

THE INFLUENCE OF GUIDED READING TECHNIQUE TOWARD STUDENTS' READING COMPREHENSION

By:

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Abstract: Guided reading is a technique that a teacher can use to help students become great readers. Reading is the most dominant skill in learning because the ability to read is not only a performance to pronounce the passage but also an understanding the message from a passage or text. Therefore, the main purpose of this study was to prove whether or not the students who were taught reading by using guided reading technique had significantly different achievement than that of those who were not. In conducting this study a quasi-experimental method was used. The sample was taken by using purposive sampling method. The writer used the written test in the form of multiple choice. In this study, content validity was used. The t-test was used to analyze the data. Based on the independent sample t-test, it was found that the mean difference between experimental and control groups was 12.353 at the significant level $p < 0.05$ in two-tailed testing with $df = 68$, t -obtained was 3.811, and the critical value of t -table was 1.9955. Since t -obtained (3.811) was higher than t -table (1.9955) and p -value (0.000) was less than α -value (0.05), it showed that null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It meant that there was a significant difference in students' reading comprehension between the students who were taught using guided reading technique and that of those who were not.

Keywords: guided reading technique, reading comprehension

INTRODUCTION

Nowadays, people need to know much information about what happens in the world so that they will not be left behind. One of the ways is through reading. Reading is the process of constructing meaning from print and from other symbols (Hill, 2008, p.139).

Reading is perceiving a written text in order to understand its content (Richards, 1992, p.306). Grabe and Stoller (2002, p.52) state that reading skill are techniques that enhance comprehension and retention of information contained printed material. It clears that reading skill need process of thinking and technique. Reading

always involves the simultaneous application of great number mechanical skills and comprehension skills, all of influenced by reader's attitude, knowledge and past experiences. Reading helps children to develop not just decoding ability, but an awareness of self, and of self in relation to others (Bruner, p.2001).

According to Ruddel (2005, p.88), the most common academic goal of reading is reading comprehension. Comprehension is the active process of constructing meaning from the text. It involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas (Vaugh and Thompson, 2004, p.98). The teachers can give roles during comprehension instruction to make sure that students participate actively prior in reading, have the strategies and skills to use when reading, and try to make sense of the

text by understanding the author's intention and bringing their own experiences to bear on the text. The result is the students are able to understand the message given from the text.

Hill (2008, p.190) states that comprehension is understanding the meaning of what is read from the print, illustrations, layout, and design. It is the ability to find the meaning from the text. Snow (2002, p.11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Furthermore, the students are expected to get the author's ideas in the text in order to be able to answer some question. The two definitions show that the readers should have abilities to find and construct the meaning to conclude author's idea. The readers' success is determined by

students comprehension.

Comprehension is understanding what students hear and read. Unfortunately, the students still have difficulties comprehending their reading because they still lack their interest in reading (Wasliman, 2003, p.2).

From the writer's investigations, she found that local students' reading comprehension and students' reading interest was very low. In teaching English the teachers did not provide some of the interesting media to support the teaching-learning process. The teacher of English commonly used the grammar-translation method in teaching the reading skill. Students just used the book that had been given by government with the unclear picture in it. As a result, it did not attract the students to understand what they were reading.

The teacher should choose an appropriate technique. One of the

effective techniques that can be applied was guided Reading technique. According to Founts and Pinnell, (2001, p.189-193), Guided reading is an instructional setting that enables teachers to work with a small group of student to help them learn effective strategies for processing text with understanding. The purpose of Guided Reading is to meet the varying instructional needs of all the students in the class, enabling them to greatly expand their reading powers.

Guided reading is a teaching technique that is designed to help individual students to learn how to process a variety of increasingly challenging texts with understanding and fluency. Guided reading occurs in a small-group setting because the small group allows for interactions among readers that benefit them all. The teacher selects and introduces texts to readers, sometimes supports them while

reading the text, engages the readers in discussion, and performs a mini-lesson after the reading. After reading a text, the teacher sometimes extends the meaning of the text through writing, text analysis, or another learning activity. The lesson may also include work with words based on the specific needs of the small group.

Based on the explanation above, the main purpose of this study was to prove whether or not the students who were taught reading by using guided reading technique had significantly different achievement than that of those who were not.

METHODOLOGY

In conducting this study a quasi-experimental method was used. The population in this study was all of the tenth-grade students of SMA Negeri 1 Sirah Pulau Padang. Therefore, the sample was taken by using purposive sampling method. The number of the

samples were 70 students. The two classes were chosen as an experimental and control group. The writer used the flipping coin to decide experimental group and control group. As the result, X1 was chosen as an experimental group and X2 was chosen as a control group. The writer used the written test in the form of multiple choice. In this study, content validity was used. In this study, to achieve the reliability to the consistency of the measurement, Kuder Richardson formula (KR 21) was applied. The t-test was used to analyze the data.

RESULTS AND DISCUSSION

The result of the pretest in the experimental group showed that the mean score of the pretest was 41.76 with the standard deviation of 12.994, the highest score of the students was 64, and the lowest score was 20. In the posttest, it was found that the mean

score of the posttest was 65.54 with the standard deviation of 14.785, the highest score of the students in the posttest was 94 and the lowest score was 38.

The result of the pretest in the control group showed that the mean score of the pretest was 36.69 with the standard deviation of 8.690, the highest score of the students was 62 and the lowest score was 18. In the posttest, it was found that the mean score of the test was 53.30 with the standard deviation of 12.274, the highest score of the students was 78, and the lowest score was 34.

Based on the independent sample t-test, it was found that the mean difference between experimental and control groups was 12.353 at the significant level $p < 0.05$ in two-tailed testing with $df = 68$, t -obtained was 3.811, and the critical value of t -table was 1.9955. Since t -obtained (3.811)

was higher than t -table (1.9955) and p -value(0.000) was less than α -value (0.05), it showed that null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It meant that there was a significant difference in students' reading comprehension between the students who were taught using guided reading technique and that of those who were not. By using guide reading technique, students were setting in small groups so that in groups they discuss the content of the text to improve their understanding of the text. could improve students' reading comprehension. Therefore, the result showed that guided reading technique improved students' reading comprehension.

CONCLUSION

Based on the analysis of the data, there was a significant difference in students' reading comprehension

between the students who were taught using guided reading technique and that of those who were not. Hence, the guided reading technique could improve students' reading comprehension.

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