THE EFFECT OF GUIDED READING STRATEGY ON JUNIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION

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ABSTRACT

This study aims at investigating the effect of Guided Reading Strategy on Junior High School Student Reading Comprehension. The population of this study was the students of SMP Swasta Kristen Immanuel on Jl. Slamet Riyadi No. 1 Medan, fifty eight students from the population was taken as the samples of the research. The sample was divided into two groups. The first group (29 students) as the experimental group, while the rest (29 students) as the control group. The experimental group was taught by using guided reading strategy . The instrument of collecting the data was multiple choice tests. To obtain the reliability of the test, the writer used the Kuder Richardson Formula (KR-21). The result of the study showed that the reliability of the test was 0.733. The data were analyzed by using t-test formula, the analysis showed that the score of the student in the experimental group was significantly higher than that of students in the level of control group at the level of significance 0,05 with the degree of freedom (df)56 the t-observed is 5.33 while the t-table is 1.671.therefore the null hyphothesis (Ho) is rejected and the hyphothesis alternative (Ha) is accept

Key Words: *Guided, Reading Strategy, Reading Comprehension*

INTRODUCTION

Reading is one of the most important skills in learning a language besides listening, speaking, and writing. Reading is much more than simply decoding words and text; it is a complex process of working to create meaning. According to Westwood (2001:25). The main purpose of reading text is comprehension. Comprehension is the essence of reading because the goal of producing a written language is communication of messages. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, word and world knowledge, and fluency. Reading comprehension is one of assignments that is given to the students of all levels such as high school reading comprehension, college reading comprehension. For all levels, reading comprehension is done differently. In Educational Unit Curriculum *(kurikulum tingkat satuan pendidikan/ KTSP)* of Junior High School, reading comprehension is mentioned as one of the skills that the students should have.

Based on the writer's experience in Teaching Practice Program (Praktek Pengalaman Lapangan: PPL) in SMP Negeri 10 Binjai 2010, she found that the students' reading comprehension ability was still low. Almost everybody could not answer the questions from the text correctly. It is because there were many unfamiliar words that deal with complex sentence structures that they did not understand so they could not comprehend the text well.

Concerning teaching learning strategies, Guided Reading Strategy is a teaching strategy that is designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency. The teacher provides supports for small groups of readers as

they learn to use various reading strategies (motivation, context clues, letter, word structure, and so forth).

Based on the problem of the study above, the objective of this study is to:

1) Find out the significant effect of teaching reading using Guided Reading Strategy on Students' Reading Comprehension.

The findings of this study are expected to be useful for:

1. The English teachers; to improve their teaching strategy,
2. The students; to improve their ability in reading comprehension in order to learn English well,
3. The other researcher who are interested in further study; to use the findings the data for further research.

The nature of reading comprehension

Reading is one of the most important skill in learning a language besides listening, speaking and writing. Most definitions of reading stress that it is a process of getting meaning from prints. Understanding information in the text is, of course, the whole purpose of reading. A cognitive-constructivist view of reading emphasizes that it is a process in which readers actively search for and make meaning for themselves in what they read (Westwood 2001:10).

Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement (http://en.wikipedia.org/wiki/Reading_(process)). Reading is not confined to prints in a book. It is central to the debate about meaning and the construction of the reader (Brindley 1994: 78).

Comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading (Duffy 2009:14).

According to Teale and Yokota in Westwood (2001), that is generally agreed by educators, even in the earliest stages, comprehension must be the central focus of teaching children to read and not something to be emphasized only after the children have learned how to decode and identify words.

Westwood (2001:10) stated that in reading comprehension, readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In order to understand a text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message.

Guided reading strategy

According to Iaquinta (2006) Guided Reading Strategy is a teaching strategy used with all readers, struggling or independent, that has three fundamental purposes: to meet the varying instructional needs of all the students in the classroom, to enable the students to greatly expand students' reading powers to teach students to read increasingly difficult texts with understanding and fluency; to construct meaning while using problem solving strategies to figure out unfamiliar words that deal with complex sentence structures, and understand concepts or ideas not

previously encountered. The three fundamental purposes can be reached with choosing the text by considering interest, social, and ability of the students, started from easier text than the grade level of the students and continued with difficult text so that the ability of reading is increasing.

In the reading methodology literature, Guided Reading Strategy is most often suggested as an approach to use with children after the third or fourth year of schooling. It is presented as an excellent way of developing a strategic, reflective and critical approach in children who are beyond the beginner stage.

According to Wyse and Jones (2007), the main features of guided reading are as follows:
a) multiple copies of texts are used, one for each pupil in the small group,
b) books are matched to the ability levels of the group,
c) it involves introduction to a new text or reflections on a known text, or section of text, read previously,
d) following discussion, the teacher supports the children as they read independently with questions as teachers' prompts,
e) the teacher works with a different text at various levels of text, on each day of the week.

The steps in teaching a guided reading lessons according to Harrel and Jordan (2004;212) are:
1. Grouping the students for instruction –Place students in group of four to six. Choose a book at the appropriate reading level for the students in the group and based on their interests whenever possible.
2. Beginning the process –Gather the group at the table and take a picture to be seen to the students. The picture involves looking at the illustration on the text, predicting what the text about.
3. Reading aloud but not in unison –Give the students copies of the text and encourage them to read aloud at their own pace. Move from students to students, listening to their oral reading and giving them instruction as needed in decoding, reading fluency or self monitoring. Ask questions to help them learn to self monitor.
4. Teaching minilessons based on the students need –Introduce a minilesson based on the needs. Focus on self monitoring and problem solving strategies. Conclude the lesson with a discussion of the story and answering questions.

The role of the teacher is essential in guided reading. Teachers must know how to prompt and guide students as they work to build self extending system of reading. Teachers monitor students as they read, prompting for strategies and word identification as needed. Here are the examples of teacher's prompts:

1. Self-monitoring

Strategies that allow the reader to confirm whether they are reading the story accurately. Teacher prompts:

''Did it match?''

''What did you notice?''

''I liked the way you noticed something wasn't right.''

''Something's not right. Why did you stop?''

''Were you right?'' ''How did you know?''

''Show me where it wasn't correct''

2. Cross-checking

Relating one source of information to another. Teacher prompts:

''Check to see if you're right''

''It could be__, but does it make sense?''

''Does it sound right?'' ''Does it look right?''

''What did you notice?''

''What did you expect to see?''

''I liked how you tried more than one way to work that out.''

3. Self-correcting

When readers notice on their own that some-thing is not right in their reading. Teacher prompts:

''Were you right?''

''How did you know that?''

''Something's not right on that page...in that sentence...can you find it?''

''I like the way you corrected that all by yourself.''

4. Searching

Readers look for information that that will assist problem solving in some way. Teacher prompts:

''If it was___, what letter would you expect to see first? Last? Is that what you see?''

''Something's not right on this page. Can you find what's wrong?''

''What do you know that might help?''

''You said___. Does that make sense?''

''Does it sound right? Does it look right?''

5. Prediction

Readers anticipate what is coming in their reading. Teacher prompts:

''Look at the picture. What do you know?''

''Think about what happened in the story so far. What would make sense?''

''What do you think will happen next?''

''What would you expect to see?''

6. Confirming

Readers expect consistency of new information with past inferences and predictions. Teacher prompts:

''Are you right?''

''Did you check to make sure you're right?''

''Did you reread to see if you're right?'

METHODOLOGY

The population of this study was the second year students of SMP Swasta Perguruan Kristen Immanuel Medan on Jl. Selamat Riyadi no.1 Medan. There were 2 parallel classes, and each class consist of 29 students. So, total number of students is 58.

Experimental research would be applied in this study. The design was applied in order to investigate the effect of Guided Reading Strategy on students' reading comprehension. The samples of this study were two groups, the experimental group which would be taught by using Guided Reading Strategy and control group which would be taught without Guided Reading Strategy.

In this study the writer used a test as the instrument to obtain the data. The data was collected by giving a multiple choice test. Similar tests were used for pre-test and post-test. Each test consisted of 25 items, of which is 10 items were for paraphrase recognition and 15 items were for finding unstated information. Each item of the tests included 4 options, namely a, b, c, and d. Students were asked to choose the correct answer of narrative text by crossing the right answer.

The data in this research was reading test. The data were divided into two groups namely experimental and control group. Both experimental and control group were given multiple choice test form on pre-test and post-test to the experimental and control group, the students' score were obtained.

In order to know the differences between the students in experimental and control group, it is used the t-test, the t-test is 5.33. The result of the data analysis showed that $t_{observed}$ is higher that the t_{table} ($5.33 > 1.671$, p=0.05).

Having done the research and calculated the data, the objective of this research is to find out whether Guided Reading Strategy significantly affects the students' reading comprehension.

Based on the calculation, the result of the study which was tested by using t_{test} formula, the $t_{observed}$ is 5.33 and t_{table} is 1.671(p=0.05). it is obtained that $t_{observed} > t_{table.}$ It means that the alternative hypothesis (Ha) is accepted. In other words, Guided Reading Strategy significantly affects the students' reading comprehension.

CONCLUSION AND SUGGESTION

Having analyzed the data, it was concluded that Guided Reading Strategy significantly affects the students' reading comprehension, since the $t_{observed} > t_{table}$ (df=56, $t_{observed}$ = 5.33, t_{table} = 1.671; p=0.05). Guided Reading Strategy enables the students to greatly expand their reading powers to read increasingly difficult texts with understanding and fluency; to construct meaning while using problem solving strategies to figure out unfamiliar words and understand concepts or ideas not previously encountered. It is very helpful for students to increase their ability in reading comprehension.

Based on the data, it is suggested that:
1. the English teachers use Guided Reading Strategy to improve students' reading comprehension because with Guided Reading Strategy, not only help the students to read the text well but also help the students to comprehend the whole text by using problem solving strategies to figure out unfamiliar words that deal with complex sentence structures.
2. students practice Guided Reading Strategy while reading any kinds of text to improve their understanding in reading text because through this strategy the students are actively engaged in learning.
3. that other researchers who are interested in doing research related to the study can be useful to do other researches in different subjects.

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