



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

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Abstract

This paper explains about the implementation of “Guided Reading” strategy in teaching reading especially in teaching narrative text. In this strategy, the teacher chooses the text which is appropriate with the students’ ability and the teacher uses a picture to develop their background knowledge. Guided Reading strategy is begun by dividing the students into some groups that consist of 3-4 members. After that, the teacher distributes the text to each member of the group and prepares students to read the text by developing their background knowledge, knowing the vocabulary from the text, and knowing the purpose of reading the text. After knowing the purpose of reading the text, students read the text silently in order to increase the students’ concentration. After reading the text, the teacher provides worksheets that contain assignments to connect the story (narrative text) with the students’ experience and discuss it in group. Then, the student asks to rewrite the story which is helped by answering some questions that have been provided by the teacher. The last, the teacher gives tests to the students to find out their understanding and comprehending about the text. By using this strategy, the students are hoped having better English reading skill especially in reading narrative text.

Key words: Teaching Reading, Narrative text, Guided Reading Strategy

A. INTRODUCTION

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

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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.

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. However many students still find difficulties in comprehending narrative text. This phenomenon is usually caused by the students' lack of vocabulary, the text could not catch the students' interest, and the teaching strategies in classroom. There were some researchers which had been conducted related to the teaching narrative text. One of them was Marantika and Fitriawati (2013) which was conducted the "R.E.A.P Strategy" in teaching reading a narrative 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 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.

B. DISCUSSION

Guntur (1990) explains that reading is a process to get messages that is proposed by the writer through written language as media. It means that in reading the readers are hoped to know and understand meaning of the words. If the readers did not do that, the writer's ideas will not being understandable by them.

According to Carel in Simanjuntak (1988) suggests that comprehending text requires the reader's background knowledge on the text itself. The readers will use their factual knowledge to comprehend and analyze what they have read. In addition, reading comprehension also means understanding the type of the text. Kimmelman in Rusita (2007) states that in order to comprehend the text deeper, the readers are suggested to comprehend the kind of the text they read and know the rhetorical steps of specific writing style of the author.

Teaching English in the junior high school is based on phases stated by *Badan Standar Nasional Pendidikan in Permendiknas No.41 Tahun 2007* (Standar Proses) that there are three phases for teaching activities: Pre- teaching activities, Whilst- teaching activities, and Post- teaching activities.

According to Hudak (2008) "Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a

resolution". It means that narrative is viewed as event sequences, and the students are asked to find the resolution of the problem in the text. In addition In addition, Derewianka (1990) also outlines generic structures of narrative text: orientation, Complication, and resolution

Fountas & Pinnell (2001:1) says guided reading is a teaching strategy used with all readers, struggling or independent, that has three fundamental purposes: (1) to meet the varying instructional needs of all the students in the classroom, enabling them to greatly expand their reading powers; (2) to teach students to read increasingly difficult texts with understanding and fluency; (3) to construct meaning while using problem solving strategies to figure out unfamiliar words that deal with complex sentence structures, and understand concepts or ideas not previously encountered.

Furthermore, Mere (2005:6) described that in her classroom, community was made up of a diverse population of readers, and it wasn't easy to adapt instruction to each member of a small group. Students at similar reading stages did not have similar strengths and weaknesses, and often required very different support. In order to overcome these situations, guided reading has determined these issues.

In order to have clear steps teaching guided reading strategy, Fountas & Pinnell (2012:269) illustrated the guided reading structures in 7 (seven) steps that are used as the teaching steps of guided reading strategy. They are, selection of a text, introduction to the text, reading the text, discussion of the text, teaching points, word work, and extending understanding.

Iaquinta (2006:414) stated the following in her study guide:

When working with a classroom of twenty to thirty students, it is impossible to select texts that will "fit them all." For some, the text will be so difficult that they cannot possibly learn anything positive about reading as they struggle simply to "get through it." For others, the text will be so easy it won't offer the appropriately stimulating reading challenge necessary for learning.

From her study she had identified that it is not an easy task to select texts that will "fit to all of the students" in the class. However it is the role of teachers to select texts that match as close as possible to the level proficiency of the students.

The implementation of this game as a technique of teaching speaking will be discussed as follows :

a. Preparation

Before starting to teach, the teacher should do some preparation, so that teaching and learning process will run well. The teacher needs to prepare the lesson plan about narrative text based on the curriculum and syllabus. Lesson plan will help the teacher to know what steps or procedures that they will take in the classroom and achieve the aim of teaching and learning process. The teacher also has to prepare the material that is going to be taught because material is a fundamental component in teaching. The material should be appropriate with the students' level, knowledge and situation and it should motivate the students and suitable with curriculum and syllabus. Besides, the teacher has to prepare the

media that must be appropriate with the material. It should be interesting for the students, so that it can gain the students motivation to the lesson.

b. Teaching Activity

There are three teaching activities to be implemented in teaching learning process that have to be done by the teacher in teaching a narrative text by using Guided Reading. They are pre-teaching activity, whilst-teaching activity, and post-teaching activity.

1. Pre-Teaching Activity

In this activity, the teacher should prepare the students, both physically and psychologically to join in the learning process. The teacher needs to create a good atmosphere in the classroom so that they will feel enjoyable to study. For example, the teacher greets the students and then asks about the students' conditions. It is important to catch build relationship with them. Then, the teacher checks the students' attendance. Next, the teacher can review the previous lesson and recall what they have got from the last meeting to make a relationship with what they are going to learn today. After that, the teacher introduces the topic and explains the purpose and the basic competence that must be reached.

2. Whilst-Teaching Activity

Whilst-teaching part is the most important part because the teacher will apply the strategy in this part. This is the core activity during the process of teaching and learning. According to Kurikulum Tingkat Satuan Pelajaran/ KTSP 2006, this part is divided into three phases that are: exploration, elaboration and confirmation. These three phases can be repeat several times depend on the number of the texts that will be presented.

a) Exploration Process

In this phase, the teacher explores what the students need to comprehend the text.

1. Teacher selected text on students' instructional level that clearly support targeted comprehension skills or strategy.
2. Grouping the students for instruction. The teacher divides the students into small group. Each group consists of 3 – 4 persons that have the same reading instructional level.
3. The teacher provides each student a copy of a reading text with the pictures.
4. After that, the teacher introduces text to activate prior knowledge and make personal connection.

For example: The teacher sticks a picture on the white board



Next the teacher gives some questions related to the picture so that the teacher can explore the students' background knowledge about the topic that is the bear and the two friends.

Teacher : Look at this picture!

Students : (The students look at the picture)

Teacher : What do you see in this picture?

Students : A bear and a child Miss.

Teacher : Good. Have you ever seen a bear?

Students : Yes.

Teacher : Where do you usually see it?

Students : In the zoo, Miss!

Teacher : Hmm... Have you ever read a story about the bear and the two friends?

Students : Not yet, miss!

Teacher : Let's look at the text that given to you previously.

5. The teacher builds the students' vocabulary. Teacher can write the keywords on the board then ask the students to predict the meaning or to look for the meaning on their dictionary and teach them how to pronounce those new vocabularies. In this part, the teacher does not ask the students to read the text. She just helps the students to understand the meaning of difficult words in the text so that they can understand the text in later.

After the students understand most of the difficult words in the text, the teacher should explain about the narrative text itself. The teacher can start by explaining the definition of narrative text. Then, the explanation can be continued about the generic structure of narrative text. The teacher explains which part the orientation, complication and resolution is and explains the differences among them. Besides, the teacher should explain the language features of narrative text such as the use of past tense verbs. Next, the teacher also should explain about the function of narrative text and explain how it is used in their daily life. As a closing, the teacher can ask the students to read the entire text softly or silently.

The activities in the exploration phase can be varied based on the students' need. If the teacher think that the students are ready to come to the next phase, the elaboration phase can be started but if the teacher thinks that the students are not ready yet, the teacher can do more activities.

b) Elaboration Process

This phase is the core part in which the strategy will be implemented.

- a. After reading the text and understand the vocabulary, the teacher asks the students to work on making connection worksheet. In this

worksheet the students tried to connect his or her life to the reading text given. And they were asked to think about their past experiences and their understanding about the reading text or their prior knowledge.

- b. In part of the activity the students were discussing their understanding among their friends in the small group discussion. Each of the students shares their opinion and knowledge about the text.

Example of the teacher prompting questions in the worksheet:

1. Does this text remind you of something?
 2. Has something like this ever happen to you?
 3. Have you ever had the same problem with the character in the text?
 4. Have you ever seen this kind of situation in your daily life?
- c. After that, the students were asked to discuss their findings in the group and for the whole class. The teacher leads and observes the discussion. In this discussion the teacher let students talk about what they noticed while reading. Support their efforts to think deeply.
 - d. Then, the teacher asks the students to make a report about the topic discussed by answering the question correctly (to extend the students understanding about the text). For each meeting, the teacher gave the students different topic to discuss. It aimed at improving their reading comprehension through guided reading technique.

For example:

The teacher asks the students to answer some questions based on the text to make a report about the topic discussed.

Example:

1. Who are the characters of the story?
2. Where did they go?
3. What did they promise?
4. What did they find in the forest?
5. Why one of the friends was climbed a nearby tree?
6. Why another friend was laid down on the ground? Etc.

c) Confirmation Process

After the students finish making a report by answering the question correctly, the teacher can go to confirmation phase. In this phase, the teacher evaluates the result of exploration and elaboration. In this case, the students were asked to revisit the text and re-reading the text for problem solving. In this activity the students do the next worksheet (thinking within, thinking beyond, and thinking about the text). For note, these three phase can be repeated based on the number of the text. If the teacher has three texts for one meeting, so the teacher should provide exploration, elaboration and confirmation part for each text.

3. Post-Teaching Activity

Post teaching is the last part in teaching process. In this part, the teacher concludes or summarizes the lesson by herself or together with the students. Then, the teacher assesses the activities that have been done consistently. The teacher also gives feedback and motivation about the whole lesson in the form of oral, written, gesture or gift. This is very important to let the students know that their effort during the teaching and learning is appreciated. The teacher also can give homework to make them comprehend more. Besides, the teacher also can inform material for the next meeting so that they can prepare themselves. After that, the teacher ends up the lesson by greeting them.

C. CONCLUSION AND SUGGESTIONS

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.

On the basis of the discussion, some suggestions are presented in an effort to improve the junior high school students' reading comprehension. 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, 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 and it can be implemented on the other English skill such as writing.

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