

**THE IMPLEMENTATION OF GUIDED READING STRATEGY TO
IMPROVE STUDENTS' READING COMPREHENSION**

**(A Classroom Action Research at the Second Year Students of SMPN 20 Kota
Bengkulu in Academic Year 2015/2016)**

THESIS

Submitted as A Partial Requirements for Degree of *Sarjana* in English Study
Program



By:

JUMIATUL AINI

NIM : 2123238806

**STUDY PROGRAM OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TADRIS
STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) BENGKULU**

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APPROVAL

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THESIS

By

**JUMIATUL AINI
NIM. 2123238806**

Approved by

First Advisor,

**Risnawati, M.Pd
NIP.197405231999032002**

Second Advisors,

**Ali Akbariono, M.Pd
NIP.197509252001121004**

**Head of Tarbiyah and Tadris Faculty
IAIN Bengkulu**

**Dr. Zubaidi, M.Ag., M.Pd
NIP.196903081996031001**

**The Chief of Tadris Program IAIN
Bengkulu**

**Eva Dewi, M.Ag
NIP. 197505172013122003**



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI BENGKULU
(IAIN) BENGKULU**

Jl. Raden Fatah Pagar Dewa Telp. (0736) 51276. 51171 Fax (0736) 51276 Bengkulu

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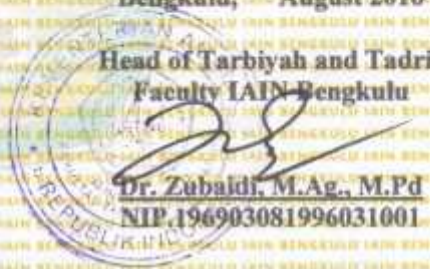
BY :

JUMIATUL AINI
NIM: 2123238806

**Has Been Difended in Sidang Munaqosah in Front of the Council
of Examiner of the English Education Study Program Tarbiyah and
Tadris Faculty (IAIN) Bengkulu on Monday, August 8th 2016 at
Tarbiyah and Tadris Faculty of IAIN Bengkulu**

Bengkulu, August 2016

**Head of Tarbiyah and Tadris
Faculty IAIN Bengkulu**



Dr. Zubaidi, M.Ag., M.Pd
NIP.196903081996031001

Examiners

Chairman

Secretary

Alfauzan Amin, M.Ag
NIP.197011052002121002

Adi Saputra, M.Pd
NIP.198102212009011013

Examiner. I

Examiner. II

Riswanto, Ph.D
NIP.197204101999032002

Nadrah, M.Pd
NIP.197607112005012004

DEDICATION

Bismillahirrohmanirrohiim

In the name of Allah, the most gracious and merciful, All praise and gratitude to Him who has given strength, patience, and perseverance to finish this thesis. Shalawat and shalam to our prophet Muhammad SAW, his family and friends.

This Thesis was dedicated to :

- ✓ *My beloved parents, my father (Supardi) and my mother (Warsimah) who always pray the and could reach the successful, I do love you.*
- ✓ *My lovely brother Ade Syaputra who also had never left my side to give encouragement, pray, and support.*
- ✓ *My beloved (Ria Suhendra, A.md Kep) who always to give motivation everyday, pray, love, and support. Thanks you so much dear.*
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- ✓ All of my friends in tarbiyah and tadris departemen specially of English Education Program.
- ✓ My religion of Islam and Almamater.

MOTTOS

So, verily, with every difficulty, there is relief :

Verily, with every difficulty there is relief.

(QS. Al Insyirah : 5-6)

Do the best and pray. God will take care of the rest

“Jumiatul Aini”

Happiness is not how much money we have,

but how much time we can be thankful.

“Jumiatul Aini”

Intelligence is not the determinant of success,

but hard work is the real dterminant of success.

“Jumiatul Aini”

Success is not a coincidence, but is an option.

“Jumiatul Aini”

PRONOUNCEMENT

Name : Jumiatul Aini

Nim : 2123238806

Study Program : English Education

Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled "The Implementation Of Guided Reading Strategy To Improve Students' Reading Comprehension At The Second Year Students' SMP Negeri 20 Kota Bengkulu In Academic 2015/2016" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, June 16th 2016

Stated by,



Jumiatul Aini

NIM. 212 323 8806

PERNYATAAN KEASLIAN

Yang bertanda tangan di bawah ini,

Nama : Jumiatul Aini

NIM : 2123238806

Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul “The Implementation Of Guided Reading Strategy To Improve Students’ Reading Comprehension At The Second Year Students’ SMPNegeri 20 Kota Bengkulu In Academic 2015/2016” adalah hasil karya atau penelitian saya sendiri dan bukan plagiasi dari karya orang lain. Apabila di kemudian hari di ketahui bahwa skripsi ini adalah hasil plagiasi maka saya siap dikenakan sanksi akademik.

Bengkulu, August 2016

Yang Menyatakan,

Jumiatul Aini

NIM. 212 323 8806

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessing and mercies so the researcher was able to finish this thesis entitled **“THE IMPLEMENTATION OF GUIDED READING STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION AT THE SECOND YEAR STUDENTS’ SMPN 20 BENGKULU IN ACADEMIC 2015/2016”**. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to :

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general

Bengkulu, August 2016

The Researcher

Jumiatul Aini

NIM.2123238806

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ABSTRACT

Jumiatul Aini. 2016. The Implementation of Guided Reading Strategy to Improve Students' Reading Comprehension (A Classrom Action Research at the Second Year Students of SMPN 20 Kota Bengkulu in Academic Year 2015/2016). Thesis. English Letters Study Program, Islamic Education and Tadris Faculty.

Advisors : 1. Risnawati, M.Pd , 2. Ali Akbarjono, M.Pd

Key Words : Reading Comprehension, Guided Reading Strategy

The researcher found problem in SMPN 20 Kota Bengkulu at VIII C class were students reading ability are low, students' got difficulties a text, comprehending the meaning of words in the text, the students can not get message from the text and then some English teachers seldom apply various technique. This research was aimed to find out how do Guided Reading Strategy improvesstudents' reading comprehension at SMPN 20 Kota Bengkulu.

This research was classroom action research, that consisted of four step were planning, action, observing, and reflecting. The subject of the research was the eighth grade students of SMPN 20 Kota Bengkulu, which consists of 30 students. The techique for collecting the data were reading test, observation sheet, interview and documentation.

The result of this research showed that the eighth grade students got their improved on reading comprehensions. It could be seen from the improvement of mean score on pre-assessment (48,17), cycle I (57,17), cycle II (66,33), and cycle III (75,33). It can be concluded that the using of guided reading strategy can improve the students' reading comprehension at the eighth grade students of SMP Negeri 20 Kota Bengkulu in academic year 2015/2016.

ABSTRAK

Jumiatul Aini. 2016. The Implementation of Guided Reading Strategy to Improve Students' Reading Comprehension (A Classrom Action Research at the Second Year Students of SMPN 20 Kota Bengkulu in Academic Year 2015/2016). Tesis. Sastra Inggris Program Studi, Pendidikan Islam dan Fakultas Tadris.

Pembimbing: 1. Risnawati, M.Pd, 2. Ali Akbarjono, M.Pd

Kata Kunci: Pemahaman Membaca, Strategi Membaca Dipandu

Peneliti menemukan permasalahan di SMPN 20 Kota Bengkulu di kelas VIII C kemampuan membaca siswa rendah, siswa kesulitan dalam memahami sebuah teks, memahami arti kata dalam teks, sehingga siswa tidak bisa memahami arti teks dan guru jarang menggunakan teknik dalam mengajar. Penelitian ini bertujuan untuk mengetahui bagaimana Guided Reading Strategy dapat meningkatkan pemahaman membaca siswa SMPN 20 Kota Bengkulu.

Penelitian ini adalah penelitian tindakan kelas, yang terdiri dari empat tahapan yaitu : perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah siswa kelas VIII C SMPN 20 Kota Bengkulu, yang terdiri dari 30 siswa. Adapun teknik dalam pengumpulan data yaitu dengan test membaca bahasa inggris, observasi, wawancara, dan dokumentasi.

Adapun hasil dari penelitian ini menunjukkan bahwa siswa kelas VIII C dapat meningkatkan pemahaman membaca mereka. Itu dapat dilihat dari hasil rata-rata dimana pada pre assessment (48,17), siklus I (57,17), siklus II (66,33), dan siklus (75,33). Berdasarkan data dalam penelitian ini dapat di simpulkan bahwa penggunaan Guided Reading Strategy dapat meningkatkan pemahaman membaca pada siswa kelas VIII C SMPN 20 Kota Bengkulu, tahun ajaran 2015/2016.

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CHAPTER I INTRODUCTION

A. Background of the Research

Language is an important thing in people's life. For example, people need language to communicate each other. Without language someone will get difficulty in communication. According to Gorys Keraf, language is considered to be a system of communication with other people using sounds, symbols, and words in expressing a meaning, ideas, or thought.¹ Therefore, according to Felicia, language can be use in all kind of communications, primilary through oral and written communication as well as using expression with body language.²

There are so many languages that practiced in some part of the world such as English, Arabic, Japan, and etc. Nowadays, English is a one of international language. It is very important to be learned. In some part of the countries, English in used everyday in aspect of human life, such as communication, economics, education, science and technology. In Indonesia, English is foreign language which must be taught as a compulsory subject starting from elementary school, junior high school, senior high school until university level.

¹Gorys Keraf, *Diksi dan Gaya Bahasa (Diction and Style)* (Jakarta: Gramedia,2002), P.13.

²Felicia, *Language* (T.tp :T. pn.,2001), P. 1.

The important of English at school and universities in Indonesia, the government of Indonesia through Department of education provides a curriculum as the guidance for teachers in teaching and learning process. Based on curriculum 2013, teaching and learning English involves four skill important role in mastery English, such as : listening, speaking, reading and writing.

Reading is an important part of learning english, how to improve your reading skills will help you improve reading by using skills you use in your own language. In other words, one of the best tips on improving reading is to think about how you read in your own language. Reading is one of the basic tools in language learning, reading skill in teaching english for senior high school students has a great role in supporting other skills in english language so that reading becomes a crucial language skill. Moreover, comprehension is a very essential thing in reading. Comprehension is the process of reader's interaction with the printed material, the ability to comprehend is the ability to associate meaning with the printed symbols. According to Seyler, reading is a process of obtaining meaning or constructing meaning from the words or clusters words. It indicates that this activity concern on skill to again and construct the meaning from printed words in reading material.³

³Seyler. *The Reading Context, Developing College Reading Skills*. (New York : Northern Virginia Community College, 2004), P. 185.

In teaching reading, the teacher should enable the students to interpret ideas and thoughts of the whole text. In fact, the emphasis of reading course is on the development of reading skills in the language that the students learn. The main weakness of any reading course is that when carefully words by reading for completing comprehension are practised exclusively. It is clear that reading teaching does not only focus on decoding the text is components such as word, phrase, and syntactic structure, but also the ability of understanding the text is self. There are that many factors that contribute to the students success in reading, such as students motivation, students confidence, and students own skills. In reading kinds of the text have an important role. There are many kinds of text that can be used in teaching reading,each grade of the school. For instance, there are narrative, recount, descriptive, procedure text, that taught in junior high school, and also there are descriptive,report, narrative, hartatory and argument text, taught in senior high school.

Based on the problem above, teacher should have various strategies in learning and teaching process. Strategy is basic procedure of how the content that elaborate during the teaching process. According to some experts of English knowledge, there are some teaching strategy that use to improve students reading comprehension. One of them is Guided Reading Strategy. In this reasearch, the researcher focus on Guided Reading Strategy to improve students reading comprehension.

Guided reading strategy can be applied at the upper elementary students for improving students their comprehension, according to Williams, guided reading is concerned with the teaching of reading. It is not just about hearing children read.⁴ There should be a specific focus and learning objective for the reading session. Guided reading includes not only the decoding of a text, but also the understanding and interpreting of that text. Student should engage with the text, critically evaluating it and reflecting on their responses to it, bringing prior knowledge to their understanding of the text. In guided reading, students develop the skills of inference, deduction, justification and evaluation.

Based on the observation at SMPN 20 Kota Bengkulu on Tuesday, March 15th, 2016. The researcher interviewed the English teacher.⁵ According to Marti, S.Pd, said some problems in teaching reading at SMPN 20 Bengkulu, such as : the students ability to read or catch what is actually stated in the text (literal) and what is implied or meant in the text (interpretive) was low. Beside that, some of students reading ability are low, and also some of them said they get difficulty in understanding a text and comprehending the meaning of new word in the text, because their knowledge about english structure and the vocabulary are limited.

⁴Williams. *Guiding readers and writers, grades 3-6, Teaching comprehension, genre, and content literacy.* (Canada: Pearson Education, 2000). P. 150.

⁵Interview with Marti, an English teachers in SMPN 20 Bengkulu , on Tuesday, March 15th, 2016

Furthermore, according to Fariza as a students at SMP N 20 Bengkulu, she said the students get difficulties in reading activity, such as to find out the meaning from the text, difficult to find out the main ideas or information, and many students feel that reading is bored activity in school or at home, and also they felt low motivation to read.⁶Therefore, the students need teaching strategy which can improve their skill in reading comprehension. From many strategies have been applied in school, the researcher tries to apply a strategy namely “Guided Reading Strategy”.

Based on the explanation above, the writer is interested to conduct a research withentittle “*The Implementation of Guided Reading Strategy to Improve Students’Reading Comprehension at the Second Year students of SMPN 20 Kota Bengkulu in academic year 2015/2016.*”

B. Identification of the Problem

Reading is one of the most important aspect in education in the world. By reading, we can get information, knowledge and pleasure. The researcher found the problem at students, such as : the students ability to read or catch what is actually stated in the text (literal) and what is implied or meant in the text (interpretive) was low, some of students reading ability are low, and also some of them said they get difficulty in understanding a text and comprehending the meaning of new word in the text. From the many problems those factors, the researcher interested in

⁶Interview with Fariza, an Students in SMPN 20 Bengkulu , On Tuesday, March 15th, 2016

investigating the students reading comprehension using Guided Reading Strategy.

C. Limitation of the Problem

In this research, the problem will be limited on The Implementation of Guided Reading Strategy to Improve Students' Reading Comprehension at the second year students of SMPN 20 Kota Bengkulu in academic year 2015/2016.

D. Formulation of the Problem

The research question is : Howdoes Guided Reading Strategy improve students' reading comprehension achievement at the second year students of SMPN 20 Kota Bengkulu in academic year 2015/2016 ?

E. Objective of the Research

The objective of this research is : to find out how Guided Reading Strategy improvesstudents' reading comprehension at second year students' of SMPN 20 Kota Bengkulu in Academic Year 2015/2016.

F. Significance of the Research

The result of the research study is a references for English teacher, especially to inform teachers about Guided Reading Strategy to improve students' reading comprehension, especially at SMPN 20 Kota Bengkulu.

It was also expected to motivate the teacher to be more creative to choose a good technique to improve students' reading comprehension. From this research, the teacher may apply Guided Reading Strategy to solve the students' problems in reading comprehension.

This reserach also expected to be useful for the students. Students may use the Guided Reading Strategy in English reading comprehension. It may also help to motivate the students to read can improve their reading skill.

At last, this research is very valuable for researcher it self. The researcher may apply Guided Reading Strategy in the process of teaching and learning activity in the classroom.

G. Definition of Key the Term

1. Guided Reading Strategyis a strategy to help students remember what they have read, confirm that the information they have recalled is correct, and organize and identify relationship in the text.
2. Reading comprehension is one of the language skill that should by english students.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Definition of Reading

The ability to read in a second language is considered to be essential skill for academic students and it represent the primary way for study in language learning. Reading is one of important skill in English which needs to understand the meaning that provided in text. According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.⁷ Furthermore, according to Seyler, reading is the process of obtaining or constructing meaning from a word or cluster of word.⁸ Reading is not only reading a text or something that is written, but also getting new vocabularies, knowing thing and increasing knowledge. Based on concept above, the writer can conclude that reading is the process of identifying written word, get information, get knowledge and understand the information of the text. By reading the readers can get meaning from what they read.

⁷Nunan, David. *Practical English Language Teaching*. (Singapore : The McGraw Hill Education Asia, 2003), P. 68.

⁸Seyler. *The Reading Context, Developing College Reading Skills*. (New York : Northern Virginia Community College, 2004), P. 185.

B. Reading Comprehension

Reading needs not only comprehension to understand it but also the experiences and background of knowledge, reading with comprehension it means people understand what they read. So, people do not only read but also comprehend the text in order to catch some ideas from the text. According to Catherine, Comprehension have three elements:

- a. The reader who is doing the comprehending.
- b. The text that is to be comprehended.
- c. The activity in which comprehension is a part.⁹

Based on the concept above, it can be concluded that reading is not only read, but also to comprehend the information from the text. The students said comprehend of the text if they understand about main idea, topic, and value.

According to Lagan, reading comprehension is capability of understanding what the reader read. In this understanding the readers should recognize eight skill. They are recognizing definition and examples, enumerations, headings, signal words, main ideas in paragraph and short selection, knowing how to outline, how to summarize, and understanding graph and tables. Comprehension is achieved gradually, as you move from a general feeling about what something means to a deeper level of understanding.¹⁰

⁹Chatrine E. Snow. *Reading for : Understanding Toward an R&D Program In Reading Comprehension* : RAND.(2002). P. 11.

¹⁰Lagan, John. *Reading and Study Skill*. (New York : Mc Graw Hill Company,2002), P. 359.

According to Oka, reading comprehension has the same meaning with silence reading. It has objective to comprehend the writers idea give improves to the students reading learning. They read without the sound and they can comprehend content of the text which they are reading.¹¹

Based on opinion above, it can be concluded that reading is the receptive language process to get new ideas from on the text to they reader and the ideas give understanding or knowledge and then, reading comprehension is capability of the understanding what the readers read.

C. Reading Purposes

The purpose of reading also determines the appropriate approach to reading comprehension. A person reading poetry for enjoyment need, but does not recognize the words the poetry uses and the way they are put together. However, a person using scientific article to support an opinion needs to know they vocabulary of the article concerned.

In addition the purpose of reading, according to Grabe and Stoller, it has classiffied into four purposes, they are :

- a. Reading to search for simple information and reading skim.

It is common reading ability, here the readers can the text find out a specific of information of specific word.

¹¹Oka. *Reading and Study Skill*. (New York : Mc Graw Hill Company,2003), P. 72

b. Reading to learn from the text

It happen in academic and profesional context, it is also requires remembering the main ideas and the supporting ideas, making relation with the readers knowledge.

c. Reading to integrate information, write and crique text

The skill need critical evaluation where the reader integrate and decide the information that she/he wants.

d. Reading for general ccomprehension

It can be done by fluent the readers very fast and automatically in the processing word, and affective coordination in many process of the text. Briefly, the purpose of reading is varies. The readers have some purposes to achieve it. Based on those purposes, it also necessary to look kinds of reading in which there is relationship about the kind of reading.¹²

D. The Kinds of Reading

When reading printed words, the readers not only pays attention the purpose of reading but also he/she knows the kinds of reading. According to Mikulecky and Jeffries, they are revealed that the differences kinds in reading skills, as following :¹³

¹²Grabe and Stoller, *The Reading Context, Developing College Reading Skills*. (New York : Northern Virginia Community College, 2002), P. 13-14.

¹³Mikulecky and Jeffries, *Developing College Reading Skills*. (New York : Northern Community College, 2001), P. 14.

a. Reading for pleasure

Reading for pleasure is when the reader reads the text, whatever he/she want. It could be fiction or nonfiction. This activities bring the reader enjoyable.

b. Reading comprehension skill

Reading comprehension is the activity when the readers can get information from the text and the reader remember about it.

E. Types of Reading Skills

According to Caldwell, reading is important for academic success, the reading skills can help the reader and teacher who establish reading skills for students.¹⁴ According to Hedge there are four types of reading skill :¹⁵

a. Scanning

Scanning is making a quick overview of passage, looking for specific information. It commonly occurs when using telephone book, reading the classified ads, ordering from a menu.

b. Skimming

Skimming used the same approach, except that instead of concentrating on specific information, we are looking for the main idea or general gist of passage.

¹⁴Caldwell. *Skill in Reading Comprehension* ((New York : Mc Graw Hill Company,2008), P. 177.

¹⁵Hedge. *Reading Activities*. ((New York : Mc Graw Hill Company,2003), P. 17.

c. Extensive Reading

Extensive Reading is rapid reading for main idea a large amount of text.

d. Intensive Reading

Intensive Reading is reading for complete understanding of an entire text.

Reading for detail comprehension is focuses on detail of text. For this stage the readers look for specific information, this step we call scanning.

F. Principles of Teaching Reading

According to Nunan, there are eight principles of teaching reading :

a. Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background knowledge includes life experience, education experiences, knowledge how texts can be organized rhetorically, knowlegde of how one's first language works, and so on. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking question, making prediction, teaching texts structure, and so on.

b. Build a strong vocabularies base

It is easier for readers of academic to cope with special terminology than with the general vocabularies. It can be enchanced by these sentences:

- a. What vocabularies the learn need to know ?
- b. How will they learn this vocabulary ?
- c. What is the best to know their needs and their knowledge about vocabulary ?

c. Teach for comprehension

Monitoring comprehension is essential to successful reading. Part of monitoring process includes verifying the prediction being made is correct and checking that the readers are making the necessary adjustment when meaning is not obtained. Cognition can be defined as thinking metacognition. Metacognition can be defined as thinking about our thinking. In order to teach comprehension, the readers must monitor their comprehension process and able to discuss with the teacher and / or fellow readers what strategies they use to comprehend.

d. Work on increasing reading rate

One great difficulty in reading classroom is even if the language readers can read, much of their reading is not fluent. Often, in the effort to assist students in increasing reading rate, teacher over emphasizes accuracy which impedes fluency. It does not mean about speed but fluent readers that can read 200 word/minutes with at last 70% comprehension by using scanning,skimming,prediction and identifying the main ideas.

e. Teacher for reading strategies

Strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not single event, but rather a creative sequence of events that learners actively use. Strategy reading means not only knowing what strategy to use, but knowing how to use and integrate a range of strategies.

f. Encourage readers to transform strategies into skills

Strategies can be defined as consciousness actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. Skill is an automatic strategy. Since learners consciously learn and practice specific reading strategies, the strategies become a skill.

g. Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both formal and informal perspective requires time and training. Quantitative assessment includes information from reading comprehension tests as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys, and responding of reading strategies.

h. Strive for continuous improvement as a reading teacher

Good reading teachers actively teach students what to do and understand the nature of the reading process. Reading teachers need to be passionate about their work. They should view themselves as facilitators, help each reader discovers what work best. Integrating the key principles

discussed above can lead to more effective reading instruction in the language classroom.

From the explanation above, it can be concluded that principles of reading are the students must have purpose, motivation, commitment, concentration, cognition, and background knowledge in reading. In teaching reading the teacher may use media to support students' comprehension.¹⁶

G. The Concept of Guided Reading Strategy

1. Definition of Guided Reading Strategy

There is a strategy that can be used by teacher in teaching reading, such as Guided Reading. This strategy help students in learning process.

According to Fountas & Pinnell, Guided reading is small group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. For the students, the guided reading lesson means reading and talking about an interesting and engaging variety of fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful text selection and intentional and intensive teaching of system of strategic activity for proficient reading.¹⁷

¹⁶Nunan, David. *Practical English Language Teaching*. (Singapore : The McGraw Hill Education Asia, 2003), P. 72.

¹⁷Fountas I.C.& Pinnell, G.S. *Guided Reading : Good First Teaching for All Children*.(Portsmouth, NH : Heinemann,2001).

Balajthy said that guided reading is designed to help students remember what they have read, confirm that the information they have recalled is correct, and organize and identify relationship in the text. Guided reading consist of six main components, student preparation, silent reading and recall of information, reading for additional facts corrections, organize the remembered information, questioning, and evaluation.¹⁸

Fountas & Pinnell, identified the following essential elements of guided reading :

- a. Teacher works with children in small group who are similiar in their development and are able to read about the same level of text.
- b. Teacher introduces the stories and assist children's reading in ways that help to develop reading strategies so children can reach the goal of being able to read independently and silently.
- c. Each child read whole texts with an emphasis on reading increasingly challenging books over time.
- d. Children are grouped and regrouped in a dynamic process that involves ongoing observation and assessment.¹⁹

Burkins and Croft, Guided reading is a strategy in which the teacher mentors a child or a small group through the reading of a selection, drawing them into an exploration of the context, the content, and the

¹⁸Balajahty and Wade. *Strugling reader : assessment and instruction in grade K-6*. (New York : A division of Guilford Publiser, 2003).

¹⁹Fountas I.C.& Pinnell, G.S. *Guided Reading : Good First Teaching for All Children*. (Portsmouth, NH : Heinemann, 2001), P. 228.

words. Helping students understand the meaning of a reading passage, book, or novel is the key.²⁰

Burkins and Croft, identify these common elements of guided reading :

- 1) The teacher works with a small group of students with similar needs.
- 2) Matching students reading ability to text levels and the teacher giving everyone in the group the same text.
- 3) Teacher introduces the text.
- 4) Listening to students read.
- 5) The teacher prompting students to integrate their reading process.
- 6) The teacher and students engage in meaningful conversation about what they are reading.

According to Brunner, guided reading strategy is designed to help students read for detail and reconstruct the author message. It means that guided reading is a strategies to help students or reader to understand the text send information on the text. Related to the explanation the writer can conclude that, guided reading is one of good strategy that can be used in teaching reading. This strategy not only for remember what they have read and confirm that their information but also enriching students integrate the information just read into a meaningful context.²¹

²⁰Burkins, J.M., & Croft, M.M. *Preventing misguided reading : New strategies for guided reading teacher*. (Network, DE : International Reading Association, 2010).

²¹Brunner, Judy Tilson. *Now I Get Differentiate, Engage, and Read for deeper meaning*. (New York : Rowmand & Littlefield Publisier, 2012), P. 84.

Cullinan give definition guided reading is designed to provide a great deal of opportunity to read continuous text. The reading that students do in guided reading groups is strongly supported by instruction to move them further, and it is accompanied by independent reading of texts or of novel texts at an independent level. The more a student reads, the more likely she will be a proficient reader.²²

According to Harris and Hodges offer the following definition of guided reading in the literacy dictionary. “reading instruction in which the teacher provides the structure and purpose for reading and for responding to the material read.”²³

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 needs of the child. Whole group activities include read-aloud, shared reading, write-aloud, and share 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. Guided reading groups students togetherwith similar strengths and weaknesses.

²²Cullinan, B.(2000).*Independent reading and school achievement*. (School Library Media Research (Vol 3), 2000), P. 7.

²³Harris, T.L & Hogges, R.E. *The Literacy Dictionary*. (Newark, DE : International Reading Association, 2001), P. 226.

It is based on text that is considered to be at their instructional level and in their “zone of proximal development” (Vygotsky).²⁴

From the explanation above, it can be concluded guided reading strategy is a reading strategy to help the students or reader to understand the text and help the students remember what they read, improve their reading comprehension, in all subject are by predicting, clarifying, questioning and summarizing what is in a text. This strategy can make the students active in the classroom, the students also should be getting the information from they read. By using guided reading strategy, the process teaching reading will be enjoyable for the students,because they do in small group, they can share they are comprehension and be independent readers.

2. Stages of Guided Reading

According Blackall, and Fountas and Pinell there are three stages of Guided Reading is divided into Before, During, and After Reading Activities.

Before Reading : A teacher wil access background knowledge, build schema, set a purpose for reading, and preview the text with students. Typically a group will engage in a variety of pre-reading activities, such as : Predicting, learning new vocabulary, and discussing various text features. If applicable, the group may also engage in

²⁴Vygotsky, L.S. *Thought and Language*.(Cambridge, MA : Massachusetts : Institute of Technology Press, 2000), P. 2.

completing a “picture walk” this activity involves scanning through the text to look at pictures and predicting how the story will go. The students will engage in a conversation about the story, raise question, build expectations, and notice information in the text.

During Reading : The students will read independently within the group. As students read, the teacher will monitor students decoding and comprehension. The teacher may ask students if something makes sense, encourage students to try something again, or prompt them to use a strategy. The teacher makes observational notes about the strategy use of individual readers and may also take a short running record of the child’s reading. The students may read the whole text or a part of the text silently or softly for beginning readers.

After Reading : Following the reading, the teacher will again check students comprehension by talking about the story with the children. The teacher returns to the text for teaching opportunities such as finding evidence or discussing problem solving. The teacher also uses this time to assess the students understanding of what they have read. The group will also discuss reading strategies they used during the reading. To extend the reading, students may participate in activities such as drama, writing, art, or more reading.²⁵

²⁵Blackall. *Independent reading and school achievement*. (School Library Media Research.2002), P. 37.

Based on explanation from the experts above, there are three stages in guided reading include : before reading, during reading, and after reading.²⁶

3. Characteristics Text for Guided Reading

According to Fountas and Pinnell gradient is a defined continuum of characteristics related to the level of support and challenge that a reader meets in a text. Terms such as easy and hard are always relative terms that refer to the individual reader's foundation of background knowledge. Texts are analyzed using ten characteristics :

a. Genre / form

Genre is the type of the text and refers to a system by which fiction and nonfiction texts are classified. Form is the format in which a genre may be presented. Forms and genres have characteristic features.

b. Text Structure

Structure is the way the text is organized and presented. The structure of most fiction and biographical texts is narrative, arranged primarily in chronological sequence. Factual texts are organized categorically or topically and may have sections with headings. Writers of factual texts use several underlying structural patterns to provide information to readers. The most important are description : chronological sequence, comparison and contrast, cause and effect, and problem and

²⁶Fountas and Pinell, *Guided Reading : Good First Teaching for All Children*. (Portsmouth, NH : Heinemann.2011), P. 2.

solution. The presence of these structures, especially in combination, can increase the challenge for readers.

c. Content

Content refers to the subject matter of the text the concepts that are important to understand. In fiction, content may be related to the setting or to the kinds of problems characters have. In factual texts, content refers to the topic of focus. Content is considered in relation to the prior experience of readers.

d. Themes and Ideas

These are big ideas that are communicated by the writer. Ideas may be concrete and accessible or complex and abstract. A text may have multiple themes or a main theme and several supporting themes.

e. Language and Literary Features

Written language is qualitatively different from spoken language. Fiction writers use dialogue, figurative language, and other kinds of literary structures such as character, setting and plot. Factual writers use description and technical language. In hybrid texts you may find a wide range of literary language.

f. Sentence Complexity

Meaning is mapped onto the syntax of language. Texts with simpler, more natural sentences are easier to process. Sentences with embedded and conjoined clauses make a text more difficult.

g. Vocabulary

Vocabulary refers to words and their meanings. The more known vocabulary words in a text, the easier a text will be. The individual's reading and vocabulary refers to words that the understands.

h. Word Difficultty

This category refers to recognizing and solving the printed words in the text. The challenge in a text partly depends on the number and the difficulty of the words that the reader must solve by recognizing them or decoding them. Having a great many of the same high frequency words makes a text more accessible to readers.

i. Illustration or Graphics

Drawings, painting, or photographs accompany the text and add meaning and enjoyment. In factual texts, illustrations also include graphics that provide a great deal of information that readers must integrate with the text. Illustrations are an integral part of a high quality text. Increasingly, fiction texts include a range of graphics, including labels, heading, subheadings, photos and legends, charts and graphs. After grade one, texts may include graphic texts that communicate information or a story in a sequence of picture and words.

j. Book and Print Features

Book and print features are the physical aspects of the text what readers cope with in terms of length, size, and layout. Book and print features also include tools like the table of contents, glossary,

pronunciation guides, indexes, sidebars, and variety of graphic features in graphic texts that communicate how the text is read.

Based on explanation from the experts above, Fountas and Pinnell (2006:6) explain about ten characteristics guided reading. From the opinion above, the writer concluded characteristics guided reading is select book, genre, and kinds of the text.²⁷

4. Procedures the Implementation of Guided Reading

There are some procedures that can be used by the teacher to teach reading by using this strategy. The procedures can guided the teacher to apply this strategy. According to Brunners, explains that there are seven can be applied by the teachers, they are :

- a. The teacher works with a small group of students with similar needs.
- b. Select the appropriate leveled text.
- c. The teacher begins by introducing new vocabulary and providing background knowledge students will need.
- d. Listening to students read.
- e. The teacher prompting students to integrate their reading process.
- f. The teacher and students engage in meaningful conversation about what they are reading.

²⁷Fountas, I.C.& Pinnell, G.S. *Teaching for comprehension and fluency : Think, talking and writing about reading, K-8.*(Portsmouth, NH : Heinemann, 2006),h. 6.

- g. The teacher and students revisit the text and use a range of comprehension strategies.

Based on explanation above, the writer concluded guided reading strategy used by the teacher to support and help the students in learning process. Guided reading help students develop strategies to apply independently.²⁸

5. Advantages of Guided Reading

The advantages of guided reading, according to Hobsbaum state the advantages it enables a teacher to spend some focused time with individual students allowing him to see how a students reading is progressing and what areas need developing. Guided reading helps students to develop strategies to improve their reading and helps them to become independent readers while at the same time providing help and support from the teacher if needed. Guided reading also provides an opportunity for students to engage in dialogue analysis, they have an opportunity to discuss a text with others, communicating their own ideas and learning from the knowledge and ideas of other students in the group. Another advantage is that students are placed in a group with others of a similar ability. This helps to take some of the stress out of reading and can build confidence, increasing a students motivation to read.²⁹

²⁸Brunner, Judy Tilson. *Now I Get. Differentiate, Engage, and Read for deeper meaning.* (New York : Rowmand & Littlefield Publiser, 2012), h. 85.

²⁹Hobsbaum (2006), h. 8.

Based on the explanation above, the writer concluded guided reading strategy not only has some advantages but also has puposes. The advantages are students can focus on them as they read, can increase students comprehension about the text and also help the students remember they have read.

H. Narrative Text

In this research , the researcher used narrative text in teaching readingfor junior high school :

1. Definition of Narrative Text

According to Rebbeca, stated defined a narrative text is a text which a series of logically, and chronologically related events that are caused or experienced by factors. It is a kind of the text to amuse, entertain, and to deal the readers with actual or vicarious experince in different ways.

The generic structure of narrative text : according to Anderson, M. & Anderson K, explained 3 (three) steps in constructing a narrative text. They are orientation, complication, and resolution.

- Orientation : The introduction of what is inside the text, What text is talked in general. Who involves in the text. When and where it happen.
- Complication : What happens with the participants. It explores the conflict among the participants. Complication is the main element

of narrative. Without complication, the text is not narrative. The conflict can be shown as natural, social or psychological conflict.

- Resolution : This is the phase where the participants solve the problem used by the conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended.

2. Kinds of Narrative Text

a. Legend

According to Oxford Learner's Pocket Dictionary, legend is a narrative of human actions that are perceived both by teller and listeners to take place within human story. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode.

The examples of legend are : Sangkuriang, Malin Kundang, The Legend of Tangkuban Perahu, The Story of Toba Lake, etc.

b. Fabel

According to Oxford Learner's Pocket Dictionary, fabel is traditional short story, especially with animal as characters, that teaches a moral lesson.

The example of fabel are : Mousedeer and Crocodile, The Ants and The Grasshopper, The Smartest Parrot, The Story of Monkey and Crocodile.

c. Fairy Tale

According to wikipedia, fairy tale is an English language term for a type of short narrative text corresponding to the French phrase “content de fee”. A fairy tale typically features such folkloric as faires, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments.

The examples of fairy tale are : Cinderella, Snow White, Pinocchio, Beauty and The Beast, The Story of Rapunzel, etc.

d. Science Fiction

According to Basil Devenport, science fiction is fiction based upon some imagine development of science, or the upon the exploration of tendency in society science fiction that class of prose narrative treating of a situation that could not arise in the world we know.

The example of science fiction are : To the Moon from the Earth by Jules Verne, Starship Trooper by Robert Heinlein, A Space Odyssey by Arthur C. Clark.

e. Myths

Stories that are believed by some people but the stories can not be true. It was told in an ancient culture to explain a practice, belief, or natural occurrence.

f. Parables

Story that illustrates one or more instructive lesson or principles.

Parable differs from a fabel.

g. Novel

Long even very long and complex story.

h. Horror Story

A story with horror contents.

I. Some Related Previous Study

There are many reserach had conducted the researches that related with this study. Some of them are the research :

Ana Dwi Lestari (2013) entitled “The effectiveness of Guided Reading Procedure in Teaching Reading Comprehension Students in class VII SMPN 2 Gombong”. The result of research that the treatment (using guided reading procedure) had succed be one of way to improve the students comprehension in teaching reading.

NinaSisprinanti (2013) entitled “The effectiveness of Mechanical Warming Up for Reading(WFR) in Teaching Reading Comprehension Students in class VII SMPN 3 Bobotsari Purbalingga”. This study is a reading comprehension as a research topic.The difference is Nina Sisprinanti researchers used a technique Warming Upfor Reading WFR, while researchers used a Guided Reading Strategy. The researchers concluded thatreading comprehension learning strategies using techniques

Warming Upfor Reading (WFR) is effectively used in teaching reading comprehensionin class VII SMP Negeri 3 Bobotsari.

This research in this thesis is “ The Implementation of Guided Reading Strategy to Improve Students’ Reading Comprehension at second year Students of SMPN 20 Kota Bengkulu in Academic Year 2015/2016”. From the previous studies above, this research is conclude guided reading strategies is reading strategies in it invites students to play an active role in the learning process reading comprehension. This strategy is also used for students to proof read errors made when reading, so that students will better understand reading texts based on their mistakes. This strategy also help students to improve students' skills in analyze text reading. In addition, this strategy also aims to make students able to recall information from the reading text better. In this case, the role of the teacher in the learning process is also an important aspect.

CHAPTER III RESEARCH METHOD

A. Research Design

The design of this research is classroom action research (CAR). According to Carr and Kemis in Nunan, action research is a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, and the situation in which these practices are carried out.³⁰ Then, Kemis and Mc. Taggart in Sukardi states that action research is the way group of people can organize the condition under which they can learn from their own experiences and make their experience accessible to others. There are four important steps in this research which consist of Planning, Action, Observation, and Reflection.³¹

According to Kusnandar, the action research that was done aimed to improve the quality of learning practice in the class.³²

Furthermore, according to Arikunto, classroom action research is the way to observed of the process teaching and learning which implementing the new method in order to improve the learning.³³ In this research will choose second year students of SMPN 20 Kota Bengkulu as the place to collect the data and information.

³⁰Carr and Kemis, in Nunan.(T.tp.T.pn,2003), P. 12.

³¹Kemis and Mc. Taggart in Sukardi.(T.tp.T.pn,2003), P. 210.

³²Kusnandar, *Langkah Muda Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*. (Jakarta: PT Raja Grafindo Persada, 2012), P. 45.

³³Arikunto, Suharsimi. *Penelitian Tindakan Kelas*. (Jakarta : Bumi Aksara,2008), P.3.

This research was conducted by collaborating action between the researcher and the teacher. It meant that the researcher and the teacher did the action in the classroom together in order to solve the problem. This research focus on the classroom which is including the teaching and learning process, material, and learning method. Thus, the purpose of this research was to improve students' reading comprehension by using guided reading strategy.

B. Subject of the Research

According to Arikunto, classroom action research does know about the population and sample, because the effect of action is focus on the subject that is investigated.³⁴ The subjects of this research were the students at second year of SMPNegeri 20 Kota Bengkulu in academic year 2015/2016.

Based on pre-observation who was done by the researcher in seven classes at second year students in SMPNegeri 20 Kota Bengkulu they are VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, and VIII G. The researcher gave reading test to seven classes. From the result of reading test, VIII G had smallest score than six classes. Therefore, the researcher used VIII G for applying Guided Reading Strategy. The Object of this research was the students of class VIII G, which consisted of 30 students in the classroom. They were 20 females and 10 males.

³⁴Arikunto, Suharsimi. *Penelitian Tindakan Kelas*. (Jakarta : Bumi Aksara,2008), P.39.

**Table of class VIII C of SMPN 20 Kota Bengkulu Academic Year
2015/2016**

No	Class	Female	Male	Number
1	VIII G	20	10	30

C. Instruments

The instruments of this researcher used interview, observation, test, and documentation to collect the data.

1. Interview

In this reseach the reseacher used interview to get the students' perception about guided reading strategy in reading comprehension. Interviews are often useful for investigating teachers' insider perspectives on what they do and especially why they do the things they do. The reseacher used questioner which contains about teaching and learning process and the students' opinion about teaching and learning using guided reading strategy. The questioner gave for headmaster, English teacher, and the students.

2. Observation

In this researcher the researcher used observation to get the data about the students' ability. According to Malderez, observation is one of the ways of getting information in order to give the sense of educational situation. It was not just "seeing", but also included "hearing" as well as to get the complete information. Observation as one of the most common

ways of collecting ways of collecting data about teachers' knowledge and knowledge use.³⁵

The reseacher used observation to measure the students' participations in teaching and learning process. To observation it, the reseacher collaborated with English teacher.

3. Test

Test was used to know or measure the effectiveness in improving the students' competence. According to Sanjaya, test is data to measure the competence, intelligence, and ability in material teaching. Test might be constructed primarily as devices to reinforce learning and to motivate the students meant of assessing the students' performance in the language.³⁶

In this research, the reseacher used reading test into multiple choices as a test. It was to find out the students' reading comprehension in pre assessment and each cycle. Reading comprehension test that was used in this research was in the form of multiple choice which consist of 20 items.

4. Documentation

The reseacher used camera to get the picture about students' activities while implementation of guided reading strategy in teaching and learning process.

³⁵Ibid, Malderez.(2003).

³⁶Ibid, Sanjaya.(2010). P. 99.

D. Technique for Collecting the Data

According to Sanjaya, there are several techniques of collecting data such as test, documentation, observation, questioner, interview and any more.³⁷ In addition, the data collecting depended on the research. The reseacher used some the techniques of collecting data to know the students' reading comprehension by using guided reading strategy, the steps are :

1. Reading Test

The researcher used reading test to measure the students' knowledge in material teaching. According to Trianto, test is a process to measure students' ability and knowledge about material that was given, competence, intelligence, and talent that can belong to individual or group.³⁸ For the test, the reseacher used reading test to know the students' knowledge about material which consist of 20 question in multiple choices. In this research, the reseacher conducted pre-assessment and evaluation in each cycle.

2. Observation

In this researcher the reseacher used observation to get the data about the students' ability. According to Malderez, observation is one of the ways of getting information in order to give the sense of educational situation. It was not just "seeing", but also included "hearing" as well as to get the complete information. Observation as one of the most common

³⁷Ibid, Sugiyono. (2008), P.137.

³⁸Ibid, Trianto. (2011), P. 62.

ways of collecting ways of collecting data about teachers' knowledge and knowledge use.³⁹

The reseacher used observation to measure the students' participations in teaching and learning process. To observation it, the reseacher collaborated with English teacher.

3. Interview

Interview was a way to know specific situation on the classroom viewed from other corner. Interviews were tchnique collecting data use oral or write language. The researcher gave interview to headmaster, teacher, and students orally to get direct information about teaching and learning process.

4. Documentation

Documentation in this research there were photos or some picture while implementing guided reading strategy in improving students' reading comprehension by the students during teaching and learning process.

³⁹Ibid, Malderez.(2003).

E. Technique for Analyzing the Data

The data in this research analyzed by evaluating and comparing the result from each cycles to know whether guided reading strategy improve students' reading comprehension or not.

The percentage of students' score from the data calculation was consulted to interval of scale percentage as below (Pedoman IAIN Bengkulu 2006) :

Table 4.1 :

The interval of scale percantege of students' score

Interval	Qualification
80-100	Excellent
70-79	Very Good
60-69	Average
50-59	Poor
<49	Very Poor

According to sudjana in Hartiny Sam's, the formula below is used to find the students' comprehension in average :

$$P = \frac{F}{N} \times 100 \%$$

Where :

P = the percentage of the students' English reading comprehension

F = total score of the students

N = total number of the students

F. Prosedure in Teaching Reading Using Guided Reading Strategy

In this research, there are some prosedures for teaching reading using guided reading strategy. They are as follow :

1. Pre activities (10 minutes)
 - Greeting
 - Checking the students attendance list
 - Asking the students' readiness and asking them to pray
 - Brainstroming the students about the topic of teaching material
2. While activities (70 minutes)
 - The students were divided into small groups that consist of five or six students.
 - The students were given the reading text that have been prepared by the researcher
 - The teacher explained how about to implementation of Guided Reading strategy in reading comprehension
 - The teacher asked the students to read a reading text together and guessing the meaning of the difficult word from the relation of the words
 - The teacher asked students to find the important point of the text to get more information from the text
 - The teacher monitored the students activity
 - The teacher asked students to summarize the content of the text

- The teacher explained the text to the students
 - The teacher asked the students to answer the question based on the text
 - The teacher asked the students collect their answer
3. Post activities (10 minutes)
- The teacher concluded the material and reflection the teaching process about what they feel and their difficulty during the activities
 - The teacher gives homework, apperciation and motivation to the students
 - Closing the lesson by pray and said good bye

G. Research Prosedure

In research prosedure, the researcher would conduct the research by steps are folow :

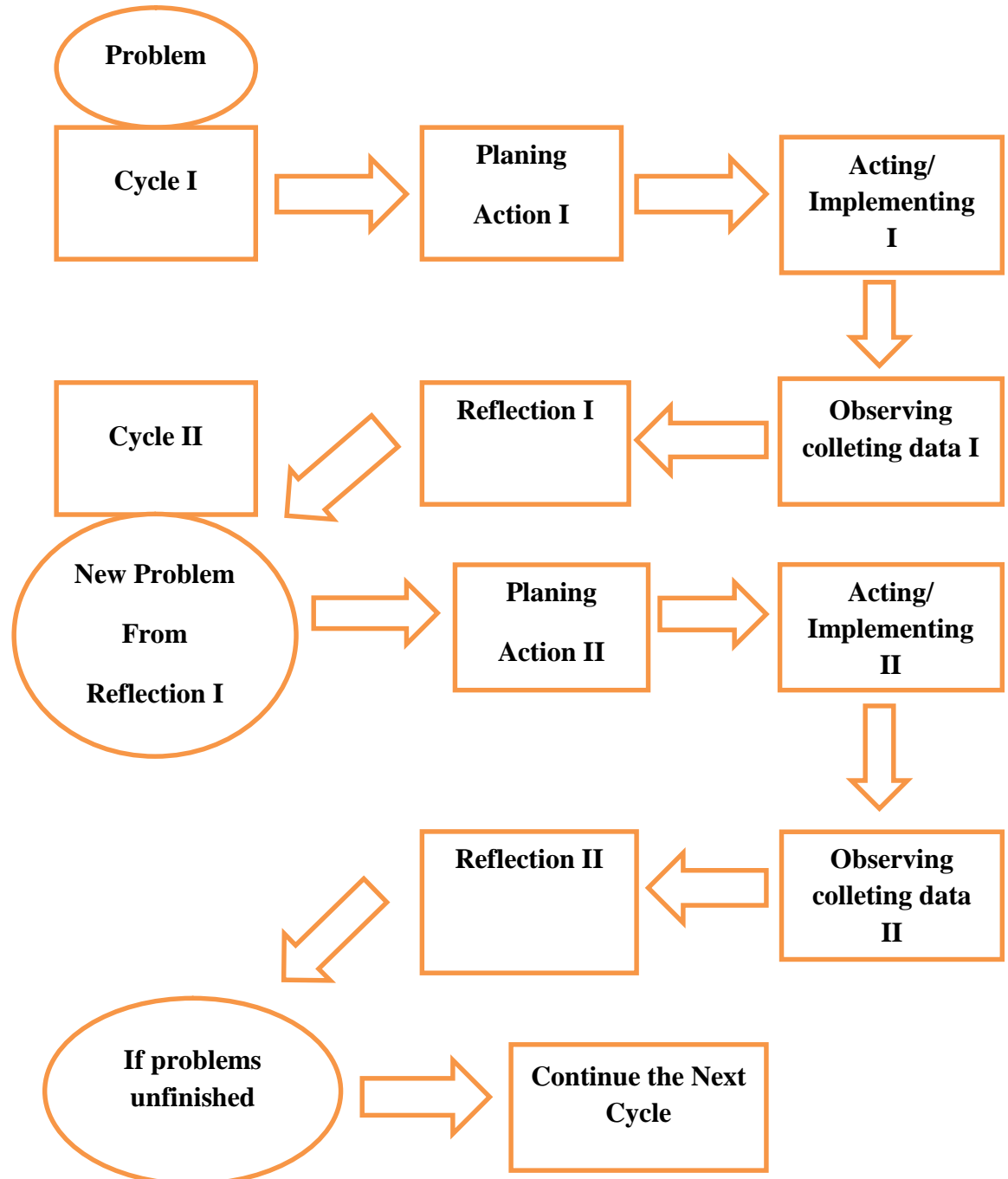
1. Pre-assessment

The students were given a pre-assessment to know the starting point of the students in reading comprehension before a treatment. It was given in the beginning of the lesson. After the students finished the pre-test, the researcher collected and analyzed the students worksheet's to know the students ability.

2. Cycles

According to Suhardjono consisted of four action, they are : planning, action, observation, and reflecting. The process of action research as below :

The Schema of Design Research



a) Cycle I

Cycle I was consist of four action were planning, implementation of action, observation, and reflecting.

1) Planning

Planning is the starting of the classroom action research. Planning is consisted of the plan of action that will be done to solve the problem. In planning, the researcher must be prepared some materials and method that would be used to solve the problems of students in learning English reading.

2) Implementation of Action

Implementation of action is activity that is design systematically in order that can improve the students passion in learning and teaching process, the activities in acting as do as in teaching procedures. The researcher needs to improve the students' reading with applying the lesson that used concept Guided Reading Strategy.

3) Observation

Observation is the process of controlling and monitoring the condition or activities of the students in the classroom. In doing the observation, the researchers will be helped by the english teacher to make the process of the research to be easier. In this observation, the researcher and the teacher also observed everything of the process in teaching and learning activity.

4) Reflection

Reflection is the processing of the data from activity in each cycle from the score of students based on improving the students ability in reading text using guided reading strategy. To make a good reflection, all of experiences, knowledge, and learning theory comprehension were useful to decide what the researcher had to do in the next cycle. So, in each cycle the researcher had a good plan about what will be done and evaluated in the next cycle.

b. Cycle II

The step in cycle 2 were the formulation of the cycle I. In cycle 2, the activities were similar to those in cycle I, but there were some emphases due to the revised plans.

c. Cycle II

The step in cycle 3 were the formulation of the cycle 2. In cycle 3, the activities were similar to those in cycle 2, but there were some emphases due to the revised plans.

H. Indicator of Success

This Classroom Action Research will be success if Guided Reading Strategy theory can improve 70% students' reading comprehension in second year students of English reading comprehension of SMPN 20 Kota Bengkulu in academic year 2015/2016. The KKM score is 75.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presented the result and discussion of the study. The result showed the students' scores on reading comprehension in Pre-assessment, Cycle I, Cycle II, and Cycle III. The result also included the description of observation sheet, interview, and survey which support the analysis data of students' score. It is also showed whether Guided Reading Strategy can improve the students' comprehension on reading.

A. Result

Data for this research was collected from SMPN 20 Kota Bengkulu. The sample of this research was consisted of 30 students on the second grade. The students were lack in comprehending English reading text. Their comprehension on reading was very low. Through this study, the researcher tried to improve students' comprehension on reading by applied guided reading strategy.

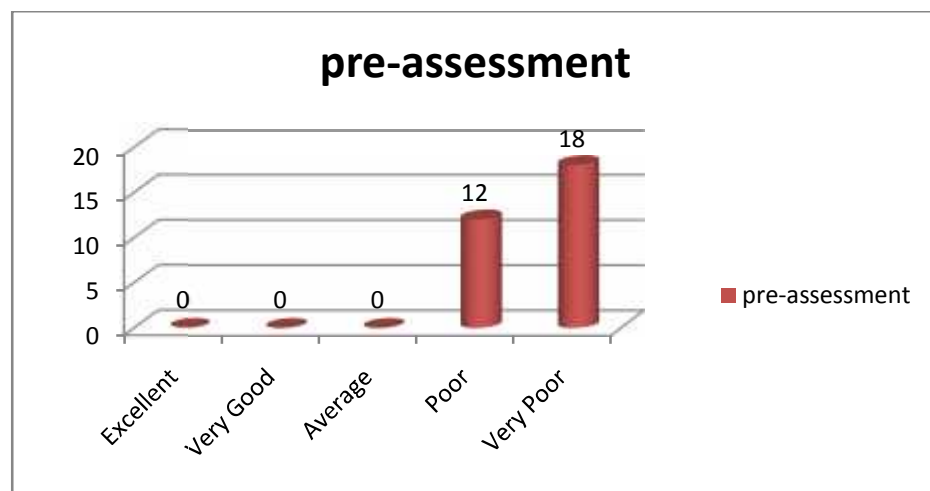
The improving of students' comprehension on reading was obtained by analyzed the comparison of percentages of students' reading comprehension achievement it self in every cycle, included pre-assessment, Cycle I, Cycle II and Cycle III. The result of data analyzed of pre-assessment and every cycle showed that there was improvement on students' score. It meant guided reading strategy can improve students' reading comprehension.

1. Pre-Assessment

The students' were given a pre-assessment (Reading test) in order to measure their level in English reading comprehension. Before doing the action, the researcher applied pre-assessment to the sample in order to measure the students' ability in english reading comprehension. It informed students' ability in english reading comprehension before the researcher applied Guided Reading Strategy. Graphically, the students' score on pre-assessment can be seen as follow :

Chart 4.1

Students' Reading Comprehension Score in Pre-Assessment



Based on Chart 4.1, the students' comprehension on Reading were very low. Most of students' score were on poor and very poor category. It showed the calculation of students' score in pre-assessment that highest score was 55 and the lowest score was 20. It means the teacher should improve the students' comprehension on reading by using guided reading

strategy, otherwise to improve the students' scores on reading comprehension achievement.

The score distribution on pre-assessment can be seen on table 4.1 below:

Table 4.1
The distribution of students' reading comprehension in Pre-Assessment

Score Interval	Category	Pre-Assessment	
		F	P
80-100	Excellent	0	0%
70-79	Very Good	0	0%
60-69	Average	0	0%
50-59	Poor	12	40%
< 49	Very Poor	18	60%

Based on the table 4.1, the students' score on pre-assessment were very poor. There was 18 (60%) students in very poor category, 12 (40%) students in poor category, and there were no students that have average, very good and excellent English reading comprehension in pre-assessment.

2. Cycle I

a. Planning

In this stage, the researcher identified the problem which appear in teaching learning process and find out an alternative way to solve the problem. Based on the students' scores on pre-assessment, it showed most of students' comprehension on reading was very low. It was about 100% of the students were on poor and very poor category. It was assumed the reseacher needed to use effective strategy to improve the students' motivation and comprehension in learning reading.

Guided reading startegy could improve students' reading comprehension achievement. The researcher designs teaching material which was appropriate with guided reading strategy.

b. Implementing

In this stage, the researcher applied guided reading strategy which had been taken to solve the problem. In doing action, the researcher divided the action in teaching reading into three steps. They were pre activities, while activites, and post activities. The implementation process can be seen as follow :

4. Pre activities (10 minutes)

- Greeting
- Checking the students attendance list

- Asking the students' readiness and asking them to pray
- Brainstrom the students about the topic of teaching material

5. While activities (70 minutes)

- The students were divided into small groups that consist of five or six students.
- The students were given the reading text that have been prepared by the researcher
- The teacher explained how about to implementation of Guided Reading strategy in reading comprehension
- The teacher asked the students to read a reading text together and guessing the meaning of the difficult word from the relation of the words
- The teacher asked students to find the important point of the text to get more information from the text
- The teacher monitored the students activity
- The teacher asked students to summarize the content of the text
- The teacher explained the text to the students
- The teacher asked the students to answer the question based on the text
- The teacher asked the students collect their answer

6. Post activities (10 minutes)

- The teacher concluded the material and reflection the teaching process about what they feel and their difficulty during the activities
- The teacher gives homework, apperciation and motivation to the students
- Closing the lesson by pray and said good bye

c. Observing

In this stage, the reseacher asked the collaborator to notice all activities that has done by researcher in classroom for instance the researcher' performance, students' respond in class activity and class situation. The collaborator used observation checklist to collect data, the observation checklists were consisted into kinds. They were students' observation checklist and teachers' observation checklist (see Appendix 5 and 14). Moreover, by the observation, the researcher saw that there were some improvement that are showed by the students, such as : they were enthusiast, some of students gave the question to the researcher if they got confused about material and they felt more interesting with the technique were applied, but the researcher still found that students were not focus of the material.

Then, the students gave positive respond when the researcher explained about Guided Reading Strategy, during the explanation the

students asked researcher to explain it more detail and at end of each meeting, students discussed with the researcher about some problems that they faced in learning process.

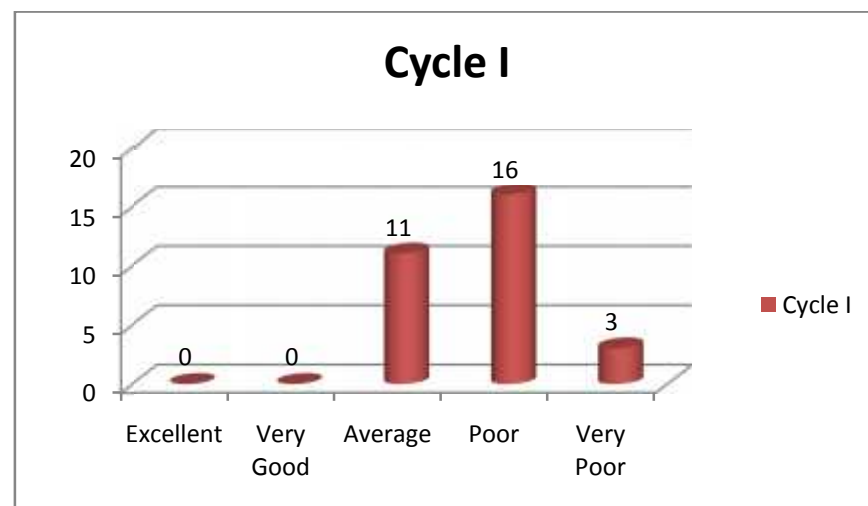
d. Reflecting

In this stage, the researcher felt that Guided Reading was quite effective to improve students' reading comprehension. It can be seen on the chart about the result of the students' score. The students' score on cycle I was better than pre-assessment.

There was improvement on the mean score of pre-assessment (48,17) to cycle I (57,67). The improvement scores can be seen as follow :

Chart 4.2

The students' score in Cycle I



Based on chart 4.2, the students' comprehension on reading were quite low, but there was a little improvement. Some students'

score were still very poor and poor category and little students got on average and and there were no students that have very good and excellent. Even though, it was decrease comparing with the scores on pre-assessment.

The researcher identified the problem which appear in teaching learning process and find out an alternative way to solve the problem. Guided Reading Strategy was proposed as the effective way to solve the problem that appeared in teaching and learning process of reading achievement. The researcher design teaching material which was appropriate with the Guided Reading Strategy.

The score distribution on cycle I can be seen on table 4.2 below:

Table 4.2 :
The students' distribution on Cycle I

Score Interval	Category	Cycle 1	
		F	P
80-100	Excellent	0	0%
70-79	Very Good	0	0%
60-69	Average	11	36,67%
50-59	Poor	16	53,33%
< 49	Very Poor	3	10%

Based on the table 4.2, the students' score on cycle I were still low. There was 3 (10%) students were in very poor category, 16 (53,33%) students were in poor category, 11 (36,67%) students were in average category, and still (0%) student in very good category and (0%) student in excellent category.

3. Cycle II

a. Planning

In this stage, the researcher identified the problem which appear in teaching and learning process and find out an alternative way to solve the problems. Based on the students' score in cycle I, it showed some students' ability on reading comprehension was still low. It was about 63,33% of the students were on poor and very poor category. It was assumed the teacher needed to be more creative in applying guided reading strategy to improve the students' motivation and comprehension in learning reading. The researcher also designed the teaching material more interested and appropriate by using guided reading strategy.

b. Implementing

In this stage, the researcher applied guided reading strategy which had been taken to solve the problem. The implementation

consisted in three steps, namely pre activities, while activities, and post activities. The implementation process can be seen as follow:

1. Pre activities (10 minutes)

- Greeting
- Checking the students attendance list
- Asking the students' readiness and asking them to pray
- Brainstrom the students about the topic of teaching material

2. While activities (70 minutes)

- The students were divided into small groups that consist of five or six students.
- The students were given the reading text that have been prepared by the researcher
- The teacher explained how about to implementation of Guided Reading strategy in reading comprehension
- The teacher asked the students to read a reading text together and guessing the meaning of the difficult word from the relation of the words
- The teacher asked students to find the important point of the text to get more information from the text
- The teacher monitored the students activity
- The teacher asked students to summarize the content of the text
- The teacher explained the text to the students

- The teacher asked the students to answer the question based on the text
- The teacher asked the students collect their answer

3. Post activities (10 minutes)

- The teacher concluded the material and reflection the teaching process about what they feel and their difficulty during the activities
- The teacher gives homework, apperciation and motivation to the students
- Closing the lesson by pray and said good bye

c. Observing

In this stage, the researcher and collabrator also did the observation. The researcher observed the students activity in the classroom, especially in reading. It was same in action I. through the observation of cycle II, the researcher found many changes to the students reading comprehension. All of the students were spirit and enthusiast with the lesson, they focused on the material. The result of reading comprehension through Guided Reading Strategy was geather in moderate qualification criteria. The process teaching in action II ran well, because the researcher saw from their activities.

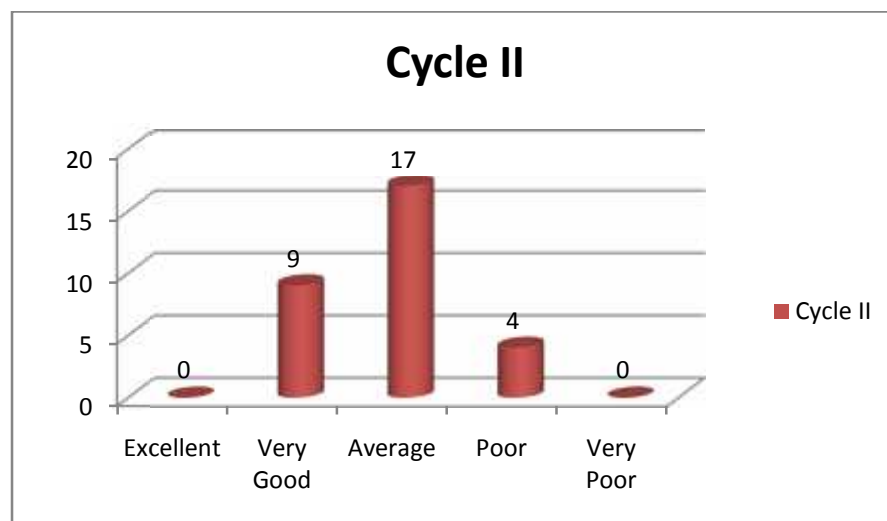
d. Reflecting

As mentioned in the observation above, there was a little progress of students' reading comprehension the condition in the classroom and the students themselves. But, the result of the cycle II also gave improvement of students reading comprehension. Considering the result above, the researcher needed to improve again the material or instrument that was used.

The students' score on cycle II were better than cycle I. There was improvement on the mean score of cycle I (57,67) to cycle II (66,33). The improvement scores can be seen as follow :

Chart 4.3

The students' score in Cycle II



Based on the chart 4.3, the students ability on reading comprehension achievement were quite very good. Only few of the students' score were on average and poor category. It meant the teacher

need some effort to raise students' ability on reading comprehension achievement by used guided reading strategy, otherwise could improvement the students' score on reading comprehension achievement awareness. The score distribution on cycle II can be seen as follow

Table 4.3 :
The students' distribution on Cycle II

Score Interval	Category	Cycle II	
		F	P
80-100	Excellent	0	0%
70-79	Very Good	9	30%
60-69	Average	17	56,67%
50-59	Poor	4	13,33%
< 49	Very Poor	0	0%

Based on the table 4.3, the students' score on cycle II were still low. There was 0 (0%) students were in very poor category, 4 (13,33%) students were in poor category, 17 (56,67%) students were in average category, 9 (30%) students were in very good category, and still (0%) student in excellent category.

The table above show that there was a little progress of students' reading. But the progress occurred in the table average was improve then test cycle I, and Guided Reading Strategy could minimize the low

students. Considering the result above, the researcher need to improve again the material that is used. Beside that, the condition of the classroom active must be managed well, and the motivation of the students must improve again on the next cycle.

4. Cycle III

a. Planning

In this stage, the reseacher identified the problem which appear in teaching and learning process and find out an alternative way to solve the problems. Based on the students' score in cycle II, it showed some students' ability on reading comprehension was still low. It was about 13,33% of the students were on poor category. It was assumed the teacher needed to be more creative in applying guided reading strategy to improve the students' motivation and comprehension in learning reading. The researcher also designed the teaching material more interested and appropriate by using guided reading strategy.

b. Implementing

In this stage, the researcher applied guided reading strategy which had been taken to solve the problem. The implementation consisted in three steps, namely pre activities, while activites, and post activities. The implementation process can be seen as follow:

1. Pre activities (10 minutes)

- Greeting

- Checking the students attendance list
 - Asking the students' readiness and asking them to pray
 - Brainstrom the students about the topic of teaching material
2. While activities (70 minutes)
- The students were divided into small groups that consist of five or six students.
 - The students were given the reading text that have been prepared by the researcher
 - The teacher explained how about to implementation of Guided Reading strategy in reading comprehension
 - The teacher asked the students to read a reading text together and guessing the meaning of the difficult word from the relation of the words
 - The teacher asked students to find the important point of the text to get more information from the text
 - The teacher monitored the students activity
 - The teacher asked students to summarize the content of the text
 - The teacher explained the text to the students
 - The teacher asked the students to answer the question based on the text
 - The teacher asked the students collect their answer

3. Post activities (10 minutes)

- The teacher concluded the material and reflection the teaching process about what they feel and their difficulty during the activities
- The teacher gives homework, apperciation and motivation to the students
- Closing the lesson by pray and said good bye

c. Observing

In this stage, the researcher was helped by the colaborator to observe the teaching and learning process. All data from observation stage in cycle III was also collected by using observation checklist. Furthermore, the result of observation checklist of students' in cycle III was good categories; the students' attitude during the learning process and the teachers' performance were improved.

Based on the result observation there were some improvement of students' in teaching and learning process in the classroom. The first, based on the observation checklist of students' activity, the students' preparation of Guided Reading Strategy was checked "yes" category. Most of the students showed that well preparation both in facing the learning process and in preparing all the things needed in learning activity.

Second, students' interests toward Guided Reading Strategy and toward the material given were good enough. The students' attenttion

toward the explanation of narrative text was checked “yes”. They were more interested and gave positive feedback to the explanation about Guided Reading Strategy. Some students were brave to share their knowledge or asked something about the material and the technique used.

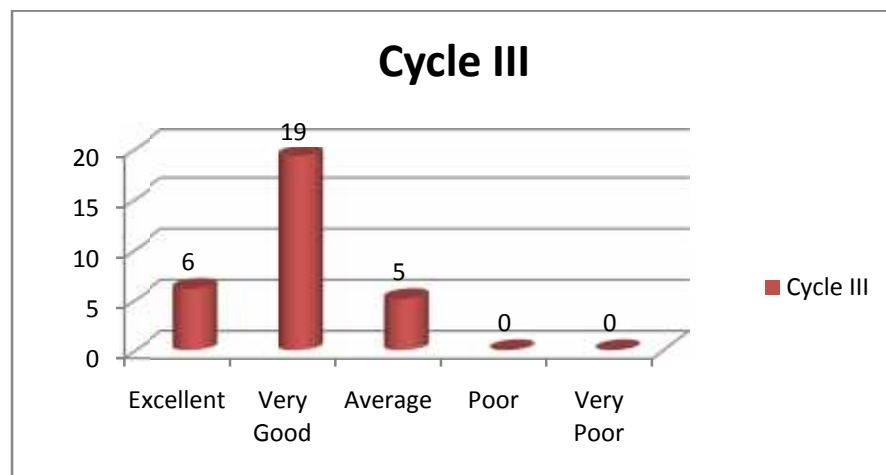
Third, the observation about the students’ attitude toward Guided Reading Strategy. The first step was about sitting in their group. In this step, the students’ attitude was good. They directly sat with their groups when the researcher asked them to sit in their group. The result of cycle III showed that there was significant improvement from cycle I to cycle II to cycle III.

d. Reflecting

Based on the result of reading comprehension test in cycle I, cycle II and cycle III, the researcher concluded that there were some improvement, and also based on the result of observation checklist and fieldnotes, both the good attitudes and create spirit students’ during the teaching learning process.

The students’ score on cycle II were better than cycle I. There was improvement on the mean score of cycle II (66,33) to cycle III (75,33). The improvement scores can be seen as follow :

Chart 4.4
The students' score in Cycle III



Based on the chart 4.4, the students ability on reading comprehension achievement were excellent. Most of the students' score were average, very good, and excellent category. It meant the teacher was success in raising students' ability on reading comprehension achievement by used guided reading strategy, it also supported by the improvement of students' score on reading comprehension achievement awareness. The score distribution on cycle III can be seen as follow :

Table 4.4
The students' distribution on Cycle III

Score Interval	Category	Cycle III	
		F	P
80-100	Excellent	6	20%
70-79	Very Good	19	63,33%
60-69	Average	5	16,67%
50-59	Poor	0	0%
< 49	Very Poor	0	0%

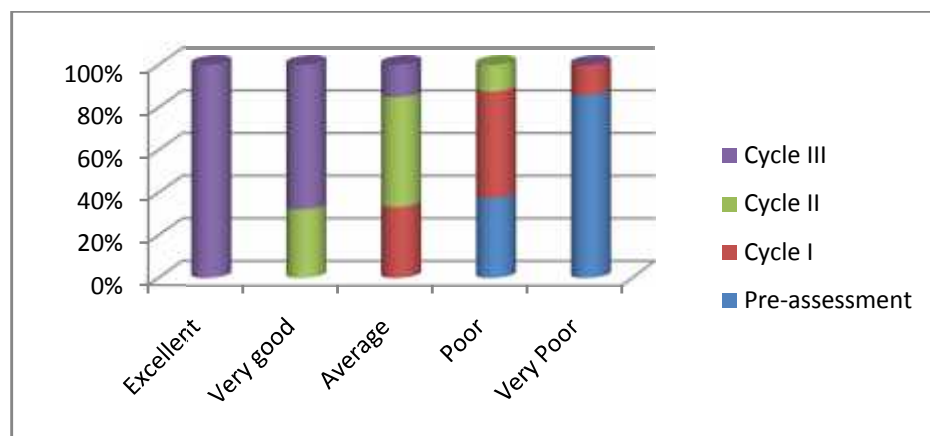
Based on table 4.4, the students score on cycle III were Excellent. There was 5 (16,67%) students were in average category, 19 (63,33%) students were in very good category, 6 (20%) students were in excellent, and 0 (0%) students were in poor category, and 0 (0%) students were in poor category. So, that is why the researcher stopped this research until in this cycle.

5. The Improvement of Students' Reading Comprehension

The improvement of students' achievement in reading comprehension was done, by observing and evaluating the students reading comprehension result from pre-assessment, cycle 1, cycle 2 and cycle 3. As we know that the students had studied how to improve their reading comprehension by guided reading strategy. The result showed that the guided reading strategy was so helped effective in improving students in reading comprehension of reading text. It could be seen the result of students reading comprehension from each cycle. See appendix 4.5 for more detail.

Chart 4.5

The students' score in every cycle



Based on figure above, the students' ability in reading comprehension by using guided reading strategy was improved from pre-assessment, cycle 1, cycle 2, and cycle 3 was significant. The improvement students reading comprehension 0% from pre-assessment become 75% in last cycle. The result was always positive. It means that this strategy was suitable and effective to be applied for junior high school level.

Table 4.5

The Qualification of Students' Improvement in Reading Comprehension

Score Interval	Category	Pre-Assessment		Cycle I		Cycle II		Cycle III	
		F	P	F	P	F	P	F	P
80-100	Excellent	0	0%	0	0%	0	0%	6	20%
70-79	Very Good	0	0%	0	0%	9	30%	19	63,33%
60-69	Average	0	0%	11	36,67%	17	56,67%	5	16,67%
50-59	Poor	12	40%	16	53,33%	4	13,33%	0	0%
< 49	Very Poor	18	60%	3	10%	0	0%	0	0%

Based on figure, we saw the percentage of the students' reading comprehension test were improved in each cycle. In pre-assessment test, most of the students got 0% on the excellent, very good, and average category. On the other hand, all students were in poor and very poor category. Students who were on poor category were 40% and the students who were in very poor category were 60%.

In cycle I, we could see the improvement of the students reading comprehension from pre-assessment, but it was not significant enough. The students reading comprehension in average category improved from 0% to 36,67%. On other hand, the students reading comprehension in poor and very poor category decreased. In poor category, it decreased from 40% to 53,33%. In very poor category, it decreased from 60% to 10%.

In cycle II, we could see the improvement of the students reading comprehension from cycle I, but it was not significant enough. The students reading comprehension in very good category improved from 0% to 30%, in average category improved from 36,67% to 56,67%. On other hand, the students reading comprehension in poor and very poor category decreased. In poor category, it decreased from 53,33% to 13,33%. In very poor category, it decreased from 10% to 0%.

The last cycle we could see the improvement which significant in students reading comprehension. The students reading comprehension in excellent from 0% to 20%, in very good category improved from 30% to

63,33%. On other hand, the students reading comprehension in average, poor and very poor category seemed decreased. In average category, it decreased from 56,67% to 16,67%. In poor category, it decreased from 13,33% to 0%, and in very poor category, it decreased from 0% to 0%.

B. Discussion

Based on the result of the study, the followed discussion are presented to strenghten the value of the study.

From the result of the students' scores on reading comprehension in Pre-assessment, Cycle I, Cycle II, and Cycle III showed good improvement. It can be seen from the improvement of mean score on Pre-assessment (48,17%), Cycle I (57,17%), Cycle II (66,33%), and Cycle III (75,33). It was also assumed that using guided reading strategy gave significant contribution in improving students' comprehension on reading.

Second, guided reading strategy encourages students' motivation and enthusiast in learning reading comprehension achievement. Most of the students were active with teaching material in the classroom. As the feedback, the students' scores on reading comprehension achievement were improved. And the students had become more familiar with this strategy.

Third, the use of guided reading strategy can improve students reading comprehension achievement of second grade students at SMPN 20 Kota Bengkulu in academic year 2015/2016.

Based on the improvement of each cycle, using guided reading strategy could improved students reading comprehension. So, the teory from Fountas and Finnell, the stated guided reading strategy can improve students reading comprehension was true.

Finally, from the discussion above, the researcher concluded that using guided reading strategy was effective to improve students' reading comprehension and also make students' actively and being motivated in teaching and learning process. Then, their achievement in class VIII G of SMPN 20 Kota Bengkulu had significant improvement.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the concluded and suggesstion related to the result of the study.

A. Conclusion

Based on the result of the data analysis, it is concluded that guided reading strategy can improve students' reading comprehension achievement of second grade students at SMPN 20 Kota Bengkulu in academic year 2015/2016. Guided reading strategy also could improve the students interest in learning Reading comprehension achievement, especially on reading comprehension. It was also supported by the result of observation, interview, and documentation. Through this strategy, the students seemed enjoy in learning reading comprehension. They also became enthusiast as long as the process of teaching and learning in the classroom, as the feedback the students easier in improving their reading comprehension achievement. It is also supported by the improving of students' scores on pre-assessment (48,17%), cycle I (57,17%), cycle II (66,33%), and cycle III (75,33).

B. Suggestion

Based on the concluded above, the researcher would like to suggest that using guided reading strategy should be applied at SMPN 20 Kota Bengkulu, in order to develop and improved the students' on reading comprehension.

In order to help the English teachers improve the students' reading comprehension, they should more often applied guided reading strategy. It would help the teachers more effective in used this strategy and also can help the students to comprehending the text and also more active in the classroom.

For students, the researcher suggested to comprehending the text using guided reading strategy, in order to made them easier in studying English, can build the students' motivation to learn English, and also this research is hoped that this research can be used as the information for further research in reading comprehension.

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A P P E N D I C E S

APPENDIX 1**The Result of Students' Reading Test in Pre-Assessment**

No	Name	Score	Explanation
1	Amanda Widia	20	Very Poor
2	Astri Tama	55	Poor
3	Dea Fathatur	55	Poor
4	Delliya	45	Very Poor
5	Delvarani	55	Poor
6	Dwi Bintang	45	Very Poor
7	Dwi Purnama	50	Poor
8	Era Santika	45	Very Poor
9	Fadila Rizky	55	Poor
10	Fren Jenika	55	Poor
11	Gusmi Maharani	55	Poor
12	Helmi Fakharia	45	Very Poor
13	Intan Meliersa	55	Poor
14	Kurnia Amelia	50	Poor
15	Mega Lestari	55	Poor
16	Muhammad Arif	40	Very Poor
17	Muhammad Azza	55	Poor
18	Muhammad Haikal	45	Very Poor
19	Nadia Silvia	45	Very Poor
20	Nunik Vitaloka	45	Very Poor

21	Regita Cahyani	45	Very Poor
22	Sherina Desvita	45	Very Poor
23	Sintia	45	Very Poor
24	Sitih	45	Very Poor
25	Tina Mareska	40	Very Poor
26	Ummi Khurnia	45	Very Poor
27	Vicka Yolán	45	Very Poor
28	Yasyarama Bintang	55	Poor
29	Yulia Tri Lestari	45	Very Poor
30	Zhellovika Haelens	45	Very Poor
	Total Score	= 1.445 : 30	
	Mean Score	48,17	

APPENDIX 2**The Result of Students' Reading Test in Cycle I**

No	Name	Score	Explanation
1	Amanda Widia	45	Very Poor
2	Astri Tama	65	Average
3	Dea Fathatur	65	Average
4	Delliya	55	Poor
5	Delvarani	65	Average
6	Dwi Bintang	55	Poor
7	Dwi Purnama	55	Poor
8	Era Santika	45	Very Poor
9	Fadila Rizky	60	Average
10	Fren Jenika	65	Average
11	Gusmi Maharani	65	Average
12	Helmi Fakharia	55	Poor
13	Intan Meliersa	65	Average
14	Kurnia Amelia	55	Poor
15	Mega Lestari	65	Average
16	Muhammad Arif	45	Very Poor
17	Muhammad Azza	50	Poor
18	Muhammad Haikal	55	Poor
19	Nadia Silvia	55	Poor
20	Nunik Vitaloka	65	Average

21	Regita Cahyani	55	Poor
22	Sherina Desvita	55	Poor
23	Sintia	55	Poor
24	Sitih	50	Poor
25	Tina Mareska	55	Poor
26	Ummi Khurnia	65	Average
27	Vicka Yolán	55	Poor
28	Yasyarama Bintang	65	Average
29	Yulia Tri Lestari	55	Poor
30	Zhellovika Haelens	55	Poor
	Total Score	$= 1.715 : 30$	
	Mean Score	57,17	

APPENDIX 3**The Result of Students' Reading Test in Cycle II**

No	Name	Score	Explanation
1	Amanda Widia	55	Poor
2	Astri Tama	75	Very Good
3	Dea Fathatur	75	Very Good
4	Delliya	65	Average
5	Delvarani	75	Very Good
6	Dwi Bintang	65	Average
7	Dwi Purnama	65	Average
8	Era Santika	55	Poor
9	Fadila Rizky	75	Very Good
10	Fren Jenika	65	Average
11	Gusmi Maharani	75	Very Good
12	Helmi Fakharia	65	Average
13	Intan Meliersa	65	Average
14	Kurnia Amelia	65	Average
15	Mega Lestari	75	Very Good
16	Muhammad Arif	55	Poor
17	Muhammad Azza	55	Poor
18	Muhammad Haikal	65	Average
19	Nadia Silvia	65	Average
20	Nunik Vitaloka	75	Very Good

21	Regita Cahyani	65	Average
22	Sherina Desvita	65	Average
23	Sintia	75	Very Good
24	Sitih	60	Average
25	Tina Mareska	65	Average
26	Ummi Khurnia	75	Very Good
27	Vicka Yolán	65	Average
28	Yasyarama Bintang	65	Average
29	Yulia Tri Lestari	60	Average
30	Zhellovika Haelens	65	Average
	Total Score	= 1.990 : 30	
	Mean Score	66,33	

APPENDIX 4**The Result of Students' Reading Test in Cycle III**

No	Name	Score	Explanation
1	Amanda Widia	75	Very Good
2	Astri Tama	85	Excellent
3	Dea Fathatur	85	Excellent
4	Delliya	75	Very Good
5	Delvarani	85	Excellent
6	Dwi Bintang	70	Very Good
7	Dwi Purnama	75	Very Good
8	Era Santika	65	Average
9	Fadila Rizky	85	Excellent
10	Fren Jenika	75	Very Good
11	Gusmi Maharani	75	Very Good
12	Helmi Fakharia	70	Very Good
13	Intan Meliersa	75	Very Good
14	Kurnia Amelia	75	Very Good
15	Mega Lestari	85	Excellent
16	Muhammad Arif	70	Very Good
17	Muhammad Azza	75	Very Good
18	Muhammad Haikal	70	Very Good
19	Nadia Silvia	75	Very Good
20	Nunik Vitaloka	85	Excellent

21	Regita Cahyani	70	Very Good
22	Sherina Desvita	75	Very Good
23	Sintia	75	Very Good
24	Sitih	70	Very Good
25	Tina Mareska	65	Average
26	Ummi Khurnia	75	Very Good
27	Vicka Yolán	65	Average
28	Yasyarama Bintang	65	Average
29	Yulia Tri Lestari	75	Very Good
30	Zhellovika Haelens	65	Average
	Total Score	= 2.260 : 30	
	Mean Score	75,33	

APPENDIX 5**The Teacher Observation Sheet**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/II
 Sekolah : SMPN 20 Kota Bengkulu
 Hari/Tanggal : Selasa/17 Mei 2016
 Cycle : I Meeting 1

No	Aspek yang di observasi	Kemunculan			Komentar
		Baik	Cukup	Kurang	
1	Guru mempersiapkan materi yang akan diberikan				
	Guru menyapa dan mempersiapkan siswa untuk belajar.				
	Guru memberikan apersepsi dan meminta siswa untuk memprediksi materi yang akan dipelajari.				
	Guru menjelaskan tentang keuntungan dari membaca dipandu/guided reading untuk meningkatkan pemahaman membaca siswa dan bagaimana untuk meningkatkan ide-ide mereka dalam membaca dengan menggunakan teknik guided reading.				

2	Guru menjelaskan penggunaan guided reading				
	Guru menjelaskan apa itu guided reading				
	Guru menjelaskan prosedur menggunakan guided reading di kelas.				
3	Guru berpikir kemampuan membaca dengan menggunakan guided reading				
	Guru membimbing dan membantu siswa untuk melakukan aktivitas mereka.				
	Guru memantau dan mengendalikan kegiatan di dalam kelas				

Catatan :

Pengamatan ini dilakukan untuk mengamati guru selama proses belajar mengajar.

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 6**The Teacher Observation Sheet**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/II
 Sekolah : SMPN 20 Kota Bengkulu
 Hari/Tanggal : Rabu/ 18 Mei 2016
 Cycle : I Meeting 2

No	Aspek yang di observasi	Kemunculan			Komentar
		Baik	Cukup	Kurang	
1	Guru mempersiapkan materi yang akan diberikan				
	Guru menyapa dan mempersiapkan siswa untuk belajar.				
	Guru memberikan apersepsi dan meminta siswa untuk memprediksi materi yang akan dipelajari.				
	Guru menjelaskan tentang keuntungan dari membaca dipandu/guided reading untuk meningkatkan pemahaman membaca siswa dan bagaimana untuk meningkatkan ide-ide mereka dalam membaca dengan menggunakan teknik guided reading.				

2	Guru menjelaskan penggunaan guided reading				
	Guru menjelaskan apa itu guided reading				
	Guru menjelaskan prosedur menggunakan guided reading di kelas.				
3	Guru berpikir kemampuan membaca dengan menggunakan guided reading				
	Guru membimbing dan membantu siswa untuk melakukan aktivitas mereka.				
	Guru memantau dan mengendalikan kegiatan di dalam kelas				

Catatan :

Pengamatan ini dilakukan untuk mengamati guru selama proses belajar mengajar.

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 7**The Teacher Observation Sheet**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/II
 Sekolah : SMPN 20 Kota Bengkulu
 Hari/Tanggal : Kamis/19 Mei 2016
 Cycle : I Meeting 3

No	Aspek yang di observasi	Kemunculan			Komentar
		Baik	Cukup	Kurang	
1	Guru mempersiapkan materi yang akan diberikan				
	Guru menyapa dan mempersiapkan siswa untuk belajar.				
	Guru memberikan apersepsi dan meminta siswa untuk memprediksi materi yang akan dipelajari.				
	Guru menjelaskan tentang keuntungan dari membaca dipandu/guided reading untuk meningkatkan pemahaman membaca siswa dan bagaimana untuk meningkatkan ide-ide mereka dalam membaca dengan menggunakan teknik guided reading.				

2	Guru menjelaskan penggunaan guided reading				
	Guru menjelaskan apa itu guided reading				
	Guru menjelaskan prosedur menggunakan guided reading di kelas.				
3	Guru berpikir kemampuan membaca dengan menggunakan guided reading				
	Guru membimbing dan membantu siswa untuk melakukan aktivitas mereka.				
	Guru memantau dan mengendalikan kegiatan di dalam kelas				

Catatan :

Pengamatan ini dilakukan untuk mengamati guru selama proses belajar mengajar.

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 8**The Teacher Observation Sheet**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/II
 Sekolah : SMPN 20 Kota Bengkulu
 Hari/Tanggal : Sabtu/21 Mei 2016
 Cycle : II Meeting 1

No	Aspek yang di observasi	Kemunculan			Komentar
		Baik	Cukup	Kurang	
1	Guru mempersiapkan materi yang akan diberikan				
	Guru menyapa dan mempersiapkan siswa untuk belajar.				
	Guru memberikan apersepsi dan meminta siswa untuk memprediksi materi yang akan dipelajari.				
	Guru menjelaskan tentang keuntungan dari membaca dipandu/guided reading untuk meningkatkan pemahaman membaca siswa dan bagaimana untuk meningkatkan ide-ide mereka dalam membaca dengan menggunakan teknik guided reading.				

2	Guru menjelaskan penggunaan guided reading				
	Guru menjelaskan apa itu guided reading				
	Guru menjelaskan prosedur menggunakan guided reading di kelas.				
3	Guru berpikir kemampuan membaca dengan menggunakan guided reading				
	Guru membimbing dan membantu siswa untuk melakukan aktivitas mereka.				
	Guru memantau dan mengendalikan kegiatan di dalam kelas				

Catatan :

Pengamatan ini dilakukan untuk mengamati guru selama proses belajar mengajar.

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 9**The Teacher Observation Sheet**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/II
 Sekolah : SMPN 20 Kota Bengkulu
 Hari/Tanggal : Senin/23 Mei 2016
 Cycle : II Meeting 2

No	Aspek yang di observasi	Kemunculan			Komentar
		Baik	Cukup	Kurang	
1	Guru mempersiapkan materi yang akan diberikan				
	Guru menyapa dan mempersiapkan siswa untuk belajar.				
	Guru memberikan apersepsi dan meminta siswa untuk memprediksi materi yang akan dipelajari.				
	Guru menjelaskan tentang keuntungan dari membaca dipandu/guided reading untuk meningkatkan pemahaman membaca siswa dan bagaimana untuk meningkatkan ide-ide mereka dalam membaca dengan menggunakan teknik guided reading.				

2	Guru menjelaskan penggunaan guided reading				
	Guru menjelaskan apa itu guided reading				
	Guru menjelaskan prosedur menggunakan guided reading di kelas.				
3	Guru berpikir kemampuan membaca dengan menggunakan guided reading				
	Guru membimbing dan membantu siswa untuk melakukan aktivitas mereka.				
	Guru memantau dan mengendalikan kegiatan di dalam kelas				

Catatan :

Pengamatan ini dilakukan untuk mengamati guru selama proses belajar mengajar.

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 10**The Teacher Observation Sheet**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/II
 Sekolah : SMPN 20 Kota Bengkulu
 Hari/Tanggal : Selasa/24 Mei 2016
 Cycle : II Meeting 3

No	Aspek yang di observasi	Kemunculan			Komentar
		Baik	Cukup	Kurang	
1	Guru mempersiapkan materi yang akan diberikan				
	Guru menyapa dan mempersiapkan siswa untuk belajar.				
	Guru memberikan apersepsi dan meminta siswa untuk memprediksi materi yang akan dipelajari.				
	Guru menjelaskan tentang keuntungan dari membaca dipandu/guided reading untuk meningkatkan pemahaman membaca siswa dan bagaimana untuk meningkatkan ide-ide mereka dalam membaca dengan menggunakan teknik guided reading.				

2	Guru menjelaskan penggunaan guided reading				
	Guru menjelaskan apa itu guided reading				
	Guru menjelaskan prosedur menggunakan guided reading di kelas.				
3	Guru berpikir kemampuan membaca dengan menggunakan guided reading				
	Guru membimbing dan membantu siswa untuk melakukan aktivitas mereka.				
	Guru memantau dan mengendalikan kegiatan di dalam kelas				

Catatan :

Pengamatan ini dilakukan untuk mengamati guru selama proses belajar mengajar.

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 11**The Teacher Observation Sheet**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/II
 Sekolah : SMPN 20 Kota Bengkulu
 Hari/Tanggal : Rabu/25 Mei 2016
 Cycle : III Meeting 1

No	Aspek yang di observasi	Kemunculan			Komentar
		Baik	Cukup	Kurang	
1	Guru mempersiapkan materi yang akan diberikan				
	Guru menyapa dan mempersiapkan siswa untuk belajar.				
	Guru memberikan apersepsi dan meminta siswa untuk memprediksi materi yang akan dipelajari.				
	Guru menjelaskan tentang keuntungan dari membaca dipandu/guided reading untuk meningkatkan pemahaman membaca siswa dan bagaimana untuk meningkatkan ide-ide mereka dalam membaca dengan menggunakan teknik guided reading.				

2	Guru menjelaskan penggunaan guided reading				
	Guru menjelaskan apa itu guided reading				
	Guru menjelaskan prosedur menggunakan guided reading di kelas.				
3	Guru berpikir kemampuan membaca dengan menggunakan guided reading				
	Guru membimbing dan membantu siswa untuk melakukan aktivitas mereka.				
	Guru memantau dan mengendalikan kegiatan di dalam kelas				

Catatan :

Pengamatan ini dilakukan untuk mengamati guru selama proses belajar mengajar.

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 12**The Teacher Observation Sheet**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/II
 Sekolah : SMPN 20 Kota Bengkulu
 Hari/Tanggal : Kamis/26 Mei 2016
 Cycle : III Meeting 2

No	Aspek yang di observasi	Kemunculan			Komentar
		Baik	Cukup	Kurang	
1	Guru mempersiapkan materi yang akan diberikan				
	Guru menyapa dan mempersiapkan siswa untuk belajar.				
	Guru memberikan apersepsi dan meminta siswa untuk memprediksi materi yang akan dipelajari.				
	Guru menjelaskan tentang keuntungan dari membaca dipandu/guided reading untuk meningkatkan pemahaman membaca siswa dan bagaimana untuk meningkatkan ide-ide mereka dalam membaca dengan menggunakan teknik guided reading.				

2	Guru menjelaskan penggunaan guided reading				
	Guru menjelaskan apa itu guided reading				
	Guru menjelaskan prosedur menggunakan guided reading di kelas.				
3	Guru berpikir kemampuan membaca dengan menggunakan guided reading				
	Guru membimbing dan membantu siswa untuk melakukan aktivitas mereka.				
	Guru memantau dan mengendalikan kegiatan di dalam kelas				

Catatan :

Pengamatan ini dilakukan untuk mengamati guru selama proses belajar mengajar.

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 13**The Teacher Observation Sheet**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/II
 Sekolah : SMPN 20 Kota Bengkulu
 Hari/Tanggal : Sabtu/28 Mei 2016
 Cycle : III Meeting 3

No	Aspek yang di observasi	Kemunculan			Komentar
		Baik	Cukup	Kurang	
1	Guru mempersiapkan materi yang akan diberikan				
	Guru menyapa dan mempersiapkan siswa untuk belajar.				
	Guru memberikan apersepsi dan meminta siswa untuk memprediksi materi yang akan dipelajari.				
	Guru menjelaskan tentang keuntungan dari membaca dipandu/guided reading untuk meningkatkan pemahaman membaca siswa dan bagaimana untuk meningkatkan ide-ide mereka dalam membaca dengan menggunakan teknik guided reading.				

2	Guru menjelaskan penggunaan guided reading				
	Guru menjelaskan apa itu guided reading				
	Guru menjelaskan prosedur menggunakan guided reading di kelas.				
3	Guru berpikir kemampuan membaca dengan menggunakan guided reading				
	Guru membimbing dan membantu siswa untuk melakukan aktivitas mereka.				
	Guru memantau dan mengendalikan kegiatan di dalam kelas				

Catatan :

Pengamatan ini dilakukan untuk mengamati guru selama proses belajar mengajar.

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 14**The Students' Observation Sheet**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/II
 Sekolah : SMPN 20 Kota Bengkulu
 Hari/Tanggal : Selasa/17 Mei 2016
 Cycle : I Meeting 1

No	Aspek yang di observasi	Kemunculan			Komentar
		Baik	Cukup	Kurang	
1	Para siswa mempersiapkan diri untuk belajar dan mempersiapkan semua hal yang perlu dalam kegiatan pembelajaran.				
2	Minat siswa terhadap menggunakan guided reading dan materi yang diberikan				
	Siswa memperhatikan penjelasan tentang guided reading strategy.				
	Siswa memperhatikan penjelasan tentang langkah-langkah menggunakan guided reading strategy.				
	Siswa				

	menunjukkan minat terhadap guided reading strategy dan materi yang diberikan.				
	Siswa memberikan komentar atau ide terhadap materi yang diberikan				
3	Sikap siswa terhadap menggunakan guided reading				
	Siswa diberi partisipasi aktif selama membaca dipandu/ guided reading.				
	Siswa akan memberikan ide-ide maksimal dalam menggunakan membaca dipandu dalam membaca.				
	Motivasi siswa dalam memecahkan masalah.				
	Kemampuan siswa dalam menarik kesimpulan.				

Catatan :

Pengamatan ini dilakukan untuk mengamati siswa selama proses belajar mengajar.

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 15**The Students' Observation Sheet**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/II
 Sekolah : SMPN 20 Kota Bengkulu
 Hari/Tanggal : Rabu/18 Mei 2016
 Cycle : I Meeting 2

No	Aspek yang di observasi	Kemunculan			Komentar
		Baik	Cukup	Kurang	
1	Para siswa mempersiapkan diri untuk belajar dan mempersiapkan semua hal yang perlu dalam kegiatan pembelajaran.				
2	Minat siswa terhadap menggunakan guided reading dan materi yang diberikan				
	Siswa memperhatikan penjelasan tentang guided reading strategy.				
	Siswa memperhatikan penjelasan tentang langkah-langkah menggunakan guided reading strategy.				
	Siswa				

	menunjukkan minat terhadap guided reading strategy dan materi yang diberikan.				
	Siswa memberikan komentar atau ide terhadap materi yang diberikan				
3	Sikap siswa terhadap menggunakan guided reading				
	Siswa diberi partisipasi aktif selama membaca dipandu/ guided reading.				
	Siswa akan memberikan ide-ide maksimal dalam menggunakan membaca dipandu dalam membaca.				
	Motivasi siswa dalam memecahkan masalah.				
	Kemampuan siswa dalam menarik kesimpulan.				

Catatan :

Pengamatan ini dilakukan untuk mengamati siswa selama proses belajar mengajar.

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 16**The Students' Observation Sheet**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/II
 Sekolah : SMPN 20 Kota Bengkulu
 Hari/Tanggal : Kamis/19 Mei 2016
 Cycle : I Meeting 3

No	Aspek yang di observasi	Kemunculan			Komentar
		Baik	Cukup	Kurang	
1	Para siswa mempersiapkan diri untuk belajar dan mempersiapkan semua hal yang perlu dalam kegiatan pembelajaran.				
2	Minat siswa terhadap menggunakan guided reading dan materi yang diberikan				
	Siswa memperhatikan penjelasan tentang guided reading strategy.				
	Siswa memperhatikan penjelasan tentang langkah-langkah menggunakan guided reading strategy.				
	Siswa				

	menunjukkan minat terhadap guided reading strategy dan materi yang diberikan.				
	Siswa memberikan komentar atau ide terhadap materi yang diberikan				
3	Sikap siswa terhadap menggunakan guided reading				
	Siswa diberi partisipasi aktif selama membaca dipandu/ guided reading.				
	Siswa akan memberikan ide-ide maksimal dalam menggunakan membaca dipandu dalam membaca.				
	Motivasi siswa dalam memecahkan masalah.				
	Kemampuan siswa dalam menarik kesimpulan.				

Catatan :

Pengamatan ini dilakukan untuk mengamati siswa selama proses belajar mengajar.

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 17**The Students' Observation Sheet**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/II
 Sekolah : SMPN 20 Kota Bengkulu
 Hari/Tanggal : Sabtu/21 Mei 2016
 Cycle : II Meeting 1

No	Aspek yang di observasi	Kemunculan			Komentar
		Baik	Cukup	Kurang	
1	Para siswa mempersiapkan diri untuk belajar dan mempersiapkan semua hal yang perlu dalam kegiatan pembelajaran.				
2	Minat siswa terhadap menggunakan guided reading dan materi yang diberikan				
	Siswa memperhatikan penjelasan tentang guided reading strategy.				
	Siswa memperhatikan penjelasan tentang langkah-langkah menggunakan guided reading strategy.				
	Siswa				

	menunjukkan minat terhadap guided reading strategy dan materi yang diberikan.				
	Siswa memberikan komentar atau ide terhadap materi yang diberikan				
3	Sikap siswa terhadap menggunakan guided reading				
	Siswa diberi partisipasi aktif selama membaca dipandu/ guided reading.				
	Siswa akan memberikan ide-ide maksimal dalam menggunakan membaca dipandu dalam membaca.				
	Motivasi siswa dalam memecahkan masalah.				
	Kemampuan siswa dalam menarik kesimpulan.				

Catatan :

Pengamatan ini dilakukan untuk mengamati siswa selama proses belajar mengajar.

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 18**The Students' Observation Sheet**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/II
 Sekolah : SMPN 20 Kota Bengkulu
 Hari/Tanggal : Senin/23 Mei 2016
 Cycle : II Meeting 2

No	Aspek yang di observasi	Kemunculan			Komentar
		Baik	Cukup	Kurang	
1	Para siswa mempersiapkan diri untuk belajar dan mempersiapkan semua hal yang perlu dalam kegiatan pembelajaran.				
2	Minat siswa terhadap menggunakan guided reading dan materi yang diberikan				
	Siswa memperhatikan penjelasan tentang guided reading strategy.				
	Siswa memperhatikan penjelasan tentang langkah-langkah menggunakan guided reading strategy.				
	Siswa				

	menunjukkan minat terhadap guided reading strategy dan materi yang diberikan.				
	Siswa memberikan komentar atau ide terhadap materi yang diberikan				
3	Sikap siswa terhadap menggunakan guided reading				
	Siswa diberi partisipasi aktif selama membaca dipandu/ guided reading.				
	Siswa akan memberikan ide-ide maksimal dalam menggunakan membaca dipandu dalam membaca.				
	Motivasi siswa dalam memecahkan masalah.				
	Kemampuan siswa dalam menarik kesimpulan.				

Catatan :

Pengamatan ini dilakukan untuk mengamati siswa selama proses belajar mengajar.

\

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 19**The Students' Observation Sheet**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/II
 Sekolah : SMPN 20 Kota Bengkulu
 Hari/Tanggal : Selasa/ 24 Mei 2016
 Cycle : II Meeting 3

No	Aspek yang di observasi	Kemunculan			Komentar
		Baik	Cukup	Kurang	
1	Para siswa mempersiapkan diri untuk belajar dan mempersiapkan semua hal yang perlu dalam kegiatan pembelajaran.				
2	Minat siswa terhadap menggunakan guided reading dan materi yang diberikan				
	Siswa memperhatikan penjelasan tentang guided reading strategy.				
	Siswa memperhatikan penjelasan tentang langkah-langkah menggunakan guided reading strategy.				
	Siswa				

	menunjukkan minat terhadap guided reading strategy dan materi yang diberikan.				
	Siswa memberikan komentar atau ide terhadap materi yang diberikan				
3	Sikap siswa terhadap menggunakan guided reading				
	Siswa diberi partisipasi aktif selama membaca dipandu/ guided reading.				
	Siswa akan memberikan ide-ide maksimal dalam menggunakan membaca dipandu dalam membaca.				
	Motivasi siswa dalam memecahkan masalah.				
	Kemampuan siswa dalam menarik kesimpulan.				

Catatan :

Pengamatan ini dilakukan untuk mengamati siswa selama proses belajar mengajar.

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 20**The Students' Observation Sheet**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/II
 Sekolah : SMPN 20 Kota Bengkulu
 Hari/Tanggal : Rabu/25 Mei 2016
 Cycle : III Meeting 1

No	Aspek yang di observasi	Kemunculan			Komentar
		Baik	Cukup	Kurang	
1	Para siswa mempersiapkan diri untuk belajar dan mempersiapkan semua hal yang perlu dalam kegiatan pembelajaran.				
2	Minat siswa terhadap menggunakan guided reading dan materi yang diberikan				
	Siswa memperhatikan penjelasan tentang guided reading strategy.				
	Siswa memperhatikan penjelasan tentang langkah-langkah menggunakan guided reading strategy.				
	Siswa				

	menunjukkan minat terhadap guided reading strategy dan materi yang diberikan.				
	Siswa memberikan komentar atau ide terhadap materi yang diberikan				
3	Sikap siswa terhadap menggunakan guided reading				
	Siswa diberi partisipasi aktif selama membaca dipandu/ guided reading.				
	Siswa akan memberikan ide-ide maksimal dalam menggunakan membaca dipandu dalam membaca.				
	Motivasi siswa dalam memecahkan masalah.				
	Kemampuan siswa dalam menarik kesimpulan.				

Catatan :

Pengamatan ini dilakukan untuk mengamati siswa selama proses belajar mengajar.

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 21**The Students' Observation Sheet**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/II
 Sekolah : SMPN 20 Kota Bengkulu
 Hari/Tanggal : Kamis/26 Mei 2016
 Cycle : III Meeting 2

No	Aspek yang di observasi	Kemunculan			Komentar
		Baik	Cukup	Kurang	
1	Para siswa mempersiapkan diri untuk belajar dan mempersiapkan semua hal yang perlu dalam kegiatan pembelajaran.				
2	Minat siswa terhadap menggunakan guided reading dan materi yang diberikan				
	Siswa memperhatikan penjelasan tentang guided reading strategy.				
	Siswa memperhatikan penjelasan tentang langkah-langkah menggunakan guided reading strategy.				
	Siswa				

	menunjukkan minat terhadap guided reading strategy dan materi yang diberikan.				
	Siswa memberikan komentar atau ide terhadap materi yang diberikan				
3	Sikap siswa terhadap menggunakan guided reading				
	Siswa diberi partisipasi aktif selama membaca dipandu/ guided reading.				
	Siswa akan memberikan ide-ide maksimal dalam menggunakan membaca dipandu dalam membaca.				
	Motivasi siswa dalam memecahkan masalah.				
	Kemampuan siswa dalam menarik kesimpulan.				

Catatan :

Pengamatan ini dilakukan untuk mengamati siswa selama proses belajar mengajar.

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 22**The Students' Observation Sheet**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/II
 Sekolah : SMPN 20 Kota Bengkulu
 Hari/Tanggal : Sabtu/28 Mei 2016
 Cycle : III Meeting 3

No	Aspek yang di observasi	Kemunculan			Komentar
		Baik	Cukup	Kurang	
1	Para siswa mempersiapkan diri untuk belajar dan mempersiapkan semua hal yang perlu dalam kegiatan pembelajaran.				
2	Minat siswa terhadap menggunakan guided reading dan materi yang diberikan				
	Siswa memperhatikan penjelasan tentang guided reading strategy.				
	Siswa memperhatikan penjelasan tentang langkah-langkah menggunakan guided reading strategy.				
	Siswa				

	menunjukkan minat terhadap guided reading strategy dan materi yang diberikan.				
	Siswa memberikan komentar atau ide terhadap materi yang diberikan				
3	Sikap siswa terhadap menggunakan guided reading				
	Siswa diberi partisipasi aktif selama membaca dipandu/ guided reading.				
	Siswa akan memberikan ide-ide maksimal dalam menggunakan membaca dipandu dalam membaca.				
	Motivasi siswa dalam memecahkan masalah.				
	Kemampuan siswa dalam menarik kesimpulan.				

Catatan :

Pengamatan ini dilakukan untuk mengamati siswa selama proses belajar mengajar.

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 23**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****SIKLUS 1**

Nama Sekolah	: SMPN 20 Kota Bengkulu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/II
Aspek/Skill	: Membaca
Alokasi Waktu	: 3 x Pertemuan (6 x 45 Menit)
Tema	: Story
Cycle	: I (Meeting 1, 2, and 3)

Standar Kompetensi

1. Memahami makna dalam teks esei pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.
2. Mengungkapkan makna dalam teks lisan fungsional sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

1. Membaca nyaring teks fungsional dan esei pendek sederhana berbentuk narrative dengan ucapan tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam bentuk teks narrative.

Indikator

- Membaca teks sesuai dengan intonasi yang baik dan benar.
- Membaca nyaring dengan baik dan benar.

Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan dapat :

- a. Mampu menerapkan strategi guided dalam membaca.
- b. Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk narrative dengan ucapan tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

- c. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.
- d. Menjawab pertanyaan berdasarkan teks.

A. Materi pembelajaran : Student Worksheet Text

1. Definition Narrative Text

Narrative Text is a text focusing specific participants, and social function is to tell stories or past events and entertain the readers. Narrative is a text which retells the story or previous experiences.

2. The Purpose of Narrative Text

The purposes of narrative text is to entertain or amuse readers or listeners about the story.

3. Kinds of Narrative Text

- a. Legend. Examples : Malin Kundang, The legend of Tangkuban Perahu, and The story of Toba Lake.
- b. Fable. Examples : The smartest Parrot and The story of Monkey and Crocodile.
- c. Fairy Tale. Examples : Cinderella, Snow White, The story of Rapunzel and Painting the Wall.

4. Generic Structure of Narrative Text

- a. Orientation : introducing the participants and informing the time and places.
- b. Complication : describing the rising crises which the participants have to do with.
- c. Resolution : showing the way of participant to solve the crises, better or worse. Or solution to the problems.

- Reading a text

1) First Meeting

Snow White

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood.

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt a sleep. Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; “What is your name?”.

Snow White said; “My name is Snow White”. One of the dwarfs said; “If you wish, you may live here with us”. Snow White told the whole story about her. Then Snow white ad the seven dwarfs lived happily ever after.

2) Second Meeting

The Goose and The Golden Eggs

Once a farmer went to the nest of his goose and found there an egg, all yellow and shiny. When he picked it up, it was heavy as a rock. He was about to throw it away because he thought that someone was playing a trick on him. But on second thought, he took it home, and discovered to his delight that it was an egg of pure gold!

He sold the egg for a lot of money. Every morning the goose laid another golden egg, and the farmer soon became rich by selling the eggs.

As he grew rich, he also grew greedy. “Why should I have to wait to get only one egg a day?” he thought. “I will cut open the goose and take all the eggs out of her at once.”

When the goose heard the farmer’s plan, she fl ew away to a nearby farm. So when the farmer came out the next day, do you know what he found in the goose’s nest? Nothing

Moral: Someone who wants more often loses all. When you want something, be patient. If you are greedy, you might lose what you already have.

3) **Third Meeting**

Cinderella

Once upon a time, there was a girl called Cinderella. Cinderella is lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in his life, Cinderella's father remarries to a woman who has two daughters of her own.

Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework.

One day on invitation to the hall come to the family. The King invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsisters would no let her go. Cinderella was sad. The stepsisters went to the hall without her. Fortunately, the fairy Godmother came and helped her to get to the hall with the wave of magic wand, helped prepared Cinderella for the hall. The fairy does warn her that is magic will end at a stroke of midnight, so she must leaved the hall before than.

At the hall all people surprised when Cinderella arrived. And then the Prince invited Cinderella to danced. He fell in love with her. All of a sudden, the clock star to chime that is a midnight. Cinderella hastily runs away, dropped a glass slipper as she does so. Cinderella escapes, with nothing from the night left, except from the other glass slipper, which had not changed back.

Prince Charming orders his love to be found by means of the odd shoe, and the Grand Duke is sent around the land getting every girl in the land to try on the glass slipper to see if it fits.

Eventually the Grand Duke reaches the residence of Cinderella, but she is nowhere to be seen. The stepsisters frantically try to get the glass slipper to fit so as to wed into royalty, but compatible nothing that. The Grand Duke is about to leave as Cinderella finally appears.

He orders the messenger to brought forth the glass slipper, yet the stepmother in a last minute attempt to prevent her stepdaughter from better things, causes the messenger to trip, thus broken the fragile shoe into pieces.

Yet the arrogant woman hadn't betted on Cinderella produced the other glass slipper, which fits onto Cinderella's foot perfectly. Very soon, wedding bells ring, and Cinderella married her prince, and they live happily ever after.

B. Metode/Teknik : There-Phases Technique

C. Langkah-langkah kegiatan :

1. Pre activities (10 minutes)
 - ✓ Greeting
 - ✓ Checking the students attendance list
 - ✓ Asking the students' readiness and asking them to pray
 - ✓ Brainstrom the students about the topic of teaching material
2. While activities (70 minutes)
 - ✓ The students were divided into small groups that consist of five or six students.
 - ✓ The students were given the reading text that have been prepared by the researcher
 - ✓ The teacher explained how about to implementation of Guided Reading strategy in reading comprehension
 - ✓ The teacher asked the students to read a reading text together and guessing the meaning of the difficult word from the relation of the words
 - ✓ The teacher asked students to find the important point of the text to get more information from the text
 - ✓ The teacher monitored the students activity
 - ✓ The teacher asked students to summarize the content of the text
 - ✓ The teacher explained the text to the students
 - ✓ The teacher asked the students to answer the question based on the text
 - ✓ The teacher asked the students collect their answer
3. Post activities (10 minutes)
 - ✓ The teacher concluded the material and reflection the teaching process about what they feel and their difficulty during the activities
 - ✓ The teacher gives homework, apperciation and motivation to the students
 - ✓ Closing the lesson by pray and said good bye

D. Sumber Belajar :

Buku teks yang relevan : buku kerja siswa VIII

E. Penilaian :

1. Teknik : Tes tertulis
2. Bentuk Instrument : Multiple choice
3. Rubrik Penilaian : Setiap jawaban benar skor 1
Setiap jawaban salah skor 0

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 24**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****SIKLUS 2**

Nama Sekolah	: SMPN 20 Kota Bengkulu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/II
Aspek/Skill	: Membaca
Alokasi Waktu	: 3 x Pertemuan (6 x 45 Menit)
Tema	: Story
Cycle	: II (Meeting 1, 2, and 3)

Standar Kompetensi

1. Memahami makna dalam teks esei pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.
2. Mengungkapkan makna dalam teks lisan fungsional sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

1. Membaca nyaring teks fungsional dan esei pendek sederhana berbentuk narrative dengan ucapan tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam bentuk teks narrative.

Indikator

- Membaca teks sesuai dengan intonasi yang baik dan benar.
- Membaca nyaring dengan baik dan benar.

Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan dapat :

- a. Mampu menerapkan strategi guided dalam membaca.
- b. Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk narrative dengan ucapan tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

- c. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.
- d. Menjawab pertanyaan berdasarkan teks.

A. Materi pembelajaran : Student Worksheet Text

1. Definition Narrative Text

Narrative Text is a text focusing specific participants, and social function is to tell stories or past events and entertain the readers. Narrative is a text which retells the story or previous experiences.

2. The Purpose of Narrative Text

The purposes of narrative text is to entertain or amuse readers or listeners about the story.

3. Kinds of Narrative Text

- a. Legend. Examples : Malin Kundang, The legend of Tangkuban Perahu, and The story of Toba Lake.
- b. Fable. Examples : The smartest Parrot and The story of Monkey and Crocodile.
- c. Fairy Tale. Examples : Cinderella, Snow White, The story of Rapunzel and Painting the Wall.

4. Generic Structure of Narrative Text

- a. Orientation : introducing the participants and informing the time and places.
- b. Complication : describing the rising crises which the participants have to do with.
- c. Resolution : showing the way of participant to solve the crises, better or worse. Or solution to the problems.

- Reading a text

1) **First Meeting**

Alladin and The Magic Lamp

Once upon a time, there lived a handsome boy in Baghdad. The name was Aladdin. He was a clever boy, but he did not like to work.

One day Aladin's mother sent him to the market place to look for a job. In the market he met a magician. The magician asked him to work together with him. If Aladdin could do, he would get a lot of gold coins and jewellery. The magician asked Aladdin to go inside the cave and find a magical lamp there. He also gave a ring and said, "If you are in any trouble, rub this ring and a genie will come to your rescue!"

Aladdin went into the cave. Inside the cave, Aladdin was surprised by what he saw. Every corner was full of gold and treasures. A few minutes later, he found the lamp and quickly returned to the entrance of the cave.

Aladdin called out, "Magician, I have found the lamp."

"Excellent," answered the magician. "Quick, pass it to me!"

Aladdin did not trust the magician so he said, "Not so fast Magician. You must help me out of this cave first."

The magician became very angry. When Aladdin was walking to the entrance, the magician pushed a huge rock over the entrance of the cave and left Aladdin and the lamp behind. Aladdin tried to move the rock all by himself, but it was too big and heavy, "Oh no! I am trapped in the cave!" he cried.

Suddenly, he remembered the magic ring. He rubbed it with the palm of his hand. To his surprise, a genie appeared before him and in a powerful voice said, "Master, I am the Genie of the ring. How can I help you?"

Aladdin was frightened, but he soon found the courage to ask, "Could you please send me back to my house?" In no time at all Aladdin was back home.

Aladdin took out the lamp. He wondered what would happen if he rubbed it. As Aladdin was rubbing it, all of a sudden another enormous genie stood before him. The genie of the lamp said, "Master, your wish is my command." Aladdin was very excited and wished for an enormous palace and bags full of gold.

One day, a beautiful princess was passing by Aladdin's palace. She stopped to talk to Aladdin and soon they became good friends. Before long, Aladdin and Jasmine fell in love each other. She married Aladdin and lived happily.

2) Second Meeting

Pinokio

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. Pinocchio was alive. He really was happy. He tough Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.

In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire. They went home back together. In the end, they lived happy forever after.

3) Third Meeting

Monkey and Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.

"Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

B. Metode/Teknik : There-Phases Technique

C. Langkah-langkah kegiatan :

1. Pre activities (10 minutes)
 - ✓ Greeting
 - ✓ Checking the students attendance list
 - ✓ Asking the students' readiness and asking them to pray
 - ✓ Brainstrom the students about the topic of teaching material
2. While activities (70 minutes)
 - ✓ The students were divided into small groups that consist of five or six students.
 - ✓ The students were given the reading text that have been prepared by the researcher
 - ✓ The teacher explained how about to implementation of Guided Reading strategy in reading comprehension
 - ✓ The teacher asked the students to read a reading text together and guessing the meaning of the difficult word from the relation of the words
 - ✓ The teacher asked students to find the important point of the text to get more information from the text
 - ✓ The teacher monitored the students activity
 - ✓ The teacher asked students to summarize the content of the text
 - ✓ The teacher explained the text to the students
 - ✓ The teacher asked the students to answer the question based on the text
 - ✓ The teacher asked the students collect their answer
3. Post activities (10 minutes)
 - ✓ The teacher concluded the material and reflection the teaching process about what they feel and their difficulty during the activities
 - ✓ The teacher gives homework, apperciation and motivation to the students
 - ✓ Closing the lesson by pray and said good bye

D. Sumber Belajar :

Buku teks yang relevan : buku kerja siswa VIII

E. Penilaian :

1. Teknik : Tes tertulis
2. Bentuk Instrument : Multiple choice
3. Rubrik Penilaian : Setiap jawaban benar skor 1
Setiap jawaban salah skor 0

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 25**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****SIKLUS 3**

Nama Sekolah	: SMPN 20 Kota Bengkulu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/II
Aspek/Skill	: Membaca
Alokasi Waktu	: 3 x Pertemuan (6 x 45 Menit)
Tema	: Story
Cycle	: III (Meeting 1, 2, and 3)

Standar Kompetensi

1. Memahami makna dalam teks esei pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.
2. Mengungkapkan makna dalam teks lisan fungsional sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

1. Membaca nyaring teks fungsional dan esei pendek sederhana berbentuk narrative dengan ucapan tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam bentuk teks narrative.

Indikator

- Membaca teks sesuai dengan intonasi yang baik dan benar.
- Membaca nyaring dengan baik dan benar.

Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan dapat :

- a. Mampu menerapkan strategi guided dalam membaca.
- b. Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk narrative dengan ucapan tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

- c. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.
- d. Menjawab pertanyaan berdasarkan teks.

A. Materi pembelajaran : Student Worksheet Text

1. Definition Narrative Text

Narrative Text is a text focusing specific participants, and social function is to tell stories or past events and entertain the readers. Narrative is a text which retells the story or previous experiences.

2. The Purpose of Narrative Text

The purposes of narrative text is to entertain or amuse readers or listeners about the story.

3. Kinds of Narrative Text

- a. Legend. Examples : Malin Kundang, The legend of Tangkuban Perahu, and The story of Toba Lake.
- b. Fable. Examples : The smartest Parrot and The story of Monkey and Crocodile.
- c. Fairy Tale. Examples : Cinderella, Snow White, The story of Rapunzel and Painting the Wall.

4. Generic Structure of Narrative Text

- a. Orientation : introducing the participants and informing the time and places.
- b. Complication : describing the rising crises which the participants have to do with.
- c. Resolution : showing the way of participant to solve the crises, better or worse. Or solution to the problems.

- Reading a text

1) **First Meeting**

“Mouse deer steals cucumbers”

Once there were a mouse deer and a farmer. The farmer planted cucumber in his farm. In the same time the mouse deer was trying to steal the cucumbers.

One day, when the mouse deer wanted to steal the cucumber, he saw a scarecrow in the farmer's field. He was frightened in the first time but soon found that the scarecrow could not scare off him. Even he punched the scarecrow with his front leg. Unluckily his front leg got stuck in the scarecrow because the farmer had filled it with strong adhesive glue.

The mouse deer forcefully tried to pull out his leg, but it did not work. The glue was too strong for him to set free. Not long after that, the farmer came. The farmer was satisfied to his work. The mouse deer was finally trapped. Then the farmer put the mouse deer in a cage.

The mouse deer was really in a big trouble as the farmer's dog came approaching him. The dog said that the mouse deer would be cut and cooked for the following morning. In such dangerous situation, the mouse deer kept calm even relaxed. Of course it made the dog confused and asked the mouse deer why he was not scared. So the mouse deer answered, "I'll not be cooked but I'll be a prince" Hearing the answer, the dog became more confused then the mouse deer continued. "I'm going to marry the farmer's daughter so I'm going to be a prince. I am sad about you. You have loyalties but they are paid just like this" The mouse deer knew that the dog felt unhappy and continued proudly, "Now, look at me! I'll become a prince in this house tomorrow".

The dog felt discriminated and asked the mouse deer to switch place. The dog thought that by switching place with the mouse deer in the cage, he would become a prince. The mouse deer agreed. Soon the dog opened the cage and let the mouse deer free.

2) Second Meeting

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

3) Third Meeting

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot

like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say CATano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

B. Metode/Teknik : There-Phases Technique

C. Langkah-langkah kegiatan :

1. Pre activities (10 minutes)
 - ✓ Greeting
 - ✓ Checking the students attendance list
 - ✓ Asking the students' readiness and asking them to pray
 - ✓ Brainstrom the students about the topic of teaching material
2. While activities (70 minutes)
 - ✓ The students were divided into small groups that consist of five or six students.
 - ✓ The students were given the reading text that have been prepared by the researcher

- ✓ The teacher explained how about to implementation of Guided Reading strategy in reading comprehension
 - ✓ The teacher asked the students to read a reading text together and guessing the meaning of the difficult word from the relation of the words
 - ✓ The teacher asked students to find the important point of the text to get more information from the text
 - ✓ The teacher monitored the students activity
 - ✓ The teacher asked students to summarize the content of the text
 - ✓ The teacher explained the text to the students
 - ✓ The teacher asked the students to answer the question based on the text
 - ✓ The teacher asked the students collect their answer
3. Post activities (10 minutes)
- ✓ The teacher concluded the material and reflection the teaching process about what they feel and their difficulty during the activities
 - ✓ The teacher gives homework, apperciation and motivation to the students
 - ✓ Closing the lesson by pray and said good bye

D. Sumber Belajar :

Buku teks yang relevan : buku kerja siswa VIII

E. Penilaian :

1. Teknik : Tes tertulis
2. Bentuk Instrument : Multiple choice
3. Rubrik Penilaian : Setiap jawaban benar skor 1
Setiap jawaban salah skor 0

Bengkulu, May 2016

Mengetahui,

Collaborator

Researcher

Hermika, S.Pd

Jumiatul Aini

NIP

NIM:2123238806

APPENDIX 26**INTERVIEW****Sumber : Kepala Sekolah**

1. Kurikulum apa yang digunakan pada saat ini ?

Jawab : KTSP

2. Apakah KTSP ibu buat sendiri ?

Jawab : Ya

3. Bagaimana proses pembelajaran bahasa inggris di kelas yang berlangsung selama ini ?

Jawab : Berjalan dengan lancar

4. Apakah guru selalu menampakan tujuan awal pembelajaran ?

Jawab : Iya

5. Metode apa saja yang digunakan guru ?

Jawab : Metode ceramah, diskusi, dan demonstrasi

6. Apakah ibu pernah mengadakan kunjungan kelas ketika guru mengajar bahasa inggris ?

Jawab : Pernah

7. Apakah ibu pernah membimbing guru dalam pelaksanaan pembelajaran bahasa inggris ?

Jawab : Tidak

8. Apakah ibu mengadakan alat peraga jika guru bahasa inggris memerlukannya ?

Jawab : Ya

APPENDIX 27**INTERVIEW****Sumber : Guru Bahasa Inggris**

1. Metode apakah yang Ibu terapkan dalam pembelajaran bahasa Inggris ?

Jawab : Metode gabungan

2. Alat peraga apakah yang Ibu gunakan dalam pembelajaran bahasa Inggris ?

Jawab : Benda-benda yang ada di sekitar kelas, part of body atau membawa benda-benda dari luar kelas

3. Apakah Ibu membuat RPP dalam melaksanakan pembelajaran bahasa Inggris ?

Jawab : Ya

4. Bagaimanakah sistem evaluasi pembelajaran bahasa Inggris ?

Jawab : Setiap menjelaskan materi / berkala / authentic

5. Bagaimanakah aktivitas siswa di dalam kelas ?

Jawab : Kadang-kadang tertib, kadang-kadang ramai tergantung dengan materi

yang disajikan

6. Bagaimanakah cara mengatasi kendala di kelas ?

Jawab : Sebagai guru kita harus bisa menguasai kelas dan berupaya agar siswa

memperhatikan gurunya

7. Bagaimanakah prestasi siswa dalam pembelajaran bahasa inggris ?

Jawab : Pada umumnya siswa menyenangi belajar bahasa inggris

8. Usaha apa yang dilakukan supaya siswa menyenangi bahasa inggris ?

Jawab : Dengan memberikan games, songs, outdoor activity

9. Bagaimana partisipasi orang tua dalam pembelajaran bahasa inggris ?

Jawab : Tidak banyak terlibat, tapi sebagian ada juga yang mendukung dengan

Membelikan buku dan kamus

10. Sudah berapa lama ibu mengajar bahasa inggris di sekolah ini ?

Jawab : 7 tahun

11. Pernahkah ibu melakukan pelatihan bahasa inggris ?

Jawab : Pernah

12. Bagaimana hasil nilai latihan anak dalam pelajaran bahasa inggris ?

Jawab : Sebagian besar nilai siswa rendah, hanya beberapa orang yang mendapat nilai tinggi

13. Bagaimana tindak lanjut pada siswa yang nilainya rendah ?

Jawab : Mengadakan remedial

14. Apa latar belakang dan pekerjaan orang tua siswa ?

Jawab : Sebagian besar petani, tapi ada yang buruh harian, dan ada juga PNS

APPENDIX 28**INTERVIEW****Sumber : Siswa**

1. Bagaimanakah perasaan kalian saat belajar bahasa inggris dengan strategy guided reading ?

Jawab : Merasa senang, dan termotivasi

2. Senangnya yang mana, melalui guided reading strategy atau seperti biasa ?

Jawab : Melalui guided reading strategy

3. Kenapa senang melalui guided reading strategy ?

Jawab : Karena belajar bahasa inggris lebih antusias, khususnya dalam membaca

lebih bisa memahami suatu teks

4. Masih mau atau tidak belajar bahasa inggris dengan guided reading strategy ?

Jawab : Masih mau

APPENDIX 29**Pre-Assessment**

This text is for number 1-5

The Boy Who Cried Wolf

There was once a shepherd-boy who kept his flock at a little distance from the village. Once he thought he would play a trick on the villagers and have some fun at their expense. So, he ran toward the village crying out, with all his might. “Wolf! Wolf! come and help! the wolves are at my lambs!”

The kind villager left their work and ran to the field to help him. But when they got there the boy laughed at them for their pains; there was no wolf there. Still another day the boy tried the same trick, and the villagers came running to help and got laughed at again. Then, one day a wolf did break into the fold and began killing the lambs. In great fright, the boy ran for help, “wolf! wolf!” he screamed. “there is a wolf in the flock! help!”

The villagers heard him, but they thought it was another mean trick; no one paid the least attention, or went near him and the shepherd-boy lost all his sheep.

1. Who is the main character of the story above ?
 - a. A shepherd-boy
 - b. Wolf
 - c. The lambs
 - d. The villagers

2. What did the villagers do when they notice that the boy cried out ?
 - a. Laughed at him
 - b. Scolded him
 - c. Kept silent
 - d. Helped him

3. Did the boy do the trick once ?
 - a. Yes, he did
 - b. Yes, he do
 - c. No, he didn't
 - d. No, he don't

4. “... the boy laughed at them for their pains.” (paragraph two)
What does the word ‘them’ in the sentence refer to ?
 - a. Lambs
 - b. Villages
 - c. Villagers
 - d. Wolves

5. What moral value can we take from the story ?
 - a. We can make a trick to make people be panic
 - b. Don't like to make a lie story
 - c. Helping people is a good way
 - d. Graze the lamb is a good activity

This text is for number 6-10

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

The king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

6. What type of text is the above text? It is ...
 - a. a narrative text
 - b. a description text
 - c. a recount text
 - d. an anecdote text

7. What destroyed the homes of all rats?
 - a. the hunter did
 - b. elephant-hunter did
 - c. a group of elephant did
 - d. elephant's herd

8. What helped the elephant's herd free?
 - a. the elephant-hunter did
 - b. the hunters did
 - c. the trapped elephants did
 - d. entire group of rats did

9. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
 - a. Identification
 - b. Orientation
 - c. Complication
 - d. Resolution

10. At the end of the story, how was the elephant's herd?
- Angry
 - Sad
 - Happy
 - Disappointed

This text is for number 11-20

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say CATano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

11. Where does the story take place?
- | | |
|----------------|-----------------|
| a. London | c. Jakarta |
| b. Puerto Rico | d. Buenos Aires |
12. What is the word that the parrot cannot say?
- | | |
|-----------|-----------|
| a. Catano | c. Canato |
| b. Tacano | d. Nacato |
13. How often did the owner teach the bird how to say the word?
- | | |
|-------------|-----------------|
| a. Always | c. Many times |
| b. Everyday | d. Every second |
| c. | |

14. Which statement is true according to the text?
- The parrot could say Catano
 - At last the parrot could say Catano
 - Catano was the name at the parrot
 - The man never got angry at the parrot
15. What does the man do to the bird because the bird cannot say the name of a place.
- The man ate the bird
 - The sold the bird
 - The man killed the bird
 - The man taught the bird
16. It is most likely that
- The bird killed the three chickens
 - The three chickens killed the bird
 - The bird played with the chicken
 - The bird killed one of the three chickens
17. What is the story about?
- A parrot and a cat
 - A parrot and a chicken
 - A parrot and the owner
 - A parrot, the owner, and chickens
18. “It was very, very smart”
The underlined word refers to
- The man
 - The bird
 - The chicken
 - Puerto Rico
19. “The parrot was very, very smart”
The word ‘smart’ means
- Stupid
 - Clever
 - Stubborn
 - Beautiful
20. “The parrot was screaming at the fourth chickens”
What does the underlined word mean?
- Smiling
 - Crying
 - Shouting
 - Laugh

APPENDIX 30**LEMBAR JAWABAN****PRE-ASSESSMENT****Nama** :**Class** :

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

APPENDIX 31**Reading Test Cycle 1**

This text is for number 1-5

Once a man was walking in a park when he across a penguin. He took it to a policeman and said; "What should I do?" The policeman replied; "Take it to the zoo!".

The next day, the policeman saw the man in the same park. The man was still carrying the penguin. The policeman was rather surprised and walked up to the man and asked; "Why are you still carrying the penguin? Didn't you take it to the zoo?" The man replied; "I certainly did. And it was a great idea because the penguin really enjoyed it. So, today I am taking it to the movie".

1. What the title about the story.....
 - a. A policeman
 - b. The zoo
 - c. Penguin in the park
 - d. The police man in the park

2. The text tells the story of.....
 - a. The man
 - b. The penguin
 - c. The policeman
 - d. The park

3. The policeman was rather surprised and walked up to the man and asked.....
 - a. "Why are you still carrying the penguin? Didn't you take it to the zoo?"
 - b. "What should I do?"
 - c. "Take it to the zoo!".
 - d. "I certainly did. And it was a great idea because the penguin really enjoyed it".

4. How many paragraph of the text?
 - a. 1 paragraph
 - b. 2 paragraph
 - c. 3 paragraph
 - d. 4 paragraph

5. How many character of the text?
 - a. 1
 - b. 2
 - c. 3
 - d. 4

This text is for number 6-10

Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her uncle and aunt to do this, so she decided it would be best if she ran away. The next morning, she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw this little cottage. She knocked, but no one answered, so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What's your name?" Snow White answered, "My name is Snow White."

The other dwarfs asked, "If you wish, you may live here with us." Snow White said, "Oh, could I? Thank you!" Then Snow White told the dwarfs the whole story, and the seven dwarfs lived happily ever after.

6. What kind of text is it?
 - a. Narrative
 - b. Analytical Exposition
 - c. Hortatory Exposition
 - d. Report

7. Snow white run from home

 - a. At noon
 - b. At midnight
 - c. In the evening
 - d. In the morning

8. The third paragraph describes in detail

 - a. Where snow white aunt and uncle had breakfast
 - b. Whom snow white met in the woods
 - c. What snow white did after hearing her uncle plan
 - d. With whom snow white ran away into the woods

9. The dwarfs said, “if you wish, you may live here with us.”

What did the dwarfs mean with the words underline?

- a. He asked snow white for a permission to stay with her
 - b. He offered snow white to stay with them
 - c. He showed his interest in snow white
 - d. He agreed to stay with snow white
10.because her parents were dead. (Paragraph.2)
The synonym of the underlined word is.....
- a. Lived
 - b. Loved
 - c. Passed away
 - d. Kind

This text is for number 11-20

The Fox And The Crow

One day a crow stole a big pieces of meal. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her.

“Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!” The crow was very glad to hear, but she kept quiet. “But, eghr ... could you be the most beautiful princess in this forest. Eghr, oh, very sorry,” the fox continued. Miss crow was surprise to see him in doubt. “Oh, Sorry you can not, because you can not sing a song” the fox said slowly and looked dissapointed. When she heard the fox’s last word, the crow was angry. She shouted loudly, “I can!”. Just then, the meat missed from the crow’s break and fell down. The fox got it and went away.

11. What kind of text is it?
 - a. Narative
 - b. Recount
 - c. Descriptive
 - d. Explanation

12. What is the writer’s main purpose in writing the text?
 - a. To persuade the readers to do something
 - b. To describe the way fox and crow get along
 - c. To amuse the readers with funny story
 - d. To tell past event for the purpose of informing

13. The text tells the story of...
 - a. Crow
 - b. Fox
 - c. Crow and Fox
 - d. Bird

14. Which statement is true according to the text..
 - a. Crow fly to house to enjoy the meat
 - b. The fox get meat from the crow and run away
 - c. Fox want to eat the meat together with the crow
 - d. Crow is most beautiful princess in the forest

15. “The crow was very glad to hear, but she kept quiet”. The underlined means...
 - a. Stop
 - b. Enough
 - c. Sleeping
 - d. Silent

16. “The fox said slowly and looked dissapointed”. The antonym of the underlined word is..
 - a. Gently
 - b. Simply
 - c. Briskly
 - d. Carefully

17. To tell the story, writer use...
 - a. Simpe past tenses
 - b. Simple present tenses
 - c. Present continues tenses
 - d. Past perfect

18. “The fox said polytely to her” the underline word means..
 - a. Respectfull
 - b. Angry
 - c. Smile
 - d. Cry

19. The crow was very angry when fox said..
 - a. “Oh, Sorry you can not, because you can not sing a song”
 - b. “But, eghr ... could you be the most beautiful princess in this forest. Eghr, oh, very sorry,”
 - c. “Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!”
 - d. “Oh.. you’re so beautiful”

20. At the end of story, fox...
- a. Fall in love with the crow
 - b. Got the meat and run away
 - c. Hitting by the crow
 - d. Dissapointed

APPENDIX 32**LEMBAR JAWABAN**
READING TEST CYCLE I

Nama :

Class :

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

APPENDIX 33**Reading Test Cycle 2**

This text is for number 1-10

The Fox And The Crow

One day a crow stole a big pieces of meal. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her.

“Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!” The crow was very glad to hear, but she kept quiet. “But, eghr ... could you be the most beautiful princess in this forest. Eghr, oh, very sorry,” the fox continued. Miss crow was surprise to see him in doubt. “Oh, Sorry you can not, because you can not sing a song” the fox said slowly and looked dissapointed. When she heard the fox’s last word, the row was angry. She shouted loudly, “I can!”. Just then, the meat missed from the crow’s break and fell down. The fox got it and went away.

1. What kind of text is it?
 - a. Narative
 - b. Recount
 - c. Descriptive
 - d. Explanation

2. What is the writer’s main purpose in writing the text?
 - a. To persuade the readers to do something
 - b. To describe the way fox and crow get along
 - c. To amuse the readers with funny story
 - d. To tell past event for the purpose of informing

3. The text tells the story of...
 - a. Crow
 - b. Fox
 - c. Crow and Fox
 - d. Bird

4. Which statement is true according to the text..
 - a. Crow fly to house to enjoy the meat
 - b. The fox get meat from the crow and run away
 - c. Fox want to eat the meat together with the crow
 - d. Crow is most beautiful princess in the forest

5. "The crow was very glad to hear, but she kept quiet". The underlined means...
 - a. Stop
 - b. Enough
 - c. Sleeping
 - d. Silent

6. "The fox said slowly and looked dissapointed". The antonym of the underlined word is..
 - a. Gently
 - b. Simply
 - c. Briskly
 - d. Carefully

7. To tell the story, writer use...
 - a. Simpe past tenses
 - b. Simple present tenses
 - c. Present continues tenses
 - d. Past perfect

8. "The fox said polytely to her" the underline word means..
 - a. Respectfull
 - b. Angry
 - c. Smile
 - d. Cry

9. The crow was very angry when fox said..
 - a. "Oh, Sorry you can not, because you can not sing a song"
 - b. "But, eghr ... could you be the most beautiful princess in this forest. Eghr, oh, very sorry,"
 - c. "Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!"
 - d. "Oh.. you're so beautiful"

10. At the end of story, fox...
 - a. Fall in love with the crow
 - b. Got the meat and run away
 - c. Hitting by the crow
 - d. Dissapointed

This text is for number 11-20

Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her uncle and aunt to do this, so she decided it would be best if she ran away. The next morning, she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw this little cottage. She knocked, but no one answered, so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What's your name?" Snow White answered, "My name is Snow White."

The other dwarfs asked, "If you wish, you may live here with us." Snow White said, "Oh, could I? Thank you!" Then Snow White told the dwarfs the whole story, and the seven dwarfs lived happily ever after.

11. What kind of text is it?
 - a. Narrative
 - b. Analytical Exposition
 - c. Hortatory Exposition
 - d. Report

12. Snow white run from home

 - a. At noon
 - b. At midnight
 - c. In the evening
 - d. In the morning

13. The third paragraph describes in detail

 - a. Where snow white aunt and uncle had breakfast
 - b. Whom snow white met in the woods
 - c. What snow white did after hearing her uncle plan
 - d. With whom snow white ran away into the woods

14. The dwarfs said, "if you wish, you may live here with us."

What did the dwarfs mean with the words underline?

- a. He asked snow white for a permission to stay with her
- b. He offered snow white to stay with them
- c. He showed his interest in snow white
- d. He agreed to stay with snow white

15.because her parents were dead. (Paragraph.2)

The synonym of the underlined word is.....

- a. Lived
- b. Loved
- c. Passed away
- d. Kind

Once a man was walking in a park when he across a penguin. He took it to a policeman and said; "What should I do?" The policeman replied; "Take it to the zoo!".

The next day, the policeman saw the man in the same park. The man was still carrying the penguin. The policeman was rather surprised and walked up to the man and asked; "Why are you still carrying the penguin? Didn't you take it to the zoo?" The man replied; "I certainly did. And it was a great idea because the penguin really enjoyed it. So, today I am taking it to the movie".

16. What the title about the story.....

- a. A policeman
- b. The zoo
- c. Penguin in the park
- d. The police man in the park

17. The text tells the story of.....

- a. The man
- b. The penguin
- c. The policeman
- d. The park

18. The policeman was rather surprised and walked up to the man and asked.....

- a. "Why are you still carrying the penguin? Didn't you take it to the zoo?"
- b. "What should I do?"
- c. "Take it to the zoo!".
- d. "I certainly did. And it was a great idea because the penguin really enjoyed it".

19. How many paragraph of the text?

- a. 1 paragraph
- b. 2 paragraph
- c. 3 paragraph
- d. 4 paragraph

20. How many character of the text?

- a. 1
- b. 2
- c. 3
- d. 4

APPENDIX 34**LEMBAR JAWABAN**
READING TEST CYCLE II

Nama :

Class :

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

APPENDIX 35**Reading Test Cycle 3**

This text is for number 1-5

Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her uncle and aunt to do this, so she decided it would be best if she ran away. The next morning, she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw this little cottage. She knocked, but no one answered, so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What's your name?" Snow White answered, "My name is Snow White."

The other dwarfs asked, "If you wish, you may live here with us." Snow White said, "Oh, could I? Thank you!" Then Snow White told the dwarfs the whole story, and the seven dwarfs lived happily ever after.

1. What kind of text is it?
 - a. Narrative
 - b. Analytical Exposition
 - c. Hortatory Exposition
 - d. Report

2. Snow white run from home

 - a. At noon
 - b. At midnight
 - c. In the evening
 - d. In the morning

3. The third paragraph describes in detail

 - a. Where snow white aunt and uncle had breakfast
 - b. Whom snow white met in the woods
 - c. What snow white did after hearing her uncle plan
 - d. With whom snow white ran away into the woods

4. The dwarfs said, “if you wish, you may live here with us.”

What did the dwarfs mean with the words underline?

- a. He asked snow white for a permission to stay with her
 - b. He offered snow white to stay with them
 - c. He showed his interest in snow white
 - d. He agreed to stay with snow white
5.because her parents were dead. (Paragraph.2)
The synonym of the underlined word is.....
- a. Lived
 - b. Loved
 - c. Passed away
 - d. Kind

This text is for number 6-15

The Fox And The Crow

One day a crow stole a big pieces of meal. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her.

“Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!” The crow was very glad to hear, but she kept quiet. “But, eghr ... could you be the most beautiful princess in this forest. Eghr, oh, very sorry,” the fox continued. Miss crow was surprise to see him in doubt. “Oh, Sorry you can not, because you can not sing a song” the fox said slowly and looked dissapointed. When she heard the fox’s last word, the row was angry. She shouted loudly, “I can!”. Just then, the meat missed from the crow’s break and fell down. The fox got it and went away.

6. What kind of text is it?
 - a. Narative
 - b. Recount
 - c. Descriptive
 - d. Explanation

7. What is the writer’s main purpose in writing the text?
 - a. To persuade the readers to do something
 - b. To describe the way fox and crow get along
 - c. To amuse the readers with funny story
 - d. To tell past event for the purpose of informing

8. The text tells the story of...
 - a. Crow
 - b. Fox
 - c. Crow and Fox
 - d. Bird

9. Which statement is true according to the text..
 - a. Crow fly to house to enjoy the meat
 - b. The fox get meat from the crow and run away
 - c. Fox want to eat the meat together with the crow
 - d. Crow is most beautiful princess in the forest

10. "The crow was very glad to hear, but she kept quiet". The underlined means...
 - a. Stop
 - b. Enough
 - c. Sleeping
 - d. Silent

11. "The fox said slowly and looked dissapointed". The antonym of the underlined word is..
 - a. Gently
 - b. Simply
 - c. Briskly
 - d. Carefully

12. To tell the story, writer use...
 - a. Simpe past tenses
 - b. Simple present tenses
 - c. Present continues tenses
 - d. Past perfect

13. "The fox said polytely to her" the underline word means..
 - a. Respectfull
 - b. Angry
 - c. Smile
 - d. Cry

14. The crow was very angry when fox said..
 - a. "Oh, Sorry you can not, because you can not sing a song"
 - b. "But, eghr ... could you be the most beautiful princess in this forest. Eghr, oh, very sorry,"
 - c. "Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!"
 - d. "Oh.. you're so beautiful"

15. At the end of story, fox...

- a. Fall in love with the crow
- b. Got the meat and run away
- c. Hitting by the crow
- d. Dissapointed

This text is for number 16-20

Once a man was walking in a park when he across a penguin. He took it to a policeman and said; "What should I do?" The policeman replied; "Take it to the zoo!".

The next day, the policeman saw the man in the same park. The man was still carrying the penguin. The policeman was rather surprised and walked up to the man and asked; "Why are you still carrying the penguin? Didn't you take it to the zoo?" The man replied; "I certainly did. And it was a great idea because the penguin really enjoyed it. So, today I am taking it to the movie".

- 16. What the title about the story.....
 - a. A policeman
 - b. The zoo
 - c. Penguin in the park
 - d. The police man in the park

- 17. The text tells the story of.....
 - a. The man
 - b. The penguin
 - c. The policeman
 - d. The park

- 18. The policeman was rather surprised and walked up to the man and asked.....
 - a. "Why are you still carrying the penguin? Didn't you take it to the zoo?"
 - b. "What should I do?"
 - c. "Take it to the zoo!".
 - d. "I certainly did. And it was a great idea because the penguin really enjoyed it".

- 19. How many paragraph of the text?
 - a. 1 paragraph
 - b. 2 paragraph
 - c. 3 paragraph
 - d. 4 paragraph

20. How many character of the text?
- a. 1
 - b. 2
 - c. 3
 - d. 4

APPENDIX 36**LEMBAR JAWABAN**
READING TEST CYCLE III

Nama :

Class :

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

APPENDIX 40**DOCUMENTATIONS**

Students pay attention to teacher brainstorm about the topic of teaching material



Teacher gave the reading text to students



Prepared the students before reading the text



Teacher gave explained of Guided Reading strategy in reading comprehension and teacher asked the students to read a reading text together and guessing the meaning of the difficult word from the relation of the words



The students started read the text.



Teacher monitoring the activity students and give motivation students



Students appear guessing the meaning of the difficult word from the text



Teacher monitoring the activity students



The students discuss with friend to find the important point of the text



Students to summarize the content of the text



Teacher explained the text to the students



The students to answer the question based on the text



Teacher and students take a picture after finish activity class