

JOURNAL

**THE EFFECTIVENESS OF USING GUIDED READING
ON READING SKILL TO THE TENTH GRADE
OF SMAN 1 LOCERET IN ACADEMIC YEAR 2016/2017**



By:

IRVAN ARSAN SETIYAWAN

13.1.01.08.0082

Advisors:

- 1. HJ. RIKA RIWAYATININGSIH, M.Pd**
- 2. DEWI KENCANAWATI, M.Pd**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2017**



SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2017




Yang bertanda tangan di bawah ini:

Nama Lengkap : Irvan Arsan Setiyawan
NPM : 13.1.01.08.0082
Telepon/HP : 085755467888
Alamat Surel (Email) : irvanna888@gmail.com
Judul Artikel : The Effectiveness Of Using Guided Reading On Reading Skill To The Tenth Grade Of SMAN 1 Locere In Academic Year 2016/2017
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi : Jl. KH. Achmad Dahlan No. 76, Mojoroto, Kota Kediri

Dengan ini menyatakan bahwa :

- a. artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- b. artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggung jawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 22 Juli 2017
Pembimbing I  H.J. Rika Riwayatiningih, M.Pd NIDN. 0721107201	Pembimbing II  Dewi Kencanawati, M.Pd NIDN. 0707097102	Penulis,  Irvan Arsan Setiyawan NPM. 13.1.01.08.0082



THE EFFECTIVENESS OF USING GUIDED READING ON READING SKILL TO THE TENTH GRADE OF SMAN 1 LOCERET IN ACADEMIC YEAR 2016/2017

IRVAN ARSAN SETIYAWAN

13.1.01.08.0082

FKIP – English Education Department

irvanna888@gmail.com

HJ. Rika Riwayatingsih, M.Pd and Dewi Kencanawati, M.Pd

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

Irvan Arsan Setiyawan. The Effectiveness of Using Guided Reading on Reading Skill to the Tenth Grade of SMAN 1 Loceret, Skripsi, English Education Department, UN PGRI Kediri, 2017.

Learning English means that we have to master language skills, the complex one is reading. Among high-school students have a trouble to understand the text what they read. They cannot analyze what the text is and talking about. In this case, senior high school students have difficulties in reading fluency to understand the English text. One of factors affected the students' reading fluency might be unavailable teaching strategy applied by the teacher. To help the students in understanding a text, the researcher applied Guided Reading that can be used in teaching reading. The aim of this research are to know the effect of teaching reading skill before and after being taught using guided reading, and the last to find out any effect of guided reading on students' reading skill.

This researcher used experimental quantitative research. It means that the sample was one-group pre-test post-test design. The subject of the research was the tenth grade students of SMAN 1 Loceret in academic year 2016/2017. The sample of this research was class X-1 consisted of 31 students. There were main techniques of collecting the data; they were pre-test, treatment, and post-test. The, the data had already collected; the researcher analyzed them by using SPSS vs.21 in order to know the effect of teaching reading skill using guided reading.

The conclusion showed the students' reading skill increased after being taught using guided reading. It was proven by the mean after being taught using guided reading (76.13) was higher than the mean score before being taught using graphic organizers (64.19). The result reports that the t-test was higher than t-table ($14,457 > 2,042$) it means that H_0 was rejected and H_a was accepted.

From the result of the research above, it can be inferred guided reading was basically effective on students' reading skill. The researcher suggest to the English teacher should teach the students using guided reading because it was suitable strategy which makes the students more easy to comprehend the text through some steps such as: finding of the topic of the text, the main idea of the text, the specific information of the text, the detailed information, the explicit information of the text, the implicit information of the text, the reference of words and the meaning of the words.

Key words: Reading Skill, Guided Reading

A. BACKGROUND

Well people read a text they need a process of gathering information into their own understanding. Reading activity can be interpreted as computer decoding means that process in period of time is needed. Harrison and Coles (2002:5) states: "Reading is letter-by-letter decoding operation, in which a person processed text in a manner similar to that in which a computer linked to a speech synthesiser 'reads' information on a disk, proceeding mechanically from letters to sounds, with meaning a low priority, something tacked on at the end of the process".

Reading is difficult skill that needs more than one skill to comprehend pattern of paragraph. Recognizing the use of article, punctuation, and also conjunction is also important in reading. Understanding the meaning of the text include in reading ability. Those skills could not reach not just by one skill because many elements of reading. According to Broughtoun et. al. (2003:89-90) explains that reading is a

complex skill which has many criteria, that is to say that it involves a whole series of skills, they are: First of these is the ability to recognize stylized shapes which are figures on a ground, curves and lines and dots in patterned relationships. Moreover it is not only a matter of recognizing the shapes as such but recognizing them as same or different, and recognizing that shapes which are quite different may for the purposes of reading be regarded as the same, as is the case with upper and lower case letters like 'A' and 'a'. The second of the skills involved in the complex is the ability to correlate the black marks on the paper—the patterned shapes—with language. It is impossible to learn to read without at least the capacity to acquire language. A third skill which is involved in the total skill of reading is essentially an intellectual skill; this is the ability to correlate the black marks on the paper by way of the formal elements of language, let us say the words as sound, with the meanings which those words symbolize.

Reading as the processing of words, concepts, information, and ideas put forward by the author relating to the reader's initial knowledge and experience. Understanding is obtained when the reader has prior knowledge or experience with what is contained in the text. Within the existence of several definitions can be concluded that the reading is essentially a process done by the reader to build the meaning of a message delivered through writing. In the process, readers integrate information or messages in writing with the knowledge or experience they already have.

Also, Mikulecky (2008:3) points out, "Reading skills are the cognitive processes that a reader uses in making sense of a text. For fluent readers, most of the reading skills are employed unconsciously and automatically." It means that the reader fluency cannot be separated with reading. For fluent readers, they are expected to gain information while reading.

Recent work completed by the NCCA (Research Report 15,2012) in PDST booklet (2014:2) explain:

"Identified a number of components that need to be considered in the teaching of reading towards recognizing this complexity. Among these are: the establishment of varied and rich

vocabulary, development of phonological processes, the provision of a framework for teaching comprehension strategies, a need to ensure that motivation and enjoyment of reading are key aspects of the reading process, and a renewed focus on reading fluency."

Its means that component is an essential ingredient of a multi-dimensional definition of reading and provides guidance for understanding how the reading process should be taught. Because, the process of reading, we must know how to read correctly, accurately and optimally.

One of those elements in reading is reading fluency. In term, fluency is a way to demonstrate a text or other's language literature, and also expressing author's ideas. "Fluency is the ability to read aloud with expression to demonstrate an understanding of the author's message"

In Addition, the researcher did the previous study in SMAN 1 Loceret. There, most of students in tenth grade of Senior High School have difficulties in understanding a text. By looking up the students' score showed that student reading skill is low. Factor affected the student's difficulties is student's fluency. For example, when the students read the text students not fluent and understanding in reading Thus, the component of reading



fluency allows the student to read words fluently so that student can concentrate on comprehending the text. Also indicates a student's level of understanding about the parts of speech contained in a sentence which is in essence a lower order form of comprehension. However, the students in SMAN 1 Loceret could not reach those elements. They will be discouraged in the process of understanding a text.

The reasearcher interest with the problems in SMAN 1 Loceret also the researcher give the way or strategy to help students easy to learning English especially in reading skill that is a Guided reading. Guided readings can support students to succeed in learning English, especially in reading skills. Guided reading is also called Silent Reading. Comprehending a text is easy thing within guided reading are used. "In guided reading, the teacher helps the children to use strategies they already know so that they are able to read an unfamiliar text independently with success" (Hornsby, 2000:30) in Ministry of Education of Ontario (2003:135). "Guided reading is a way to help children understand how reading works and learn techniques to figure out words and comprehend texts that are just a little too challenging for them to read without support." (Taberski, 2000:96)

in Ministry of Education of Ontario (2003:135)

Guided reading gives students the chance to apply the strategies they already know to new text. Provide support, but the ultimate goal is independent reading. When are students ready for guided reading? Developing readers have already gained important understandings about how print works. These tenth grade students of SMAN 1 Loceret to know how to monitor their own reading. They have the ability to check on themselves or search for possibilities and alternatives if they encounter a problem when reading. For these readers, the guided reading experience is a powerful way to support the development of reading strategies.

The beneficial of guided reading is related to small group and allow student to find out the problem by themselves in their suitable moment. Suits (2003:30) Are Guided Reading Groups Beneficial to Second-Language Learners?

"At the beginning of the school year, we met resistance to the idea. Many teachers felt that the SLL students shouldn't be benchmarked because it would be too traumatic for them. Some teachers felt that leveled books were too difficult for the SLL students and that they weren't ready to meet in guided reading groups".

Learning reading is important for learner because they will find out information, problems, or some references. Thus, in reading need good instruction during group-discussion. In SMAN 1 Loceret, fluency is the main problem. They do not know what they want to do and how to be fluent in reading and in the sense. Later, reading fluency is main topic in students' difficulties, in that way they could not read a text fluently, so they could not catch what the text tells about.

Comprehending a text is following question for us, why some student do not answer questions related to the text. Improving vocabulary is also main reason in comprehending and understanding a text. Last, phonological or phonetics symbol also include in student's difficulties. They could not say as well as quickly.

Guided reading supports the students in comprehending a text. Solving the problem is also provided in guided reading. Iaquina (2006:418) find that guided reading provides the necessary opportunity for teachers to explicitly teach reading strategies at the students' individual levels. Guided reading reinforces problem-solving, comprehension, and decoding. It provides the opportunities for establishing good reading habits and strategies. The critical

element, however, is the skillful teaching that helps young readers learn the effective strategies they need to become independent.

Gabl A. (2007:63) states that due to the fact that the guided reading intervention was such a success, teacher will continue to use guided reading in the classroom because of the benefits teacher have seen with the students during this sixteen week intervention. Teacher extremely proud to have seen the students grow with their fluency, comprehension, and confidence with the reading process as a result of guided reading instruction being tailored to individual student's instructional level.

Learning reading is important for learner because they will find out information, problems, or some references. Thus, in reading need good instruction during group-discussion. In SMAN 1 Loceret, fluency is the main problem. They do not know what they want to do and how to be fluent in reading and in the sense. Later, reading fluency is main topic in students' difficulties, in that way they could not read a text fluently, so they could not catch what the text tells about. Comprehending a text is following question for us, why some student do not answer questions related to the text. Improving vocabulary is also main reason

in comprehending and understanding a text. Last, phonological or phonetics symbol also include in student's difficulties. They could not say as well as quickly.

Guided reading has many advantages in teaching English. In addition, using guided reading will find the obstacle when use it also support the student to learn by their own way. The teacher should improve their strategy in teaching English.

B. RESEARCH METHOD

Latief (2013:12) it stated, "Independent variables and dependent variables are used in cause design which measures the effect of independent variables to the dependent variables". Thus, those variables were as a subject in this research. To determine and measure those variables the researcher considered which one is dependent and independent variables. Creswell (2012:115-116) remarks, "A dependent variable is an attribute or characteristic that dependent on or influenced by the independent variable. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable." In this research, the independent variable is guided reading. Guided reading was a technique in teaching reading. Meanwhile,

dependent variable here was a teaching reading.

This research "The Effectiveness of using guided reading on reading skill" the researcher observed the tenth grade students of SMAN 1 Loceret collected the data then analyzing it to get the result by using quantitative research approach.

According to Creswell (2009:1), quantitative research is means for testing objective theory by examining the relationship among variables.

This research used experimental design using quantitative approach with one group pretest – posttest design. According to Ary et al (2006:26) experimental study is scientific investigation in which an investigator manipulates and constructs one or more independent variables and observes the dependent variable or variables concomitant to the manipulation of the independent variables.

This research will be conducted in SMAN 1 Loceret as one of High School in Kabupaten Nganjuk. It is located on Dr. Soetomo Street Ngepeh Loceret Nganjuk. The researcher tried to find out the effectiveness of using guided reading on reading skill to the tenth grade of SMAN 1 Loceret in academic year 2016/2017. Time of reasearch start from may until june 2017.

The subject of the study was the students of tenth grade at SMAN 1 Loceret. It had eight classes and each class is about 31-33 students. So that's, the student's in tenth grade at SMAN 1 Loceret was 248 students.

In this research the population grade is 248. The researcher receiver sample from teacher one class, that is X-I, consist 31 students.

The instrument used to get the data was test. The researcher used a test to measure the students' reading skill in fluency after being taught using guided reading. The test was delivered twice in form of read aloud test. The students read a report text within mechanic way (punctuation, grammatical, conjunction, action words, and phrases). The first test was pre-test that given before treatment and the last was post-test that given after students are given a treatment guided reading.

According to Hudson, Lane and Pullen (2005:707) provide a more detailed assessment of a student's fluency:

1. Student placed vocal emphasis on appropriate words.
2. Student's voice tone rose and fell at appropriate points in the text.
3. Student's inflection reflected the punctuation in the text (e.g., voice tone rose near the end of a question).

4. Student used appropriate vocal tone to represent characters' mental states, such as excitement, sadness, fear, or confidence.
5. Student used punctuation to pause appropriately at phrase boundaries.
6. Student used prepositional phrases to pause appropriately at phrase boundaries.
7. Student used subject-verb divisions to pause appropriately at phrase boundaries.
8. Student used conjunctions to pause appropriately at phrase boundaries.

The technique of the data collection used to measure reading skill by reading through guided reading. The researcher used some steps of collecting data including pre-test and post test.

In analyzed all of the data which collected from the pre-test and post-test score the researcher analyzed by using SPSS v. 21. The data which got from the pre-test score compared with the post-test score using the formula of Paired Sample T-test with the degree significance 5% (0,05). To know the effect on teaching reading skill before and after being taught using guided reding and to prove the hypothesis.

C. FINDINGS AND DISCUSSION

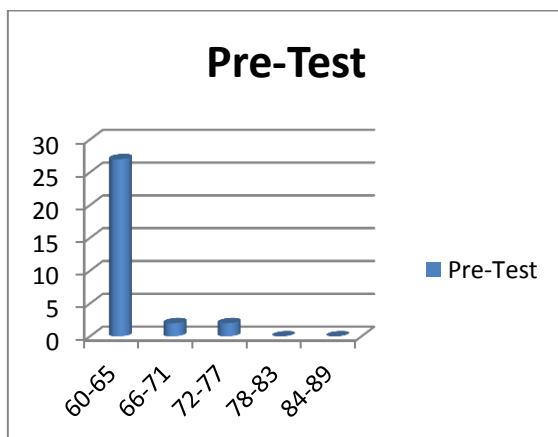
Based on the data analysis, the total pre-test scores of X-I class is 1988. The lowest score of pre-test is 75 and the highest score of pre-test is 85. The

student's score of English subject in tenth grade a student that is 75. Thus, the students' score less than 75; they do not pass the test. From the data of pre-test scores above, the students who cannot pass the test are 28 students and the students who pass the test are 3 students. It can be concluded that students who cannot pass the test are higher than the students who pass the test.

In this part the data are analyzed by using t-test. Before analyzing the data, the researcher presents the result of data frequency of pre-test and post-test. The score frequency of pre-test can be seen in the following diagram.

Table 4.1

The Diagram Frequency of Pre-Test



Based on the data analysis, it can be seen that there are 27 students got score 60-65, 2 students got score 66-71, 2 student got score 72-77, 0 student got score 78-83, and 0 student got score 84-89.

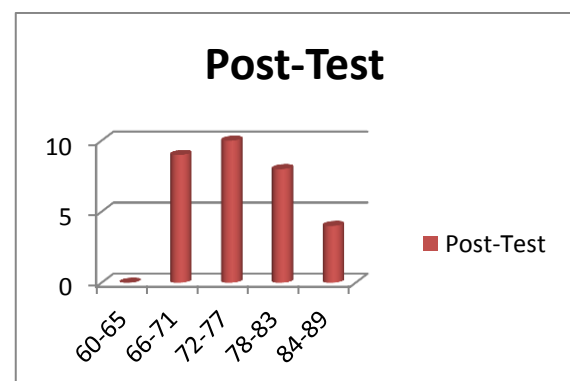
There are so many students who get low score. Low score here is less than the standard score of English subject tenth grade of SMAN 1 Loceret is 75.

After giving treatments to the students, the researcher gave post-test to the students. The post-test consisted of the different questions from the pre-test. Post-test was given in order to measure how well the students' Reading Skill is increasing after being taught using guided reading. From the table post-test score, it can be seen that the total score which be turned out by 31 students is 2360. Besides, it can be concluded from the total score of pre-test (1990) and post-test (2360) that the score of post-test is higher than pre-test. It means that the students' score is increasing.

In this part, the researcher shows the result of data frequency and diagram frequency of post-test.

Diagram 4.2

Diagram score Frequency of Post-Test



Based on the data analysis, it can be seen that there is interesting scores from

the students after being taught guided reading. There are 0 students got score 60-65, 9 students got score 66-71, 10 students got score 72-77, 8 students got score 78-83, and 4 students got score 84-89. As explained before that the standard score of English subject of tenth grade to SMAN 1 Loceret is 75. So, it can be seen in the table or diagram that there are 9 students cannot pass the test and 22 students can pass the test. It can be concluded that the diagram frequency above show the post-test score is better than pre-test score.

D. CONCLUSION

In this part, the researcher presents the conclusion of the research. After analyzing the result of the research the researcher got the data about students' reading skill before being taught using guided reading, the result shown the students who can't passed the test were higher than the students who passed the test. It is supported by the mean score of pre-test was lower than the mean of post-test. It means that the students' reading skill before being taught guided reading was low.

Then, the result of students' reading skill after being taught using guided reading shown the students' score who passed the test were higher than the students' score who didn't pass the test. It

also supported by the mean score of post-test was higher than the mean of pre-test. It means that the students' reading skill after being taught using guided reading was increasing. From the data that have been analyzed by using SPSS version 21, it shown that there was a significant effect of Guided reading on students' reading skill to the tenth grade students of SMAN 1 Loceret in academic year 2016/2017. The result of the t-test scores was (14,457) and the t-table was 2,042 (in significant 5%) or 2,750 (in significant 1%). In other words, the t-score was higher than t-table. It means H_a is accepted and H_o is rejected. Based from the result, the researcher concluded that there was a significant effect of guided reading strategy on students' reading skill.

Based on the results above the researcher concluded that guided reading was suitable for students' reading skill, because this strategy can help the students got the better comprehend the text.

E. BIBLIOGRAPHY

Harrison and Coles, 2002. *The Reading For Real Handbook*. London And New York

Broughtoun et. al. 2003. *Teaching English As Foreign Language*. University Of



London Institute Of Education.London
And New York

Beatrice S. Mikulecky, Ed.D. 2008.
Teaching Reading In A Second Language.

*Recent work completed by the NCCA
(Research Report 2012) in PDST booklet
2014.*

Hornsby, 2000. *a guided to effective
instruction in reading. Kidergarten to
grade 3. in Ministry of Education of
Ontario.*

Suits betsy, 2003. *Guided Reading And
Second Language Learners.*

Anita Iaquina, 2006. *Guided Reading: A
Research-Based Response to the
Challenges of Early Reading Instruction.*

Gabl A. 2007. *Improving Reading
Comprehension And Fluency Through The
Use Of Guided Reading.*

Latief, Adnan Mohammad. 2013
*RESEARCH METHODS ON LANGUAGE
LEARNING: An Introduction. Malang:
UM Press*

John W. Creswell, 2012. *Research Design.
Qualitative, Quantitative, And Mixed
Method Approaches.*

Ary et. al. 2006. *Introduction To
Research In Education.* USA Wadsworth.

Paige C. Pullen. 2005.*Reading Fluency
Assessment And Instruction: What, Why,
And How?. International Reading
Association.*