was in the aspect of determining references. The improvement was only 1 point. The total score in pre-test was 72 and in post-test became 73.

DISCUSSION

The result of this study showed that the students' reading comprehension has improved after being taught using Guided Reading in XI Science 1 of SMAN1 Gadingrejo. After being taught using Guided reading, the students' mean score improved significantly from 58.43 in the pre-test up to 81.71 in the post-test with the gain score 23.28. It can be seen that the students' mean score of post-test was higher than the students' mean score of pre-test.

Specifically, Guided reading improved the students' reading comprehension in all of aspects: 1) Identifying Specific Information (16 points) 2) Identifying Main Idea (10 points) 3) Understanding Difficult Vocabularies (10 points) 4) Making Inferences (9 points) 5) Determining References (8 points).

Based on the result above, it can be said that Guided reading was likely successful to improve the students' reading comprehension especially in recount text. The finding that Guided reading has improved the students' reading comprehension was in line with the previous research conducted by Ofrina (2013) in which the combination of guided reading and reciprocal teaching strategies creates and enjoyment on working with small group discussion. Based on the result of the study, the researcher concluded that the students' reading comprehension and students' eagerness on reading can be improved by applying Guided reading and reciprocal teaching strategies.

Richardson (2010) find out that Guided Reading is successful in determining which strategies to use with his student to provide best instructional approach for

his students' success in reading. As Richardson and this research both use the same strategies attention on pre-reading vocabularies and theme introduction while conducting guided reading activities, the determining vocabulary aspect gained 4.77% increases.

According to Fountas and Pinnel (2001), in set of Guided Reading activities, before teacher worked with one small group of students, the teacher has to build a community of reader and writers in the classroom to the students. They are engaged in meaningful and productive language and literacy opportunities while the teacher meets with small group. This action provides the researcher a way better class management in conducting guided reading. The researcher also has broader view on students' reading level in each group because the researcher made the group based on the reading level that researcher get from the pretest score. So the researcher can works on individually in each level of students' reading activities.

Based on the explanation above, the researcher who's worked on different level of reading group had created a better reading class in order to increase students' reading comprehension. At the end of teaching and research, it can be concluded that Guided reading was significantly useful in teaching reading comprehension because it promoted constant learning and improvement. The result of this research has shown that Guided reading can improve the students' reading comprehension.

Based on the pretest result score and also the treatment to the students, the problems were faced by the students in learning reading comprehension through

Guided reading was found. First problems are grammar and vocabularies difficulties. By that, the student is difficult understanding the whole material as quickly as possible which affects their ability in completing the task given to answer some reference and inference question regarding the text.

In addition to that, the difficulty that the student have problem with the grammatical aspects and vocabularies difficulties can be fixed by reading communities. Each group has work on their difficulties by having discussion with the group about the text. In this phase, students shared their though about the text whole idea and specific information in the text. Small group consultation with the teacher also helped them in grammatical and vocabularies difficulties since in this phase the teacher gives deeper analysis on students' reading text which encourages them to have more understanding on the text.

One of the most important changes related to guided reading is in the type of books used and the way they are used. Since the curriculum also required a text based learning, it is important to provide wide range of text according to reader level of reading. As Fountas and Pinnel (1996) state that in Guided Reading activity, teacher learned to collect short texts at the levels they need and to use the levels as a guide for putting the right book in the hands of students. Therefore, the research was conducting 2 types of text; the first was for upper group students and the second one was for lower group students. This method created a good environment on guided reading activities as students work on the text that is suitable to them, as Richardson (2010) stated that when students are offered

choice it leads to a sense of control, and from control leads to a sense of ownership of his/her achievements.

Another challenge is that how the student understand the whole text easily. This one is needed in order to draw inference of the text and as a material from student future research according to the text. This problem was coped by the use of some picture and graphic in the text. as at the beginning of teaching learning activities the student was asked about what might be on the text about according to the title, pictures or graph in the text, before they read and discuss the text to their group. This activity was encouraging student curiosity regarding the text. Furthermore, as they discuss with other students, they found what the text is it about and then they have deeper analysis on the text.

CONCLUSION

It was found out that there is a significant difference of students' reading comprehension after being taught through Guided Reading Activity technique at SMAN 1 Gadingrejo. It can be seen from the mean of students' pre-test and post-test score in experimental class which increased from 58.42 up to 81.28 with gain score 23.28. The researcher suggests that the most important aspect on Guided reading is in the wide range of book or text using by the student during the activity. Therefore, teacher should add more variety of book and text that is suitable for the student based on their level of reading comprehension, by doing this; student will easily choose the text that is appropriate to their level of reading. There are also some students who still have difficulties in comprehending the meaning of new vocabulary. The teacher may lead to find the synonym or

antonym of the word by asking their peer in the group without translate the word directly into Bahasa

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