

The Effect of Guided Reading Strategy to the Reading Comprehension of Grade IX Students at SMP Negeri 12 Pematang Siantar on a Narrative Text

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Received:

May 25, 2023

Revised:

June 3, 2023

Accepted:

June 20, 2023

Published:

August 1, 2023

ABSTRACT

The research utilized quantitative research with a quasi-experimental design. A total of 287 students from class IX at SMP Negeri 12 Pematang Siantar was chosen as the population. The sample was split into two classes: the experimental class (IX 1), which had 28 students and used guided reading, and the control class (IX 5), which had 28 students and utilized lectures. The research instruments were pre-test and post-test of multiple choice of narrative text. To process statistical data, the researcher utilized SPSS version 26. The Kolmogorov-Smirnov and Shapiro-Wilk showed results of 0.200 (experimental) and 0.140 (control). The experimental group's post-test mean score exceeded the control group's post-test by 70 points, leading to the acceptance of the alternative hypothesis and rejection of the null hypothesis. This demonstrates that the guided reading strategy significantly enhances students' narrative text comprehension.

Keywords: *Reading Comprehension; Narrative Text; Guided Reading Strategy.*

INTRODUCTION

Everyone uses language as a method of conversation to carry ideas and arguments to other human beings of their day-by-day lives. Language and lifestyle cannot be separated since every language displays its nation and closely relates to the behavior of its audio system. The 4 competencies in English are speaking, listening, reading, and writing. Reading is one of the four essential abilities that are especially vital for EFL and the teaching profession. Reading activities are essential to student activities within the learning process, which might be frequently carried out at the Junior high school (SMP) level. Both inner and external variables, in particular ones from inside (inner) and outdoors (external), may impact a person's reading habits. Internal variables of a learner include intelligence (IQ), pursuits, attitudes, skills, motivations, goals for studying, and more. Centres for analyzing and studying texts (simple elements and others) are examples of outside factors (Fathorrazi, 2015).

Reading is constructed-in EFL because if students understand what they are reading, they can expand their knowledge about a subject. Hence, having good reading habits can help students learn more. Reading is generally accomplished with comprehension in mind. Understanding, evaluating, and identifying the author's ideas

in a text are the main objectives of reading comprehension. The readers must have the comprehension to understand the text's content, which means that pupils also need comprehension to connect with and engage with written language. The reading comprehension process involves the intricate task of extracting and generating meaning simultaneously, as Snow (2002) stated. It requires a conscious effort to comprehend the text truly. One can achieve active reading by engaging with the material and having an internal dialogue. This approach is essential for gaining a deeper understanding of the content.

The process of comprehension requires active engagement. Active reading involves interacting with the material and fostering an internal dialogue. It is expected that the reader will actively construct meaning from the text. According to Rapp, et al. (2007), comprehension involves interpreting information from the text, using prior knowledge to make sense of it, and creating a cohesive mental representation of the text. The important issue you can do to improve reading comprehension is to turn out to be a lively reader. Reading comprehension is the process of building that meaning from textual content. Comprehending written works demands a combination of intrinsic drive, a structured cognitive framework, focused concentration, and a well-honed approach to study. Therefore, to succeed in studying comprehension, the reader needs to inspire him/herself to be more focused in reading, try to shape mental frameworks for containing thoughts, and the readers ought to have suitable studying methods.

One of the available texts that is typically used as a topic that is being taught in school is narrative textual content. Narrative textual content is textual content that tells a story to entertain humans or readers. Rebecca (2003) mentioned that a narrative is a series of logically and chronologically related occasions which can be caused or experienced through elements. It's miles a type of text to amuses, entertain, and address the readers with real or vicarious enjoy in one-of-a-kind methods.

Based on the researcher's experience when teaching practice, there are some problems in reading comprehension, especially reading narrative, such as poor students' comprehension. Several reported having trouble reading texts and grasping the meaning of new words. The teacher still used lecture strategy which made students passive and inactive during English lessons and some of the students were not confident in reading English text.

A method is a hard and fast coordinated effort that results in a particular goal. This outcome is determined by means of a chain of choices that distinguish the corporation from its competitors, stem from the different features of the organisation, and are tough to mimic. It is not an everyday board meeting exercise. A strategy may be planned or develop organically whilst an employer competes or changes its environment. It entails tasks like strategic planning and strategic concept.

Utilizing a learning strategy is crucial for successful comprehension of educational material. The researcher has to select the Guided Reading strategy as it assists students in studying texts that have been thoughtfully organized and aligned with the concepts they need to learn. Furthermore, the strategy entails a clear

allocation of time and providing relevant questions by the instructor. Guided Reading can be implemented anywhere, making it an accessible and beneficial tool for students.

Numerous researchers have conducted similar research to explore the benefits of the Guided Reading strategy. Aini (2016) studied its implementation at SMPN 20 Bengkulu, while Lestari (2013) investigated its impact on improving students' reading comprehension at SMPN 2 Gombong. Additionally, Mustafidah (2018) explored the effectiveness of Guided Reading in enhancing students' reading comprehension achievements at MTs Darussalam Kademangan, and Sulistyani et al. (2018) researched the strategy's influence on teaching Reading Comprehension at SMK Batur Jaya 2 Klaten. The collective findings of these studies demonstrate the potential of Guided Reading to improve students' reading abilities.

Guided reading aims to impart the skill of conducting thorough research across texts elegantly and compellingly to improve their studying comprehension. In this approach, the instructor has a large role. However, the students must have reading independence. Therefore, the researcher is interested in doing research entitled "The Effect of Guided Reading Strategy to the Reading Comprehension of Grade IX Students at SMP Negeri 12 Pematang Siantar on a Narrative Text".

METHOD

A research arrangement is necessary for conducting research. Creswell (2009) mentioned that a study plan and strategy that includes information gathering and analysis methods is called a research layout. The most well-known research methodologies are qualitative and quantitative. Quantitative research methodology is known as numerical studies, whereas qualitative research is more commonly called non-numeric studies. This research used a test to design an investigation into how students' reading comprehension of narrative texts is affected by the employment of a guided reading strategy. Experimental research is a systematic approach that aims to discover and compare something novel in the future that is challenging to execute. In relation to this, a quasi-experimental design was adopted for this research.

As defined by Fraenkel et al. (2011), population refers to the group that has captured the researcher's attention and is the audience to whom the study's conclusions are aimed. Therefore, this research population comprises 314 grade IX students from SMPN 12 Pematang Siantar. Then, the sample is part or representative of the range and trends possessed by the populace (Creswell, 2012). Hence, the research sample included two grade IX classes of SMPN 12 Pematangsiantar. The researcher selected two classes: IX 1 (experimental) and IX 5 (control). The teacher utilized the lecture method with the control group while adopting the guided reading strategy with the experimental group.

The research variables are divided into the independent variable (guided reading) and the dependent variable (reading comprehension). Furthermore, the researcher employed a variety of tools, including pre-test, treatment, and post-test. Before implementing the Guided Reading approach, a pre test was administered, followed by

the treatment during the instructional phase, and a post-test to gauge the students' progress in reading comprehension. The researcher employed statistical analysis via the SPSS version 26 to accurately analyse the data.

FINDINGS AND DISCUSSION

The static analysis findings, including the normality test and descriptive analysis, were calculated using SPSS version 26. A normality test was carried out to determine the nature of the collected data, specifically whether it adhered to a normal distribution. The researcher employed the renowned Kolmogorov-Smirnov test, with great attention paid to the significance value (α) set at 0.05. The outcome of this test can be observed in the table below.

Table 1. The Result of Kolmogorov-Smirnov Test.

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Post-Test Ex	Statistic	df	Experiment	Statistic	df	Control
Pre-Test Ex	30	.364	4	.	.840	4	.195
	40	.	2	.			
	50	.260	2	.			
	70	.213	7	.200*	.907	7	.376
	80	.172	10	.200*	.883	10	.140
	90	.260	2	.			

The significance of Kolmogorov-Smirnov and Shapiro-Wilk stated that the experimental group's post-test is 0.200 and the control group's post-test is 0.140. These outcomes might provide support for the following hypothesis of data distribution:

Ho : Sig < 0.05 (abnormal data distribution)

Ha : Sig > or = 0.05 (normal data distribution)

Therefore, the rejection of Ho is justified based on the findings presented in Table 1. The significance levels of post-tests for both groups were greater than 0.05, providing evidence that the data distribution was normal.

Table 2. Descriptive Statistics.

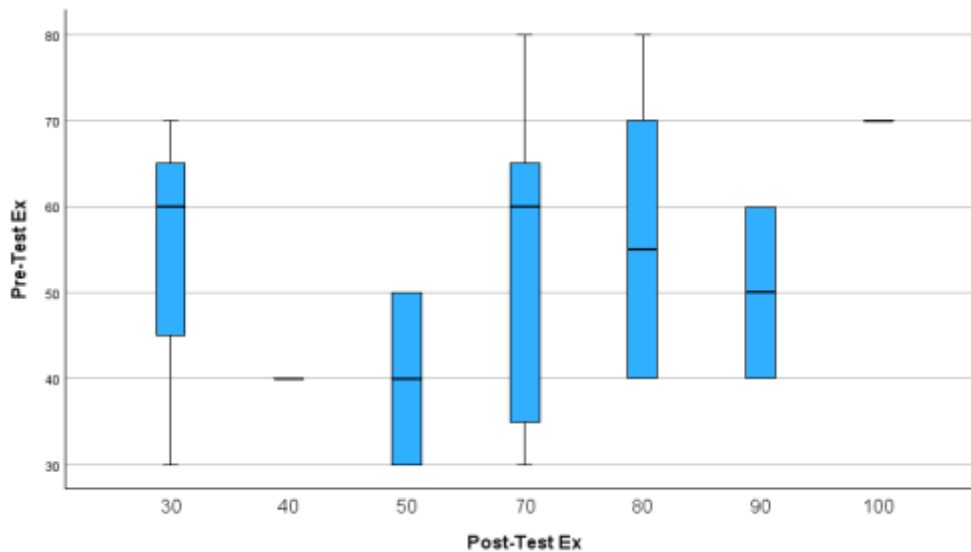
Descriptive ^a

	Post-Test Ex		Statistic	Std. Deviation
Pre-Test Ex	30	Mean	55.00	8.660
		95% Confidence Interval for Lower Bound	27.44	
		Upper Bound	82.56	
Post- Test Ex		5% Trimmed Mean	55.56	
		Median	60.00	
		Variance	300.000	
		Std. Deviation	17.321	
		Minimum	30	
		Maximum	70	
		Range	40	
		Interquartile Range	30	
		Skewness	-1.540	1.014
		Kurtosis	2.889	2.619
	40	Mean	40.00	.000
		95% Confidence Interval for Lower Bound	40.00	
		Upper Bound	40.00	
		5% Trimmed Mean	40.00	
		Median	40.00	
		Variance	.000	
		Std. Deviation	.000	
		Minimum	40	
		Maximum	40	
		Range	0	
		Interquartile Range	0	
		Skewness	.	.
		Kurtosis	.	.
	50	Mean	40.00	10.000
		95% Confidence Interval for Lower Bound	-87.06	
		Upper Bound	167.06	
		5% Trimmed Mean	.	
		Median	40.00	
		Variance	200.000	
		Std. Deviation	14.142	
		Minimum	30	
		Maximum	50	
		Range	20	
		Interquartile Range	.	
		Skewness	.	.
		Kurtosis	.	.
	70	Mean	52.86	7.469
		95% Confidence Interval for Lower Bound	34.58	
		Upper Bound	71.13	
		5% Trimmed Mean	52.62	
		Median	60.00	
		Variance	390.476	

	Std. Deviation		19.760
	Minimum		30
	Maximum		80
	Range		50
	Interquartile Range		40
	Skewness		-.007 .794
	Kurtosis		-1.704 1.587
80	Mean		57.00 4.955
	95% Confidence Interval for	Lower Bound	45.79
	Mean	Upper Bound	68.21
	5% Trimmed Mean		56.67
	Median		55.00
	Variance		245.556
	Std. Deviation		15.670
	Minimum		40
	Maximum		80
	Range		40
	Interquartile Range		33
	Skewness		.403 .687
	Kurtosis		-1.285 1.334
90	Mean		50.00 10.000
	95% Confidence Interval for	Lower Bound	-77.06
	Mean	Upper Bound	177.06
	5% Trimmed Mean		.
	Median		50.00
	Variance		200.000
	Std. Deviation		14.142
	Minimum		40
	Maximum		60
	Range		20
	Interquartile Range		.
	Skewness		.
	Kurtosis		.

Upon analyzing the data presented above, it becomes apparent that the pre-test (experimental) achieved a minimum score of 30, a maximum score of 80, an average of 60, and a standard deviation of 8.660. Furthermore, the post-test score (experimental) demonstrated an average of 80 with a standard deviation of 4.955. These findings showed the impressive results of the experimental group and provided compelling evidence to support this research.

Table 3. Diagram of Pre-Test and Post-Test Results (Experimental).



Upon examining the diagram, it becomes apparent that there are notable disparities between the pre-test and post-test results of the experimental group. The experimental group exhibited the lowest score on both pre-test and post-test of 30 and 30, and the highest score of 100 was obtained by one student of the experiment group.

Discussion

According to the researcher's observations during the internship, there were some difficulties with reading comprehension, particularly when reading narrative text. Students' reading abilities were also low, and some reported having trouble understanding texts and the meaning of words. However, the teacher continued to use the lecture strategy, which turned students into passive, no longer active in the classroom. Fountas & Pinnell (2012) state that guided reading is a personalized approach to small group instruction that enhances learners' reading proficiency. Through this method, teachers can meticulously select appropriate reading material and impart strategic tools for refined reading skills, ultimately leading to better learning outcomes.

According to the research findings, students of IX 1 who were taught using guided reading received better scores for reading comprehension of narrative text than students in IX 5 who served as control. Kolmogorov-Smirnov and Shapiro-Wilk results showed that the experimental group post-test differs from the control group as many as 70 points. It is necessary to reject the null hypothesis (H_0) as the value must be less than the significant level (0.050), and instead accept the alternative hypothesis (H_a). The results suggest that there may be a significant difference in the scores of students' reading comprehension before and after using guided reading of narrative text. This conclusion is supported by the Independent sample t-test, which indicates a significant value of 0.000 at a significant level of 0.050. Therefore, it can be inferred that there is a notable difference between the experimental and control groups' post-test results.

Guided reading is a refined and compelling approach that facilitates students to comprehend the meaning of a text, improves their reading comprehension, and enables them to learn new literature more comprehensively. This technique allows students to apply the strategies they have learned to the new text. Guastello and Lenz (2007) mentions “guided reading is a coaching technique in which teachers work with a small group of students who have similar reading behavior and text level”. The ultimate aim of guided reading is to help students efficiently use literacy strategies, develop the ability to ask questions, consider possibilities and alternatives, make astute decisions while deriving meaning from the text, and resolve difficulties. Using the Guided Reading strategy to teach reading comprehension of descriptive text in an experimental class made the students more enthusiastic about their learning. The Guided Reading strategy helped them become more engaged with the material.

After carefully considering the factors mentioned above, it can be elegantly deduced that implementing the Guided Reading method positively impacts the comprehension of narrative text among ninth graders. This conclusion was reached after analyzing the students' post-test scores. It was observed that students who received Guided Reading instruction exhibited superior comprehension skills compared to those who were taught using lecture method.

CONCLUSION

Guided reading has resulted in a notable improvement in the reading comprehension of narrative text among 9th-grade students at SMP Negeri 12 Pematang Siantar. The post-test results demonstrated a remarkable difference in scores between the experimental and control groups, with the experiment achieving higher mean scores of 72.8 compared to the control's result of 63.2. Specifically, the Guided reading strategy enabled the experimental group to effectively summarize narrative content, whereas the lecture strategy did not provide such training. These findings highlight the effectiveness of Guided reading in enhancing students' reading comprehension of narrative text. Through the implementation of Guided reading, students demonstrated higher reading comprehension levels than those taught using lecture strategy. The efficacy of Guided reading was particularly evident in improving students' comprehension of narrative texts among the 9th graders at SMPN 12 Pematang Siantar. As such, it is highly recommended that English teachers consider adopting Guided reading as a viable alternative approach to teaching reading comprehension in narrative texts.

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