Improving the Tenth Grade Students' Reading Comprehension Achievement of Narrative Text and Reading Interest by Using Guided Reading Strategy

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ABSTRACT

This research aimed at improving the tenth-grade students' reading comprehension achievement of Narrative Text and reading interest by using Guided Reading Strategy at SMK Sentosa Bhakti in the academic year of 2020/2021. The method used in this research is classroom action research which consists of four steps, namely planning, implementation or action, observation, and reflection. The subject of this research is X TKJ 1 of SMK Sentosa Bhakti Baturaja consist of 28 students. In collecting the data, the researcher used a test to measure students' reading comprehension achievement, questionnaires to measure students' reading interest, and an observation sheet to know the teacher and students' participants. The result of this research showed that the tenth-grade students made improvements in reading comprehension achievement. It could be seen from the mean score on preliminary research (17,86 %), cycle I (60,71 %) and cycle 2 (85,71 %)and for their interest in cycle I (60,71 %) and cycle 2 (85,71%). This paper contibutes for teacher to improve their student's reading comprehension and reading interest by using guided reading strategy.

Keywords: Improving, Achievement, Guided Reading Strategy

1. INTRODUCTION

In people's life, language holds essential things. People need language to communicate with one another. Without language, someone will have communication difficulties. There are many languages in this world; English is one of the languages used for International communication. In Indonesia, English is still a foreign language taught as a compulsory subject starting from elementary school, junior high school, senior high school until university level.

Based on curriculum 2013, teaching and learning English involved four important skills in mastery English: listening, speaking, reading, and writing.

Reading is a valuable skill for developing and improving the reader's knowledge. It provides access to information due to the fact and gives valuable knowledge to the readers. Reading is how readers learn to process information from texts. [6] claimed that reading is a process that creates or develops meaning from sources. Reading is the activity of using text to create meaning. The implies that if there is no sense in the activity, then there is no reading taking place. The readers can interact with and understand the information. By reading, readers get much information from the sources. Students' unexpected condition reading comprehension

achievement has interested many researchers in doing some studies on this topic. According to Program for International Students [1], the core for Indonesian students was below the OECD average. They were on the 74th rank out of 79 countries. The students' ability on the overall reading scale was 371, while the OECD average score was 487.

In line with that, [2], who researched 3-Ls (Libraries, Literature, and Literacy) in Palembang city, found that the total mean of students achievement was 54.77. It means that students still have low achievement. The data shows that the students still have a problem with reading.

According to [3], who researched reading in Baturaja, she also described the students' reading comprehension condition was still low. She found that around 38% had an average reading level among students, 25 % was in poor level, and 21% students were in very poor level.

From the explanations above, the problems in reading also faced by the tenth TKJ 1 students of Sekolah Menengah Kejuruan Sentosa Bhakti Baturaja OKU. [7] They are difficult to understand the reading text and got low reading ability scores. In the last meeting of assessing reading narrative, most students could not get a

score higher than the Minimum Criteria *(Kriteria Ketuntasan Minimal).* The Minimum criteria *(Kriteria Ketuntasan Minimal)* are the criteria students should pass in their learning for certain lessons. The minimum Achievement Score for English subjects in SMK Sentosa Bhakti Baturaja OKU is 70. The students' reading comprehension score in the narrative text can be seen in the table below:

Table 1. Data of Students' Reading Score at the tenth-grade of TKJ 1 Students of SMK Sentosa Bhakti Baturaja

No	Interval Score	Number of Students	Percentage (%)
1	70 – 100	5	17.86
2	50 – 69	8	28,57
3	30 – 49	10	35,71
4	0 – 29	5	17,86
∑		28	100

English teachers' document in the first-semester academic year 2020/2021. From the table above, we can see that most students have rated lower than minimum achievement score, which means that most students have not gone a narrative text in the reading. Only 17.86 % or five students received an interval score of 70 – 100 that they could pass the reading test, but 82,14 % or 23 students got interval score 0 – 69, which means that they could not pass the reading test.

Based on the observation results, there were some factors can influence the students' reading low score [10]. Related to the reading interest, most of the students are not interested in reading English text because of a lack of vocabulary. They had difficulties to understand the content of reading English books. The other factor is about the approach used by the teacher to teach text reading.

Based on the problems above, the researcher is interested in conducting a research entitled: "Improving The Tenth Grade Students' Reading Comprehension Achievement of Narrative Text And Reading Interest By Using Guided Reading Strategy At SMK Sentosa Bhakti Baturaja**."**

1.1 The focus of the research

Based on the first observation at SMK Sentosa Bhakti Baturaja, there were some problems with this research. [8] First, the students got a low score in reading comprehension of narrative text because of the lack of vocabulary. The lack of vocabulary made the students get difficulties in understanding the meaning of the text. Second, the strategy or technique used In teaching reading by the teacher. The teacher taught reading in a monotonous strategy. The students were given the text, and they should answer the text related to the text. This strategy was not effective. The students need guidance and more attractive strategies to improve reading comprehension. [9] After identifying the problems above, the researcher focused on Improving The Tenth Grade Students' Reading achievement of Narrative Text

And Reading Interest By Using a Guided Reading Strategy At SMK Sentosa Bhakti Baturaja. This research focused on teaching reading comprehension of narrative text using guided reading strategy in planning, implementing, observing, and reflecting the process.

1.2 Formulation of the Problem

The problems of the research are formulated into the following questions :

How could Guided Reading Strategy improve the students' reading comprehension achievement of narrative text and reading interest of the tenth-grade students of SMK Sentosa Bhakti Baturaja?

- How could the planning in using Guided Reading Strategy improve the students' reading comprehension achievement of narrative text and reading interest of the tenth-grade students of SMK Sentosa Bhakti Baturaja?
- How could use the Guided Reading Strategy improve the students' reading comprehension achievement of narrative text and reading interest of the tenth-grade students of SMK Sentosa Bhakti Baturaja?
- How could the observing in using Guided Reading Strategy improve the students' reading comprehension achievement of narrative text and reading interest of the tenth-grade students of SMK Sentosa Bhakti Baturaja?
- How could the reflecting in using Guided Reading Strategy improve the students' reading comprehension achievement of narrative text and reading interest of the tenth-grade students of SMK Sentosa Bhakti Baturaja?

1.3 Research Objectives

Based on the problems above, the objectives of this research are:

a. To find data or information that through the guided reading strategy can improve student achievement in reading comprehension.
b. To find data or information that through the guided reading strategy can improve student interest in reading comprehension

1.4 Significance of the Research
a. Theoretical Significance
Reading is one of the English language skills that the students should master The students should comprehend the English text well. Those can be got by having an interest in reading English text and comprehending it. So this research will provide the knowledge that reading interest and reading comprehension achievement of the text using Guided Reading Strategy are essential things that need to be mastered.

b. Practical Significance

Hopefully, the result of the research is useful for teachers, readers, and other researchers.

1. For students

The result of this research is hoped to give valuable information and knowledge that learning reading is enjoyable.

2. For teachers of English

By adopting this strategy of teaching reading comprehension, it is hoped that the teachers who teach the tenth-grade students' at SMK Sentosa Bhakti Baturajawill would have a better alternative of strategy in reading comprehension. In particular, they will better assess their students' reading comprehension achievement and reading interest in general.

3. For other researchers

This research will be as research for other researchers who want to conduct on the same topic. Also, it could be one of the references for their research to produce better research in the future.

4. For researcher

By conducting this research, the researcher gets some knowledge and information to teach.

2. METHODS

This research was classroom action research aimed at improving students' reading comprehension of narrative text and student's interest in reading. [11] A collaborator will assist the researcher in doing the research who will observe the students' learning experiences. The procedures used in this research were from the pre-test and post-test groups of the research design, and the results were analyzed descriptively. Thus, this research addressed classroom action with teaching reading comprehension skills and reading interest through guided reading strategies. There are types of tests used to collect data, Initial reflection or pre-test, and reflection or post-test. Initial reflection is intended to assess the existing text's pre-understanding, while reflection (R) is given at the end of each session. This is intended to reveal the expected increase in students 'reading comprehension skills and an increase in students' reading interest after they have been taught reading skills through the guided reading strategy.

According to [4], Classroom Action Research activities involve repeated cycles, each consisting of planning, acting/implementing, observing, and reflecting. One cycle is used to determine the following cycle's need until the problems get solved by the strategy. In this research, the researcher used the procedure as suggested [4]. The model consists of four steps; Planning, implementing/Acting, Observing, and Reflecting.

Figure 1 The Procedure of Classroom Action Research
(Modified from Suharsimi Arikunto's Model, 2012)
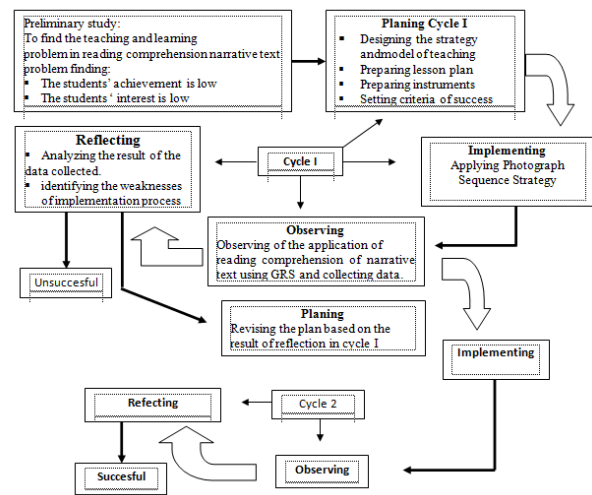
In this classroom action research, the teaching and learning process was divided into cycles, where each cycle consisted of four sessions. Each session consists of four interrelated activities, namely: Planning (P), implementation (I), Observation (O), and Reflection (R). It should be noted that Initial Refection is a term usually used in classroom action research to refer to a pre-test of mastery of reading comprehension.

Each cycle was done in two weeks, twice meetings. The second cycle was the same step of the first cycle. Still, of course, there was no change in the second cycle based on the reflection and evaluation or sharing experiences from the researchers' colleagues as collaboration based on the experiences and results of the reflection of the first cycle of this action research.

In this research, the reading comprehension test consists of two narrative texts and ten questions related to the text. All the questions are in the form essay. Each Correct answer was score one, and the wrong answer is score 0. Since there are ten questions in the test, the highest score is ten, and the lowest score is 0. There are six sub-variables in the questions. The questions are about the main idea (M), detail (D), sequence (Seq.), inference (Inf.), cause-effect (C/E), and vocabulary (Voc.). Those are designed based on the SMK English curriculum.

The writer modifies the reading comprehension test. The test would be trying out to the tenth-grade students of SMK Sentosa Bhakti Baturaja. The reading test in cycle one and test in cycle 2. The reading test in cycle one and test in cycle 2was administered to determine the enhancement of the students' reading comprehension results. In this research, the test consists of 10 questions in multiple-choice form. In scoring the test, the writer will use the following formula:

Reading Score

$$= \frac{The\ number\ of\ the\ right\ answer}{The\ total\ number\ of\ the\ test\ items}\ x\ 100$$

If all the questions can be answered correctly, the score will be ten, but the students will get 0 if they answer all of the questions incorrectly. The test scores are tabulated by using the general convention that is usually used in vocational high school.

The questionnaire's result is to know the significant improvement of students' reading interest in reading narrative text for the tenth-grade students at SMK Sentosa Bhakti Baturaja after using *Guided Reading Strategy*. The total questionnaire items are ten items with 5 five responses for each statement to choose: (5) strongly agree, (4) agree, (3) not sure, (2) disagree, and (1) strongly disagree. Since the total items are 10, so the highest score is 50, and the lowest one is 10.

Moreover, to know the percentage of students' reading interest for each item in the reading interest questionnaire, the researcher will use the percentage formula as follow:

Percentage

$$= \frac{Number\ of\ the\ students\ who\ choose\ the\ item}{total\ number\ of\ students}$$

In the next step, each student's total score is calculated and put into range and qualification. The range and qualification use to see whether the students have excellent, good, average, or poor reading interest

To determine the percentage increase in the teaching and learning process, the researcher uses the following formula:

Percentage

$$= \frac{Number of\ teaching\ learning\ score}{Total\ number\ of\ maximum\ score}\ x\ 100\%$$

Based on this formula will be known the results of the teaching and learning process. Based on the plan, the success criteria are 85% of the total 100%, so if the percentage reaches 85%, the teaching and learning process will be categorized sas good.

3. RESULTS AND DISCUSSION

A. Result and Improvement in Cycle I

Table 2. Data of Reading Test in Cycle 1

No	Interval Score	Number of Students	Percentage (%)
1	70 – 100	17	60,71 %
2	50 – 69	6	21,43 %
3	30 – 49	5	17,86 %
4	0 – 29	0	0 %
		28	100 %

Based on the data from Table 2, From 28 students in X TKJ 1, there were 17students (60,71 %) who get a score ≥ of 70, and 11 students (42,29 %) got a low score of < 70, and It has not reached the target by the researcher, which is as many as 85% of students who get the Minimum Criteria Score.

After evaluating the reading comprehension achievement in cycle I, the researcher should prepare the presented story is more familiar to students. To make the classroom situation more conducive and less noisy, the teacher made groups and gave them more time to discuss in a group. The teacher gave the students time to present their results of the discussion. In the questionnaire in cycle I, which was distributed to students, several questions caught the attention of researchers

Table 3. Data of Students' Interest in Cycle 1

No	Ranges	Qualification	Number of Students	Percentage (%)
1	86-100 %	Excellent	2	7.14 %
2	76-85 %	Good	15	53,57 %
3	56-75 %	Average	11	39,29 %
4	<56 %	Poor	0	0%
			28	100

Based on Table 4.6, the number of students interested in reading the narrative text was 17 students (60,71 %). There were two students with excellent interest,15 students good interest, and 11 students in average interested in reading the narrative. It was still low and has not reached the writer's target, which is as many as 85% of students who get the Minimum Criteria Score.

B. Result and Improvement in Cycle II

Table 4. Percentage of Reading test Score in Cycle 2

No	Interval Score	Number of Students	Percentage (%)
1	70 – 100	24	85,71 %
2	50 – 69	4	14,29 %
3	30 – 49	0	0%
4	0 – 29	0	0%
		28	100 %

From Table 4, there are 24 students with a score of ≥ 70 and 4 students who have a score of < 70. Based on these data, students' reading comprehension of narrative text is very good, exceeding 85%. This proves t researchers had succeeded in improving students' reading skills.

From the rading comprehension test results in cycle I and cycle II, it was concluded that there were several improvements that the the researcher had made. This can be seen from the observation sheet both the attitude of the researcher or students during the learning process. The score of students in cycle II exceeded the target, namely 85.71%, where the researcher wanted 85% of students who had a score of ≥ Minimum Criteria (KKM). The percentage of values obtained from the reading test in cycle II can be seen in Table 4.

From the rading comprehension test results in cycle I and cycle II, it was concluded that there were several improvements that the the researcher had made. This can be seen from the observation sheet both the attitude of researchers or students during the learning process. The score of students in cycle II exceeded the target, namely 85.71%, where the researcher wanted 85% of students who had a score of ≥ minimum criteria (KKM).

Table 5 Data of Students' Interest in Cycle 2

No	Ranges	Qualification	Number of Students	Persentage (%)
1	86-100 %	Excellent	6	21,43 %
2	76-85 %	Good	18	64,29 %
3	56-75 %	Average	4	14,29 %
4	<56 %	Poor	0	0%
			28	100

Table 5, there are 18 students (64,29 %) with good interest and 6 students(21,43 %)who have an excellent interest in reading narrative text. Based on these data, students' interest in reading narrative text is very good, exceeding 85%. This proves that researchers have succeeded in improving students' reading skills.

4. CONCLUSION

A guided reading strategy can improve the students' reading comprehension achievement at the tenth-grade students of SMK Sentosa Bhakti Baturaja in the academic year 2020/2021.

AUTHORS' CONTRIBUTIONS

Both the authors contributed equally and approved the final manuscript.

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