THE USE OF GUIDED READING STRATEGIY (GRS) TO INCREASE READING COMPREHENSION AT THE ELEVENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL ETHIKA OF PALEMBANG

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Abstaract: This study was conducted to find out whether or not there was significant difference in reading comprehension between those students who were taught by using guided reading and those students who were not at the eleventh grade students of Ethika Senior High School of Palembang. The sample of the study was 68 students of the eleventh grade students of SMA Ethika Palembang n the academic year of 2015/2016 that were taken by using intact sampling technique. Thirty four students were in the exerimental group and thirty four students were in the control group. Experimental research by using quasi-experimental was used. The used instrument was in the form of 30 items of multiple choice questions. The results of the test were analyzed by using t-test (paired sample t-test and independent t-test). The result of paired sample t-test from experimental group was 7.165, it was more than t_{table} 2.0322 with df was 34 students. Based on independent sample t-test analysis, it was found that $t_{obtained}$ was 2.556 at the significant level p<0.05 (5%). The critical value of test was 1.9955 with df was 68 students, so that 2.556 >1.995. It means that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It could be concluded that there was significant difference in students' reading comprehension between those students who were taught by using guided reading and those who were not.

Keywords: *Improving, Reading Comprehension, and Guided Reading*

Abstrak: Penelitian ini dilakukan untuk mengetahui ada atau tidaknya perbedaan yang signifikan dalam pemahaman membaca antara siswa yang diajar dengan menggunakan guided reading dan siswa yang tidak berada di kelas XI siswa SMA Etika Palembang. . Sampel penelitian adalah 68 siswa kelas XI SMA Ethika Palembang tahun ajaran 2015/2016 yang diambil dengan menggunakan teknik intact sampling. Tiga puluh empat siswa berada di kelompok eksperimen dan tiga puluh empat siswa berada di kelompok kontrol. quasi-eksperimental digunakan. Instrumen yang digunakan adalah dalam bentuk 30 item pertanyaan pilihan ganda. Hasil tes dianalisis dengan menggunakan t-test (paired sample t-test dan independent t-test). Hasil paired sample t-test dari kelompok eksperimen adalah 7.165, lebih dari t-tabel 2.0322 dengan df adalah 34 siswa. Berdasarkan analisis uji-t sampel independen, ditemukan bahwa t-diperoleh adalah 2.556 pada tingkat signifikan p <0,05 (5%). Nilai kritis dari tes ini adalah 1,9955 dengan df adalah 68 siswa, sehingga 2,556> 1,995. Ini berarti bahwa hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak. Dapat disimpulkan bahwa ada perbedaan yang signifikan dalam pemahaman membaca siswa antara siswa yang diajar dengan menggunakan bacaan terbimbing dan yang tidak.

Kata kunci: *Meningkatkan, Pemahaman Membaca, dan Membaca yang Dipandu*

INTRODUCTION

English is a language that was certainly known throughout the world as an international language. In order to get as much information as possible, English in either written or spoken form. English has been selected in Indonesia as the first foreign language to be taught from elementary school to university level as a compulsory subject at school (Saleh, 2002, p.8). As English teachers, they should know how to help students gain a good communicative ability that includes listening, speaking, reading and writing.

English subject is aimed at developing communication competence in oral and written form. Because of that, the students were hoped to be able to master it. It was important for students to be able to read because reading can be more than the source of knowledge and enjoyment that they can acquire valuable information from reading.

Many reasons why reading is important. First, many of the students want to be able to read English texts for their careers, study purposes, or just for pleasure. Second, the text of reading also provides good models for writing in English. Finally, the reading text also offers opportunities to study a language such as a vocabulary, grammar, punctuation, phrase, and paragraph. Reading as a receptive ability was one of the challenging English abilities.

There are many reasons why it is difficult to read. First, it makes the students not interested in reading, low motivation. Second, monotonous lessons in which teachers do not make a difference in the teaching process, automatically when students read only a text. Last is the lack of vocabulary mastery, in this case it was very significant because vocabulary learning was one of the most influential predictors of positive reading entry (Klingner, 2007, p.8).

Based on a preliminary study, it was found that students ' low motivation to participate in the learning process is shown on the number of students in the learning process. A monotonous learning process was one factor. Some of the teachers in the learning process gave only text and answered the questions, so for the students it was very boring. The students were therefore not interested in learning; they finally had difficulty in understanding the text for reading. It was interesting to find out what the problem was and how to solve the problem. It was important for students and teachers on how to solve this problem. When the teacher had a new teaching method, however, it could make students more interested in studying and make it easier to get the point of the material that the teacher explained.

One of teaching methods that was effective to increase the students' reading comprehension was Guided-Reading Strategy (GRS). Guided reading is a small group reading instruction designed to provide differentiated teaching that supports the development of reading skills among students (Fountas and Pinnel, 2012, p. 7).

Anita (2006) stated that small groups of students are usually involved in their reading development in an English journal that is guided by reading. Guided reading instruction is useful as teaching is specifically focused on what students need to learn next to understanding. The goal of guided reading is to develop an expanding self-reading system to find out more about the reading process while reading.

When students develop these understandings, they are self-monitoring, looking for clues, discovering new things about the text, testing one information source against another, verifying their comprehension, self-correcting, and solving new words using multiple information sources. The central elements of accuracy, speed, and fluency

increase throughout this process, and these materials become more and more automatic over time.

The problem's formulation was "was there any significant difference in comprehension reading between the 11th-grade students taught through guided reading and those not at Palembang's Ethika Senior High School?. The objective of the study was to know whether there was any significant difference in reading comprehension at Senior High School Ethika Palembang between the students who were taught by using guided reading and those who were not.

CONCEPT OF GUIDED READING STRATEGY

Guided learning strategy, according to Fountas and Pinnell (2012, p. 2), is a small-group reading curriculum intended to provide structured teaching that helps students improve reading skills. Anita (2006) wrote in the English journal that guided reading usually involves small groups of students in their creation of reading at a similar location. Both students may show related learning needs at about the same stage and process text. Small-group learning is successful because teaching is specifically about what the students need to learn in order to move forward.

Guided reading strategy aims to develop a self-extending reading system that allows the reader to discover more about the reading process while reading. As students develop these understandings, they are self-monitoring, searching for clues, exploring different things about text, checking one source of information against another, confirming their reading, self-correcting, and resolving new words using multiple sources of information. Throughout this process, the central elements of accuracy, speed and fluency are increasing and these systems are becoming increasingly automatic over time. Guided reading has shifted the lens in the teaching of reading to a deeper understanding of how readers build efficient processing systems over time and to an examination of the critical role of texts and expert teaching in the process.

Biddulph (2002, p.2) argued that guided reading strategy is a literacy education strategy that can help to solve this complexity. "Actually, guided reading is increasingly seen as part of a balanced reading program aimed at helping all students become independent readers."

2.1 Reading Comprehension

Reading understanding is the ability to read, process, and understand the meaning of text. The ability of an individual to understand text was influenced by their characteristics and abilities, one of which was the ability to make inferences. If word recognition was hard, students used too much of their ability to read individual words, interfering with their ability to understand what was written. Good understanding of reading meant reading the words on the page that accessed their meanings, and much more.

Reading understanding is a multi-component, highly complex process involving many interactions between readers and what they bring to the text (previous knowledge, use of strategy) as well as text-related variables, interest in text, understanding of text types (Vaughn, 2007).

2.2 The Procedure of Teaching Reading Comprehension by Using Guided Reading

Fountas and Pinnel (2012, p.269) claimed that seven guided reading lessons systems existed. The aim of the educator is to promote the reading of the student towards comprehension and fluency.

a. Select a text

Teacher chose a text that is appropriate for the class to support new learning.

b. Introduce the text

Some of the steps that the teacher can do to introduce the text were:
- Activate prior knowledge and provide any new background information.
- Giving opportunities to students whether their structure or orthography is correct.
- Locating words in the text
- Conducting students to connect to other texts, to other experiences.
- Showing them text structure, such as description or cause and effect, use new vocabulary to help them understand text.
- Helping students make predictions based on what they know.
- Discussing the author's purpose, who the author's background, where he comes from, to validate the accuracy of the book.
- Focus on the illustration or other graphics

c. Read the text

During the guided reading lessons stage, the teacher can model or prompt students to use different reading strategies. Students need the guidance to summarize in order to translate terms, locate or use information, correct or identify errors and help students develop fluency in phrasing and speech.

d. Discuss the meaning
- While students are being read by the teacher, note their understanding of the text-guide the students in asking their own questions and help them to make their interpretation oral.
- Teach them how to talk to each other about the meaning of the text.
- Extend their understanding by teaching them how to ask, summarize, restate, and add comments to each other.

e. Strategy for teaching reading
- This means that you will go back to next to model or reinforce strategies for reading or reading comprehension.
- Guide them in decoding skills, self-monitoring reading, summing up, reading fluently, reading purposefully, predicting, linking, inferring, analyzing and criticizing.

f. Analyze Word
- The teacher can do this as needed-analyze words by studying letters-sounds, compare words by analogy (if you know ' boat ' then you know ' moat ') and break words apart
- This is the period for using magnetic keys, white boards and so on.

g. Extend the meaning-The teacher can follow the reading with writing, drawing or conversation.
- When teachers teach using guided reading, Fountas and Pinnel suggest using a thinking system to strategically process written text.
- Think within the text (resolves terms, monitors and corrects, finds and uses information, summarizes, preserves fluidity, adjusts reading)

- Think beyond the text (predicts, connects, infer, synthesizes to create new understanding)
- Think of the text (analyze how the writer is composed and how the text is composed)

METHOD OF RESEARCH

According to Tuckman (1987, p.12) the quasi-experimental design that requires all the necessary requirements to control the influence of external variables. The study used a quasi experimental design specified in the design of the control group that is nonequivalent.

Fraenkel and Wallen (1999, p.67) claimed that the sample was a research study which applies to any group that obtained information. Richards et al, (1985, p.249) stated that "Sample was any group of people selected for present population."

The sample was taken through the use of intact sampling technique in this study. Tuckman (1978, p.12) stated that two groups were used for intact sampling, one of which was affected by the event or treatment and the other was not. Instead of comparing one group's performance before and after the event or treatment, this design compared the two-group scores, only one of which was affected by the event or treatment.

The questions had the same characteristics with the test and after validating and carrying out the reliability test, the number of questions was also 30 items of multiple choice. The validity of the test content would be used for validation of the test.

The test had been tried out from another school by 37 students from the 11th grade class of XI IPA. Based on the results of the test of accuracy, it was found that the reliability of reading understanding of the students was 0.841. Since the coefficient of the Alpha was > 0.70, the test was considered reliable.

Sangkuriang, Cinderella, Timun Emas, Snow White, Toba Lake, Malinkundang, Pinokio, and Beauty and the Beast were the topics of materials given to treatment group through guided reading and control group using conventional method.

The study used was the independent sample t-test to assess the post-test results of the two-group test. Tuckman (1978) claimed that t-test was a statistical test comparing two ways to determine the probability that the difference between the measures would be a real difference rather than an opportunity difference.

FINDINGS AND DISCUSSION

4. 1 Descriptive Analysis

The findings of the experimental pre-test showed that 60 was the highest score and 45 was the lowest score. Three students or 8.8% of students received a score of 60, two students or 5.9% of students received a score of 55. There were also eleven students, or 32.4% of students received a score of 50, 52.9% of students earned a score of 45.

In the experimental group, the post-test result showed that the highest score was 80 and the lowest score was 45. There were 11 students or 32.4% of students scored 80, 4 students or 11.8% of students scored 75, 5 students or 14.7% of students scored 70, 2 students or 5.9% of students scored 55, 9 students or 26.5% of students scored 50, and three students or 8.8% of the students got 4. The results can be seen in table 1.

Table 1. The frequency of pretest and postest in the experimental group

Grading System	Experimental Group				Control Group			
	Pre-test		Posttest		Pretest		Posttest	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
45	18	52.9	3	8.8	19	55.9	2	5.9
50	11	32.4	9	26.5	12	35.3	9	26.5
55	2	5.9	2	5.9	2	5.9	3	8.8
60	3	8.8	-	-	1	2.9	10	29.4
65	-	-	-	-			6	17.6
70	-	-	5	14.7			2	5.9
75	-	-	4	11.8			2	5.9
80	-	-	11	32.4				
Total	34	100	34	100	34	100	34	100

It was assumed that The average pre-test score was just 47.79, while the average post-test score was 58.38. The control group result was still lower than the group of experiments. It was caused by the use of treatment in teaching reading by the use of guided reading that made students more understand the text than the conventional method used by the control group.

1.2 Paired Sample t-test

The result of a paired sample t-test for experimental group shows that there was 7.165 t-obtained. T-table was 2.0396 at the significant $p<0.05$ point for two tailed tests and degree of freedom 33. Since the value of t-obtained was higher than t-table. It means that the use of guided reading in reading comprehension was effective.

The pair sample t-test results for control group showed a value of 7,670. T-table was 2.0396 at the significant value $p<0.05$ for two tailed with 33 degree of freedom. Since the value of t-obtained was higher than t-table, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It shows in table 2.

Table 2. The results of paired sample t-test

Variables	Mean	T	Df	Sig. (2-tailed)
Experimental Group (EG)	16.912	7.165	33	0.000
Control Group (CG)	10.588	7.670	33	0.000

1.3 Independent Sample t-test

The results of independent sample t-test shows that the critical value of t-table (df)=66 was 1,9966 at the significance value $p<0.05$ in two tailed experiments with df (N in experimental group + N in control group–2)= 34+ 34–2= 68-2=66. From the table t-obtained= 2.556. T-tobtained was found to be higher than the critical value t-table (t.obt= 2.556= 1.996). It means that alternative hypothesis (Ha) was accepted and null hypothesis was (Ho) was rejected.

Table 3. The Independent Sample T-Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score	34.986	.000	2.556	66	.013	7.059	2.761	1.546	12.572
			2.556	52.775	.013	7.059	2.761	1.520	12.598

4.3 Interpretation

Based on the result of the data analysis described, teaching using guided reading in reading comprehension to the eleventh grade students at Senior High School of Ethika Palembang was effective. The difference of the post-test average score in the experimental group and control group was due to in the experimental group given the cooperative learning method used for teaching reading was significant different.

By implementing guided reading, the students could more understand the language features including past tense, adverb of time, conjunction words, direct speect ato make the story more lively, and generic structures in reading narrative text that were understanding the meaning of narrative text. The students were assigned to follow some guidances from the teacher that were by stimulating their prior knowledge to connect to other texts or other experiences, finding the meaning of words and then locating them in the text, and discussing the purpose of the text. It was supported by Syahputra study, it was found that GRS was successful for teaching reading comprehension by using Classroom Action Research (GSR), in cycle 1 averaged 2.43 went up to 3.01 in cycle II, it was indicated there was improvement of reading comprehension by GRS. It is in line with Suryanta and Fitrawati's study (2016). They stated that Guided reading is one of the strategies that can be used in reading activities in cooperative learning. The students are motivated to participate more actively by implementing the Guided Reading Strategy because they are asked to read independently and then discuss it with their group. Furthemore, students will be confident and enjoy learning as they are always directed by the guidance of their teachers. This approach provides the English teacher with a strong contribution to achieving the goals and purpose of language teaching

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CONCLUSION AND SUGGESTIONS

Based on the finding, the following points could be concluded since the value of t-obtained was higher than t-table, so alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It means that teaching reading comprehension by using guided reading to the eleventh grade students at Senior High School of Ethika Palembang was effective. It was assumed that there was any significant difference in reading comprehension difference at Senior High School Ethika Palembang between the students who were taught by using guided reading and those who were not.

On the basis of the discussion, some suggestions are presented to increase students' reading comprehension. Teachers must provide numerous opportunities for both independent and guided reading practices; it is also important to provide sufficient time for students to be relaxed, confident and effective in using comprehension strategies. However, the teacher could implement variations in Guided Reading activity

to build the students ' fun learning experience and can be extended to other English skills, such as writing.

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