

**AN UNDERGRADUATE THESIS**

**IMPROVING THE STUDENTS' READING COMPREHENSION  
THROUGH GUIDED READING STRATEGY AT EIGHT CLASS OF  
JUNIOR HIGH SCHOOL MUHAMMADIYAH SEKAMPUNG  
EAST LAMPUNG**

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**STATE INSTITUTE OF ISLAMIC STUDIES  
OF METRO LAMPUNG  
1438 H / 2017 M**

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JUNIOR HIGH SCHOOL MUHAMMADIYAH SEKAMPUNG  
EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirement  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

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EAST LAMPUNG**

**ABSTRACT**

**BY**

**RIAN FEBRIANTO**

The primary goal of this research is to know whether the use of Guided Reading Strategy can improve the students' reading comprehension. The method used in this research is known as Classroom Action Research (CAR). The data were collected by documentation, observation, field note, interview, and test. The researcher chose class VIII.2 as the subject in this research.

Based on the data that there is significant improving on the students' reading comprehension. It is proofed on the students' average score in pre-test and post-test 1 was from 56,25 to 67,91 or improved 11,66 while in post-test 1 and post-test 2 was from 67,91 to 77,08 or improved 9,17. It means that the use of Guided Reading Strategy can improve the students' reading comprehension at eight class of Junior High School Muhammadiyah Sekampung, East Lampung.

The conclusion of this research is Guided Reading Strategy can improve the students' reading comprehension at eight class of Junior High School Muhammadiyah Sekampung, East Lampung especially students' interest in reading learning.

**MENINGKATKAN PEMAHAMAN MEMBACA SISWA MELALUI  
GUIDED READING STRATEGI PADA SISWA KELAS VIII  
SMP MUHAMMADIYAH SEKAMPUNG  
LAMPUNG TIMUR**

**ABSTRAK**

**OLEH  
RAN FEBRIANTO**

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan strategi Guided Reading dapat meningkatkan pemahaman membaca siswa. Penelitian ini merupakan penelitian tindakan kelas. Data yang digunakan adalah metode dokumentasi, observasi, catatan lapangan, wawancara, serta tes. Penelitian ini menggunakan kelas VIII.2 sebagai subjek dari penelitian ini.

Akhirnya data menunjukkan bahwa ada peningkatan yang signifikan terhadap pemahaman membaca siswa. Hal itu dibuktikan dengan nilai rata-rata siswa pada pre-test dan post-test 1 yaitu 56,25 menjadi 67,91 atau meningkat 11,66 sedangkan pada post-test 1 dan post-test 2 yaitu dari 67,91 menjadi 77,08 atau meningkat 9,17. Itu berarti penggunaan strategi Guided Reading dapat meningkatkan kemampuan membaca siswa pada kelas VIII.2 SMP Muhammadiyah Sekampung, Lampung Timur.

Kesimpulan penelitian ini adalah strategi Guided Reading dapat meningkatkan pemahaman membaca siswa kelas VIII.2 SMP Muhammadiyah Sekampung, Lampung Timur khususnya ketertarikan siswa dalam pembelajaran reading.



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THROUGH GUIDED READING STRATEGY AT THE EIGHT CLASS  
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EAST LAMPUNG

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*Assalamualaikum Wr.Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

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THROUGH GUIDED READING STRATEGY AT THE EIGHT  
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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr.Wb*

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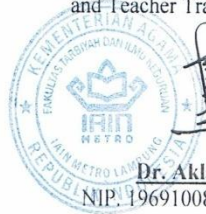
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States that this Undergraduate Thesis is original except certain part of it quoted from the bibliography mentioned.

Metro, July , 2017

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MOTTO

مَنْ خَرَجَ فِي طَلَبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ حَتَّى يَرْ

جِعَ

“Barang siapa yang keluar untuk mencari ilmu maka ia berada di jalan Allah hingga ia pulang”. (HR. Turmudzi).

## **DEDICATION**

From his deepest heart, he dedicates this thesis to:

1. His beloved advisors and lecturers who give guidance and constructive idea.
2. His beloved the Head of English Education Department, Mr. Ahmad Subhan Roza, M.Pd
3. His beloved parents, Mr. Sunaryo and Mrs. Suparmi who never stop praying for my success.
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Researcher

**RIAN FEBRIANTO**  
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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of The Study**

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. Many languages are used in this world, one of them is English. In Indonesia, English becomes the first foreign language that should be learned by the students. Learning English as the first foreign language is not easy. It will be more difficult than learning English as the second language, because English is only used in the classroom when the students study it. They seldom use English in their daily life. This conditions occur in our country because in Indonesia always use mother tongue in their daily activity.

So far, English still becomes one of the difficult subjects at Junior High School until university. The four skills of the language that must be mastered by all language learners are listening, speaking, reading and writing. Reading is one skills that the students have mastered. Through reading, the learners will be easy to get the meaning, information, knowledge, and idea from sources they read, such as science, technology, and culture.

Therefore, reading comprehension is one of the ways to make the students get to understand a reading text. In reading activity, the process of understanding must be comprehensively such as finding the solution, summarization, and reading comprehension exercise. So the students have

a place to share about the problem if they find difficulties to answer the question in reading the text.

One of the task of the teacher is the teacher have to help the students' to improve their reading comprehension. The teacher can divide the students into a group and then the teacher give the text to the students. They have to understand what is the content of the text, so they can improve their reading comprehension. One of the way or solution from this problem is the teacher can use guided reading strategy to help the students in reading comprehension.

Guided reading is an instructional approach that involves a teacher working with a small group students who demonstrate similar reading behaviors. The text is easy enough for students to read with your skillful support. The text offers challenges and opportunities from problem solving, but easy enough for students to read with some fluency. The teacher choose selections that help students expand their strategies. Guided reading strategy gives students the chance to apply the strategies they already know to new text. The teacher provide support, but the ultimate goal is independent reading.

A pre-survey had conducted on October 28, 2016 at the eight class of Junior High School Muhammadiyah Sekampung. The problem are the students not respect and bored to read a text. It is caused the students have low motivation to read a text. The students assume that when they read a text, they need long time to understand each word the text because the students have lack vocabulary. Moreover, the students are difficult to

comprehend the meaning of the text. It is caused the students comprehension the text still low. The result of the test can be seen on the following table :

**Table 1**  
**The Reading Score of Eight Class of Junior High School**  
**Muhammadiyah Sekampung**

<b>NO.</b>	<b>NAME</b>	<b>SCORE</b>	<b>CATEGORY</b>
1.	ANH	60	LOW
2.	AD	60	LOW
3.	AAP	60	LOW
4.	AYS	60	LOW
5.	BP	60	LOW
6.	DAF	60	LOW
7.	DAY	60	LOW
8.	EA	60	LOW
9.	FK	75	FAIR
10.	FAL	80	GOOD
11.	GC	80	GOOD
12.	JA	60	LOW
13.	MZA	55	LOW
14.	NR	60	LOW
15.	PY	60	LOW
16.	RNL	60	LOW
17.	RM	80	GOOD
18.	RTW	80	GOOD
19.	RDAY	100	EXCELENT
20.	RP	100	EXCELENT
21.	RLAS	80	GOOD
22.	SMA	80	GOOD

23.	SM	80	GOOD
24.	SA	60	LOW

Source : *Pre-survey score take on October 28<sup>th</sup>, 2016*

**Table 2**  
**The Result Score of Pre-Survey at**  
**The Eight Class of Junior High School Muhammadiyah Sekampung**

NO.	RANGE	FREQUENCY	CATEGORY
1.	$\leq 75$	14	FAIL
2.	$\geq 75$	10	PAS
<b>TOTAL</b>		<b>24</b>	

Based on the result above, there is a proof that the students have low score in reading comprehension. The data pre-survey showed that 14 students is low category and 10 students is good category. The grade minimum requirement for English is 75. It means that the students' reading comprehension at the eight class of Junior High School Muhammadiyah Sekampung is still low reading comprehension because many students get score less than 75. So, the students' reading comprehension must be improve. The researcher can use guided reading strategy to improve students reading comprehension, because guided reading is the method that gives the students the chance to apply the strategies they already know to new text.

From the problem above, it is necessary for teacher help to improve reading on the students. Considering the importance of reading



comprehension for the students, for solve this problem the teacher should have method to make students interested in teaching learning especially for reading. One of method that is considered applicable in developing students' reading comprehension is guided reading strategy, because guided reading is one of the strategy can use to improve the students reading comprehension.

To solve those problems above, the researcher would like to conduct a research entitled improving students' reading comprehension through guided reading strategy at the eight class of Junior High School Muhammadiyah Sekampung East Lampung.

## **B. Problem identification**

Based on the background above, the researcher would like to identify the problem as follows :

1. The students have low motivation in learning reading text.
2. The students are not interested in learning reading text.
3. The students ability to understand the meaning a text is still low.
4. The students have difficulties to find the meaning in the text.

## **C. Problem Limitation**

From the explanation above, the researcher will do the research using Classroom Action Research (CAR). The researcher limits the research that is the students have difficulties to find the meaning in the text, the students ability to understand the meaning a text is still low and not interested in learning reading text. So, the researcher will use guided

reading method to improve the students' reading comprehension at eight class of Junior High School Muhammadiyah Sekampung East Lampung.

#### **D. Problem formulation**

In this research the writer formulates the problem as follows :

“Can the use of guided reading method improve the students' reading comprehension at eight grade of Junior High School Muhammadiyah Sekampung East Lampung?”

#### **E. Objective of The Study**

The objective of this research is to know the student improvement in reading comprehension by using guided reading strategy.

#### **F. Benefit of The Study**

The benefit of this research are :

1. For The Students'
  - a. To improve the result of the students learning, especilally in reading.
  - b. To give students motivation in English learning process.
2. For The Teacher

To give information to English Teacher if guided reading method can be effective to improve the students' reading comprehension.
3. For The Future Research

This research can be a reference for the researchers in the next research.

## CHAPTER II

### THEORICAL FRAMEWORK

#### A. The Concept of Reading Comprehension

##### 1. Definition of Reading Comprehension

Reading is the activity to read has a purpose to get the meaning, information, knowledge, and idea from sources they read. If we understand the concept of reading, it can be easy for us to get information or ideas when we read something. So, reading is an activity to know more about something to get information from organizing the ideas of the passage. Reading is a complex process involving a network of cognitive actions that work together to construct meaning.<sup>1</sup> According to Nunan, reading is an essential skill for learners of English as a second language.<sup>2</sup> For most of these learners, reading is the most important skill to master in order to success in learning English. Students will spend their time to read and get understanding or meaning from the sentence of the texts. In addition, the source of reading will be available in various and different text, the students do not only focus on one kind of the text. In other word, reading comprehension is the understanding about new information of the text by using the knowlegde of the reader.

If the students have good comprehension of the material that they are reading is to ask the students to retell what has been read. It

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<sup>1</sup> Linda J. Dorn. *Teaching For Deep Comprehension*. Stenhouse Publishers: Portland Maine. 2005. P.6

<sup>2</sup> Dina Gusvianti and Yuli Tiarina. *Journal of English Language Teaching*, Vol. 1 No. 1, September 2012, Serie C. Padang State University. p.220

means that comprehension is the essence of reading because the goal of written language is communication of message.<sup>3</sup> In reading activities, students should have good reading comprehension to get information from the reading text.

Furthermore, Brown states that reading comprehension is primary a matter or important skill to developing, it's very efficient used a strategy to understand something that we read<sup>4</sup>. It's means that the purpose of reading comprehension is to efficiency of reading.

Moreover, Janette states that Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>5</sup>

Meanwhile, Reading is the practice of using text to create meaning.<sup>6</sup> According to clay, reading is message getting process and comprehension takes place as the reader strives to create meaning.<sup>7</sup>

Based on statement above, reading is the activity to read, that has a purpose to get information from the reading material. If we want to learn language especially English, we have to study reading because

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<sup>3</sup> Gerald G. Duffy, *Explaining reading : A Resource for teaching concept, skill, and strategies* (New York, London : The gideford press, 2009, P,14.

<sup>4</sup> H. Douglas Brown. *Teaching by principles : and interactive approach to language pedagogy* (New York : San Francisco State University. 2001),P.306.

<sup>5</sup> Janette K. klinger, et., Al. *Teaching Reading Comprehension to Students With Learning Difficulties*, (New York : Unit States Of America, 2007) P.8

<sup>6</sup> Andrew P. Johnson. *Teaching Reading and Writing: A Guidebook For Tutoring And Remediating Students*. New York: Rowman & Littlefield Education. P. 3

<sup>7</sup> Linda J. Dorn. *Teaching For Deep Comprehension*. Stenhouse Publishers: Portland Maine. 2005.p.37

reading is very important to get information when we learn English as a foreign language.

## 2. Strategies For Reading Comprehension

To be a good reader, we have to a strategy to comprehend a text. Brown explains ten strategies for reading comprehension, there are: identifying the purpose in reading, skimming the text for main ideas, scanning the text for specific information, guess when you are not certain, analyze vocabulary, using grapheme rules and patterns, using efficient silent reading technique for relatively rapid comprehension, using semantic mapping or clustering, distinguishing between literal and implied meanings, and the last is capitalizing on discourse makers to process relationship”.<sup>8</sup>

The strategies for reading comprehension can be explained as follows :

### a. Identifying the purpose in reading

Efficient reading consist of clearly identifying the purpose in reading something. By doing so, the readers know what they are looking for and can weed out potential distracting information. It means, to find out what information would be taken of the text., the readers shoul determine their purpose in reading.

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<sup>8</sup> H. Douglas Brown. *Teaching by principles : and interactive approach to language pedagogy* (New York : San Francisco State University. 2001),P.306.

b. Skimming the text for main ideas

Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives the reader the advantage of being able to predict the purpose of passage. In other word skimming is reading teh whole text quickly to get main point or main ideas of the text. Furthermore, by skimming the reader can predict the content of the text.

c. Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract spescific information without reading through the whole text.<sup>9</sup> It means, scanning is reading quickly the text to find specific information whithout reading every word in the text.

d. Guess when you are not certain

The teacher can help the learners to become accurate guessers by encouranging them to use effective commpensation strategies in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them.<sup>10</sup>

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<sup>9</sup> *Ibid.*, p.308

<sup>10</sup> *Ibid.*, p.309

e. Analyze Vocabulary

One way for learners to make guessing pay off when they do not immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here :

- 1) Look for prefixes (co-, inter-, un-, etc.) that may give clues.
- 2) Look for suffixes (-tion, -tive, -ally, etc) that may indicate what part of speech it is.
- 3) Look for roots that are familiar.
- 4) Look for grammatical contexts that may signal information.
- 5) Look at the topic for clues.<sup>11</sup> It means, to understand unknown words, the readers can use alternative ways such as : analyze prefixes, suffixes, root words, grammatical context, and the topic of the text.

f. Using grapheme rules and patterns

The learners have become acquainted with oral language and have some difficulties in learning English spelling conventions. They may need hints and explanation about certain English orthographic rules and peculiarities. While they can often assume that one-to-one grapheme-phoneme correspondences will be acquired with ease, other relationships might be difficult.

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<sup>11</sup> *Ibid.*, p.310

- g. Using efficient silent reading technique for relatively rapid comprehension

The readers intermediate-to-advanced level students need not be speed readers, but it is suggested to increase efficiency by teaching a few silent reading rules.

- 1) The readers don't need to "pronounce" each word to the teacher.
- 2) Try to visually perceive more than one word at time.
- 3) Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.<sup>12</sup>

- h. Using semantic mapping or clustering

The teachers can help the students to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them.

- i. Distinguishing between literal and implied meanings

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demand on readers. Implied meaning usually has to be derived from processing pragmatic information.<sup>13</sup>

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<sup>12</sup> *Ibid.*, p.307

<sup>13</sup> *Ibid.*, p.310



j. Capitalizing on discourse makers to process relationship

Many discourse makers in English signal relationship among ideas as expressed through phrase, clauses, and sentences. A clear comprehension of such makers can greatly enhance learners reading efficiency. The types of discourse makers are :

- 1) Anumerative : firstly, secondly, finally, etc.
- 2) Additive : moreover, well, again, etc.
- 3) Logical sequence : so far, as a result, consequently, etc.
- 4) Explicative : namely, in other words, etc.
- 5) Illustrative : for example.

### 3. Level of Reading Comprehension

Barret's Taxonomy identify four levels of reading comprehension, there are :<sup>14</sup>

a. Literal Recognition or Recall

The literal level is the lowest cognitive level where the reader understands just what the words mean. The information that is stated explicitly in the text is retrieved by the reader in the form given. Such literal information may be the main idea, a set of specific details, or a sequence of events.

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<sup>14</sup> Riswanto. "The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement", International Journal Of Humanities and Social Science (IAIN Bengkulu Indonesia) Vol 4, No.7(1): May 2014,p.227

b. Inference Level

This level requires the readers understand the literal information from level one and go beyond it to hypothesize about relationship, unstated ideas, and connection between ideas or events.

c. Evaluation Level

It requires the reader to make judgements about the reading or to demonstrate the value.

d. Appreciation Level

It relates to the emotional responses of readers to a text. It also refers to the reader's awareness of the literacy and stylistic techniques used by an author to encourage a reader's emotional response.

Based on the level of reading comprehension above, the researcher will use evaluation level in this research proposal. In this level, the readers or students can make a suggestions, judgements, and conclusion about the text.

#### **4. Model of Reading Comprehension**

A reading model is a describe the people to process a words and sentences and analysis it. There are three models of reading as follows:

a. The top down model

Top down approaches empasise the important of these schemata and the reader's contribution, over the incoming text.

Smith claims that non-visual information transcends the text, and includes the reader's experience with the reading process, knowledge of the context of the text, familiarity with the structures and patterns of the language and of the specific text types, as well as generalised knowledge of the world and specific subject matter knowledge.<sup>15</sup>

b. The bottom-up model

The bottom-up model which suggests that successful listening is a matter of decoding the individual sounds we hear to derive the meaning of words and thence utterances. Until comparatively recently, the bottom-up approach dominated both first and second language research and theory. According to Cambourne, it was the basis of the vast majority of reading schemes.<sup>16</sup>

In other words, bottom-up models in reading, it is processing best describes learning to read.

c. The interactive model

More recent research on teaching reading has shown that a combination of top-down and bottom-up processing or what has come to be called Interactive Reading, is almost always a primary ingredient in successful teaching methodology because both processes are important.<sup>17</sup> Christine Nuttal states in practice a

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<sup>15</sup> J. Charles Alderson, *Assessing Reading*, (Cambridge University Press, 2000)p.17

<sup>16</sup> David Nunan. *Language Teaching Methodology: A Textbook For Teachers*, (Practice Hall International English Language Teaching, 1991),p.63

<sup>17</sup> H. Douglas Brown. *Teaching by Principles : and interactive approach to language pedagogy* (New York : San Francisco State University. 2001),p.299.

reader continually shift from one focus to another , now adopting a top-down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says.<sup>18</sup>

It means, interactive model recognize the interaction between down and battom-up model processes occur when the people read a text or the book.

Based on the model of reading comprehension above, the researcher will use the bottom-up model in this research proposal. In this model, the readers or the students can make a best describes learning to read.

## **5. The Purpose of Reading Comprehension**

Reading comprehension is important for the readers. The purpose of reading is getting meaning or main ideas of the text. In addition the purpose of reading comprehension is to connect the ideas on the page what you already know. It implies that the readers who read, they has purpose such as to get new information, because without it the readers can not submit information.

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<sup>18</sup> *Ibid.*,p.299

## **B. The Concept of Guided Reading Strategy**

### **1. The Definition of Guided Reading Strategy**

According to Ford and Optiz guided reading is increasingly perceived as an integral part of balanced reading program designed to help all children become independent readers.<sup>19</sup> It means that guided reading is the reading program to help all children improve their reading comprehension by understand meaning or main ideas a text.

In its optimal form, guided reading is small groups reading instruction designed to teach student to apply strategic reading behaviors independently.<sup>20</sup> A small group of four to six students meets with the teacher to read a carefully chosen, appropriately leveled text. The focus of the lesson is on guiding students to apply reading strategies that have been previously taught and modeled by the teacher.

Guided Reading is the heart of the reading program. According to Cunningham, Hall, and Sigmon, In Guided Reading, teachers choose material for children to read and a purpose for reading, and then guide them to use reading strategies needed for that material and that purpose.<sup>21</sup> Moreover, reading comprehension is the act of understanding what the reader are reading. It means, reading comprehension is the activity to know the content of the text.

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<sup>19</sup> Kristi Heston. "Guided Reading, Fluency, Accuracy And Comprehension, *Journal Of Student Research*. University Of Winconsin Stout, 2010. P.2

<sup>20</sup> Heather Wall. "When GuidedReading Is Not Working: Strategies for Effective Instuction". *Journal Of Language And Literacy Education Vol.10 Issues.2*, Http://Jolle.Coe.Uga.Edu. 2014, p. 135

<sup>21</sup> Lisa M. Wright. Guided Reading, Literature Circles, and Reading Workshop. *Journal Of Adventist Education*. April/May 2006.p.11

In other hand, Fountas and Pinnell suggest that guided reading allows students to develop reading strategies in a socially supported setting as they encounter text at increasing levels of difficulty. Students using similar processes at similar text levels are grouped together for instruction.<sup>22</sup>

In *The Foundations of Literacy*, Holdaway defines guided reading as a form of group instruction in which we introduce children to the techniques of reading new or unseen material for personal satisfaction and understanding.<sup>23</sup> It means guided reading is a group that introduce new technique of reading to help children to understanding the material in the classroom.

Based on definition above the researcher concluded that guided reading can be defined as small-group instruction for students who read the same text. This process can make the readers get the point and understand the passage of the understand total meaning of the text.

## 2. The Structure of Guided Reading

In guided reading have the structure to English learning, such as selection of a text, introduction to the text, discussion of the text, reading the text, teaching points, word work, and extending understanding<sup>24</sup> :

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<sup>22</sup> Cathy Mere. *More Than Guided Reading: Finding The Right Instructional Mix*. USA: stenhouse publishers. 2005.p.2

<sup>23</sup> *Ibid.*, p.4

<sup>24</sup> Irene C. Fountas and Gay Su Pinnell. *Guided Reading: The Romance and the Reality* Reprinted with permission from *Reading Teacher*, Vol. 66, Issue 4, December 2012, January 2013.p.5

a. Selection of a Text

The teacher selects a text that will be just right to support new learning for the group at the instructional level. So, selection of the text is the first step for teacher to select one text for students discussion.

b. Introduction to The Text

The teacher introduce the text to scaffold the reading but leaves some problem solving for readers to do. It means, students can understand about the text that will be used in learning process.

c. Reading The Text

Students read the entire text softly or silently. If the students reading orally, the teacher may interact briefly to teach for, prompt, or reinforce, strategic actions.

d. Discussion of The Text

The teacher invites the students to discuss the text, guiding the discussion and lifting the students comprehension. It means that the teacher as a guide in the discussion and invite to discussion with the students about the text.

e. Teaching Points

The teacher makes explicit teaching point, grounded in the text, and directed toward expanding the students system of strategic actions.

f. Word Work

The teacher provides explicit teaching to help students become flexible and efficient in solving words.

g. Extending Understanding (Optional)

If further work with the meaning is needed, the students extend their understanding of the text through writing and or drawing (may be independent).

### 3. Procedure of Conducting The Guided Reading

The key steps of guided reading are:<sup>25</sup>

- a. The teacher selects a familiar text to support the teaching of a specific focus.
- b. The teacher orients the students to the text to prepare them for independent reading of the text.
- c. The teacher makes the purpose for reading explicit to the students.
- d. The students read the text independently as the teacher helps them to use the reading strategies they know.
- e. The teacher supports the students to discuss and respond critically to the text through focussed questions and prompts.

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<sup>25</sup> Department of Education and Early Childhood Development. *Teaching Strategy Guided reading*. State of Victoria (DEECD), 2008. Last updated 05-08-08.p.1



#### 4. Tips for Guided Reading

There are some tips for guided reading :<sup>26</sup>

- a. There are many book sets located in the building's title I collection that are available for checkout.
- b. Keeping group records and individual records of guided reading lessons will allow teachers to plan for future guided reading lessons and other lessons group or individual specific.
- c. Guided reading lessons may be taught during a variety of times. Some examples are: during independent reading time, during partner reading time, during centers.
- d. Writing page numbers on the book introductions makes the intro go more smoothly. You will quickly be able to flip to the page and demonstrate the strategy or locate the tricky word, etc.

#### 5. The Implementation of Guided Reading In The Classroom

Using guided reading in the classroom is one of the ways to help the students to develop strategies to improve their reading. The implementation of guided reading in the classroom consist of three steps there are planning for guided reading, conducting guided reading sessions, and after guided reading.<sup>27</sup>

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<sup>26</sup> Brown County Schools: Balanced Literacy Curriculum Guide K-6. *DRAFT revised 7/28/10*,p.93

<sup>27</sup> Debbie Mourtzios. *Reading Resource Book: Addressing Current Literacy Challenge*. WA: Department of Education. 2013.p.21

a. Planning for Guided Reading

- 1) Identify a small group of students who have a similar need.  
The identified need will become the focus of the session.
- 2) Organise other students to work independently.
- 3) Choose a text at the students' instructional level so the focus can be practised.
- 4) Pre-read the text and identify natural breaks where guiding questions can be asked.
- 5) Formulate guiding questions.

b. Conducting Guided Reading Sessions

- 1) Outline the focus of the lesson explaining why it is important for successful reading.
- 2) Activate the students' prior knowledge and supply additional information that will help them relate to the text.
- 3) Pose an initial guiding question related to the focus of the lesson and allocate a section of the text to be read silently.
- 4) Encourage students to share and discuss their responses, ensuring they substantiate their views by returning to the text.  
Responses may also include discussing the strategies used to find the required information.
- 5) Pose the next guiding question and allocate the section of text. Continue this process until the text has been completed.
- 6) Reflect on the focus of the session and review the initial reason for the reading.

- c. After Guided Reading
  - 1) Make the text available for independent or home reading.
  - 2) Provide practice activities that relate to the selected focus.

## 6. The Strategies of Guided Reading

Teachers demonstrate the different components of reading comprehension so children develop the skills to find a deeper understanding of what they read. There are strategies of guided reading:<sup>28</sup>

### a. Clarifying

Readers identify tricky parts of the text, passages or concepts, and look at how to make sense of them. For the example : using a dictionary.

### b. Predicting

Readers make connections using their own prior knowledge and information from the text to imagine what might follow.

### c. Questioning

Readers ask questions about parts of the text they find unclear or find ways to make connections. It can deepen understanding and encourage skills of inference-making.

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<sup>28</sup> Wayne Tennent. *Effective Guided Reading: Theory and Practice*. London: Mayor of London. 2013.p.1

d. Summarising

Readers identify important information in a text (or part of a text) to organise into a clear description of the whole. It uses recall and literal understanding.

e. Visualising

Readers may arrive at a mental representation of a text. Encouraging children to verbalise what they see can be a useful way to support understanding.

f. Evaluating

Children are encouraged to begin to consider a text critically and to form and justify opinions. It might require linking to prior knowledge and understanding.

## 7. The Purpose of Guided Reading

Guided reading is a small group activity where the teacher helps students to practise strategies to read a text independently. Texts chosen for guided reading need to be at an appropriate level that will provide the necessary supports and challenges for the students as they read the text. The topics of the texts should also be familiar and of interest to the students.<sup>29</sup>

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<sup>29</sup> Department of Education and Early Childhood Development. *Teaching Strategy Guided reading*. State of Victoria (DEECD), 2008. Last updated 05-08-08

## 8. The Benefits of Guided Reading

Guided Reading helps students to:<sup>30</sup>

- a. Practice and monitor their use of strategies in a supportive setting.
- b. Develop confidence in their use of strategies.
- c. Refine their understandings about the text as they read.
- d. Explore the questions, feelings and ideas about the text.
- e. Compare their interpretations of the text with other students.

## 9. The Weakness of Guided Reading

Although grouping children according to their ability has its advantages, there is a negative aspect to this.

- a. Children develop at different rates and it is unlikely that every child in the group will be at exactly the same stage. So a teacher may have to make compromises and place a child in a group with the best fit, which may not always be ideal.
- b. Time constraints can also have a disadvantageous on guided reading; it is important to allocate sufficient time to ensure that all students have sufficient individual attention during the session.

## 10. Action Hypothesis

Based on the background of the research, the writer formulate the hypothesis is : “the use of guided reading strategy can improve the students’ reading comprehension at the eight class of Junior High School Muhammadiyah Sekampung.”

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<sup>30</sup> Debbie Mourtzios. *Reading Resource Book: Addressing Current Literacy Challenge*. WA: Department of Education. 2013.p.20

## CHAPTER III

### RESEARCH METODOLOGY

#### A. Setting

The kind of this research in Classroom Action Research. According to Hendricks, Action research is a powerful tool for studying and improving one's practice.<sup>31</sup> Furthermore, McNiff, Action research is a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be.<sup>32</sup> It means that, action research is an activity to practice and analyze the students comprehension about the material using action in the class.

This research was conducted in Junior High School Muhammadiyah Sekampung which is located in Sekampung, East Lampung. The reseacher conduct this research at eight class of Junior High School Muhammadiyah Sekampung.

However, the research chooses VIII.2 class because most of the students ability in reading comprehension is still low. This is based on the result of Pre-Survey at the eight of Junior High School Muhammadiyah Sekampung. The total of the students are :

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<sup>31</sup> Ary Donald, et.al, *Introduction To Research In Education*, (USA : wardsworth Cengage Learning, 2010), p.512

<sup>32</sup> McNiff, Jean & Whitehead, Jack. *Action Research : Principle And Practice*. London & New York: Routlegde Falmer. P.15

**Table 3**  
**The Subject of the Research**

No	Class	Sex		Total
		Male	Female	
1.	VIII.2	10	14	24

### **B. Subject and Object of Research**

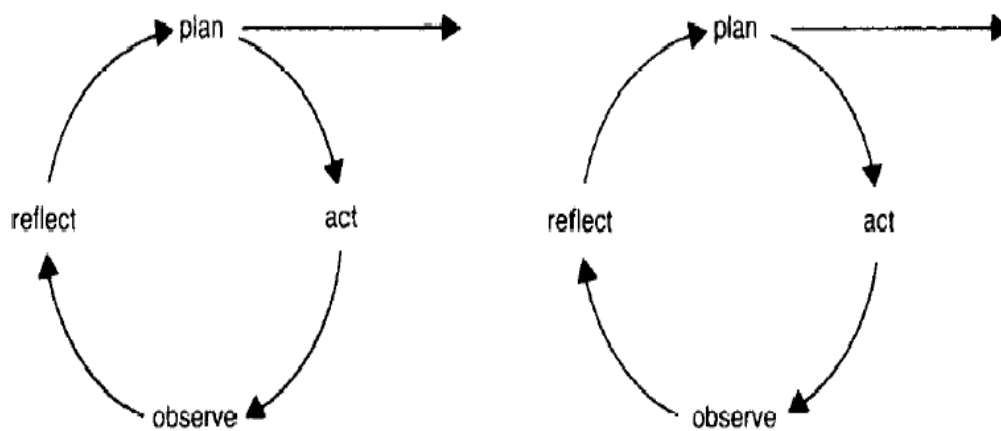
The subject of this research is the students' of eight class of Junior High School Muhammadiyah Sekampung East Lampung. The researcher choosed the eight class. This class is consist of 24 students.

The object of this research is the students' reading comprehension. The researcher need a collaborator. The collaborator is Mrs. Nisaul Khoiriyah, S.Pd

### **C. Action Plan**

In this classroom action research, there were four steps in each which have relationship one another. The step are planning, acting, observing, and reflecting. Those steps can be seen in the following design :

Here in steps classroom action research design :



### Jean McNiff's Model<sup>33</sup>

From the illustrated above, the explanation about four steps of action research produce are conducted in each cycle :

#### 1. Cycle 1

##### a. Planning

Planning is the first steps in the research. Without planning the research that the writer was not be focus. Planning is the prepared before the researcher doing this action. In this step, the researcher prepared some learning equipment such as :

- 1) The researcher prepared the lesson plan for the learning process.
- 2) The researcher prepared the material of the subject.
- 3) The researcher planned to give descriptive the text.

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<sup>33</sup> *Ibid.*, p.41



4) The researcher prepared the learning design. The researcher asked the students to make some groups of the students in the learning process.

5) The researcher used guided reading method.

b. Acting

Acting is the second step in the action research. It is the implementation about the planning. The step was taken by the researcher in the action are as follows :

1) Pre Teaching activities

- a) Greeting and praying together with the students.
- b) The researcher checked the attendance list.
- c) The researcher asked the students condition.
- d) The researcher choosed descriptive the text as the material.

2) Main Teaching Activities

- a) The researcher applied the lesson plan.
- b) The researcher devided students into some groups consist of 4-5 student.
- c) The researcher choosed descriptive text as the material.
- d) The researcher introduced about descriptive text to the students.
- e) The researcher asked to students so students can make a prediction about descriptive text.

- f) The researcher raised the schemate of the students.
- g) The researcher made information boards based on the prediction and students' schemate.
- h) The researcher requested students to read quietly descriptive text.
- i) The researcher examined and reset prediction.
- j) The researcher requested students to continue read and prediction.
- k) The researcher and the students discussed about descriptive text.
- l) The researcher read the prediction.
- m) The researcher requested students to make a vocabulary lists.

### 3) Post Teaching Activities

- a) The researcher asked to students to answer some questions about the topic.
- b) The researcher summarized the material of learning.
- c) The researcher gave motivation to the students.
- d) The researcher closed the meeting.
- e) The researcher greeted to the students.
- f) The researcher went out from the class.

### c. Observing

Obsevation is the activity to record the action. In this step, the researcher observed the students' activity in the teaching

learning process by using observation sheet in this step, such as responded to teachers' question, made a prediction about descriptive text, raised the students' schemata, answered the teachers' question, and gave explanation. The observer noticed the important thing teaching learning process.

d. Reflecting

Reflecting is the last step of this process. The researcher analyzed and discussed the result of observation during teaching process. In this step, the researcher used the data from evaluation to make improvement for the second cycle.

If the cycle 1 was not successful, the researcher should conduct to cycle II. The result of cycle 1 was for evaluation material and for reflection to the second research. The minimum research in classroom action research is two cycle. If from cycle II all of students are successful, the cycle could be stopped in cycle II only.

## **2. Cycle II**

a. Planning

- 1) The researcher identified the problem and found the problem from the first cycle.
- 2) The researcher arranged the detail plan about the action on cycle II.
- 3) The researcher prepared the lesson plan for the learning process.

- 4) The researcher planned to give descriptive the text.
- 5) The researcher asked the students to make some groups of the students in the learning process.
- 6) The researcher used the guided reading strategy.

b. Acting

This stage is the implementation about the planning of cycle II. The step was taken by the researcher in the action are as follows :

- 1) Pre Teaching activities
  - a) Greeting and praying together with the students.
  - b) The researcher checked the attendance list.
  - c) The researcher asked the students condition.
  - d) The researcher choosed descriptive the text as the material.
- 2) Main Teaching Activities
  - a) The researcher applied the lesson plan.
  - b) The researcher devided students into some groups consist of 4-5 student.
  - c) The researcher choosed descriptive text as the material.
  - d) The researcher introduced about descriptive text to the students.
  - e) The researcher asked to students so students could make a prediction about descriptive text.

- f) The researcher raised the schemate of the students.
- g) The researcher made information boards based on the prediction and students' schemate.
- h) The researcher requested students to read quietly descriptive text.
- i) The researcher examined and reset prediction.
- j) The researcher requested students to continue read and prediction.
- k) The researcher and the students discussed about descriptive text.
- l) The researcher read the prediction.
- m) The researcher requested students to make a vocabulary lists.

### 3) Post Teaching Activities

- a) The researcher asked to students to answer some questions about the topic.
- b) The researcher summarized the material of learning.
- c) The researcher gave motivation to the students.
- d) The researcher closed the meeting and greet to the students.
- g) The researcher went out from the class.

### c. Observation

In this step, the researcher observed the process of teaching learning by using observation sheet to collect the data in action

plan II. Observation sheet in this step, such as responding the students to teachers' question, make a prediction about descriptive text, raise the students' schemata, answering the teachers' question, and giving explanation. The observer noticed the important thing in teaching learning process.

d. Reflecting

In the reflecting step, the researcher analyzed the result of the action. By reflecting, the researcher knew the strength and weakness of the action. The researcher compares the score distribution of pre-test and post-test. The researcher reviewed and reflected on the student activity and teacher performance whether it's positive or negative. If the result of the second cycle was satisfied, the researcher was stopped. While, if the result of the second cycle was unsatisfied, the researcher was be continued.

#### **D. Data collection Method**

In collecting the data, the researcher used test, observation, and documentantation. The collecting data as follows :

1. Test

In this research, the researcher gave the students two tests that were pre-test and post-test to know the improvement of their students reading comprehension, especially using guided reading strategy. The

test was given to know the students achievement before and after learning process.

a) Pre- test

The pre-test was given before applying treatment through guided reading strategy in order to know ability of the students reading comprehension. The researcher gave the students a text

b) Post-test

The post-test was given the last meeting after doing treatment to find out whether the treatment gave any contribution to the students achievement in the class or not. The improvement could be seen if the average scores of the post-test higher than pre-test.

2. Observation

In this research, the researcher observed the students behaviors and the students activities in the learning process to know how the process of learning was held. In doing the observation, the researcher made the observation sheet that contains of list of the students activities.

3. Documentation

Documentation is a way that used a written source such as private documents ( like journals, diaries, e-books, and e-mails) and public documents (like newspaper, magazine, and official report). Document is very important to collect data which is required by the researcher. In this research, the researcher took the data from the school such as

history of the school, total of teacher, total of the students, and condition of the school.

#### 4. Field Note

To collect the data to be more accurately, the researcher used the field note to make easy when analyzed the data. This is to know the activity of the students in learning English. It is done after finishing of teaching learning process.

### E. Data Analysis Method

In this research, the researcher conducted the data analysis by taking average from the result of score of pre-test and post-test. To know the students achievement after the actions are conducted and given test at the early and the last cycle.

The formula for counting the average score is as follow :

$$\bar{X} = \frac{\sum X}{N}$$

Note :

$\bar{X}$  : Average (mean) of the student score.

$\sum X$  : Total of the student score.

N : Total of the student.<sup>34</sup>

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<sup>34</sup> Ary Donald, et.al, *Introduction To Research In Education*, (USA : wardsworth Cengage Learning, 2010), p.108



Furthermore, to know the result the researcher compared between pre-test and post-test. Then, the result is matched by indicator of success at the school at least 75. If from the cycle I, there are some students are not successful so we conduct cycle II. The minimum of classroom action research is two cycles. So, if in cycle II all of the students are successful, it is not continue to other cycle.

#### **F. Indicator of success**

The indicator of success of this research is 75% of the students got at least 70, it means that by using guided strategy in English learning process success to improve the students reading comprehension. It also means that the research will be finished.

## CHAPTER IV

### THE RESULT OF THE RESEARCH AND INTERPRETATION

#### A. Description of The Research Location

The general description that assessed as the complementary data. It is subjectively concerned in condition of school namely the history of the school, geographical of school, building condition of school, and structure of organization.

##### 1. The History of Junior High School Muhammadiyah Sekampung

Junior High School Muhammadiyah Sekampung is located on Jl. Raya Sekampung No.57, Giri Klopomulyo village that has wide about 5790 m<sup>2</sup>. It is having a distance about 1 km from district office of Sekampung. Junior High School Muhammadiyah Sekampung was founded in 1973. However, it began operating in 1974.

Since it was established the leader headmaster of the school had been changed as follow :

- a. Drs. Jaidun Danu Wikarso (1973-1980)
- b. A. Misbah Abu Hanafi (1980-1985)
- c. M. Ali A.S. (1985-2002)
- d. Drs. Sukri (2004-2007)
- e. Tugino, S.Pd (2007-20011)
- f. Eko Hariyanto, S.Pd (2011 until now)

## 2. Building Condition And School Facilities

Junior High School Muhammadiyah Sekampung has a satisfy facilities to support both the learning process and extracurricular program it provides some extracurriculars such as :

- 1) Sport programs like futsal, football, and volleyball
- 2) OSIS, UKS, and Scouting Movement

Specifically, the facilities in Junior High School Muhammadiyah Sekampung as follows :

- 1) The headmasters' room
- 2) The administration room
- 3) The teachers' room

## 3. The total of the teachers and the students in Junior High School Muhammadiyah Sekampung

Junior High School Muhammadiyah Sekampung has 16 teachers, staff teachers, and 106 students. The total of the students divided some classes that can be identified as follow :

**Table 4**  
**The number of Junior High School Muhammadiyah**  
**Sekampung East Lampung**

No	Class	Sex		Total
		Male	Female	
1.	VII (Seven)	16	24	40
2.	VIII (Eight)	19	29	48
3.	IX (Nine)	6	12	18
<b>Total</b>				106

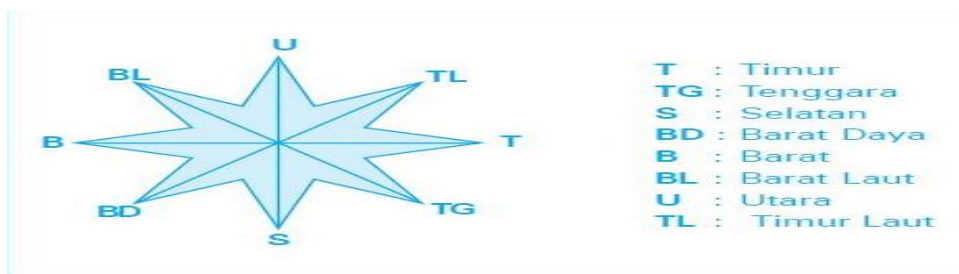
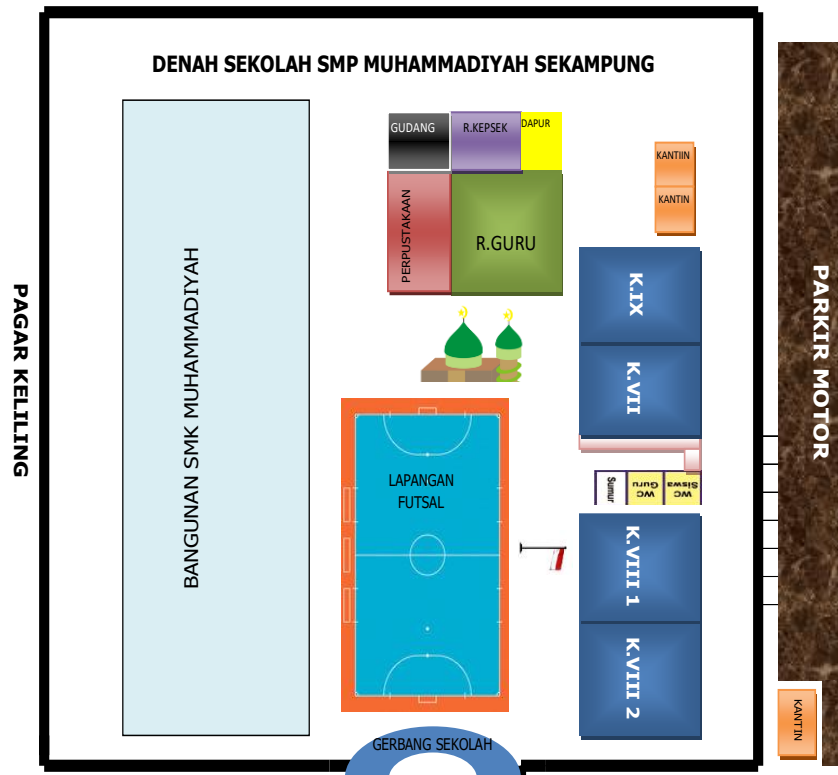
Source : *Documentation of Junior High School Muhammadiyah Sekampung*

#### **4. The vision and mission of Junior High School Muhammadiyah Sekampung**

- a. The vision of Junior High School Muhammadiyah Sekampung  
“The formation of students who excel, have a noble character, smart, achievement, and responsible.”
- b. The mission Junior High School Muhammadiyah Sekampung
  - 1) Increasing the appreciation and practice of Islamic teaching  
“*Amar Ma'ruf Nahi Munkar*”.
  - 2) Implementing effective and efficient learning and guidance.
  - 3) Improving the academic and non academic skills.
  - 4) Improving the discipline and high work ethic and excellent service.
  - 5) Establishing harmonious cooperation between the school community and the related environment.

#### **5. The condition of Junior High School Muhammadiyah Sekampung**

- a. Schools' name : SMP Muhammadiyah Sekampung
- b. Schools' address : Jl. Raya Sekampung No.57, Giri Klopomulyo,  
Sekampung, East Lampung
- c. The status : Accredited B
- d. Schools' map :



## **B. Description Of Finding**

This research used classroom action research. It was conducted in two cycles. The action of cycle I were conducted about three meetings and cycle II were conducted about two meetings in each meeting in these cycles took 2x40 minutes. As it was mentioned before each cycle comprised of planning, acting, observing, and reflecting. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing Guided Reading Strategy to improve the students' reading comprehension.

### **1. Action and Learning at Pre-Test**

#### **a. Pre-Test Activity**

The learning was conducted on Tuesday, May 9, 2017 at 10.15 until 11.35. All the students had already prepared when start the teaching time. The researcher greeted the students and the students answered the greeting together. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of reading comprehension before doing the action of classroom action research.

The pre-test was administered to the students to be finished individually. The kind of the test was multiple choice consisted of 10 items, in around 10 minutes the researcher gave a little explanation about the material and that would be discussed in the next meeting.

## b. The Students Pre-Test Result

**Table 5**  
**The Students Score at Pre-Test**

No.	Students' Score	Frequency	Percentage
1.	40	5	20,83 %
2.	50	8	33,33 %
3.	60	6	25 %
4.	70	3	12,49 %
5.	80	2	8,33 %
	<b>Total</b>	<b>24</b>	<b>100%</b>

Based on the data above, it can be seen that the score of the students' reading comprehension were various. Therefore, there were 5 students get score 40, 8 students get score 50, 6 students get score 60, 3 students get score 70, 2 students get score 80.

Based on the result above, it can be inferred that 19 students (79,16 %) were not successful and 5 other students (20,82%) were successful. The successful students were those who got the minimum standart at Junior High School Muhammadiyah Sekampung at least 70. The successful students were fewer than those unsuccessful students.

From the pre-test result the researcher got the average of 56,25. So, the result was unsatisfactory. Therefore, the researcher used the Guided Reading Strategy to improve the students' reading comprehension.

## 2. Cycle 1

### a. Planning

In the planning stage, the researcher and the collaborator prepared several things to teaching and learning process such as : prepared the lesson plan and the material, made the instrument tthat would be examined as the pre-test and post test in cycle 1, prepared an material, made an observation sheet of the students activity, identified the problem, found the causes of the problem at the first and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

### b. Acting

#### 1) The First Meeting

The first meeting was conducted on Friday , May 12, 2017 at 10.15 until 11.35 and followed by 24 students. The meeting started by praying, greeting, and checking attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came. Although most of the students gave their full nice attention to the researcher, they expressed their feeling with their various of expression. Such as, anxiety, happiness, and anthusiasm.



For the beginning, the researcher started to introduce the strategy that will be used in learning process, then the researcher said “Well class, in the last meeting, I gave you a test about text untitled The Leopards. Now, I want to ask you. What is the type of the text? Only one students answered “descriptive text” . the researcher said “Good, we will dcuss together.”

The researcher explained that the used text in the teaching learning was organized in the descriptive form. The text organization included identification and description. The purpose definitely made the students could identify the text that they want to describe easily.

Then, the researcher asked the students “Class, what do you know about identification?”. A students answered “Identify the something who wants to describe”. The researcher responded “Good! How about the others?”. The other student said “Introducing place”. “Yeah, very good! Any others?” said the researcher. There were no comment from the others. The researcher continued “You are my amazing class! Identification is identifies phenomenon to be describe meanwhile description is describes parts, qualities, and character. It has function to describe, particular person, place or thing.” The researcher continued his explanation about descriptive text mean till the students understood.

Next, the researcher divided the students into 6 groups. Each group consisted of 4 students who led by the leader. At the time, the researcher distributed a descriptive text entitled “My Lovely House”. The researcher gave the picture and asked to the students, “guys what is the picture?” some students answered “Kitchen”. Ok good! It is one of the meals Indonesian. And then, the researcher instructed every group to read the text fluently.

After the students finished reading the text, the researcher asked the students to find difficult word. The students asked what “members” means. The researcher answered “someone who registered in some group or community”. So, that is member. The students answered “Yes, I understand”. The researcher continued “It’s very good”.

As long as the teaching learning process, the students expressed their feeling. There were some groups who had a good enthusiasm to finish the given task. They expressed various expressions such as happy when they could solve the problem or confused when the other group had finished the given task early.

When the discussion time was up, the researcher gave a sign to the students. Every group was ready to explore their discussion result together. Then the researcher started to lead the class. “Ok class, do you understand about the text?” asked the

researcher to the students. Some students answered “Yes, we do” . The other said “Just a little Mr.!”. “Ok, so what do you know about the lovely house? what are they?” asked the researcher. The students answered “beautiful view and comfort”. “Very good!” the researcher answered. “Then, where usually we can find that lovely house?”. The students answered “In my house”. Some of the students said “in grandfather’s house”. For every right answer, the students would be gotten big applause from their friends to appreciate their success. The researcher continued the questions to explore more the students’ reading comprehension till the researcher conveyed his last question to the students.

In this stage, the students were actively following the teaching learning process. Because they worked it on the group so, they would discuss when found the difficulties. But, there were still trouble faced to the students. Such as, because of their lack of desire in reading English text for some students, they losed the discussion time.

The teaching learning in this stage was good enough. There were facts that some students did not dragg along the teaching learning process, especially in reading. The students felt confused when the offered reading text was being a discussed lesson in this meeting and they also found some new words, such as worker, prepare, choice, choose, porridge, and many

others. Although some students understood those words, they found it very difficult to understand the meaning of the text.

## 2) The Second Meeting

The second meeting was conducted on Tuesday, May 16, 2017 at 10.15 until 11.35 and followed by 24 students. The meeting started by praying, greeting, checking attendance list, and asking the students' condition. The researcher gave breaking ice and review the last material.

In this stage, the researcher continued the material in the last meeting. The researcher asked to the students to find the gist of the text. The researcher choose one group to mention the gist in front of class. "Well class, are you ready to present your task in front of the class?" all of the students answered "yes, we're ready". And the first group represent of their class mentioned about the gist of the text. "There are many kinds of traditionally food in Indonesian especially in restaurant". The researcher answered "Very good", ok class give applause for your friend. There is the other group gave the gist, "there are many shape of my lovely house". The researcher answered "Ok very good". The other groups responded the presenter by asking question.

At the end of the meeting, the researcher gave the post-test. The kinds of the test weee multiple choice which consisted of 10

items. The result of the students' test in post-test was better than test in pre-test before.

**Table 6**  
**The Students' Score In Post-Test 1**

No.	Students' Score	Frequency	Percentage
1.	40	2	<b>8,33 %</b>
2.	50	3	<b>12,49 %</b>
3.	60	1	<b>4,16 %</b>
4.	70	10	<b>41,66%</b>
5.	80	8	<b>33,33%</b>
	<b>Total</b>	<b>24</b>	<b>100%</b>

The table above is the result of post-test 1, it can be seen that the score of the students' reading comprehension were various. Therefore, there were 2 students get score 40, 3 students get score 50, 1 students get score 60, 10 students get score 70, 8 students get score 80.

Based on the result above, it can be inferred that 18 students (74,99%) were succesful and 6 other students (24,98%) were not succesful. From the post-test 1 result the researcher got the average of 67,91.

### **c. Observing**

The observing is done by researcher and collaborator during learning process. There were some observation that had been such as: observation on the students activities, teachers' notes, and

observation on the result of the evaluation. The researcher presented 2 meetings in cycle 1. In every meeting, the researcher tried to explore the students' reading comprehension individually or in group.

In the end of the cycle 1, it showed the result that the students activities increase from the first meeting until next meeting. It can be seen in this table below :

**Table 7**  
**The Result of The Students' Learning Activities In Cycle 1**

No	Students' Activities	Cycle 1		Increasing
		Meeting 1	Meeting 2	
1.	Giving attention to the teachers' explanation	60 %	67 %	7 %
2.	Giving respond to the teachers' explanation-question	50 %	60 %	10 %
3.	Asking-answering the question to-from the teacher-other students	63 %	67 %	4 %
4.	Making note from the material	57 %	60 %	3 %
5.	Doing the assignment	60 %	63 %	3 %
	<b>Total</b>	<b>290 %</b>	<b>317 %</b>	<b>27 %</b>
	<b>Average</b>	<b>58 %</b>	<b>63,4 %</b>	<b>5,4 %</b>

Based on the table, it can be concluded that there was an increasing of students' learning activities during study time through Guided Reading Strategy in improving the students' reading comprehension. This cycle also showed that the average of the score in the pre-test of the students were 56,25. Meanwhile, the average of

the score in post-test 1 of the students was 69,58. It showed there was any significant effect between pre-test and post-test in this cycle.

#### **d. Reflecting**

Generally, there was increasing in the students' reading comprehension by using Guided Reading Strategy in this cycle. It indicated the score and the students' activities were increased and good enough. Although it was good enough there were some problems in learning process that must be corrected in the next cycle.

Based on the field note, teachers' study management and observation sheet, there were some notes as the problem on learning reading comprehension, as follows :

- 1) Some students had the difficulties in finding the gist of the text.
- 2) Some students had the difficulties in comprehending the meaning of the text.
- 3) Some students were lacking in vocabulary.

### **3. Cycle 2**

The action in the cycle 1 was not success enough, the cycle must be continued to cycle 2. Cycle 2 was used to repair the weakness in the cycle 1. The steps of the cycle 2 as follows :

#### **a. Planning**

Based on the activities in the cycle 1, the process at cycle 2 was focused on the problem on cycle 1. There were many weakness on cycle 1. Therefore, the researcher and the collaborator planned to

give material for students' reading comprehension by descriptive text with the strategy of Guided Reading Strategy.

The researcher and the collaborator prepared the lesson plan, observation sheet, and gave the exercise to the students then checked and analyzed answers to know reading comprehension through Guided Reading Strategy.

## **b. Acting**

### 1) The First Meeting

The first meeting was conducted on Friday, May 19, 2017 at 10.15 until 11.35 and followed by 24 students. The meeting started by praying, greeting, and checking attendance list. Then the researcher asked the students their activities orally. For the beginning of the meeting, the researcher showed the picture that relation to the topic for their reading comprehension. Some students have known what the picture is.

In this stage, the researcher reminded the students about descriptive as our lesson today. Then, the researcher divided the students to be 6 groups and each group consisted of 4 students, because the students would more interesting when they could do the task by working together. The researcher gave text about text untitled "My house" and tried to preview the text. The researcher asked to the students "what is the picture?" all of the students answered "that is a house". The researcher answered "Very good". "Ok class, what can we find in house?"



The researcher chose randomly one by one to answer the question. One student answered, “in house there are bedroom, bathroom, living room, and kitchen” researcher answered “that’s good, give applause to your friend”. Then the researcher asked to the students to find out the topic, find out the something that there are in a house by group. After that, the researcher asked to find out the difficulties words and make a note of the topic.

The students were very active in following the lesson. It might be because they could adapt the condition of the class. The researcher would give a reward for the active group as “The winner in this week”. The students had a good enthusiasm to get the winner in this week.

Next, one of the members of group presented their discussion result in front of class. From this activity, the researcher still find out some problems in reading comprehension faced by the students although the students desire in reading descriptive text was increased.

In this stage, the students looked getting more spirit and enthusiasm in following learning process. It looked from their activeness in the class. The good condition of the environment of the class were very helpful teaching learning process in the class.

Next, the researcher discussed the problem facing of the students in reading comprehension through Guided Reading

Strategy. The researcher gave the explanation to the all of the students problem faced reading comprehension through Guided Reading Strategy based on their discussion in group in the last meeting.

Definitely, the students felt comfort to improve their reading comprehension through Guided Reading Strategy because of in some weeks they usually used works together or in small group as their solution to improve their reading comprehension that was guided by the researcher.

## 2) The Second Meeting

The second meeting was conducted on Monday, May 22, 2017 at 10.15 until 11.35 and followed by 24 students. The meeting started by praying, greeting, checking attendance list, and asking the students' condition. This meeting used to post-test 2 in the end of cycle 2. The researcher gave post-test to the students. This meeting almost all of the students could answer well. It can be seen from the result of the post-test 2. There were 5 of the 24 get score moreless than the minimum standard of requirement.

**Table 8**  
**The Students' Score In Post-Test 2**

No.	Students' Score	Frequency	Percentage
1.	40	2	8,33 %
2.	50	1	4,16 %

3.	60	2	8,33 %
4.	70	4	16,66 %
5.	80	8	33,33 %
6.	90	7	29,16 %
	<b>Total</b>	<b>24</b>	<b>100%</b>

The table above is the result of post-test 2, it can be seen that the score of the students' reading comprehension were various. Therefore, there were 2 students get score 40, 1 students get score 50, 2 students get score 60, 4 students get score 70, 8 students get score 80, and 7 student get score 90.

Based on the result above, it can be inferred that 19 students (79,16%) were succesful and 5 other students (20,82%) were not succesful. From the post-test 2 result the researcher got the average of 77,08. It was higher than the cycle 1.

### c. Observing

The observing is done by the researcher that is presented about two meetings in cycle 2. In this stage, the students more anthusiastic in following instructional and doing the task. It can be seen in this table below :

**Table 9**  
**The Result of The Students' Learning Activities In Cycle 2**

No	Students' Activities	Cycle 2		Increasing
		Meeting 1	Meeting 2	
1.	Giving attention to the teachers' explanation	80 %	90 %	10 %
2.	Giving respond to the teachers' explanation-question	80 %	83 %	3 %
3.	Asking-answering the question to-from the teacher-other students	77 %	87 %	10 %
4.	Making note from the material	70 %	80 %	10 %
5.	Doing the assignment	80 %	90 %	10 %
	<b>Total</b>	<b>387 %</b>	<b>430 %</b>	<b>43 %</b>
	<b>Average</b>	<b>77,4%</b>	<b>86 %</b>	<b>8,6 %</b>

From the table above, it showed that the average of whole percentage of students' activities was higher than the cycle 1.

In addition, this cycle also showed that the average of the score in the post-test 1 of the students was 67,91. Meanwhile, the average of the score in the post-test 2 of the students was 77,08. It could be concluded that through Guided Reading Strategy the students could improve their reading comprehension.

#### **d. Reflecting**

From the result of learning process in cycle 2 the researcher analyzed the generally through Guided Reading Strategy the students reading comprehension will improve.

Most of the students enjoyed when they were studying through Guided Reading Strategy and also it made the students had good interested in reading English comprehension which is in the beginning before the treatment did, the students felt confused.

Based on the observation of learning process in cycle 2, it can be inferred that the result of cycle 2 was success. The researcher felt satisfied about the result of the research. The researcher concludes that this research is successful and would be not continued in the next cycle.

## B. Interpretations

### 1. The Result Of Students Learning

#### a. Action and learning result in cycle 1

In cycle 1, English learning process was successfully, although the students' average is low. Nevertheless, there is an improvement score of the students' post-test 1 than pre-test. This is the table of illustration score in cycle 1, as follow :

**Table 10**

Table Of The Result Score Of The Students' Pre-Test and Post-Test1

No	Name	Pre-Test Score	Post-Test 1 Score	Increasing Score	Increasing Percentage	Note
1.	ANH	40	40	0	0	Constant
2.	AD	50	70	20	40%	Increase
3.	AAP	60	70	10	17%	Increase

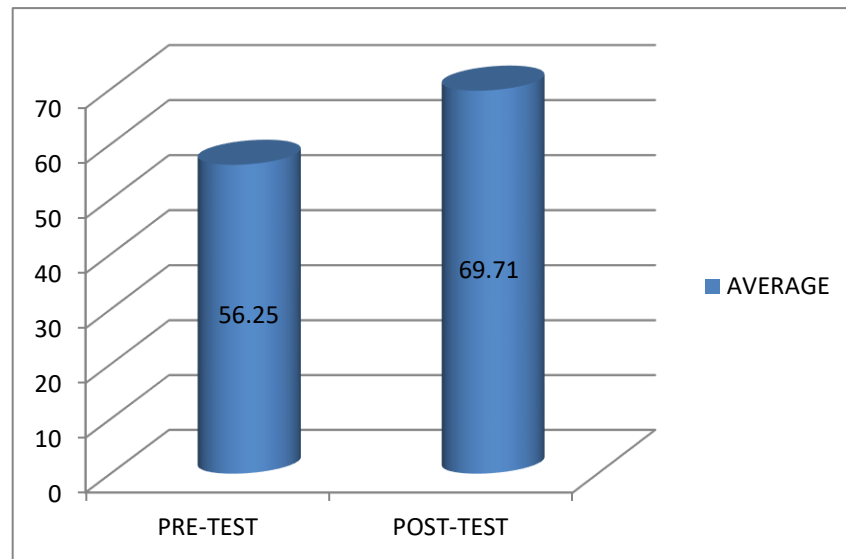
4.	AYS	50	70	20	40%	Increase
5.	DAY	40	70	30	75%	Increase
6.	DAF	40	50	10	25%	Increase
7.	EA	60	80	20	33%	Increase
8.	FK	50	40	-10	-20%	Decrease
9.	FAL	70	80	10	14%	Increase
10.	GC	50	80	30	60%	Increase
11.	HS	80	80	0	0	Constant
12.	JA	60	70	10	17%	Increase
13.	MZAG	70	80	10	14%	Increase
14.	NR	50	60	10	20%	Increase
15.	PY	50	70	20	40%	Increase
16.	RNL	60	80	20	33%	Increase
17.	RM	80	70	-10	-13%	Increase
18.	RTW	40	50	10	25%	Increase
19.	RAY	70	70	0	0	Constant
20.	RP	40	80	40	100%	Increase
21.	RLA. S.	50	70	20	40%	Increase
22.	SMA	70	80	10	14%	Increase
23.	SM	50	50	0	0	Constant
24.	SAP	60	70	10	17%	Increase

<b>Total Score</b>	1350	1630			Increase
<b>Highest Score</b>	80	80			Constant
<b>Average</b>	56,25	67,91			Increase
<b>Lowest Score</b>	40	40			Constant

*Source: Table of the result score of pre-test and post-test 1*

### The Graph 1

#### The average of the students score on pre-test and post-test 1



In this research, pre-test and post-test had done individually. The test is aimed to know the ability of the students before and after having a treatment. From the result of pre-test and post-test, we know that there was an increasing from the result score. It can be seen of the average score both of the test. The average score in pre-test was 56,25. The average score in post-test 1 was 67,91.

**b. Action and learning result in cycle 2**

In cycle 2, process of teaching and learning stay on climax situation, there are very greatful progresses of students.

**Table 11**  
Table Of The Result Score Of The Students' Post-Test 1  
and Post-Test 2

No	Name	Post-Test1 Score	Post-Test2 Score	Increasing Score	Increasing Percentage	Note
1.	ANH	40	40	0	0	Constant
2.	AD	50	60	10	20%	Increase
3.	AAP	60	90	30	50%	Increase
4.	AYS	50	70	20	40%	Increase
5.	DAY	40	70	30	75%	Increase
6.	DAF	40	50	10	25%	Increase
7.	EA	60	80	20	33%	Increase
8.	FK	50	40	-10	-20%	Decrease
9.	FAL	70	80	10	14%	Increase
10.	GC	50	80	30	60%	Increase
11.	HS	80	90	10	13%	Increase
12.	JA	60	90	30	50%	Increase
13.	MZAG	70	80	10	14%	Increase
14.	NR	50	60	10	20%	Increase
15.	PY	50	80	30	60%	Increase
16.	RNL	60	90	30	50%	Increase
17.	RM	80	90	10	13%	Increase
18.	RTW	40	80	40	100%	Increase

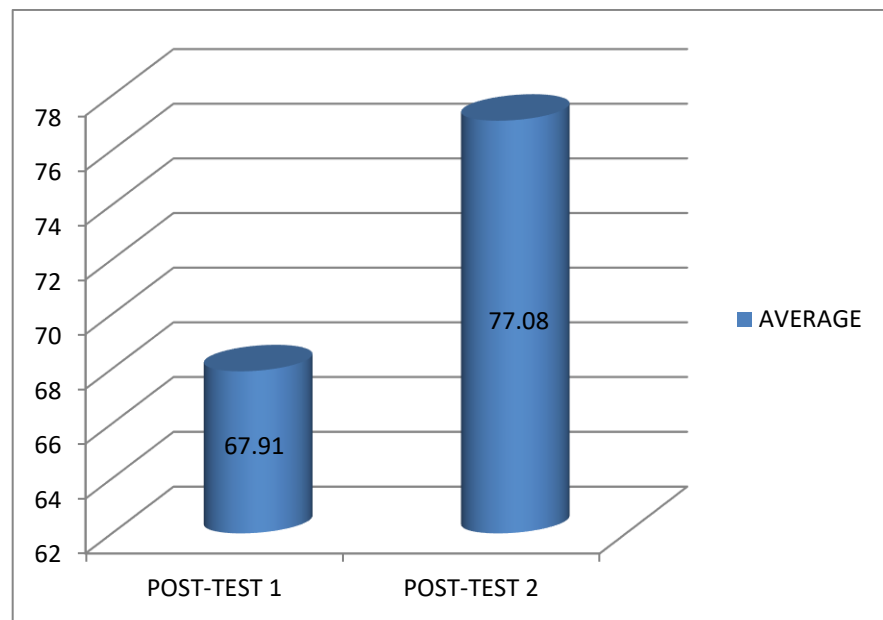


19.	RDAY	70	90	20	29%	Increase
20.	RP	40	70	30	75%	Increase
21.	RLAS	50	70	20	40%	Increase
22.	SMA	70	80	10	14%	Increase
23.	SM	50	80	30	60%	Increase
24.	SAP	60	90	30	50%	Increase
<b>Total Score</b>		1630	1850			<b>Increase</b>
<b>Highest Score</b>		80	90			<b>Increase</b>
<b>Average</b>		67,91	77,08			<b>Increase</b>
<b>Lowest Score</b>		40	40			<b>Increase</b>

*Source: Table of the result score of post-test 1 and post-test 2*

### The Graph 2

#### The average of the students score on post-test 1 and post-test 2



From the result of post-test 1 and post-test 2, we know that there was an increasing from the result score. It can be seen the average

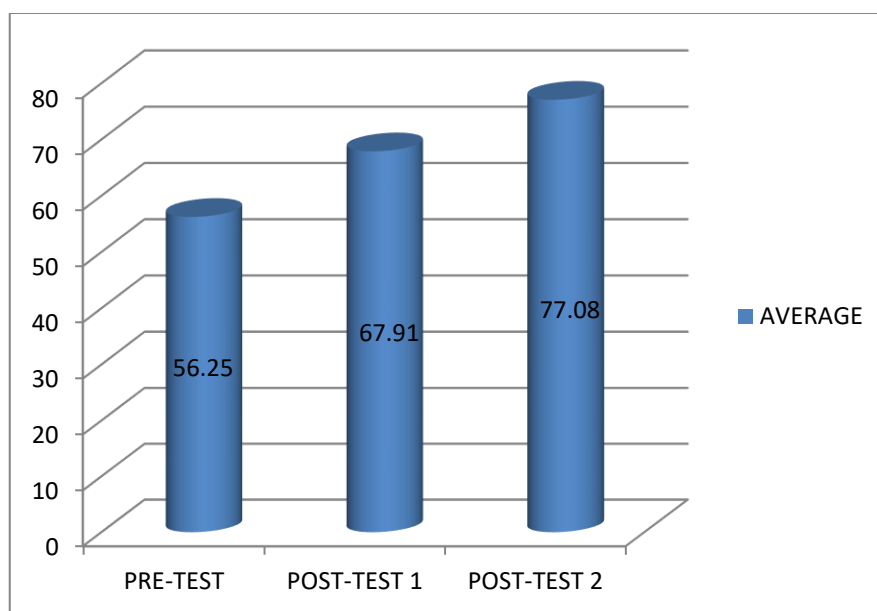
score both of the test. The average score in post-test 1 was 67,91.

The average score in post-test 2 was 77,08.

**c. The Result Of The Research**

**The Graph 3**

The Comparison Of The Average Of Pre-Test, Post-Test 1  
And Post-Test 2



Based on the result of pre-test, post-test 1 and post-test 2, it could be concluded that there was an increasing of the students' reading comprehension score. There is progress from 56,25 to 67,91 and to 77,08. It means that Guided Reading Strategy have positive effect toward the teaching and learning process, especially in improving the students' reading comprehension.

## 2. The Result Of The Students' Observation Sheet

This observation sheet result is gotten when the learning process happened by the researcher. The result of the students' learning activity can be seen in this table as follows :

**Table 12**  
**The Result of The Students' Participation**

No	Students' Activities	Cycle 1	Cycle2	Increasing
1.	Giving attention to the teachers' explanation	63,5 %	85 %	21,5 %
2.	Giving respond to the teachers' explanation-question	55 %	81,5 %	26,5 %
3.	Asking-answering the question to-from the teacher-other students	65 %	82 %	17 %
4.	Making note from the material	58,5 %	75 %	16,5 %
5.	Doing the assignment	61,5 %	85 %	23,5 %
	<b>Average</b>	<b>60,7 %</b>	<b>81,7 %</b>	<b>21 %</b>

*Source : Table of the result of observation sheet*

Based on the table above, it could be concluded that there was an increasing of the students learning activity during study time came through Guided Reading Strategy in improving the students' reading comprehension. It can look on the result of observation sheet when cycle 1 that is 60,7 %. In addition, the result of observation sheet when cycle 2 that is 81,7 %. It means that Guided Reading Strategy have positive effect toward the teaching and learning process, especially in improving the students' learning activities in the classroom.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result and discussions of the research, the researcher concluded this research as follows :

1. The students activities in cycle 1 could described as follow, giving attention to the teachers' explanation are 63,5%, giving respond to the teachers' explanation-question 55%, asking-answering the question to-from the teacher-other students 65%, making note from the material 58,5%, doing the assignment 61,5%.The students participation in cycle 2 can be describes as follows, giving attention to the teachers' explanation are 85%, giving respond to the teachers' explanation-question 81,5%, asking-answering the question to-from the teacher-other students 82%, making note from the material 75, doing the assignment 85%. As a result, through Guided Reading Strategy can improve the students' activities in teaching learning process.
2. The average of the students score of Junior High School Muhammadiyah Sekampung in pre-test and post-test 1 was from 56,25 to 67,91 or improved 11,66. While in post-test 1 and post-test 2 was from 67,91 to 77,08 or improved 9,17. As a result, through Guided Reading Strategy can improve the students' reading comprehension.

**B. Suggestion**

Through this research, the researcher would like to constructively give suggestion as follows :

1. It is suggested for the teacher to use Guided Reading Strategy in teaching reading because it can improve the students' reading comprehension.
2. It is suggested for the teacher of English to select the material especially in reading and teach it through Guided Reading Strategy on syllabus for Junior High School.
3. It is suggested for the teacher to be more creative in applying Guided Reading Strategy in English learning process.

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# Appendix



## OBSERVATION SHEET

**Subject** : English  
**School** : SMP Muhammadiyah Sekampung  
**Class** : VIII.2

No	Students Name	Indicator					
		I	II	III	IV	V	VI
1	Ahmad Nur Huda						
2	Aldo Depriyanto						
3	Amelia Andini Putri						
4	Annisa Yunita Sari						
5	Dimas Anugrah Y.						
6	Dilla Ayu Febriana						
7	Enjel Agustin						
8	Febri Kurniawan						
9	Fena Ayu Lestari						
10	Gita Cahyani						
11	Herninda Safira						
12	Jimmy Aryatama						
13	M. Zidane Al-Gofur						
14	Novita Rahayu						
15	Pandu Yonata						
16	Rahma Nur Lita						
17	Ratih Meyliana						
18	Risa Tri Wulandari						
19	Rizki Prananda						
20	Rizka Dewi A.Y						
21	Ryan Lukas A. S						
22	Salsa Meri Anggraeni						

23	Silvia Miranda						
24	Siti Achika Putri						
<b>Gain of positive activities</b>							
<b>Persentation</b>							

**Indicator :**

1. The student can identify part of the text, passage, or concept.
2. The student can using their prior knowledge and imagine the text.
3. The student ask questions about part of the text they find unclear.
4. The student can summarize the important information in a text.
5. The student may arrive at a mental representation of a text.
6. The student are encouraged to begin to consider a text critically and justify opinions.

**Direction :**

- Give a tick (√) for the active students.
- Let it empty for unactive students.

Sekampung, May 2017

Collaborator

Researcher

**Nisaul Khoiriyah, S.Pd**  
NIP.

**Rian Febrianto**  
NPM. 13108207

## FIELD NOTE

Cycle		Students' Attitude
Cycle I	First Meeting	<ul style="list-style-type: none"><li>• Most of the students were still confuse in following the lesson.</li><li>• There were some students were not ready with the new strategies.</li><li>• Most of the students got difficulties in doing the task.</li><li>• There were some students were not active during teaching learning.</li></ul>
	Second Meeting	<ul style="list-style-type: none"><li>• The students began interest in following the lesson.</li><li>• Some students enjoy with the new strategies.</li><li>• Some students could do the task easily.</li><li>• Some students active in asking and answering the question during teaching and learning process.</li><li>• There are some students were shocked with the post-test.</li></ul>
Cycle II	First Meeting	<ul style="list-style-type: none"><li>• Most of the students were interested in following the lesson.</li><li>• The students enjoyed with the new strategies.</li><li>• Some students could do the task easily.</li><li>• Most of the students students active in asking and answering the question during teaching and learning process.</li></ul>
	Second Meeting	<ul style="list-style-type: none"><li>• Most of the students were interested in following the lesson.</li><li>• The students enjoyed with the new strategies.</li><li>• Some students could do the task easily.</li><li>• Most of the students students active in asking and answering the question during teaching and learning process.</li><li>• The students were not shocked with the post-test.</li></ul>

Collaborator

Sekampung, May 2017  
Researcher

**Nisaul Khoiriyah, S.Pd**  
NIP.

**Rian Febrianto**  
NPM. 13108207

Documentation

















## CURRICULUM VITAE



The writer's name is Rian Febrianto. He was born at Metro, February 16, 1995. He is the second child of happy couple, Mr. Sunaryo and Mrs. Suparmi. He has three sisters (Noviatun Hazizah, Dewi Ekasari, and Amanda Febriani)

He was enrolled his study in Kindergarten KARTINI 1 Bandar Lampung in 2000-2001. Then he continued his study at SDN 2 PALAPA Bandar Lampung in 2001 and move to Bumi Nabung, Central Lampung in 2003 and continued his study at SDN 5 Bumi Nabung Ilir, Central Lampung and graduated in 2007. In line with his focus of the study, he continued his study at SMPN 2 Bumi Nabung in 2007 and graduated in 2010. After graduating from SMPN 2 Bumi Nabung, he decided to continue his study in SMAN 1 Rumbia from 2010-2013. Then, IAIN Metro Lampung has become his next direction to go on his study and he was registered as a university student of English Education Departement in the academic year of 2013/2014 up to now.