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The Effect of Guided Reading Strategy on Ninth Grade Students' Ability in Comprehending Narrative Text at UPTD SMP Negeri 12 Pematang Siantar

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Abstrak

Penelitian ini bertujuan untuk mengetahui Pengaruh Kemampuan Strategi Membaca Terbimbing Dalam Memahami Teks Narasi Pada UPTD SMP Negeri 12 Pematang Siantar. Tes yang digunakan berbentuk pilihan ganda. Jenis penelitian yang akan digunakan adalah penelitian kuantitatif dengan metode True Experimental dimana desain penelitiannya adalah Pre-test Post-test Control Group. Populasi penelitian ini adalah siswa kelas IX SMP Negeri 12 Pematang Siantar yang berjumlah 249 siswa. Sampel penelitian ini terdiri dari 2 kelas yaitu : (IX-3 & IX-4). Sampel berjumlah 64 siswa yang ditentukan dengan menggunakan teknik random sampling yaitu sampel dipilih secara acak. Strategi Membaca Terbimbing sebagai variabel bebas dan Kemampuan Pemahaman Membaca sebagai variabel terikat. Teknik analisis data dalam penelitian ini adalah menghitung koefisien korelasi dengan menggunakan teknik rumus product moment Pearson berbantuan SPSS Versi 21. Hasil penelitian ini menunjukkan bahwa pada hasil belajar siswa terdapat pengaruh yang signifikan terhadap hasil belajar siswa, hal ini terlihat dari perbedaan skor kelas eksperimen dan kelas kontrol, dimana rata-rata skor post-test kelas eksperimen sebesar 85,31 dan rata-rata skor post-test kelas kontrol sebesar 76,56 berdasarkan skor ini terlihat bahwa peningkatan hasil belajar cukup efektif. Hal ini juga terlihat dengan membandingkan skor uji t yang telah dilakukan dengan skor sig (2-tailed) sebesar $0,000 < 0,05$ sehingga hipotesis dalam penelitian ini dinyatakan H_0 ditolak dan H_a diterima, maka dapat dapat disimpulkan bahwa terdapat pengaruh yang signifikan penerapan Strategi Membaca Terbimbing terhadap kemampuan pemahaman membaca dalam teks narasi, data menunjukkan penelitian ini mengalami peningkatan yang signifikan.

Kata Kunci: *Pengaruh, Strategi Membaca Terbimbing, Kemampuan Siswa*

Abstract

This study aims to determine The Effect Of Guded Reading Strategy Ability In Comprehending Narrative Text At UPTD SMP Negeri 12 Pematang Siantar. The test used is in the form of multiple choice. The type of research that will be used is quantitative research with the True Experimental method where the research design is Pre-test Post-test Control Group. The population of this study were ninth grade students of SMP Negeri 12 Pematang Siantar with a total of 249 students. The sample of this study consisted of 2 classes, namely: (IX-3 & IX-4). The sample amounted to 64 students who were determined using Random sampling technique, namely the sample was selected randomly. Guded Reading Strategy is the independent variable and Ability In Reading Comprehension is the dependent variable. The data analysis technique in this study is to calculate the correlation coefficient using the Pearson product moment formula technique assisted by SPSS Version 21. The results of this study indicate that in the learning outcomes of students there is a significant effect on student learning outcomes, this can be seen by the difference in the scores of the experiment class and the control class, where the mean score of the post-test for the experimental class is 85.31 and the mean score of the post-test for the control class is 76.56 based on this score it can be seen that the increase in learning outcomes is quite effective. This can also be seen by comparing the t-test scores that have been carried out with a sig score (2-tailed) of $0.000 < 0.05$ so that the hypothesis in this study is stated that H_0 is rejected and H_a is accepted, it can be concluded that there is a significant effect in the application of Guded Reading Strategy on the ability in reading comprehension in narrative text, the data shows this study has a significant increase.

Keywords: *The Effect, Guded Reading Strategy, Students' Ability*

INTRODUCTION

Language is a communication tool used by two or more people to interact in conveying information, exchanging ideas, and so on (CHANTIKA, 2023). Based on Rabiah (2020), language is a means of communication that everyone uses in everyday life to convey information and topics to others. Kramsch in Rabiah (2020) language is an important, because language is a tool to unravel our social life. Based on the explanation above, it could be concluded that language is communication tool in social life and on this world there are various languages in every country, most people use the international language, which is English language. Language is important because with language a human being can communicate, convey information and exchange ideas with other humans.

According to Markovic & Salamzadeh (2018), communication is the act of sending a message through different media; it can be verbal or nonverbal, formal or non-formal. Sumaiya et al. (2022) mention communication is one of the most important components of our lives. It also assists in a person comprehension and the environment of a discussion. Even though communication seems to be straightforward, the majority of what twofold

people say is misread, which can lead to misunderstandings. To communicate effectively, you must understand the emotional basis of what you're saying. Based on the explanation above, it could be concluded that communication is the sending and receiving of messages or news between two or more people so that the intended message can be understood. Communication is very important in social life. Communication is not just the ability to speak fluently, but also the ability to convey a message to someone, and the ability to understand the message conveyed by someone (Sudarmaji et al., 2020).

Nurhadi in Gusti (2021) to mastering English, there are four skills taught to the students, they are: listening, speaking, reading and writing. Among the four language skills, reading is one of the most prominent of language skill. Reading skill is considered as the most important of the four skills for academic purposes, particularly in English as a second language or foreign language. Reading is primary point to get knowledge. Rumelhart say that the meaning of reading is any involvement of the reader, the text, and also the interaction between the reader and the text. Nuttal states that there are five reading aspects that the readers should master to comprehend the text profoundly, those are; Identifying main idea, identifying details, finding reference, making inference, and understanding vocabulary (Audira, Gani & Sari, 2020).

Based on 2013 curriculum (K-13), the objective of teaching reading for junior high school students is to enable the students to recognize the main idea of the the entire text, vocabulary, and some information about the text they are reading. In order for students to be able to understand the text, they must therefore master aspects of reading comprehension. The process is complete when the reader can understand the author's message. Therefore, students must have good reading skills to understand the text they are reading. Since 9th grade students take their final exam in this grade, it is imperative that they have a good understanding of the material they are reading. Students should analyze the type of genre text (descriptive, report, narrative, recount, procedures), find out what the text is about and the main idea, social purpose/function, generic structure of the text, linguistic functions and responses to specific questions (Alpin, 2022).

Based on observations made by conducting interviews with teachers in the study field of English at UPTD SMP Negeri 12 Pematang Siantar, it was found that student learning outcomes were still very low. They feel very difficult in achieving good learning outcomes because they are constrained by several factors. They feel they have a heavy burden because in learning English they are required to understand a lot of material and vocabulary so that students feel less interested and bored with learning English.. This statement is supported

by Prihartyasningrum, Sutyono & Wiratno (2019), who states the students are lack of english knowledge, students do not master vocabularies of reading passage and students get difficult to understand the text. In general students at UPTD SMP Negeri 12 Pematang Siantar have a problem in reading because, students think that English is a boring subject and very difficult to understand, and because of this they are not interested. Due to the lack of enthusiasm and interest in learning, students'.

Based on these facts, it encourages research to help find the right learning process to overcome learning difficulties faced by students, in this case the use of Guided Reading Strategy can help overcome these problems. Guided Reading Strategy is considered a motivating method that students enjoy. The students learn in groups, they are interested and curious about the learning material guided by the teacher as well as maximizing individual abilities to better understand and facilitate the comprehension process.

Based on the problems above, the Guided Reading (GR) strategy can be a solution. According to Westwood in Khoiriyah & Suhartono (2021), guided reading strategy is considered a motivating method that students enjoy. The students learn in groups, they are interested and curious about the learning material guided by the teacher. With the guided reading strategy, students can explore their knowledge and ideas based on the topics assigned to them, as they can remember all of their background knowledge about the text and also relate their ideas to the topic they are about to read. Likewise, it is able to enrich the students' vocabulary as the teacher provides a text based on the students' current reading skills (Lindemann, 2022). In addition, guided reading is also a fun teaching method as it provides a wonderful opportunity for students to share the joy of reading (Suryanta & Fitriwati, 2020).

There is a previous study related to the same strategy. The research comes from Audira, Gani & Sari (2020), entitled "The Effectiveness of Using Guided Reading Strategy to Improve Students' Reading Comprehension". The method of this research is quantitative method that designed true experimental design type of pre-test and post-test. The result is had positively answered the research question stated in the beginning of the study. The result showed students' mean of pre-test was 32, while the mean of post-test was 78. It means that was a significant difference in the reading comprehension before and after given treatment by teaching reading using guided reading strategy. The analysis showed that H_0 was rejected and H_a was accepted (Kissi et al., 2018). Therefore, the hypothesis which was "teaching reading by using guided reading strategy in eight grade at SMPN 16" was accepted. The similarities between this research and previous research are both using

guided reading strategy. The difference between this research and previous research is that the researcher examines the ninth grade of UPTD SMP Negeri 12 Pematang Siantar. The difference lies in the subject, and the population (Holyfield et al., 2018).

Dealing with the problem above, the researcher is expected to help the students in order to significantly affect their reading comprehension by using Guided Reading Strategy. And considering the explanation above, the researcher proposes a research proposal entitled "The Effect Of Guided Reading Strategy On Ninth Grade Students' Ability In Comprehending Narrative Text At UPTD SMP Negeri 12 Pematang Siantar".

RESEARCH METHOD

The research process used is quantitative research which will be used to collect data and information needed to develop accurate research. This study uses the True Experimental Design method, It is said to be True Experimental, because in this design the researcher can control all external variables that affect the course of the experiment. Thus the internal validity (the quality of the implementation of the research design) can be high. The main characteristic of true experimental is that the sample used for the experiment or as a control group is taken randomly from a certain population. Using one form of True Experimental Design, namely Pretest-Posttest Control Group Design, In this design there are two groups that are randomly selected, then given a pretest to find out the initial state of whether there is a difference between the experimental group and the control group (Sugiyono, 2020). The application of this strategy is based on the idea that the data search process should go as smoothly as possible without students feeling like they are in the research process. So that the learning atmosphere takes place smoothly, naturally and comfortably for students (Souzane & Soumia, 2019).

This research will be carried out at UPTD SMP Negeri 12 Pematang Siantar which is located at Jalan Sibolga No. 25, South Siantar District, Pematang Siantar City. In this research, researcher need populations and samples to collect data as research needs.

Population is an area consisting of objects and subjects that have certain quantities and characteristics determined by the researcher to be studied and then drawn conclusions (Sugiyono, 2020). In this study, the population that will be used by all class IX students, starting from class IX-1 to IX-8 UPTD SMP Negeri 12 Pematang Siantar for the academic year 2022/2023, the total of population is 249 students.

Sample is part of the number and characteristics possessed by the population (Sugiyono, 2020). Determination of the sample in this study using the Simple Random

Sampling technique. Simple Random Sampling is the taking of class members from the population is done randomly without regard to the literature in that population. The samples in this study were class IX-3 and IX-4.

Technique of data collection is the most important step in research, because the main goal of research is to obtain data. Without knowing data collection techniques, researchers will not obtain data that meets the established data standards (Sugiyono, 2020). The data collection technique used in this study was to give written tests to students, to collect data as the main instrument. The data collection procedure is as follows:

Researchers used a multiple choice technique consisting of 20 items. Multiple choice technique is a technique that is designed using 4 choices and students choose the correct answer. After finishing working on the questions, students collect them to the teacher.

The treatment conducted after pre-test. In the experimental group, the students taught by applied guided reading strategy while control group taught without guided reading strategy. Both of the group get the same reading material.

After treatment, the researcher gives the post-test in the last meeting, the teacher shared the question that consisted of 20 question multiple choice. The function of the post-test is to know the mean scores of the experimental group and the control group after treatment finish (Muslimah, 2018).

Quantitative data collected in the correlational study were processed using existing statistical formulas either manually or using the SPSS programming service. After all relevant data from the list of pre-test and post-test values from both the experimental and control groups have been obtained in their entirety, data analysis is complete.

RESULT AND DISCUSSION

Data

This research data was obtained from the results of the pre-test and post-test which were used to see the influence on student learning outcomes in reading comprehension on Narrative text material using the Guided Reading Strategy. The samples used in this research were class IX-3 as the experimental class and class IX-4 as the control class. The implementation of learning in both classes was based on the "Learning Implementation Plan (RPP)" which had been prepared by the researcher with implementation in each class carried out in 4 meetings (Zean, 2020).

Based on the data collected through the pre-test and post-test stages when carried out in the learning process, the test was used to see the completeness of student learning

outcomes before and after using Guided Reading Strategy on narrative text material. The learning outcomes test was analyzed using individual completeness against the indicators to be achieved. Student scores were subjected to an initial categorization process to see the comparison found in student learning outcomes (Asniar, 2019). The categorization can be seen through the following table:

The researcher generates a score that is presented in table form once the data from pre-test and post-test in each class have been collected. The pre-test and post-test results for experimental class are displayed in the table below. There were 32 students in the experimental group, and they received the following scores:

Table 1. Experimental Class Research Results

No	Name	Pre-test	Post-test
1	AVP	30	75
2	AL	45	95
3	CCD	50	85
4	CS	55	85
5	DT	45	80
6	DT	40	95
7	DMD	55	85
8	DM	50	80
9	DN	55	85
10	FF	45	85
11	FS	50	80
12	GS	60	80
13	GS	55	85
14	IA	60	90
15	KP	65	85
16	MT	50	90
17	MS	35	90
18	MR	40	80
19	NP	60	75
20	NM	40	80
21	ND	55	80
22	PS	50	80
23	PS	45	90
24	RT	50	75

25	RS	65	85
26	RO	45	100
27	RS	35	95
28	RS	45	75
29	SN	60	90
30	WA	55	95
31	YS	45	95
32	ZH	55	85
	Mean	49.69	85.31

Paired Sample T-Test

The Paired Sample T-Test test is used to determine whether there is a difference in the average of two paired samples, which aims to answer the problem formulation. One of the requirements of this test can be done if the data obtained is normally distributed. The following is a table of test results that have been carried out:

Table 2. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pre-Test									
Pair 1	Experiment - Post-Test	-35,625	11,553	2,042	-39,790	-31,460	-17,444	31	,000
Experiment									
Pre-Test									
Pair 2	Control- Post-Test	-26,563	13,164	2,327	-31,309	-21,816	-11,415	31	,000
Control									

Based on the results of the tests that have been carried out, it can be concluded In the Paired Sample T-Test 1 output test that has been carried out, the Sig score is obtained. (2-tailed) 0.000 <0.05, it can be concluded that there is a difference in the means of student learning outcomes data for the Pre-Test of the experimental class with the Post-Test of the experimental class (GRS). Then, in the Paired Sample T-Test 2 output test that has been carried out, the Sig. (2-tailed) 0.000 <0.05, it can be concluded that there is a difference in

the means of student learning outcomes data for the Pre-Test of the control class with the Post-Test of the control class (Conventional).

Discussions

After conducting the research, analyzing the data, and testing the hypothesis, the researcher found several findings that addressed the research problem. The main objectives of the research were to determine the effect of Guided Reading Strategy on students' reading comprehension of narrative text.

The learning outcomes of students in class IX-3 (Experimental) before being given the treatment had the lowest score of 30, the highest score of 65, an average of 49.69, and a standard deviation of 8.701. Whereas after being given the treatment, the lowest score was 75, the highest score was 100, the average was 85.31, and the standard deviation was 6.832. In this analysis, it can be seen that there is an increase in the learning outcomes of students who are taught using Guided Reading Strategy on narrative text material. It was obtained that the average learning outcome before treatment was 49.69 then rose to 85.31 then the learning outcomes of class IX-4 (Control) students before being given treatment had the lowest score of 30, the highest score of 70, with an average of 50.00 and a standard deviation of 9.419 in this control class using conventional methods showed the lowest score of 60, the highest score of 95, an average of 76.56, and a standard deviation of 8.747. So it is concluded that the score of learning outcomes in the experimental class has the highest value compared to the learning outcomes of the control class (Basuki, 2018).

The next analysis is to test the hypothesis using the independent sample t-test obtained a sig value (2-tailed) of $0.000 < 0.05$, where based on these results it can be concluded that H_0 is rejected and H_a is accepted, it can be said that this study has a positive impact in line with the research conducted Prihartyasningrum et al. (2019), where in this study a good effect was obtained for the improvement and achievement of learning objectives, in this study also if you look back at the average score obtained by the experimental class 85.31 when compared to the control class of 76.56 the score for the experimental class is higher than the control class, this proves that there is a significant effect on the application of Guided Reading Strategy on understanding narrative text on student learning outcomes in class IX-3. This is in line with the research conducted by Audira et al. (2020), where the improvement that occurred was very significant, bringing a good influence on the completion of the learning process and the achievement of learning objectives.

When conducting research, researchers found other problems that affect students' reading comprehension process in text. The problem found is at the interpretative level, this

level requires the reader to go beyond the information provided by the author. Readers are required to see the significance of the data, note some relationships, such as: cause and effect, the relationship of parts to the whole, make comparisons, make conclusions and inferences. In simple terms, when the research was conducted, several phenomena emerged, including the students' problem in the lack of vocabulary which made it difficult for them to understand the reading (Ida Ayu et al., 2023). During the treatment, the researcher guided the students to overcome the problem by helping them memorize some vocabulary related to the text, and another problem was that they were not familiar with the text and had no background knowledge about the text. In this case, when the treatment was given, the researcher tried to select some passages that had a strong correlation with the students' background knowledge.

This was done to guide the students to understand the text better. This is also in line with the research conducted by Audira et al. (2020) where she found some problems faced by students but with the application of Guided Reading Strategy this Strategy well, as evidenced by the scores obtained by students in the post-test which had a fairly rapid increase.

Previous related research done by Prihartyasningrum et al. (2019), in the study also obtained results where there was an increase in student learning outcomes using Guided Reading Strategy this is due to the active learning process and gives a new impression to students. This is also supported Puspitasari & Sari (2019), where the research proves that the application of Guided Reading Strategy can also have a significant impact on improving student learning outcomes where students are much more interested in learning and paying close attention to the material.

Based on the results of data analysis of pre-test and post-test scores, it can be seen that the learning process carried out has a good effect and helps students to understand the text so that with an active and fun learning model it can increase student interest and motivation, this is in line with the opinion of the authors Prihartyasningrum et al. (2019), Where with the application of Guided Reading Strategy can make students more happy in participating in lessons, students always try to be disciplined and punctual in every activity, enthusiastically express opinions and ask questions about material that has not been understood to the teacher and thus the learning objectives will be achieved optimally.

CONCLUSION

Based on the data that has been obtained and the calculation of the results of the

research that has been carried out on the effect of Guided Reading Strategy on the students' ability in comprehending narrative text at grade ninth of UPTD SMP Negeri 12 Pematang Siantar. It can be concluded that there is a significant effect in the application of Guided Reading Strategy on text comprehension for student learning outcomes, this can be seen by the effect of understanding on narrative text with the difference in the scores of the experimental class and the control class, where the average value for the experimental class is 85.31 or 85 and the average value for the control class is 76.56 or 77. Based on these provisions, the value for the experimental group of 85 is included in the category quite effective, this can also be seen by comparing the t-test values that have been carried out with a sig value (2-tailed) of 0.000 <0.05 where there are significant changes in terms of text comprehension made by students in the learning process, so that the hypothesis in this study is stated that H₀ is rejected and H_a is accepted.

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