IMPROVING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT USING GUIDED READING AT SMAN 2 PALOPO

A Thesis

Submitted to the English Study Program of S1 Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Study Program

Compiled By

ASRIPA HIKMA

17 0202 0179

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2023

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1. **Muhammad Iksan, S.Pd., M .Pd**
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY

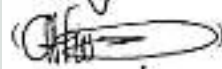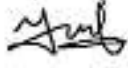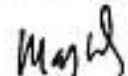**STATE ISLAMIC INSTITUTE OF PALOPO**

2023

THESIS APPROVAL

This thesis entitled Improving Students' Reading Comprehension on Narrative Text Using Guided Reading at SMAN 2 Palopo, which is written by Asripa Hikma, Registration Number 1702020179, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Friday, 22ⁿᵈ September 2023/Rabiul Awal 07ᵗʰ 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, 09ᵗʰ October 2023

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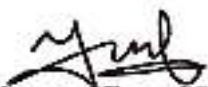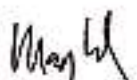
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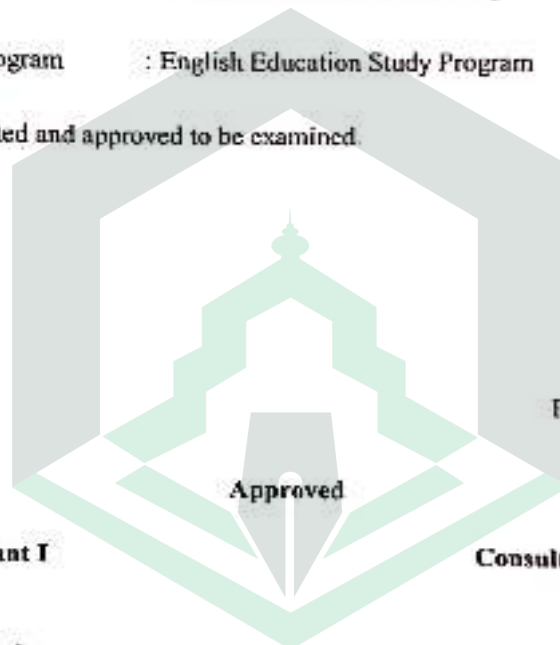
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Judul   : **"Improving Students' Reading Comprehension on Narrative Text Using Guided Reading at SMAN 2 Palopo"**

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya.

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Lamp : -

Palopo, August 16, 2023

Hal   : Skripsi

Kepada Yth,

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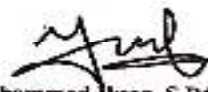*Assalamu'alaikum Warahmatullahi Wabarakatuh*

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

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Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan Demikian untuk diproses selanjutnya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work or thought.

2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 2nd October 2023

Regards,

Asripa Hikma
17 0202 0179

ACKNOWLEDGMENTS

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

Alhamdulillahi rabbil Alamin, the researcher expresses her gratitude to Allah swt, the most beneficent and the most merciful, who has given guidance, blessing and mercy so that this thesis entitled "Improving Students' Reading Comprehension on Narrative Text Using Guided Reading at SMAN 2 Palopo". Shalawat and Taslim are due to our beloved prophet, the chosen one Muhammad saw. Peace be upon him. The researcher also expresses her appreciation and thankful to all of the people who have given motivation, supports, and suggestions to the researcher in finishing this thesis. The special thankful are delivered to:

1. Dr. Abbas Langaji, M.Ag as the Rector of IAIN Palopo, who always support the researcher during the year of study at IAIN Palopo.

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4. Muhammad Iksan, S.Pd., M .Pd as the first consultant and Dr. Magfirah Thayyib, S.S., M.Hum as the second consultant who had given the researcher guidance, explanation, suggestion, some ideas, and correction until this thesis finished.

researcher hopes this thesis can give some values to the students and English teachers and the readers. The researcher realize that this thesis is not perfect, so that the writer will accept suggestions from the readers in order to make it better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher dedicates this thesis to beloved researcher's parents, ALLAH SWT may bless us. Aamin.

Palopo, 22th August 2023

The Researcher

ABSTRACT

Asripa Hikma, 2023. *"Improving Students' Reading Comprehension on Narrative Text Using Guided Reading at SMAN 2 Palopo."* Thesis. English Education Study Program Tarbiyah and Teachers Training State Islamic Institute of Palopo. Supervised by: Muhammad Iksan as the first consultant and Magfirah Thayyib as the second consultant.

This research aimed to find out the improvement of the students' reading comprehension by using Guided Reading that focused on narrative text at SMAN 2 Palopo. This research applied Pre-experimental research with one group pre-test and post-test. The population of this research is tenth-grade students of SMAN 2 Palopo in the 2023 academic year. The total of the population is 379 students. The sample was class X IPA 1 consisted of 25 students as an experimental class. The researcher applied a purposive sampling. The instrument of the research is a reading test the researcher uses multiple-choice test that consists of 20 questions of narrative text. The researcher gave a pretest and posttest to the students. The research findings indicated that Guided Reading can improve students' reading comprehension on narrative text. It was proved by the mean score of pre-test was 56,80 (fair) it classified as fair, posttest was 84.00 (good) it classified as good and the improvement. The result of this research found that Guided Reading was effectively used in teaching students' reading comprehension at tenth grade of SMAN 2 Palopo. The result of improvement is also proved with t-test value. The researcher found that the value of t-test (15.269) was higher than t-table value (2.064). This value means that there was significantly difference between the result of the students' pre-test and post test. It was concluded that the use of Guided Reading can improve students' reading comprehension.

Keywords: Reading Comprehension, Narrative Text, Guided Reading

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CHAPTER I

INTRODUCTION

A. Background

Reading is an appropriate tool to promote life-long learning. Teaching it to the student means giving them a future that is giving a technique about how to explore the world. Student has good ability in reading skill she or he not only study or learn in the school or in the other institution but they can also find new information, innovation and enrich their knowledge out of school by reading a book, article or on the other media.

Reading has become much more important in the language curriculum. Reading allows students to improve their knowledge, improving their vocabulary mastery, and broaden insight. However, students frequently find some problems especially in comprehending text or passage. Reading is considered as a difficult skill by students for some reasons. Firstly, most of the students are still lack in vocabularies. Secondly, students usually have no idea about what they have read. Third, most students have low mastery of grammar. Those reasons make them hard to understand the content of the reading material.[1]

Reading comprehension is the activity of combining information from previous experience to get a meaning. Reading comprehension is also defined as

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[1]Nurfadilah khaidir. *Theinfluence of Using Guided Reading Method to Improve the Students' Reading Comprehension at Smp Muhammadiyah 12 Makassar.* (Makassar: Muhammadiyah University of Makassar, 2018).

the reader's thought process so that the reader gets an idea and can understand it for their needs and goals.

Because the learning materials are already in full English, senior high school students need to be able to reading comprehension. Lack of interest in reading makes the students difficult for answering text question that must do read. As they have poor reading comprehension, the students have difficulty understanding narrative texts. A method does need to hive the comfort and ease of the students in learning the narrative text.[2]

After doing an observation in SMAN 2 Palopo, the researcher found a problem in students' reading comprehension. The information was got by the researcher from the interview with the teacher and when they are reading and working at their assignment. However, there are still many students who have difficulty understanding narrative texts. This phenomenon is usually caused by students who lack vocabulary, texts that do not interest students, have no idea about what they have read, get difficulties in comprehending the reading text and teaching strategies in class.

Therefore, there are many approaches, methods, and techniques that can be used by teachers to improve students' reading comprehension in narrative text. But the researcher chooses the method guided reading for teaching reading, where students' are placed in small groups of 4-5 students. Before the group is formed, students are taught how to work together in a group. Students can give an explanation to the group of their friends, discuss, encourage other friends to

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[2]Hadiah Sulpi Pukesti. *The Effectiveness of Scramble Method to Improve Reading Comprehension for the Eighth-Grade Students of Smp Nusa Prima Lamasi.* (Palopo: IAIN Palopo, 2021).

cooperate and respect the opinion of another friend.[3]   Here the researcher conducted a study using guided reading in narrative text, which is one of the texts that must be understand by students in english subjects in secondary schools.

B. Research Question

Based on the identification of the problem above, the researcher proposes the following research question: Does the guided reading effectively improve students' reading comprehension on narrative text at SMAN 2 Palopo?

C. Objective of the Research

Based on the research question above, the objective of the research is to find out whether or not the use of the guided reading effectively improves the students' reading comprehension.

D. Significance of the Research

The significances which are expected from this research are as follows:

1. For the student, this study provides students as input that can improve their reading comprehension in narrative reading.

2. For the teachers, English teachers provide learning strategies to improve students' reading comprehension in studying narrative texts

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[3]A.Reski Susanti. *The Effectiveness Of Team Assisted Individualization Method To Improve Students' Reading Comprehension At Sman 3 Luwu.* (Palopo: State Islamic institute of Palopo, 2020).

3. For next researcher, the result of this research can inspire them to do similar topics in reading comprehension.

E. Scope of the Research

The scope of the research explains this guided reading method is expected to improve students' abilities in understanding main idea, topic sentence, identifying reference of the text, especially narrative text.

F. Operational Definition

To clarify key terms used in this study, some of the definitions proposed.

1. Reading Comprehension is means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior and knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgments, and evaluating.

2. Narrative text is a text or story about a series of events are interconnected, which are presented sequentially from the beginning to the end of the story.

3. Guided reading is guiding students by reading a passage or text prepared by the teacher whose content is adapted to the material or form of questions that will be given.

CHAPTER II

LITERATURE REVIEW

A. Previous Research Finding

The first study, Siti Rahmatillah (2018) studied about that the use of guided reading and summarizing procedure could improve students' reading comprehension skill. This research aimed to determine the effect of guided reading and summarizing procedure on students' reading comprehension skill and to know the students' responses toward guided reading and summarizing procedure that focus on main idea, generic structure, vocabulary, and detail information. The subject of this research was first grade at SMAN 4 Banda Aceh. This study was an experimental study using control group as comparison. The data were collected by using tests (pre-test and post-test) and questionnaire. The result of the test showed that the mean score of the pre-test of experimental class was 54; meanwhile, the post-test was 78 that revealed that the improvement of the mean was 24. Furthermore, the result of t-test calculation showed that ttest was higher than the ttable (ttest= 5.21 > ttable = 1.66). So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. The result of questionnaire shows that most of students gave positive responses after learning by using this strategy in which 90% of them agreed that guided reading and summarizing procedure helps them in comprehending the reading. It can be

concluded that GRASP gave a significant effect on students' reading score and positive influences for them.[4]

The second study, Rahadian Suryanta, Fitrawati studied about that the use of the guided reading could improve students' reading comprehension. Developing students' backgrounds in an effort to improve reading comprehension. This research was conducted using the guided reading is one of the strategies in cooperative learning that can be used in reading activities. By implementing Guided Reading, the students' are motivated to participate more actively because they are asked to read independently and then discuss it together with their group (each member of groups must give her/his opinion). In dividing the students in several homogeneous groups, the teacher should know his or her students well so that he or she can divide the students properly. In study guide, when working with a classroom of twenty to thirty students, it is impossible to select texts that will "fit them all." For some, the text will be so difficult that they cannot possibly learn anything positive about reading as they struggle simply to "get through it." For others, the text will be so easy it want not offer the appropriately stimulating reading challenge necessary for learning. From her study she had identified that it is not an easy task to select texts that will "fit to all of the students" in the class. However it is the role of teachers to select texts that match as close as possible to the level proficiency of the students. The teacher is suggested to be more creative

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[4]Siti Rahmatillah, *"The Effect Of Guided Reading And Summarizing Procedure (Grasp) On Students' Reading Comprehension Skill,"* State Islamic University (Uin) Ar-Raniry Darussalam, Banda Aceh 53, no. 1 (2018).

to add some fun activities that can be applied in Guided Reading activity without changing the basis procedures.[5]

The third study, Nurfadilah Khaidir (2018) studied about the use of influence guided reading could improve students' reading comprehension. This research aimed to find out the improvement of the students' reading comprehension by using Guided Reading Method that focused on level of reading comprehension which consisted of literal comprehension and inferential comprehension in terms of main idea and supporting details. The research applied Pre-experimental Research with one group pre-test and post-test. In the treatment process, the researcher had done the teaching learning process more interesting by using Guided Reading Method. The students would did the different learning process, which the students made imaging what they was read. It indicated that the students were more active and helpedthem recalling main ideas and supporting details towards comprehending the text. The research findings indicated that Guided Reading Method can improve students' reading comprehension. It was proved by the mean score of pre-test was 65.36 it classified as fair, posttest was 79.12 it classified asgood and the improvement of pretest to be posttest was 21.05%. Therefore, there was the improvement of the students' reading comprehension in terms of main idea and supporting details.[6]

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[5]Rahadian Fitrawati Suryanta, *"Improving Students Narrative Reading Comprehension Through Guided Reading For Junior High School,"* English Department Faculty of Languages and Arts State University of Padang 2, no. 1 (2017): 70.

[6]Nurfadilah Khaidir. *The influence Of Using Guided Reading Method to Improve the Students' Reading Comprehension at Smp Muhammadiyah 12 Makassar.* (Makassar: Universitas Muhammadiyah Makassar, 2018).

The fourth study, Ismiatun Khasanah (2019) studied about that the use three levels reading guide startegy could improve students' reading comprehension. This research aims is how to find the appropriate way to teach short story by using three levels reading guide of the eight grade at SMPN 5 Palopo and to know the students' response about learning reading comprehension through three levels reading guide. This research classroom action research (CAR). This research used three cycles namely cycle I, cycle II, and cycle III and every cycle had fourth steps namely panning, implementation, observing and reflecting. Based on the data found, the teacher presented the discussion of data given to students. On the first cycle, the average of students' score was 48,7, on the second cycle was 58,28 and the last the third cycle was 73,4. It indicated that the result of this research had been reached the target of criteria of success. Through three levels reading guide can improve the student reading comprehension. The researcher concludes that the three levels reading guide strategy of the eighth grade at SMPN 5 Palopo in learning English has a good response in learning reading comprehension after teaching about reading short story, there are through three levels reading guide in teaching English especially in reading English books.[7]

The fifth study, Sita Devi Agustin (2017) studied about that the use of guided reading strategy could improve students' reading comprehension. The research aims to improve understanding students' reading using a guided reading strategy. The researcher uses classroom action research as a method and the

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[7]Ismiatun Khasanah, *"Improving Students' Reading Comprehension Through Three Levels Reading Guide Of Viii Grade Student At Smpn 5 Palopo,"* State Islamic Institute Of Palopo, 2019.

material is a narrative test. In other words, the first cycle had not succeeded yet in teaching reading using guided reading strategy. The students had difficulties to find the important information from the text and also they lacked of vocabularies. Thus, the researcher had to make a plan for the second cycle using guided reading strategy, the students were asked to bring a dictionary, would give more attention during the activities in the class, taught the students' how to find the important information, gave them more motivation to participate in the teaching and learning process and gave rewards to students who were active in the class. The result of this research showed This study was conducted in two cycles and guided reading strategy could improve students' reading comprehension in the second cycle from the percentage of students' grades 73, 60% in cycle 1 to 84% in cycle 2. The percentage of checklist observations also increased from the percentage of active students 54.54% in cycle 1 to 81.82% in cycle 2.[8]

Based on the previous research above, there are differences and similarities between previous research and current research, namely there are several things that differentiate the first, in terms of location which of course has different characteristics from previous research and the level of education is also different. Secondly, it can be seen from the research subjects, where in the previous research the subject was eighth grade, while in the current research the subject was tenth grade. Third, in terms of the type of research, the previous research used quasi-experimental using the control grup as comparision while the current research used pre-experimental research. While the similarities are the

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[8]Siti Devi Agustin. *Improving Students' Reading Comprehension Using Guided Reading Strategy at SMP Muhammadiyah 06 Wuluhan.* (Jember: Universitas Muhammadiyah Jember, 2018).

same as using guided reading to improve students' reading comprehension, as well as data collection techniques using pre-test and post-test.

B. Theoretical Review

1. The Concept of Reading Comprehension

a. Definition of Reading

Reading is one of the most important skills for the student of the English language. Reading is an activity when the people look at the text and try to get the information from the text. It means when the reader sees the text, they try to get the information and understanding the text. Reading is a process where the reader gets the information from books, newspaper, manuals, advertisements, and so on.

The primary Fundamental goal of any reading activity knows the language. "Reading is a process of putting the reader in contact and communication with ideas". Reading is a complex skill that involves a whole series of lesser skills, where skills mean to relate the ability to recognize stylized shapes which are the figure on a ground, curves and line and dots in patterned.

For many people, reading is a difficult skill to be mastered. In reading, the reader has to know the meaning of the words and sentences they have read accurately. The other difficulty is the reader not to know what is the goal or the mind idea of each paragraph of the text. Many students also get the same difficulties in their reading process. The main purpose of reading is to have the same perception between the reader and the author seen the idea of the text. From those explanations above the researcher concluded that reading is an activity or process to get any information by reading the text.

b. Types of Reading

Generally reading is divided into two types, there are intensive and extensive. Every type has a different definition and characteristic. The definition of each type is defined as follows:

1)   Intensive Reading

Intensive reading means reading for detail. It can be said when the students read the text, they try to get every detail of the text. Intensive reading is reading that focus on the surface structure such as grammatical forms, meaning and so on. Furthermore, intensive reading is related to the further process in language learning under the teacher's guidance. In intensive reading, the teacher guides the students to read the text to tell about the grammatical form or the meaning of the word. In this reading, the students read the text and get the specific detail related to the text. Intensive reading where the student is expected to read the reading passage and to understand every part of it.

2)   Extensive Reading

Extensive reading is reading that encourages students   to understand what they are reading. Extensive reading is aimed to build students' enjoyment in reading. The students could read confidently without look up the dictionary to find the difficult words as long as they understand the idea which is in the book. Moreover, also mention another purpose of extensive reading that is to ask students to read directly and fluently in the target language. They also said that extensive reading does not need the teacher's guidance. It means when the students do extensive reading, the teacher can be only a facilitator to care for them

whether or not they understand, If they do not understand the idea of the text, reading passage, or book when they are reading the teacher could help them. Extensive reading is always done for comprehension, not for specific details.

From both types of reading above, it can be known that intensive reading is a process of reading to get every specific detail, such us grammatical forms, it is passage and to understand every part of the reading text. Meanwhile, extensive reading is aim to make students' enjoy reading. The researcher use extensive reading because usually focus on comprehension of the read, not for specific details.[9]

c. Factors Affecting Reading Comprehension

The reader and the activity affect the reading comprehension. The text affects the reading comprehension in the matter of how the text is built by the writer. The readers affect their reading comprehension through information they have in their background knowledge. In addition there are some factors from readers basic skills which cause difficulties in reading comprehension. Those factors are word reading, fluency, vocabulary mastery.

d. Kinds of Strategies in Reading Comprehension

There are some kinds of strategy in reading comprehension such as Choral Reading (CR) Strategy, The Paired Reading (PR), Porpe Strategy, SQ4R Strategy, and KWL strategy.

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[9]Alfian, *"Improving Student'S Reading Comprehensiaon on Narrative Text Through Story Mapping Technique At the Tenth Grade of Madrasah Aliyah 135 Sampano"* (State islamic institute of palopo, 2019), 20.

1) Choral Reading (CR) Strategy

The first reading method is called Choral Reading Strategy, or frequently called "un is on reading." Choral Strategy provides many opportunities for repeated readings of particular piece, and gives practice in oral reading. Choral reading is particularly suitable to poetry and rhymes. There are four principles for selecting materials that are planned to read in chorus or together. The principles are:

1. Try to take short selection of stories or poems.
2. Select the material that every student can read easily.
3. Look for something with an attractive title that will make imaginations work.
4. Select a poem or story that will come alive when it's read aloud, words with char.

2) The Paired Reading (PR)

The paired reading was formerly used by parents with their children at home. But because of its advantages, the use of this method then was modified to broader area. It has also been utilized by schools to conduct classroom action research or to train tutors to read with students on a regular basis in natural settings. The technique allows the students to be supported while reading texts of greater complexity levels than they would be able to read individually. Evaluation studies show that students involved in paired reading, on the average, make three times the normal progress in reading accuracy and five times the normal progressing reading comprehension.

3) Porpe Strategy

Porpe is a method to study textbook materials in which the students create and answer essay questions. The strategy porpe is also one of the reading strategies which is good for developing and controlling students' cognitive activities during reading and learning through the activities of predicting, organizing, retrain, practicing and evaluating. It can be a time-consuming process, but it is an excellent means for preparing for essay exams.

4) SQ4R Strategy

This SQ4R Strategy is very practical to help students keep studying organized and efficient. The steps to SQ4R are Survey, Question, Read, Recite, Record, review.

5) KWL Strategy

KWL is an instructional reading strategy that is used to guide students through a text. Students begin brainstorming everything they know about a topic. This information is recorded in the K column of a K-W-L chart. Students then generate a list of question about what they want to know about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they

have Learned is recorded in the L column of the K-W-L chart," (K-W-L,"
2014).[10]

Based on the five types of strategies in reading comprehension, guided
reading is included in the type of porpe strategy above, why because the porpe
strategy aims to help students activate themselves in studying a story text through
the activities of predicting, retrain, organizing, practicing and evaluating.

E. Teaching Reading Comprehension

Teaching reading comprehension is essential because reading is the most
important activity in any language class. Teaching is an activity in which the
teacher guides and facilitates learning, gives a chance for the learners to learn, and
sets the condition for learning. The teacher can help the students in gaining the
knowledge by giving facilities such as practice. By giving these practice, the
teacher lets the students' study by themselves. To make the teaching and learning
process run well, the teacher needs to set a good situation for the students to learn.
In setting a good condition, the teacher must consider a classroom method or
technique that used as this influence the way she or he manages the class.

Teaching reading comprehension was a guidance that is done by the
teacher to make learners reach their reading comprehension on the text using a

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[10]Nursinar, *"Improving Students' Reading Comprehension Through Kwl (Know- Want To Know- Learned) Strategy The Eleventh Grade At Man Palopo,"* State Islamic Institute Of Palopo, 2018, 20.

certain technique. The teacher can lead the learners to understand a text by using some strategies on reading comprehension.[11]

1. Principles of Teaching Reading Comprehension.

Teacher should concern the teaching of reading comprehension to achieve the goals of teaching and learning process. In teaching reading, the teacher is expected to give opportunity for students to read the texts comprehensively. It means that, the teacher should create the situation where students can read the text silently and after that discuss the text together. Without putting aside the reading aloud activity, this activity is also needed for students in order to be able to interact well with the texts. So, teaching reading is not a simple matter but teacher can create a lot of activities which can raise students' motivation in reading. The teacher should organize the teaching and learning process in order to help the students understand the materials easily. Teaching reading in more interactive way has positive effects on the students' reading comprehension. By applying the right strategy in reading class, it is believed that, students will have high enthusiasm in joining the lesson.

Formulates six principles in teaching reading. They are mentioned as follows:

a. The teacher needs to understand that reading is not a passive skill.

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[11]Fatin Amira, *"The Implementation of RCRR (Read, Cover, Remember, Retell) Strategy to Improve Students Achievement in Reading Comprehension,"* University Of Muhammadiyah Sumatera Utara Medan, 2018, 19.

Reading is an active activity. When students read a text, they must do other activity not just read a text at glance. Students do not only catch the surface structure of the text content. It means that, the teacher does not merely ask the students to read the text, but he/she has to make them realize that reading is not a passive skill. Since reading is an incredible active occupation, students need to draw the context of the text, the writer's arguments, and works which agree with them.

b. The teacher has to make the students enjoy reading the passage.

To make students interested in reading is important. When the readers are not interested or enjoy reading, they will get noting from it. It is not easy for them to receive the materials or content stated in the text when they are not interested. It is different when they are interested in what they are reading. They will get more benefits. They can get more knowledge and new information from the text they are reading.

c. The teacher needs to encourage the students in responding the context of a reading text, not just to the language used in the text.

Understanding language is also a part of comprehending a text. However, it is not the common thing in reading comprehension. The students have to be accustomed to understanding, responding to the meaning of the text and expressing their feelings about the text. That is why it becomes the responsibility of the teacher to encourage them to do that.

d.   The teacher should emphasize that, prediction is a major factor in reading.

Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text about. By doing this, the students will actively start the process of reading. This can be an exciting task for the students who have imagination. Indeed, the teacher should give clues to make the students comprehend the text easily.

e.   The teacher has to match the task to the topic.

Tasks are some ways to check the ability of the students to comprehend a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzle, etc. In this case, teachers are expected to choose good reading tasks which can be interactive for the students. The interactive texts may be undermined by asking boring and inappropriate questions.

f.   Good teachers exploit reading text to the full.

Exploiting reading texts to the full means that the teachers does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should integrate the reading texts into more interesting and engaging class sequences. Teacher should cover all the things that the 18

students can work out with the text. The teacher has to discuss the text fully, study language, gives additional tasks to the students.[12]

2. The Concept of Narrative Text

a. Definition of Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Narrative texts are life quality texts that improves life more than knowledge. Both the narrative and descriptive text has a hierarchical structure. There are definition, rank, ranking, cause-effect relationships, problem/solution, and comparison among the basic structural patterns.

b. Kinds of Narrative Text

There are several kinds of narrative form. These kinds are based on the story types. The types of narratives are:

1) Fable: Simple fable is a story about animal which behave like human

2) Myths: stories that are believed by some people but the stories cannot be true. It was told in an ancient culture to explain a practice, belief, or natural occurrence

3) Legend: It simple a story which relates to on how a place is formed

4) Fairy tales: Story which relate much which magic things

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[12]Jeremy Harmer, *How to Teach English* (Addison Wesley Longman Limited, England., 1998).

5) Science fiction story: Story which explore the science as the background or plot of the whole story

6) Short stories: Story for one or two pages

7) Parables: Story that illustrates one or more instructive lessons or principles. Parable differs from a fable.

8) Novels: Long even very long and complex story

9) Horror story: A story with horror content.[13]

The type of narrative text that I used in the research steps is fairy tales, fable and legend.

c. **Generic Structure of Narrative Texts**

The steps for constructing narrative text:

1) Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.

2) Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character (s) and often servers to (temporally) toward them, for reaching their goal. Narrative mirror the complication we face in life and tend to reassure us that they are resolvable.

3) Resolution

In a "satisfying "narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left

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[13]Samriani, *"Improving Students' Skill On Reading Narrative Text By Using Fix Up Strategy At Eleventh Class Of Sma Pgri Walenrang,"* State Institute For Islamic Studies (Iain) Palopo, 2016, 13.

completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).[14]

3. The Concept of Guided Reading

a. Definition of Guided Reading

Guided reading is one of effective way to develop students reading comprehension by grouping and select appropriate text. Guided Reading is a strategy in which the students devide and work into some small group and the teacher provides a text that have similar levels and appropriate with the student. The students are guided along the teaching and learning process by grouping them into some small groups, it makes the students' easier to be monitored by the teacher. Guided reading is one of alternative to increase students' comprehension in reading, guided reading often used in conjunction with other approaches such as reading aloud and independent reading. It helps students to solve their problem when students have difficulty in reading.

The students are guided by the teacher during the activities in the class with their small group to find the certain information that they look for. Teacher helps them how to find the information easiy in the text. The students' read with their appropriate strategy by guiding and helping the teacher.[15]

b. The Importance of Guided Reading

There are some importance of guided reading method:

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[14]Rusni, *"Teaching Narrative Text Through Clustering Technique at The Second Grade Students' of Man Palopo.,"* 2019, 14.

[15]Sita Devi Agustin. *Improving Students' Reading Comprehension Using Guided Reading Strategy At SMP Muhammadiyah 06 Wuluhan.* (Jawa Timur: Universitas Muhammadiyah Jember Jember, 2018).

1) Students should be able to decode the selected text accurately about 90 to 95 percent of the time. This way, students can focus on learning strategies to read for meaning.

2) Students should be able to read the text on class or for homework themselves.

3) Teachers determine guided reading groups after the students' individual needs. Running record is an individually administered reading assessment that present a record of a child's reading behavior and performance an a specific text.

4) Choose interesting material.

5) When analyzing a particular paragraph or passage, make an overhead transparency so students can see the text and the teacher can mark it into point out speaking word, sentences, etc.

6) Read the passage aloud together before starting on reading comprehension, activities so that it does not become a lesson on decoding skills.

7) Enlist the help of the school librarian, teaching assistant, reading specialist, and parents' even students and teacher work with small group on students on regular basis.

c. Benefits of Guided Reading Method

There are many benefits to guided reading such as:

1) Students develop as individual readers while teacher are available for support and scaffolding.

2) Students learn skills and strategies that will allow reading difficult text independently.

3) Students experience success in reading for meaning.

4) Students receive more individualized teaching time.

5) Teacher can use good literature to strengthen reading comprehension.[16]

d. Guided Reading Technique Steps

The steps in doing this technique are:

1) The teacher chooses the appropriate text with the level of student ability,

2) The teacher distributes the text to students each group member consisting of 3-4 people.

3) The teacher prepares students to read the text by developing their basic knowledge, recognize vocabulary in the text.

4) Students read the text silently so that can concentrate more. When the students finished reading, the teacher gave the student worksheets which contains an assignment to interpret the contents of the story (narrative text) with daily life and discuss it in groups.

5) Next students are asked to rewrite the contents of the story assisted by answering some questions that have been provided by the teacher.

6) The teacher's final step give students a test to test their memory and understanding.

By using this strategy in teaching narrative text, students are trained to think more critically and actively in expressing their opinions, and work in groups.[17]

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[16]Nurfadilah Khaidir, *The Influence of Using Guided Reading Method to Improve the Students' Reading Comprehension at SMP Muhammadiyah 12 Makassar*. (Makassar: Muhammadiyah University of Makassar, 2018).

C. Conceptual Framework

The conceptual framework in this research is presents as following as:

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┌─────────────────────┐
│ Teaching reading    │
│ comprehension       │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐        ┌──────────────────────────────────────────┐
│ Guiede Reading      │───────▶│ Guided reading advantages:                 │
└─────────────────────┘        │                                            │
           │                   │ 1.  Students are required to be more       │
           ▼                   │     thorough in answering questions.       │
┌─────────────────────┐        │ 2.  Teachers find it easier to know the    │
│ Students' reading   │        │     strengths and weaknesses of students   │
│ comprehension       │        │     in reading.                            │
│ improvement         │        │ 3.  In learning by applying guided         │
└─────────────────────┘        │     reading, it can motivate students to   │
                               │     like reading more.                     │
                               └──────────────────────────────────────────┘
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The problem in this study is that students' find difficulty in understanding the text. Researcher use guided reading to solve this problem so guided reading is a learning that can make students' be active during reading lessons. Students' will better master the initial reading skills so that it will facilitate students when entering the stage reading comprehension skills in the classroom high. Through this, all students read and discuss the same text, not emphasis on how to read but moret to reading comprehension. In conducting this research, the researcher focused on improving student's reading comprehension of the narrative text by using guided reading. The scheme above shows the steps of the researcher in conducting this research. The step will begin with giving pre-tests for students to

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[17]Rahadian Suryanta. *Improving Students Narrative Reading Comprehension through Guided Reading.* (Padang: Universitas Negeri Padang, 2016).

get student's ability in reading comprehension. The next step is the implementation of guided reading to improve reading comprehension. In this step, the researcher will conduct four meetings. In each meeting, the researcher gives test to implement the technique. In the last step, the researcher gives a post-test to get the result after implementing the technique.

D. Hypothesis

The hypothesis of this research is formulated as follows:

1. Null Hypothesis (H0): The use of guided reading on narrative text does not effectively improves the student reading comprehension ability.

2. Alternative Hypothesis (H1): The use of guided reading on narrative text effectively improves the student reading comprehension ability.
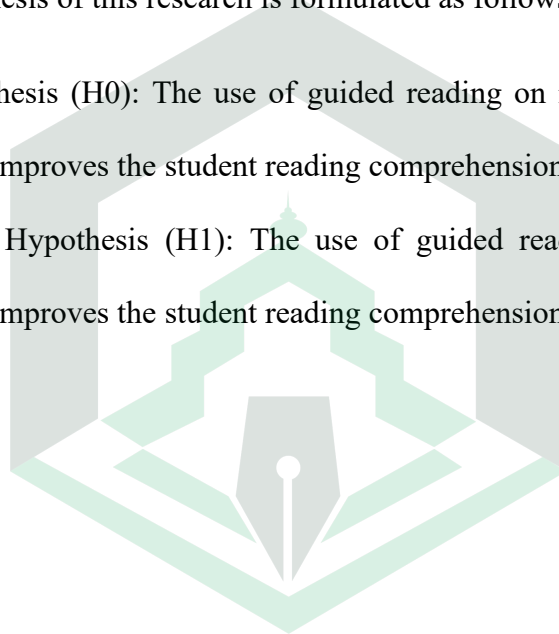
CHAPTER III

RESEARCH METHOD

A. Research Design

This research is designed as a pre-experimental research because there was no control group and the sample was not chosen at random. Pre-test, treatment, and post-test designs were used by the researcher. The following is a description of the study's design.

Pre-Test	Treatment	Post-Test
O_1	X	O_2

Notes:

O_1: Pre-Test

X: Treatment

O_2: Post-Test[18]

B. Population and Sample

1. Population

The population of this research is the tenth grade students of SMAN 2 Palopo in academic year 2023 which consists of elevent classes. The total numbers of them are 379 students.

2. Sample

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[18]*Alfian, "Improving Student'S Reading Comprehensiaon on Narrative Text Through Story Mapping Technique At the Tenth Grade of Madrasah Aliyah 135 Sampano."*

The researcher focused on one class at tenth grade of SMAN 2 Palopo that is class IPA 1. The sample of this research consisted of 25 students. The researcher applied purposive sampling. Because this classes have the disadvantages in terms of understanding reading and have no idea about what they have read in narrative text.

C. Research Instrument

In this study, the researcher used a reading test as an instrument. Researcher used objective tests to assess students' answers. This test consisted of pre-test and post-test. Pre-test was used to measure students' reading ability before being given treatment. Post-test was used to measure students' reading ability after treatment. The form of the test used in this study was a multiple choice test consisting of 20 questions with four choices of items, namely A, B, C and D.

D. Procedure of Data Collection

1. Pre test

The researcher gave a pretest which aims to determine the students' reading ability before being given treatment. The researcher gave time for the students to read the narrative text and the researcher asked the students to answer multiple choice in 25 minutes.

2. Treatment

a. First meeting

1) The teacher explained about what narrative text is to the student.

2) The teacher divided the students into groups of 4-5 members.

3) The teacher gave handout about narrative text with the topic "Snowhite and seven dwarps".

4) After that, students' read the text silently so they can concentrate more

5) When students finished reading, teacher gave the students' worksheet to answers some questions in the text.

6) The teacher gives students a test to test their memory and understanding.

7) The teacher gave correction to the student answer.

b. Second meeting

1) The teacher explained the purpose of narrative text to the students.

2) The teacher divided the students into groups of 4-5 members.

3) Teacher gave handout about narrative text to the students with the topic "Malin Kundang".

4) After that, students read the text silently so they can concentrate more.

5) When students finished reading, teacher gave the students' worksheet to answers some questions in the text.

6) The teacher gives students a test to test their memory and understanding.

8) The teacher gave correction to the student answer.

c. Third meeting

1) The teacher explained about generic structure of narrative text to the students.

2) The teacher divided the students into groups of 4-5 members.

3) The teacher gave handout about narrative text with the topic "Aladdin and The magic lamp"

4) After that, students read the text silently so they can concentrate more.

5) When students finished reading, teacher gave the students' worksheet to answers some questions in the text.

6) The teacher gives students a test to test their memory and understanding.

7) The teacher gave correction to the student answer.

d. Fourth meeting

1) The teacher explained about kinds of narrative text to the student.

2) The teacher divided the students into groups of 4-5 members.

3) The teacher gave handout about narrative text with the topic "The uniqueness of the city of Bandung".

4) After that, students read the text silently so they can concentrate more.

5) When students finished reading, teacher gave the students' worksheet to answers some questions in the text.

6) The teacher gives students a test to test their memory and understanding.

7) The teacher gave correction to the student answer.

3. Post test

After the students completed the reading materials task, they were given a post-test. The purpose of the posttest was to determine the students' progress in gaining reading comprehension after using narrative text through the Guided Reading Method. The researcher gave the students time 25 minutes for read and answer the question of narrative text.

E. The Technique of Data Analysis

To analyze the data, the researcher used the following steps:

1. Scoring the students' correct answer of pre-test and post-test by using the formula:

$$Score = \frac{students' \; correct \; answer}{total \; number \; of \; item} x \; 100$$

   Scoring without correction, namely scoring by means that each item answered correctly gets a value of one, so the number of scores obtained by students is by counting the number of items answered correctly using a scale of 100.

2. Classifying the students score based on the following classification.

Tabel 3.1 The Score Classification of Reading

Score	Classification
96-100	Excellent
86-95	Very good
76-85	Good
66-75	Fairly good
56-65	Fair
36-55	Poor
00 to 35	Very Poor

3. Calculating the percentage of the students' score by using the following formula:

$$P = \frac{F}{N} \, x \, 100 \, \%$$

P: Percentage

F: Frequency

N: The total number. [19]

The researcher calculating the mean score, finding out the standard deviation, t_{test} (testing of significance) of the pre-test and post-test computing the frequency and the rate percentage of the students' scores by using SPSS 26.
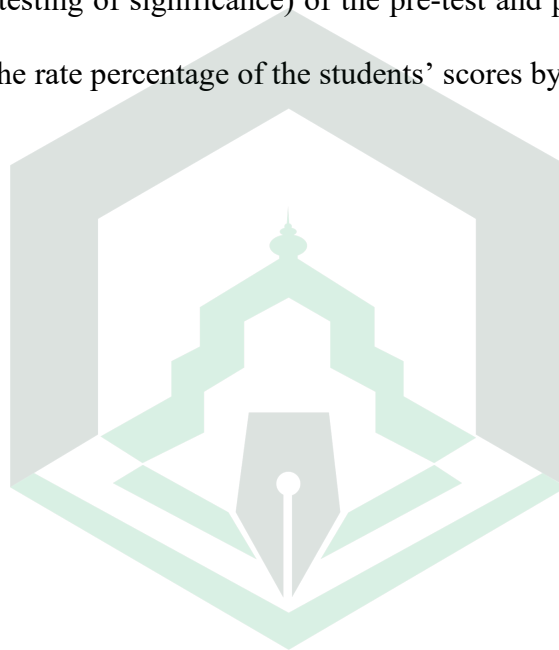
[19]Alfian. *Improving student reading comprehension on narrative text through story mapping technique at the tenth grade of madrasah aliyah 135 sampano*. (Palopo: IAIN Palopo, 2019).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings that the researcher reported in the chapter were based on the analysis of data calculated and the application of the technique explained in the previous chapter. The data were analyzed to see if the guided reading could help students' improvment their reading comprehension of narrative text. The results of this study demonstrate the outcome of data that has been statistically analyzed and tabulated. It comprised of the students score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

1. The Analysis Student's Reading Score in Pretest

In this section, the researcher showed the students' correct answer and score of pre-test, the mean score, the standard deviation of students, and the rate percentage of students' reading in pre-test. The researcher presented them in the tables and calculated the data by using SPSS 26.

Tabel 4.1. The Scoring Students' Correct Answer in pre-test

NO	Respondent	Score
1	S1	65
2	S2	65
3	S3	65
4	S4	70
5	S5	40
6	S6	65
7	S7	60
8	S8	55
9	S9	30

10	S10	55
11	S11	55
12	S12	50
13	S13	65
14	S14	60
15	S15	60
16	S16	50
17	S17	60
18	S18	70
19	S19	55
20	S20	55
21	S21	65
22	S22	45
23	S23	35
24	S24	70
25	S25	55

Table 4.1 shows that the data result indicates that the students' pretest score. The data of pretest score class that the showed, 1 student achieved score 30, 1 student achieved score 35, 1 student achieved score 40, 1 student achieved score 45, 2 students achieved score 50, 6 students' achieved score 55, 4 students achieved score 60, 6 students achieved score 65, and 3 students achieved score 70.

The researcher calculated by using SPSS 26 to find out the mean score of the students in the pretest. The result of the analysis can be seen in the table descriptive statistic as follows:

Tabel 4.2 Mean Score of Students' in Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
			Descriptive Statistics		
Pre test	25	30.00	70.00	56.8000	10.59481
Valid N (listwise)	25				

From the table 4.2 it showed that the highest score of the student was 70 and the lowest score was 30. Besides, it also indicated that the mean score of the students' in pre-test was 56.80 (fair) and the standard deviation error was 10.59. In the other side, the researcher also had written the students' score of the correct answer before giving treatment by using multiple choice and is presented through the table rate percentages score.

Tabel 4.3 The rate percentage of Students' Scoring in the Pre-test

No	Classification	Score	Pretest	
			Frequency	Percentage
1	Excellent	96-100	-	-
2	Very good	86-95	-	-
3	Good	76-85	-	-
4	Fairly good	66-75	3	12%
5	Fair	56-65	10	40%
6	Poor	36-55	10	40%
7	Very poor	0-35	2	8%
			25	100%

Table 4.3, in pretest it was found that there were not students got excellent, very good and good, 3 students (12%) got fairly good, 10 students (40%) got fair, 10 students (40%) got poor, and then 2 students (8%) got very poor. Based on the data above, it can be seen on the table above there is no one students got very good, and good that indicated the reading comprehension of students still low.

2. The Analysis Students' Reading Score in Postest

In this section, the researcher showed that the students' correct answer in post-test, the mean score and standard deviation of students, and the rate percentage of students' reading score in post-test. The researcher presented in the tables and calculated the score by using SPSS 26.

Tabel 4.4. The Scoring Students' Correct Answer in Post-test

NO	Respondent	Score
1	S1	80
2	S2	85
3	S3	85
4	S4	90
5	S5	75
6	S6	90
7	S7	90
8	S8	80
9	S9	75
10	S10	85
11	S11	85
12	S12	80
13	S13	90
14	S14	90
15	S15	90
16	S16	90
17	S17	80
18	S18	85

19	S19	80
20	S20	80
21	S21	80
22	S22	80
23	S23	85
24	S24	95
25	S25	75

Table 4.4 showed that the data result indicates that the students' posttest score. The data of posttest score showed that the 3 students achieved score 75, 8 students achieved score 80, 6 students achieved score 85, 7 students achieved score 90, and 1 student achieved score 95.

The researcher calculated by using SPSS 26 to find out the mean score of the students in posttest. The result of the analysis can be seen in the descriptive table statistic below:

Table 4.5. Mean Score of Students' in Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	25	75.00	95.00	84.0000	5.59017
Valid N (listwise)	25				

From the table 4.5 it showed that the highest score of the student was 95 and the lowest score was 75. Besides, it also indicated that the mean score of the students' in post-test was 84.00 (good) and the standard deviation error was 5.590. In the other side, the researcher also had written the students' score of the

correct answer before giving treatment by using multiple choice and is presented

through the table rate percentages score.

Table 4.6. The Rate Percentage of students' scoring in Post-test

No	Classification	Score	Posttest	
			Frequency	Percentage
1	Excellent	96-100	-	-
2	Very good	86-95	8	32%
3	Good	76-85	14	56%
4	Fairly good	66-75	3	12%
5	Fair	56-65	-	-
6	Poor	36-55	-	-
7	Very poor	0-35	-	-
			25	100%

Table 4.6, in posttest it was found that there were none of them (0%) got

fair, poor, very poor and excellent. But, there was 3 students (12%) classified as

fairly good, 14 students (56%) classified as good and also 8 students (32%)

classified as very good. Based on the data above, it can be seen on the table above

there is no one students got poor and very poor that indicated the reading

comprehension of students was good.

3. **The Comparison of the Results in Pre-test and Post-test**

Besides showing about the mean score in each subject of the reading

test, the researcher also presented the total mean score and standard deviation of

in pretest, and then compare both of them. The result would be presented into the

table descriptive statistic as follow:

Table 4.7. The Mean Score and Standard Deviation of the Pre-test and Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	30.00	70.00	56.8000	10.59481
Posttest	25	75.00	95.00	84.0000	5.59017
Valid N (listwise)	25				

The result showed that the students' mean score of pre-test was 56.80 (fair) and post-test was 84.00 (good). It also showed the standard deviation score of students in pre-test was 10.59 and in post-test was 5.590. The mean score of students in post-test was higher than the mean score of students in pre-test (84.00 (good)>56.80 (fair)).

To know whether the pre-test and post-test was significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{test} analysis and calculated it by using SPSS 26. The result could be presented in the table of paired samples statistic, paired sample correlation, and paired sample test. It was presented in the following tables:

Table 4.8. The Paired Samples Statistic of Pre-Test and Post-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	56.8000	25	10.59481	2.11896
	Posttest	84.0000	25	5.59017	1.11803

The table sample statistic of pre-test and post-test above showed that the students score increase from 56.80 (fair) to 84.00 (good).

Table 4.9. The Paired Sample Correlation of Pre-test and Post-test

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	25	.542	.005

The table paired sample correlation of pre-test and post-test above showed that the correlation of the students' ability before and after treatment is 0,542. It means that there is a significant correlation of students' ability in reading comprehension by using guided reading before and after treatment.

Table 4.10. The Paired Samples Test of Pre-test and Post-test Sample Test

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-27.20000	8.90693	1.78139	-30.87660	-23.52340	-15.269	24	.000

The hypothesis was treated by using SPSS 26. In this case, the researcher used t_{test} (testing of significance) for paired sample test to know the significance difference between the result of students' mean score in pre-test and post-test.

The result of statistical analysis for level of significance 0.05 with degree of freedom (df) = N-1, where N = 25, df =24. The probability value was smaller than alpha (α) 0.00 < 0.05. It means, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. So, the conclusion is there was a significance difference teaching reading comprehension on narrative text before and after using guided reading. Therefore, the researcher assumed the using guided reading can improve students' reading comprehension on narrative text of the tenth grade students in SMAN 2 Palopo.

Based on the table t_{table} distribution (t_t), standard of signification 5% (0.05) with degree of freedom (df) = 24, the researcher got 2.064. From the result, the researcher gave interpretation that to (t_{count}) is greater than t_t (t_{table}), $t_o > t_t$.

$$15.269 > 2.064$$

Related to the result that ($t_o > t_t$) the t_{count} higher than t_{table}. It concluded that there was a significant different in teaching reading comprehension on narrative text before and after using guided reading. Because of that, the researcher assumes that the using guided reading was effective in teaching reading comprehension on narrative text at the SMAN 2 Palopo.

B. Discussion

Reading comprehension is an ability to construct and comprehend meaning from printed text through interaction between eyes and brain and background knowledge of the reader to interpret the meaning of the text. In this research the researcher uses a narrative text. In reading narrative text, there are

certain elements should exist such as: setting, character, the conflict (problem), the plot, the solution, and the theme. Most of the students at SMAN 2 Palopo have difficulty in determining the theme and main idea of reading.

This research employed an pre-experimental design. The researcher used the guided reading to teach reading comprehension on narrative text at SMAN 2 Palopo in this research. The researcher has twenty five students as respondents, and the researcher administered four treatments to the students. However, before administering the treatments, the researcher administered a pre-test to know reading comprehension from students and after doing treatments, the researcher administered a post-test to know students' reading comprehension have improved or just the same before.

Based on the research results, the researcher discovered that using the guided reading improves students' reading comprehension on narrative text. From the result data analysis, showed that the mean score of the students' pre-test is 56.80 (fair) and the students' score in the post-test is 84.00 (good). The standard deviation of the pre-test is 10.59 and standard deviation of the post-test is 5.59 it means that using guided reading is effective in reading comprehension on narrative text. After analyzing the data, it showed that t_0 (ttest) with value (15.269) was higher than tt (ttable) with value (2.064) with degree of freedom (df) = 24, and on the level significance 0.05, so the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that there was a significant difference between the results of the pre-test and post-test.

After giving pre-test, the researcher doing the treatment to students' in four meeting. At the first, before giving the treatment, the students did the pre-test it purpose to know students' ability in reading comprehension on narrative text. Before students started to answer the question, the researcher gave greeting for the students gave information about her aim with the students. After that, the researcher gave explanation about narrative text and the little about the material, how to guide the students to understand the process of the strategy, and also divided students' into some group. The researcher gave some minutes to read about the test before the researcher ask the students to answer the question. The class was running enjoyable although half of the students were not ready to get the material and did not understood well the text, the researcher had tried to make the students more understand. In the last meeting, the researcher gave a post-test. The students answered the test as when researcher gave in pre-test with the topic that had been provided by the researcher. It aimed to know whether this treatment has an impact or not.

There were also previous research results that found the use of guided reading is effective in improving students' reading comprehension as for the previous research, namely Rahadian Suryanta, Fitrawati studied about that the use of guided reading could improve students' reading comprehension. This research was conducted using the guided reading is one of the strategies in cooperative learning that can be used in reading activities. By implementing Guided Reading, the students' are motivated to participate more actively because they are asked to read independently and then discuss it together with their group (each member of

groups must give her/his opinion).[20] Nurfadilah Khaidir studied about the use of influence guided reading could improve students' reading comprehension. This research aimed to find out the improvement of the students' reading comprehension by using Guided Reading Method that focused on level of reading comprehension which consisted of literal comprehension and inferential comprehension in terms of main idea and supporting details. The research applied Pre-experimental Research with one group pre-test and post-test.[21]

The results of the previous research above are similar and support this research. The researcher states that use guided reading were a compelling and an exciting way to apply in the classroom. Furthermore, the use guided reading has the potential to increase students' motivation and enthusiast in learning reading comprehension achievement. This strategy allows students to quickly understand the story structure and arrange the main idea by writing the keywords or essential information in their sentences, allowing them to understand the text better.
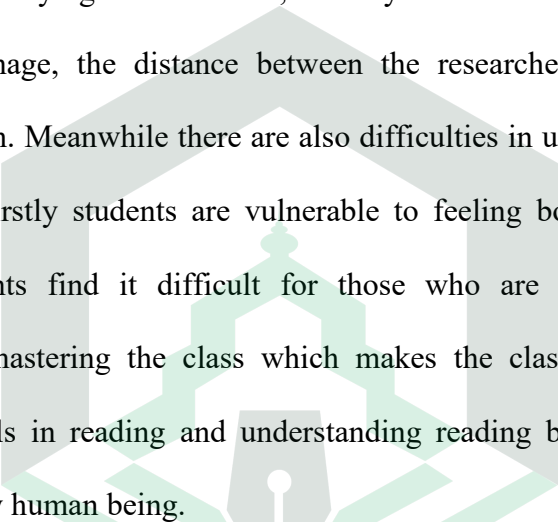
Factor that contributes to the reading comprehension mastery is the teaching and learning process. The mastery of reading comprehension has a big relationship with the development of vocabulary. Then it is known when someone wants to be able in reading should know more vocabulary. Vocabulary is a basic part of reading comprehension. It means that we are going to have trouble to

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[20]Rahadian Suryanta, Fitrawati. *"Improving Students Narrative Reading Comprehension Through Guided Reading For Junior High School,"* English Department Faculty of Languages and Arts State University of Padang 2, no. 1 (2017).

[21]Nurfadilah Khaidir, "Theinfluence Of Using Guided Reading Method To Improve The Students' Reading Comprehension At Smp Muhammadiyah 12 Makassar A Thesis English Education Department Faculty Of Teacher Training And Education Muhammadiyah University Of Makassar," 2018.

understand the text if we do not know most words in the text. This reality has big contribution to the result of this current, the students have low ability in reading as of vocabulary in English. Based on the explanation above it can be concluded that there are some factors that influence students can not identify narrative text, such as they still get difficulties in comprehend the part of narrative text it self.

There are several factors that influence researchers to experience difficulties in carrying out research, namely limited time, students who are difficult to manage, the distance between the researcher's residence and the research location. Meanwhile there are also difficulties in using guided reading in class, namely firstly students are vulnerable to feeling bored reading material, secondly students find it difficult for those who are lazy to read, thirdly difficulties in mastering the class which makes the class not conducive, and finally low skills in reading and understanding reading because of the limited mindset of every human being.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher conclude that using guided reading was able to improve students' reading comprehension on narrative text at the tenth grade of SMAN 2 Palopo. It was proved by the data showed that the mean score of pre-test was 56.80 (fair) and the mean score of post-test was 84.00 (good). It is suported by the result of statistical analysis where the statistical t-test value (15.269) was higher than t-table value (2.064), degree of freedom (df=N−1) 24. It means that there was significant improvement of students reading comprehension on narrative text by using guided reading. Finally, the use of guided reading can help the students in learning English reading comprehension on narrative text material because this strategy was effective.

B. Suggestion

Based on the concluded above, the researcher would like to suggest that using guided reading strategy should be applied at SMAN 2 Palopo, in order to develop and improved the students' on reading comprehension.

1. For students

Students may use guided reading to practice reading comprehension or another material. This may be used individually or in groups.

2. For teachers

Teachers need to apply the guided reading in teaching reading comprehension of the narrative text so that the teaching and learning process becomes more active and enjoyable in class. This pleasure should be the main goal which is expected to have a good impact on students. Teaching reading comprehension using the guided reading improves students' reading comprehension and motivates students to read more. Researcher suggest that teachers try to use the guided reading in teaching because it encourages students to read and understand the text.

3. For the next researcher

The next researcher who wants to use guided reading to teach narrative text reading comprehension could combine it with technology. Other skills such as writing, and listening will all benefit from this method.

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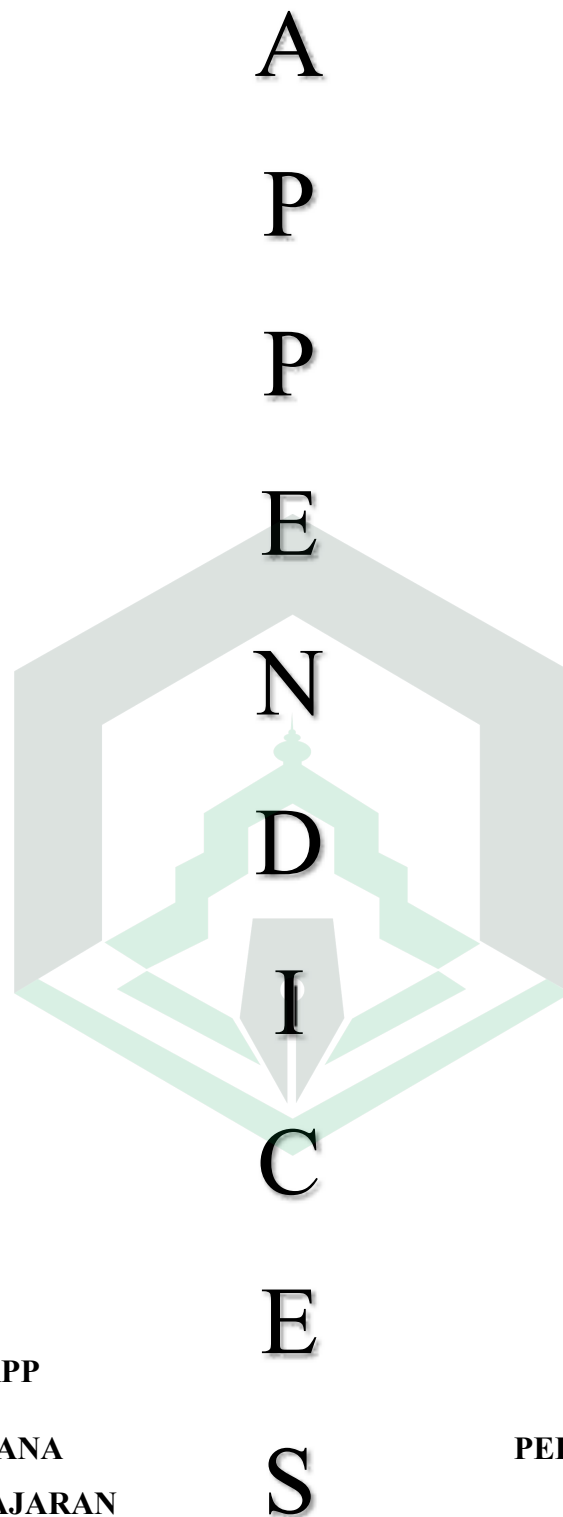
Appendix 1: RPP

RENCANA   **PELAKSANAAN**
PEMBELAJARAN

(RPP1)

Satuan Pendidikan : SMAN 2 Palopo

Mata pelajaran : Bahasa Inggris

Kelas/semester : X/Genap

Alokasi waktu : 2 x 45 menit

Skill : Reading

A. Standar kompetensi

Memahami makna dalam essai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi dasar

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator pembelajaran

1. Mengidentifikasi makna kata dalam teks yang dibaca
2. Mengidentifikasi main ideas dan supporting details dari sebuah paragraph.
3. Mengidentifikasi makna kalimat dalam teks yang dibaca.

D. Tujuan pembelajaran

1. Siswa dapat mengidentifikasi makna dalam teks fungsional pendek.
2. Siswa menentukan main ideas dan supporting details dalam teks bacaan.
3. Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca

E. Materi pembelajaran

- Snow White and the Seven Dwarfs

Snowhite and seven dwarps

Once upon a time, a child was born of a very wise queen. The child was named snow white. The queen died after giving birth to her daughter. One year after hir birth the king married again with a beautiful woman. but her heart wasn't as pretty as her face. The queen had a magic mirror that can talk. The queen asked the magic mirror "Oh mirror who is most beautiful among all women? "Mirror replied," You are the most beautiful of all Oh queen". the queen was proud of her beauty as a magic mirror never lie. Snow white was growing up and her beauty beyond queen's beauty. The queen was very jealous of her beauty.

Distaste of the queen made her want to get rid of the snow white. she told one of his men bring show white into the forest to kill her and took her heart. But when he attend to kill snow white, she cried and asked the man to let her live and promised never return to the palace again. Queen's man fulfilled the request because he didn't have the heart to kill her. then he searched for a wild hog to taken its heart instead of snow white's heart. Snow white then went into the forest.

In the forest, snow white felt scare. She ran until her feet hurt. Then she found a small house and went into it. she was rested while looking at the house. There were 7 pieces of bed and a kitchen in it.All look smaller than normal size. starting from beds, tables, cups and others. The princess fell asleep from her tired. The Householder came home, they are seven dwarves. They were surprised to see a young woman asleep in the house. They woke her and asked who she was. The princess was telling his story to the dwarves.

Queen really happy to see evidence of the death of the snow white, she asked the magic mirror "oh magic mirror who is now the most beautiful of all ?". magic mirror replied "you are the a prettiest of all oh queen, but the snow white who lives with seven dwarfs in the forest is the most beautiful woman of all." The Queen was very angry. she returned planning to kill the snow white.

One day, she disguised as an old lady and carryed a basket containing poisoned apples. she went to the home of the dwarves while they're worked.she knocked on the door while offering an apple to snow white. Snow white refused because she did not recognize the old lady. The old lady continued to force the snow white to open the door and receive a gift apple. Snow white finally opened the door and received the apple. The queen went back happily to the castle. Snow white ete the poisoned apple and then he fell down on the floor.

When the seven dwarfs came home, they were surprised to found show white was lying on the floor with an apple next to her. They were very sad to see the snow princess asleep. After that, the 7 dwarfs made a wonderful bed for snow white.one day, a prince through the forest then lead him to the dwarf house. He saw snow princess sleeping in bed beautiful. The prince asked the dwarves about what happened to her. The dwarf was telling him all about the snow white.

F. Metode pembelajaran

- Guided reading

G. Kegiatan pembelajaran

No	Kegiatan	Alokasi waktu
1	**Kegiatan awal** a. Memberi salam dan membaca doa b. Apersepsi, motivasi dengan mengarahkan siswa pada situasi pembelajaran. c. Memeriksa kehadiran siswa. d. Menyampaikan tujuan pembelajaran.	**15 menit**
2	**Kegiatan inti** a. Guru menjelaskan materi yang akan dibahas b. Guru memberikan penjelasan kepada siswa mengenai text narrative. c. Guru membagi siswa kedalam kelompok 4-5 orang. d. Guru membagikan handout yang berisi text narrative. e. Siswa membaca dengan tenang (dalam hati) supaya lebih konsentrasi. f. Siswa diberi lembar kerja g. Guru memberi siswa tes untuk mengukur sampai mana pemahaman siswa. h. Guru memberikan koreksi terhadap jawaban siswa	**60 menit**
	Kegiatan akhir a. Guru menanyakan kesulitan siswa selama proses pembelajaran. b. Guru menyimpulkan pelajaran.	**10 menit**

	c. Guru menutup pelajaran.	

H. Media pembelajaran

- Media : teks narrative, kamus, Spidol, Penghapus, whiteboard.

I. Penilaian

Nilai siswa : $\frac{skor\ perolehan}{skor\ maksimal} x\ 100$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP2)

Satuan pendidikan : SMAN 2 Palopo

Mata pelajaran   : Bahasa Inggris

Kelas/semester   : X/Genap

Alokasi waktu   : 2 x 45 menit

Skill   : Reading

A. Standar kompetensi

Memahami makna dalam essai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi dasar

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator pembelajaran

1. Mengidentifikasi makna kata dalam teks yang dibaca
2. Mengidentifikasi main ideas dan supporting details dari sebuah paragraph.
3. Mengidentifikasi makna kalimat dalam teks yang dibaca.

D. Tujuan pembelajaran

1. Siswa dapat mengidentifikasi makna dalam teks fungsional pendek.
2. Siswa menentukan main ideas dan supporting details dalam teks bacaan.
3. Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca

E. Materi pembelajaran

- Malin kundang

Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

F. Metode pembelajaran

- Guided reading method.

G. Kegiatan pemebelajaran

No	Kegiatan	Alokasi waktu
1	**Kegiatan awal** a. Memberi salam dan membaca do'a.	**15 menit**

	b.	Apersepsi,motivasi dengan mengarahkan siswa pada situasi pembelajaran.	
	c.	Memeriksa kehadiran siswa.	
	d.	Menyampaikan tujuan pembelajaran.	
2	**Kegiatan inti**		60 menit
	a.	Guru menjelaskan materi yang akan dibahas	
	b.	Guru memberikan penjelasan kepada siswa mengenai jenis-jenis text narrative.	
	c.	Guru membagi siswa kedalam kelompok 4-5 orang.	
	d.	Guru membagikan handout yang berisi text narrative.	
	e.	Siswa membaca dengan tenang (dalam hati) supaya lebih konsentrasi.	
	f.	Siswa diberi lembar kerja	
	g.	Guru memberi siswa tes untuk mengukur sampai mana pemahaman siswa.	
	h.	Guru memberikan koreksi terhadap jawaban siswa	
3	**Kegiatan akhir**		10 menit
	a.	Guru menanyakan kesulitan siswa selama proses pembelajaran.	
	b.	Guru menyimpulkan pelajaran.	
	c.	Guru menutup pelajaran.	

H. Media pembelajaran

Media : teks narrative, kamus, Spidol, Penghapus, whiteboard.

I. Penilaian

Nilai siswa : $\frac{skor\ perolehan}{skor\ maksimal}\ x\ 100$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP3)

Satuan pendidikan : SMAN 2 Palopo

Mata pelajaran : Bahasa Inggris

Kelas/semester : X/Genap

Alokasi waktu : 2 x 45 menit

Skill : Reading

A. **Standar Kompetensi**

Memahami makna dalam essai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. **Kompetensi Dasar**

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

C. **Indikator Pembelajaran**

1. Mengidentifikasi makna kata dalam teks yang dibaca.
2. Mengidentifikasi main idea dan supporting details dari sebuah paragraph.
3. Mengidentifikasi makna kalimat dalam teks yang dibaca.

D. **Tujuan Pembelajaran**

1. Siswa dapat mengidentifikasi makna dalam teks fungsional pendek.
2. Siswa menentukan main ideas dan supporting details dalam teks bacaan.
3. Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

E. **Materi ajar**

- Aladin and The Magic Lamp

Aladdin and The Magic Lamp

Once upon a time, there was a poor boy named Aladdin who lived with his mother. One day, a rich stranger came to their house looking for Aladdin. 'I am a merchant,' he told Aladdin's mother. 'I have come all the way from Arabia. I want to take your boy with me for a little work, but I will pay him so much that you will not be poor anymore.' Aladdin's mother soon agreed because they really needed the money. However, she did not know that the man who said he was a merchant was actually a magician.

The next day, Aladdin packed his things and left with the merchant. They traveled for many hours, after which the merchant stopped. Aladdin was surprised, as it was a lonely spot and there was nothing or no one anywhere. The merchant took out some colored powder from his pocket. Then he threw it at the ground and the next moment there was smoke all around. As the smoke cleared away, Aladdin saw a big opening in the ground like a cave. The merchant asked Aladdin to go inside the cave. 'You will see lots gold inside, more than you will ever see in your life. Take as much as you want. Inside the cave, you will also see an old lamp. Just get it out for me.' Aladdin became suspicious, but he entered the cave.

Inside, he saw the cave was filled with gold. He filled up his pockets with gold and stuffed in as much as he could. When he could take no more gold, he looked for the lamp and found it. It was old and dirty. He took the lamp and called out to the merchant to help him out. 'Give me the lamp first,' the merchant said. Aladdin was afraid that if he gave the lamp to the merchant, he would leave him there. So he said 'Please pull me out first.'

The merchant got angry and took out some more powder from his pocket. He threw it at the cave and the opening of the cave became shut with a huge rock. Aladdin was scared. He waited inside and shouted, hoping that someone would come and help. But many hours passed and no one came. As Aladdin was sitting alone, he started cleaning the lamp. Suddenly, a strange fog filled up the room and a voice said, 'My Master, I am the genie of this lamp. What is your wish?' It was a huge man who looked very strange and Aladdin was afraid of him. But the genie assured him that he would do as Aladdin asked him. 'Take me to my home' he said. The next instant, Aladdin was home and with his mother. They hugged each other and Aladdin told her all about his adventure. Aladdin called the genie again and he appeared, but now they were not afraid of him. He asked the genie for a palace and soon they were living inside a beautiful palace instead of the old hut where Aladdin had lived all his life. As people got to know about the rich Aladdin, he became more famous. He was now married to the princess, the daughter of the Sultan, and they were very happy. The magician too heard all about Aladdin. He came to Aladdin's palace pretending to be an old man who exchanged old lamps and gave new. Aladdin had not told the princess about the magic lamp. She got it to give the magician. As soon as he saw the lamp he recognized it, and grabbing it, ran away. He summoned the genie and he was now

the new master. 'Shift away Aladdin's palace far away from here to the desert' he said. When Aladdin returned home he could not find his palace or his princess and mother. He was very worried, but then realized it must be the work of the evil magician who wanted to take revenge. Aladdin thought hard and remembered that he had a ring that the magician had given him and that it could still help him. He rubbed the ring and another genie appeared. 'Take me to wherever my princess is,' he commanded the genie. The next moment Aladdin found himself in the desert in his palace. His princess was there and he was glad to see she was safe. The evil magician was also there and the magic lamp was placed on a table next to the magician. Before the magician could realize what was going on, Aladdin quickly jumped and grabbed the lamp. He quickly rubbed the lamp and lo and behold, the genie appeared.

'My master,' the genie said, 'I am so happy to serve you again. What do you wish for?' he asked. Aladdin looked at the magician and said, 'I want you to send this evil magician to a different place, from where he can never return again or harm anyone. '. 'Whatever you wish for my master,' said the genie, and the evil magician disappeared, never to return again. The genie helped transport Aladdin back to where his palace was. There, Aladdin lived happily with his princess wife and his mother. The genie was also there along with Aladdin and his family, and they lived happily ever after.

F. Metode pembelajaran

- Guided reading

G. Kegiatan pembelajaran

No	Kegiatan	Alokasi waktu
1.	**Kegiatan awal** a. Memberi salam dan membaca do'a. b. Apersepsi,motivasi dengan mengarahkan siswa pada situasi pembelajaran. c. Memeriksa kehadiran siswa. d. Menyampaikan tujuan pembelajaran.	**15 menit**
2.	**Kegiatan inti** a. Guru menjelaskan materi yang akan dibahas b. Guru memberikan penjelasan kepada siswa mengenai struktur teks narrative.	**60 menit**

	c. Guru membagi siswa kedalam kelompok 4-5 orang. d. Guru membagikan handout yang berisi text narrative. e. Siswa membaca dengan tenang (dalam hati) supaya lebih konsentrasi. f. Siswa diberi lembar kerja g. Guru memberi siswa tes untuk mengukur sampai mana pemahaman siswa. h. Guru memberikan koreksi terhadap jawaban siswa	
3.	**Kegiatan akhir** a. Guru menanyakan kesulitan siswa selama proses pembelajaran. b. Guru menyimpulkan pelajaran. c. Guru menutup pelajaran.	**10 menit**

H. Media Pembelajaran

- Media : Spidol, Penghapus, whiteboard, teks narative, kamus.

I. Penilaian

Nilai siswa : $\frac{skor\ perolehan}{skor\ maksimal}\ x\ 100$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP4)

Satuan pendidikan : SMAN 2 Palopo

Mata pelajaran : Bahasa Inggris

Kelas/semester : X/Genap

Alokasi waktu : 2 x 45 menit

Skill : Reading

A. Standar Kompetensi

Memahami makna dalam essai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator Pembelajaran

1. Mengidentifikasi makna kata dalam teks yang dibaca.
2. Mengidentifikasi main idea dan supporting details dari sebuah paragraph.
3. Mengidentifikasi makna kalimat dalam teks yang dibaca.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi makna dalam teks fungsional pendek.
2. Siswa menentukan main ideas dan supporting details dalam teks bacaan.
3. Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

E. Materi ajar

- The uniqueness of the city of Bandung.

The uniqueness of the city of Bandung

Bandung is one of the most popular cities in Indonesia. Famous as the city of flowers, Bandung has its own characteristics. The uniqueness of the city of Bandung has succeeded in capturing the hearts of anyone who visits. The city of Bandung is always a busy tourist destination every year. Apart from that, the uniqueness of the city of Bandung will spoil your eyes. Talking about the city of Bandung, don't miss its beauty and uniqueness. Because you can find a lot of the unforgettable uniqueness of the city of Bandung. One of them is;

1. Friendly citizens

Bandung residents are known for their polite and friendly attitude. Therefore, many immigrants feel at home living in that city. Even so, as a newcomer you also have to be polite and friendly when living in a new city.

2. Diverse Culinary

Not only creative, Bandung is also known for its culinary tourism. You can easily find various types of food with delicious flavors. Bandung has many choices of typical food and snacks. This makes many travelers deliberately enjoy a variety of culinary delights.

3. Tourism City

Not only is there lots of delicious and varied culinary delights, Bandung is also famous as a tourist city. In this flowering city, there are many choices of tourist destinations that can be visited, both in cities and in districts. In urban areas, you can visit Gedung Sate or the Bandung Grand Mosque. Meanwhile, if you go to the Bandung district area, you can enjoy many tourist attractions and can enjoy the coolness and natural scenery that is there. Lembang is one of the Bandung districts which is very famous for its tourist attractions.

What we need to know is that there are several nicknames for the city of Bandung which are quite famous in Indonesia, namely the city of heritage, paris van java, the city of flowers, and bandung the sea of fire.

It is nicknamed the 'city of heritage' because Bandung is rich in historical themed tourist attractions. For example, the Asia-Africa Conference Museum. The nickname 'Paris van Java' is pinned because the city of Bandung is the center of fashion for the island of Java, like Paris. Jalan Braga, which is one of Bandung's icons, is the center of the economy. Several shops there sell various types of clothing imported from Paris, France. In addition, the architecture of the buildings there is similar to European-style buildings. The nickname of the city of Bandung as 'Bandung Sea of Fire' is very attached to the people there. This is because on March 24, 1946, the city of Bandung was burnt by its own people until nothing was left of it. Residents were not willing if Bandung remained the headquarters of the allies. Therefore, around 2,000 Bandung residents voluntarily burned their houses. This heroic action is proof of the struggle of the Indonesian people against

the invaders. It was from this incident that Bandung became known as 'Bandung Sea of Fire'. In the past, finding flowers (flowers) in the city of Bandung was an easy thing. In almost every garden, beautiful bushy flowers grow. So, it's no wonder that this city is nicknamed the 'Flower City'.

F. Metode pembelajaran

- Guided reading

G. Kegiatan pembelajaran

No	Kegiatan	Alokasi waktu
1	**Kegiatan awal** a. Memberi salam dan membaca do'a. b. Apersepsi,motivasi dengan mengarahkan siswa pada situasi pembelajaran. c. Memeriksa kehadiran siswa. d. Menyampaikan tujuan pembelajaran.	**15 menit**
2	**Kegiatan inti** a. Guru menjelaskan materi yang akan dibahas b. Guru memberikan penjelasan kepada siswa mengenai jenis-jenis text narrative. c. Guru membagi siswa kedalam kelompok 4-5 orang. d. Guru membagikan handout yang berisi text narrative. e. Siswa membaca dengan tenang (dalam hati) supaya lebih konsentrasi. f. Siswa diberi lembar kerja g. Guru memberi siswa tes untuk mengukur sampai mana pemahaman	**60 menit**

	siswa.	
	h. Guru memberikan koreksi terhadap jawaban siswa.	
3	**Kegiatan akhir** a. Guru menanyakan kesulitan siswa selama proses pembelajaran. b. Guru menyimpulkan pelajaran. c. Guru menutup pelajaran	**10 menit**

H. Media pembelajaran

- Spidol, Penghapus, whiteboard, teks narrative, kamus.

I. Penilaian

Nilai siswa : $\frac{skor\ perolehan}{skor\ maksimal}\ x\ 100$

Appendix 2: Instrument of the Research

PRE TEST

Name:

Class:

Read the texts below and choose a, b, c, or d as the appropriate answer to the following questions.

This text is for number 1-3

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

"All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

(http://blogmedana.blogspot.com/2015/11/pembahasan-soal-un-bahasa-inggris.html)

1. The story mainly tells us about ...
   A. twenty crocodiles
   B. the boss of the crocodile
   C. a rabbit and twenty crocodiles
   D. a rabbit and the boss of crocodile

2. We know from the first paragraph that the rabbit actually wanted ...
   A. to cross the river
   B. to swim across the river
   C. to meet the boss of crocodile
   D. to know where the crocodiles are

3. All of you are good, nice, <u>gentle</u>, and kind ..." (Paragraph 2)
   The underlined word is synonymous with ...
   A. Wild
   B. Diligent

C. Cheerful
D. Honorable

This text is for number 4-11

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat CAtano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

(http://zonailmupopuler-20.blogspot.com/2018/08/soal-narrative-ihwal-smart-parrot.html)

4. Which statement is true according to the text?
    A. The parrot could say Catano
    B. At last the parrot could say Catano
    C. Catano was the name at the parrot
    D. The man never got angry at the parrot

5. What is the story about?
    A. A parrot and a cat
    B. A parrot and a chicken
    C. A parrot and the owner
    D. A parrot, the owner, and chickens

6. "It was very, very smart"
   The underlined word refers to ….
   A. The man
   B. The bird
   C. The chicken
   D. Puerto Rico

7. "The parrot was very, very smart"
   The word 'smart' means ….
   A. Stupid
   B. Clever
   C. Stubborn
   D. Beautiful

8. "The parrot was screaming at the fourth chickens"
   What does the underlined word mean?
   A. Smiling
   B. Crying
   C. Shouting
   D. Laugh

9. It is most likely that ….
   A. The bird killed the three chickens
   B. The three chickens killed the bird
   C. The bird played with the chicken
   D. The bird killed one of the three chickens

10. Where does the story take place?
    A. London
    B. Jakarta
    C. Puerto Rico
    D. Buenos Aires

11. How often did the owner teach the bird how to say the word?
    A. Always
    B. Everyday
    C. Many times
    D. Every second

This text is for number 12-16

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

https://quizizz.com/admin/quiz/5e81f52a8bb6f9001bf75eff/penilaian-text-legend

12. Which one of the following statements is false about Sang Prabu?
    A. Sang Prabu was a father of his only daughter
    B. Sang Prabu was a king of a kingdom in West Java
    C. Sang Prabu was taken to Kahyangan by a wicked fairy
    D. Sang Prabu was a wise man

13. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
    A. She didn't like Raden Begawan
    B. She didn't want Raden Prabu marry the princess
    C. She wanted Teja Nirmala to forget about her wedding
    D. She didn't want the prince of Blambangan marry the princess

14. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
    A. Princess Segara will have married with Raden Begawan
    B. Sang Prabu will not hold strength competition
    C. Raden Begawan will not die
    D. Wicked Fairy will not take Raden Begawan's life

15. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to…
    A. The wicked fairy
    B. The nice fairy
    C. Princess Nirmala
    D. Prince Teja

16. The similarity between fairy and human according to the text.
    A. The place they live
    B. The jealousy that they posses
    C. The way they don't feel a love
    D. The strength they have

This text is for number 17-20

Three large fish lived very happily in a pond which few people ever passed.

One day two menn who were passing by the pond was the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose.

"The three fish were very much fightened. The first one thought a moment, then swam through the outlet of the pond into the river.

When the men came back with their nets, there were only two fish to be seen. The found the outlet of the pond and made a dam across it.

The second fish now began to think. It came to the top of the water and floated on its back. One of men picked it up in his net, but it seemed dead, so he threw it back into the water. The fish that never thought sank to the bottom of the pond and was easily caught.

(https://nekopencil.com/pendidikan/bahasa-inggris/contoh-soal-narrative-bahasa-inggris-dan-kunci-jawaban/)

17. What is the main idea of paragraph five?
    A. A man picked the second fish.
    B. The second fish could finally save itself.
    C. The second fish pretended of being dead.
    D. A man threw the second fish back to the pond.

18. What was the main problem of the story?
    A. The fish could not escape from the men.
    B. Two men was going to catch the three fish.
    C. The third fist didn't think about how to save itself.
    D. The fish looked for ways to escape themselves from the men.

19. How could you describe the first fish?
    A. Smart
    B. Honest
    C. Patient
    D. Humble

20. From the test we can learn that ….
   A. a good man is hard to find
   B. two heads are better than one
   C. no one succeeds without efforts
   D. a good beginning makes a good ending

POST TEST

Name:

Class:

Read the texts below and choose a, b, c, or d as the appropriate answer to the following questions.

Text 1 for number 1-3

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger. Suddenly, they saw a large bear approaching tern. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man. The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?"The other friend replied, "He advised me not to believe a false friend.

(http://berita-english.blogspot.com/2021/07/soal-dan-jawaban-narrative-text-bear-two-friends.html)

1. What can we get from the story?
   A. We have to save ourselves
   B. We have to learn how to climb
   C. Bear will not harm a dead man
   D. True friend always stand by us in ups and downs.

2. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to....
   A. The bear
   B. The dead man
   C. The friend who cannot climb
   D. The friend who climb the tree

3. Where do you think the story happened?
   A. In the river
   B. In the park
   C. In the woods
   D. In the zoo

Text 2 for number 4-7

One upon a time, there was an office worker whose name was Muliono. He worked in the same insurance office for many years. But during that time, he became more and more unhappy. While he worked, he dreamed constantly, and in his dream, he was always a hermit, he stayed in this room. He didn't like people. He especially didn't like people when they talked. He wanted peace. Life went on for Muliono in this way until he became desperate.

His big opportunity came when he learned about a sea voyage the two of his friends were planning. They expected to make the trip during their summer vacation. Muliono asked to join them. While they were sailing, our hero talked to his friends about the joys of hermits' life. He talked until he finally convinced them and they decided to stop at the first island that they found.

A few days after these decisions, they saw the island in the distance where they decided to live. Before they went ashore, Muliono asked the other two to make a promise not to say a word after they reached the island. They were to remain perfectly quiet during their stay.

During the first few days after they landed, they built a little house where they planted a garden. The island was paradise for Muliono because this was the peace that he wanted.

(https://umar-danny.blogspot.com/2019/01/45-soal-latihan-ununbk-bahasa-inggris.html)

4. What kind of text is the text above?
   A. an anecdote text
   B. a descriptive text
   C. a narrative text
   D. a recount text

5. The purpose of the text is….
   A. to persuade the readers to be a hermit
   B. to tell the past experience of Muliono
   C. to entertain the readers
   D. to describe Muliono' experience

6. The expected to make the trip…. (par. 2)
   The word "expected" has a similar meaning with….
   A. Asked
   B. Wanted
   C. Aimed

D. hoped for

7. Which of the following statements is true according to the text?
   A. Muliono disliked the noisy condition.
   B. Muliono wanted to be a sea voyager.
   C. Muliono liked people when they talked.
   D. Muliono disliked peace and silence.

Text 3 for number 8-12

The Rats and The Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death. Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants. The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

(https://www.academia.edu/9484950/Contoh_soal_Narrative_Text_dan_jawaban_The_Rats_and_The_Elephants)

8. What type of text is the above text? It is …
   A. a narrative text
   B. a description text
   C. a recount text
   D. an anecdote text

9. What destroyed the homes of all rats?
   A. a group of mice did
   B. the hunter did
   C. elephant-hunter did
   D. a group of elephant did

10. What helped the elephant's herd free?
   A. the elephant-hunter did
   B. the hunters did
   C. the trapped elephants did
   D. entire group of rats did

11. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
   A. Identification
   B. Orientation
   C. Complication
   D. Resolution

12. At the end of the story, how was the elephant's herd?
   A. angry
   B. sad
   C. happy
   D. dead

Text 4 for number 13 – 20

Malin Kundang

Once upon a time, that a poor family consisting of a mother and her son named Malin Kundang. Because his father had left him, the mother must work hard to be able to raise a family. Malin was the son of the wise but a little bit naughty. When he is about to go up, Malin feel sorry for his mother who always used to work hard live it. Then Malin ask permission for going about looking for a job in the big city. "Mom, I want to go to town. I want to work to be able to help mom here. "pinta Malin."Don't leave the mother alone, son.

Mom just got you here. "said the mother refused. "Let me go, mom. I pity seeing mom continued to work until now." said Malin. "Well son, but remember don't forget mom and this village when you have success there," Said the teary mother of ari's eyes.

The next day, Malin went to the big city with the use of a ship. After several years of hard work, he succeeded in the city of rantauannya.Malin is now a wealthy man who even had a number of merchant ships. And Malin had married a beautiful woman there. News about Malin who became a wealthy man to the one to his mother. The mother was very happy to hear it. He is always waiting at the beach every day, hoping the older si wayangnya eyes back and raised his mother. drajat But Malin never came. One day istiri Malin asked about mother Malin and want to meet with him. Malin was not able to resist the desires of the

wife of a very loved it. That the journey towards preparing Malin village using a private ship pretty great. Eventually the matter came to his village Malin, along with his wife and his men.

Hear the arrival of Malin, the mother felt very excited. she even ran to the beach to immediately see her son."What is it my son Malin, ya? This your mother, you remember "askedher mother. "Malin Kundang, my son, why are you going so long without sending the news?" He said while hugging Malin Kundang.

His wife, who was surprised at the fact that the old lady, smelly, filthy who embraced her husband, said: "So, the smell of old lady, this is the mother you filthy, Malin" Because of the shame, Malin Kundang soon let go of his mother's arms and pushed him to fall. "I didn't know you poor old woman," said Malin. "The Foundation of the old lady had no idea myself, any just claim to be my mother." Advanced Malin snapped. Hear the words of his children like that, the mother feels sad and angry. He did not suspect, and the very disayanginya turns into a childof sin. "Oh my God, if he is a true son of mine, I beg give doom him and Fox was the one she so rocks." the prayer of his mother's wrath.
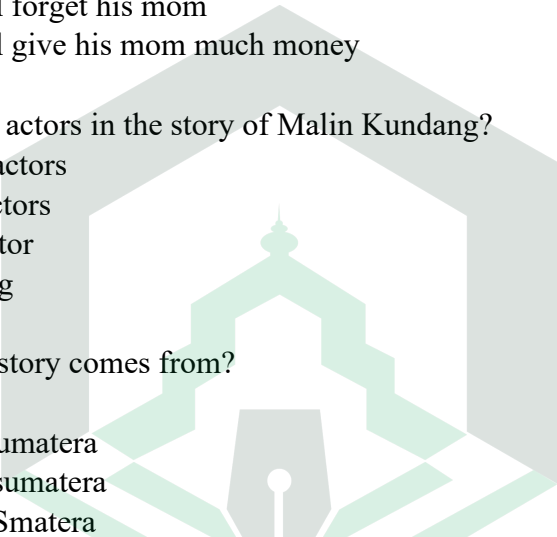
Shortly thereafter the wind and Thunder rumbles hit and destroy ships Malin Kundang. After that, the body of Malin Kundang is stiff and then into the rock with coral.

13. Who is Malin?
    A. A son who love his mother
    B. son who care with his mother
    C. A son who betray his mother
    D. A son who always with his mother

14. What Malin's mother does to malin?
    A. Leave malin alone
    B. accompany malin until the end of the time
    C. Curse malin into a rock
    D. apologize malin

15. Where malin meets his mother?
    A. In his home
    B. in a beach
    C. In café
    D. in a station

16. What malin's wife does?
    A. Care with malin's mom
    B. Love malin's mom
    C. Did not care with malin's mom

D. Talk to malin's mom

17. What do you learn from the story of Malin Kundang?
    A. Never be a cruel son/daughter
    B. Leave our old mom
    C. give our mom money
    D. Meet our mom

18. What malin said to his mom before he went to the city?
    A. Malin never be back
    B. He promises to be back
    C. He will forget his mom
    D. He will give his mom much money

19. How many actors in the story of Malin Kundang?
    A. Three actors
    B. Two actors
    C. One actor
    D. Nothing

20. Where the story comes from?
    A. Jakarta
    B. West sumatera
    C. South sumatera
    D. North Smatera

Appendix 3: Documentation

PRE-TEST

Picture a: The students read the pre-test

Picture b: Students doing the pre-test

TREATMENT

Picture a: The researcher explain more about the material of narrative text

Picture b&c: The researcher divided students into group

Picture d&e: The students read stories with their respective groups while doing the assigment that have been given by the researcher

POST TEST

Picture a: The students read the post-test

Picture b&c: The students doing the post-test

Appendix 4: The Result

PRE TEST

Name: Kasih Budi Astuti

Class: X IPa 1

Read the texts below and choose a, b, c, or d as the appropriate answer to the following questions.

This text is for number 1-3

    Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

    "All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another; one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

1. The story mainly tells us about ___
   A. twenty crocodiles
   B. the boss of the crocodile
   X a rabbit and twenty crocodiles
   D. a rabbit and the boss of crocodile

2. We know from the first paragraph that the rabbit actually wanted ___
   X to cross the river
   B. to swim across the river
   C. to meet the boss of crocodile
   D. to know where the crocodiles are

3. All of you are good, nice, gentle, and kind ..." (Paragraph 2)
   The underlined word is synonymous with ___
   A. Wild
   B. Diligent
   C. Cheerful
   X Honorable

6 : 30

POST TEST

Name: PuTRI

Class: X IPA 1

Read the texts below and choose a, b, c, or d as the appropriate answer to the following questions.

Text 1 for number 1-3

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger. Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man. The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend.

1. What can we get from the story?
   A. We have to save ourselves
   B. We have to learn how to climb
   C. Bear will not harm a dead man
   D. True friend always stand by us in ups and downs.

2. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to ...
   A. The bear
   B. The dead man
   C. The friend who cannot climb
   D. The friend who climb the tree

3. Where do you think the story happened?
   A. In the river
   B. In the park
   C. In the woods
   D. In the zoo

$16 = 80$

Text 2 for number 4-7

Once upon a time, there was an office worker whose name was Mallone. He worked in the same insurance office for many years. But during that time, he became more and more unhappy. While he worked, he dreamed constantly, and in his dream, he was always a hermit. he stayed in their room. He didn't like people. He especially didn't like people when they talked. He wanted peace. Life went on for Mallone in this way until he became desperate.

Appendix 5:

Appendix 6

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 2 PALOPO
Alamat : Jl. Garuda No. 18 Telp. (0471) 22244 Fax. 331800 Kota Palopo Kode Pos 91914

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/151 – UPT SMA.2/PLP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

N a m a	:	**ASRIPA HIKMAH**
NIM	:	17 0202 0179
Tempat/ tanggal lahir	:	Palopo, 24 Februari 1999
Jenis Kelamin	:	Perempuan
Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	JL. Ahmad Razak (Kompleks Cempaka)

Benar telah melaksanakan penelitian di UPT SMA Negeri 2 Palopo, dalam rangka penyusunan Skripsi dengan judul *"IMPROVING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT USING GUILDED READING AT SMA NEGERI 2 PALOPO"*

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 11 Mei 2023
Kepala UPT,

Drs. BASMAN, S.H., M.M.
NIP 19680823 199203 1 010

BerAKHLAK Sipakatau DISDIK

SPIRIT SULTAN HATI SEGENAP JIWA-SPAK UNY RAGA MENCERDASKAN SULAWESI SELATAN I ACERDASKI

CURRICULUM VITAE

Asripa Hikma, was born on 24th February 1999 in Palopo. She is the first child of four siblings of the couple Muh. Hikma Middini and Hajida M. In 2006 she studied as a students in elementary School at SD DDI 2 Palopo and graduated in 2011. Then she registered as a student in Junior High School at MTSN Model Palopo and graduated in 2014. After finishing her study in junior high school, he registered in senior high school at SMAN 5 Palopo and graduated in 2017. After that, she continued study at the state islamic instute of palopo in 2017 and taking english language education study program. She finished her studying at the state islamic institute of palopo in 2023.

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