THE IMPLEMENTATION OF GUIDED READING ACTIVITY ON STUDENTS' READING COMPREHENSION AT XI GRADE OF SMAN 1 GADINGREJO

A Script

By

Hesti Setya Wati

LAMPUNG UNIVERSITY
BANDAR LAMPUNG
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ABSTRACT

THE IMPLEMENTATION OF GUIDED READING ACTIVITY ON READING COMPREHENSION AT XI GRADE OF SMAN 1 GADINGREJO

BY

HESTI SETYA WATI

The purposed of this research was to find out wether there is improvement on students' reading comprehension through the implementatio of guided reading activity. The sample of this research is grade XI of SMAN 1 Gadingrejo. As the researcher use one pre-test post-test design, the researcher found out that there is an improvement in students' reading comprehion after being taught by guided reading activity. The result showed that the mean of student gain score is 23, 38 from 58,43 up to 81,71 with total 2288. The t-test also revealed that the result was significant ($p<0.05$, $p=0.000$). It indicates that the implementation of guided reading activity improves studetns' reading comprehension.

Keywords: guided reading activity, reading comprehension

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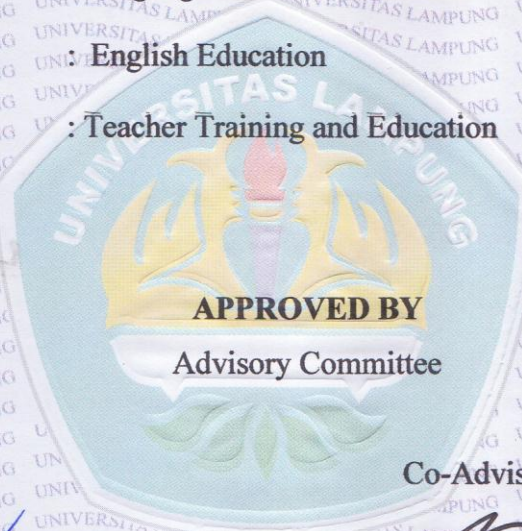
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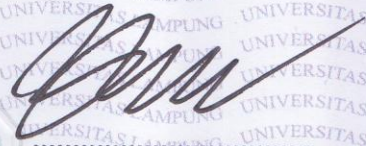   Chairperson   : **Prof. Dr. Patuan Raja, M.Pd.**   ....

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Yang membuat pernyataan,

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CURRICULUM VITAE

Hesti Setya Wati is the first child of Sujito and Sumarsih. She was born on January, 5th, 1992 in Gadingrejo. She has a brother and a sister, Rudi Cahya Aksani and Dinda Tri Azzahra.

She started her study from at SDN 3 Gadingrejo and graduated on 2003. In the same year, she continued her study at SMPN 1 Gadingrejo. After graduating from Junior High School in 2006, she continued her study at SMAN 1 Gadingrejo and graduated in 2009.

In the same year, she was registered as a student of English Education Study Program of Lampung University. She accomplished her Teaching Training Program (*Program Pengalaman Lapangan*) as one of the requirements for FKIP students at SDN 1 Kemukus, South Lampung.

During her study in Lampung University, she was actively involve in UKM-U English Society (ESo). In the period of June 2010 to May 2011 she appointed as the head of Homebase and Administration Department followed by becoming general secretary for the next period of June 2011 to May 2012. In the periode of June 2012 to December 2013, she had appointed to be the President of UKM-U English Society (ESo) Lampung University.

She became the Champion of National University Debating Championship in Novice category on August 2013 held by Direktorat Jendral Pendidikan Tinggi Republik Indonesia. She also involved in Indonesia-Canada Youth Exhange Program (ICYEP) 2014 of "Youth Leader in Action" program held by Canada World Youth and Kementrian Pemuda dan Olahraga in Haida Gwaii-Muaro Pijoan group on September 2014 to March 2015.

DEDICATION

This paper would proudly be dedicated to

My parents: Sujito and Sumarsih, My brother: Rudi Cahya Aksani and Dinda,

my sistes: Dinda Tri Azzahra, and My Haida Gwaii-Muaro Pijoan team

MOTTO

Do not go gentle into that good night
Rage rage against the dying of the light

-dylan thomas

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Elok, Atika, Tanjung, Dwi, Uli, Cita, Taufik, and all members that i can't mention one by one. Thank you for all your passion and hardwork during the up and down in our period. Thank you for making time in ESo always become a fun things.

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The writer believes that her writing may be still far from perfection. There may be drawbacks and weaknesses in the research. Thus, comments, critiques, and suggestions are always welcomed for the purpose of better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the reader, and to those who want to accomplish further research.

Bandar Lampung, March 2016

Hesti Setya Wati

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I.   INTRODUCTION

This chapter discusses several points such as the background of the problem, which contains the reason why the researcher is interested in conducting the research of teaching reading through guided reading. It covers the background of the problem, identification of research problem, objective of the research, uses of the research, scope of the research, and definitions of terms.

1.1 Background of the problem

English is learned as a foreign language in Indonesia. It is positioned as compulsory subject for Senior High School. English taught through four language skills namely listening, speaking, reading and writing. Based on recent School Based Curiculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP),* reading becomes one of main skill to be taught in High School. The final examination of English mostly involves reading to pass the test. Based on that, the students learn English by reading is only as a matter of completing the task. Student does not mastered what actually has been read by them. They become dissuaded by reading.

In addition to that, pre-research observation that has been conducted by the researcher showed that student had some limitation in the process of understanding the text. They sometimes unfamiliar with the text they read. They are lack of background knowledge about what they read. This case makes the student frustrate after reading. Their understanding about text is still in the level of vocabulary acquisition. This cases lead students difficulties in answering the question after reading the text in which the question asked is mostly about student comprehension based on the text. Thus they need a new approach in order to comprehend the text.

The researcher also found that some teachers are still using limited number of techniques to teach reading to the students. The teacher mainly focuses on direct explanation about the text, answering question and analyzing tenses usage on the text. The teacher needs some new technique to cope with the students' comprehension problems.

Based on that, Richardson's research (2010) found out that guided reading strategies that has significant impact on increasing reading comprehension is guided reading strategies that include multiple pre-reading strategies (some of which intended to activate prior knowledge), slowing down to use during reading strategies, and a student's attitude toward reading. Therefore, the use of pre-reading vocabulary and theme introduction would trigger student mindset to engage to the text.

Fountas and Pinnel (2012) stated that Guided reading is designed to help individual learner learning by group on how to process the variety level of challenging text with understanding and fluency. Guided reading aimed to make the student develop such strategy to understand the text. Thus, it makes the student enjoying the story because they can understand it and it is accessible to them through their own strategies supported by the teacher's introduction.

Moreover, as Fountas and Pinnell (1996) state that 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. Meanwhile for the teacher, guided reading means that taking the opportunity for careful text selection and creating intensive teaching systems of strategic activity for proficient reading.

In line with the reason stated above, the researcher focuses the research in English reading comprehension by using Guided reading activity. Therefore the researcher entitled the thesis by the Implementation of Guided reading activity onn student's reading comprehension at XI grade of SMAN 1 Gadingrejo.

1.2 Formulation of the problem

Based on the background above, the formulation of the problem is "is there any increase of the students' reading comprehension after being taught with guided reading activity?"

1.3 Objective

The objective of the research is to find out whether there is increase of students.'

reading ccomprehension after being taught by guided reading activity.

1.4 Uses

The uses of research are as follow:

1. Theoretically, the results of this research can be verified the theories related to Guided reading activity in teaching reading.

2. Practically, the finding of this research can be used as a new technique and information for the teacher to teach reading

1.5 Scope

This study has conducted in the second year of student of senior high school of SMAN 1 Gadingrejo, Pringsewu. The researcher investigates students' reading comprehension by implementing Guided Reading activity.

1.6 Definition of term

In term to avoid misunderstanding, definitions of terms are provided as follows:

a. Reading

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning.

b. Reading comprehension

Reading comprehension is the act of interpreting what is being read. A successful reading comprehension is affected by two main factor, those are the reader and the text.

c. Guided reading

It is a teaching approach designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency. Guided reading occurs in a small-group context with a group of children who use similar reading processes and are able to read similar levels of text with support. The teacher selects and introduces texts to readers, works briefly with individuals in the groups as they read it, engages the readers in a discussion, and makes teaching points after the reading.

II.   LITERATURE REVIEW

This chapter deals with the theories from the experts as the background how the research conducted and how the researcher formulates the assumption from her research.

2.1 Review of Previous Research

There have been several studied with the use of guided reading. Gabl, Kaiser, Long and Roemer (2007) studied second and fourth grades using guided reading to test their reading comprehension. After thirteen weeks of observation, the results shows both of the second and fourth grade students at Sites A and B increased in the areas of reading comprehension and fluency. All in all the interventions of guided reading with leveled texts, flexible grouping, and graphic organizers yielded positive results for the second and fourth grade students at both Sites A and B. The students is also succeeded on the character and sequencing map in which hard before to complete independently. As guided reading play important roles in reading comprehension, it also proven has a role in increasing students' fluency accuracy in reading. As found by Heston (2010), 50% of students' accuracy is increasing with only 10% decrease in accuracy.

Another research conducted by Richardson (2010) showed that pre-reading strategy was found to have the greatest impact on comprehension. It shows how step of pre reading strategies help the student in 11 weeks observation to improve their fluency and comprehension. It helps teacher to encourage students' eagerness in reading by developing some question and background knowledge in pre reading activity.

Guided reading is also creating an active teaching learning process. As studied by Ofrina (2013), the combination of guided reading strategies and reciprocal teaching strategies made a successful result on student comprehension. Student had enjoyable learning in small group to share their text comprehension.

The previous researches that have been mention above shows how guided reading has a good and significant impact in student. It increases not only students' reading comprehension but also students' fluency and accuracy. Guided reading creates a positive learning environment.

2.2 Preview of Related Literature

2.2.1 Concept of Guided Reading Activity

Reading is a complex process. The ultimate goal of reading is "the construction of meaning from text. It is a cognitive and affective process where readers "actively engage with the text and build their own understanding" (Braunger & Lewis, 1998). In essence, children learn to read best through instruction that provides them with appropriate guidance and support.

Guided reading is a teaching approach designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency (Fountas and Pinnel, 2012). Guided reading occurs in a small-group context with a group of children who use similar reading processes and are able to read similar levels of text with support. The teacher selects and introduces texts to readers, works briefly with individuals in the groups as they read it, engages the readers in a discussion, and makes teaching points after the reading. Sometimes, after reading a text, the teacher extends the meaning of the text through writing, text analysis, or another learning experience. The lesson also may include work with words based on the specific needs of the group.

The ultimate goal of guided reading is to help children learn how to use independent strategies successfully. Teachers, based on their knowledge of children, possible texts, and the process involved in reading and learning to read, make a series of complex decisions that influence and mediate literacy for the young children in the group. Guided reading also involves ongoing observation and assessment that informs the teacher's interactions with individuals in the group and helps the teacher select appropriate texts.

Guided Reading includes both direct explicit instruction and opportunities for the readers to explore, to investigate and to come to conclusions about meaning, phonics rules, fix-up strategies, etc. Guided Reading is just part of a balanced literacy program that includes reading and writing opportunities. In a balanced literacy program students are instructed in whole groups, small groups, or

individually depending on the demands of the task and the needs of the child. Whole group activities include read-aloud, shared reading, write-aloud, and shared writing. Small group activities are based on developmental levels so that children are grouped according to abilities and include Guided Reading and guided writing. Individual groups include interventions in reading and writing, as well as independent reading and writing activities. Each of these has specific formats and materials. Guided Reading groups students together with similar strengths and weaknesses. It is based on text that is considered to be at their instructional level and in their "zone of proximal development".

According to Philips (2008: 3-4) the stages of Guided Reading Activity is divided into *Before*, *During,* and *After Reading* activities. *Before Reading* activities prepare the students to get ready to read by activating background knowledge and engaging the learners in questioning and predicting. It provides teachers with opportunities to assess what children already know and assisting them in teaching what they need to know to be successful in reading the text that will follow. It often includes mini-lessons on skills or strategies that may be helpful to the students to successfully read the selection.

During Reading activities may include reading out loud (sometimes called whisper reading), reading silently, reading to answer questions or for information, and opportunities to discuss comprehension or word difficulties as they arise. These conversations may also lead to the "teachable moment" as students reveal their understandings or confusions about print or meaning.

After Reading activities include discussion of the material on a cognitive or affective level. This requires students to explain their positions using the text, prior experience, or both. Follow-up lessons often include specific target skills or strategies lessons based on the text. These may focus on the content of and the application of phonics, specific comprehension skills, fluency practice, and/or writing extension and applications of the newly explored skills and strategies.

All of these activities provide opportunities for collaboration and construction of meaning and understanding. It is also align with the three underlying constructivist concepts upon which the Two Step Model published by Flynn, Mesibov, Vermette, & Smith (2004) is based:

1. Student engagement with the information must precede teacher explanations,

2. Instruction (guidance) should come in the form of interventions as students engage with information, ideas, and concepts, and

3. Authentic tasks create an environment for student engagement and teacher interventions.

2.2.2 Procedure of Teaching Reading through Guided reading

The procedure that was conducted by the researcher in teaching reading through guided reading was based on the stages of Guided Reading Activity. The procedure covered:

- Before reading

1. Selects four to six students based on assessment and observations

2. Prepares an introduction to the story

3. Briefly introduces the story, keeping in mind the meaning, language, and visual information in the text, and the knowledge, experience, and skills of the readers

4. Does pre reading vocabularies by skimming difficult words and try to guess the meaning.

5. Leaves some questions to be answered through reading

- During reading

1. Asks student to read the whole text independently

2. Observes the reader's behaviors for evidence of strategy use and confirms student's problem-solving attempts and successes

3. Interacts with individuals to assist with problem solving at difficulty

- After reading

1. By working on with one group, returns to the text to discuss the story with the students and clarify, if necessary, what was read

2. Invites personal response while student checks their predictions, reacts personally to the story or information

3. Returns to the text for one or two teaching opportunities such as finding evidence, discussing problem solving, phonics, word work, or review of reading strategies

4. Assesses students' understanding of what they read sometimes engages the students in extending the story

5. Records observations and evaluates students' reading to determine what support is needed

6. Continue working on with the rest of the group with the same procedure on after reading activity

2.2.3 Concept of Reading comprehension

As a cognitive process reading require not only decoding symbol in language but also memorizing some information. Reading has full range activity in order to make reading has a full meaning. The one who read is not only getting the information but also gaining new idea about what they have read.

As cited in Heston (2010), Fountas and Pinnell (2006) stated that comprehension is the vital, central core of the broader and more complex ability to reason. Without comprehension it is useless if readers or students only read the word or sentence. It is more than recognizing all the words in the written texts. When the readers are in the process of comprehending the content of the written text, they try to construct the meaning of the written text by recognizing the words in the written texts automatically to case them in relating their background knowledge to the writers' ideas and information drawn in the written texts.

Gunning (1996) identifies three main theories of reading comprehension. These theories are schema theory, mental model theory and proposition theory as explained that:

1. Schema Theory

   Schema theory defines as the organized knowledge that one already has about people, places, things and events. Schema theory involves an interaction between the reader's own knowledge and the text, which results in comprehension. This schema, as Gunning defines can be very broad, such as schema for social oppression, or narrower such as racism. Each schema is filled in an individual compartment and stored there. In attempt to comprehend reading materials, students can relate this new information of the existing information to have compartmentalized in their minds, adding it to these "files" for future use. Based on the Schema theory, depending on how their "files" becomes, their degree of reading comprehension may vary.

2. Mental Model Theory

   Mental model can be thought of as a mind movie created in one's head, based on the reading content. Gunning gives a detailed description of this process, stating that a mental model is constructed most often when a student is reading fiction. The reader focuses in on the main character and creates a mental model of the circumstances in which the character finds him or herself. The mental model is re-constructed or updated to reflect the new circumstances as the situation changes, but the items important to

the main character are kept in the foreground according to Gunning, (1996). Sometimes misconceptions about important concepts reflect misleading mental models of the topic itself or the subject matter within which it sits. There are, however, interventions the teacher can do to help the reader to stay on track and create a more accurate picture. One suggestion is for the teachers to ask the students to disclose their mental models of the topics in question, through analogy, discussion, picturing, and other ways. This information gives the teacher insight on the student's knowledge gaps and misconceptions, therefore allowing them to help students reconstruct a more accurate picture.

3. Proposition Theory

Propositional theory involves the reader constructing a main idea or macrostructure as they process the text. These main ideas are organized in a hierarchical fashion with the most important things given the highest priority to be memorized (Gunning, 1996).

In addition, Suparman (2012) states that there are several aspects of reading comprehension skills that should be mastered by the reader to comprehend the text deeply, which is as follow:

1. Identifying a Main Idea

The main idea is the most important piece of information for the reader to know about the concept of the paragraph. Determining idea is a skill to

grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas or words.

2. Identifying Details

   It means looking for the information that relevant to the goal in mind and ignoring the irrelevant.

3. Making/Confirming/ Reference

   Reference is the intentional usage of one thing to show something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to another. There are two types of references; cataphoric and anaphoric reference. A anaphoric reference unit is another units which is introduced later on in the text. Meanwhile, an anaphoric reference is another unit that was introduced earlier on in the text.

4. Making/Confirming/Inference

   Inference is a good guess or conclusion drawn based on logic of passage. Finding inference means the reader imply the sentence or passages understand and conclude it logically.

5. Understanding vocabulary

   It means comprehend what the words mean. When vocabulary mastery improves, comprehension will be deeper.

Finally, it can be said that reading comprehension is the students' ability in gaining meaning from the content of the text. By using their ability, the students can gather any new information and knowledge from the text. It can be done by

relating their background knowledge to the writers' ideas and information drawn in the written texts.

The teacher can help he student to comprehend the text by using guided reading as fun activity in comprehending text. The student will get good fluency; accuracy and comprehension of the text by not only become an independent reader but also together with the group in comprehend the text.

2.3 Theoretical assumption

Considering the discussion of the literature review, the researcher find out the result of students' comprehension in reading by using guided reading activity. The researcher believes that guided reading has significant improvement on student's reading comprehension as has been shown in some of research conducting before. Moreover, student will have a good attitude toward the use of guided reading. Therefore, the researcher puts on an assumption that there will be increase on reading comprehension after being taught by guided reading.

2.4 Hypothesis

Based on the theories and theoretical assumption, the researcher formulated the hypothesis that "There is an increase on student's reading comprehension after being taught with guided reading"

III.   RESEARCH METHOD

This chapter focuses on methods of the research used in this study, such as: research design, population and sample, variables, instrument, data collecting technique, research procedure, analyzing the data and hypothesis testing

3.1 Research Design

The researcher has conducted quantitative research based on the experiment class with *one group pre-test and post-test design*. The researcher used one class as the experimental class. There was three times treatment of the experimental class to ensure that the students had a set of treatment in the following guided reading procedure. This research was conducted to see whether there is an increase of students' reading comprehension after being taught with guided reading activity.

In this study, reading test was done at the first meeting to see the proficiency of students toward reading comprehension and to find out whether there is any improvement after conducting guided reading activity to the students. The research has several steps such as, pre-test, three treatment classes, and posttest. The result of pre-test and posttest here was administered to see the improvement

toward the implementation of guided reading. Here is the illustration of *one group pre-test post-test* design:

<div align="center">

T1   X   T2

</div>

Where:

T1 = Pretest

X = Treatments

T2 = Posttest

(Setiyadi, 2004: 40)

3.2 Population and sample

Population is the whole subject of the research. The populations in this research were the second grade students of SMAN 1 Gadingrejo, where there were ten classes. Each class consists of approximately 25 to 30 students. Concerning to the fact that every class has relatively same level of proficiency in English, the researcher takes one classes randomly. The classes that were used were XI Social 1 as the tryout class and XI Science 1 as the experimental class. Both classes were selected randomly through random probability sampling using lottery. It was applied based on the consideration that every student in population has the same chance to be chosen in order to avoid the subjectivity in the research (Setiyadi, 2006).

3.3 Variables

Kerlinger (1978) in Arikunto (2002) stated that that every experiment has one fundamental idea behind them; to test the effect of one or more independent

variable on dependent variable. An independent variable is a variable that influences dependent variable in a cause and effect relationship.

This research contains two variables as the measurement of students' increasing of reading comprehension, as follows:

1. Dependent variable, the result of students' reading comprehension is the dependent variable since it depends on guided reading activity.

2. Independent variable is guided reading activity. It is variable which is selected, manipulated, and measured by the researcher.

3.4 Research Procedures

In order to ensure that the result deals with its best procedure to maintain a good process, the researcher deals with several steps as follow:

1. Selecting the instrument material.

2. Determining the population and sample

   The populations of this research were ten classes' students at the second grade of SMAN 1 Gadingrejo where there were approximately 25 to 30 students in each class. The researcher took one classes using simple random sampling by lottery.

3. Administering the try out test

   The researcher prepared a test in order to know the quality of the pre-test test. The try out test was given to the students in XI Social 1. This test was held to ensure that the question in the pre-test and post-test will be good in terms of validity, reliability, level of difficulty, and discrimination power.

The test result consisted of 30 question with four choices; A, B, C, and D, and the time to do the test is 30 minutes.

4. Administering pre-test

This test was conducted to find out student's basic reading comprehension, how far was the student's proficiency toward mastering reading comprehension. The researcher gave the test before conducting the treatment; meanwhile the number of the test was 25 with 30 minutes for the students to answer the test. The chosen student was grade XI Science 1.

5. Conducting the treatment

After the pre-test, the researcher conducted the treatment in three meetings and it takes 45 minutes for each meeting of the treatment. The researcher taught reading comprehension through guided reading.

6. Conducting the post-test

After the treatment given, the researcher gave the post-test to find out whether there is any improvement between their score in the pre-test and the post-test. The tests were multiple choice tests with 25 questions done in 30 minutes.

7. Analyzing the data

Both pretest and posttest results of the class analyzed by using Repeated Measures t-test to compare the data of the two means score.

8. Concluding and reporting the result of analysis data

    As the pre-test and post-test already analyzed, the researcher then drew the conclusion regarding the result of the research and report it on the script by also adding the suggestion for further research.

3.5 Data Collecting Technique

In this research, the instrument for data collection was in the form of questions of the reading comprehension tests; i.e. factual report text. The questions were used as the measurement that consisted of a number of recount texts with 25 multiple choices items. Each item had four options (A, B, C, and D) with one correct answer and three distracters. In order to find out the problems that the students face during the application of Guide Reading, the researcher divide the students as the representatives of upper and lower group. The upper and lower group student was identified after giving the posttest.

Those questions were arranged as pretest and posttest. The pretest and the posttest were similar, only the order of the texts and their corresponding items were rearranged for the posttest. The instrument for these two tests was previously qualified trough the tryout test.

In collecting the data, this research was conducted as the following steps:

a. **Pretest**

    The pretest was conducted before the treatment. It was used to identify whether the students had understood about main idea, detailed

information, reference, inference, and vocabulary. The pretest included 25 items with four options (A, B, C, and D); one correct answer and three distracters. The pretest required 30 minutes for the test. The materials that were tested were descriptive text. Pretest was given to know how far the competence of the students in reading comprehension before treatment was conducted.

b. **Posttest**

The posttest was conducted after the treatment. The test was multiple choices consisting of 25 items; each item has four options, (A, B, C, and D) one correct answer and three distracters. It required 30 minutes for the test. It was used to identify whether the students had understood about the aspects of reading comprehension and how well they could comprehend a factual report text after the application of guided reading for their reading comprehension. The items of the posttest were similar to those in the pretest, but the order of the texts and their corresponding items were rearranged.

3.6 Tryout of the Instrument

A measurement of a good test considers several factors such as: validity (content validity and construct validity), reliability, level of difficulty and discrimination power. The instrument on this research measured by a try out to 28 student of grade eleven social 1. The following criteria had shown that the tryout had successfully measure the criteria of a good instrument.

3.6.1 Validity

Validity refers to the extent to which the test measures what is intended to measure. It means that it relates directly to the purpose of the test. A test can be considered valid if it can precisely measure the quality of the test (Shohamy (1985). There are several types of validity according to the different purpose of the tests. In this research, the writer used content validity and construct validity.

a. Content validity

Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test. In this research, the researcher formulates table specification, so every test item can be matched with both goal and materials which have been taught. The content of the item is presented in the table of specification below:

Table 3.1 Table of Specification of Data Colecting Instrument

No	Reading Skills	Item Numbers of Pretest	Item Numbers of Post test	Percen-tage (%)
1	Determining main idea	1, 5, 21, 25	10,7, 21, 25	16%
2	Finding detailed information	2, 8, 9,11, 13, 16, 20, 22	11, 4, 5, 14, 16, 19, 3, 22	32%
3	References	3, 6, 14, 23,	12, 8, 17, 23	16%
4	Inferences	7, 15,17, 18, 19,24	9, 18, 20, 1, 2, 4	24%
5	Vocabulary	4, 10, 12,	13, 6, 15	12%
	Total	25	**25**	**100%**

The researcher has focused more on two aspects of content such as finding detailed information and making inferences. It happens due to the reason

that guided reading goal is to construct the meaning of the text by first finding detailed information on the text. This aspect takes 32 percent of the instrument question becauce finding detailed information can be a way for the student to explain about the text in a more fluent way.

After that, the researher is try to find out how the student grrasp the meaning of the text, so that the researcher find out how student making inferences from the text. The aspects of determining main idea and making reference has the same percentage because by these aspects, the researcher is try to find out how guided reading made the students coprehend the part of their readig texts so they can point out the the reference of their answer.

b. Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language. Knowing the test is true reflection of the theory in reading comprehension, the researcher examines whether the test questions actually reflect the means of reading comprehension or not. The test consist of some reading skills namely, determining the main idea, finding supporting details, making reference an inference and solving vocabulary difficulties.

3.6.2 Reliability

Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials. In short, it is the stability or consistency of scores over time or across ratters. As Shohamy

(1985:70) stated that reliability refers to whether the test is consistent in its scoring and gives us an indication of how accurate the test score are. It is a measure of accuracy, consistency, dependability, or fairness of scores resulting from the administration of particular examination. Reliability is a necessary characteristic of any good test.

To measure the coefficient of the reliability between odd and even number (reliability of half test), the researcher uses Pearson Product Moment, in the following formula:

$$rl = \frac{\sum xy}{\sqrt{[\sum x^2][\sum y^2]}}$$

Note:

rl: Coefficient of reliability between odd and even numbers items.

x: Odd number.

y: Even number.

x^2: Total score of odd number items.

y^2: Total score of even number items.

xy: Total number of odd and even numbers.

The criteria of reliability:

- 0.0 – 0.49 = low

- 0.5 – 0.89 = moderate

- 0.9 – 1.00 = high

Shohamy (1985)

In this research, the result of reliability of the try-out test was 0.95 (see appendix 3). It could be inferred that the test had very high level of reliability, in the range 0.90-1.00. It indicated that this instrument would produce consistent result when it was administered under similar condition, to the same participants, and in different. So, it can be concluded that the test was reliable.

3.6.3   Level of difficulty

Level of difficulty is used to see whether the test items are good or not. The test has to have an average score that is telling that the test is not too difficult and not too easy. In the other word the difficulty level is average. The classification of the difficulty level is as follow:

0.0 – 0.3	= too difficult
0.3 – 0.7	= average
0.7 – 1.0	= too easy

The formula used to determine the difficulty level of each test item is as follow:

$$LD = \frac{U + L}{N}$$

In which:

LD   : level of difficulty

U   : the proportion of upper group students who answer correctly

L   : the proportion of lower group students who answer correctly

N   : total number of students

Based on the criteria above, there were 5 difficult items (11, 22,23, 24, 25, 26) and there were 25 average items. (see appendix 4)

3.6.4   Discrimination Power

Discrimination power is the ability of the item to differentiate between the students who have high ability and those who have low ability. It can be calculated with this formula of the discriminate power:

$$D = U - L \div \frac{1}{2} N$$

In which:

D   =   discrimination power

U   =   the number of students from the upper group who answer correctly

L   = the number of students from the lower who answer correctly

N   =   the number of students

Shohamy (1985)

The criteria are:

- 0.00-0.20   = Poor items

- 0.21-0.40   = Satisfactory items

- 0.41-0.70   = Good items

- 0.71-1.00   = Excellent items

- - (negative)   = Bad items, should be ommited

Shohamy (1985)

Based on the criteria above, there were 14 satisfactory items and 11 good items. Meanwhile there were 5 items in the try-out test which did not fulfill the standard of discrimination power, since those items had discrimination index under 0.20 which meant that the items had bad and poor discrimination power. By looking on discrimination power and level of difficulty, the total items that were administered were 25 items (1,2,3,4,5,6,7,8,9,10,12,13,14,15,16,17,18,19,21, 26,27,28,29,30)). Those items had discrimination power more than 0.21 with the criteria satisfactory to excellent items. (see appendix 4).

Students' responses in each aspects of reading in the tryout, the pretest, and the posttest were scored using the following formula:

$$S = \frac{R}{N} \times 100$$

In which:

        S   : the score

        R   : the total correct answers

        N   : the number of items

3.7 Data Treatment

3.7.1 Random Test

This research used random test to prove that the data were taken randomly. The data was tested by using SPSS 17.0 for Windows, descriptive statistics (Runs test). From the table in Appendix 10, as shown in the following table:

Table 3.2 The data of the Pre-Test

Runs Test

	pretest
Test Value[a]	58.43
Cases < Test Value	16
Cases >= Test Value	12
Total Cases	28
Number of Runs	6
Z	-3.232
Asymp. Sig. (2-tailed)	.001

a. Mean

3.3 The data of the Post Test

Runs Test

	posttest
Test Value[a]	81.71
Cases < Test Value	10
Cases >= Test Value	18
Total Cases	28
Number of Runs	9
Z	-1.834
Asymp. Sig. (2-tailed)	.067

a. Mean

From the Table 3.2 and 3.3, it showed that the data of Pre-test and Posttest were randomly distributed. The 2-tailed significant of Pre-test is .001 and 2-tailed significant of Posttest is 0.067

3.7.2 Normality Test

This research also used normality test to determine whether the data were normally distributed or not. The data were tested by *One-sample Kolmogorov-Smirnov Formula* (SPSS 17.0 for Windows) to test normality of the data. It is shown in the table below:

Table 3.4 Normality Test

One-Sample Kolmogorov-Smirnov Test

		pretest	posttest
N		28	28
Normal Parameters[a,b]	Mean	58.43	81.71
	Std. Deviation	10.290	10.746
Most Extreme Differences	Absolute	.165	.227
	Positive	.165	.169
	Negative	-.084	-.227
Kolmogorov-Smirnov Z		.872	1.202
Asymp. Sig. (2-tailed)		.433	.111

a. Test distribution is Normal.
b. Calculated from data.

The Table 3.4 inferred that the result of normality of the pretest in showed that the value of two tailed significance was 0.433. In this case the hypothesis was accepted if Sign>α, 0.433>0.05. It means that the distribution of the data of the test was normal. Meanwhile, the result of the normality test of the posttest showed that the value of two tail significance was 0.111. Since Sign> α, 0.111>0.05, it can be concluded that the data of the posttest was normally distributed.

3.8 Data Analysis

Analysis means categorizing, ordering, manipulating, and summarizing of data obtain answer to research questions. The purpose of analysis is to reduce data to

be intelligible and interpretable so that the relation of research problem can be studied.

In order to find out how significant the increasing of the students' reading comprehension in descriptive text through guided reading, the data were analyzed by these following procedures:

1. Scoring the pretest and posttest

2. Tabulating the results of the tests and calculating the scores of the pretest and posttest

3. Drawing conclusion from the tabulated result of the pretest and posttest which statistically analyzed using *Repaeted Measuares T-Test* computer through SPSS version 17.0.

3.9 Hypothesis Testing

The hypothesis testing which shows that there is any increase the students' reading comprehension significantly, was statistically tested by using statistic computerization (SPSS 17), in which the significant was determined by $p<0.05$. Therefore, the hypothesis is as follows:

H $\longrightarrow$ There is significant increase of students' reading comprehension ability after the application of Guided reading for understanding teaching reading descriptive text.

H_0 $\longrightarrow$ There is no significant increase of students' reading comprehension ability after the application of Guided reading for understanding teaching reading descriptive text.

The criteria are:

Ha (alternative hypothesis) is accepted if *alpha level* is lower than 0.05 (<0.05).

Ho (null hypothesis) is accepted if *alpha level* is higher than 0.05 (>0.05).

(Setiyadi, 2006:97)

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions that are based on the research's results and discussions in the previous chapter. It also presents some suggestions for English teachers and other researchers who want to try to apply Guided Reading Activity technique in the teaching of reading comprehension.

5.1.   Conclusions

In this research, the researcher used Guided Reading Activity technique in helping students to improve their reading ability. Based on the result of the data analysis, several points are concluded as follows:

1. There was an increase of students' reading comprehension after being taught through Guided Reading Activity at SMAN 1 Gadingrejo. The increase can be seen from the mean of students' pre-test and post-test score in experimental class which increased from 58.42 up to 81.28 with gain score 23.28

5.2. Suggestions

Regarding the conclusions stated previously, the researcher would like to propose several suggestions as follows:

1. For the teacher

   For the teacher who would like to use Guided Reading Activity are sugessted to add more variety of books and texts that is suitable for the student based on their level of reading comprehension. By doing this, the student will easily choose the text that is appropriate to their level of reading. In addition to that, the difficulty in understanding vocabulary should be seen by the teacher as a chance to broaden students knowledge by inttroducing another meaning of the word, finding the synonym or antonym or guessing by giving another example of word using. It is better for the teacher to not directly translate the word directly into Bahasa.

2. For Further research

   It is suggested to apply interview to look on students' difficulties toward the implementaion of Guided Reading activity. So the challenge on implementing this activity can be cope well.

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