

**THE INFLUENCE OF USING GUIDED READING PROCEDURE (GRP)
STRATEGIES TOWARDS STUDENTS' READING COMPREHENSION
ON DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHT
GRADE AT MTs NEGERI 1 TULANG BAWANG
IN THE ACADEMIC YEAR OF 2017/2018**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1- Degree

By

ERLIKA DEWI

NPM. 1211040173

Study Program : English Education

Advisor : Prof.Dr.Idham Kholid,M.Ag

Co-Advisor : Fithrah Auliya Ansar,M.Hum



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2017**

ABSTRACT

THE INFLUENCE OF USING GUIDED READING PROCEDURE TOWARDS STUDENTS' READING COMPREHENSION ON DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT MTs NEGERI 1 TULANG BAWANG IN THE ACADEMIC YEAR OF 2017/2018

BY
ERLIKA DEWI

Reading is one of the language skills that should be mastered by the students. The students' reading comprehension in MTs Negeri 1 Tulang Bawang is still low. To solve this problem, the researcher applied Guided Reading Procedure strategy, to develop students' reading comprehension. This strategy helped students to get better memories, more active and enjoyable in Learning English especially in reading. The objective of this research is to know whether there is a significant influence of using Guided Reading Procedure strategy towards Students' Reading Comprehension on Descriptive Text at the First Semester of the Eighth Grade at MTs Negeri 1 Tulang Bawang in the Academic Year of 2017/2018.

The methodology of this research was quasi experimental design with the treatment held 3 meetings, 2x40 minutes for each. In this research, the researcher took two classes, one as the experimental class that was VIIIC and one class as the control class that was VIII B. In the experimental class, the researcher used Guided Reading Procedure strategy and in the control class the researcher used Translation strategy. The population of this research was the eighth grade students of MTs Negeri 1 Tulang Bawang. The sample of this research was two classes consisted of 56 students. In collecting the data, the researcher used the instrument in the form multiple choice questions which had been tried out before treatments. After conducting the treatments, the instrument were used for the post-test. After giving the post-test, the researcher analyzed the data by using Statistic formula to compute independent sample t-test.

After doing the hypothetical test, from the data analysis, it was found that the result of t-test was 4.15. Then, this result was consulted to the score of $t_{critical}$ (level of significance) in this case level of significance 0.05 was 1.67. The score of $t_{observed}$ was higher than $t_{critical}$, so H_a was accepted. Therefore, there is a significant influence of Guided Reading Procedure strategy towards students' reading comprehension in descriptive text at the first semester of the eighth grade of MTs Negeri 1 Tulang Bawang in the academic year of 2017/2018.

Keywords: *Quantitative Research, Guided Reading Procedure strategy, Reading Comprehension, Descriptive Text*



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol H. Endro Suratmin Sukarami Bandar Lampung Telp. (0721)703289

APPROVAL

Title

: THE INFLUENCE OF USING GUIDED READING PROCEDURE (GRP) STRATEGIES TOWARDS STUDENTS' READING COMPREHENSION ON DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT MTs NEGERI 1 TULANG BAWANG IN THE ACADEMIC YEAR OF 2017/2018

Student's Name : ERLIKA DEWI

Student's Number : 1211040173

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, State Islamic University,
Raden Intan Lampung

Advisor

Prof. Dr. Idham Kholid, M.Ag
NIP. 196010201988031005

Co-Advisor

Fithrah Auliya Ansar, M.Hum
NIP. 198910312015032002

**The Chairperson,
of English Education Study Program**

Meisuri, M.Pd
NIP. 198005152003122004



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

ADMISSION

A thesis entitled : “The Influence of Using Guided Reading Procedure (GRP) Strategies Towards Students’ Reading Comprehension on Descriptive Text at The First Semester of The Eighth Grade at MTs Negeri 1 Tulang Bawang in The Academic Year of 2017/2018”, by: Erlika Dewi, NPM 1211040173, Study Program: English Education was tested and defended in the examination session held on: Wednesday, November 15th, 2017.

Board of examiners:

The Chairperson	: Bambang Irfani, M.Pd	(.....)
The Secretary	: Nurul Puspita, M.Pd	(.....)
The Primary Examiner	: Yulan Puspita Rini, M.A	(.....)
The Co-Examiner	: Fithrah Auliya Ansar, M.Hum	(.....)



**The Dean of
Faculty of Tarbiyah and Teacher Training Faculty**

Dr. H. Chairul Anwar, M.Pd
NIP. 195603101987031001

DECLARATION

I am a student with the following identity:

Name : Erlika Dewi

SRN : 1211040173

Thesis : The Influence of Using Guided Reading Procedure (GRP)

Strategies Towards Students' Reading Comprehension on

Descriptive Text at the First Semester of the Eighth Grade at

MTs Negeri 1 Tulang Bawang in the Academic Year of

2017/2018

Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other researcher opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, 2017

Declared by,

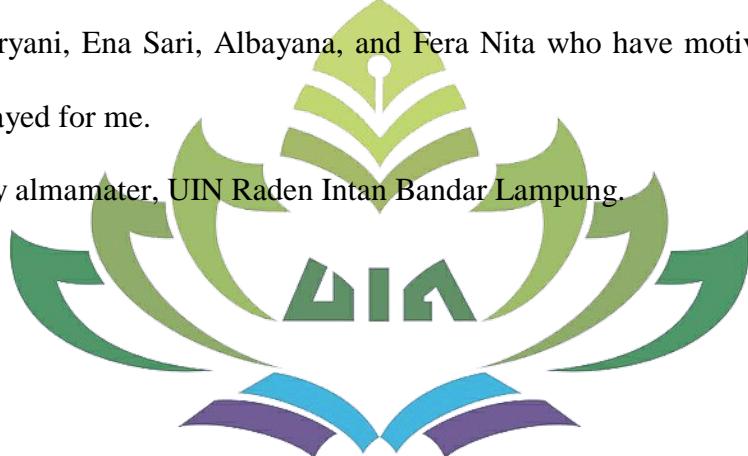
Erlika Dewi

NPM.1211040173

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents; Mr. Ishak Imam Ratu and Mrs. Fatmawati who always prayed and supported for my success and advise me wisely.
2. My beloved Sisters and Brothers; Yulyanti, Imam Suyadi, Ismalia, Kodri, Ida Suryani, Ena Sari, Albayana, and Fera Nita who have motivated and always prayed for me.
3. My almamater, UIN Raden Intan Bandar Lampung.



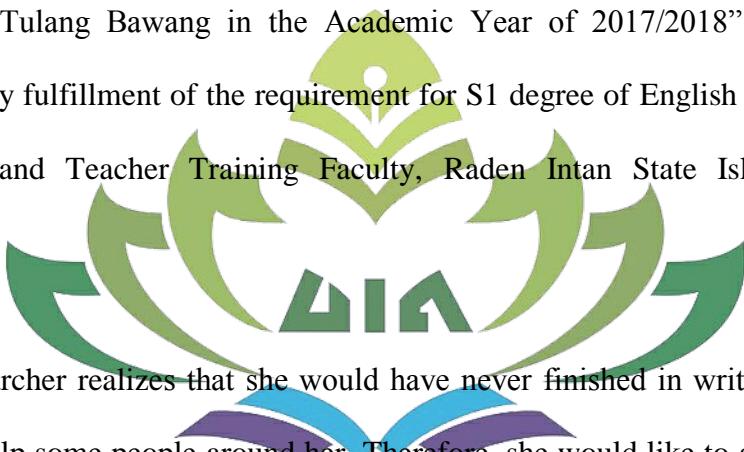
CURRICULUM VITAE

The researcher's name is Erlika Dewi, whose nickname is Dewi. She was born in Menggala Tulang Bawang on August 27th, 1993. She is the eighth child from Mr. Ishak Imam Ratu and Mrs. Fatmawati. She has Six sisters ; Yuliyanti, Ismalia, Ida Suryani, Ena Sari, Albayana, and Fera Nita, and she has two brothers; Imam Suyadi and Kodri.

The researcher started her formal study in elementary school of SDN 01 UGI, and graduated in 2006. After finishing her study at elementary school, the researcher continued to SMPN 1 MENGGALA and graduated in 2009. After that, she continued her study to SMAN 1 MENGGALA and finished in 2012. Then she continued her study in English Education Study Program of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung.

ACKNOWLEDGEMENT

Alhamdulillah, thanks to Allah the Almighty, for the blessing, merci and kindness. May shalawat and salam always be with the Prophet Muhammad who brings us from the darkness to the lightness. Due to him, this thesis entitled “The Influence of Using Guided Reading Procedure (GRP) Strategies Towards Students’ Reading Comprehension on Descriptive Text at the First Semester of the Eighth Grade of MTs Negeri 1 Tulang Bawang in the Academic Year of 2017/2018” is submitted as compulsory fulfillment of the requirement for S1 degree of English study program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung.



The Researcher realizes that she would have never finished in writing this “Thesis” without help some people around her. Therefore, she would like to give her gratitude and appreciation to:

1. Dr. H. Chairul Anwar, M.Pd. The Dean of Faculty of Tarbiyah and Teacher Training and his staff who have given an opportunity and forbearance and researcher in doing the study until the accomplishment of this thesis.
2. Meisuri, M.Pd. The Chairperson of English Education Study Program of UIN Raden Intan Lampung.

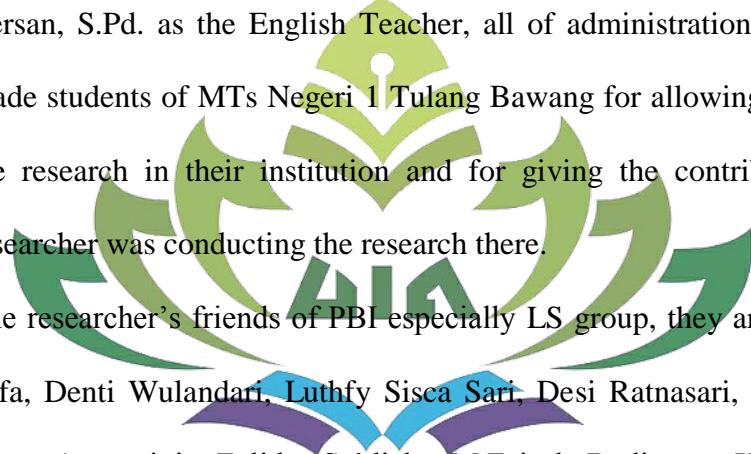
- 
3. Prof. Dr. Idham Kholid, M.Ag. The Advisor who has patiently guided and directed the researcher until the completion of this thesis.
 4. Fitrah Auliya Ansar, M.Hum. The Co-Advisor who has patiently guided and directed the researcher until finishing this thesis.
 5. All lecturers of English Department of Tarbiyah and Teacher Training Faculty who have taught the researcher since the first of her study.
 6. H.Irwin, S.Pd., M.Pd. The Headmaster of MTs Negeri 1 Tulang Bawang, Hersan, S.Pd. as the English Teacher, all of administration staff and eighth grade students of MTs Negeri 1 Tulang Bawang for allowing her to carry out the research in their institution and for giving the contribution while the researcher was conducting the research there.
 7. The researcher's friends of PBI especially LS group, they are: Putri Maryam Ulfa, Denti Wulandari, Luthfy Sisca Sari, Desi Ratnasari, Desti Kiranasari, Nora Anggraini, Zulida Sa'diah, M.Faisal Budiman, Hendriyono, Rija Dwiono and the last Yoss Chandra Margiyanata.
 8. The researcher's friendship, S.E.N.A.D.I group, they are Sahidin, Nurul Putri Ayu, Ardiansyah , Defika Arisanti, Ita Paramitha.
 9. The researcher's friends from another class, they are Emilia Nanda Sari and Rosiqoh Hibatul Zulqisti.
 10. The researcher's roommates, they are Cahya Witri Handayana, Ovelinda Nabila Putri and Sonnia Sinviota.



TABLE OF CONTENTS

COVER	Pages
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
DECLARATION	v
DEDICATION	vi
MOTTO	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xv
LIST OF APPENDICES	xvi
CHAPTER I: INTRODUCTION	1
A. Background of the Problem	1
B. Identification of the Problem	8
C. Limitation of the Problem.....	8
D. Formulation of the Problem	9
E. Objective of the Research	9
F. Use of the Research.....	9
G. The Scope of the Research.....	10
CHAPTER II: REVIEW OF RELATED LITERATURE	11
A. Concept of Teaching English as a Foreign Language.....	11
B. Concept of Teaching Reading.....	13

C. Concept of Reading.....	16
D. Concept of Reading Comprehension	17
E. Concept of Genre Text.....	20
F. Concept of Descriptive Text	23
a. Generic Structure of Descriptive Text	23
b. Language Features	23
G. Concept of Reading Comprehension in Descriptive Text	25
H. Concept of Guided Reading Procedure Strategy	26
I. Advantages and Disadvantages of Guided Reading Procedure Strategy	29
a. Advantages of Guided Reading Procedure strategy.....	29
b. Disadvantages of Guided Reading Procedure strategy	30
J. Steps in Guided Reading Procedure strategy	30
K. Concept of Translation strategy	32
L. The Advantages and Disadvantages of Translation strategy	34
a. The advantages of Translation Strategy	34
b. Disadvantages of Translation Strategy	35
M. Frame of Thinking.....	36
N. Hypothesis.....	37
CHAPTER III: RESEARCH METHODOLOGY	38
A. Research Design.....	38
B. Research Variable	40
C. Operational Definition of Variables.....	41
D. Population, Sample and Sampling Technique	42
1. Population of the Research.....	42
2. Sample of the Research	43
3. Sampling Technique.....	43
E. Data Collecting Technique.....	44

F. Research Procedure	
1. Planning.....	45
2. Application	47
3. Reporting	48
G. Instrument of Research	50
H. Scoring System	53
I. Validity of the Research	
1. Content Validity	54
2. Construct Validity	55
3. Internal Validity	55
J. Reliability of the Test.....	56
K. Data Analysis	58
1. Fulfilment of Assumptions.....	58
a. Normality Test.....	58
b. Homogeneity Test.....	59
2. Hypothetical Test	60
CHAPTER IV: THE RESULT AND DISCUSSION.....	62
A. Description of the school	62
B. Research Procedure	62
C. Result of the Research.....	64
1. The Result of Pre-test Experimental and Control Class.....	64
2. Analysis of the Treatment	65
3. The Result of Post-test	68
D. Result of Analysis Data.....	69
1. Result of Normality Test	69
2. Result of Homogeneity Test.....	69
3. Result of Hypothetical Test.....	71

E. Discussion.....	73
CHAPTER V : CONCLUSION AND SUGGESTION.....	80
A. Conclusion	80
B. Suggestion	81

REFERENCES**APPENDICES**

LIST OF TABLES

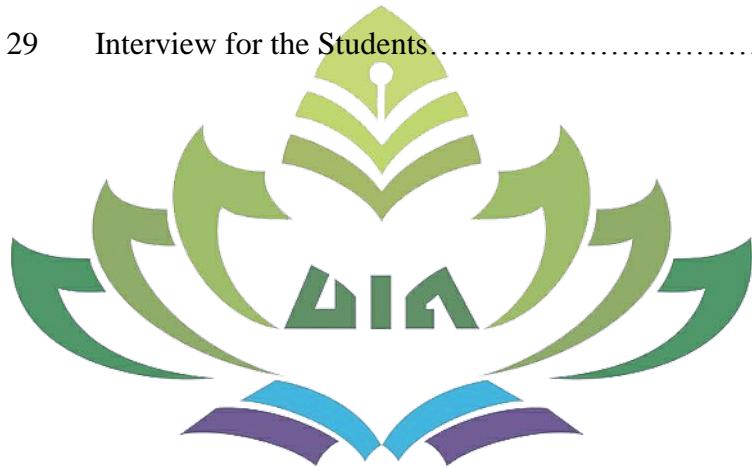
	Pages
Table 1. Students' Score in Reading Comprehension	5
Table 2. Pre-test and Post-test Design	39
Table 3. Total Number of the students at the Eighth Grade of MTs Negeri 1 Tulang Bawang.....	42
Table 4 Instrument for try-out of Pre-test and Post-test before Validity Test	49
Table 4. The Specification of Pre-test and Post-test after Validity Test	51



LIST OF APPENDICES

	Pages
Appendix 1 The Try Out of Pre-test	87
Appendix 2 The Try Out of Post-test.....	88
Appendix 3 The Analysis Reliability of Pre-test	89
Appendix 4 The Analysis Reliability of Post-test.....	90
Appendix 5 Students' score of Pre-test and Post-test	91
Appendix 6 The Analysis Normality in The Control Class	92
Appendix 7 The Analysis Normality in The Experimental Class.....	93
Appendix 8 Liliefors table	94
Appendix 9 The Analysis of Homogeneity Test.....	95
Appendix 10 Fisher-Table.....	97
Appendix 11 The Analysis of Hypothetical	98
Appendix 12 The Hypothetical Analysis by Using Independent T-Test	99
Appendix 13 T-Table	101
Appendix 14 Students' score of Pre-test and Post-test In control and experimental class.....	102
Appendix 15 Rencana Pelaksanaan Pembelajaran For experiment Class.....	103
Appendix 16 Rencana Pelaksanaan Pembelajaran For Control Class	134
Appendix 17 Syllabus	161
Appendix 18 The Item for Pre-Test.....	164
Appendix 19 Key Answer for item Pre-test.....	173
Appendix 20 The Item for Post-Tes.....	174

Appendix 21	Key Answer for item Pre-test.....	182
Appendix 22	The Sample of Students' Work in the Control Class.....	183
Appendix 23	The Sample of Students' Work in the Experiment Class.....	186
Appendix 24	Pre-test item before validity.....	192
Appendix 25	Post-test item before validity.....	206
Appendix 26	Key Answer of Pre-test and Post-test before validity.....	219
Appendix 27	Interview for the Teacher.....	220
Appendix 28	Students' Reading score.....	224
Appendix 29	Interview for the Students.....	228

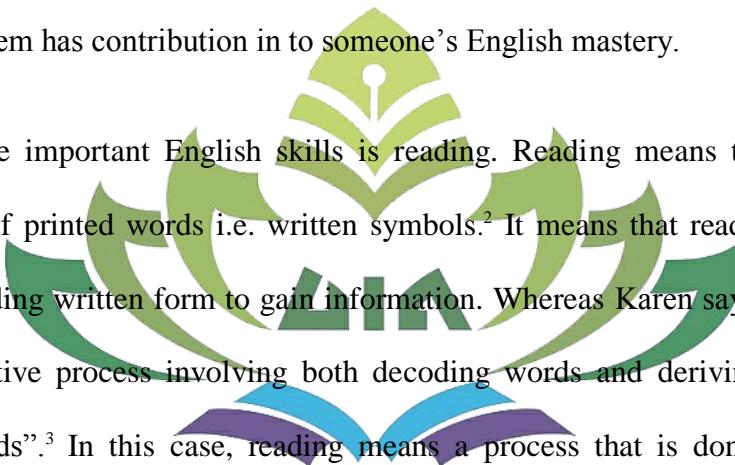


CHAPTER I

INTRODUCTION

A. Background of the Problem

Every language has skills, including English. Richard has explained that “Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/ productive skills and reading and listening, the passive/receptive skills”.¹ Those are the essential skills in English. Each of them has contribution in to someone’s English mastery.



One of the important English skills is reading. Reading means to understand the meaning of printed words i.e. written symbols.² It means that reading is process of understanding written form to gain information. Whereas Karen says that “reading is an interactive process involving both decoding words and deriving meaning from those words”.³ In this case, reading means a process that is done by a reader to analyze and decode words from a text to get the information or message that want to be entertained by writer.

¹ Jack C. Richard & Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Edinburgh: Pearson Publisher, 2010), p.322

² M.F.Patel & Praveen M. Jain, *English Language Teaching (Methods, Tools & Technique)*, (Jaipur Sunrise, 2008), p.113

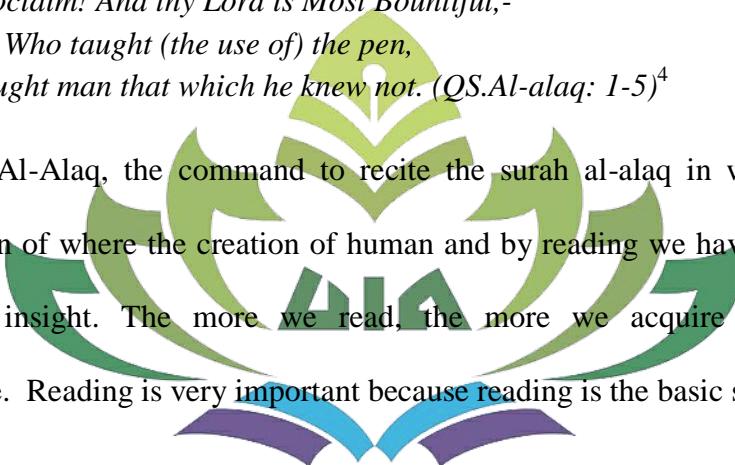
³Karen Tankersley, *The Threads of Reading*, (Virginia: ASCD Publisher,2003), p.92

By reading we can get many advantages, such as information and knowledge which we never know before. Allah said in Qs.Al-Alaq verse 1-5:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٢﴾ الَّذِي عَلَمَ

بِالْقَلْمَنْ عَلَمَ الْإِنْسَنَ مَا لَمْ يَعْلَمْ ﴿٣﴾

1. *Proclaim! (or read) in the name of thy Lord and Cherisher, Who created*
2. *Created man, out of a (mere) clot of congealed blood:*
3. *Proclaim! And thy Lord is Most Bountiful,-*
4. *He Who taught (the use of) the pen,*
5. *Taught man that which he knew not. (QS.Al-alAQ: 1-5)⁴*



As in Qs.Al-Alaq, the command to recite the surah al-alaq in which there is an explanation of where the creation of human and by reading we have knowledge and extensive insight. The more we read, the more we acquire information and knowledge. Reading is very important because reading is the basic skill in this world.

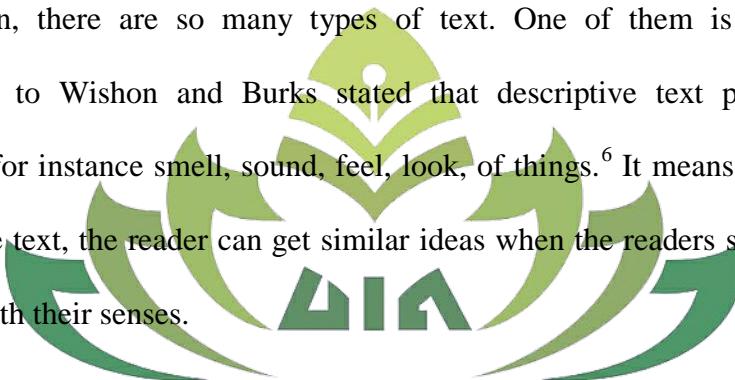
In addition, reading is a way to communicate between reader and writer. The author writes a text for readers but they cannot read. It is useless because they cannot know the information that the writer wants to tell them. So, a person should possess reading ability because it is useful when he read a text (e.g. Journals, Articles, Newspapers, Books etc.).

Basically, the main purpose of reading activity is to gain ideas and information. To achieve that purpose the students should comprehend their reading text better.

⁴ Allama Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text with English Translation*, (Jakarta: Pustaka Agung Harapan, 2006), p.1672

According to Grellet stated in his book “Reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible”.⁵ It means that reading comprehension is to know the information from written text and to understand the text. Comprehension is the most important thing in reading textbooks or written material. In other word, there are some aspects in reading comprehension that should be considered by reader.

In addition, there are so many types of text. One of them is descriptive text. According to Wishon and Burks stated that descriptive text provides sense of opinions, for instance smell, sound, feel, look, of things.⁶ It means that by reading a descriptive text, the reader can get similar ideas when the readers see certain objects directly with their senses.



Students can take part in reading because they can get the sense of[a descriptive text. Finx et al says the purpose of description is to imagine the reader by using a picture of a person, subject, or setting.⁷ It is allowed by using picture, so that the reader can visualize it. It may help the students are easier to get the writer’s desription. The students got difficulties to comprehend the descriptive text, the students can not find and understand some aspects in reading comprehension like main idea,

⁵ Franqoise Grellet, *Developing Reading Skills*, (Cambridge: Cambridge University Press, 2001), p.3

⁶ George E. Winshon and Julia M.Burks, *Let’s Write*, (New York: English Litton Educational Publishing, 1980), p.128

⁷ Lila Fink, et al, *Choices a Text for Writing and Reading*, (New York: Little, Brown and Company Limited, 1983), p.41

expression/idioms/phrases in context, inference, grammatical features, detail, excluding facts not written, supporting idea and vocabulary in context. To overcome this problem, the researcher uses Guided Reading Procedure strategy to improve the reading comprehension on descriptive text.

However, mastering in reading is not easy. Based on the preliminary research at MTs Negeri 1 Tulang Bawang on January 21st 2017, the researcher interviewed the English teacher. The Teacher said that, he used translation strategy in teaching reading. The students got scores under the criteria minimum mastery (KKM) 70. The score of reading comprehension was still low. The students have difficulties in comprehending the English text. There are some problems faced by students in reading activities at classroom, for example, students have known how to pronounce the words, but it occurred without understanding the meaning. In that condition for the diligent students, they looked up the dictionary and found the meaning the difficult words, but not for the lazy ones. Then, they actually know the meaning of words but they got difficulties to convey the meaning to the whole paragraph.⁸ It means that the student have difficulties to comprehend the text, they only translate difficult words by the dictionary, some students are lazy to translate the text, it makes the students' score was still low.

The students' scores of reading can be seen in table 1:

⁸ Hersan, The English Teacher in MTs Negeri 1 Tulang Bawang , *an Interview*, January, 21st , 2017, Unpublished

Table 1
Score of Students' Reading of the Eighth Grade at MTs Negeri 1 Tulang Bawang in the Academic Year 2017/2018

No	Class	Students' score		Number of students
		< 70	≥70	
1	VIII A	20	8	28
2	VIII B	22	6	28
3	VIII C	19	9	28
4	VIII D	17	11	28
Total		78	34	112
Percentage		69.64%	30.36%	100 %

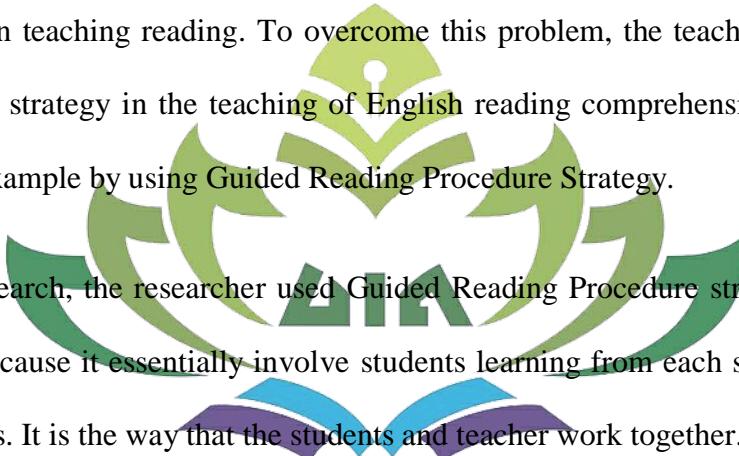
Source: Document of English reading score of the eight grade of MTs Negeri 1 Tulang Bawang

From the table 1, it can be seen that 69.64% or 78 students out of 112 students got score under 70. It means that only 34 students can comprehend the text well. It showed many students did not get the target score which has been set by the school. It indicates that the students' reading comprehension was still low.

The researcher interviewed some students in there. The students said that they felt bored when they learned English especially in reading. It was happened because the teacher only use translation strategy in teaching reading, the teacher never applied another strategy and the students feel that translation strategies is monotonous. The students are not motivated to learn and lazy to read the text, the students just listened, take notes and repeated the teacher's reading but they did not understand what was conveyed in the reading text that was read by the teacher.⁹ The researcher found that

⁹ 8th grade students, *interview with the Researcher*, MTs Negeri 1 Tulang Bawang, January, 21st. 2017, Unpublished

cause of the problem is the teacher does not use appropriate, interesting and effective strategy. In teaching reading, the teacher only used translation strategy, this strategy is not good enough to use in reading class, because this strategy only focused to translate difficult word by dictionary, while in teaching reading comprehension, there are some aspects, they are main idea, expression/idioms/phrases in context, inference, grammatical features, detail, excluding facts not written, supporting idea and vocabulary in context that must be comprehend by the students. So this strategy not effective in teaching reading. To overcome this problem, the teacher should use the interesting strategy in the teaching of English reading comprehension in descriptive text, for example by using Guided Reading Procedure Strategy.



In this research, the researcher used Guided Reading Procedure strategy in teaching reading because it essentially involve students learning from each student to another in the class. It is the way that the students and teacher work together.

Manzo stated that Guided Reading Procedure (GRP) is strategies that aims to help students improve their reading comprehension through metacognitive act of self-determination, or control strategy.¹⁰ Through the GRP students will engage in learning activities that encourage them to re-tell what they have read in a lot of detail. There were two researcher related to Guided Reading Procedure, that have been conducted. The first was research by Ana Dwi Lestari who studied (The Effectiveness of using Guided Reading Procedure towards students' reading comprehension). She

¹⁰ <http://anthony-manzo.blogspot.co.id/2010/07/guided-reading-procedure-for-accurate.html>

found out that by using Guided Reading Procedure strategy she got better result than another strategy in teaching reading.¹¹ This action research was done to students of SMP Negeri 2 Gombong in the academic year 2013/2014 and it got good result. In this study, the result of the analyzed data can be concluded that the effectiveness of using Guided Reading Procedure toward students' reading comprehension of SMP Negeri 2 Gombong. There is a significant increase of students' reading comprehension through Guided Reading Procedure strategy. This can be identified from the gain of the score that is 6.67 of students' reading comprehension. It can be seen from the mean of students' score pre-test and post-test which increase from 70.84 up to 77.51 and the increase are 6.67. Finally, this strategy implied that it could be used by the teacher for reading class to develop and improve the students' reading comprehension. By using Guided Reading Procedure strategy, teaching reading was succeeding.

Another research by Badrul Aini, applying Guided Reading Procedure in increasing student's reading ability in short story showed that teaching reading through Guided Reading Procedure can be used to overcome the difficulty in understanding and comprehending the short story.¹² In the previous research, Guided Reading Procedure used to students' reading ability in short story. In this research, the researcher wants

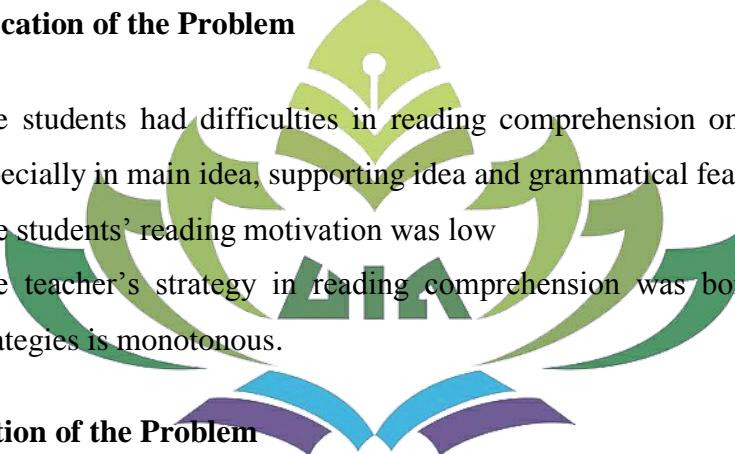
¹¹ Ana Dwi Lestari, *S-I Thesis: The Effectiveness of using Guided Reading Procedure towards students' reading comprehension*, (Yogyakarta: Universitas Negeri Yogyakarta, 2013), Unpublished

¹² Badrul Aini, *The Influence of Guided Reading Procedure towards students' reading ability in short story*, (Padang: University of Padang, 2012).

to know the use of Guided Reading Procedure strategy towards students' reading comprehension on descriptive text.

Based on those explanations, the researcher conducted a research study under the title: The Influence of Using Guided Reading Procedure (GRP) towards Students' Reading Comprehension on Descriptive Text at the First Semester of Eighth Grade at MTs Negeri 1 Tulang Bawang in the Academic Year of 2017/2018.

B. Identification of the Problem

- 
1. The students had difficulties in reading comprehension on descriptive text, especially in main idea, supporting idea and grammatical features.
 2. The students' reading motivation was low
 3. The teacher's strategy in reading comprehension was boring, because the strategies is monotonous.

C. Limitation of the Problem

From the identification above, the researcher focused and emphasized the research on the influence of using Guided Reading Procedure (GRP) strategies towards students' reading comprehension on descriptive text at the Eighth Grade at MTs Negeri 1 Tulang Bawang in the Academic Year of 2017/2018.

D. Formulation of the Problem

Based on the identification of the problem above, the researcher formulated the problem as follows: Is there any significant influence of using Guided Reading Procedure (GRP) towards students' reading comprehension on descriptive text at the

First Semester of the Eighth Grade at MTs Negeri Tulang Bawang in the Academic Year of 2017/2018.

E. Objective of the Research

To know whether there is a significant influence in using Guided Reading Procedure (GRP) towards students' reading comprehension on descriptive text at the First Semester of the Eighth Grade at MTs Negeri Tulang Bawang in the Academic Year 2017/2018.

F. Use of the Research

The following are the uses of the research:

Theoretically, the result of the research can contribute as a useful reference for future experimental research with similar interest, especially on Guided Reading Procedure and students' reading comprehension on descriptive text problem of the reading comprehension.

1. Practically

The advantages of this research are:

- a. This research can be used to motivate the students of MTs Negeri 1 Tulang Bawang in learning English especially in the use of Guided Reading Procedure in reading comprehension.
- b. This research can be used to give information to English teacher about the use of Guided Reading Procedure in teaching reading comprehension.

- c. This research can be used to give benefit regarded to influence the education quality for the institution.
- d. This research can be used to give basic information for reader about the use of guided reading procedure in teaching learning process.

G. Scope of the Research

1. The subject of the research

The subject of the research was the students of the first semester of eighth grade at MTs Negeri 1 Tulang Bawang in the Academic Year of 2017/2018

2. The object of the research

The object of the research focused on the influence of using Guided Reading Procedure towards student's reading comprehension on descriptive text

3. Place of the research

The research was conducted at MTs Negeri 1 Tulang Bawang.

4. Time of research

The research was conducted at the first semester in the academic year of 2017/2018.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as Foreign Language

Language is a set of rules used by human as a tool of their communication. Historically, language has been expressed at the time of the creation of the first man (Adam). At that time God taught Adam to use language as in the Qs.Al-Baqarah verse 31:

وَعَلِمَ إِذَا دَعَاهُ أَنَّهُ يَأْتِيهِ بِأَسْمَاءٍ هَذِهِ لَا إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

” And He taught Adam the names“ Of all things; then He placed them Before the angels. and said: ”Tell Me, The names of these if you are right.“ (Qs. Al-Baqarah:31)¹

In the verse above, it is revealed that the first thing God taught to Adam was the language, to reveal the content of the mind, then Adam could mention objects with the symbols of language. Language provides the ability to think regularly and systematically. without language then man will not be able to think in a complex and abstract like that done in scientific activities. Without language, humans can not communicate with others.

Many experts explain about what is Teaching English as a Foreign Language. One of the expert is Wilkins, he said that teaching English as a foreign language is one in

¹ ‘Allama Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text with English Translation*, (Jakarta: Pustaka Agung Harapan, 2006), p.24

which the target language is not the mother tongue of any group within the country where it is being learned.² It means that the students who learned English as a foreign language have little opportunities to use their English in real life situations.

Teaching English as a foreign language is not easy because the students do not use English for daily communication. The students only use English when they have an English class. This is supported by Crystal who states, If English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more people than any other language; but at the same time you know it will take a great deal of effort to master it, and you may begrudge that effort.³ Therefore, all activities in the classroom should give motivation for the students to study English through variations of approach so that the students will get enjoyable situation and good learning atmosphere in learning process.

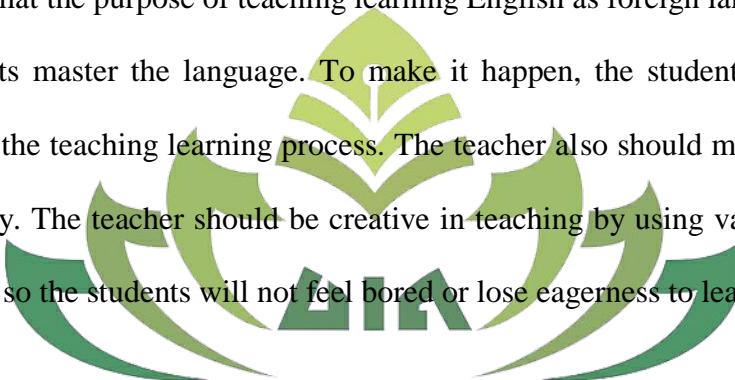
In Teaching English as Foreign Language, teachers have big influence of the students comprehension of material. It supported by Bowman who states, In recent years teachers of English as a Foreign Language have been paying increasing attention to identifying the needs of their students, to students' attitudes towards English and their

² D.A Wilkins, *Linguistics in Language Teaching* (London : Edward Arnold Publisher, 1980), p. 55

³David Crystal, *English as a Global Language* (2nd Ed.) (Cambridge: Cambridge University Press, 2003), p.3.

reasons for learning it.⁴ In Teaching English as a Foreign Language, one significant factor that influences most of the success in teaching and learning are teachers. They have to find the way how to make the students enjoy the lesson. In teaching English as a foreign language, the teacher should know what they do in order to make the student interested in English. So, the teacher should really prepare the materials, media, instruction and technique well.

It is clear that the purpose of teaching learning English as foreign language is to make the students master the language. To make it happen, the students should actively involve in the teaching learning process. The teacher also should manage the class in a good way. The teacher should be creative in teaching by using variety of media or technique, so the students will not feel bored or lose eagerness to learn.



English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English. It is not the case when people learn English in countries where English is spoken in the society, such as in the United States or Malaysia. People in those countries emphasize on the ability and fluency in communication of daily lives.⁵ Seeing and understanding how important English is, English in Indonesia is taught as a foreign language and it has

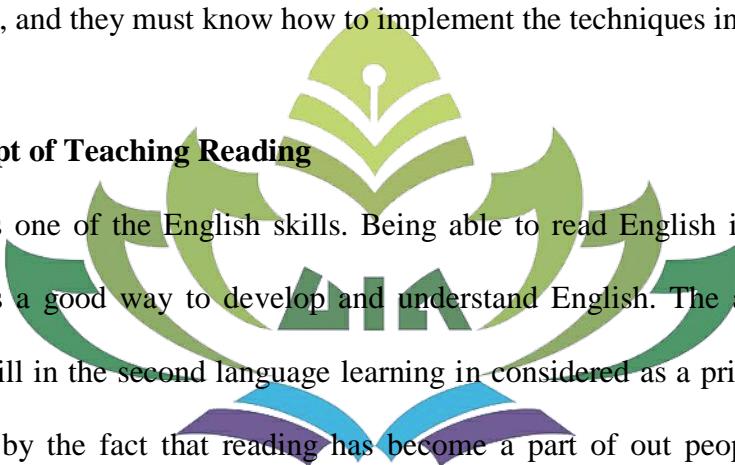
⁴ Brenda Bowman, Grace Burkart, and Barbara Robson, *TEFL/TESL: Teaching English as a foreign or second language* (Washington, DC: Peace Corps, 1989), p. 6

⁵ Ag Bambang Setiyadi , *Teaching English As A Foreign Language*, (1st) (Yogyakarta: Graha Ilmu, 2006) p. 20.

been taught from the Junior High School up to the Senior School even in the University.

English is a foreign language, so it is not familiar yet for the beginner to learn. We need an accurate method that gives enjoyable feeling for the students, so it can give the motivation for the students to learn English. With the strong motivation, it can give best result of learning yet, teachers have to know many kinds of teaching techniques, and they must know how to implement the techniques in the class.

B. Concept of Teaching Reading



Reading is one of the English skills. Being able to read English is very important. Reading is a good way to develop and understand English. The acquisition of the reading skill in the second language learning is considered as a priority. This idea is supported by the fact that reading has become a part of our people daily activity, ranging from holiday brochures to academic books. Therefore, the ability to read English texts in any form will give a great number of advantages to our lives.

According to Harmer, the principle behind the teaching reading:

- 1) 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.

- 2) need to be engaged with what they are reading.

The teacher provides the interesting text so that the student enggaged with the text.

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

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

- 4) Prediction is major factor in reading

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

- 5) Match the task to the topic

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.

- 6) Good teachers exploit reading texts to the full

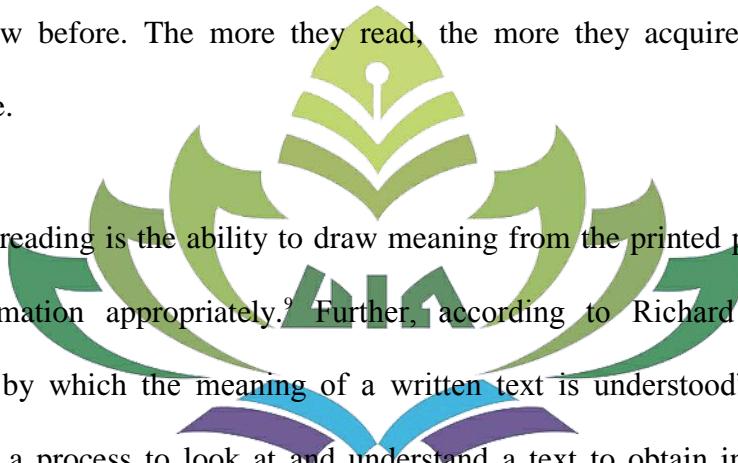
The teacher make the reading text into interesting lesson sequence and using a range of activities to bring the text to life.⁶

In teaching and learning process, reading is one of basic skill that students must mastered. In the classroom, the reading lesson is used an opportunity to teach pronunciation, encourage fluent and expressive speaking. To all other skill (listening, speaking, reading and writing).

C. Concept of Reading

⁶ Jeremy Harmer, *How To Teach English* (Cambridge: Longman,1987),p.101

Reading is one of language skills that should be learned and mastered in any level of education from elementary up to senior high school.⁷ In fact, Reading is the important act in human life, specializing students. Bacon has cleared that “reading is an important activity in life with which one can update his/ her knowledge. Reading skill is an important tool for academic success”.⁸ It means that reading is one of the language skills that the exceedingly significant for all, including students. By reading, the students can get many advantages, such as information and knowledge which they never know before. The more they read, the more they acquire information and knowledge.



The next, reading is the ability to draw meaning from the printed page and interpret this information appropriately.⁹ Further, according to Richard “reading is the processes by which the meaning of a written text is understood”.¹⁰ It means that reading is a process to look at and understand a text to obtain information that is delivered by writer to reader. It also shows that reading is a skill that is useful to achieve knowledge in written form.

⁷ Fitrawati Ariansyah, *Annotation Strategy for Teaching Reading Comprehension of Exposition Text*, Journal of English Language, Vol.1. No.2. 2013, p.1

⁸ M.F. Patel, and Praveen M. Jain., *English Language Teaching (Methods, Tools & Technique)*, (Jaipur: Sunrise. 2008), p.113

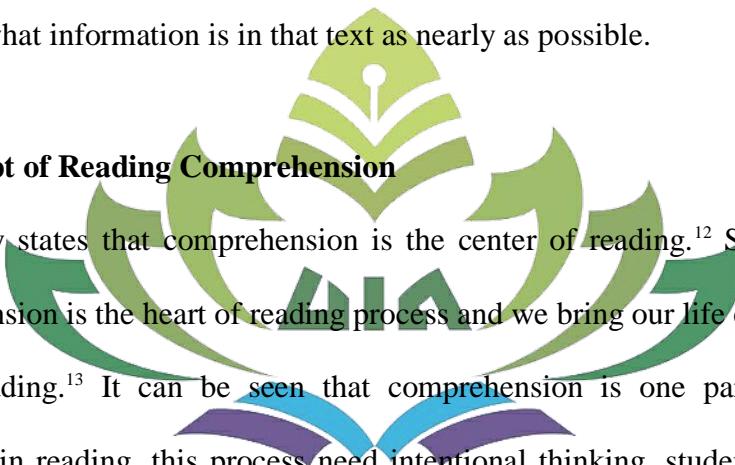
⁹ William Grabe & Frederica L. Stoller, *Teaching and Researching Reading*, (London: Routledge,2002), p.3

¹⁰ Jack C. Richard & Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Edinburgh: Pearson Publisher. 2010. p.483

Another definition, reading is an incredibly active occupation. To do it successfully, we have to understand what the word mean.¹¹ In other words, reading is an essential skill. In reading a text, the readers also need to understand what they read, and what the words mean. It can make the reader easier to get main ideas from the text and their reading activity will be success.

From the explanation above, it can be concluded that reading is a process to understand a text whether printed or not, by decoding words by words and then interpret what information is in that text as nearly as possible.

D. Concept of Reading Comprehension



Tankersley states that comprehension is the center of reading.¹² She also says that comprehension is the heart of reading process and we bring our life experiences to the act of reading.¹³ It can be seen that comprehension is one part which become important in reading, this process need intentional thinking, students as the readers need more focus to able comprehend the text. By the statement above, it can be concluded that reading and comprehension related each other. Reading needs comprehension to achieve the purpose of reading.

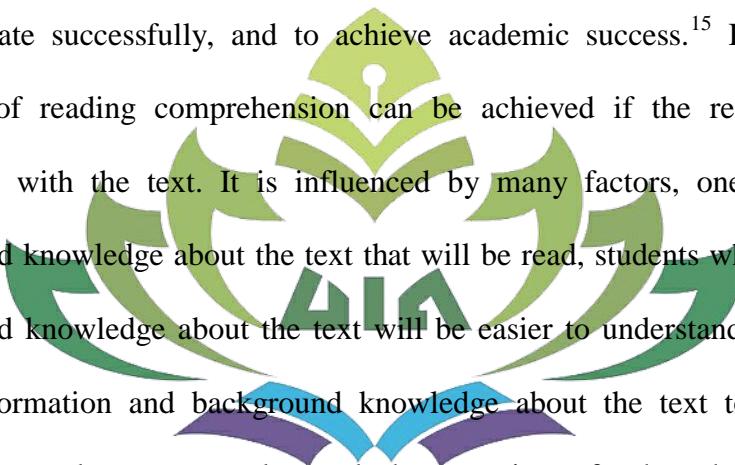
Moreover, Karen states that when comprehension is deep and through, a reader is able to understanding, evaluating, synthesizing, and analyzing of information and

¹¹ Jeremy Harmer, *How to Teach English (an introduction to the practice of english language teaching)*, (Harlow: Longman, 2001), p.70

¹² Karen Tankersley, *The Threads of Reading*, (USA:ASCD,2003), p.90

¹³ *Ibid*, p.114

gaining through an interaction between reader and author.¹⁴ It means that the main point of reading comprehension process is at the interaction between readers and author. How readers' understanding can be constructed to catch the meaning of the author want to explain on the text.



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

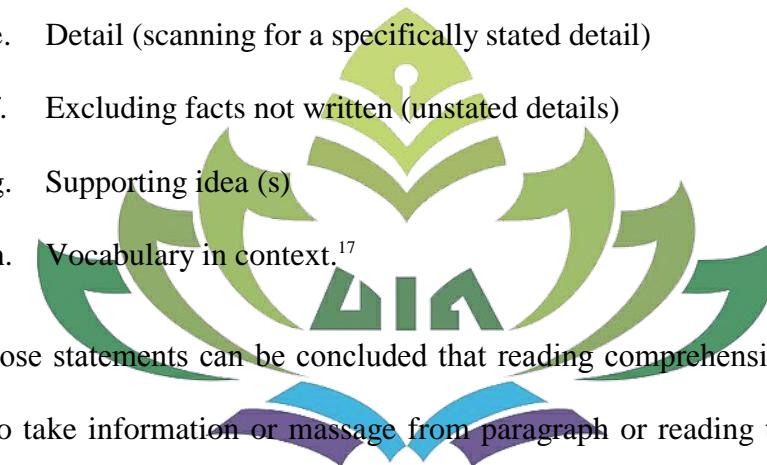
¹⁴ *Ibid*, p.116

¹⁵ ESRC, *Reading Comprehension: Nature, Assessment, and Teaching Comprehension*, available online, <https://www.unige.ch/fapse/logopedie/files/2814/1285/1088/cain-article2bis.pdf>. Accessed on 14th of January 2016,p.2

¹⁶ H. Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy*, 2nd Edition, (San Francisco University Press, 2000), p.306

understand a descriptive reading question form. Based on the language assessment theory by Brown, especially in reading there are some criteria 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.¹⁷



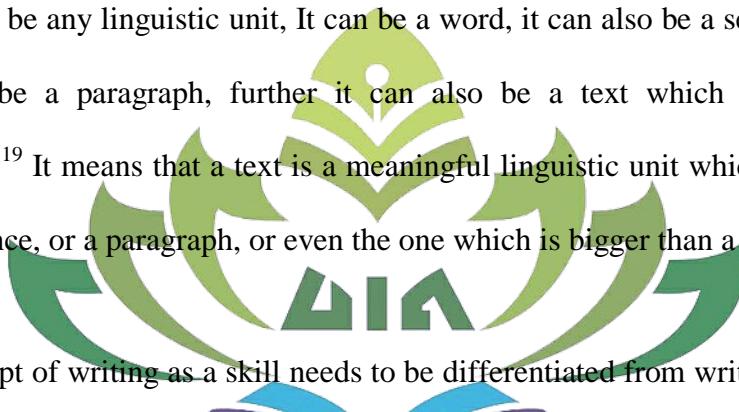
From those statements can be concluded that reading comprehension is the reader's ability to take information or message from paragraph or reading text including the ability to deal with questions related to main idea, expression/idioms/phrases in context, inference (implied detail), grammatical features,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

¹⁷ H. Douglas Brown, *Language Assessment Principles and Classroom Practice on Education*, (San Francisco: University Press, 2004), p.26

E. Concept of Genre Text

According to Siahaan a text is meaningful linguistic unit in a context, it is both a spoken text and written text.¹⁸ It means that a text is meaningful linguistic refers to any meaningful spoken or written. Learning the English text is learning to communicate in the culture of the English text if they want to communicate successfully in the English Language.

A text can be any linguistic unit, It can be a word, it can also be a sentence, beside, it can also be a paragraph, further it can also be a text which is bigger than a paragraph.¹⁹ It means that a text is a meaningful linguistic unit which can be a word, or a sentence, or a paragraph, or even the one which is bigger than a paragraph.



The concept of writing as a skill needs to be differentiated from writing as a text. As a skill writing is defined as a productive written language skill. On the opposite, writing as text is a piece of written information. It is a result of writing activity. As a skill, writing is a level academic achievement.²⁰ It means that writing is one of the crucial ways to deliver information through a language mastered by both the writer and the reader.

¹⁸ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: graham ilmu, 2008), p.1

¹⁹ *Ibid,*

²⁰ *Ibid,*

Text in English can be classified into several genre, they are:

- a. Spoof

Spoof is a text to retell an event with a humorous twist.

- b. Recounts

Recount is a text to retell events for the purpose of informing or entertaining.

- c. Reports

Report is a text to describe the way things are with reference to arrange of natural, man made and social phenomena in our environment.

- d. Analytical Exposition

Analytical Exposition is a text to persuade the reader or listener that something in the case.

- e. News Item

News Item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

- f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

- g. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

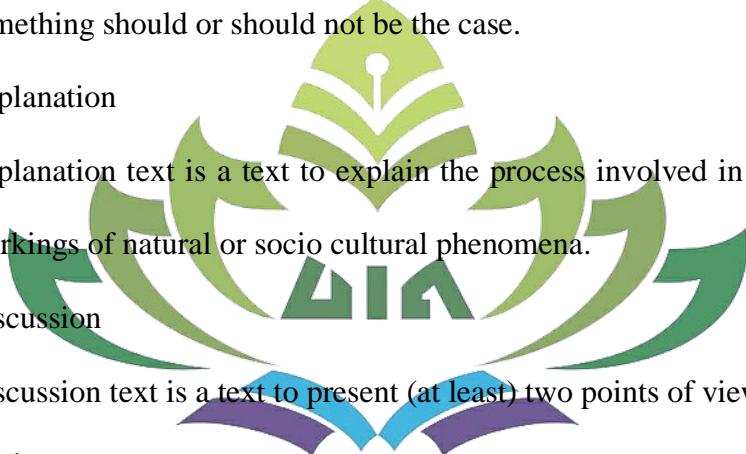
i. Description

Description text is a text to describe a particular person, place or thing.

j. Hortatory Explanation

Hortatory Explanation text is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation



Explanation text is a text to explain the process involved in the formation or workings of natural or socio cultural phenomena.

l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

m. Reviews

Reviews text is a text to critique an art work or event for a public audience.²¹

Based on the explanation about the text, the researcher can concluded that the students have to know what kind of text they read. Because it is very useful for them to distinguish the differences of kinds of text itself.

²¹ Linda Gerot, et.al., *Making Sense of Functional Grammar* (Cameray: Antipodean Educational Enterprises, 1995), p.192-205

F. Concept of Descriptive text

Gerot states that the social function of descriptive text is to describe a particular person, place, or thing.²² it means that descriptive text is a text that describe a specific particular object, the object can be a person, a place, or a thing.

Siahaan states that description is a written English text in which the writer describes an object.²³ It can be concluded that descriptive text is telling about an object, in this text, the object can be concrete object ar an abstract object. It can be a person, an animal, a place or a thing.

a. Generic Structure of Descriptive text

A Descriptive text will consist of the following generic structure:

1. Identification
Identifies phenomenon to be described
2. Description
Describe parts, qualities, characteristic

b. Significant Lexico grammatical Features of Descriptive Text

The language features usually found in a descriptive are:

1. Focus on specific participants.
2. Use attributive and identifying of processes
3. Frequent use of epithets and classifier in nominal group
4. Use of simple past tense.²⁴

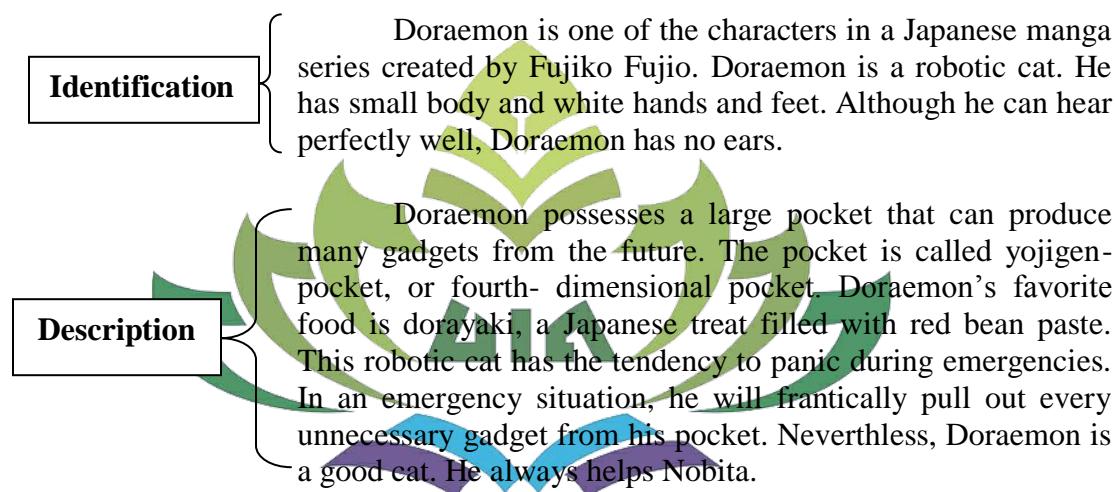
²² *Ibid* , p.208

²³ Sanggam Siahaan, *Op.Cit*, p.89

²⁴ Linda Gerot and Peter Wignell, *Op.Cit*, p.208

Based on the explanation above, it can be concluded that descriptive text is describing a particular object. The students can easily get information in descriptive text by knowing social function text, generic structure and significant lexico grammatical features.

The example of generic structure of descriptive text:

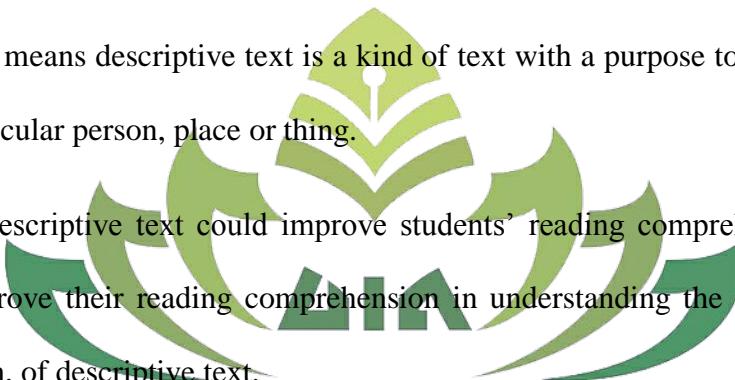


Based on the example above, the researcher assumes that descriptive text is one of interesting text types can be used as a tool for practicing students reading comprehension, because they will be able to read and understand the text easily if the text interesting for the students.

G. Concept of Reading Comprehension in Descriptive Text

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children developmental models, or representations of meaning of the text ideas during the reading process.²⁵

Descriptive text is text which is intended to describe a particular person, place or thing.²⁶ It means descriptive text is a kind of text with a purpose to give information about particular person, place or thing.



Reading descriptive text could improve students' reading comprehension. Students could improve their reading comprehension in understanding the identification and description, of descriptive text.

Based on Brown's theory , especially in reading, there are some criteria are commonly used in measuring students reading comprehension ability, they are:

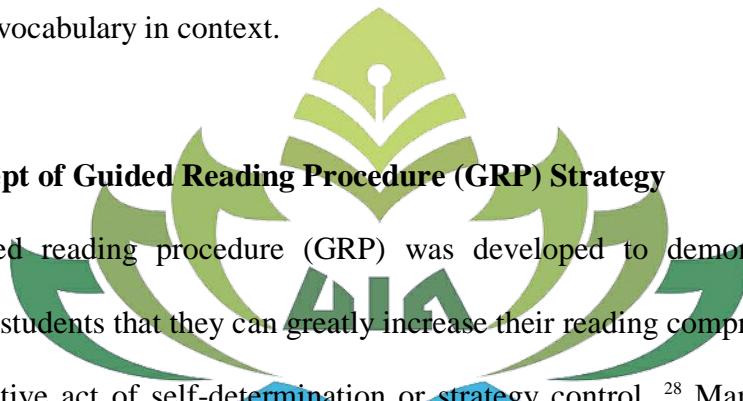
1. Main idea (topic)
2. Expressions/idioms/phrases in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)

²⁵ Wooley Gary, *Reading Comprehension*, <http://www.springer.com/978-94-007-1173-0> (January, 30th 2016, 12.08 am)

²⁶ Juanita Siahaan, *An Analysis of Students' Ability and Difficulties in Writing Descriptive Texts*, (Journal of English and Education, 2013), p.115

7. Supporting idea
8. Vocabulary in context²⁷

Based on the explanation above the researcher concludes that reading comprehension on descriptive text is the ability to get meaning of the text in descriptive to describe and reveal a particular person, place, or thing and comprehend the text in order that the students are able to answer the questions and have good understanding of main idea, inferences, grammatical features, detail, excluding facts not written, supporting ideas and vocabulary in context.



H. Concept of Guided Reading Procedure (GRP) Strategy

The guided reading procedure (GRP) was developed to demonstrate to under-achieving students that they can greatly increase their reading comprehension through metacognitive act of self-determination or strategy control.²⁸ Manzo described the guided reading procedure which was design to improve reading comprehension by stressing attitudinal factors accuracy in comprehension, self-correction and awareness of implicit questions, as well as cognitive factors, unaided recall and organizational skills.²⁹ It means that guided reading procedure is strategy in teaching learning process that will help students to improve reading comprehension and have to develop their reading ability and to comprehending the English text by metacognitive

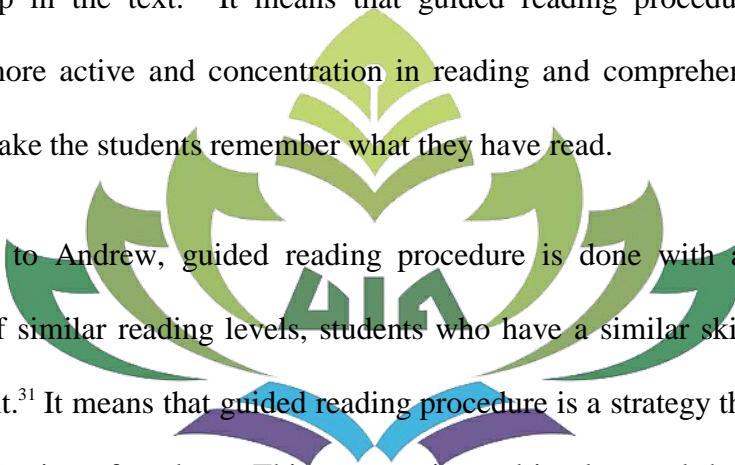
²⁷ H. Douglas Brown. *Op Cit* p. 206

²⁸ Paul C.Burns,Betty D.Roe & Elinor P.Ross, *Teaching reading in today's elementary schools* (Boston :Third edition), p.312

²⁹ Dixie Lee Spiegel, *Adaptations of Manzo's Guided*, (University of North Carolina: Journal of Students Research), p.187

act, stressing attitudinal factors accuracy in comprehension, self-correction and awareness of implicit questions, unaided recall and organizational skills. Guided reading procedure desperately needs the teacher's role as a motivator for students to read and control the students' skills in reading.

The guided reading procedure is designed to help students remember what they have read, confirm the information they have recalled is correct, organize and identify relationship in the text.³⁰ It means that guided reading procedure can make the students more active and concentration in reading and comprehending the English text and make the students remember what they have read.



According to Andrew, guided reading procedure is done with a small group of students of similar reading levels, students who have a similar skill deficit, or with one student.³¹ It means that guided reading procedure is a strategy that is formed with the classification of students. This strategy is used in class and then a group having the same reading level.

The guided reading procedure uses student input as a means of communicating the content of instructional material. It is an appropriate strategy for all subject areas and tasks, including math word problems and following directions.³² It means that

³⁰ Ernes Balajthy, Sally Lipa-Wade, *Struggling Readers, Assessment and instruction in grade K-6*, (New York: The Guilford Press, 2003), p.204

³¹ Andrew P Jhonson, *Teaching Reading and Writing*, (Plymouth: Rowman and Littlefield Education , 2008), p.165

³² Karen D. Wood & Janis M Harmon, *Strategies for Integrating reading and writing in middle and high school*, (USA: Harcourt Brace College Publishers, 2001), p.26

applying this strategy appropriate for all subject areas and tasks, to the students and the teacher in teaching and learning process, especially in teaching reading.

The purpose of guided reading procedure is to improve students' reading comprehension. Learning activities conducted using guided reading procedure strategies can clearly display the state of each student in the classroom and demand students to be mentally strong.³³ The purpose of guided reading procedure has been mentioned by Guerlet, he said that students can tell the information in reading text both in spoken and written. The students also have to able to tell the main idea from the text based on information from the text they have read before.³⁴ It means that guided reading procedure can help students to get better memories, because in this strategy the students have to memorize all of the information on the reading material and after that they have to write the information that they got from the reading material, in teaching learning process, students have to concentrate in read a text. Meanwhile they can memorize more information from the text they have read. Teachers are expected to be able to guide students in order to achieve goals in reading comprehension.

³³ Anthony V Manzo, *Guided Reading Procedure*, (University of Missouri: Journal of Reading, 1975), p.287-291

³⁴ Heater Guerlet, *Guided Reading Procedure (GRP)*, "Ler questions difficiles", available on <http://www.learningpt.org/literacy/adolescent/strategies/grp>

According to explanation above, the researcher assumes that guided reading procedure is the appropriate strategy in teaching English especially in reading a text, with guided reading the teacher and the students can work together. The teacher as a guide for the students and give a motivate to the student, so the student can more active in class. Guided reading procedure will help students to improve and develop their reading comprehension.

I. Advantages and Disadvantages of Guided Reading Procedure Strategy

The following will explain some of the advantages and disadvantages of guided reading procedure.

a. Advantages of guided reading procedure strategy

The advantages can be summarized as:

- 1) Guided Reading enables the teacher to spend some focused time with individual students allowing him to see how the student's reading is progressing and what areas need developing.
- 2) Guided Reading also helps students to develop strategy to improve their reading and help them to become independent reader while at the same time providing help and support from the teacher.

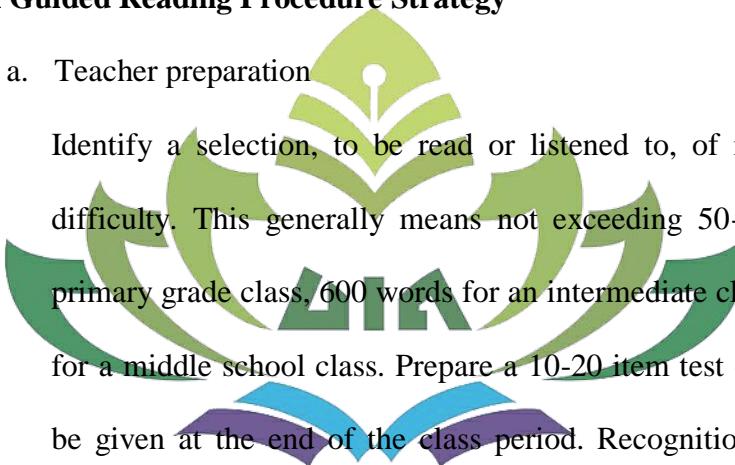
b. Disadvantages of Guided Reading Strategy

The disadvantages can be summarized as:

1. Time constraints can also have a detrimental effect on guided reading; it is important to allocated sufficient individual attention during the session.
2. Guided reading must serve a purpose, if the learning objective is not clear, the session will not have fulfilled its objective.³⁵

J. Steps in Guided Reading Procedure Strategy

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

³⁵ Alison Williams, *What are the Advantages Disadvantages of Guided Reading*. Available Online at http://www.ehow.com/info_1048405_advantages-disadvantages-guided-reading.html, Accessed on Friday 12 December 2015 at 11: 03 a.m

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 retellings 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.

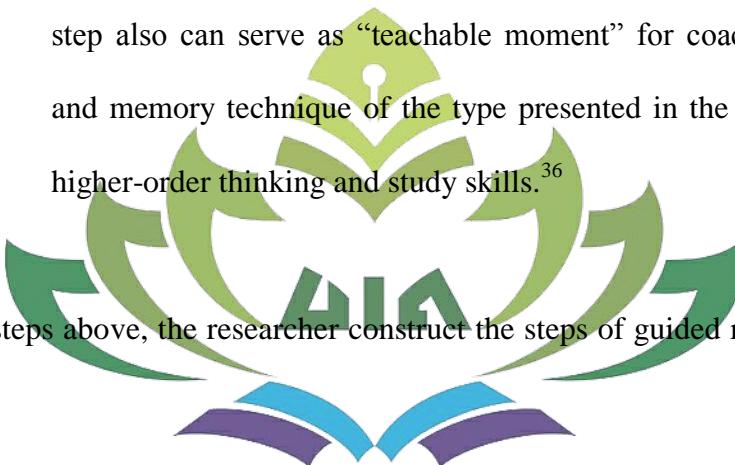
h. Introspection

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.³⁶



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

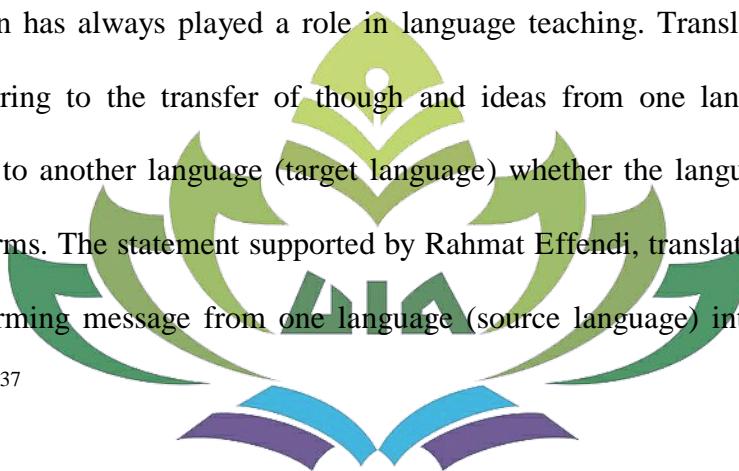
1. The teacher prepares the materials.
2. The teacher divide class into some groups.
3. The teacher gives the text and instruct the students to know the topic by reading the text.
4. The students do the silent reading and memorizing the text.
5. The teacher instructs them to close the text and ask the students to retell the information.

³⁶ Anthony V. Manzo & Ula Casele Manzo, *Teaching children to be A literate; A Reflective Approach*, (New York: Harcourt Brace college publishers, 1995), p.293

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.

K. Concept of Translation Strategy

Translation has always played a role in language teaching. Translation is a general term referring to the transfer of thought and ideas from one language (source of language) to another language (target language) whether the language is written or spoken forms. The statement supported by Rahmat Effendi, translation is the process of transforming message from one language (source language) into another (target language).³⁷



L. The advantages and disadvantages of Translation Strategy

a. Advantages of Translation Strategy

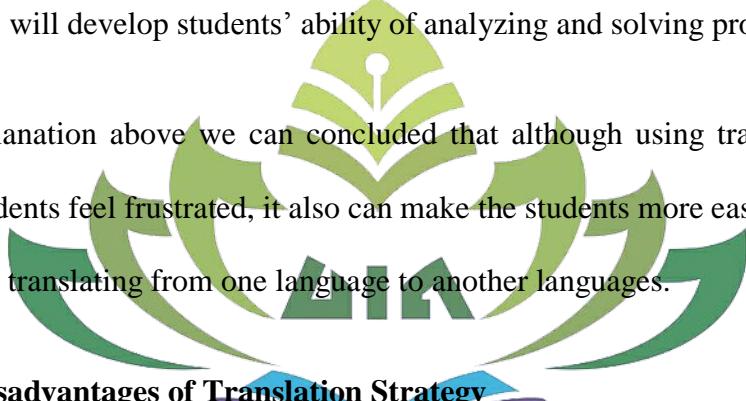
There are some advantages of Translation Strategy:

- 1) Translation Strategy, the first translate is maintained as the reference system in the learning of the text. Translation from one language to another plays a certain part in language learning. In the Translation Strategy, comparison between two languages helps students to have a

³⁷ Rahmat Effendi P, *Cara Mudah Menulis dan Menterjemahkan*, Hapsa Et Studia, Jakarta, 2004, p.6

better understanding of the meaning of abstract words and complicated sentences.

- 2) Systematic study of grammatical rules plays an important role in fostering students' ability of reading comprehension and producing grammatically correct sentences. It has special importance for students in teachers' colleges from whom a good mastery of the grammar system of the target language. Understanding and manipulating the morphology and syntax will develop students' ability of analyzing and solving problems.³⁸



From explanation above we can conclude that although using translation strategy makes students feel frustrated, it also can make the students more easily to understand the text by translating from one language to another languages.

b. Disadvantages of Translation Strategy

There are also some disadvantages of Translation Strategy:

- 1) Overemphasis on translation can never emancipate the learners from dependence on the text. The text also make a confuse meaning if the translate not accuracy.
- 2) In the translation strategy, the texts are mostly taken form literacy works.

The language learned often doesn't meet the practical needs of the learners.³⁹

³⁸ *Ibid*, p.74

³⁹ *Ibid*,

To overcome this problem we do not translate by ourselves but we can consult to dictionary to translate it. So the translation must be accurate to make understand the text. Almost the text are mostly taken from literary works, so we must be care full in translating the words in the text to get the good meaning from the text about. From that we can easily to understand the text.

M. Frame of Thinking

Nowadays, there are still many junior high school students who are not able to reading well. In others word, students' reading comprehension is still low. Students feel reading text is too difficult to comprehend. The students have difficulty in finding main idea, supporting detail, taking inference and also drawing conclusion. It can be seen from daily score in reading they are low in comprehension. In other words, confuse about what gist of the text is. In the conclusion, they did not know what they have read.

In teaching reading, the teacher should be able to teach to the students to improve their reading comprehension. The teacher should have various strategy to make the students interested and have motivation in learning English. In this case the teacher can help the students by using Guided Reading Procedure strategy in reading comprehension.

The students can use Guided Reading Procedure as a strategy in their reading. By using Guided Reading Procedure strategy, the students make their reading be more

active and enjoyable with work together. The students can learn more and creatively in catch information deeply. They can find out the main idea and details of each paragraph. They also can remember the text, the students may remember the story easily because they use their senses to remember the story. After they remember the story with less convenient, it is easy for students to answer the questions based on the text.

As we know that reading seems to be boring for some people because it is time consuming and needs much patience to do. Therefore, teacher must be aware of the importance of practice in the study of reading. Besides, teacher must also try to find an interesting strategy for students. The strategy interested for the students, so that they will not be bored in reading process. Based on the frame of theories above, the researcher concluded that Guided Reading Procedure strategy would be more effective for teaching reading at junior high school.

N. Hypothesis

Based on the theories and frame of thinking, the researcher makes the hypothesis as follow:

H_a : There is a significant influence of guided reading procedure towards students' reading comprehension on descriptive text.

H_o : There is no significant influence of guided reading procedure towards students' reading comprehension on descriptive text.



CHAPTER III

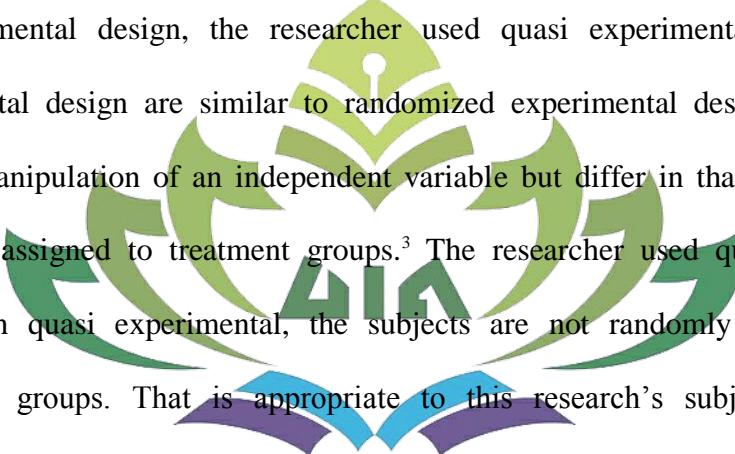
RESEARCH METHODOLOGY

A. Research Design

In conducting the research, the researcher conducted quantitative based on the experimental research. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.¹ It means that experimental design is a research design that is used to find the influence of one variable to another. Whatever is related to science, we know that everything will not exist without the process of reasoning and research. Reasoning and research will not work without the process of reading and writing. Reasoning and commandment of thought are also contained in the Qur'an with verses which implies that. As the use of the word ulul albab "people who have reason (think) in Qs. Ali Imran verse 7:

¹ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, (8th Ed), (New York: Wadsworth, Cengage Learning, 2002), p.301

"He it is Who has sent To thee the Book: in it is verses Basic or fundamental (Of established meaning): They are the foundation of the book others Are not of well-established meaning. But those in whose heart is perversity follow The part. thereof that is not of well-established meaning. Seeking discord , and searching For its hidden meanings, But no one knows its true meanings except Allah . And those who are firmly grounded, and knowledge say: "We believe In the Book : the whole of it Is from our Lord:" and none Will grasp the Message Except men of understanding". (Qs. Al-Imran :7).²



In experimental design, the researcher used quasi experimental design. Quasi experimental design are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups.³ The researcher used quasi experimental because in quasi experimental, the subjects are not randomly assigned to the treatments groups. That is appropriate to this research's subject because this research's subject is to groups. So if the researcher randomly assigned the students into the special groups, it will disrupt the classroom learning.

In this research, the researcher selected two classes, The first is experimental class and the other is a control class. The experimental class is the class which get treatments Guided Reading Procedure Strategy and then the control class the

² Allama Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text with English Translation*, (Jakarta: Pustaka Agung Harapan, 2006), p.127

³ *Op.Cit*, p.316

researcher used Translation Strategy. The researcher used pre-test and post-test design.⁴ The researcher design can be presented in table 2:

Table 2
Pre-test and Post-test Design

Select Control Group	Pre-test	No Treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

In this research, the teacher gave pre-test for the students to know their reading comprehension in descriptive text before treatment and post-test after the treatment by Guided Reading Procedure Strategy. The pre-test was conducted for control and experimental class.

B. Research Variable

A variable is a characteristic or attribute of an individual or an organization that a writer can measure or observe and varies among individuals or organization study.⁵ There are two variables in this research namely; independent variable and dependent variable. An independent variable is variable selected by the researcher to determine

⁴ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Op.Cit*, p.309

⁵ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (4th Ed), (New York: Pearson Education, 2012),p.112

their effect on the relationship with the dependent variable. The dependent variable is observed to determine what effect, if any the other types of variable may have on it.⁶

In this research, there are two variables investigated, they are as follows:

1. Independent variable

The independent variable in this research is Guided Reading Procedure strategy that is symbolized by (X)

2. The dependent variable

The dependent variable in this research is the students' Reading Comprehension in descriptive text that is symbolized by (Y)

C. Operational Definition of Variables

The operational definition of variable is to describe the variable that investigated by the researcher. The operational of variable are as follows:

1. Independent variable

Guided Reading Procedure is strategy that aims to help students to improve their reading comprehension through metacognitive act of self-determination, or control strategy.

⁶ Jack R, Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education*, (New York, McGraw-Hill,2008), p.42

2. Dependent variable

The students' reading comprehension on descriptive text is the ability to comprehend the reading material that tells the readers about a story as if the readers take part in the story that is purposed to amuse the readers with good ability to deal with question related to main idea, inference (implied detail), grammatical features, detail (scanning for a specifically unstated detail), excluding fact not written (unstated details), supporting idea, vocabulary in context.

D. Population, Sample and Sampling Technique

1. Population of the Research

A population is defined as all members of any well-defined class of people, events, or objects.⁷ According to Creswell,⁸ a population is a group of individuals who have the same characteristic.⁸ The population in this research is all of the first semester of the eighth grade of MTs Negeri 1 Tulang Bawang in the academic year of 2017/2018. The total numbers of all the students are 112 students that are divided into 4 classes.

The total number of the students of the eighth grade of MTs Negeri 1 Tulang Bawang at the first semester in academic year of 2017/2018 can be seen from the table below:

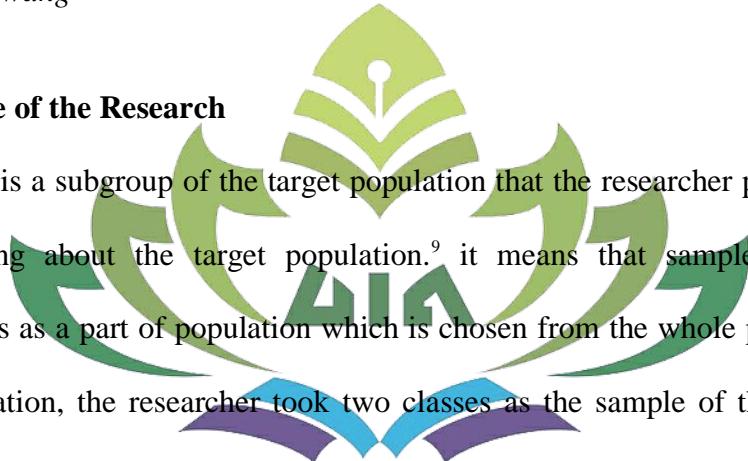
⁷ Donal Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Op.Cit*, p.148

⁸ John W. Creswell, *Op.Cit*, p.142

Table 3
Total Number of the Students at the Eighth Grade of MTs Negeri 1 Tulang Bawang in Academic Year of 2017/2018

No	Class	Gender		Number of students
		Male	Female	
1	VIII A	11	17	28
2	VIII B	9	19	28
3	VIII C	12	16	28
4	VIII D	10	18	28
Total				112

Source: Document of the English Reading Score of the Eighth Grade of MTs Negeri 1 Tulang Bawang



2. Sample of the Research

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁹ It means that sample is a group of individuals as a part of population which is chosen from the whole population. From the population, the researcher took two classes as the sample of the research. One class as experimental class, which the student are taught by using Guided Reading Procedure Strategy, and the second one is control class, which the students are taught by using Translation Strategy used by the teacher.

3. Sampling Technique

In this research, the researcher used cluster random sampling. The selection of groups, or clusters, of subjects rather than individuals is known as cluster random

⁹ *Ibid*, p.142

sampling.¹⁰ The researcher was conducted the research at the eighth grade consist is four classes. The steps in determining the experimental class and control class as follows:

- a. Preparing media 4 pieces of paper, a glass, plastics, and rubber, a pencil.
- b. The researcher wrote the name of class on each paper
- c. The papers that had been written the names of class were rolled and put it into a glass.
- d. The glass was closed by plastics and string using rubber
- e. Made a hole on the plastics and shook the glass until the paper out from the glass.
- f. First and second paper which came out from the glass were subject of trying out and subject of research for the third and fourth papers.

E. Data Collecting Technique

In collecting the data, the researcher used some techniques as followed:

1. Pre-test

The researcher gave pretest to the students before giving the treatments in order to know the basic of students' reading ability before treatment and also the students' mean score. The test had been done by giving multiple choice

¹⁰ Jack R, Fraenkel and Norman R Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill Companies, 8th edition, 2009), p.96

questions. The students answered the questions on the answer sheets. Then the researcher did the scoring based on their answers on the test.

2. Post-Test

A Post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.¹¹ The researcher again asked the students to answer some questions. It was administrated after treatment to know the result of students' reading comprehension in descriptive text after they were taught by using Guided Reading Procedure strategy. Based on the students' result in the post-test, so the researcher compared their scores before and after given treatment to draw a conclusion about Guided Reading Procedure strategy.

F. Research Procedure

There are three steps will be done in conducting this research. They are:

1. Planning

Before the researcher applied the research procedure, the researcher made some planning to run the application well. There were some steps applied by the researcher :

a) Determining the subject

in this phase the researcher choose the eight grade in MTs Negeri 1 Tulang Bawang in academic year of 2017/2018 as the subject of the research, one

¹¹ Op.Cit, p.142

class is the experimental class and the other one is the control class. The Experimental class was VIIIC and the Control class was VIIIB.

b) Preparing the Try-out

The researcher prepares a kind of test (called try-out test) that test was given to the students at eight grade out of sample class. The total number of test 40 items. The try out administrated in 80 minutes. The researcher evaluated the test items to get the good items for pre-test and post-test.

c) Preparing the Pre-test

The researcher prepared a kind of test (called pre-test) that was given to the students at control and experimental class. This test was given by researcher before the students get treatments. The researcher used the test instrument which have already been tried out before.

d) preparing the Post-test

The researcher gave post-test to the students at the control class and experimental class after treatment.

2. Application

After making the planning, the researcher tried to apply the research procedure that is already planned. There were some steps in doing this research:

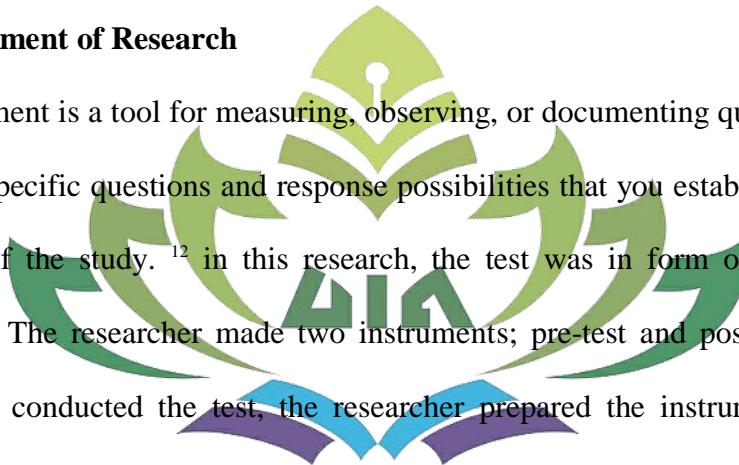
- a. First meeting, the researcher gave try-out. The question was multiple choices that consist of 40 item with options A, B, C, and D. This test was given to students which does not become the sample of the research.
- b. Second meeting, the researcher gave pre-test to the control class and experimental class. The test was multiple choices with 4 options A, B, C, and D. The total number of the test were 20 items, it was taken from the result of try-out test. It means that only the valid and reliable test item used in pre-test..
- c. After giving the pre-test to the students, the researcher conducted the treatment in the control class and experimental class. In the control class the researcher conducted the treatment through Translation Strategy, while in experimental class the researcher conducted the treatment through Guided Reading Procedure strategy. The material that was used for treatment was descriptive text.
- d. In last meeting, the researcher gave post-test this test was multiple choice test, the total number of test were 20 items. It means that only the valid and reliable test items used.

3. Reporting

The last point in this was reporting. There were three steps in reporting. The steps were as follow:

- 1) Analysing the data that were received from try-out test.
- 2) Analysing the data that are already received from pre-test and post-test
- 3) Making a report of the findings.

G. Instrument of Research



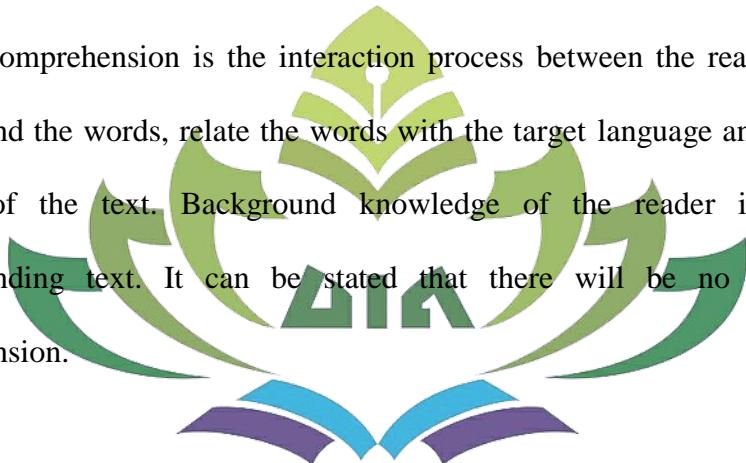
An instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that you establish or develop in advance of the study.¹² In this research, the test was in form of multiple choice questions. The researcher made two instruments; pre-test and post-test. Before the researcher conducted the test, the researcher prepared the instruments in form of multiple choice questions. The instruments of pre-test and post test were 80 items of reading test in multiple choices. It was 40 items for pre-test and 40 items for post-test. After validity test, the test consist of 20 items for pre-test and 20 items for post-test. Based on Brown theories, there are some criteria that commonly use in measuring students' reading comprehension. The criteria are:

- a. Main idea (topic).
- b. Expressions/idioms/phrases in context.

¹² Ibid, p.14

- 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.¹³

Reading comprehension is the interaction process between the reader and the text, comprehend the words, relate the words with the target language and understand the purpose of the text. Background knowledge of the reader is used to help comprehending text. It can be stated that there will be no reading without comprehension.



¹³ H. Douglass Brown, *Op. Cit.* p.206

The researcher prepared the instrument in the form of multiple choice questions. The specification pre-test and post-test can be seen below:

Here is the specification test of pre-test and post-test before validity test

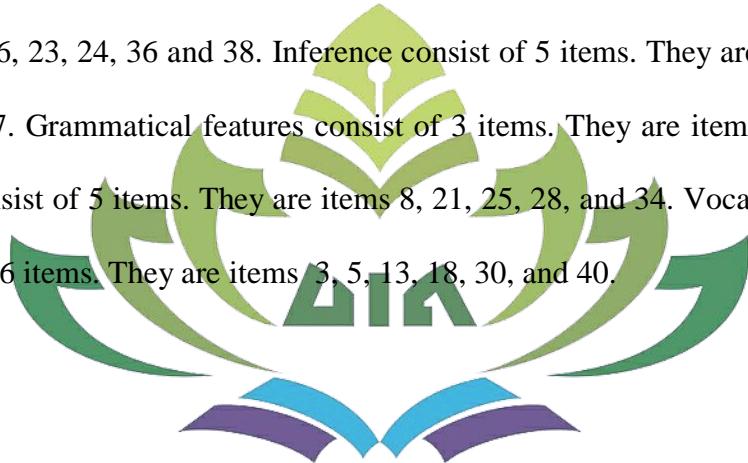
Table 3
Table of instrument for try-out of Pre Test and Post Test before Validity Test

No	Aspects	Item Numbers						Total	
		Pre-Test		Total	Post-Test				
		Odd	Even		Odd	Even			
1.	Main idea (topic)	1,3,11, 31,37, 39	4	7	9, 15, 29, 35, 39	6, 10, 20	8		
2.	Expression/idiom/phrases in context	27, 29	-	2	23	4, 16, 24, 36, 38	6		
3	Inference (implied detail)	5, 9, 25	2,18,20, 22, 24,34	9	19, 37	2, 26, 32	5		
4	Grammatical features	19, 32	-	2	17, 27	12	3		
5	Detail (scanning for a specially stated detail)	3,7, 13	6, 10, 14, 26, 28	8	21, 25	8, 28, 34	5		
6	Excluding facts not written (unstated details)	15,21, 23, 35	8, 12, 36, 40	8	11, 31, 33	14,22	5		
7	Supporting idea	30	-	1	1, 7	-	2		
8	Vocabulary in context	17	16, 38	3	3, 5, 13	18, 30,40	6		
Total				40			40		

Based on the table of pre-test, Main idea consist of 7 items. They are items 1, 4, 11, 31, 33, 37 and 39. Expression/idiom/phrases in context consist 2 items. They are items 27 and 29. Inference consist of 9 items. They are items 2, 5, 9, 18, 20, 22, 24, 36, 38 and 40.

25 and 34. Grammatical features consist of 2 items. They are items 19 and 32. Detail consist of 8 items. They are items 3, 6, 7, 10, 13, 14, 26 and 28. Excluding fact not written consist of 8 items. They are items 8, 12, 15, 21, 23, 35, 36, and 40. Supporting idea consist of 1 is 30. Vocabulary in context consist of 3 items. They are items 16, 17, and 38.

Based on the table of post-test, Main idea consist of 8 items. They are items 6, 9, 10, 15, 20, 29, 35, and 39. Expression/idiom/phrases in context consist 6 items. They are items 4, 16, 23, 24, 36 and 38. Inference consist of 5 items. They are items 2, 19, 26, 32, and 37. Grammatical features consist of 3 items. They are items 12, 17, and 27. Detail consist of 5 items. They are items 8, 21, 25, 28, and 34. Vocabulary in context consist of 6 items. They are items 3, 5, 13, 18, 30, and 40.



The specification of Pre-test and Post-test were as follows:

Table 4
The Specification of Pre-Test and Post-Test After validity Test

No	Aspects	Item Numbers					
		Pre-Test		Total	Post-Test		Total
		Odd	Even		Odd	Even	
1.	Main idea (topic)	1,3, 17, 19	6	5	7,15	4, 8	4
2.	Expression/idiom/phrases in context	14, 15	-	2	17	2	2
3	Inference (implied detail)	15	14	2	19	14	2
4	Grammatical features	11	-	1	-	10,12,20	3
5	Detail (scanning for a specially stated detail)	7	2	2	-	6,16,18	3
6	Excluding facts not written (unstated details)	5	12,18	3	9,11	-	2
7	Supporting idea	-	16	1	1, 5	-	2
8	Vocabulary in context	-	8,20	2	3,13	-	2
Total				20			20

Based on the table of pre-test, Main idea consist of 5 items. They are items 1,3,6,17 and 19. Expression/idiom/phrases in context consist 2 items. They are items 14 and 15. Inference consist of 4 items. They are items 4,9,10 and 13. Grammatical features consist of 1 items. It is item 11. Detail consist of 2 items. They are items 2 and 7.

Excluding fact not written consist of 3 items. They are items 5,12 and 18. Supporting idea consist of 1, it is item 16. Vocabulary in context consist of 2 items. They are items 8 and 20.

Based on the table of post-test, Main idea consist of 4 items. They are items 4, 7,8 and 15. Expression/idiom/phrases in context consist 2 items. They are items 2 and 17. Inference consist of 2 items. They are items 14 and 19. Grammatical features consist of 3 items. They are items 10,12 and 20. Detail consist of 3 items. They are items 6 16 and 18. Excluding fact not written consist of 2 items. They are items 9 and 11. Supporting idea consist of 2 are 1 and 5. Vocabulary in context consist of 2 items. They are items 3 and 13.

H. Scoring System

Before getting the score, the researcher determined the procedure to be used in scoring the students' work. In order to do that the researcher used Arikunto's formula.¹⁴ The highest score is 100. The score of pre-test and post-test were calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes :

S = Score of the test

r = Total of the right answer

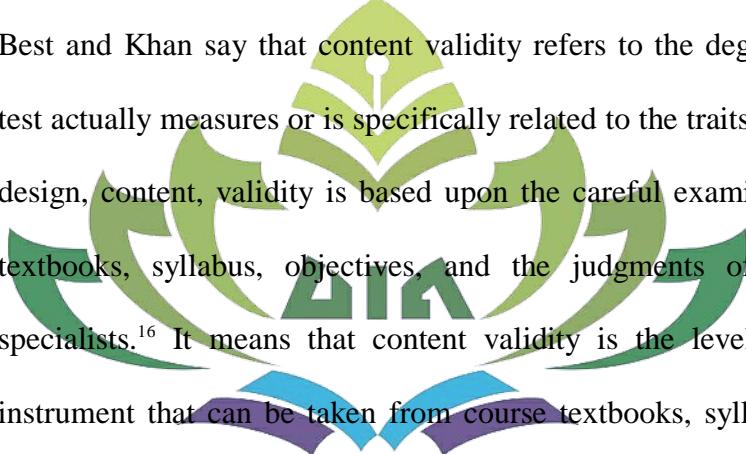
n = Total items

¹⁴ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2013), p.272

I. Validity of the Research

A good test is the test that has validity. The validity test is conducted to check whether the test measure what is intended to be measured.¹⁵ it means that a good test must have validity so the test can measure the aspects that will be measured. To measure whether the test has good validity or not, the researcher used the content validity, construct validity and internal validity.

1. Content Validity



Best and Khan say that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was designed, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.¹⁶ It means that content validity is the level validity of the instrument that can be taken from course textbooks, syllabus, objectives, and judgments of subject matter specialist. To get the content validity of the reading test, the test adapts with the students' book. The researcher consulted to the English teacher of MTs Negeri Tulang Bawang, Mr.Hersan, S.Pd try to arrange the material based on the objectives of teaching in the school based curriculum and syllabus for eighth grade of MTs Negeri 1 Tulang Bawang.

¹⁵ Arthur Hughes, *Testing for Language Teacher*, (2nd Edition), (Cambridge: University Press, 2003), p.26

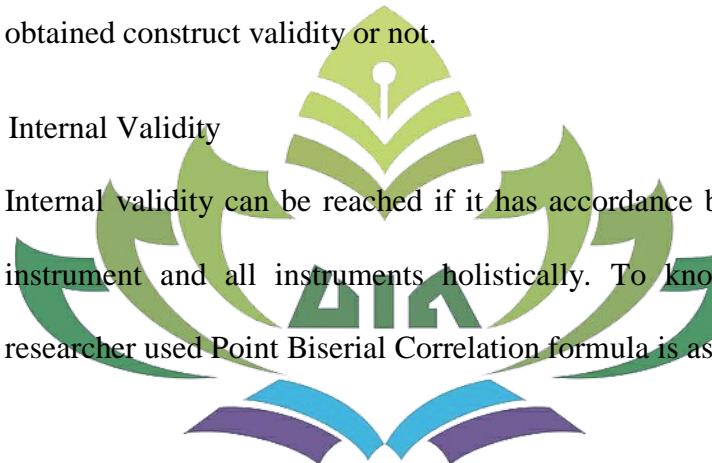
¹⁶ John W. Best and James V.Kahn, *Research in Education* (7th Edition) (New Delhi: PrenticeHall, 1995), p.219

2. Construct Validity

Best and Khan say that Construct validity is the degree to which scores on a test can be accounted for by explanatory construct of sound theory.¹⁷ It means that construct validity is showing the measurement used contained correct operation definite, which is based on the theoretical concept. To make sure the researcher consulted to the English teacher of MTs Negeri 1 Tulang Bawang, Mr.Hersan,S.Pd for determining whether the test had obtained construct validity or not.

3. Internal Validity

Internal validity can be reached if it has accordance between the parts of instrument and all instruments holistically. To know the validity, the researcher used Point Biserial Correlation formula is as follows:



$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where :

R_{pbi} = Coefisient of validity item

M_p = The average score of the right answer

M_t = The average of total score

SD_t = Standard deviation

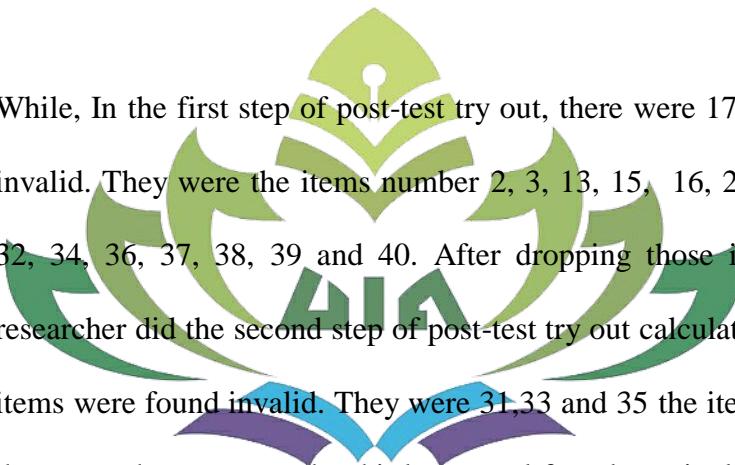
P = Proportional of the students who get true answer

Q = Proportional of the students who get wrong answer.¹⁸

¹⁷ Ibid

¹⁸ Anas Sudijono. *Pengantar Statistik Pendidikan.* (Jakarta : Rajawali Pres. 2012) p. 258

In the first step of pre-test try out, there were 17 items considered invalid. They were the items number 2,5,7,9,10,12,14,16,20,22,23,28,36,39 and 40. After dropping those invalid items, the researcher did the second step of pre-test try out calculation. In this step 3 items were found invalid. They were 25,26 and 32 the items number. Then the researcher came to the third step and found no single item which was considered invalid. Finally the total valid items in pre-test try out were 20 items.



While, In the first step of post-test try out, there were 17 items considered invalid. They were the items number 2, 3, 13, 15, 16, 22, 24, 28, 29, 30, 32, 34, 36, 37, 38, 39 and 40. After dropping those invalid items, the researcher did the second step of post-test try out calculation. In this step 3 items were found invalid. They were 31,33 and 35 the items number. Then the researcher came to the third step and found no single item which was considered invalid. Finally the total valid items in post-test try out were 20 items.

J. Reliability of the Test

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement. People who use such measuring instrument instruments must identify and use techniques that will help them determine to what extent their measuring instruments are consistent and reliable.¹⁹ Reliability refers to whether the test is consistent in its scoring and gives us an indication of how accurate the test scores are.

Alpha formula was used to know reliability of test is K-R.20 formula:

$$R_{11} = \frac{(k)}{k-1} - \left(\frac{s^2 - \sum pq}{s^2} \right)$$

Where :

R_{11} = The reliability coefficient of items

K = The number of item in the test

P = The proportion of students who give the right answer

Q = The propotion of students who give the wrong answer

Pq = sum p time q

S^2 = The standard deviation of test.²⁰

¹⁹ Donald Ary, *Op.Cit.*, p.263

²⁰ Suharsimi Arikunto, *Op.Cit.*, p.75

The criteria of reliability test are:

0.800-1.000 = Very high reliability

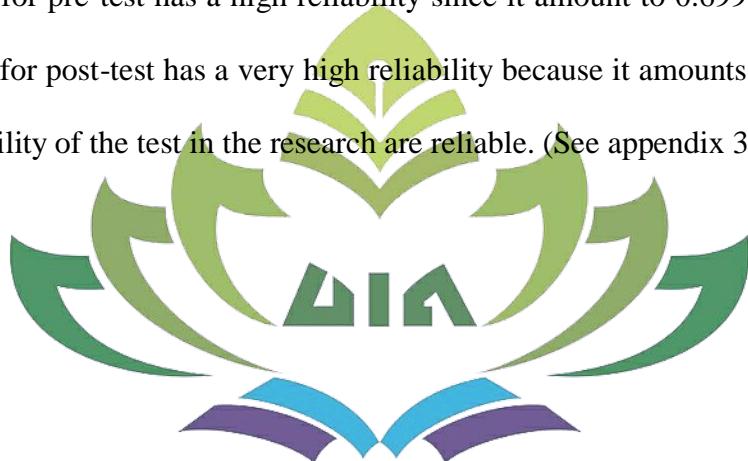
0.600-0.799 = High reliability

0.400-0.599 = Medium reliability

0.200-0.399 = Low reliability

0.00-0.199.1 = Very low reliability ²¹

From the criteria of reliability above, it could be drawn a conclusion that the result of reliability for pre-test has a high reliability since it amount to 0.699 and the result of reliability for post-test has a very high reliability because it amounts to 0.75. it means that reliability of the test in the research are reliable. (See appendix 3 and 4).



²¹Sugiyono, *Metode Penelitian Kuantitatif Kualitatif*, (Bandung: Alfabeta, 2011), p.184

K. Data Analysis

To analysis the data the researcher used steps as follows:

1. Fulfillment of Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, were widely used by writers in many disciplines, including, statistic parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

a. Normality Test

To measure the normality test, the researcher used the *lilliefors*. When the data have been collected, so the normally test as follows:

a. The hypotheses for the normally test are formulated as follows:

$$H_0 = \text{the data are normally distributed}$$

$$H_a = \text{the data are not normally distributed}$$

b. The test of hypotheses is follows:

1. For $x_1, x_2, x_3, \dots, x_n$ assumed as number $z_1, z_2, z_3, \dots, z_n$ by use the formula: $z_i = \frac{x_i - \bar{x}}{s}$ (\bar{x} the averages and s the standard deviation of sample).

2. For each of this absolute number is arrange in the normal distribution, then it calculated $F(z_i) = P(z \leq z_i)$.

3. Next calculate the proportion $z_1, z_2, z_3, \dots, z_n$ then can be smaller or just

the same as z_i . The proportion is represented by $S(z_i) = \frac{z_1, z_2, z_3, \dots, z_n}{n}$

4. Calculate $F(z_i) - S(z_i)$ and calculate the absolute the absolute number

5. Calculate the highest number among those absolute numbers and call the number as t_{observed}^{22} .

The criteria are as follows:

H_0 is accepted if $L_{\text{observed}} \leq L_{\text{critical}}$, it means that the distribution or the data is normally distributed.

H_0 is refused if $L_{\text{observed}} \geq L_{\text{critical}}$, it means that the distribution of the data is not normally distributed.

b. Homogeneity Test

Homogeneity test is used to know whether the data in experimental class and control class are homogeneous or not. Homogeneity test used the test of two variances or *fisher test*²³.

a. Formula

$$F = \frac{S_{12}^2}{S_{22}^2}, \text{ where } S^2 = \frac{n \sum x^2}{n(n-1)} - (\sum X)^2$$

Where :

²² Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2001), p.466

²³ *Ibid*, p.467

- F = Homogeneity
 S12 = The highest variance
 S22 = the lowest variance

b. The hypotheses are:

H_a = The variance of the data is homogenous

H_o = The variance of the data is not homogenous

c. The criteria for the homogeneity test are as follows:

H_o is accepted if $F_{\text{observed}} \leq F_{\text{critical}}$

H_o is refused if $F_{\text{observed}} > F_{\text{critical}}$

2. Hypothetical Test

The data of this research are statistically analyzed, for the researcher was control group Pre-test Post-test design where there are two groups (one control group and one experimental group), so the data of the research were statistically analyzed with independent sample T-test to compare the mean of two different data from different groups.²⁴ The formula is illustrated as follows:

$$T = \frac{(Mx - My)}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Notes

- M : The mean of the result for each group.
 N : The number of the subject
 X : The deviation of x_2 score and x_1 score.
 Y : The deviation of y_2 score by the mean of y_1 .
 Mx : The result of a group (x)

²⁴ Suharsimi Arikunto, *Op.Cit.*, p.306

- M_y : The result of a group (y)
 N_x : Number of students in the control class
 N_y : Number of students in the experimental class

Where :

H_o : There is no significant influence of using Guided Reading Procedure

Strategy towards students' reading comprehension on descriptive text

H_a : There is a significant influence of using Guided Reading Procedure

Strategy towards students' reading comprehension on descriptive text

While criteria of the test are:

H_o is refused, if the score of $t_{\text{observed}} > t_{\text{critical}}$, in other words H_a is administered.

H_a is accepted, if the score of $t_{\text{observed}} < t_{\text{critical}}$, with $\alpha = 0.05$ (5%)²⁵.



²⁵ Anas Sudijono, *Op Cit.* p.314

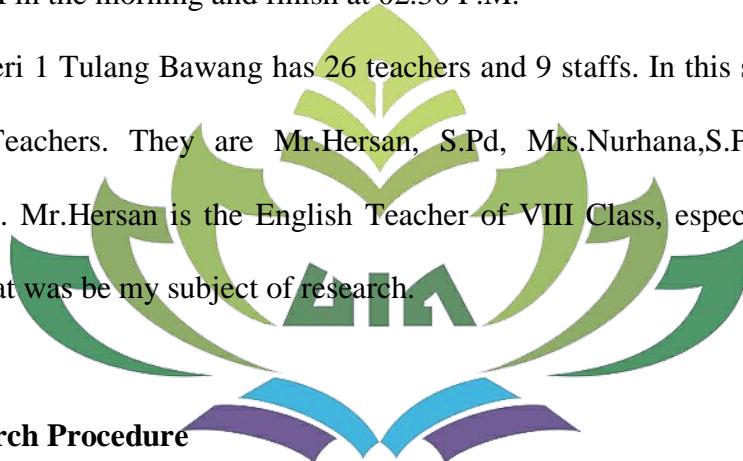
CHAPTER IV

RESULT AND DISCUSSION

A. Description of the School

MTs Negeri 1 Tulang Bawang is located on Jl.IV Lingkungan Menggala Kota. It was built on 1970. The Head master is Irwin, S.Pd.,M.Pd. The activities of teaching learning process were done in the morning for class VII to IX. The classes begin at 07.15 A.M in the morning and finish at 02.30 P.M.

MTs Negeri 1 Tulang Bawang has 26 teachers and 9 staffs. In this school there are 3 English Teachers. They are Mr.Hersan, S.Pd, Mrs.Nurhana,S.Pd and Mrs.Desi Arita,S.Pd. Mr.Hersan is the English Teacher of VIII Class, especially class B and class C that was be my subject of research.



B. Research Procedure

The research was conducted on September 5th 2017. Before conducting the research, the researcher asked permission to the Head Master and the English teacher at the school. After having permission, the researcher conducted through the following steps:

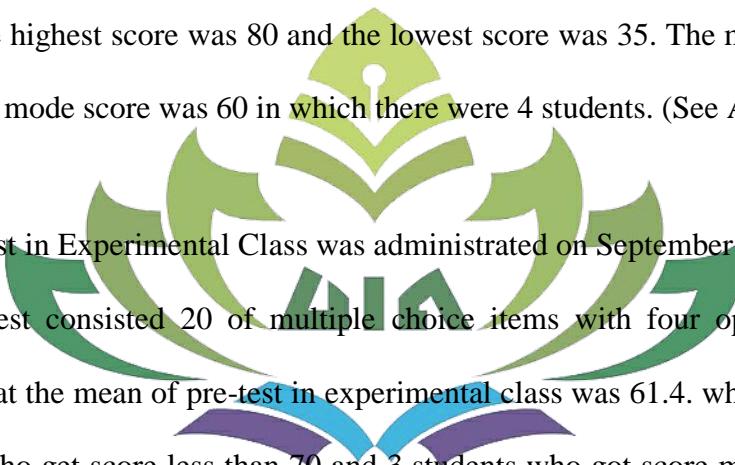
1. Determining the subject of the research, namely the students at the first semester of MTs Negeri 1 Tulang Bawang.

2. Designing the reading test which was the descriptive text in the form of multiple choice, the test consisted of 40 items with four options a, b, c, and d.
3. Determining the sample of research by using cluster random sampling.
4. Holding the try out test to know the reliability of the test and validity of the test. The test was given to the students out of the sample of the research.
5. Holding pre-test in order to know the students' reading comprehension of descriptive text before they had treatment.
6. Analyzing the data that were gotten the pretest.
7. Giving the treatment to the sample of the research. The treatments were given to the experimental class by using Guided Reading Procedure strategy was implemented in teaching and learning reading comprehension descriptive text.
8. Holding post-test to know the students' reading comprehension of descriptive text after the treatments.
9. Analyzing the data gotten through post-test. The data were analyzed by using statistic formula .
10. Testing the hypothesis and making the conclusion.
11. Reporting the result of the research.

C. Result of the Research

1. Result of Pre-test in Control Class and Experimental Class

The researcher conducted pre-test in order to know students' ability before the treatment. The pre-test in Control Class was administered on September 6th, 2017 at 07.15 a.m. Pre-test consisted 20 of multiple choice items with four options. The score showed that there were 22 students who got score less than 70 and 6 students who got score more than or equal to 70. Besides, the analysis showed that the mean score was 55,89. The highest score was 80 and the lowest score was 35. The medium score was 55 and the mode score was 60 in which there were 4 students. (See Appendix 5).



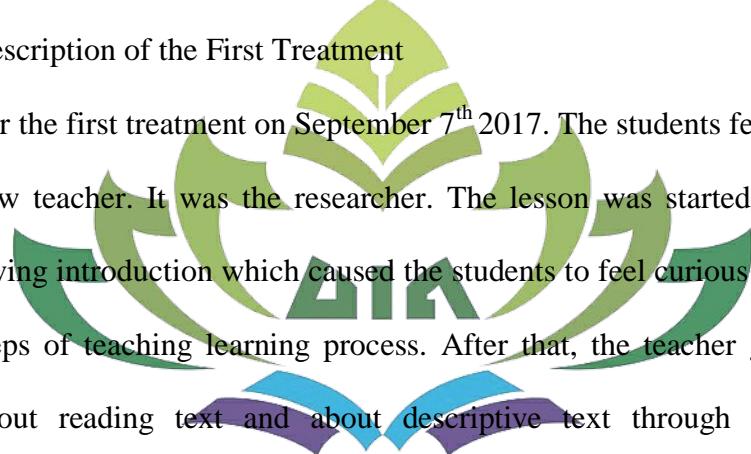
The pre-test in Experimental Class was administrated on September 6th, 2017 at 08.45 a.m. Pre-test consisted 20 of multiple choice items with four options. The score showed that the mean of pre-test in experimental class was 61.4. which there were 25 students who get score less than 70 and 3 students who got score more than or equal to 70. The highest score was 70 and the lowest was 55. The medium score was 60 in which there were 13 students. (See Appendix 5).

It can be concluded that the result of pre-test in control class and experimental class were different. It was seen that the students' reading ability in experimental class was better than the students' reading ability in the control class. It can be seen from their scores (See Appendix 5).

2. Analysis of the Treatment

The research has been conducted since September 5th of 2017 to September 28th of 2017. This research has been carried through sixth steps. They involved try out tests, pre-test, three times treatments and post-test. To find out the influence of using Guided Reading Procedure strategy, the researcher identified some result, they were: the score of students before treatment, the score of students after the treatment, the differences between pre-test and post-test score of students.

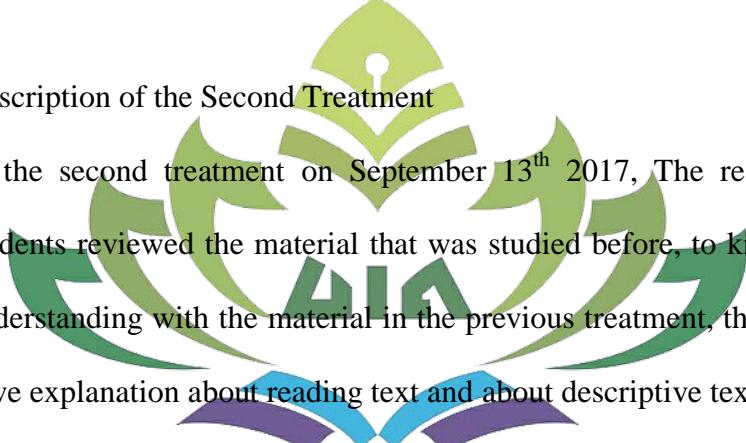
a. Description of the First Treatment



For the first treatment on September 7th 2017. The students felt surprise for the new teacher. It was the researcher. The lesson was started by greeting and giving introduction which caused the students to feel curious to know the next steps of teaching learning process. After that, the teacher gave explanation about reading text and about descriptive text through Guided Reading Procedure strategy, The researcher asked the students to explain about descriptive text. The researcher divided class into 7 groups. Before the researcher gave the text for students, the researcher wrote the title in the white board and asked the students what they know about the topic, then explained it, asked the students to read and remembered all that they can, after they read, the researcher recorded or wrote what they remembered on the white board. The researcher gave the text for students about “describing person” the title was Agnes Monica, and asked the students to silent reading, the researcher

monitored and asked for difficulties in the text. After the text was read, the researcher asked the students to close the text and to write all information which they were remembered. Each group discussed the content of the text and what they remembered. Some students wrote the information in the white board. The researcher and students discussed about information in the white board, and corrected the wrong answer. After that the researcher gave the test for students.

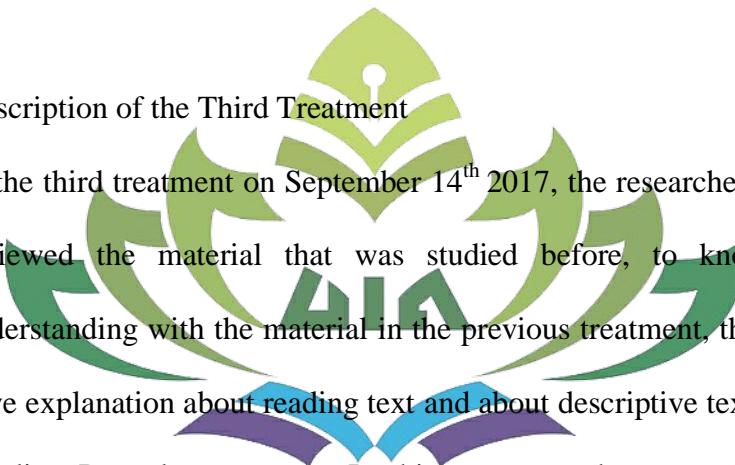
b. Description of the Second Treatment



In the second treatment on September 13th 2017, The researcher and the students reviewed the material that was studied before, to know the students' understanding with the material in the previous treatment, then the researcher gave explanation about reading text and about descriptive text through Guided Reading Procedure strategy. The researcher divided class into 7 groups. The researcher asked the students to explained about descriptive text. Before the researcher gave the text for students, the researcher wrote the title in the white board and asked the students what they know about the topic, the researcher asked the students to read to remember the reading material as much as they can. The researcher recorded or wrote what they remembered on the white board. The researcher gave the text for students about "**describing a thing**" with the title Guitar, and asked the students to silent reading, the researcher monitored and asked for difficulties in the text. After the text was read, the

researcher asked the students to close the text and to write all information which they were remembered. After the students told all of the words that can be memorized and wrote it on white board. The researcher and students discussed about information in the white board, and corrected the wrong answer. After that the researcher gave the test for students. It was better than the first treatment because the students have known how to comprehend the text.

c. Description of the Third Treatment



In the third treatment on September 14th 2017, the researcher and the students reviewed the material that was studied before, to know the students' understanding with the material in the previous treatment, then the researcher gave explanation about reading text and about descriptive text through Guided Reading Procedure strategy. In this treatment the researcher did the same thing as the researcher did in the second treatment, but the material of reading text was different. The topic that was given to the students in this treatment was "**describing place**" about Singapore. After did the silent reading the researcher asked them to retell the information that they got from the reading material. Some students wrote the information in the white board. The researcher and students discussed about information in the white board, and corrected the wrong answer. After that the researcher gave the test for students. It was better than second treatment because the students felt in

accustomed in teaching learning process through Guided Reading Procedure strategy and the students felt enjoyable with the materials of reading. The students look interesting in teaching learning process. From this, most of students could answer the questions correctly. It means that the treatments shown significant result.

3. Result of Post-test in Control Class and Experimental Class

1. Result of Post-test in Control Class

The post-test was administrated on September 20th 2017 at 07.15 a.m. for the control class (B). Post-test consisted of 20 multiple choice items with four options. The score of post-test in control class showed that there were 12 students who got score less than 70 and 16 students who got score more than or equal to 70. The analysis showed that the mean score was 68,2 the highest score was 85 and the lowest score was 50. The medium score was 70 and the mode score was 70 in which there were 8 students. (See Appendices 5).

2. Result of Post-test in Experimental Class

The post-test for Experimental Class (C) was administrated on September 20th 2017 at 08.45 a.m. In experimental class, the distribution of the students score showed that were 4 students who got score less than 70 and 24 students who got score more than or equal to 70. Based on the analysis, the mean score was 79.8. The highest score was

95 and the lowest was 65. The medium score was 80 and the mode score was 75 in which there were 5 students. (See Appendices 5).

The researcher conducted that the students' reading comprehension in descriptive text by using Guided Reading Procedure strategy had significant improvement..

D. Result of Analysis Data

To analysis the data the researcher used statistic formula, the steps as follows:

1. Result of Normality Test

The normality test was used to measure weather the data in the experimental class and control classes are normally distributed or not.

The hypothesis formulas are :

H_0 = the data have normal distribution

H_a = the data do not have normal distribution.

The test criteria :

H_a is accepted if $L_{observed} \leq L_{critical}$, it means the data have normal distribution.

H_0 is rejected if $L_{observed} \geq L_{critical}$, it means that the data do not have normal distribution.

Based on the calculation, the score of normality test were marked by $L_{observed}$.

The result of $L_{observed}$.

Pre-test of control class	0.152
Post-test of Experimental class	0.144

Based on *liliefors* table. It is found that $L_{critical}$ for 28 students with $\alpha = 0.05$ is 0.161 (See Appendices 7). Therefore it can be concluded that the data above are in the normal distribution because $L_{observed}$ was less than $L_{critical}$.

2. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not.

The hypothesis formulas are:

H_0 = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

The criteria acceptance:

H_0 is accepted if $F_{observed} \leq F_{critical}$, it means that the variance of the data is homogenous.

H_a is refused if $F_{observed} \geq F_{critical}$, it means that the variance of the data is heterogeneous.

To measure the homogeneity test of control class and experimental class, the researcher used the formula as follows:

$$F = \frac{S_{12}}{S_{22}}$$

Where:

F = Homogeneity

S12 = The highest variance

S22 = the lowest variance

According to the result of calculation, the result of homogeneity test is 1.41. based on *fisher table*, it is found that $F_{critical}$ of 0.05 (28.28)= 1.87 (See Appendices 9). Finally, it can be concluded that the data in control and experiment class are homogenous because the score of $F_{observed}$ less than $F_{critical}$.

3. Result of Hypothetical Test

The researcher used the following t-test by independent t-test for hypothetical of test. The hypotheses are:

H_a : There is a significant influence of using Guided Reading Procedure strategy towards students' reading comprehension on descriptive text at the first semester of the eighth grade at MTs Negeri 1 Tulang Bawang in the academic year of 2017/2018.

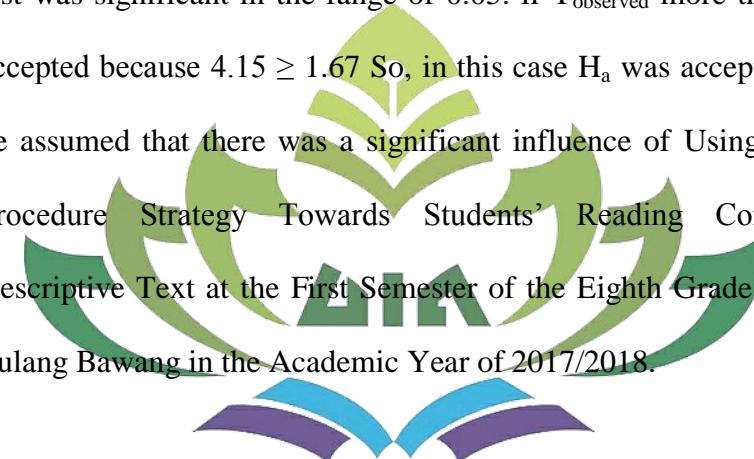
H_0 : There is no significant influence of using Guided Reading Procedure strategy towards students' reading comprehension on descriptive text at the first semester of the eighth grade at MTs Negeri 1 Tulang Bawang in the academic year of 2017/2018.

While the criteria of the test are:

H_0 is refused, if the score of $t_{observed} < t_{critical}$ in other case H_a administrated.

H_a is accepted, if the score of $t_{observed} > t_{critical}$, with $\alpha = 0.05$ (5 %).

The result of the T-test was 4,15 while the data df(data of sample from both control and experimental classes subtracted by 2 was 54. So, that the result of level of significant 0.05 is 1.67. from this, it can be seen that the result of T-test was significant in the range of 0.05. if $T_{observed}$ more than $T_{critical}$ H_a was accepted because $4.15 \geq 1.67$ So, in this case H_a was accepted. Then it could be assumed that there was a significant influence of Using Guided Reading Procedure Strategy Towards Students' Reading Comprehension on Descriptive Text at the First Semester of the Eighth Grade at MTs Negeri 1 Tulang Bawang in the Academic Year of 2017/2018.



E. Discussion

Based on the finding of the research, it was found that the students who were taught by using Guided Reading Procedure strategy have been improved imparts of reading comprehension than those who were taught by using Translation strategy because the students who were taught by using Guided Reading Procedure strategy by making a group to help students identify the main idea and the related supporting idea of the text by working together and share their idea, so that the students easily to absorb the material.



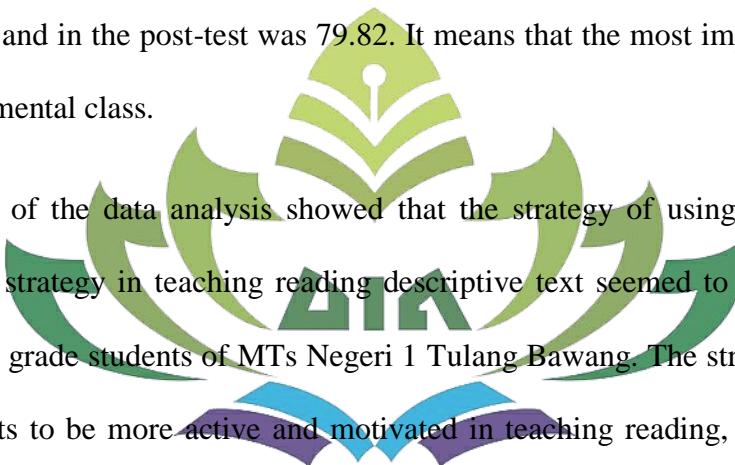
Guided Reading Procedure helps students to understand reading texts. It can add insight or knowledge to them. Knowledge is very important for all people. The people who are knowledgeable will more easily understand the meaning of the implied or explicit. As in the Qs.Al-ankabut: 43

وَتَلَكَ الْأَمْثَالُ نَضْرِبُهَا لِلنَّاسِ ۚ وَمَا يَعْقِلُهَا إِلَّا الْعَالِمُونَ ﴿٤٣﴾

“And such are the Parables We set forth for man kind, but only those understand them Who have Knowledge ”. (Qs.Al-ankabut:43).¹

¹ Allama Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text with English Translation*, (Jakarta: Pustaka Agung Harapan, 2006), p.997

Based on the result of the pre-test before using Guided Reading Procedure strategy was implemented, the ability of students to comprehend the text was lower than after Guided Reading Procedure strategy was implemented. After getting the treatments and post-test was conducted, it founded that there was significant differences between the experimental class and control class where the post-test score of the experimental class was higher. It could be seen the mean pre-test score of control class was 55.89 and in the post test was 68.21. while the mean of pre-test score of experimental class was 61.42 and in the post-test was 79.82. It means that the most improvement was in the experimental class.



The result of the data analysis showed that the strategy of using Guided Reading Procedure strategy in teaching reading descriptive text seemed to be applicable for the second grade students of MTs Negeri 1 Tulang Bawang. The strategy encouraged the students to be more active and motivated in teaching reading, especially in text type.

There were differences the students atmosphere that was taught using Guided Reading Procedure strategy between who were taught using Translation strategy. It could be seen teaching learning process, they were as follows:

1. In the experimental class

When the researcher taught using Guided Reading Procedure strategy, it made the students more interested in learning. In the teaching and learning

process the students felt more enjoy and relax, so they could free express their idea in the classroom. When, the researcher gave the students text the students work together by share their ideas. Students read the text and answered the question from each question. In this session, the students looked so enthusiastically in teaching learning process. When the researcher asked students to comprehend the text, the students work together in a group, they could comprehend it by share their idea. When the researcher gave them assignment, the students did it with fun. From this, most of students could answer the questions correctly.

2. In the control class

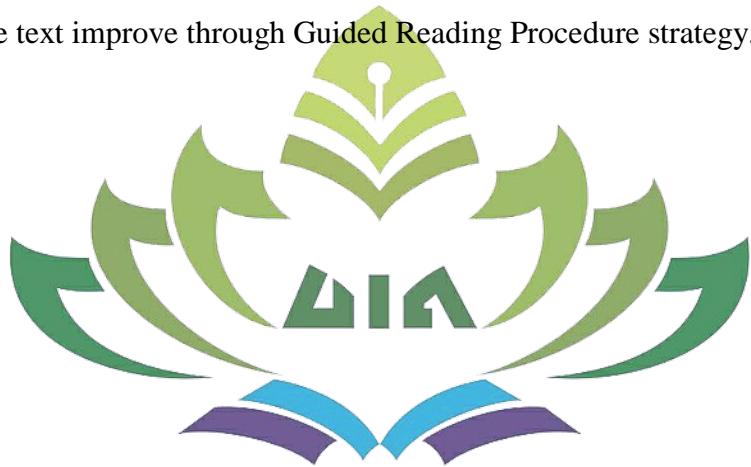
When the researcher taught using Translation strategy, the researcher just explained the material. The students just listened, take notes and translated the text. Then the researcher read the text and the students repeated what was read by the researcher. When the researcher gave assignment, the students' attention were not focused on the lesson. Students got bored, it made them difficult to absorb the material. Students were lazy when the researcher gave them some assignments. And the last they could not improve their comprehension about descriptive text.

Based on the statement above, it was proven that there was a significant difference achievement between the students who were taught by using Guided Reading Procedure as a strategy of teaching reading on descriptive text and those who were taught by using Translation strategy.

Guided Reading Procedure (GRP) strategy introduced by Anthony V Manzo say that GRP was developed to demonstrate to under-achieving students that they can greatly increase their reading comprehension through metacognitive act of self-determination or strategy control. It means that guided reading procedure is strategy in teaching learning process that will help students to improve reading comprehension and have to develop their reading ability and to comprehending the English text by metacognitive act, stressing attitudinal factors accuracy in comprehension, self-correction and awareness of implicit questions, unaided recall and organizational skills. Guided reading procedure desperately needs the teacher's role as a motivator for students to read and control the students' skills in reading.

Based on the previous research by Ana Dwi Lestari who studied (The Effectiveness of using Guided Reading Procedure toward students' reading comprehension). She found out that by using Guided Reading Procedure strategy she got better result than another strategy in teaching reading. Another research by Badrul Aini, applying Guided Reading Procedure in increasing student's reading ability in short story

showed that teaching reading through Guided Reading Procedure can be used to overcome the difficulty in understanding and comprehending the short story. It can be concluded that in the previous research guided reading procedure strategy improved students' reading comprehension. It was same as the result of present research by using guided reading procedure improved students' reading comprehension, and made the students more active in learning activity, it made the students' score was higher than before. The results indicate the students' reading comprehension on descriptive text improve through Guided Reading Procedure strategy.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out at MTs Negeri 1 Tulang Bawang in academic year of 2017/2018, the researcher might draw conclusions as follows:

There was significant influence of using Guided Reading Procedure strategy towards students' reading comprehension on descriptive text at the first semester of the eighth grade of MTs Negeri 1 Tulang Bawang in the academic year of 2017/2018. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted, it means that the researcher assumption was true, by using Guided Reading Procedure strategy can give a significant influence towards students' reading comprehension on descriptive text.

It was supported by the scores achieved by the students in which they got high scores after the researcher gave the treatment "Guided Reading Procedure strategy" as a strategy in learning reading. T-test formula shows the result obtained that the value of significant generated Sig ($Pvalue$)= $0.00 < \alpha = 0.05$. it can be proved from the hypothesis test. In the hypothesis test, H_a was accepted and H_0 was rejected. In other words, Guided Reading Procedure strategy had a significant influence towards students' reading comprehension in descriptive text at the

Bawang.

In this research, the students' reading ability improved after being taught by using guided reading procedure. This shows that the increased science and insight gained by students. Allah loves those who are knowledgeable, Allah will elevate the degree of the knowledgeable as in QS. Al-Mujadalah verse 11:

يَأَيُّهَا الَّذِينَ إِيمَانُوكُمْ إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسُحُوا يَفْسَحُ اللَّهُ لَكُمْ
 وَإِذَا قِيلَ أَنْشُرُوا فَانْشُرُوا يَرْفَعَ اللَّهُ الَّذِينَ إِيمَانُوكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَتٍ
 وَاللَّهُ بِمَا تَعْمَلُونَ حَبِيرٌ



"Ye who believe! When ye are told to make room in the assemblies, (spread out and) make room: (Ample) room will Allah provide for you. And when ye are told to rise up, rise up: Allah will Rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted knowledge, and Allah is well-acquainted with all ye do". (Qs.Al-Mujadalah:11).¹

¹ Allama Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text with English Translation*, (Jakarta: Pustaka Agung Harapan, 2006), p.1436

B. Suggestion

After the researcher knew the result of research, there were some proposed and suggestion as follows are:

1. Suggestion For The Teacher

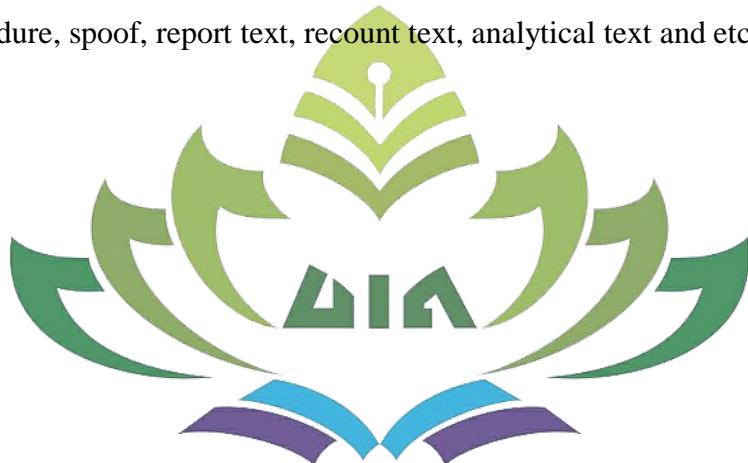
- a. In this research the researcher found out that Guided Reading Procedure strategy can be used to improve students' reading comprehension on descriptive text. Due to the finding, English teacher can help students increase their reading comprehension by using Guided Reading Procedure strategy.
- b. The English teacher should provide interesting activities and well preparation materials
- c. English teacher can use Guided Reading Procedure strategy also to increase students' reading comprehension in order to prevent the students' feeling about English is difficult lesson.

2. Suggestion for the Students

- a. The students should study hard and practice more in reading English text to improve their reading comprehension.
- b. The students should learn English by using Guided Reading Procedure strategy in order to develop their reading comprehension.

3. Suggestion to the Next Researcher

In this researcher focused on the influence of using Guided Reading Procedure strategy towards students' reading comprehension in descriptive text. The researcher used Guided Reading Procedure strategy to help students' junior high school especially in descriptive text. Therefore, it is suggested for researchers may conduct this strategy on different level of students, for example senior high school, and also they can apply other kinds of text, for example, narrative, procedure, spoof, report text, recount text, analytical text and etc.



REFERENCES

- Ali, Allama Abdullah Yusuf. 2006. *The Holy Qur'an Arabic Text with English Translation*. Jakarta: Pustaka Agung Harapan
- Aini, Badrul. 2012. *The Influence of Guided Reading Procedure Towards Students' Reading Ability in Short Story*. Padang: Thesis of University of Padang.
- Ari, Donald, et.al. 2002. *Introduction to Research in Education*. Canada: Wadsworth, Cengage Learning.
- Ariansyah, Fitrawati. 2013. *Annotation Strategy for Teaching Reading Comprehension of Exposition Text, Journal of English Language*.
- Arikunto, Suharsimi. 2002. *Procedure Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka cipta.
- Balajthy, Ernes & Sally Lipo-Wade. 2003. *Struggling Readers, Assessment and Instruction in grade K-6*. New York: The Guilford Press.
- Best, John W & James V.Kahn. 1995. *Research in Education*. New Delhi: Prentice Hall.
- Bowman, Brenda, et.al. 1989. *TEFL/TESL: Teaching English as a Foreign or Second Language*. Washington, DC: Peace corps.
- Brown, H. Douglas. 2004. *Language Assessment Principles and Classroom Practice on Education*. San francisco: University Press.
- _____. 2000. *Teaching by principles, an Interactive Approach to Language Pedagogy*. San Francisco: University Press.
- Broughton, Geofrey, et.al. 1980. *Teaching English as a Foreign Language*. New York: Routledge.

Burns, Paul C, et.al. *Teaching Reading in Today's Elementary Schools*. Boston: Third Edition.

Carter, Gene R. 2003. *The threads of Reading Strategies for Literacy Development*. Virginia : Alexandria.

Creswell, John W. 2012. *Educational Research; planning and conducting quantitative and qualitative research*. Boston: Pearson.

Crystal, David. 2003. *English as a Global Language*. Cambridge: Cambridge University Press.

Fink, Lila, et.al. 1983. *Choices a Text for Writing and Reading*. New York: Little, Brown and Company Limited.

Gary, Woolley. 2016. *Reading Comprehension*, <http://www.springer.com/978-94-007-1173-0>

Gerot, Linda et.al. 1995. *Making sense of functional grammar*. Cammeray: Antipodean Educational Enterprises.

Grabe, William. 2004. *Handbook Research on Teaching Reading*. Cambridge: University Press.

Grabe, William & Frederica L. Stoller. 2002. *Teaching and Researching Reading*. London: Routledge.

Grellet, Françoise. 2001. *Developing Reading Skills*. Cambridge: Cambridge University Press.

Guerlet, Heater. *Guided Reading Procedure (GRP) "Ler questions difficiles"* available on
<http://www.learningpt.org/literacy/adolescent/strategies/grp>.

- Harmer, Jeremy. 2001. *How To teach English can Introduction to the practice of English Language Teaching*. Harlow: Longman.
- Hedgcock, John S. & Dana R. Ferris. 2009. *Teaching Readers of English Student, Texts, and Context*. New York: Routledge.
- Heston, Kristie. *Guided Reading Fluency, Accuracy, and Comprehension*. University of Winconsin-Stout: Journal of Students Research.
- <Http://anthony-manzo.blogspot.co.id/2010/07/guided-reading-accurate-html>.
- Hughes, Arthur. 2003. *Testing for Language Teacher*. Cambridge: University Press.
- Jhonson, Andrew P. 2008. *Teaching Reading and Writing*. Plymouth: Rowman and Littlefield Education.
- Kuontur, Rony. 2003. *Metode pendidikan untuk penulisan skripsi dan Tesis*. Jakarta: PPM.
- Ledbetter, Mary Ellen. 2010. *The writing teacher's activity day*. USA: jossey-bass.
- Lestari, Ana Dwi. 2013. *The Effectiveness of Using Guided Reading Procedure towards Students' Reading Comprehension*. Yogyakarta: Thesis of Universitas Negeri Yogyakarta.
- Manzo, Anthony V. & Ula Casele Manzo. 1995. *Teaching children to be A Literate ; A Reflective Approach*. USA: Harcourt Brace College Publisher.
- 1975. *Guided Reading Procedure*. University of Missouri, Journal of Reading.
- M., Burkins, J. & Croft, M.M. 2010. *Preventing misguided reading: new startegies for guided reading teachers*. Newark, DE: International Reading Association.

- Munday, Jeremy. 2001. *Introducing Translation Strategies*. New York: British Library Cutalogtiinx III publication dutu.
- Patel, M.F. & Praveen M. Jain. 2008. *English Language Teaching (methods, tools & technique)*. Jaipur: Sunrise.
- Richard, Jack C. & Richard Schmidt. 2010. *Longman dictionary of Language Teaching and Applied Linguistics*. Edinburgh: pearson publisher.
- Roe, Paul C Burns D & Elinor P. Ross. *Teaching Reading in today's elementary school*. Boston: Third edition.
- Setiyadi, Ag Bambang. 2006. *Teaching English as a foreign language*. Yogyakarta: Graha Ilmu.
-
2006. *Metode penelitian untuk pengajaran Bahasa Asing*.
Yogyakarta: Graha Ilmu.
- Siahaan, Juanita. 2013. *An Analysis of Students' Ability and Difficulties in Writing Descriptive Texts, Journal of English and Education Vol.1.Issue 1*.
- Siahaan, Sanggam & Kisno Shinoda. 2008. *Generic Text Structure*. Yogyakarta: Graham Ilmu.
- Spiegel, Dixie Lee. *Adaptations of Manzo's Guided*. University of North Carolina: Journal of Student Research.
- Sudjana. 2001. *Metode statistic*. Bandung: Tarsito.
- Sudijono, Anas. 2012. *Pengantar statistik pendidikan*. Rajawali Press.
- Sugiyono. 2010. *Metode penelitian kuantitatif, kualitatif, dan R & D*. Bandung: Alfa Beta.
- Tankersley, Karen. 2003. *The threads of reading*. Virginia: ASCD Publisher.

Wilkins, D.A. 1980. *Linguistic in Language Teaching*. London: Edward Arnold Publisher.

Williams, Alison. *What are the Advantages Disadvantages of Guided Reading, available on*
[http://www.ehow.com/info_1048405_advantagesdisadvantages_guided_r
eading.html](http://www.ehow.com/info_1048405_advantagesdisadvantages_guided_reading.html)

Winshon, George E & Julia M. Burks. 1980. *Let's Write*. Cambridge: Cambridge University Press.

Wood, Karen D & Janis M Harmon. 2001. *Strategies for Integrating reading and writing in middle and high school*. USA: Harcourt Brace College Publisher.

