

Implementation Of The Guided Reading Method In Improving The Flutter Reading Ability Of Grade III Students At SDN 1 Sukadana

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Abstract

Fluent reading is a fundamental skill that elementary school students must possess, as it serves as the basis for understanding various subjects. However, preliminary observations in the third-grade class at SDN 1 Sukadana revealed that students' fluent reading abilities were still low. Some students had not yet fully mastered letter recognition, read haltingly, and were unable to use proper pronunciation, intonation, pausing, and expression. Therefore, it was necessary to implement a teaching method capable of guiding students according to their reading proficiency levels: the Guided Reading method. This study aimed to improve the fluent reading skills of third-grade students at SDN 1 Sukadana during the 2025/2026 academic year through the implementation of the Guided Reading method. The study employed Classroom Action Research conducted over two cycles. Each cycle comprised the stages of planning, action implementation, observation, and reflection. The research subjects were 25 third-grade students. The assessment of fluent reading skills covered aspects of pronunciation, intonation, pausing, reading fluency, and expression. The results indicated that the implementation of the Guided Reading method improved students' fluent reading skills. The average fluent reading score rose from 59.36 in the pre-cycle stage to 68.64 in Cycle I, and further increased to 77.44 in Cycle II. Class mastery also improved from 40% in the pre-cycle stage to 56% in Cycle I and 84% in Cycle II. Thus, it can be concluded that the implementation of the Guided Reading method is effective in improving reading fluency

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1. INTRODUCTION

Education has an important role in developing human potential and resources, as stated in the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, Chapter II, Article 3, which states that national education functions to develop abilities and shape the character and civilization of a dignified nation to enlighten the life of the nation [1].

According to [2], reading is an activity aimed at understanding the content of a text. When reading, a person not only recognizes letters and words but also grasps the message conveyed. Reading also involves the ability to think, comprehend, and summarize the content of the text. Reading skills are crucial, especially for students. Therefore, reading is a basic skill that must be taught from an early age at all levels of education.

The Merdeka Curriculum and the standards of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) emphasize that fluent reading is a competency that elementary school students must master. Fluent reading encompasses more than just letter-level spelling; it also

includes the ability to read accurately, quickly (fluently), and expressively with appropriate intonation [3].

Based on the research by [4], students' literacy skills, especially reading and writing, remain low. Data show that lower-grade elementary school students show reading skills, some only at the letter recognition level, while others only at the word level. As stated by [5], low reading skills in elementary school students are a problem that is still frequently encountered in the learning process. If this problem is not immediately addressed, students who have difficulty reading may have difficulty receiving and understanding information from various learning sources [6].

This situation indicates that students' basic literacy skills still need to be improved through appropriate learning strategies and methods. Teachers, as learning facilitators, need to use methods that can help students practice reading in a directed manner and provide guidance tailored to their needs [7]. Fluent reading is a fundamental skill that is crucial for elementary school students, especially those in the lower grades. The ability to read fluently is key to success in learning various subjects [8].

According to [9], there are seven learning methods to improve students' writing and reading skills, one of which is the guided reading method. Guided reading is a reading learning method in which teachers guide small groups of students through reading texts appropriate to their level, providing support and interventions according to students' needs so that they can gradually read independently [10]. This method guides students during the reading process so that students can be more focused on understanding the reading and improve reading fluency. Based on the results of research by [11], the use of the guided reading method has been proven to improve students' reading skills.

Based on initial observations conducted at SDN 1 Sukadana, it was found that the fluent reading ability of third-grade students was still relatively low. From pre-test data on 25 students, 6 students (24%) were still at the pre-reading stage because they had not memorized the letters, 11 students (44%) were still stuttering, and 8 students (32%) had started to become fluent, but their intonation, pronunciation, and use of pauses were still not appropriate. Therefore, this study aims to describe the implementation and results of improving the fluent reading ability of third-grade students at SDN 1 Sukadana through the Guided Reading method.

Although prior studies have established that Guided Reading can improve reading comprehension and fluency at the elementary level ([11], [12], [13]), most of this research has been conducted with fourth- or fifth-grade students, or has emphasized reading comprehension rather than reading fluency as its primary outcome. Research specifically examining Guided Reading as an intervention for low-grade elementary students who exhibit heterogeneous fluency profiles—ranging from pre-reading letter recognition to halting, non-expressive reading within a single classroom—remains limited, as does research documenting how ability-based grouping within Guided Reading is operationalized across successive action-research cycles. The novelty of this study lies in its focus on third-grade students with markedly heterogeneous initial reading levels, and in its use of two innovative, context-specific strategies—the ‘Traveling Teacher Adventure Post’ in Cycle I and the ‘Reading Stage Festival’ in Cycle II—that operationalize Guided Reading's core principle of leveled, differentiated small-group instruction through classroom-based gamification. This contributes a concrete, replicable procedural model for implementing Guided Reading in a resource-constrained public elementary school setting, extending prior research that has largely evaluated Guided Reading's outcomes without detailing the specific classroom strategies used to sustain student engagement across differentiation groups.

2. RESEARCH METHOD

This research is a type of Classroom Action Research (CAR). CAR is a research activity in a classroom context carried out to solve learning problems and improve the quality of learning outcomes [14], [15]. This research procedure uses the Kemmis and McTaggart model, which consists of four continuous stages: planning, acting, observing, and reflecting in each cycle [16], [17].

The research was conducted in the even semester of the 2025/2026 academic year in grade III of SDN 1 Sukadana, Bayan District, North Lombok Regency. The subjects were 25 students, consisting of 14 boys and 11 girls.

Data collection techniques used three main methods: observation, performance tests (practice), and documentation [18], [19], [20]. The fluent reading ability test was assessed based on five indicators: pronunciation, intonation, pauses, fluency, and expression, with a maximum score range of 25.

Each of the five indicators was scored on a scale of 1 to 5, yielding a maximum total score of 25, which was then converted to a 100-point scale. The scoring criteria were defined as follows. For pronunciation, a score of 5 indicated that the student articulated all words clearly and accurately with no mispronunciations, while a score of 1 indicated frequent mispronunciation that impeded comprehension of the text. For intonation, a score of 5 reflected appropriate rising and falling pitch that matched sentence types (statements, questions, exclamations), while a score of 1 reflected flat, monotone delivery throughout. For pauses, a score of 5 indicated consistent and appropriate pausing at punctuation marks and phrase boundaries, while a score of 1 indicated an absence of pausing or pausing at inappropriate points that disrupted meaning. For fluency, a score of 5 indicated smooth, uninterrupted reading at an appropriate pace without repeated self-correction, while a score of 1 indicated halting, word-by-word reading with frequent stops. For expression, a score of 5 indicated reading that conveyed the emotional tone of the text (e.g., excitement, question, emphasis) appropriately, while a score of 1 indicated flat delivery with no expressive variation. Scores of 2–4 represented intermediate levels of performance between these two poles for each indicator. This rubric was adapted from established Guided Reading assessment practices [21] and was applied consistently by the class teacher across the pre-cycle, Cycle I, and Cycle II assessments to ensure comparability of scores across stages.

Data were analyzed descriptively, quantitatively, and qualitatively. Classical completeness was achieved if at least 75% of students achieved the KKM of 70 [22].

3. RESEARCH RESULTS

4.1 Description of Initial Conditions (Pre-cycle)

Based on the pre-cycle test conducted before the method was implemented, data showed that students' fluent reading ability was still very low. Of the 25 students, only 10 were declared to have achieved the Minimum Competency Criteria (KKM) of 70, while the remaining 15 students had not. The average class score was 59.36, with a classical completion rate of 40%. This indicates the need for improvements in learning through the Guided Reading method.

4.2 Description of Cycle I

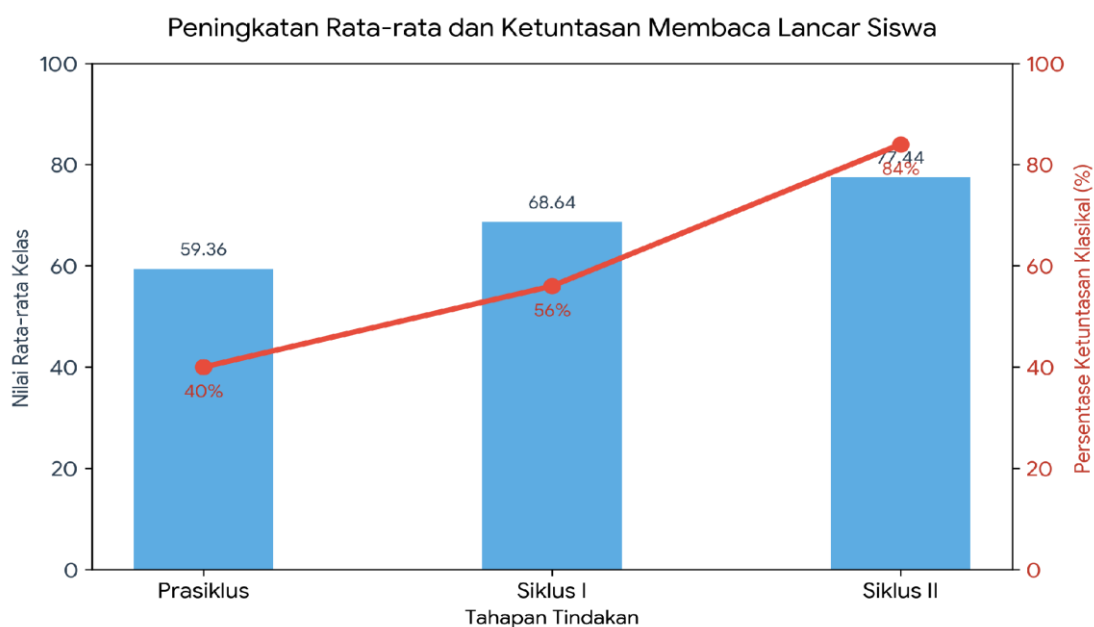
In Cycle I, the teacher implemented the Guided Reading method with the 'Mobile Teacher Adventure Post' strategy. Students were divided into 4 groups based on their initial ability level (Red, Yellow, Blue, Green) and given leveled texts according to their level. During the implementation stage, students received guidance from the teacher (scaffolding). Despite increased enthusiasm, the results of the Cycle I test showed that 14 students (56%) completed the test and 11 students did not, with an average class score of 68.64. These results did not meet the classical completion criteria of 75%, so they continued to Cycle II. Reflection on Cycle I showed

that students still had difficulties in aspects of intonation and expression, as well as time constraints in group management.

4.3 Description of Cycle II

Based on the reflection of Cycle I, Cycle II was implemented with improved strategies, namely using performance-based differentiation through the 'Reading Stage Festival' activity. Teachers also implemented icebreakers and more persuasive guidance. The test results in Cycle II showed a significant increase, where 21 students (84%) completed the task, and only 4 students had not completed it. The class average score increased drastically to 77.44. The achievement of 84% completion has exceeded the success indicator ($\geq 75\%$), so the study was stopped in Cycle II.

The following is a comparison graph of the average value and classical completeness from the pre-cycle stage to Cycle II, visualized in a more modern style:



Graph 1. Improvement in Students' Fluency Reading Test Results

4.5 Summary Table of Results

A summary of the improvement results at each stage can be seen in Table 1 below.

Description	Pre-cycle	Cycle I	Cycle II
Total Value	1.484	1.716	1.936
Average value	59,36	68,64	77,44
Number of Students Completed	10	14	21
Number of Students Not Yet Complete	15	11	4
Percentage of Completion (%)	40%	56%	84%
Category	Not yet finished	Not yet finished	Completed

4.6 Discussion

The research results show that student-centered learning methods and intensive guidance are essential for improving reading fluency. Students' low initial abilities are caused by the use of lecture and turn-based reading methods, which lack in-depth guidance [23]. In Cycle I, the implementation of Guided Reading had a positive impact, although students were still adjusting and faced challenges such as shyness and poor time management.

In line with the results of this study, [24] in their research on the Application of Problem-Based Learning Models in Indonesian Language lessons, emphasized that the application of problem-based learning methods can significantly improve the reading comprehension skills of fourth-grade students, with classical completion reaching 85.10% in the second cycle.

Beyond aligning with prior comparative findings, it is important to critically examine why the Guided Reading method produced this level of improvement in the present study. First, the method's core mechanism—small, ability-based grouping—reduced the instructional distance between the teacher's demonstration and each student's actual reading level, allowing corrective feedback on pronunciation and pausing to be delivered within each student's zone of proximal development rather than pitched at a whole-class average that would be too difficult for struggling readers and unstimulating for more advanced ones. Second, the gamified framing introduced in each cycle—the 'Traveling Teacher Adventure Post' and the 'Reading Stage Festival'—appears to have addressed a motivational barrier that purely technique-focused interventions (such as repeated drilling) do not directly target: by embedding leveled reading practice within a game structure with clear progression, students associated reading practice with an immediate sense of achievement and social visibility (performing for a small audience) rather than with correction and evaluation, which likely reduced the self-consciousness that had previously suppressed expressive reading. Third, the two-cycle structure allowed the specific bottlenecks identified after Cycle I—namely weak intonation and expression, and time inefficiency in managing four groups—to be directly targeted in Cycle II through more persuasive guidance and structured performance opportunities, rather than repeating a uniform intervention; this suggests that the magnitude of improvement observed here reflects not merely the use of Guided Reading as a label, but the iterative, diagnostic refinement of its delivery that classroom action research specifically enables. This distinguishes the mechanism of change in the present study from that reported in comparison studies using one-shot or non-iterative interventions, where gains are attributable to the technique's initial design rather than to cycle-by-cycle adaptation to observed student difficulties.

This aligns with Vygotsky's Zone of Proximal Development (ZPD) theory [25], where students achieve higher levels of ability when they receive structured scaffolding from teachers. Guidance in the form of pre-reading, while-reading, and post-reading significantly helps students understand pronunciation and pauses [10], [26], [27].

In Cycle II, improvements made through the "Reading Stage Festival" innovation and icebreakers proved effective in addressing students' self-confidence issues. Positive reinforcement and group differentiation enabled students to learn within their comfort zone while being guided toward improved competency [21], [12]. The increase in classical completion from 40% to 84% demonstrated the effectiveness of this method.

5. CONCLUSION

Based on the results of classroom action research carried out in two cycles, it can be concluded that the application of the Guided Reading method can significantly improve the fluent reading ability of Grade III students at SDN 1 Sukadana. The learning process, divided into ability groups (differentiation), combined with the "Traveling Teacher Adventure Post" and "Reading Stage Festival" strategies, was effective in guiding aspects of pronunciation, intonation, pauses, fluency, and expression. This was evidenced by an increase in the average class score from 59.36 (pre-cycle) to 68.64 (Cycle I), and reaching 77.44 (Cycle II). Classical learning completion also jumped sharply from 40% to 84%, exceeding the minimum criteria of 75%.

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