

DEVELOPING READING SKILL OF ISLAMIC EDUCATION DEPARTMENT STUDENTS THROUGH GUIDED READING

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Abstract

This classroom action research was conducted to Develop reading skill by implementing guided reading of the second semester students of Islamic Education Department FTIK IAIN Palu. This research employed action research design consisted of one cycle and seven meetings. Six meetings were held to conduct the teaching-learning process by implementing the Guided reading technique, and one meeting was held to evaluate the students' individual achievement. The researche's role is to help the students' to find out the determining the main idea, find the specific information, locate the reference (people and thing) and find out implicit information in the text. Based on the result of observation sheet on students activities it was 28 (93.34%) out of 30 students who got scores over 70, students could get the score above the standard score namely70. It means that the main criterion; the students' achievement in this research already meets. It indicated that the implementation of the Guided Reading in teaching reading skill to the students was effective.

Keywords: Guided reading, developing, reading skill.

Introduction

Teaching-Learning English nowadays, is a fruitful issue to discuss. It always becomes an interesting to theme among scientists in discussion. The teachers and educators in developing language use, will have together to conduct activities such as: seminars, workshops, symposiums, article writings, journal writings, researches and so forth. It is now the job for many people who are interested to develop the usage of English for broader area of communication. It is also because people now are aware that teaching-learning English is a meaningful activity for the development of science and technology. English is a language

largely taught everywhere in the world as a second or foreign language.

Teaching-English as a foreign language in formal education is basically similar in most countries in the world. The similarity is that the language taught must be included and organized well in National Education Curriculum. In Indonesia, the existence of a subject in curriculum is as implementation of National Regularity of Education toward institutions to be applied as the institutions' program at all Indonesian schools.

Today, English is broadly a compulsory subject at all levels of education in Indonesia starting from the level of Elementary school to University. At schools, it is taught to both in state or private schools in certain amount of time, beginning from elementary school, secondary, tertiary until university, even in pre-school (kindergarden) where English is not compulsory taught to the students. The reason is that people now are aware about the importance of English for future. It is commonly now, they enthusiastically teach English as a subject at school because the role of English in the life.

In Curriculum, it was explicitly written that a student is not considered to master of English if they cannot use English for his communication. They needs of communication cover the four language skills namely listening, speaking, reading and writing. In the development of language skills, we recognize well that communication must go on well to fulfill the language role as a means of communication.

Since the teaching-learning of English at university level covers the four language skills, reading comprehension is one sub-skill in reading skill which cannot be under estimated. The teaching or the development of reading comprehension skill should be organized well in terms of the selection of approach, method, technique and development of materials organization. This is intended that the objectives and the target of students' reading comprehension teaching for development can be obtained.

It is a fact that, the teaching of reading in English subject at Islamic Education Department FTIK IAIN Palu is not well organized, thus, the main problem the researcher found in his

preliminary observation through his experiences as a lecturer that was about students' reading problem, such as undeveloped strategies of students' reading comprehension skill. It is difficult for the students to determine the main idea, find the specific information, locate the reference (people and thing), and find out implicit information in the text.

Those phenomena present us a series of sequences that because of students process low competence in reading, they are lack of reading comprehension skill, thus, the result of reading comprehension assessment of the students is associated in undeveloped. It shows unsatisfied result in assessment.

Having had impression to the phenomena, the researcher then comes to a serious consideration, analysis, and conclusion that condition is now becoming an interesting issue to discuss. It is a very crucial thematic concern to take into the account, even very urgent problems to be anticipated and be overcome through a research investigation.

Teaching Reading

Teaching reading should evolve from the best knowledge. We have to understand the language itself first and have a capability to understand the reading text. Understanding of the language can build the foundation for an effective literacy instruction.

The basic knowledge in reading is useful especially in constructing an oral language. If this foundation is weak, progress in reading will be slow and uncertain. The students have to have at least basic vocabulary of the language itself and it is also important for them to master speaking ability. The function of the teacher in teaching reading is not only to guide them to get the advantages of scanning and skimming but also to make the students understand the way how to read the reading text itself. There are some principles of reading as Harmer states:¹

1. Reading is not passive skill

¹Jeremy Harmer, *How to Teach English*, (Cambridge: Pearson Longman, 1998) p. 70

2. Students need to be engaged with what they are reading
3. Students should be encouraged to respond to the context of a reading text, not just to the language
4. Prediction is major factor in reading
5. Match the task to the topic
6. Good teachers exploit reading text to the full

In conducting the teaching and learning process, lecturer should consider the aspects that can lead students to reach the target of the objectives. In constructing the material for the students, one of the aspects to be considered as an important thing by the teachers is the difficulty level of the text. It is a basic knowledge that should be understood before giving the reading text to the students to avoid getting confused and unpredictable material for the students. Nuttal states that some factors make a text difficult as follows:²

1. The different code between the reader and the writer
2. The content of the text is too difficult for the reader
3. The complexity of the concepts expressed
4. Unfamiliar words of the text.

In conclusion, the material presented by the lecturer should be suitable for the level of students. Hence, to get successfully in teaching reading to the students, the teachers have to teach this skill contextually and meaningfully in order to motivate them in learning reading.

Assessing Reading

Assessing with a simple meaning is an activity of finding out what the students know related to instructional materials given. The tools that can be used to assess the students are observation sheet, questionnaire, quizzes, and test such as true-false and multiple choices test. Assessing reading means that the effort to know how much information getting by students from the reading text after the class activities. How can the teachers know and assess what their students are learning from the reading text. According to

²Nuttal, *Teaching Reading Skills in a Foreign Language*, (London: Heinemann Education Book Ltd., 1982) p. 5

Frazee and Rudnitski there are three levels: independence, instruction, and frustration.³

1. Independent level. If the students answer the “story specific” questions or retell the story with at least 90 percent accuracy, reflecting good understanding of the material, the students understand it at the independent level.
2. Instruction level. If the students answer questions or retells the story with 75-89 percent accuracy. Answers reflect good understanding of the material, with some connection to the prior knowledge. Retelling reflects the organization of the original text.
3. Frustration level. If the students answer questions with 50 percent or less accuracy. Discussion reveals little prior knowledge of the subject.

The assessment is useful and can be applied to any situation but it must be developed by the teacher to meet that situation. The assessment is not just to test a student but it helps the teacher knows the students as well. Then, states:

The assessment of reading ability does not end with the measurement of comprehension. Strategic pathways to full understanding are often important factors to include in assessing learners, especially in the case of most classroom assessment that are formative in nature.⁴

Formative assessment of the students is done ongoing process and the basis for some choices that the lecturer makes in curriculum and instruction. The assessment should give the students a positive sense of progress over time, should be natural and authentic, and not conducted under artificially constrained conditions. The assessment should have a purpose, and be guided by that purpose, and clear criteria should be set according to the

³Frazee & Rudnitski, *Integrated Teaching Method: Theory, Classroom Application, and Field-Based Connections*, (New York: Delmar Publisher, 1995) p. 92

⁴Brown, *Language Assessment: Principles and Classroom Practice*, (San Francisco: Longman, 2004) p. 185

purpose. Other tools to do the ongoing assessment are observation sheet of the students, portfolio, and questionnaire.

Observation sheet is prepared to observe all the students' activities during the research in the class. As stated by Kemmis and McTaggart that observation has the function of documenting the effects of critically informed action-it looks forward, providing the basis for reflection now, but more so in the immediate future as the present cycle runs its course. It also controlled the adjustment between what has been planned and what is implemented during the teaching and learning process.⁵

Portfolio is the collections of the students' result work. It contains things like the sample of students' answer sheets that have been done during the activities. It represents achievement and learning within a module, a course or programmed of study. As stated by O'Malley and Pierce that the use of portfolios encourages students to reflect on their work, to analyze their progress, and to set improvement goals.⁶

On other hand, the questionnaire is a popular instrument of collecting data. It is used to gather the data in relating to the students' opinion toward the technique and teaching strategy which implemented by the lecturer. Wallace states that we use questionnaire and interviews when we want to tap into the knowledge, opinions, ideas and experiences of our learners, fellow lecturers, parents or whatever.⁷ The form of questionnaire is in questions form. In questionnaire, the questions are set out in simple way and it is answered by reading the questions, and then ticking the response. The questionnaire is held on after the action.

Guided Reading Technique

Guided reading is one technique for teaching reading. It is a technique that the lecturer can implement into a strategy. Through

⁵Stephen Kemmis and Mc Taggart, *The Action Research Planner*. Third Edition. (Victoria: Deakin University, 1988) p. 13

⁶O'Malley and Pierce, *Authentic Assessment for English Language Learners*. (Practical Approaches for Teachers), (New York: Addison-Wesley Publishing Company, 1996) p. 35

⁷Wallace, *Action Research for Language Teachers*, (Cambridge: Cambridge University Press, 1998) p. 124

guided reading the lecturer can help the students to comprehend the content of the text. In this case, the English lecturer should recognize the students' level of study and understanding in relation to consider the material given to the students.

Through guided reading t, the students are given the chance to find information such: main idea, specific information and location of reference of people/thing in the text. In guided reading, the students are given clear instruction, examples, encouragements, as they are engaged in real reading. The students are guided to address the reading problems and to anticipate them correctly by familiarizing them with comprehension question about the text, as the argument of Heilman, et al. (1998) below:

Guided reading allows the lecturer to emphasis different roles of the readers according to the needs of the students. It enables the students to read more challenging text they can read independently. It brings background knowledge, skill and experinces to the fore, to enable the students to make sense of what they are reading and to make links with prior knowledge. It angages students in discussion about the content of the text, the reading strategies they use and their understanding of the text.⁸

In guided reading, students with similar ability who need to acquire similar skill to be successful readers are grouped together. For example, the lecturer can make groups in the class with 5 to 6 students, althought not all time, bigger group member is allowed. Guiding the students to solve their problems by developing their reading sub-skill is actually the main focus of guided reading technique. Asking them to implement reading strategies such scanning and skimming that will enable them to expand their reading power. Enabling the students to become independent and effective readers is the specific thing in which guided reading different from unguided reading.

The guided reading in the level of university/college must be considered well. In elementary reading level, the learners do or

⁸Heilman & Rupley, *Priciple Language Teaching, Reading*, (Ohoi Prentice Hall. Inc., 1998)

receive basic training and acquire initial reading skill. This level of reading is ordinary learnt at elementary school or at the beginning years of language study. The problem in this level is to recognize the individual words on the page that he read. Adler & van Doren argue:

Even though we come upon something we want to read that is written in a foreign language for instance written English text, that we do not know very well, then our first effort must be to identify the actual words. After recognizing them individually, we begin to try understand them, to struggle in predicting the meaning of the words.⁹

One stage over the elementary level is inspectional reading on the other hand, it is the level of reading at which the reader usually limited by the time. The reader is allowed a set of time to complete and assign amount of reading, for this, the length of reading text must be considered in presenting reading materials. Through this level of reading skimming and scanning types of reading appropriately be implemented.

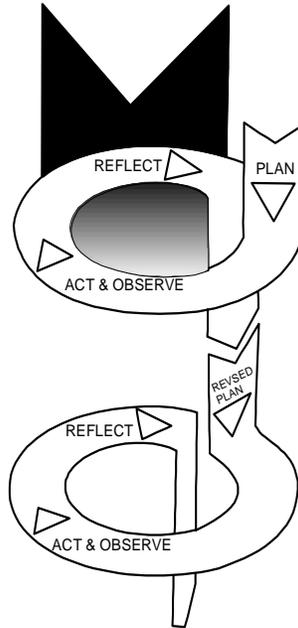
Research Method

It was reasonable to determined the design of the research before do it because the research design could determine the success of a research program. This research design was descriptive qualitative. The process of the research was described in some stages. First, it was investigation. Second, it was collection data stage. And the third, it was data analysis stage.

Moreover, this research was categorized as an action research. It described that we were social beings who were very potential in doing activity and that we were the members of groups. To have a clear insight and understanding of the action research flow, the following figure was presented.

⁹Adler M.J & Van Doren C, *How to read a book*, (New York : Simon & Chuster, Rockefeller Centre, 1972) p. 17

Figure 1: The Classroom Action Research Spiral



Adopted from Kemmis and Mc. Taggart¹⁰

Visualizing the figure above, we understand that in Classroom Action Research the lecturer implemented all planning well, thoroughly and correctly. The implementation of the plan was observed thoroughly in naturally using the instruments prepared. While observing the research flow, researcher began to do analyses toward the event that occurs as the part of critical thinking to the sequence of planning, implementation, observation and the reflection in the form of conclusion and the display of the research result.

Setting and Subject of the Study

This research was conducted at Islamic Education Department FTIK IAIN Palu which the researcher has done his preliminary study, since he has been teaching there for five years. FTIK IAIN Palu is located on Jl. Diponegoro No. 23 Palu. The

¹⁰Stephen Kemmis and Mc Taggart, *The Action Research Planner*. Third Edition. (Victoria: Deakin University, 1988) p. 11

subjects of the study were students of Islamic Education Department class PAI 5.

Procedure of Data Collection

Before collecting data, it was crucial to understand first the characteristic of the data that were gathered. Data taken directly from the subject was categorized as primary data and from other sources was categorized as secondary data. Both primary and secondary data were gathered the following instrument:

The Researcher

Commonly in an action research, researcher served as the subject, who directly collects, identifies, interprets, and analyses the data.

Questionnaire

The function of questionnaire in this action research was to collect information or data concerning with students' and English lecturers' opinion and attitude toward the guided reading technique that was implemented.

Observation Sheets

Observation was conducted during the research and teaching-learning process in the classroom.

The field Notes

Field notes instrument was used to cover the data which is not covered through some other instrument.

To sum up, data collection was basically a process of gathering information in a discipline a through a systematic way about the research thematic concern. All data needed in this research were covered through instruments that have been stated previously. Covering data using each instrument was matched to the aspect measured. In stage of completing the data, the research was done as scheduled and the process was done through the steps. In this stage, It was also necessary to consider that each instrument used to cover data in different ways. Covering data using some instruments is intended to fulfill the validity of the data collected. It

was because the data gathered in the research became evidences in answering the research question.

The Procedure of Classroom Action Research

The procedure of the CAR as shown before was constructed the plan, implementing and observing the implementation and effect, and reflecting the result.

Constructing the plan

In constructing the plan the researcher and his collaborator discussed first about the experiences in teaching english, from what she seen, heard, felt even thinks. The researcher and her collabolator then came to the same perception and conclusion about the themathic concern. The teaching technique for reading class that was implemented to overcome the student's reading problems and to meet their reading skill development.

Inspired from the condition illustrated above the researcher designed this research proposal in which she designed his research methodology, including teaching preparation. In this phase she tried to elaborate how the lecturer and the students worked in their roles as a lecturer and students in reading class using guided reading. How the lecturer managed, organized the teaching technique, strategy, objectives, materials, media, instrument for evaluation and conctructed data collection instruments and research schedule.

Implementing and Observing

In the phase of implementing, the researcher was conducted the action of investigation based on the plan. He carried out teaching-learning process through guided reading technique and saw the effectiveness of the technique to overcome the students' problem of reading. The complete of the data needed was gathered through good implementation of the research plan. All activities in implementing phase was observed directly by the research and the collabolator with the help of the english lecturers and students as the subject of the research.

Reflecting

Activity in reflecting phase refers to the personal justification towards the effect of the action in the implementation phase. Whether yes or not the implementation of the teaching was positively affect to the development of students' reading skill that could enable the students to extract the content of the text. The reflection was intended to understand whether the result of the action establish the researcher's belief about the effectiveness of the technique implemented. The judgment result was reflected as the proof the success or to be considered for revised plan. The reflection on the teaching-learning for reading class could be obtained through varied data collected through different instruments. The process was included the research herself, questionnaire, observation, and field notes.

Data Analysis

From the view point of data characteristic, this research was categorized as descriptive research. The data gained was assumed complete after the research end. Sometimes what we predicted to occur was not really occurred, on the other hand, it was possible to find unpredictable data.

The data in this research was analyzed descriptively and statistically. Descriptive research basically does not reject data in the form of numeral since the presentation was in simple way. All data from questionnaire, observation and field note was analyzed descriptively and data from students' achievement test was analyzed in figure. The series of data analysis was done by collecting, selecting, verifying, clarifying, and reducing unnecessary data before displaying it.

The Criteria of Success

In relation to the objectives of the research, the criteria of success as a parameter to determine whether the cycle of research are categorized success or not the following criteria were applied. Since design of the "CAR" was organized in cycle, the success of cycle was determined by the students' progress that was reflected from different data collection instrument and the students' progree in achievement test. The research was categorized success when 70 percentage of the students show progress in answeringthe items of

assessment test and the result of some data collection instruments show significant progress to the score “70” as the standard in the criteria of success for English subject. The calculation was based on the score category adopted from Depdikbud (1996:37) that was proposed in five levels of students’ ability as follows:

Table 1: Score categories of students’ ability

NO	SCORE	CATEGORY
1	96 – 100	Excellent
2	86 – 95	Very Good
3	76 – 85	Good
4	66 – 75	Fairly Good
5	56 -65	Fair

Adopted from Depdikbud (1996:37)¹¹

Research Results

The research findings present the findings of observation sheets, field notes, portfolio, questionnaires, and tests. Meanwhile, the discussion covers the data of the students’ activeness and achievement in the teaching and learning process. The discussion also deals with the description of research findings.

This part presents the findings of observation sheets, field notes and port folio to obtain the percentage of students’ active in writing process using the steps of guidance technique. The findings of those instruments are described in detail in the following:

The Observation Sheets

The observation was done by the researcher during teaching and learning process in the classroom. The observation was done in order to know how far the researcher was performed the action that he has already constructed in lesson plans. His collaborator putted a tick (✓) on one of option columns for each question item. On the observation sheet of the students’ activities, the collaborator writes

¹¹Depdikbud, *Kurikulum SMK (Sekolah Menengah Kejuruan)*, Direktorat Jendral Pendidikan Dasar dan Menengah, Direktorat Pendidikan Lanjutan Atas, Jakarta, 1996) p. 37

the total numbers and percentage of the students' who are attended the meeting. This research was planned for four meetings. The findings are as follows:

The collaborator notes in the first meeting, the researcher did not assign the home work to the students. The researcher also did not give more examples of simple descriptive text. It was caused by the researcher did not manage the time well. He managed the time well. In pre reading activities she asked the students to brainstorm their ideas related to the topic. He was also more active to guide the students during the implementation of technique in the reading activities.

The researcher implemented the technique step by step as what he has already planned. It means that he has done all of the aspects suggested in the lesson plan. He also controlled and guided the students actively during the implementation of the technique. The researcher at the time was in well preparation.

In those meetings especially in the students' observation sheets showed that although all of the students paid attention to the researcher's explanation and motivated to join the class but they still felt confuse about the material. In first meeting, it was about 23 (77%) out of 30 students could answer the questions based on the text, while 7 (23%) out of 30 students could not. The students did not spontaneously react to the researcher' instruction if the researcher used one hundred percentage English in implementing technique in her teaching and learning process. The average of students' activities in first meeting showed that only 23 (77%) students were active and the rest 7 (23%) were not active in the teaching-learning process. On the other hand, in second meeting it could be seen that there were 24 (80%) out of 30 students active in teaching and learning process. It was seen that most of the students could achieve the teaching objective. (see appendix, table 4.4)

In third meeting, it could be seen that 25 (84%) out of 30 students could answer the questions based on the text. The data also showed that most of the students were active in teaching learning process. On the contrary, the fourth meeting showed that 26 (87%) out of 28 students were active in teaching in learning

process, while the rest 4 (13%) were not active. It was proved by 24 (80%) out of 28 students could achieve the teaching objective.

In fifth meeting, it could be seen that 24 (80%) out of 30 students could answer the questions based on the text. The data also showed that most of the students were active in teaching learning process. The sixth meeting showed that 26 (87%) out of 30 students were active in teaching in learning process, while the rest 4 (13%) were not active.

Field Notes

The data gathered from the field notes from the first until the last meetings indicated that most of the students were enthusiastic to join the class. It was proved by the students felt enjoy and happy when the researcher presented the subject matter through LCD and Laptop. Those media could encourage them to begin the class. But on the other hand, when reading process was occurred the students still felt confuse about the subject matter especially in first meeting. This meeting indicated that the students still found difficulties in find out the main idea in the text.

Portfolio

Portfolio was used by the research to collect the students' work. It covered the result of students' individual work. During teaching learning proces, the students were assigned evaluation of each meeting after they were treated through the guidance technique.

The researcher assigned the students the evaluation that is related to the topic to each meeting. In the first meeting, the evaluation is related to write the simple present tense based on the words or phrases that were provided. The findings showed that there were seven students (AR, AND, HRD, HKT, MLS, NKI and TBS) could get the scores above 70, while twentythree students (AN, AST, DWL, ESL, MD, MLF, NFD, NAZ, SRS, MNT, AS, CN, CSN, FMT, MG, MTI, RSP, ROV, SUD, MRW, AAL, MDW, and WSD) just could get the scores 50 up to 65. In the first and second meeting, the evaluation was about true or false based on the passage. The evaluation of the third meeting was about write the main idea based on the text. It could make some of the students still got the good scores. The scores of CSN, DWL and SRS in this

meeting were unsatisfied. They did not manage the time well. It was proved by their answer sheets were incomplete sentences. The evaluation of the fourth meeting only two students (AR and MG) did not join this evaluation. The evaluation of the fifth meeting was about choose the base answer based on the text. It could make some of the students has the fair score. The score of CSN and SRS in this meeting were unsatisfied. The evaluation for the last meeting was about true or false based on the passage. The findings showed that there were all of the students got the fairly good scores.

Students Achievement

After six meetings of teaching and learning activities, the students were given a test. Teammates are not permitted to help one another during the test. All of the students were present in this meeting. They were evaluated individually by giving a test of reading descriptive text. The test related to the material that had been discussed in the previous meetings. The researcher assigned the students to Multiple Choice (ten numbers) and Answer the questions based on the text (five numbers). The results of the students' achievement in individual score and the means score of the students.

It's showed that there were 28 students (93.34%) could get the score above the standard score or standard criteria and two students (6.67%) got scores under 65 points. Nine students got the level of "Fair", Thirithteen students in "Good" level, two students in " Very Good" and four student in "Excelent" level. It indicates that the results meet the criteria of success.

Discussion

a. The Implementation of guided reading technique

As the focus of this research is to see the effect of the implementation of guided reading to the development of students reading skill, the main concern to be discussed in this case is how the researcher implements guided reading in reading class to the second semester students of Islamic Education Department FTIK IAIN Palu. The process of implementing the technique step by step influenced the students' competency in reading which automatically correlates to the students' development of reading

sub-skill. Teaching reading through guided reading was expected to effect to the implementation of reading strategies to the development of students' reading skill.

How the researcher specifically guided and trained the students to understand the reading sub-skills such the skill in finding information in the text through the understood and extracted of content of the text they read. How the lecturer improved his teaching better then before, hence it would become meaningful experiences for the students to become independent readers.

The process of how the students' reading skill be improved as the teaching objectives was done in some teaching-learning process. The lecturer applied the strategy in such way in some meetings to see if it can affect to the students' skill in reading, hence, the result of the students' works in finding the information from the text during reading activities will be seen as a proof of the development of students' reading skill. The frequency and the percentage of the students in each meeting of each teaching learning activities give us description of how the students' learning process with technique and reading strategies bears progress to the development of students' reading skill.

First Meeting

The researcher implemented guidance technique for the first meeting. The researcher was accompanied by the collaborative lecturer entered the classroom. The researcher then introduced the aim of this research. He also introduced the teaching material. In pre reading activities, the class meeting was started with usual teaching learning process where the researcher greeted the students, checked the students' attendance. At this meeting all of the students were present.

In reading activities, her collaborator distributed worksheets to the students and sat down at the back. He observed all activities during the teaching and learning process. There were some activities conducted by the researcher in reading activities:

1. asked the students to make brainstorming about the Text.
(Worksheet, activity 1)
2. checked the students' answers with the class.

3. explained more about the Nursing.

On the other hand, the students' activities are involved:

1. shared the information to others.
2. did the exercise
3. Sat in small group that consists of five student Students to do the next exercise.
4. Answer the questions based on the text. (Worksheet, Activity 2)
5. changed the answer to other group and made the correction.
6. listened to the researcher's explanation.

In post reading activities, the researcher concluded the material and suggested to the students to learn more about the material given.

Second Meeting

All of the students were present at this meeting. The topic of reading text that was assigned by the researcher to discuss in this meeting. In his pre reading activities the researcher attracted students' learning interest about the topic by showing them a picture and showing some words in slide show.

The teaching objectives of the meeting were to make the students gather the information through short descriptive text, and then the students were expected to be able to answer the questions based on the text. Next, the students sat based on his/her tablemates, and then did the activities such as:

1. identified the information.
2. read the text to gather the information
3. shared the information to others, answer the questions.
4. wrote down the answer on the white board.
5. made the correction.
6. did the next exercise (Worksheet, Activity 3) still in pair.
7. changed the answer to other pair.
8. made the correction.
9. listened to the lecturer's explanation.

The role of the researcher and his collaborator when the students did the exercises were responsible for controlling and providing guidance to them. At the post reading activities, he concluded the material and suggested to the students to learn more

about the material given and prepare themselves to the next meeting.

Third Meeting

The third meeting of the implementation of guidance technique was held. All of the students were present at this meeting. In general, the activities in this meeting were similar to the two previous meetings. The researcher entered the class greeted the students and asked their condition as usual. Firstly in pre reading activities, the researcher attracted the students' interest and motivation in actively following the lesson by showing the slide show of a person and then asked some questions. After that the researcher told about the teaching objectives that must be achieved in this meeting.

Furthermore, in reading activities, the researcher asked the students to answer the questions based on the text by distributing them Worksheets Activities 1 & 2. Then, the researcher asked some of students to write down the answers on the whiteboard. The researcher checked the students' answers with the class. After that, the researcher explained more about transitions. Finally, to know whether the students achieved or not the teaching objectives, the researcher assigned an evaluation to the students.

In post reading activities, the researcher collected the students' works. After that the researcher concluded the material, and suggested the students to learn more about the material. At the end of lesson, the researcher assigned home assignment to the students.

Fourth Meeting

The meeting fourth the implementation of guidance technique was held. Two students didn't come, AR and MG. The teaching objectives of this meeting were to make students to be able to answers the question based on the text. In order to attract students' interest of the topic, the researcher showed the students a picture and asked some questions related to the picture. The researcher provided the students' worksheet about the memo. in this activity, the researcher and his collaborator controlled and provided guidance to the students in doing their exercises.

At the post reading activities, before ending the class the researcher asked the students about the material that had been learned. Then, she concluded the subject matter and motivated the students.

Fifth Meeting

The fifth meeting was the implementation of guidance technique was held. All of the students were present at this meeting. The teaching objectives of this meeting were to make students to be able to answers the question based on the text. In order to attract students' interest of the topic, the researcher showed the students a picture and asked some questions related to the picture. The researcher provided the students' worksheet about the topic. in this activity, the researcher and his collaborator controlled and provided guidance to the students in doing their exercises.

At the post reading activities, before ending the class the researcher asked the students about the material that had been learned. Then, she concluded the subject matter and motivated the students.

Sixth Meeting

The sixth meeting was the implementation of guidance technique was held. All of the students were present at this meeting. The teaching objectives of this meeting were to make students to be able to answers the question based on the text. In order to attract students' interest of the topic, the researcher showed the students a picture and asked some questions related to the picture. The researcher provided the students' worksheet about the topic. in this activity, the researcher and his collaborator controlled and provided guidance to the students in doing their exercises.

At the post reading activities, before ending the class the researcher asked the students about the material that had been learned. Then, she concluded the subject matter and motivated the students and informed them that the next meeting was final test for fist cycle.

Seventh Meeting: Test

After conducting six meeting for teaching activities, the students were given an individual test. All the students were present in this meeting. In this time, they were forbidden to help or cheat each other in doing the test. Thus, every student was individually responsible for Read the text. They were evaluated individually by giving a test of reading comprehension. The reading passage was selected from the texts that had been discussed in the previous meeting. The researcher assigned the students to answer 15 questions in 45 minutes. The form of test was Multiple Choice question (ten numbers) and Answer the questions based on the text (five numbers).

Reflection

Reflection was conducted as final stages of the cycle of the research. The result of reflection in teaching learning activities based on both the data gathered through students' reading process and data gathered from the students' achievement. The data from the students' observation sheets showed that as whole from six meetings, the students' active in reading process was 25 (84%) out of 30 students. It indicates that the students' active in reading process meet the criteria of success.

Conclusions

Base on the research question, the objectives and data analysis in this research, the researcher finally drew conclusion that the implementation of guided reading in teaching reading is effective to develop the reading skill of second semester students of Islamic Education Department FTIK IAIN Palu.

This conclusion is supported by the fact that the data of students' learning attitudes after the implementation of the technique in teaching learning process showed better impression and development. It can be seen in the result of observation sheet on students' activity, particularly in the section of students. In the section of data analysis, the students' result of learning achievement in 1 cycle based on the criteria of success showed significant progress.

It means that the students' reading skill developed after implementation of guided reading technique; hence, the

implementation of guided reading was effective to develop the reading skill of the students.

Suggestions

Based on the researcher's experience in implementing guided reading in teaching of reading during the research and based on the conclusion above, the researcher would like to offer some recommendations for those who involved in English teaching-learning process. The suggestions are as follow:

1. To get satisfactory result in the teaching of reading, the lecturer must select the appropriate technique, even strategies to be implemented well. Guided reading technique is one recommended to be recognized as an alternative choice and solution.
2. To have the teaching-learning process successful, the lecturer must teach the students interestingly based on the planning, otherwise, the students would not perform serious and joyful learning condition, and automatically, it will affect to the students' learning progress and learning achievement.

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