

# THE IMPACT OF READING GUIDE STRATEGY TO THE STUDENT'S READING COMPREHENSION IN ONLINE CLASS

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## *ABSTRACT*

The aims of this study are to know the students' reading comprehension before and after being taught using reading guide strategy and to find whether there is any impact of using reading guide approach on the students' reading comprehension of SMAN 7 Kediri. The researchers used a pre-experimental study and quantitative approach with one group pre-test and post-take design. This research was conducted at SMAN 7 Kediri. The population of this study is the first grade students that consist of 369 students and the sample is XII MIPA class consists of 35 students. T-test was used to analyze the data with SPSS version 16.0. The results showed that t-score is higher than t-table in the level significant of 5% (2,042). The mean score of pretest is 52.90 with the total score 1.795 and mean score of posttest is 77,80 with the total score 2.645. The result of the research shows that there is any significant effect of using the reading guide strategy, it is proven by the different score between pretest and posttest. This strategy helps the students to solve their problems in reading comprehension. Students are able to understand the audio easily and enjoy in learning. Futhermore, the researchers suggest that in applying the strategy must be prepared in good atmosphere in order to make it success.

**KEYWORDS:** Reading, Reading Guide Strategy, Reading comprehension.

## **1.0 INTRODUCTION**

Reading skills are one of the important skills in learning English and must be mastered by students. According to Tarigan (2008), reading is a process that is carried and used by readers who want to convey messages by the author through written word media or language. Because it does not only contain source of information but also language knowledge. In this situation, students can improve their language skills. Furthermore, according to Darwanto (2000: 63) "Reading seeing and understanding the contents of what was written by reading in the heart, spelling or reading what was written, said, knowing, guessing, understanding and understanding". With this statement, the communication process between two parties, namely readers and writers. Thus, reading skills are important skills for students, because reading skills make students more sensitive to specific



information. This will also help students have sharp thoughts. In addition, reading is an activity to get information from text and to understand messages with words. Reading is an important part of learning English and it allows students to learn things like general knowledge and research subjects. Reading is a technique achieved by the reader to get a message, to be brought from the author with words or writings of intermediary media (Pardon, 2004). Students have to comprehend the text in order to understand and interpret text. Students who have good ability in reading will have better understanding in comprehending text than they have not. It is understood because reading comprehension is an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic (Khoiriyah, et. Al, 2021). In addition, reading is a skill that is developed and applied to find messages delivered through the use of writers' words or written language. It is also needed to understand the answers to certain questions or difficulties that someone reads. It is important for those who consider English as the second language to be able to read in English. Learning cannot be separated from understanding.

Understanding of reading develops the nuances of words, sentences, and textual content that is connected to present the facts of written information. The basic purpose of the reader is to understand the text. Syatriana (2011), states that analyzing information that understands what has been read is an active thought process that not only depends on the skills of understanding but also on previous student information. Understanding reading is an important skill for the achievement of everyone's education. Understanding reading is an important skill needed in all fields of school. Besides reading, there are various subjects to choose from. In literature, where understanding reading skills are important science, social studies, and mathematics are all subjects that must be included. In the field of science, research is very important. Revealed that many students may not have the knowledge or previous reading methods needed to succeed. As a result, students' understanding of bad text. It was also found that students do not have a special reading strategy to produce conclusions that help in understanding text (Best, Rowe, Ozura, and McNamara, 2005).

Basically, Hanfarentin (2018: 4) states that students' problems in reading; 1) Students have difficulty in understanding the text. 2) Students do not know how to find the main idea, implicit and explicit information, especially in analyzing generic structures, 3) Students are bored in English lessons, 4) Students are not enthusiastic in learning English and some of them also have different background knowledge. From that statement, the author found several students' problems in reading. Students do not know what each word means, and students are still confused by the teacher's homework instructions. In the ideal world, the teacher will give that assignment allow children to practice all of the skills. The classroom was also quite crowded and boisterous during the learning process, making the scenario ineffective. Students sometimes get bored in English class, passive in class, and some of them are tired. Students do not respond spontaneously when the teacher asks questions to them. This shows that they do not fully understand information. Therefore, the authors find various strategies that are suitable for this research, one of which is the reading guide strategy.

In this era teaching of reading depends on the teacher. Teachers are always to be the sources of ideas for developing reading strategies. To do this, teachers should prepare students to reach a higher level of understanding in the reading process. They should help students read and understand the texts easily. Then, the teacher can contribute to the strategy training of their students in the three stages of reading instruction in classes. This includes: pre-reading, while reading and post reading.

The objectives of teaching reading in Senior High School (SMA) is an important skill that students need to learn. In reality, students reading a text at school often have difficulties to understand

and comprehend its meaning. So, teachers of reading must have good techniques to teach reading to students to help them get good results. Teaching reading is not easy because the teachers not only have to get the students to read the text but also, they have to think how the students can comprehend all the aspects of English in it. According to Chaudron (2004) studying English is not easy for Indonesian students because the English language and the Indonesian language are very different in terms of spelling, sounds, pronunciation, vocabulary and culture. The objective of teaching reading in high school is to develop the students' reading skills in order to read texts effectively and efficiently. Ariwiyati (1997) asserts that the specific objectives of reading are: a) to enable the students to develop basic comprehension skills so that they can read and understand texts of a general nature. b) to use reading to increase their general knowledge. c) to decide about reading purpose. d) to adapt their strategies of reading. e) to develop their ability to read critically.

Nuttal (1982: 21) states one of the functions of teaching reading especially reading foreign language, such as English, for students who are not native speaker, is to make them be able to understand the text when they deal with the foreign language. Teaching reading is a complex process. The best teachers develop an extensive knowledge base and draw on a repertoire of strategies for working with struggling students. Teaching reading as defined above, is an activity in which teachers instruct students and provide materials to aid in the reading learning process, allow students to practice other languages on their own. Reading instruction focuses on students' comprehension of the material communicated by the writer.

Based on these, a teacher must have a good technique to build the motivation of students to learn. The teaching of reading in secondary school will help student to get a purpose for reading, focus on what they are learning, think actively as they read, monitor their comprehension, and review content and relate what they have learned to what they already know.

In addition, the reading guide strategy is a strategy that guides students to read the guidelines prepared by the teacher in accordance with the material. Zaini (2008: 8), said that reading guidelines means reading guidelines. On several occasions there is often an incident that the material cannot be completed in the classroom and must be resolved outside the classroom because a large amount of material that must be completed. Because reading is an activity to see writing and understand or can say what is written, not only knowing words, but following the author's way of thinking. After that what we read, we can understand and repeat it with our own words, reflect the contents critically and compare it with what we already know. After the teacher provides a reading guide strategy to students, the teacher hopes that students can understand the reading. After that, students can answer questions from the teacher. This reading guide strategy can also be used during online learning, so students who cannot take offline classes can get material about this reading guide strategy with online learning.

According to Hisham (2008: 8), the steps for learning the reading guide are determining the reading to be studied, determining the questions that will be answered by students or a grid and perhaps a chart or schema that can be filled in by them from the reading material that has been selected earlier, distributing reading material with questions or grids to students, the task of students is to study reading material using existing questions or grids, limit this activity so that it will not take excessive time then discuss the questions or grids by asking students the answers, at the end of the lesson give a sufficient review.

According to Naidu (2006) online learning is the intensity of the use of information and communication technology networks in teaching and learning. Referring to the impact of online learning in elementary school to high school level is still very limited. Some secondary schools, such



as SMA 7 Kediri have implemented online learning in the learning process. Some teachers have used online learning media. With advances in information and communication technology, which also introduces the use of electronic media such as laptops in spreading information. Then, according to the European Commission (2001) online learning as the use of new multimedia technology and the internet to improve the quality of learning by facilitating access to service facilities and remote exchange and collaboration.

Based on the explanation above, the researchers were inspired to conduct a research entitled "Impact of the Reading Guide Strategy for Understanding Student Reading in the Online Class XII MIPA 4 at SMAN 7 Kediri".

## 2.0 METHODS

This research used quantitative approach and pre-experimental technique with one group pre-test and post-test design. This research was conducted at SMAN 7 Kediri. The population of this study is the twelve grade students consist of 369 students and the sample is XII MIPA class consists of 35 students. T-test was used to analyze the data with SPSS version 16.0. This research consist of two variables, they are dependent variable is the students' Reading comprehension and independent variable is reading guide strategy. The instrument of this research is reading test, those are pre-test and post-test. The pre-test consists of 20 multiple choice questions and number of the question for each indicator is five about narrative passage that have done before the treatment in order to know the basic students' reading comprehension. Then, the post-test are also consists of 20 multiple choice questions and number of the question for each indicator is five of narrative passage which given after the treatment in order to know there is any progress from students' reading comprehension or not. Those tests can help the researcher to measure the students' reading comprehension. The scoring of those tests is measured from the level of question, so the score in each question is difference.

## 3.0 RESULT AND DISCUSSION

The result of the research shows that reading guide strategy proves has significant effect on students' reading comprehension. From the paired sample statistics on table 1, the mean score of pre-test is 52.9412 and the standard deviation 13.54664. On the other hand, the mean score of post-test is 77.7941 and the standard deviation 9.6202. The number of participant from each test (N) is 34. It means that there is an effect on the students' reading comprehension using reading guide strategy.

**Table 1: Paired Sample Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test	52.9412	34	13.54664	2.32323
	Post_Test	77.7941	34	9.86202	1.69132

Moreover, in Paired Samples Test on table 2 showed that t-test is -19.491 with the degree of freedom 33 is 2.042 and the significant is 5%. It means that t-test is higher than t-table (-19.491 >

2.042). It can be concluded that t-test is higher than t-table, so  $H_a$  is accepted. In conclusion, there is an effect of applying reading guide strategy in teaching reading comprehension at third grade students of SMAN 7 Kediri.

**Table 2: Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test – Post-Test	-2.48529E1	7.43510	1.27511	-27.44717	-22.25871	-19.491	33	.000

After knowing the result of this research, it can be seen that reading guide strategy can make the students have positive ability in reading comprehension as like finding the main idea, identifying generic structure, and finding the social function of the text easily. It is in line with Sari’s study (2019) with the title “The effect of anticipation guide strategy on students reading comprehension” stated that the use of reading guide strategy in reading comprehension is an affective method. Moreover, Aini’s study (2016) entitled “The Implementation of Guided Reading Strategy to Improve Students’ Reading Comprehension” also showed 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.

#### 4.0. CONCLUSION

Reading guide strategy is an effective strategy to teach reading comprehension at third grade students of SMAN 7 Kediri in academic year 2021/2022. It is supported by the result of analyzing pretest and posttest with the level of significance 5%. In line with this view, the students’ reading comprehension are increased after being taught by using reading guide strategy that is mean score of post test are higher than score of pretest. In addition, teaching reading comprehension using reading guide strategy helps the student to solve the problem. This strategy also gives good effect to make the students’ active and responsible.

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