

**THE EFFECTIVENESS OF GUIDED READING STRATEGY IN  
TEACHING READING COMPREHENSION OF THE NINTH-GRADERS  
OF MTsN 6 NGANJUK**

**THESIS**



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**STATE ISLAMIC INSTITUTE (IAIN) OF KEDIRI**

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**THESIS**

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others. This thesis is to fulfil the requirement for the degree of *Sarjana* (S1) in English Study Program, State Islamic Institute (IAIN) of Kediri.

Kediri, 26<sup>th</sup> of June 2023

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OF MTsN 6 NGANJUK**

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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (5) إِنَّ مَعَ الْعُسْرِ يُسْرًا (6)

“For indeed, with hardship comes ease. Indeed, with hardship comes ease”

(Q.S Al Insyirah:5-6)

وَوَجَدَكَ ضَالًّا فَهَدَى (7)

“And He found you lost and guided you”

(Q.S Ad Dhuha: 7)

## **DEDICATION**

1. All praises is due to Allah Subhanahu wa Ta'ala for his mercies and blessings that has been given to me to finish this thesis.
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The researcher realized that the thesis was still far from being perfect. So, the researcher expected suggestions and comments from all the readers or other researcher who want to learn about the thesis.

Kediri, 26<sup>TH</sup> of June 2023

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## ABSTRACT

**SA'DIYAH, LAILATUS.** 2023. *The Effectiveness of Guided Reading Strategy in Teaching Reading Comprehension of the Ninth-graders of MTsN 6 Nganjuk.* Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) Kediri. Advisors: (1) Dr. Sri Wahyuni, M.P.d. (2) Dr. Fathor Rosyid, M.Pd.

**Keywords:** *Reading Comprehension, Narrative Text, Guided Reading Strategy*

Reading has a vital role in education which is in teaching and learning language, especially English. Through reading, students will get many information from the text they are read. Although reading is a vital role in English education, but teachers and students find that there are some difficulties in teaching reading, such as the students get bored easily when they read a text. In this study, the researcher presents Guided Reading Strategy as a strategy in teaching reading. The researcher tries to provide a new effective way of teaching reading and is expected to be able to help students to enhance their reading comprehension. The objective of this study is to investigate whether Guided Reading Strategy is effective or not to teach reading comprehension.

This research is an experimental research with quasi-experimental as a research design. This study was conducted in MTsN 6 Nganjuk. The subject of this research was 32 students in IX.3 as the experimental and 27 students in IX.6 as the control class. The experimental class were taught by using Guided Reading Strategy and the control class were taught by using Reading Aloud Strategy. In this research, the researcher gave pre-test and post-test to both of group before and after the treatment. Then, the researcher calculates the test by using Mann-Whitney U Test. Mann-Whitney U Test used by the researcher because the result of Kolmogorov-Smirnov analysis presented that the distribution of post-test's control class is not normal.

The homogeneity variance of pre-test is  $0.822 > 0.05$  and post-test is  $0.357 > 0.05$ , it indicates that both of the data was homogeneous. Furthermore, the result of the statistical computation of Mann-Whitney U test presented the significant value of Mann Whitney U test for this study is 0.000. It is lower than the standard distribution ( $0.000 < 0.05$ ). It indicates that  $H_0$  is rejected, while  $H_a$  is accepted. This study concludes that there is a significant difference between the reading comprehension skills of students taught using the Guided Reading Strategy and those who did not. In other word, Guided Reading Strategy is effective to be used to teach reading, especially in teaching reading of narrative text for the ninth-graders of MTsN 6 Nganjuk.

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