

## Application of *Guided Reading* Method in Improving Students' Reading Comprehension Skills in Grade IV of SDN 1 Anyar

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### Abstract

*The aim of this research is to improve students' reading comprehension skills by using the guided reading method in grade IV students of SDN 1 Anyar, North Lombok Regency. This research is qualitative research with a classroom action approach (CAR), which consists of 4 stages, namely planning, implementation, observation and reflection. This research was conducted in the fourth grade of SDN 1 Anyar, Bayan District, North Lombok Regency, with 28 fourth grade students as subjects. To obtain valid data, the data collection instruments used were observation guidelines, interview guidelines, documentation, and reading comprehension tests. Data collection techniques were carried out through activity of observation, interviews, documentation, and tests. Data analysis techniques used descriptive statistics. The results of the study indicate that there was an increase in the reading comprehension skills of fourth-grade students at SD Negeri 1 Anyar using the guided reading method which can be seen from the percentage of students who completed in cycle I 57.14% and in cycle II the percentage of students who completed 82.14%, thus increasing by 25%.*

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## 1. INTRODUCTION

One of the most important aspects of human language skills is the ability to read. Awareness of the meaning, value, and role of reading in social life is the basis of this concern. This is what gives rise to various understandings of reading. Reading means pronouncing words and obtaining words from printed materials. This process involves analyzing and organizing various complex skills, such as thinking, considering, synthesizing, learning, and problem-solving. The purpose of this work is to provide explanations to readers (Erwin, 2020:2).

Reading is an important thing that students need, by reading students are able to understand and interpret something that is read, thus a teacher needs to emphasize to students that reading activities are deepened from an early age, so that students will easily understand the meaning of a reading, as expressed by Laily (2014:55) reading comprehension is the ability to understand explicit and implicit meanings and use information obtained from reading by utilizing previous knowledge and experience. According to Sarika, Gunawan, and Mulyana (2021:63), the ability to read comprehension is the key to student success in learning. Students do not only learn at school, but also from the reading activities they do every day. Therefore, good reading skills and the ability to understand the content of reading are very important for increasing students' knowledge and mastery.

The results of initial observations conducted by researchers in reading comprehension learning in class IV C SDN 1 Anyar on February 10, 2025 showed that students had difficulty understanding the content of the reading. Students often asked the teacher about the meaning of the text they read, as well as the story questions that existed during the lesson, which indicated

this problem. This was due to the fact that many students did not like reading activities and preferred playing rather than reading. In addition, students lacked focus when reading long texts, which caused them to have difficulty answering teacher questions. Not only that, difficulty in understanding the main idea of a paragraph, and feeling difficulty in concluding the reading text were fundamental obstacles found in the field. This condition resulted in low student learning outcomes. In line with the statement above, Hamzah, Hartati, and Kurniasih (2019: 339) stated that there were several problems faced by students in class IV Elementary School, namely: (1) students could not find the main meaning of each paragraph in the text read in their books; (2) some students continued to ask about the meaning of questions related to the material they were studying; (3) Students still do not understand the meaning of the questions related to the material they are studying, so it is difficult for them to answer; (4) Students face difficulties in summarizing the text in their textbooks, as shown above. In addition, several reasons were found why students face this problem: (1) students are not interested in reading, so the teacher must help them read; (2) students still do not understand the meaning of the text or material, so they continue to ask the teacher; (3) teachers who only use the lecture method in their learning; (4) There needs to be guidance and attention from the teacher because some students still cannot read fluently.

Judging from the explanation above, it can be seen that reading is important for students. Therefore, teachers, as facilitators in the classroom, need to use various strategies and methods to ensure students have a strong interest in reading, especially reading comprehension. Based on this, the researcher offers a method that can be applied in learning by teachers, namely the *guided reading* method. This method has advantages as stated by Amin, & Linda (2022. 164) namely, (1) students become more active during the lesson, (2) lesson materials are completed more quickly in class, (3) can motivate students to be more enthusiastic about reading, (4) can make children who previously did not like reading enjoy reading, (5) encourage students to be more careful in answering questions, (6) it is easier for teachers to identify students' strengths and weaknesses in reading, and (7) it is easier for teachers to identify students who enjoy reading and students who are lazy about reading.

As shown by the issues discussed above and the results of the literacy research, it is clear that students in grade IV of SDN 1 Anyar still have low reading comprehension skills. Therefore, it is deemed necessary to conduct research with the theme of the Application of the *Guided Reading* Method in Improving Reading Comprehension Skills in Grade IV Students at SDN 1 Anyar.

## 2. METHOD

This study is classroom action research, where data were collected through observation, interviews, documentation, and learning outcome tests. To obtain data on reading comprehension, students were given questions after each cycle, both cycle 1 and cycle 2. The data obtained were then analyzed using descriptive statistics using the individual and classical completeness formulas.

## 3. RESULTS AND DISCUSSION

The results of the instrument test before entering cycle I or the pre-test showed that the reading comprehension ability of class IV C students was still low before the application of the *guided reading* method in the learning process. The results showed that 17 out of 28 students in class IV C received scores below the KKTP (not complete), and only 10 students (35.71%) received scores above the KKTP (complete), with scores of 70, 80, 90 and 100, while 1 student was absent from school. Students in class IV C at SDN 1 ANYAR are expected to improve and enhance their reading comprehension skills by using the *guided reading* method.

The action was carried out by the researcher together with the class teacher. This study consisted of two cycles, with two meetings each. The learning by guided reading method organizes the learning process so that students can actively participate in improving their reading skills. Guided reading methods can make students active when learning to read, according to

Hamzah, Hartati, & Kurniasih (2019:340), guided reading guiding students through the learning process, particularly reading activities, to achieve desired goals. This method also helps students understand the content of the reading and helps them focus and comprehend what they read.

The results of the study showed that students' reading abilities in cycles I and II increased. The following table shows the increase after implementing learning using the *guided reading* method:

Table IV. 9 Results of Reading Comprehension Test Between Cycles

NO	INDICATOR	TEST RESULTS		
		Pre Cycle	Cycle I	Cycle II
1.	Rate-Rata	55,92	77,91	84,07
2.	Highest Score	100	100	100
3.	Lowest Score	10	30	30
4.	Students Present	27	24	27
5.	Students Absent	1	4	1
6.	Completed	10 (35,71%)	16 (57,14%)	23 (82,14%)
7.	Not Completed	18 (64,28%)	12 (42,85%)	5 (17,85%)

Based on the data above, you can see carefully in the bar chart below the data results between each cycle.

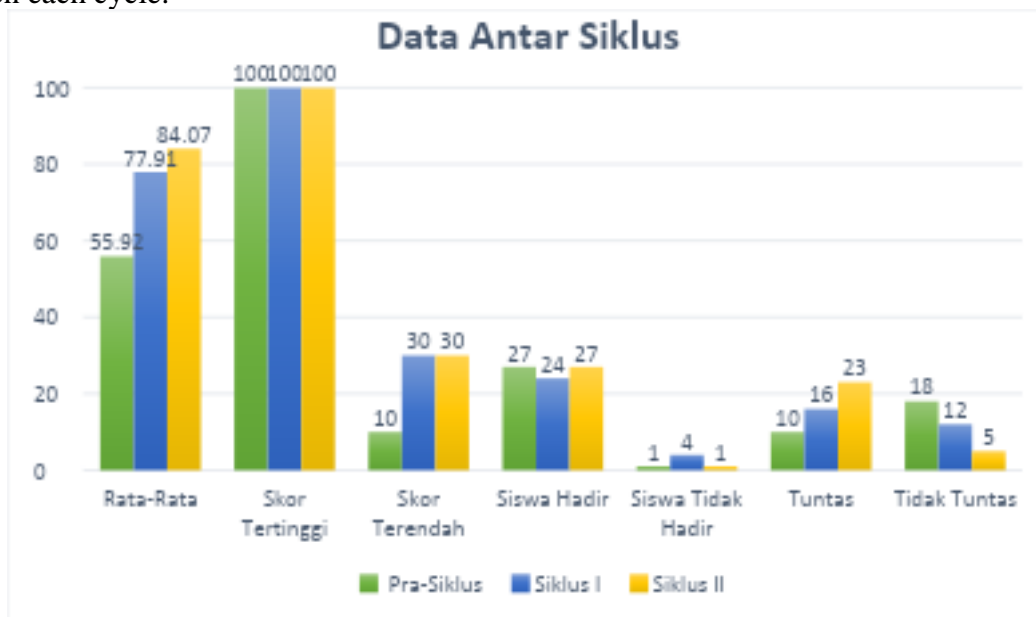


Figure IV.1 Bar Chart of Data Between Cycles

In fourth grade at SDN 1 Anyar, reading comprehension instruction begins with students simply reading a passage. They then engage in a question-and-answer session about the reading without using any strategies. This situation makes students bored and disinterested in the lesson. They lack the ability to understand and remember the material presented by the teacher. To date, most students have not achieved the school-set minimum competency (KKTP) score. The first cycle of action planning was carried out by the researcher and the teacher.

Before starting the cycle I of action. The planning stage includes several things, such as: determining the method to improve reading comprehension through reading guidelines, holding discussions about this method, creating a teaching module as a learning reference that will be used, creating an observation sheet about the implementation of learning for each meeting that is used to evaluate the learning process of reading comprehension skills through the *guided reading* method, creating student worksheets (LKPD) for group work, and creating test sheets to measure the success of reading comprehension learning activities.

Student learning outcomes in the first cycle improved compared to the classical scores before the intervention, but they had not yet reached the established success indicators. The average student evaluation score in cycle I was 77.91, with a learning completion rate of 57.14%. Therefore, student learning outcomes are expected to improve in cycle II. In cycle II, based on reflections from cycle I, the teacher's actions were carried out well; the teacher was able to increase student enthusiasm during the learning process.

The action planning for cycle II is almost the same as the action planning for cycle I, and is carried out by considering the results of reflection from cycle I. The implementation of the action for cycle II corrects the shortcomings of cycle I, with the same teaching module and produces an average student evaluation score of 84.07 with learning completeness of 82.14%.

In the implementation of cycle I and cycle II, there are still students who have not completed the lesson because they are not focused on the ongoing learning. Not focusing on listening to the teacher's explanation while explaining, busy playing and chatting with classmates even outside the classroom, and indeed there are some students who have below average abilities, whose comprehension is lacking. The completion of each student in the process of implementing cycle I and cycle II is because they are serious and focused during the learning process, listening to the teacher's instructions and actively asking questions when there is something they do not understand.

From the student learning outcomes in cycle I to cycle II, student learning outcomes have achieved the set success indicator of 80%. Student learning outcomes have achieved the set success indicator, so cycle II is considered sufficient and there is no need to continue to cycle III, as indicated by the data.

Previous studies, such as those by Ai Ida Farwati et al. (2021), Arwinda Endah Zuhari et al. (2018), and Rizqah Muktafah Hamzah et al. (2019), consistently show that reading guidance methods have a positive impact on students' reading abilities. However, although the variables used in each study differed, such as the type of study, grade level, and location of the study, overall, the results show a similar pattern, indicating that reading guidance techniques have a positive effect on reading comprehension.

From the analysis of cycles I and II, it can be concluded that the *guided reading* method can help students in class IV C SDN 1 Anyar in improving their reading comprehension skills in Indonesian language lessons. In line with the opinion of Zuhari et al. (2018:13) who stated that the learning *guided reading* method helps students read well by assisting them in every reading activity.

Based on the explanation above, it is clear that learning with the *guided reading* method has been successful. Students can understand the content of the reading they have read. In addition, the *guided reading* method is very enjoyable for students because the learning takes place actively. Researchers concluded that most students were able to understand what the teacher taught in class by using *guided reading* allows students to answer questions and find out the information contained in the reading.

#### 4. CONCLUSION

Based on the results of the classroom action research that has been shown, it can be concluded that the use of the reading guide method can improve students' reading comprehension skills in the Indonesian language subject of grade IV at SDN 1 Anyar. With classical completeness of 57.14% in cycle I and 82.14% in cycle II, students' reading comprehension skills increased by 25% from cycle I to cycle II.

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