

USING READING GUIDANCE TECHNIQUE TO IMPROVE STUDENTS' READING SKILL WITH NARRATIVE TEXT

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Abstract: The purpose of this research is to find out if the using of reading guidance technique can improve students' reading skill with narrative text. This is a quantitative study using pre-experimental group design. The subjects of this study were 21 students from SMP Negeri 2 Tondano class VII and it divided to A and B group. Based on the data obtained, the highest score in Experimental Group is 100 and the lowest is 70, while the highest Control Group score is 40 and the lowest is 10 with the mean score in the Experimental Group 83.33 and the mean score in Control Group is 25.23. Based on data obtained the students reading skill can be improved by using reading guidance technique through narrative text.

Keywords: *Reading'guidance Technique, Narrative text, EFL*

INTRODUCTION

There are millions of people who speak certain languages, whereas just a few thousand speak others. Given that English is the most widely used language in the world, its significance cannot be downplayed or overlooked. One of the languages that is most widely used worldwide is English. (2020, Niyozova). English is now the main language in many business and cultural domains dominated by these nations, in addition to the countries that were directly impacted by British imperialism. It is a valuable, if not essential, language to know. People choose to learn English as a second language all around the world because it's vital. Children begin studying English at an early age and it is a required language in many countries' school curricula.

English is also the language of science, computing, aviation, diplomacy, and tourism. Possessing English improves your chances of landing a solid position in a global corporation. Similar to the value of English in reading, possessing strong reading abilities will help every student in every school reach a high level of literacy.

The ability to read well is a crucial component of receptive competence since it is a means of education and plays a vital role in society. Reading may teach one numerous things. It goes without saying that students who wish to expand their knowledge should be able to read well. By doing so, they can learn more about a variety of scientific subjects. Thus, reading is a crucial English language ability. It is a source of information from which we can learn new words and broaden our vocabulary. Reading is the only way for someone to learn a lot. In 2014, Hardiyanti Reading is crucial to English proficiency because it's the simplest and least expensive way to obtain information. Reading in a variety of languages is a means to broaden our horizons—that is, to learn more about subjects that interest us or to question established beliefs.

The writer's focus in this study is on reading as one of the elements of the English language. On the other hand, reading comprehension is the process of deciphering the meaning contained in a certain text (Black, P., & Wiliam, D, 1998). In general, teaching reading comprehension in Indonesia includes teaching reading as a foreign language, or EFL reading. The author comes to the conclusion that studying reading as one of the language's components is crucial. Lack of proficiency in reading is a barrier to efficient communication, as reading is a crucial component in determining one's level of literacy and linguistic comprehension.

The author discovered that the majority of pupils at SMP N 2 Tondano lacked reading comprehension based on preliminary studies conducted on English instruction. Simultaneously, several of them lost interest in the subject matter because they believed learning English would be extremely challenging. Thus, in order to enhance students' reading comprehension of narrative texts, the author selects a reading assistance strategy. As stated by Rebecca and Stanley (2003:1) The word "guided" refers to a teaching approach in which a teacher works one-on-one with pupils or gathers a small group of them to listen to them read and offer targeted assistance that enables them to

apply skills for decoding and comprehending text. Students in this group read texts that are unfamiliar to them and share comparable needs. While reading at their own individual pace, students are using the same text at the same time. In order to improve comprehension and decoding abilities, teachers should utilise the text as a source of instruction, offer suggestions for solving problems as students read, and utilise discussion and targeted teaching points to wrap up the reading.

RESEARCH METHOD

Research Design

The researcher employs quantitative research methodology by utilizing a post-test only design with both an experimental group and a control group. A post-test will be administered to assess the students' level of competence in vocabulary. The experimental class received instruction through a test-based approach after undergoing treatment, while the control class received instruction using a normal way. There are two tests: T1 represents the Experimental Group, whereas T2 represents the Control

Experimental group	Treatment	Control group
T1	X	T2

Sample Population

This research be conducted on the first-grade student of SMPN 2 Tondano. The sample will be taken from two classes consisting of 21 junior high school students each.

Research Instrument

The instrument in this research is a test. The kind of test will use essay test and the total number is 20 numbers. The test will be based on the material given, the purpose of this exam is to help seventh grade of SMP Negeri 2 Tondano become better readers and to measure participants understanding of the topic.

Data Collection Procedures

There are several steps in order to collect the data of this research

1. Make the lesson plan in teaching and learning process.
2. Give the pre-test, before present the material.
3. Analyze the data taken from pre-test in order to plan the treatment for the students.
4. Give the post-test.
5. Organize the data into table.
6. Analyze the data.

FINDINGS AND DISCUSSION

Findings

Since the study subject was already elucidated in Chapter 1. The problem was resolved using a quasi-experimental methodology that included pre-test and post-test measures. The theory was formulated. "Utilising the Reading Guided Technique in English Reading". The research sample comprised two classes: an experimental class and a control class, each consisting of 42 students. Every class comprised a total of 21 individuals. The experimental group received instruction using the Reading Guided Technique, while the control group received instruction using a conventional technique. The data were collected from both a pre-test and a post-test to assess the pupils' academic progress following the implementation of the treatment.

The t-test formula was utilised to assess the disparity in achievement between the experimental group and the control group. The formula utilised is provided by Shalvelson (1981:424) as follows:

$$t_{\bar{x}_1 - \bar{x}_2 \text{ obs}} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left[\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \right] \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

Where:

$\bar{X}_1$ = Mean score of experimental groups

$\bar{X}_2$ = Mean score of control group

n_1 = Total number of subjects of the experimental group

n_2 = Total number of subjects of the control group

s_1^2 = Variance of the experimental group

s_2^2 = Variance of the control group

In analyzing the data, the writer follows the steps below:

Step 1 : Check in the result of post-test of the experimental group (X_1) and the control group (X_2).

Step 2 : Construct frequency distribution of the test achievement (score) of the experimental group (X_1) and the control group (X_2).

Step 3 : Compute the mean score ($\bar{X}$), standard deviation (s), variance of the control group (s^2) and experimental group.

Step 4 : Compute standard deviation (s) of variance (s^2) root the value of variance experimental group and control group.

Step 5 : Compute t ($\bar{X}_1 - \bar{X}_2$) observed by inserting the value of the experimental group and the control into t-test formula.

Step 6 : Decided whether to accept or to reject null hypothesis.

a). Reject null hypothesis or H_0 if : $t_{obs} \geq t_{crit}$.

b). Do not reject null hypothesis H_0 if : $t_{obs} < t_{crit}$.

Shalvelson (1981:427)

The experimental group (X_1) and the control group (X_2) was shown on Table 1.

Table 1. Data Matrix of the Experimental Group and Control Group

Subject	X_1	Subject	X_2
	Experimental Group		Control Group
01	80	01	40
02	80	02	30
03	70	03	30
04	70	04	10
05	80	05	40
06	80	06	10
07	80	07	20
08	90	08	20
09	100	09	40
10	100	10	40
11	100	11	30
12	80	12	20
13	80	13	30
14	90	14	30
15	80	15	10
16	80	16	30
17	70	17	20
18	90	18	40
19	90	19	30
20	80	20	10
21	80	21	30
	1750		530

The presentation frequency distribution of the experimental group (X_1) and the control group (X_2) scores was shown below.

Table 2. Frequency Distribution of the Experimental Group(X_1)

Value X_1	F_1	$F_1 \%$	CF	$CF_1 \%$
100	3	14.28%	21	100%
90	4	80.2%	18	85.78%
80	11	42.85%	14	63.57%
70	3	14.28%	3	14.28%

The presentation on table 2, it could be clearly seen that the highest score was 100 (one hundred) gained by 3 (six) students or in percentage 14.28%, 4 (four) students obtained 90 (ninety-five) or 80.2%, 11 (eleven) students obtained 80 (eighty) or 42.85% and 3 (three) students obtained 70 (seventy) or 14.28% as the lowest score.

Table 3. Frequency Distribution of Control Group (X2)

Value X ₂	F ₂	F ₂ %	CF	CF ₂ %
40	5	23.80%	21	100%
30	8	26.2%	16	76.2%
20	4	76.2%	8	26.2%
10	4	23.8%	4	23.8%

The presentation on table 3 above, it could be clearly seen that the highest score was 40 (forty) gained by 5 (five) students or in percentage 23.80%, 7 (seven) students obtained 30 (thirty) or 26.2%, 4 (four) students obtained 20 or 76.2% and the rest 4 students obtained 10 (ten) or 23.8% as the lowest score.

Table 4. Variance of experimental group

SUBJECT	X	$\bar{X}_1$	$X_1 - \bar{X}_1$	$(X_1 - \bar{X}_1)^2$
1	80	83,33	3,33	11,0889
2	80	83,33	3,33	11,0889
3	70	83,33	13,33	177,6889
4	70	83,33	13,33	177,6889
5	80	83,33	3,33	11,0889
6	80	83,33	3,33	11,0889
7	80	83,33	3,33	11,0889
8	90	83,33	-6,67	44,4889
9	100	83,33	-16,67	277,8889
10	100	83,33	-16,67	277,8889

11	100	83,33	-16,67	277,8889
12	80	83,33	3,33	11,0889
13	80	83,33	3,33	11,0889
14	90	83,33	-6,67	44,4889
15	80	83,33	3,33	11,0889
16	80	83,33	3,33	11,0889
17	70	83,33	13,33	177,6889
18	90	83,33	-6,67	44,4889
19	90	83,33	-6,67	44,4889
20	80	83,33	3,33	11,0889
21	80	83,33	3,33	11,0889
Σ	1750			16,6666

After putting the individual deviated from the data presentation on the table 4 (experimental group), next step was to calculate Mean ($\bar{X}_1$) and Standard Deviation (S_1^2) which was computed based on the following formula:

$$\text{a.) } n_1 = 21$$

$$\begin{aligned} \text{Mean } (\bar{X}_1) &= \frac{\Sigma X_1}{n_1} \\ &= \frac{1750}{21} \\ &= 83.33 \end{aligned}$$

$$\begin{aligned} \text{b.) Standard Deviation } (S_1) &= \sqrt{\frac{\Sigma (X_1 - \bar{X}_1)^2}{n - 1}} \\ &= \sqrt{\frac{1750}{21-1}} \end{aligned}$$

$$\begin{aligned}
&= \sqrt{\frac{1750}{20}} \\
&= \sqrt{87,5} \\
&= 7,65
\end{aligned}$$

c.) $S_I^2 = 76,5$

Table 5. Variance of Control Group

SUBJECT	X_2	$\bar{X}_2$	$X_2 - \bar{X}_2$	$(X_2 - \bar{X}_2)^2$
1	40	25,23	-14,77	218,1529
2	30	25,23	-4,77	22,7529
3	30	25,23	-4,77	22,7529
4	10	25,23	15,23	231,9529
5	40	25,23	-14,77	218,1529
6	10	25,23	15,23	231,9529
7	20	25,23	5,23	27,3529
8	20	25,23	5,23	27,3529
9	40	25,23	-14,77	218,1529
10	40	25,23	-14,77	218,1529
11	30	25,23	-4,77	22,7529
12	20	25,23	5,23	27,3529
13	30	25,23	-4,77	22,7529
14	30	25,23	-4,77	22,7529
15	10	25,23	15,23	231,9529
16	30	25,23	-4,77	22,7529
17	20	25,23	5,23	27,3529

18	40	25,23	14,77	218,1529
19	30	25,23	-4,77	22,7529
20	10	25,23	15,23	231,9529
21	30	25,23	-4,77	22,7529
Σ	530			2,286

After putting the individual deviated from the data presentation on the table 5 (control group), the next step was calculating Mean ($\bar{X}_2$) and Standard Deviation (S_2^2) which was computed based on the following formula:

$$\text{a.) } n_2 = 21$$

$$\begin{aligned}\text{Mean } (\bar{X}_2) &= \frac{\Sigma X_2}{n_2} \\ &= \frac{530}{21} \\ &= 25.23\end{aligned}$$

$$\text{b.) Standard Deviation } (S_2) = \sqrt{\frac{\Sigma (X_2 - \bar{X}_2)^2}{n_2 - 1}}$$

$$= \sqrt{\frac{530}{21-1}}$$

$$= \sqrt{\frac{530}{20}}$$

$$= \sqrt{26.5}$$

$$= 7,02$$

$$\text{c.) } S_2^2 = 70,2$$

In this study, the experimental group was expected to have the higher score than the control group. In order to test whether there was a significant difference in achievement between these two groups, T-test was used and applied based on the data of table 4 and 5. The following formula describes it.

Where:

$$\bar{X}_1 = 83,33 \quad n_1 = 21 \quad S_1^2 = 76,5$$

$$\bar{X}_2 = 25,23 \quad n_2 = 21 \quad S_2^2 = 70,2$$

$$\begin{aligned} t_{\bar{x}_1 - \bar{x}_2 \text{ obs}} &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \right] \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}} \\ &= \frac{83,33 - 25,23}{\sqrt{\left[\frac{(21-1)76,5 + (21-1)70,2}{21+21-2} \right] \left[\frac{1}{21} + \frac{1}{21} \right]}} \\ &= \frac{58,1}{\sqrt{\left[\frac{(20)76,5 + (20)70,2}{40} \right] \left[\frac{2}{42} \right]}} \\ &= \frac{58,1}{\sqrt{\left[\frac{1750 + 530}{40} \right] [0,04]}} \\ &= \frac{58,1}{\sqrt{\left[\frac{2280}{40} \right] [0,04]}} \\ &= \frac{58,1}{\sqrt{[57][0,04]}} \\ &= \frac{58,1}{\sqrt{2,28}} \\ &= \frac{58,1}{2,28} \\ &= 2,54 \end{aligned}$$

Discussion

The analysis of the criteria and data revealed that the null hypothesis was rejected in this investigation, as the observed t-value (2.54) exceeded the threshold t-value (2.280). There was a notable disparity in the English academic performance of pupils who received instruction in reading through the Reading Guided Technique compared to those who did not.

The data analysis yielded a thorough and precise fact. A total of forty-two students participated in the test, with twenty-one students assigned to the experimental group and twenty-one students assigned to the control group. The writer assessed the efficacy of the treatment as follows. Students who achieved scores between 70 to 100 demonstrated successful response to the treatment, whilst those who scored below 70 were considered to have failed.

Upon conducting data analysis, the writer discovered that the experimental group had superior achievement compared to the control group. In the experimental group, the highest score achieved by three students was 100, which corresponds to 14.28% of the total. Four students received a score of 90, equivalent to 80.2% of the total. Eleven students achieved a score of 80, representing 42.85% of the total. Lastly, three students obtained a score of 70, accounting for 14.28% of the total. The maximum score achieved by 5 students was 40, which corresponds to a percentage of 23.80%. 8 students earned a score of 30, equivalent to 26.2%. 4 students achieved a score of 20, representing 76.2%. The other 4 students obtained a score of 10, or 23.8%, which was the lowest result.

According to the provided statistics, the experimental group exhibited a superior score compared to the control group. The mean score ($\bar{X}_1 = 83.33$) and standard deviation ($S_{12} = 76.5$) were greater in the experimental group compared to the control group, where the mean score ($\bar{X}_2 = 25.23$) and standard deviation ($S_{22} = 70.2$) were observed. The post-test results in the experimental group were superior to those in the control group. Based on the conclusion of research, applying Reading Guided Technique to increase students' reading skill was successful.

CONCLUSIONS

Based on the data analysis that the researcher has done, can draw the following conclusions: There is a significant effect of using the Guided Reading Procedure strategy on students' reading abilities. Because by looking at the results of data calculations in the previous chapter. The results of the study showed that the average score of the experimental group and control group increased in students reading. The average value of the experimental group was 83.33 and the average value of the control group was 25.23. therefore, the application of the using reading guidance is very effective in improving the reading skills of students SMPN2 Tondano in narrative text.

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