

**IMPROVING STUDENTS NARRATIVE READING COMPREHENSION
THROUGH GUIDED READING FOR JUNIOR HIGH SCHOOL**

PAPER

*Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One
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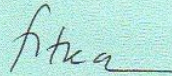


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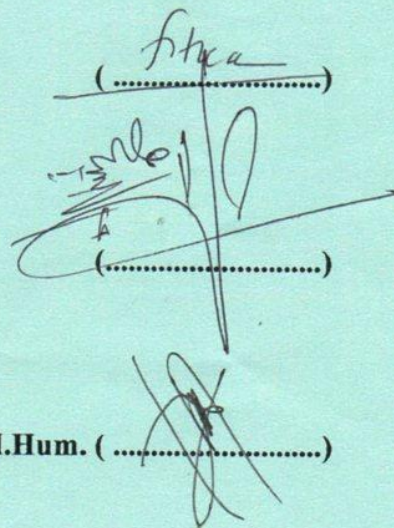
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ABSTRAK

Suryanta, Rahadian. 2016. Improving Students Narrative Reading Comprehension through Guided Reading. Paper. Padang: Jurusan Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Padang.

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Membaca merupakan salah satu bagian terpenting dalam pengajaran Bahasa Inggris. Tujuan dari pengajaran keterampilan membaca ini adalah untuk memecahkan masalah yang dihadapi oleh siswa terutama dalam pemahaman membaca seperti menemukan informasi umum dan informasi khusus, referensi kontekstual, dan makna kontekstual. Agar dapat memahami hal-hal tersebut, seorang guru harus memiliki strategi dalam pengajarannya. Guided Reading merupakan salah satu strategi dalam pengajaran reading yang diharapkan mampu meningkatkan kemampuan siswa dalam memahami isi teks. Adapun langkah-langkah dalam melakukan strategi ini adalah (1) guru memilih teks yang sesuai dengan tingkat kemampuan siswanya, (2) guru membagikan teks tersebut kepada setiap anggota kelompok yang terdiri dari 3-4 orang, (3) guru mempersiapkan siswa untuk membaca teks dengan mengembangkan pengetahuan dasar mereka, mengenal kosa kata dalam teks, serta mengetahui tujuan membaca teks, (4) setelah mengetahui tujuan membaca, murid membaca teks dalam hati supaya dapat lebih berkonsentrasi. Ketika murid selesai membaca, guru memberikan LKS yang berisi penugasan untuk menginterpretasikan isi cerita (teks narasi) dengan kehidupan sehari-hari dan mendiskusikannya dalam kelompok, (5) selanjutnya siswa diminta menuliskan kembali isi cerita dibantu dengan cara menjawab beberapa pertanyaan yang telah disediakan oleh guru, (6) langkah terakhir guru memberi test kepada murid untuk menguji ingatan dan pemahaman mereka. Dengan menggunakan strategi ini dalam pengajaran teks naratif, siswa dilatih untuk berpikir lebih kritis dan aktif dalam mengeluarkan pendapatnya, serta bekerja dalam kelompok. Melalui penerapan strategi *Guided Reading* penulis berharap dapat memotivasi siswa untuk lebih aktif dan bisa memahami teks secara cepat. Penulis juga berharap guru bisa menggunakan model pembelajaran ini dalam pengajaran membaca khususnya *narrative text* berdasarkan prosedur yang telah disediakan.

Kata kunci: Pengajaran membaca, teks naratif, Guided Reading Strategy

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Reading is one of the important skills that should be mastered by students in learning English besides speaking, listening, and writing. This idea is supported by Harmer (2007) who says that reading is a good thing for language students. Through reading, the students can get knowledge. The students will get knowledge easily if they always do reading activity. By doing reading activity, the students will be more active in teaching learning process because they can use their knowledge that they get from reading. In addition, the students also get much information from the text that is being read. The information can be got from books, newspapers and magazines. The students have to read the books, newspaper and magazines carefully in order to comprehend what they read. If they cannot comprehend the content of the text carefully, they will not get information from the text. In other words, they will get failure in reading.

The students often find difficulties in reading especially reading comprehension. Kennedy (1981: 192) states that reading comprehension is a thought processthrough which reader becomes aware of an idea, understands it in terms of their experiential background and interpret it in relation to their own needs and purposes. It can be said that the student are proficient in reading comprehension if they are able to discover meaning conveyed by authors. However, students still cannot master that skill. It can be seen on students' score which indicates that are not able in reading comprehension.

In the current curriculum- School based curriculum (Kurikulum Tingkat Satuan Pendidikan) there are several texts which are ought to be learnt by Junior High School students in Indonesia. According to the Standard of Competence (SK) and Basic Competence (KD) in the current curriculum KTSP 2006, some of those texts are procedure text, descriptive text, argumentative text and narrative text.

Among these texts which are mentioned above, narrative text is one of the texts that should be comprehended by the students in the English subject at Junior High School. According to Hudak (2008: 4) “a narrative text is a group of sentence that tell what happens, how the action happens, and in what order the events occur”. Although narration usually refers to the telling of a story, the term is used here to describe the relating of an experience. Anderson and Kathy (2003a) say the narrative text consists of orientation, complication or problems and resolution. Students are expected to understand the text, but many students still find difficulties in reaching the goal. They sometimes cannot find the ideas of the whole text. The students are difficult to comprehend the text, it makes them confused. Finally, the students do not understand the plot of the whole story.

Based on the unstructured interview result with the teacher of SMPN 3 Lembah Melintang concerning students’ reading test, there are some difficulties which faced by students in reading activities, especially narrative text. The first reason that influences the students’ reading ability in comprehending narrative text is that the students are lack of vocabulary. Vocabulary knowledge is fundamental to reading comprehension. A study of reading comprehension found

that background knowledge and vocabulary were the strongest predictors of comprehension and indirectly influenced whether a student would apply problem-solving strategies when meaning breaks down (Cromley & Azevedo, 2007). It means that lack of adequate vocabulary can be a serious obstacle for many students in reading. They cannot understand text without knowing what most of the words mean. When the students find the difficult words in the text, they mostly skip reading and seem reluctant to continue. As the result, when they are asked to answer the questions, they can do it very well. To solve this, the teacher should provide the students with a text that is adequate to their proficiency level. Besides, the teacher should always encourage the students to enrich their vocabulary. In addition, the prediction skill can be also introduced before they use the dictionary.

The second reason that causes the students' reading ability in comprehending narrative text becomes low is that the text could not catch the students' interest. This condition is supported by Smith (1998), he says that most of the students will not comprehend the text easily if the teacher gives unsuitable material for them. To solve this, the teacher should consider the content of text and choose the topic which is popular and commonly talked in their daily conversation. The teacher should follow the recent issues and carry those issues on the discussion in the class. By doing this, the students will be more interested because they will talk about something they concern about.

The third reason that contributes to the low ability in comprehending narrative text is the teaching strategies in classroom. As we know that to

comprehend narrative text, students should use their background knowledge as a useful additional information combining with the information written in the text. In fact, the students hardly ever consider their background knowledge as a useful help to comprehend the text. It helps the students to understand what the text tells about by comparing the information they read with their experience or their background knowledge about the text. Deutch (2005) says that reading strategies help the students to focus on reading and access relevant information. Therefore, the teacher should use a good reading strategy to the students (a strategy that will help the students to organize the information from the text and their background knowledge related to the text). If the reading strategy is not good, their reading activities become boring and it will be difficult for them to comprehend the text.

Based on the problems above, one of the solutions that can be applied is by using Guided Reading (GR) Strategy. By applying Guided Reading Strategy the students can explore their knowledge and ideas through the topics that are provided to them since they can recall all their background knowledge related to the the text and they can also relate their ideas with the topic that they are going to read. Likewise, it is able to enrich students' vocabulary since the teacher provides the text based on the students' current reading abilities. In addition, guided reading is also an enjoyable teaching technique because it offers a wonderful opportunity for the students to share the joy of reading.

Guided Reading is a cooperative learning method develop by educators in New Zealand in the 1960's and later develop by several people, including Irene Fountas and Gay Su Pinnell. In term of reading instructional strategies Fountas

&Pinnell (2010:2) introduced a guided reading strategy as an instructional approach. They figured out that guided reading is small-group reading instruction designed to provide differentiated teaching (where one teacher had students of all ages in one classroom) that supports students in developing reading proficiency. In addition to the small group reading instruction, Fountas & Pinnell (1996:1) described the function of students and teachers in guided reading; “for the student, the guided reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts, while for the teacher, guided reading means taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading”. Furthermore, in term of this guided reading, Iaquina (2006:414) pointed out the following explanation:

The goal of guided reading is to develop a self-extending system of reading that enables the reader to discover more about the process of reading while reading. As children develop these understandings they self-monitor, search for clues, discover new things about the text, check one source of information against another, confirm their reading, self-correct, and solve new words using multiple sources of information. Throughout this process, the central elements of accuracy, speed, and fluency increase and over time these systems become increasingly automatic.

Additionally, Iaquina (2006:414) suggested that the role of the teacher is essential to guided reading. Teachers must know how to prompt and guide students as they work to build this self-extending system of reading. According to Fountas & Pinnell (2012:279) a teacher can use a facilitative talk that promotes dialogue in order to get readers thinking and using what they know through the discussion to expand comprehension. Fountas and Pinnell (2012:279) figured out the following example of a facilitative talk:

Teach	Prompt	Reinfore
You can try that again and think what would make sense.	Try that again and think what would make sense.	You have tried that again and now it makes sense.

The research done by Iaquinta (2006) was one of the previous studies in guided reading strategy, some other previous studies which had been done by some researchers would be discussed in the following paragraph.

It had been described above that the guided reading strategy as an instructional approach was first introduced by Fountas & Pinnell in their publication *Guided Reading: Good First Teaching for All Children* (1996). A study done by Gabl et al. (2007) had proved that the students' reading comprehension and fluency could be increased through the use of guided reading. The targeted population consisted of second and fourth grade students in a northwest suburban area of a large city located in the Midwest in Chicago, Illinois. These researches focused on the use of leveled texts, graphic organizers, and flexible groups during guided reading. The result of this research concluded that both the second and fourth grade students had increased in the areas of reading comprehension and fluency.

Another study in term of the implementation of guided reading strategy conducted by Heston (2010). The purpose of this study was to determine if the implementation of the Fountas & Pinnell guided reading strategy would have an effect of student levels of fluency, accuracy, and comprehension or not. A total of 40 students of the second and the fourth grade were tested. The result were gathered, compared, and totaled to determine if there was an overall increase,

decrease, or if student scores remained the same after implementing the Fountas & Pinnell (1996) guided reading strategy. In fact there was an increase in student scores in all three areas; in the areas of accuracy and comprehension had the largest number of an increase in their scores that had made in the implementation successful.

Having described the studies above the writer concluded that the implementation of guided reading strategy could improve students reading comprehension skill. The aim of teaching reading is to make the students accurately, fluently, and comprehend about what they have read. To achieve this aim, they teachers are expected to bring an interesting teaching technique so that the students can achieve the objectives in learning reading. Therefore, the writer will introduce one of the effective strategy is needed to conduct in this paper about “Improving Students Narrative Reading Comprehension through Guided Reading for Junior High School”.

1.2 Limitation of the Problem

There are several strategies that can be used by the teacher to help the students reading comprehension in narrative text. This paper is limited on the use of Guided Reading strategy in teaching reading at Junior High School. This strategy can help the students to comprehend the text easily.

1.3 Formulation of the Problem

The problem will be formulated as follows: “How does the teacher help the students comprehend a narrative text by using Guided Reading strategy in teaching reading at Junior High School?”

1.4 The Purpose of the Paper

This paper is intended to give information about how to help the students in reading comprehension by using Guided Reading. By using this strategy, it is expected Junior High School student’s reading comprehension will be improved. This paper will give valuable contribution and input for Junior High School English teacher in teaching in order to improve the students reading comprehension and interest in learning any kind of reading text.

CHAPTER IV

CONCLUSION AND SUGGESTIONS

4.1 Conclusion

Based on the previous discussion, it can be concluded that the Junior High School students still feel difficult in comprehending the English text. It is caused the students still suppose that English as a difficult subject. Besides that, the students feel bored when they are asked to read the texts which are too difficult to read by them. Sometimes, the students need their friends to discuss the text together in getting better comprehension. Cooperative learning is one of the strategies that can get the students involved in groups to comprehend the text together.

Guided Reading is one of the strategies in cooperative learning that can be used in reading activities. By implementing Guided Reading Strategy, the students are motivated to participate more actively because they are asked to read independently and then discuss it together with their group (each member of groups must give her/his opinion). Also by using this strategy, the students will be relaxed and get fun in learning process because they are always guided by their teachers' instruction. This strategy gives a good contribution for the English teacher to achieve the goals and the purpose of the language teaching.

4.2 Suggestions

On the basis of the discussion, some suggestions are presented in an effort to improve the junior high school students' reading comprehension.

1. The teacher has to prepare everything he or she needs in teaching reading skill and implementing Guided Reading strategy properly before entering the classroom.
2. In dividing the students in several homogeneous groups, the teacher should know his or her students well so that he or she can divide the students properly.
3. The teacher is suggested to be more creative to add some fun activities that can be applied in Guided Reading activity without changing the basis procedures. Variations in Guided Reading activity can create the enjoyable learning atmosphere for the students.
4. Guided Reading strategy can be implemented on the other English skill such as writing.

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