

**IMPROVING STUDENT'S READING COMPREHENSION BY USING  
GUIDED READING METHOD AT THE EIGHT GRADE OF SMPN 1 BALEN  
BOJONEGORO IN THE ACADEMIC YEAR 2021/2022**

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**Abstract**

*The purpose of this study was to find out how guided reading improves reading comprehension for students of SMPN 1 class VIII-E SMPN 1 Balen Bojonegoro for the academic year 2021/2022. The research data were collected through tools, namely interviews, tests, observations and questionnaires. The subjects of this study were 32 students consisting of 14 male students and 18 female students. The results of this study indicate that the use of the guided reading method in teaching reading comprehension is very effective in improving reading comprehension of narrative texts.*

*The average value of students has increased in each cycle. The student's score during pre-action was 55.37, the first cycle test was 69.37 and after the second cycle test was 83.62. Then the results of observations in each cycle continue to increase as well as the results of the questionnaire. It can be concluded that the guided reading method can help improve reading comprehension skills.*

*Keyword: Reading Comprehension, Narrative Text, Guided Reading Method*

**Abstrak**

*Tujuan dari penelitian ini adalah untuk mengetahui bagaimana membaca terbimbing meningkatkan pemahaman membaca siswa SMPN 1 kelas VIII-E SMPN 1 Balen Bojonegoro tahun pelajaran 2021/2022. Data penelitian dikumpulkan melalui alat bantu yaitu wawancara, tes, observasi dan angket. Subyek penelitian ini adalah 32 siswa yang terdiri dari 14 siswa laki-laki dan 18 siswa perempuan.*

*Hasil penelitian ini menunjukkan bahwa penggunaan metode membaca terbimbing dalam pengajaran pemahaman membaca sangat efektif dalam meningkatkan pemahaman membaca teks naratif. Nilai rata-rata siswa mengalami peningkatan pada setiap siklusnya. Nilai siswa saat pre aksi adalah 55,37, tes siklus I adalah 69,37 dan setelah tes siklus 2 adalah 83,62. Kemudian hasil observasi pada setiap siklus terus meningkat seperti halnya hasil angket. Dapat disimpulkan bahwa metode membaca terbimbing dapat membantu meningkatkan kemampuan pemahaman bacaan.*

*Kata kunci: Pemahaman Membaca, Teks Narasi, Metode Membaca Terpandu*

## INTRODUCTION

English is one of the main subjects of students from elementary school to university. Even kindergarten students have learned four English skills; they listen, read, speak and write. Of the four skills, reading plays an important role in language learning because it provides information in the form of information, knowledge, and ideas that are applied in speaking and writing. By reading, students can acquire a lot of vocabulary that they have to apply in speaking and writing.

According to Rahim (2007) Reading is essentially something complex that involves many things, not just reciting but also visual, reflexive, psycholinguistic, and metacognitive activities. It can be concluded that reading ability is a very different ability from other competencies. In the learning process, reading activities cannot be separated, because with these activities, students learn the information of a reading text as one of the learning activities performed by students.

Nurhadi (2010) Reading is a complex process, that the reading process involves many factors that are internal and external to the reader. Internal factors can be in the form of intelligence (IQ), interests, attitudes, talents, motivations, reading goals, etc. External factors can be in the form of legibility, reading texts (simple – heavy, easy – difficult), environmental factors or factors related to socio-economic background, habits and traditions. internal and external factors are intertwined or intertwined, forming

complex coordination patterns to aid reading comprehension.

N. Nejabati (2015) argues that reading is assumed to be the ability to construct meaning before, after, and during reading by connecting the reader's background knowledge and the information presented by the author in context.

When conducting teaching and learning activities, especially reading comprehension activities, teachers must use appropriate teaching methods to improve student learning progress in the classroom. The condition occurs in her 8th grade student at SMPN 1 Balen Bojonegoro who has difficulty learning English, especially understanding sentences. Eighth graders always do poorly on text-only problems. Many methods have been used, but they cannot significantly change a student's reading comprehension.

Therefore, good teaching skills or methods are needed so that the learning atmosphere of students is happy and comfortable. One method that can make students enjoy reading is guided reading. According to Hisham (2008: 8) the learning steps of the reading guide include identifying the readings to study, identifying the questions that students will answer or a grid and possibly a table or a diagram that they can fill out from previously selected readings, distribute reading material with questions or grids to students, the student's task is to study the reading material using pre-existing questions or grids, limited Do this activity so that it doesn't take too long and then discuss the questions or graphs

asking students to answer, at the end of the full review.

Based on the above research context, the researchers conducted a classroom action study titled **“Improving Student's Reading Comprehension Of Narrative Text By Using Guided Reading Method To The Tenth Grade Students At SMPN 1 Balen Bojonegoro In Academic Year 2021/2022”**.

## RESEARCH METHODOLOGY

The data collection techniques used by researchers in this study include:

### 1. Pre-Test

Pre-test is an activity to test the level of knowledge of participants about the material before it is given.

### 2. Post-Test

A post-test is the final assessment given the material taught for the day. The author will conduct a post-test to find out if the participant understood the material given that day. The results of this post-test are compared with the results of the pre-test, so that it can be seen how far students know the material before it is explained.

### 3. Observations

To get the information we needed, the researchers observed the teaching and learning process of grades VIII through E. This relates to student reading behavior, teacher behavior in the

classroom, and issues related to the teaching and learning process. These observations were made before, during, and after action research.

### 4. Questionnaire

Questionnaires were used to obtain data on student responses to the use of guided reading methods in class. Questionnaires or questionnaires are given when the actions in one cycle are completed.

### 5. Interviews

Interviews were conducted to obtain data on teacher and student behavior and their written views before, during, and after behavior. In this step, researchers interviewed English teachers about their teaching and learning processes and the problems they faced. Then ask students' opinions and difficulties in the teaching and learning process of reading. During the action, interviews were conducted at each meeting. Interviews are required to gather feedback from English teachers, students and collaborators.

Qualification of success in each data obtained:

### 1. Qualitative Data

The criteria for the success of the learning process are determined from the observation sheet filled out by the teacher, assisted by collaborators as observers, and questionnaires filled out by

students. Observing learning activities and if all are carried out, then the student is classified as Active. In the questionnaire, a student is said to have met the success criteria if the total reaches 75%.

## 2. Quantitative Data

The criteria for the success of guided reading learning outcomes are determined by looking at the increase in the percentage of students who score above the KKM, the percentage and grades of students in the first cycle are more than the pre-cycle, and the percentage of students who complete the second cycle is higher than the students in the first cycle. complete if the score is above the KKM standard for reading narrative text comprehension, which is 78.

## DATA EXPLANATION AND THE RESEARCH FINDINGS

In the pre-action, the average class is 55.37. The average class learning outcomes increased in cycle I to 69.37. In cycle II it becomes 83.62. Meanwhile, the number of students who scored more than the KKM score ( $\geq 78$ ) also progressed in each cycle. In the pre-action there were 5 students or as much as 15%, in cycle I as many as 10 students or 31%, and in cycle II 25 students or 78%.

Based on the researcher's observations, everything was done by the teacher and the teaching conditions also looked very good. At the first meeting, it was shown that many students did not bring a dictionary. But

at the next meeting until the last meeting many students brought a dictionary. Before and after completing the action, the researcher gave a questionnaire that all class VIII students had to fill out about their perceptions or comments on the application of the Guided Reading Method to teach reading comprehension of narrative texts. Based on the data obtained pre-cycle shows a percentage figure of 74%. Meanwhile, after the implementation of the method showed an increase of 80%.

## DISCUSSION

Reading is an important role in Reading plays an important role in language learning because it provides input in the form of information, knowledge and ideas that apply to speaking and writing. Reading helps students acquire a lot of the vocabulary they need when speaking and writing. Reading is one of the most important skills for English students when learning English in school. To gain further knowledge, students are equipped with critical and analytical skills to understand texts and search for further information through various types of reading such as textbooks, magazines, reports, and electronic news. However, not all students can understand the texts they read.

Reading comprehension is also used in the final exam. So students need to have good reading skills if they want to pass the exam and get into graduate school. In learning activities, this research requires good methods, media, and strategies. A good way is to try to improve your students' reading

comprehension. Developing media, strategies, methods, and techniques keep the class active during reading classes. Many students have trouble understanding this and are always confused in mastering the text they read. Another problem with reading is the lack of words and grammar. Of the many problems, they will assume that learning English is difficult, especially reading comprehension. Students know from their test results that they always fail to read the text. This will go beyond the purpose of learning and teaching. The solution to this problem is that teachers must know more about approaches, methods, and strategies in learning English, because the methods will support the way teachers make learning more effective.

Based on the explanation above, the writer wants to use the method as a teaching technique. The learning method that is suitable and appropriate to be applied in learning English is the Guided Reading Method. Guided Reading Method is a method that uses reading material accompanied by questions that will be answered by students. This method trains students to be able to answer questions that have been prepared. Reading material does not make it difficult for students to answer questions and understand the contents of the reading. This study was conducted to determine the improvement of reading comprehension in determining the main idea of a paragraph using the guided reading method. Before the researcher conducted the research, the researcher asked permission from the principal to

conduct research in the school that he was going to. Then the researcher met the English teacher and asked how the learning in class and the student activities were being taught. Researchers have also prepared the needs when conducting research and also the methods that will be given to students. Research that has been done by researchers shows that the guided reading method is effective or can be used in teaching reading.

Based on quantitative data, it can be seen that the ability of students to work on narrative text questions and determine the main idea of the paragraph increases and becomes good in the first cycle to the next cycle. This can be seen from the table which shows the increase in student scores from the pre-test, post-test cycle I, and post-test cycle II. In the pre-test, the researcher conducted interviews with the English teacher because they wanted to know the condition of the class and the students' interest in English lessons. In addition, the researcher also conducted an interview with one of the students. The researcher also used checklist observation in every meeting. In preliminary research, many students are still not enthusiastic. In the pre-questionnaire, the amount is 1177 from a maximum score of 1600.

In the pre-test, as many as 27 or 85% and the remaining 5 children or 15% the score is above the KKM, the average score in the pre-test is 55.37. It means that students' reading comprehension ability is still very low and is in the poor category.

While in post test I all aspects contained in the observation sheet have been implemented, but there are still some notes such as when the post test students are not allowed to open the dictionary, there are no discussion activities, and the teacher does not explain the material. Students' scores increased after the implementation of the method although there were still students whose scores were below the KKM. As many as 10 or 31% of students' scores are above the KKM. and the remaining 22 or 69% are still below the KKM with a total average of 69.37. It becomes a special note for teachers to more intensively apply the method.

Before conducting the Post Test II, the teacher conducted an interview with one of the students to find out the student's response to the method that had been given. And it is evident from the student scores on the Post Test II, which is as much as 25% or 25 students get a score above the KKM. and the remaining only 22% or 7 students whose scores are below the KKM. with a total overall score of 83.62. The student questionnaire shows an increase in the amount of 1272 from a maximum score of 1600 with a percentage of 80%. The drawback in this research is that the school only provides 5 meetings even though the application of the Reading Guide method in learning English for class VIII-E SMPN 1 Balen Bojonegoro takes a relatively long time.

So it can be concluded that using the guided reading method is very effective to improve students' reading

comprehension skills in class VIII-E SMPN 1 Balen Bojonegoro.

## CONCLUSION AND SUGGESTION

Based on the results of data analysis, it is concluded that Guided Reading Method can improve students' reading comprehension of grade II students of SMPN 1 Balen Bojonegoro for the 2021/2022 academic year. In this study, the Guided Reading Method was implemented in two cycles. The research data is presented in qualitative and quantitative forms. The two data are described as follows. The application of the guided reading method can improve students' reading comprehension. students also become aware of the detailed information in the texts. Group discussions also help them understand the text. Through group discussions, students can discuss understanding with other members to get the correct understanding. Students also become open to discussing their difficulties with the teacher. The students started to engage in class discussions which meant that the students started to build their confidence. The implementation of guessing meaning through context and confirming meaning using Guided Reading Methods can help students overcome their difficulties in dealing with difficult words.

The students said they were comfortable reading this way, so they use it to understand texts in their daily life. In conclusion, researchers found that guided reading was effective in improving students' reading comprehension. In terms of quantitative data, results of 78 student outcomes

showed an improvement in students' reading comprehension. Results were obtained from pre test, post test and reading group assignments. The average test scores increased from the Pre-test (55.37), Cycle I (69.37), and Cycle II (83.62). This shows that the implementation of the guided reading method has succeeded in improving students' reading comprehension in the process of teaching reading.

After doing the research, the writer also intends to offer some more useful suggestions for students, Teachers and schools.

a. For students

Students must pay attention to the lessons given by the teacher because reading is very important in getting information. especially reading comprehension in narrative text.

b. For teachers

Teachers should provide various techniques, methods or strategies in teaching English so that learning is not monotonous. The teacher should provide an explanation of the material in as much detail as possible so that students understand clearly.

c. For school

The school must develop students' English skills with several activities such as English Club. Schools must pay attention to students who have good skills, especially in learning English.

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