

Improving Students' Reading Comprehension Skill in Class IX I through Guided Reading Strategy at SMPN 15 Yogyakarta in the Academic Year of 2015/2016

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Abstract: This research was aimed at improving students' reading comprehension skill in class IX I through guided reading strategy at SMPN 15 Yogyakarta in the academic year 2015/2016. This research was categorized as classroom action research which consists of four steps including planning, action, observation and reflection. The actions were conducted in three cycles. The data were formed in qualitative and quantitative data. The qualitative data were collected through classroom observation checklist and interviews. While quantitative data, they were collected through reading comprehension tests (a pre-test and a post-test). The validity of the data was established by fulfilling the democratic, catalytic, and dialogic validity. The general findings of the research showed that there was improvement in the students' reading comprehension after the implementation of guided reading strategy during the teaching-learning process. It was indicated by the increasing mean scores of the students' pre-test and post-test results (1.91 to 3.31). Additionally, the results also indicated that there were positive changes in students' attitude and behavior towards reading lesson, students' participation in the class discussion, and students' attempts in achieving reading objectives.

Keywords: reading comprehension, guided reading strategy

Introduction

Reading, writing, listening, and speaking are skills of learning English. As one of language skills, reading should be mastered by students. Reading is not a simple process of getting the meaning only by guessing what the readers read. The readers have to interpret what they read and comprehend it (Westwood, 2001:10). Through reading comprehension, a reader can gain the message content or information in the text. This implies that the first essential point to learn in reading process is reading comprehension because reading comprehension is a skill that is used in all of students' school level.

Through those statements, the researcher chose guided reading strategy because it serves as an excellent way of developing a strategic, reflective and critical approach in students who are beyond the beginner stage. Iaquina (2006:414) states that guided reading strategy is a teaching strategy to make students expand their reading powers, construct meaning from the new words or unfamiliar words and comprehend the meaning of text. Teaching reading using guided reading

strategy provides the students with a tool to enhance reading comprehension which can be implemented in pre-reading, whilst-reading, and post-reading strategies. For that reason, this paper deals with the implementation of guided reading strategy to improve the reading comprehension skill to IX I students in SMPN 15 Yogyakarta.

Research Methods

This is an action research study. The data were in the form of qualitative and quantitative data. The data were gathered through questionnaire, interview, observation, and reading test. Burns (2007:12) states one of the core characteristics of action research as inquiry where participants and researchers contribute to knowledge through collaborative communication processes in which all participants' contribution are taken seriously. There are four stages implemented in this research: the reconnaissance, plans, actions, and observations. This research was conducted in three cycles each of which consisted of two meetings. The researcher collaborated with the English teacher in taking the decisions of determining the research subject, looking into problems, and implementing the research design. The data were described qualitatively and supported by quantitative data gained from the students' reading test score. The researcher collected data through four instruments. The researcher categorized five criteria to fulfil the validity of the research that are democratic validity, outcome validity, dialogic validity, process validity and catalytic validity.

Findings and Discussions

The following summaries show the changes found before and after implementing guided reading.

Table 1. The Changes

No.	Before the actions were conducted	After the actions were conducted		
		Cycle I	Cycle II	Cycle III
1.	Some of students did not finish their work.	They still unfinished their work. But they tried to.	Almost the tasks were well done. Only few students spent the whole of the second hour of meeting.	The tasks were well done in almost the whole of second hour.
2.	While in group, some students did not follow the learning process as well (the class became uncondusive)	There were not much changing, but there were a few students tried to share their understanding.	Less noises of out materials were there, in the class.	Group-checking gave big aim to conduct the class and reduce the noise. Therefore, the class were well conducted.

3.	Students were lack in mastery the materials	To fulfill this part, they needed better effort.	After the researcher introduced the text and explained clearer and also implement self-checking, those all gave bigger impact. The students almost successfully knew what the text instruction need.	Group discussion carried out the students to give their information of materials' understanding. At this time The students got better knew to what the text instruction need.
4.	Unguided in teaching/sharing the materials/tasks	The researcher tried to implement guided reading in group discussion.	Guided learning and self-checking gave bigger impact. The students almost successfully knew what the text instruction need.	At this time self-checking gave bigger impact. The students got better knew to what the text instruction need.
5.	Only a few students brought a dictionary	The researcher had given the rational reasons to students about the importance to study new meaning.	There were some students still did bring the dictionary.	Although there were few students didn't bring the dictionary, in Cycle III, students showed their effort to fulfill this requirement.

The implementation of those strategy and technique in cycle II and cycle III were successful improving the students' reading comprehension skill. Besides, the implementation in cycle I didn't show the seen effect.

The researcher took the tasks score in last meeting of each cycle. The scores and the table score conversion were shown as follows.

Table 2. Students' tasks scores

No.	Code	Cycle I	Cycle II	Cycle III
1.	7220	1.33	2.67	2.67
3.	7222	2.00	2.67	2.67
4.	7094	2.00	3.33	3.33
5.	7224	1.33	3.33	3.33
6.	7226	1.67	3.33	3.33
7.	7227	2.33	3.33	3.33
8.	7255	2.00	3.33	3.33

9.	7256	2.00	3.33	3.33
10.	7228	1.33	3.33	3.33
11.	7229	2.33	3.67	3.67
12.	7230	2.33	4.00	4.00
13.	7232	2.00	3.67	3.67
14.	7233	2.33	3.67	3.67
15.	7234	1.33	2.67	2.67
16.	7235	2.33	2.67	2.67
17.	7236	1.67	3.67	3.67
18.	7237	1.67	3.33	3.33
19.	7238	2.00	3.67	3.67
20.	7239	2.33	3.67	3.67
21.	7241	2.00	3.33	3.33
22.	7242	1.33	2.67	2.67
23.	7243	1.67	2.67	2.67
24.	7244	2.33	4.00	4.00
25.	7245	2.00	3.33	3.33
26.	7246	1.67	3.67	3.67
27.	7247	2.33	3.67	3.67
28.	7249	2.00	3.33	3.33
29.	7250	1.67	3.33	3.33
30.	6887	1.33	2.67	2.67
31.	7251	2.00	3.33	3.33
32.	7252	2.33	3.33	3.33
33.	6828	2.00	3.33	3.33
Mean		1.91	2.59	3.31

Table 3. Table of scores' conversion

Predikat	<i>Nilai Kompetensi</i>		
	Knowledge	Practice	Attitude name
A	4	4	Excellent
A-	3.66	3.66	
B+	3.33	3.33	Good
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	Enough
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	Fear
D-	1	1	

Referenced to Table 2., the students' competence in reading comprehension skill reached the improvement. The students' mean scores were raised from cycle I, 1.91

to 2.59 in cycle II. While, from cycle II to cycle III there was 0.72 different length that were 2.59 to 3.21. By looking at Table 3., it could be concluded that the students' improvement length stretched from C- to B+, from Fear to Good. From those result, it could be concluded that guided reading strategy was significant improving the students' reading comprehension skill.

Conclusions

This research objective was improving students' reading comprehension skill through guided reading strategy. This research was conducted in Class IX I in SMPN15 Yogyakarta. The research started on Tuesday, 4th August 2015 and ended on Tuesday, 10th November 2015. The teaching and learning of reading through guided reading strategy were implemented in three cycles, cycle I; cycle II; and cycle III. Texts of labels and procedures were implemented in this research. Texts of labels were implemented in cycle I. Texts of procedures were implemented in cycle II and cycle III. Furthermore, the data were collected from the research instruments, included the observation checklist, interview guidelines and the students' score. After analyzed the data collection, the brief result of this research was presented in the following table.

No.	Actions	Benefits	Results
1.	Implementing guided reading in teaching and learning process	Improving the students' reading comprehension skill and improving their attitude to ask the difficulties	The students' comprehension skill was improved.
2.	Implementing group discussion technique.	The students gained more information by sharing to each other.	Students could get various information in group. This made them easy to catch up the materials
3.	Group-checking and self-checking	Reducing the out of materials topic discussed by students	The class became conducive.
4.	Rational reasons to state the importance of English	To growing the personal behavior about the materials' in teaching-learning need.	Students realized to fill the need of materials. (e.g. dictionary)

Based on the result above, it can be concluded that generally, the reading comprehension skill of class IX I students in SMPN 15 Yogyakarta in the academic year 2015/2016 was improved.