

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the description of data, the result of normality and homogeneity testing, data analysis, hypothesis testing, and discussion of finding.

#### **A. The Description of Data**

In this research, the researcher used the quantitative research design and the researcher did pre-experimental research. To know students' reading comprehension of seventh grade at MTs Darussalam Kademangan, the researcher gave pre-test and post-test in order to know whether there is different score of the students' before and after being taught by using Guided Reading strategy to reading strategy. The researcher used three steps in conducting the research, there are pre-test, giving treatment by using Guided Reading strategy, and post-test.

Pre-test was given to students. They had to answer the questions about descriptive text. The test in the form of multiple choice consist of 30 item questions based on the text. Every items has four choices, there were A, B, C, and D. The time location was about 60 minutes. There were 40 students as respondents or subjects of this research. The test was conducted by the researcher before teaching using Guided Reading strategy to reading strategy. This test was to know the students' reading achievement before students' got the treatment.

After the researcher got scores from pre-test, the researcher gave treatment to the students by using Guided Reading strategy to reading strategy. When the

treatment had finished, the researcher gave post-test to know students' achievement after being taught by using Guided Reading strategy. They had to answer the questions about descriptive text. The test in the form of multiple choice consist of 30 item questions based on the text. Every items has four choices, there were A, B, C, and D. The time location was about 60 minutes. There were 40 students as respondents or subjects of this research. The result of post-test showed that the students reading achievement improved significantly.

After got the pre-test and post-test score, the researcher used SPSS 16.0 to calculation the descriptive statistics data and frequency of score.

1. Students' achievement in reading comprehension before being taught by using Guided Reading strategy

The data of the students' achievement before being taught by using Guided Reading strategy to reading strategy can be seen at the table below.

**Table 4.1 The students' scores of pre-test**

No.	Name	Pre-test Score
1.	ANS	77
2.	ADS	90
3.	ATNR	70
4.	AS	77
5.	AW	93
6.	AAPD	80
7.	BJR	60

8.	BTA	90
9.	DWN	73
10	DH	80
11	DFRP	80
12	DKR	60
13	DAS	67
14	DCC	70
15	EAP	60
16	ESP	53
17	FKD	63
18	FTR	70
19	H	67
20	KNAK	50
21	KA	77
22	LS	53
23	MN	63
24	M	70
25	NMA	77
26	NK	57
27	NA	83
28	OAA	63
29	OM	90
30	RNH	80
31	SNS	70
32	SE	80
33	SNS	87
34	SDC	77

35	STML	53
36	SMCS	77
37	SF	60
38	VR	70
39	VAPS	70
40	ZP	80

Based on the table 4.1, there are 40 students as sample of the research. The researcher used the alphabet to replace students' name because the students' name cannot write completely. The researcher administered the test before being taught by using Guided Reading strategy. The test was multiple choices consist of 30 items about descriptive text.

Based on the result on the table 4.1, it can be seen of the highest and the lowest scores of the students. The highest score of pre-test was 93 and the lowest score of pre-test was 50.

The researcher used SPSS 16.0 and percentage formula to measure the percentage of the pre-test score and to show the score (see table 4.2 and 4.3). The researcher divided the percentage of scores into five criteria in students' reading comprehension before being taught by using Guided Reading strategy. The criteria are excellent, very good, good, fair, and poor.

**Table 4.2 Descriptive statistic of pre-test scores**

Statistics		
Pretest		
N	Valid	40
	Missing	0
Mean		71.68
Median		70.00
Mode		70
Std. Deviation		11.299
Variance		127.661
Minimum		50
Maximum		93
Sum		2867

Based on the table 4.2 are explained that the means from the pre-test on 40 students is (71.68). While the median (the middle value) and mode (value which has the highest frequency) are (70.00) and (70). The minimum and maximum score from the pre-test score are (50) and (93). The standard deviation is (11.299). The mean score of pre-test on 40 students is less than standard score in school.

**Table 4.3 Frequency of pre-test scores**

		Pretest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	2.5	2.5	2.5
	53	3	7.5	7.5	10.0
	57	1	2.5	2.5	12.5
	60	4	10.0	10.0	22.5
	63	3	7.5	7.5	30.0
	67	2	5.0	5.0	35.0
	70	7	17.5	17.5	52.5
	73	1	2.5	2.5	55.0
	77	6	15.0	15.0	70.0
	80	6	15.0	15.0	85.0
	83	1	2.5	2.5	87.5
	87	1	2.5	2.5	90.0
	90	3	7.5	7.5	97.5
	93	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

From the table 4.3 is described about the frequency of pre-test score. It is start from the minimum score until the maximum score. From the table above, the score 0-60 (frequency/ total of the students who get

score 0-60 are 9 students, percentage of this score is 22.5%), it means that on the students achievement in reading comprehension is poor. The score 61-70 (frequency/ total of the students who get score 61-70 are 12 students, percentage of this score is 30%), it means that on the students achievement in reading comprehension is fair. The score 71-80 (frequency/ total of the students who get score 71-80 are 13 students, percentage of this score is 32.5%), it means that on the students achievement in reading comprehension is good. The score 81-90 (frequency/ total of the students who get score 80-100 are 5 students, percentage of this score is 12.5%), it means that on the students achievement in reading comprehension is very good. And the score 91-100 (frequency/ total of the students who get score 91-100 are 1 student, percentage of this score is 2.5%), it means that on the students achievement in reading comprehension is excellent. It means that before being taught by using Guided Reading strategy, there is still any students have poor score, it can be said that the students cannot understand well about reading text, especially in descriptive text.

2. Students' achievement in reading comprehension after being taught by using Guided Reading strategy

The data of the students' achievement after being taught by using Guided Reading strategy to reading strategy can be seen at the table below.

**Table 4.4 The students' scores of post-test**

No.	Name	Post-test Score
1.	ANS	80
2.	ADS	97
3.	ATNR	87
4.	AS	73
5.	AW	87
6.	AAPD	87
7.	BJR	73
8.	BTA	97
9.	DWN	77
10	DH	90
11	DFRP	90
12	DKR	67
13	DAS	67
14	DCC	77
15	EAP	80
16	ESP	67
17	FKD	73
18	FTR	77
19	H	70
20	KNAK	70
21	KA	80
22	LS	70
23	MN	80
24	M	73
25	NMA	77

26	NK	70
27	NA	93
28	OAA	70
29	OM	93
30	RNH	83
31	SNS	90
32	SE	83
33	SNS	87
34	SDC	80
35	STML	63
36	SMCS	80
37	SF	73
38	VR	73
39	VAPS	77
40	ZP	90

Based on the table 4.4, there are 40 students as sample of the research. The researcher used the alphabet to replace students' name because the students' name cannot write completely. The researcher administered the test after being taught by using Guided Reading strategy. The test was multiple choices consist of 30 items about descriptive text.

Based on the result on the table 4.4, it can be seen of the highest and the lowest scores of the students. The highest score of post-test was 97 and the lowest score of post-test was 63.

The researcher used SPSS 16.0 and percentage formula to measure the percentage of the post-test score and to show the score (see table 4.4 and 4.5). The researcher divided the percentage of scores into five criteria in students' reading comprehension after being taught by using Guided Reading strategy. The criteria are excellent, very good, good, fair, and poor.

**Table 4.5 Descriptive statistic of post-test scores**

Statistics		
Posttest		
N	Valid	40
	Missing	0
Mean		79.28
Median		78.50
Mode		73 <sup>a</sup>
Std. Deviation		8.979
Variance		80.615
Minimum		63
Maximum		97
Sum		3171

a. Multiple modes exist. The smallest value is shown

Based on the table 4.5 are explained that the means from the post-test on 40 students is (79.28). While the median (the middle value) and

mode (value which has the highest frequency) are (78.50) and (73). The minimum and maximum score from the post-test score are (63) and (97). The standard deviation is (8.979). The mean score of post-test on 40 students is higher than standard score in school.

**Table 4.6 Frequency of pre-test scores**

		Posttest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63	1	2.5	2.5	2.5
	67	3	7.5	7.5	10.0
	70	5	12.5	12.5	22.5
	73	6	15.0	15.0	37.5
	77	5	12.5	12.5	50.0
	80	6	15.0	15.0	65.0
	83	2	5.0	5.0	70.0
	87	4	10.0	10.0	80.0
	90	4	10.0	10.0	90.0
	93	2	5.0	5.0	95.0
	97	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

From the table 4.6 is described about the frequency of post-test score. It is start from the minimum score until the maximum score. From

the table above, the score 61-70 (frequency/ total of the students who get score 61-70 are 9 students, percentage of this score is 22.5%), it means that on the students achievement in reading comprehension is fair. The score 71-80 (frequency/ total of the students who get score 71-80 are 17 students, percentage of this score is 42.5%), it means that on the students achievement in reading comprehension is good. The score 81-90 (frequency/ total of the students who get score 81-90 are 10 students, percentage of this score is 25%), it means that on the students achievement in reading comprehension is very good. And the score 91-100 (frequency/ total of the students who get score 91-100 are 4 students, percentage of this score is 10%), it means that on the students achievement in reading comprehension is excellent. It means that after being taught by using Guided Reading strategy, half numbers of students have good score, it can be said that the students improve their understood about reading text, especially descriptive text, and there is only 1 student got poor score.

3. Students' achievement in reading comprehension before and after being taught by using Guided Reading strategy

The data of the students' achievement before and after being taught by using Guided Reading strategy to reading strategy can be seen at the table below.

**Table 4.7 The students' scores of pre-test and post-test**

No.	Name	Pre-test Score	Post-test Score	Gained Score
1.	ANS	77	80	3
2.	ADS	90	97	7
3.	ATNR	70	87	17
4.	AS	77	73	-4
5.	AW	93	87	-6
6.	AAPD	80	87	7
7.	BJR	60	73	13
8.	BTA	90	97	7
9.	DWN	73	77	4
10	DH	80	90	10
11	DFRP	80	90	10
12	DKR	60	67	7
13	DAS	67	67	0
14	DCC	70	77	7
15	EAP	60	80	20
16	ESP	53	67	14
17	FKD	63	73	10
18	FTR	70	77	7
19	H	67	70	3
20	KNAK	50	70	20
21	KA	77	80	3
22	LS	53	70	17
23	MN	63	80	17
24	M	70	73	3
25	NMA	77	77	0

26	NK	57	70	13
27	NA	83	93	10
28	OAA	63	70	7
29	OM	90	93	3
30	RNH	80	83	3
31	SNS	70	90	20
32	SE	80	83	3
33	SNS	87	87	0
34	SDC	77	80	3
35	STML	53	63	10
36	SMCS	77	80	3
37	SF	60	73	13
38	VR	70	73	3
39	VAPS	70	77	7
40	ZP	80	90	10

Based on the table 4.7, there are 40 students as sample of the research. The researcher used the alphabet to replace students' name because the students' name cannot write completely. The researcher administered the test before and after being taught by using Guided Reading strategy. The test was multiple choices consist of 30 items about descriptive text.

Based on the result on the table 4.7, it can be seen of the highest and the lowest scores of the students. The highest score of pre-test was 93

and the lowest score of pre-test was 50. While, the highest score of post-test was 97 and the lowest score of post-test was 63.

The researcher used SPSS 16.0 and percentage formula to measure the percentage of the pre-test and post-test score and to show the score (see table 4.6). The researcher divided the percentage of scores into five criteria in students' reading comprehension before and after being taught by using Guided Reading strategy.

**Table 4.8 Descriptive statistics of pre-test and post-test scores**

		<b>Statistics</b>	
		Pretest	Posttest
N	Valid	40	40
	Missing	0	0
Mean		71.68	79.28
Median		70.00	78.50
Mode		70	73 <sup>a</sup>
Std. Deviation		11.299	8.979
Variance		127.661	80.615
Minimum		50	63
Maximum		93	97
Sum		2867	3171

a. Multiple modes exist. The smallest value is shown

Based on the table 4.8, the output of descriptive statistics on 40 students' pre-test and post-test, shows that the minimum score were raising from (50 to 63), the maximum score were raising from (93 to 97), the median score were raising from (70 to 78.50), the mode score were raising from (70 to 73), and the mean score were raising from (71.68 to 79.28). From the raising mean itself it means that teach by using Guided Reading strategy on reading comprehension has different mean score. The students' score after being taught by using Guided Reading strategy is higher than before being taught by using Guided Reading strategy. So, it can be conclude that the score was increased after being treatment by using Guided Reading strategy

## **B. The Result of Normality and Homogeneity**

### **1. The Result of Normality**

Normality was conducted to know the data distributed normally or not. The researcher used Kolmogorov-Smirnov test with SPSS 16.0. to know the normality by the value of significance ( $\alpha$ ) = 0.05. The result of normality test can be seen in the table below:

#### 4.9 Table of Normality testing of pretest and post-test

##### One-Sample Kolmogorov-Smirnov Test

		Pre_test	Post_test
N		40	40
Normal Parameters <sup>a</sup>	Mean	71.68	79.28
	Std. Deviation	11.299	8.979
Most Extreme Differences	Absolute	.131	.133
	Positive	.084	.133
	Negative	-.131	-.105
Kolmogorov-Smirnov Z		.830	.839
Asymp. Sig. (2-tailed)		.496	.482
a. Test distribution is Normal.			

Based on the table 4.9 above, it showed that the significance value of pre-test is (0.496) and significance value of post-test is (0.482). Both of pre-test and post-test have significance value higher than 0.05. From the result above, it can be concluded that both of the data pre-test and post-test score are normal ((0.496 > 0.05) and (0.482 > 0.05)). So, it can be interpreted that both of the data (pre-test and post-test score) are in normal distribution.

## 2. The Result of Homogeneity

Homogeneity testing was conducted to know whether the gotten data has homogeneous variance or not. The researcher used Test of Homogeneity of variances with SPSS 16.0 by the value of significance ( $\alpha$ ) = 0.05. The result of homogeneity test can be seen in the table below:

**Table 4.10 Homogeneity test**

### Test of Homogeneity of Variances

Pre\_test

Levene Statistic	df1	df2	Sig.
2.112	9	29	.062

Based on the table 4.10 above, the test is homogenous because the significant is 0.62. The data can be said has same variance or homogeny if the value is more than 0.05. It means that the significant is higher than 0.05 ( $0.62 > 0.05$ ). So, it can be concluded that the data has same variance or homogeny.

## C. Data Analysis

To ensure whether the difference of pre-test and post-test scores is significant or not, the researcher used SPSS 16.0 Version to measure the t-test of the score to verify the effectiveness of Guided Reading strategy on students' reading comprehension. The result is as follows:

**Table 4.11 Paired 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 PRE-TEST - POST-TEST	-7.600	6.424	1.016	-9.655	-5.545	-7.482	39	.000

Based on the table 4.11, output paired sample test shows that the result of comparing pre-test and post-test by calculation of T-test. Output shows that mean of pre-test and post-test is (-7.600), the standard deviation is (6.424), the standard error mean is (1.016), the lower difference is (-9.655), the upper difference is (-5.545). The result of T-count is (-7.482), df is (39) and significance (2-tailed) is (0.000).

The significance value is 0.000 and the significance level is 0.05. It means that the significance value is smaller than significance level ( $0.000 < 0.05$ ). So, the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected. It means that there is significant different of students' achievement in reading comprehension before and after being taught by using Guided Reading strategy.

#### D. Hypothesis Testing

From the data analysis above, the hypothesis of the research which used in SPSS 16.0 are:

1. If the significant value  $<$  significant level, the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected.

It means that there is significant difference between the students' achievement in reading comprehension before and after being taught by using Guided Reading strategy.

2. If the significant value  $>$  significant level, the null hypothesis ( $H_o$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected.

It means that there is no significant difference between the students' achievement in reading comprehension before and after being taught by using Guided Reading strategy.

Based on computing paired sample t-test using SPSS 16.0, the researcher gave interpretation to significant value. The significant value of the research is 0.000, with significant level 0.05 and the  $t_{table}$  is (2.023) with df 39, whereas  $t_{count}$  is (7.482). Based on calculating SPSS 16.0 the significant value  $<$  significant level (0.000  $<$  0.05) the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It means that there is significant difference between the students' achievement in reading comprehension before and after being taught by using Guided Reading strategy.

There is different on paired sample t-test that the mean score before being taught by using Guided Reading strategy is 71.68, and after being taught by using

Guided Reading strategy is 79.28. It means that the mean score after being taught by using Guided Reading is higher than before being taught by using Guided Reading. Thus, it can be conclude that Guided Reading strategy is effective to teach reading comprehension in the seventh grade of MTs Darussalam Kademangan.

### **E. Discussion**

Based on data analysis, it shows that there is significant difference between the students' achievement in reading comprehension before and after being taught by using Guided Reading strategy at seventh grade of MTs Darussalam Kademangan.

After calculating the data on SPSS 16.0 Version, the finding of this research can be known that the mean of students' achievement in reading comprehension scores before being taught by using Guided Reading strategy is (71.68) and the mean of students' achievement in reading comprehension after being taught by using Guided Reading strategy is (79.28). Based on the mean of pre-test and post-test, it has known that mean score of post-test higher than mean score of pre-test. It means that the students' achievement in reading comprehension after taught by using Guided Reading strategy was improved.

Then, to know the effectiveness of Guided Reading strategy, the researcher analysis the data used paired sample t-test in SPSS 16.0. T-test analysis shows that the result of  $t_{count}$  is (7.482) and df was 39. Then, the researcher used  $t_{table}$  with significant level 5% and 30 degree of freedom. The significance value is

0.000 and the significance level is 0.05. It means that the significance value is smaller than significance level ( $0.000 < 0.05$ ). So, the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected. It means that there is significant different of students' achievement in reading comprehension before and after being taught by using Guided Reading strategy.

On the teaching and learning process in this research was divided by researcher into three steps, there are pre-test, treatment and post-test. In the first step, the researcher was giving pre-test for students' to know the students achievement in reading comprehension before being taught by using Guided Reading strategy. The researcher administered the pre-test at VII A class consisting of 40 students. These steps were conducted by researcher to know how the students' achievement in reading comprehension on the descriptive text. The test consist of 30 multiple choice test about based on the text. Every items has four choices, there were A, B, C, and D. The time location was about 60 minutes. Pre-test was conducted on 13<sup>rd</sup> April 2018.

The second step is treatment to students. The treatment was given by the researcher after giving the pre-test. The treatment was the teaching reading by using Guided Reading strategy. The researcher gave the material about descriptive text. It was conducted on 17<sup>th</sup> April 2018 and 20<sup>th</sup> April 2018. First, the researcher introduces the Guided Reading activity, selecting the text suitable with student's level, introduce the text, it can begin by writing down the title of the text, students predict what will they learn, before the students' begins to read, the researcher

would be make sure that all the words in the title/ theme/ topic are known by the students’.

After the students understood what will be learn in that meeting, than students reading the text part by part and the researcher check their understanding about the text, ask them to close their books and list as much information as they can remember about the text, ask for a volunteer or point the student to write down the results on the board, discussing the list on the board, students reread the text to correct statements in the board which relevant to the text or not, teacher ask the students to answer some questions that relevant with the text, students submitted the task, the last the researcher make a conclusion and give a feedback to the students’.

The last step, the researcher conducted post-test to 40 students of VII A class, the test was multiple choice of descriptive text consist of 30 items. Every items has four choices, there were A, B, C, and D. The time location was about 60 minutes. Post-test was conducted on 27<sup>th</sup> April 2018. The test given to know the significant difference on students’ achievement in reading comprehension before and after taught by using Guided Reading strategy.

Figuera (2003:70) states “Guided reading is an explicit instructional approach in which teachers support to the students development to problem solve during reading, they are develop comprehension and fluency from the text based on the level.” By Guided Reading strategy, all students have opportunity to explore their reading abilities with the strategy. This strategy gives opportunity to

the students to apply the strategies they are already known to the new text. They will be able to read more consciously and understanding deeply, because they get support from the teacher, but it is constantly obtain in independent reading.

Guided Reading strategy can help the students to build their own understanding of the text individually, to make students more confident and easy to answer the question related the task without the teacher's help. Students will do self-corrections, more adept in find the meaning of the text. They will more focus on meaning but use problem solving strategies to explain the words they don't know, faced difficult sentence structure, and understand concepts or ideas never find before. Throughout this process, it will increase of accuracy, fluency, speed automatically. It help students to understand particular texts and to use a range of reading and thinking strategies on others text.

The activity in the process of guided reading strategy started by preparation of the teacher in set the material to the students. Teacher selected the suitable material based on the level of the students from their background knowledge and the quality of the content, language and attractive presentation. In the process of applying this strategy, a teacher will be a facilitator and the model to the class in discussion to generate a class list of information students remembered from the text and correction if there any mistakes in presented their note based on the text. In the result, students will be more active and enthusiast to express their ideas as much as possible. By doing this strategy, it will help each other to increase their knowledge of the language.

Based on the mean score of post-test that showed higher than mean score of pre-test, it indicates that the students achievement in reading comprehension were improved after being taught by using Guided Reading strategy. The improvement of students' achievement in reading comprehension after being taught by using Guided Reading strategy was indicated that this strategy is effective to teach reading. It is agree by the previous studies by Ahmad Zakki Amani (2013), Fredina Fransiska (2015) and Ana Dwi Lestari (2013) that using Guided Reading strategy to teach reading was effective.

After applying this strategy in teaching reading, the students' can improve their reading comprehension. This is in line with the argument of previous study done by Ahmad Zakki Amani (2013) entitled *Keefektifan Strategi Catatan Terbimbing terhadap Hasil Belajar Materi Unsur Cerita pada Siswa Kelas V Sekolah Dasar Negeri Pesarean 01 Kabupaten Tegal*, in his research by using *Catatan Terbimbing* strategy showed that the score of the students was increased than before, more focused in during learning process and they were easy to understand the material. It was proven from his finding research by using quantitative approach in the experimental research based on t-count is 2.251 and t-table is 2.013. It shows that t-count is higher than t-table. So, it conclude that teaching using *Catatan Terbimbing* is effective than without using *Catatan Terbimbing* strategy.

To compare with Ahmad Zakki Amani's research, the researcher should state first that the findings of this research also stated that using a strategy especially Guided Reading strategy was effective to teach reading. The

differences was in the research design, this research using pre-experimental research while Ahmad Zakki Amani's research using nonequivalent control group design of quasi experimental design. Looked from the result, the  $t_{\text{count}}$  of Ahmad Zakki Amani's was higher than this research ( $2.251 > 2.013$ ), nevertheless both of this research were same, that is using a strategy in teaching reading was effective.

Then, the second one was the previous study done by Fredina Fransiska (2015) entitled *Efektivitas Metode Reading Guide terhadap Keterampilan Membaca Bahasa Arab Siswa Kelas XI IPS MAN Demak*, in her research by using *Reading Guide* strategy showed that the score of the students was increased than before, more active during learning process and they were did not feel bored. It was proven from his finding research by using quantitative approach in the experimental research based on the mean score of pre-test is 60.74 and the mean score of post-test is 73.00, and the result in the experimental class of the mean score of pre-test is 65.06 and the mean score of post-test is 81.50. It can be seen that the mean score is more increased that without using *Reading Guide* strategy. Then, t-count is 5.952 whereas t-table 1.671. It shows that t-count is higher than t-table. So, it conclude that teaching using *Reading Guide* was effective.

To compare with Fredina Fransiska's research, the researcher should state first that the findings of this research also stated that using a strategy especially Guided Reading strategy was effective to teach reading. The differences was in the research design, this research using pre-experimental research while Fredina Fransiska's research using experimental research. Looked from the result, the  $t_{\text{count}}$  of Fredina Fransiska's was higher than this research ( $5.952 > 1.671$ ), nevertheless

both of this research were same, that is using a strategy in teaching reading was effective.

The last was the previous study done by Ana Dwi Lestari (2013) entitled *Keefektifan Prosedur Membaca Terbimbing (Guided Reading Procedure) dalam Pembelajaran Membaca Pemahaman Siswa Kelas VII SMP Negeri 2 Gombang*, in her research by using *Guided Reading Procedure* showed that the score of the students was increased than before, more motivated in learning process, more active, they could found self correction from the mistakes or questions, and they were easy to understand the material. It was proven from his finding research by using quantitative approach in the experimental research based on the significance value is 0.000 and the significance level is 0.05. It shows that the significance value is smaller than significance level ( $0.000 < 0.05$ ). So, it conclude that teaching using *Guided Reading Procedure* is effective.

To compare with Ana Dwi Lestari's research, the researcher should state first that the findings of this research also stated that using a strategy especially *Guided Reading* strategy was effective to teach reading. The differences was in the research design, this research using pre-experimental research while Ana Dwi Lestari's research using experimental research. Looked from the result, the significance value of Ana Dwi Lestari's is smaller than significance level ( $0.000 < 0.05$ ), nevertheless both of this research were same, that is using a strategy in teaching reading was effective.

According to the explanation above, it can be concluded that Guided Reading strategy can be used to improve the students' achievement in reading comprehension especially for the students of seventh grade in MTs Darussalam Kademangan. Based on analysis data  $t_{count}$  is higher than  $t_{table}$  means that null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. So, there is significant difference between the students' achievement in reading comprehension before and after being taught by using Guided Reading strategy. Therefore, Guided Reading strategy is effective to improve reading comprehension of students' on the seventh grade at MTs Darussalam Kademangan.

From the explanation above, the implementation of Guided Reading strategy in teaching and learning process especially in teaching reading gives a positive effect on the students' achievement in reading comprehension, because they can understand easily, more active, can do self-corrections and they will not be sleepy or bored because they must keep their concentration to the text if they are suddenly pointed by teacher to read the passage of the text. This strategy gives opportunity to all of the students to apply the strategies to explore their reading abilities. Students get support from the teacher, but it is constantly obtained in independent reading. In the result, they can improve the reading achievement of reading comprehension through the implementation of teaching by using Guided Reading strategy.