
EXPLORING GUIDED READING STRATEGY TO TEACH READING COMPREHENSION

Danifan Haryanto

University of Nusantara PGRI Kediri

E-mail Address: danifanharyanto96@gmail.com

Abstract

English nowadays is concerned as the crucial language in this era. Whereas this language doesn't give any participation on the country's administrative. Then, every language has four skills that should be mastered. They are reading, writing, speaking and listening skill. This skills also learned in English language. One of skill which is important is reading skill. According to Mc.Shane (2005) reading is the key skill to learn about all aspects of life. It can provide an access to get many information. And to teach reading skill, is not as easy as people think. The teachers should solve the students' difficulties when teaching and learning process. It needs some principles of teaching reading, and the explanations will be mentioned on the Introduction below. And the teacher also needs a teaching method, strategy, or approach to make the teacher become easier to deliver the English knowledge. One of strategy that will be explained and recommended by the researcher is Guided Reading Strategy. Another to make the classroom more communicative, this strategy can also make the students feel to be noticed. Beside that, it also able to help the students who still low on vocabulary knowledge. The way to apply this strategy will be mentioned on the Introduction.

Keywords: Reading skill, teaching reading skill, guided reading strategy

Introduction

Nowadays English is an international language for communication in the world. Moreover English in some countries are considered as a lingua franca and studied as a foreign language, even though English doesn't have any administrative support on those countries. The countries which studied English as a foreign language such as China, Denmark, Iran and Indonesia. Therefore in Indonesia, English is used as a learning subject on school curriculum.

Every language has skills that should be mastered. Then reading is one of skill which is important in English language besides listening, speaking and writing. This also is a basic skill to get a foreign language inputs especially in this technology era. Because most of information sources and knowledge are published in internet, books, journals, TV and newspaper. According to Mc Shane (2005) he argued that reading is the key to learn about all aspects of life. It provides an access to get the information, knowledge and facilitates long - life learning.

Even though reading skill looks easy to be applied, but when the researcher did teaching practice on one of school in Kediri, the researcher found that the students don't enjoy about the teaching reading skill on the classroom. They feel lazy either to read, or to answer the task. It means that teaching reading is not as easy as people think. Therefore the theory from Harmer (1998:70) hopefully able to help the teacher who teaches reading on the school. He argued that in teaching reading there are some principles that should be concerned by the teacher, they are; 1. Make sure that students don't underestimate reading skill by concerning reading as a passive skill. 2. Students need to be engaged with what they are reading. 3. Students should be encouraged to respond to the content of a reading text, not just to the language. 4. Prediction is a major factor in reading. 5. Match the task to the topic. 6. Good teachers exploit reading texts to the full.

After concerning the principles, the teacher needs to figure out the strategy to solve student's problem in reading skill. The students' problem are mostly from low vocabulary knowledge and low motivation. Low vocabulary knowledge can be solved by the other people, while low motivation can be solved by the students itself. To solve those two problems, the researcher tries to provide a teaching strategy that is "Guided Reading Strategy". According to Westwood (2008) he argued that guided reading strategy is considered as a motivating method, enjoyed by learners. Students learn in group, they interesting and curiosity to learn a materials guided by the teacher. Also, Kasten, Kristo & McClure (2005) added that through guided reading strategy the students become aware in print works, they are struggling with reading and able to create meaning. From those two theories, it means that in learning process which led by this strategy, the teaching learning process will be fun and the student will feel motivated to read and able to catch the context on the text correctly.

And the implication of Guided Reading Strategies on the class according to Kartikawati Dina (2018:283), the teacher shared some passages, then students are required to make a small group. Next, in group they are required to share each other about their difficulties, it can be anonymous vocabularies or phrases on the text, then discuss them. If the students in one group still haven't found the answer of their problem, they may ask to the teacher about the right one should be. So in this strategy, the students are really expected to be active for asking if they are low in vocabulary knowledge. If the students are in average they are good in English, this strategy will be fluent to be applied.

At this research, the researcher expect that through this, it can be used as a reference for the teacher who teach English at school or the other institutions. And make them become easier to lead the students while in teaching learning process.

The Concept Of Reading

Reading is considered as a basic skill that should be mastered by the students. It is the gateway to achieve many informations. This skill is very suitable to be used in this technology era. Because most of information sources are showed up in the internet, books, journals, TV and newspapers. Mcshane (2005) said that reading is the key to learn in all aspects of life. Reading will help the readers to expand their knowledge. Therefore in Indonesia, Reading skill in English teaching is also taught.

The next, reading is the ability to catch the meaning from the printed page and interpret this information appropriately. This argument is in line with Richard (2010) he argued that reading is the process of meaning in the written text to be understood. It means that reading is an activity process to understand and obtain the information on the text, which delivered by the writer to the reader.

The other definition, according to Harmer (2001) reading is an active work. To do it successfully we have to understand what the word means. In other words, the perception of most people which considered reading as a pasif skill is totally incorrect. Conversely, this skill is required to be more active, start from knowing word by word 'till understand paragraph by paragraph. And to make it come true needed a process, it needs a step by step learning.

From the explanation above, it can be concluded that reading is an activity of understanding, it is not just reading passage, but also reading is a skill which is incredibly required to understand the text.

Concept Of Reading Comprehension

From the explanations about reading which have been mentioned by the researcher above, reading is always relate with “understanding” or “catch the meaning” of the word on the text. And in the other hand, “understanding” is can also be called “comprehension”. It means that comprehension is the core of reading, Tankersley (2003:90). In the other word, comprehension and reading are two things that can not be separated, they are relate each other and each of them plays an important role also.

Furthermore, Successful comprehension enables readers (or listeners) to acquire information, to experience and be aware of other words (including fictional ones), to communicate successfully, and to achieve academic success.¹⁵ It means that the purposes of reading comprehension can be achieved if the readers have good interaction with the text. It is influenced by many factors, one of them is the background knowledge about the text that will be read, students who has known the background knowledge about the text will be easier to understand the text. Hence, giving information and background knowledge about the text to the students is needed, so students can understand the meaning of what they read and can comprehend the text well.

According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies. ¹⁶ It means comprehension is ability to understand about something, in order that, the students are able to answer and understand a descriptive reading question form. Based on the language assessment theory by Brown, especially in reading there are some criterion that are commonly used in measuring students’ reading comprehension, they are:

- a. Main idea (topic)
- b. Expressions/idioms/phrases in context
- c. Inference (implied detail)
- d. Grammatical features

- e. Detail (scanning for a specifically stated detail)
- f. Excluding facts not written (unstated details)
- g. Supporting idea (s)
- h. Vocabulary in context.

From those statements can be concluded that reading comprehension is the reader's ability to take information or message from paragraph or reading text including the ability to deal with questions related to main idea, expression/idioms/phrases in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail) excluding facts not written, supporting idea and vocabulary in context.

Principles of Teaching Reading

Reading is one of English skills besides listening, speaking and writing. Being able to read English well is very valuable. Especially in this modern era. Where most of informations are shared and acquired through internet, books, journals, newspaper and most popular one is social media. Therefore if the students are able to get excellent score in English mastery, they will get huge advantages by doing that. For instance, they will be able to apply a job in a trusted factory, or they will be easy to make a business relation with people at abroad. And to realize it, the students need a teaching principle which is suitable to be applied by the teacher on classroom. Hopefully, the theories of teaching English principles from Harmer (1987) can be helpful for the teacher. The statements are mentioned below;

- a) Encourage students to read as often and as much as possible

The students have to read as much as possible so that it can improve the students reading comprehension.

- b) Need to be engaged with what they are reading

The teacher provides the interesting text so that the student engaged with the text

- c) Students should be encouraged to respond to the content of a reading text, not just to the language

Students have to know the message of the text and they can retell or express the story

d) Prediction is major factor on reading

The students have to look at the cover and back cover to help them select what to read and then help them get into the book

e) Match the task to the topic

The students are asked to read based on the level then the students have to do the task which is appropriate with the text that they read

f) Good teachers exploit reading text to the full

The teacher make the reading text into interesting lesson sequence and using a range of activities to bring the text to life.

All of those are the theory from Harmer, where the teaching reading is should be active, engaging students with the text, the teacher should be able to make the text become relate-able with the real life and the content of the text is expected to be understood by the students.

Guided Reading Strategy (GRS)

To make the knowledge delivered to the students entirely, the teacher needs any kind of way. It can be teaching approach, strategy, method or might be media. At this time, the researcher will explore about teaching strategy which for accompanying the material to be delivered to the students. And the strategy is Guided Reading Strategy.

Guided Reading Strategy often found to be used by the teacher, especially to teach Reading skill. This teaching strategy incredibly needs the cooperation between the teacher and the students. Each of them should do their role well. The teacher must pay attention on the students' reading, then the students should be active if there is the words that they don't know what the meaning is. And usually the teacher used small group discussion when use this strategy. This argument is in line with Schulman et, al (Wall, 2014) he argued that guided reading is a strategy which basically has a purpose to know and to measure the student's behaviour independently using small group discussion.

According to Manzo (1975:278) he argued that guided reading able to clearly display each student's reading ability and make the students to be mentally strong.

From the theory, the researcher can conclude that, through guided reading strategy is capable to increase the student's confidence while reading the text and to know how far the students' reading ability in the classroom.

The Implication Of Guided Reading Strategy

Guided Reading Strategy is the common way of teaching which had been applied by many teachers or lectures on the classroom. This strategy applied on teaching English, especially teaching reading skill. Beside this strategy is easy to be used, this strategy is also efficient and effective. The steps of implementation is easy, teacher only need to divide students into small groups. Then the teacher give the reading material to the students. It can be textbook form or pieces of articles. Then the students need to read it individually, and allowed to discuss in group to find the meaning of the text. At last, the student in one group are required to retell to the other students about the knowledge which he/she had gotten.

To make the reader more understand about this strategy, here is the theory from Manzo (1995:293), here are the steps;

a. Teacher preparation

Identify a selection, to be read or listened to, of moderate to high difficulty. This generally means not exceeding 50-250 words for a primary grade class, 600 words for an intermediate class, or 900 words for a middle school class. Prepare a 10-20 item test on the material to be given at the end of the class period. Recognition type questions, such as multiple choice, tend to ensure early success.

b. Student preparation

First ask students what they know about the topic, then explain that they are to "Read to remember all that you can, because after you have read, I will record what you remember on the chalkboard just as you tell it to me." When literature is being read, this question can include a phrase asking that students try to remember events in the story, as well as "all that you felt and thought while reading. "Record these comments in parentheses alongside the related plot elements. It is OK to say "feelings" and "thoughts?" periodically to remind students that they can express these.

c. Reading and recalling

Following silent reading, begin asking for free recalls. Record all information on the chalkboard until students have retold all that they can remember. Difficulties in remembering and differences in what students do remember stir excitement and implicit questions for the next steps.

d. Self-Monitoring/Self-Correcting

Instruct students to review the material read and self-correct inconsistencies and information overlooked in their initial attempts to retell. Note changes and additions on the chalkboard.

e. Restructuring

Encourage student to organize their retelling into outline form. Having students record the outline in their notebooks lends a sense of authenticity and purpose to this effort. The outline can be as simple or elaborate as student ability level permits. Ask guiding questions at this time, such as: “what was discussed first?” ; “what details followed?” ; “what was brought up next?” ; and “what seems to be the main idea?” Keep students focused on the outlining task by avoiding questions that are too specific.

f. Teacher Monitoring and Correction

If it appears that students have overlooked any important ideas, raise focusing questions about these points, such as: “What do you suppose is the most important of the five points made by the author?” ; “How do you suppose this information relates to what we talked about last week in the selection, „Man and the Moon“?”

g. Evaluation

Give the test prepared in step 1. A score of 70 percent to 80 percent should be required for a “pass”. Students will surprise you by seeing this as a fair “pass” level due to the extraordinary level of help and empowerment they have received. They also tend to look forward to the test as an opportunity to show what they have learned.

h. Introspection

Discuss any insight student may have reached about their own learning processes as a result of the GRP experience. The insight you most want students to reach is that

accuracy in comprehension and recall can be improved simply by an internal “act of will” to do so.

i. Optional but Important Study Step

Several days later give a second test on the same material. Questions should be the same as those on the original test. Allow student about 15 minutes prior to the test to review material from their notes. This step also can serve as “teachable moment” for coaching study skills and memory technique of the type presented in the chapter ahead on higher-order thinking and study skills.

From the steps above, the researcher construct the steps of guided reading procedure are :

1. The teacher prepares the materials.
2. The teacher divide class into some groups.
3. The teacher gives the text and instruct the students to know the topic by reading the text.
4. The students do the silent reading and memorizing the text.
5. The teacher instructs them to close the text and ask the students to retell the information.
6. The teacher writes the information in the whiteboard.
7. The teacher and students reorganize the information.
8. The teacher gives some questions related to the material for the students.
9. The teacher gives a test for the students.
10. The students discuss the material in small group discussion.

Previous Studies

At this part, the researcher would display the previous studies by some researchers. The researcher would put three previous studies in this research, they are;

The first previous study entitled “Effective Method of Teaching Reading” by Ahmad Girsu and Dina Kartika. They wrote a descriptive qualitative research. They observed about a method which used by the teacher at one of school on Tulungagung East Java. And as a result, the teacher used guided reading strategy along the learning process. While in teaching learning process, the teacher gave guidance, direction and information continuously. At this strategy, the students need more active to ask about the difficult words.

The next previous study entitled “A Case Study of Questioning for Reading Comprehension during Guided Reading”. This research was created by Emma Phillips. In this research, the researcher was trying to observe “Was it effective if teacher’s questioning strategy used while guided reading strategy was being applied in teaching process”. And the result showed that teacher’s questioning can have a role as best feedback for student’s work. And to evaluate how well the student’s understanding and engaging with the text. It can be concluded that guided reading strategies is not that bad if should be paired with questioning from teacher.

The last previous study entitled “Guided reading strategy to improve reading comprehension”. This research was conducted by Iskandar Syahputra. This researcher used Classroom Action Research with aim to know whether there is influence or not on students’ reading comprehension if Guided Reading Strategis applied in classroom. And the object of this research is on one of school at Banda Aceh. The sample of this research consisted of 30 students, 18 females and 12 males. As the result of this research showed that, the instruments which given by the researcher to the students to measure the response of students toward the use of Guided Reading Strategy, it showed 90% chose “agree or strongly agree”. It means that the students gave positive response if Guided Reading strategy applied in the classroom.

From the previous studies which had been conducted by some researchers above, it can be concluded that Guided Reading Strategy is good and suitable to be applied in the reader’s classroom.