Implementation of The Guided Reading Learning Model To Improve Short Story Reading Skills In Students Kelas IV SD Negeri Lahendong

Ingried Yesica Pangumpia[1]*, Mayske Rinny Liando[2], Magdalena J. Kaunang[3]

[1,2,3]Fakultas Ilmu Pendidikan dan Psikologi, Universitas Negeri Manado, Indonesia
Corresponding author:
Email: mayske_liando@unima.ac.id

Abstract.
This study aims to improve short story reading skills through the application of the Guided Reading learning model in fourth-grade students of Lahendong State Elementary School. The method used in this study is Classroom Action Research (CAR) which is implemented in two cycles. Each cycle consists of planning, action implementation, observation, and reflection. The research subjects were 13 fourth-grade students of Lahendong State Elementary School. Data collection techniques were carried out through observation and learning outcome tests. Data were analyzed using quantitative and qualitative descriptive analysis techniques. The results of the study indicate that the application of the Guided Reading learning model can improve students' short story reading skills. In cycle I, the average student learning outcomes reached 71.15% with a classical completion rate of 61.53%. After improvements were made in cycle II, the average student learning outcomes increased to 85.76% with a classical completion rate of 84.61%. These results indicate that students' short story reading skills have improved and have exceeded the established KKTP, which is 75%. Based on the research results, it can be concluded that the application of the Guided Reading learning model can improve the short story reading skills of fourth grade students at Lahendong State Elementary School.
Keywords: *Guided Reading, short story reading skills and Classroom Action Research.*

I. INTRODUCTION

Education plays a central role in developing high-quality human resources capable of facing global competition. Through education, students are equipped with the knowledge, skills, and values that support optimal character formation and personal development. At the elementary school level, education serves as the primary foundation for developing basic skills that will support student success at subsequent levels of education. Reading, writing, arithmetic, and critical thinking are some of the skills that must be developed early on to ensure students have strong academic readiness.

Language in general teaches us how to communicate with other humans. Language learning consists of four aspects, namely: writing, reading, speaking, and listening. Reading in elementary schools is the task and responsibility of Indonesian language teachers because it has a very important role in developing knowledge through reading. Tumewang, FE, Ratu, DM, & Liando, MR (2022: 271).

According to Liando (2020), "Learning Indonesian aims to broaden students' horizons through various learning concepts involving reading, writing, listening, and speaking. Therefore, learning Indonesian is very important in the context of elementary school education, as it equips students with communication skills essential for their academic and social development."

According toKaunang (2024),Indonesian facilitates the development of four language skills: listening, speaking, reading, and writing. These four skills are interrelated, but reading skills are often the primary focus because they are the basis for students to access various information. Tarigan (2012) as quoted by (Sinaga, 2020) stated that "reading skills determine students' learning success because almost all subjects in elementary school rely on reading skills to understand the subject matter." Therefore, reading activities are directed at developing students' ability to communicate effectively and appropriately, both orally and in writing, thus supporting comprehensive language mastery and strong literacy skills (Liando, 2023). Reading skills are one of the four important elements in learning Indonesian.Langoy, D., Kaunang, M., & Mandey, S. (2026:405).

As curricula and educational demands evolve, reading comprehension skills are becoming increasingly important because they are directly related to critical thinking and problem-solving skills. Students are required not only to read text mechanically but also to be able to gather information, identify main ideas, analyze plot lines, understand character traits, and draw conclusions (Kaunang, MJ, 2026)However, in reality, many elementary school students still face difficulties in understanding reading texts, including in reading short stories which are considered more complex because they contain intrinsic elements such as plot, characters, setting, conflict, and moral.

The results of initial observations conducted by researchers at Lahendong Public Elementary School showed that the reading skills of fourth-grade students were in the low category. Of the 13 students observed, only 3 students, or approximately 23.07%, were able to understand short stories well. These three students were able to find the main idea of the story, re-explain the plot simply, and answer questions about the text content correctly. Meanwhile, the other 10 students, or approximately 76.93%, still experienced various difficulties, such as being unable to grasp the main point of the story, difficulty identifying characters and the sequence of events, and difficulty answering comprehension questions. Even during the reading aloud process, some students still read without paying attention to intonation and punctuation. And when reading independently, students only played. This condition indicates that students' reading skills need to be improved through more appropriate and effective learning strategies and guided.

Students' poor reading skills can be influenced by several factors. First, the learning strategies used are still conventional. Teachers often employ lectures or shared reading methods without in-depth guidance. This learning model tends to make students passive and does not provide opportunities for them to develop their reading skills independently. Second, the reading materials used are not varied enough, thus failing to engage students. Textbooks become the sole source of reading, preventing students from experiencing more engaging texts, especially literary works such as short stories. Third, the literacy environment, both at school and at home, is not fully supportive. According to Nugroho (2021), a weak literacy culture in the learning environment can contribute to students' low motivation and reading skills. Fourth, the lack of time allotted for independent reading or reading aloud activities prevents students from becoming accustomed to processing information from texts.

To address these challenges, a learning model is needed that can provide structured support to students tailored to their skills. One such model is Guided Reading. Guided Reading is a reading learning approach conducted in small groups. The teacher groups students based on their reading skills and then provides direct and gradual guidance throughout the reading process. In Guided Reading, students read texts appropriate to their skill level, while the teacher provides support in the form of directions, prompting questions, and comprehension strategies.

The Guided Reading model is considered effective in improving reading skills because it accommodates differences in student abilities. Rahmawati (2020) explains that Guided Reading provides students with the opportunity to read independently while still receiving adequate assistance when encountering difficulties. This approach provides structured scaffolding so students can understand the reading content step by step. Furthermore, Putri and Wulandari (2022) emphasize that Guided Reading can improve reading comprehension because students are encouraged to engage in dialogue about the text's content, connect the reading to their experiences, and develop critical reading strategies.

*Guided Reading*has several advantages. First, learning is conducted in small groups so that teachers can monitor and provide intensive guidance. Students with lower reading skills receive more assistance, while more advanced students are given the opportunity to develop their comprehension skills. Second, the texts used are graded and tailored to students' skills so they don't feel overwhelmed. Students can read texts at an appropriate level of difficulty, thus increasing their motivation to comprehend the reading. Third, intensive interaction between teachers and students during the reading process helps students develop strategies such as predicting the text's content, guessing the meaning of words through context, finding the main idea, and drawing conclusions. When students experience difficulties, the teacher provides guidance without directly providing answers, so students learn to think independently.

Furthermore, Guided Reading also provides an opportunity for students to discuss the text's content. Discussions take place after the reading activity. Through these discussions, students are encouraged to analyze the plot, characters, setting, conflict, and moral message contained in the short story. Discussions help students better understand the story's structure and improve their ability to interpret meaning. Hidayati (2023) states that guided discussions are an important part of Guided Reading because they provide a space for dialogue between teachers and students regarding the reading content, thereby increasing comprehension and reading motivation.

The Guided Reading model also creates a more comfortable learning environment. Because learning takes place in small groups, students who typically lack confidence in reading become more willing to try. They feel less pressured because learning isn't conducted in front of the entire class. This atmosphere helps foster students' confidence in reading and understanding texts. Guided Reading can also increase learning motivation because students feel they are receiving more attention from the teacher. They have more opportunities to ask questions and discuss.

Given these various benefits and advantages, the implementation of the Guided Reading model is highly relevant for improving the short story reading skills of fourth-grade students at Lahendong Public Elementary School. This model not only helps students understand texts more deeply but also facilitates the development of analytical, critical, and interpretive skills and abilities, which are crucial in learning Indonesian. Therefore, improvement efforts through classroom action research are needed to systematically and structuredly implement the Guided Reading model to improve students' reading skills.

II. RESEARCH METHODS

The research method was implemented in the form of classroom action research (CAR) which refers to the research design proposed by Kemmis and Mc Taggart in Aqib & Chotibuddin (2018) with the following stages:

1. Planning stage
2. Action stage
3. Observation stage
4. Reflection

The research flow is as shown in the image below:

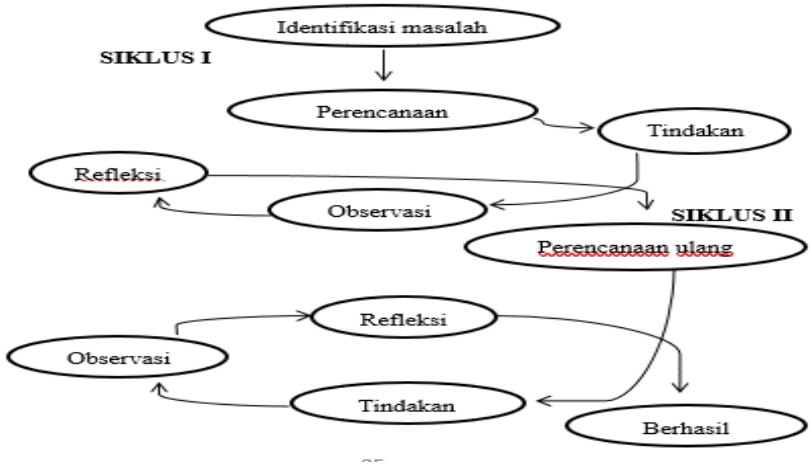


Fig. 3.1. Classroom Action Research Flow Modified by Kemmis and Mc Taggart

This research will be conducted at Lahendong State Elementary School in Lahendong Village, South Tomohon District, Tomohon City. The subjects are 13 fourth-grade students, consisting of 5 boys and 8 girls.

The research instruments used were the Teacher Activity Observation Sheet and the Student Activity Observation Sheet. Data collection techniques included administering post-learning tests, observing during the learning process, and providing questions with answers so students could choose the ones that best suited their opinions.

TData Analysis Techniques UsingAnalysis of Observation Results, Analysis of Student Activity Observation Results The percentage formula to see the tendencies that occur in the learning process is as follows.

$$P= \times 100\frac{F}{N}$$

Information:

P = percentage number

F = frequency whose percentage is being sought

N = number of frequencies/number of individuals

(Source: Arikunto, 2017)

To calculate student learning outcomes, it can be calculated using the KKTP formula (Criteria for Achieving Learning Objectives), as follows:

$$\text{Formula:KB} = \frac{T}{Tt} \times 100\%$$

Where:
KB = Learning Completion
T = Total Score Obtained by Students
Tt = Total Score

(Source: Arikunto, 2017)

III. RESEARCH RESULT

The research results were obtained from the application of the Guided Reading learning model in improving short story reading skills in fourth-grade students at Lahendong State Elementary School. This research was conducted through two cycles of action with the aim of improving students' abilities in understanding the contents of short stories, finding story elements, and increasing reading fluency and accuracy through guided reading activities carried out systematically by the teacher.

The discussion of the research results is based on data obtained through the implementation of actions in cycles I and II. Each cycle is implemented through four stages of Classroom Action Research (CAR), namely: (1) the planning stage, (2) the implementation stage of the action, (3) the observation stage, and (4) the reflection stage. Through these stages, the application of the Guided Reading learning model shows an increase in students' short story reading skills. This increase is seen from students' ability to read with correct pronunciation and intonation, understand the content of the reading, identify characters, settings, and morals in the short story, and be able to answer questions related to the content of the story better. The results obtained in cycle II show an increase compared to cycle I, both in terms of student learning activities and the short story reading skills achieved.

Results of cycle I

Table 4.3
Student Learning Outcomes in Cycle I

No	Name Student	Score for Each Question					Amount Score	Note:
		15	15	20	20	30	100	
1.	AM	5	10	20	20	20	75	Completed
2.	CA	5	10	10	10	25	60	Not Completed
3.	CS	15	15	15	15	20	80	Completed
4.	CS	5	10	20	20	20	75	Completed
5.	FL	15	15	15	15	20	80	Completed
6.	JK	5	10	15	15	20	65	Not Completed
7.	JL	5	15	20	15	20	75	Completed
8.	KP	5	10	15	15	20	65	Not Completed
9.	MA	5	15	20	15	20	75	Completed
10.	PM	5	10	10	10	25	60	Not Completed
11.	PP	5	15	20	15	20	75	Completed
12.	SS	5	10	15	15	20	65	Not Completed
13.	TS	5	10	20	20	20	75	Completed
Total number							925	8
Average							71.15	61.54%

Based on the results in table 4.3 above, the average learning outcomes and presentation of student learning completion can be calculated using the formula:

1) Average learning outcomes

$$\bar{\mathbf{x}} = \frac{T}{Tt} \times 100\%$$

$$\bar{\mathbf{x}} = \frac{925}{1300} \times 100\%$$

$$\bar{x} = 71{,}15\%$$

2) Classical learning completion

$$KB = \frac{Jumlah\ siswa\ yang\ tuntas}{Jumlah\ seluruh\ siswa} \times 100\%$$

$$KB = \frac{8}{13} \times 100\% = 61{,}53\%$$

Based on Table 4.3, the evaluation results for cycle I show that students' short story reading skills are still not optimal. The average student learning outcome in Indonesian language learning through the implementation of the Guided Reading model reached 71.15%. Of the 13 fourth-grade students at Lahendong Public Elementary School, 8 students (61.53%) were declared to have completed the learning, while 5 students (38.47%) had not achieved the required learning completion. These results indicate that students' short story reading skills in Cycle I still need improvement. Some students still had difficulty understanding the story's content, identifying intrinsic elements of the short story, and answering questions related to the reading accurately. Furthermore, the ability to read with good pronunciation and intonation was not yet evenly distributed among all students.

Thus, the results obtained in cycle I indicate that the implementation of the Guided Reading model has had a positive impact on students' short story reading skills, but its implementation still requires improvement and refinement in cycle II so that short story reading skills and student activities can increase more optimally. Improvement efforts that can be made include providing more intensive guidance during guided reading activities, increasing students' opportunities to practice reading and understanding the contents of short stories, providing motivation to students to be more active in learning, and creating a more interactive and enjoyable learning atmosphere. With these improvements, it is hoped that the short story reading skills of fourth-grade students of Lahendong State Elementary School can improve and achieve maximum learning completion in cycle II.

Results of Cycle II

The results of Indonesian language learning in short story reading material through the application of the Guided Reading model in cycle II were obtained through evaluation in the form of a written test in the form of an assessment sheet. The evaluation instrument used was adjusted to the learning objectives to measure the improvement of students' short story reading skills after participating in the learning process in cycle II. The evaluation sheet was distributed to all fourth-grade students of Lahendong State Elementary School, and before working, the teacher provided clear instructions so that students understood how to answer the questions according to the established indicators.

The evaluation aims to measure students' ability to understand the content of short stories, identify intrinsic elements of a story such as characters, setting, plot, and moral, and answer questions related to the content accurately. Furthermore, the evaluation results are used to determine the success rate of the Guided Reading model in improving students' short story reading skills in Cycle II.

Table 4.6
Student Learning Outcomes in Cycle II

No	Name Student	Score for Each Question					Amount Score	Note:
		15	15	20	20	30	100	
1.	AM	15	15	20	15	25	90	Completed
2.	CA	15	10	10	10	25	70	Not Completed
3.	CS	15	15	15	20	30	95	Completed
4.	CS	15	15	20	15	25	90	Completed
5.	FL	15	15	15	20	30	95	Completed
6.	JK	15	15	20	15	20	85	Completed
7.	JL	15	15	20	15	25	90	Completed
8.	KP	15	15	20	15	20	85	Completed
9.	MA	15	15	20	15	25	90	Completed
10.	PM	15	10	10	10	25	70	Not Completed
11.	PP	15	15	20	15	25	90	Completed
12.	SS	15	15	15	15	20	80	Completed

13.	TS	15	15	20	15	20	85	Completed
Total number							1115	11
Average							85.76%	84.61%

Based on the results in table 4.2 above, the average learning outcomes and presentation of student learning completion can be calculated using the formula:

1) Average learning outcomes

$$\bar{\mathbf{x}} = \frac{T}{Tt} \times 100\%$$

$$\bar{\mathbf{x}} = \frac{1115}{1300} \times 100\%$$

$$\bar{\mathbf{x}} = 85{,}76$$

2) Classical learning completion

$$\text{KB} = \frac{Jumlah\ siswa\ yang\ tuntas}{Jumlah\ seluruh\ siswa} \times 100\%$$

$$\text{KB} = \frac{11}{13} \times 100\% = 84{,}61\%$$

After implementing the actions in cycle II, students' short story reading skills in Indonesian language learning experienced significant improvement. This can be seen in Table 4.6, where the average student learning outcome reached 85.76%. Of the 13 fourth-grade students at Lahendong State Elementary School,As many as 11 students or 84.61% were declared to have completed the course, while 2 students or 15.39% had not achieved learning completion according to the Learning Objective Achievement Criteria (KKTP) standards set, namely ≥ 75%.Most of them have shown an increase in learning outcomes, indicating that students are increasingly able to understand the content of the story, find characters, settings, plots, and morals in short stories, and read with better understanding compared to the previous cycle.

Thus, the implementation of the Guided Reading model has proven effective in improving the short story reading skills of fourth-grade students at Lahendong Public Elementary School. Through systematically implemented guided reading activities, students have the opportunity to improve their reading skills, understand the content of the reading, and develop their short story reading skills more optimally.

In addition to improved learning outcomes, student activity during the learning process also improved, as evidenced by more active engagement in guided reading, discussions, Q&A sessions, and sharing understanding of the short stories they read. Teachers' activities in implementing the Guided Reading model also demonstrated excellent results, making the learning process more effective and focused.

With the improvement in learning outcomes and optimal student and teacher activities through the implementation of the Guided Reading model, this research does not need to be continued to the next cycle. This indicates that the corrective actions taken in cycle II have successfully achieved the expected learning objectives, namely improving the short story reading skills of fourth-grade students at Lahendong State Elementary School.

IV. DISCUSSION

This study used the Classroom Action Research (CAR) method, consisting of two cycles. The analysis results showed an increase in student activity, teacher activity, and students' short story reading skills from cycle I to cycle II in Indonesian language learning in fourth grade at Lahendong Public Elementary School through the implementation of the Guided Reading model.

The results of the study indicate that the implementation of the Guided Reading model has a significant impact on improving students' short story reading skills. In cycle I, the average student learning outcomes reached 71.15% with a classical completion rate of 61.53%. These results indicate that there are still a number of students who have not reached the set completion standard (≥ 75). This condition is influenced by several factors, such as the still low level of student involvement in guided reading activities, students' lack of courage in conveying their understanding of the story's content, and the continued difficulty in understanding the content of the short story and identifying its intrinsic elements.

As a follow-up to the findings in cycle I, improvements were made in cycle II by optimizing the implementation of the Guided Reading model steps, providing more intensive guidance during reading

activities, and encouraging all students to be more active in understanding and discussing the contents of the short story. The results of these improvements were seen in cycle II, where the average student learning outcomes increased to 85.76% with a classical completion rate of84.61%This achievement indicates that most students were able to understand the content of the short story well, identify characters, setting, plot, and moral, and answer questions based on the reading accurately. These results also exceeded the established Learning Objective Achievement Criteria (KKTP), which is a minimum of 75%.

Based on the results of cycle II, it shows that the corrective actions taken have achieved the research objectives, which are shown through increased activity, involvement, and students' ability to understand the content of the reading during the learning process. This shows that the guided reading model is effective in improving students' short story reading skills in Indonesian language learning, especially in understanding the content and meaning of the text being read. In line with that, Liando (2023) states that reading does not only function as an activity of recognizing letters or memorizing words, but is a process of understanding the meaning of the text, interpreting ideas, and connecting them with everyday experiences. According to Langoy, D., Kaunang, M., & Mandey, S. (2026: 405). Reading not only helps someone gain broader knowledge, but also increases vocabulary, trains articulation, and develops thinking and reasoning skills. Tumewang, FE, Ratu, DM, & Liando, MR (2022: 271) state that Reading is an understanding of written language, reading will also provide information that is being sought or needed. Reading also conveys the author's intent to the reader, conveying important points or intentions, and providing information through writing. This opinion is reinforced by Kaunang (2026), who states that reading is a unique skill and plays a crucial role in developing knowledge. In the context of this research, improving short story reading skills indicates that students are increasingly able to understand the plot, characters, and messages contained in the text. Therefore, the reading process is no longer mechanical but has evolved into an activity of understanding and interpreting the contents of the reading more deeply.

The corrective actions taken successfully achieved the research objectives. Increased student activity and engagement in the learning process demonstrated that the Guided Reading model was effective in improving students' short story reading skills in Indonesian language learning. Therefore, this research does not need to proceed to the next cycle because the established success indicators have been achieved.

V. CONCLUSION

Based on the research results, it can be concluded that the implementation of the Guided Reading model can improve the short story reading skills of fourth-grade students at Lahendong State Elementary School. In the first cycle, the average student learning outcomes were 71.15% with a classical completion rate of 61.53%, so they had not yet reached the KKTP of 75%. In the second cycle, after more optimal improvements and guidance, the average learning outcomes increased to 85.76% with a classical completion rate of 84.61%. Thus, the Guided Reading model has been proven to improve short story reading skills as well as teacher and student activities in Indonesian language learning for fourth-grade students at Lahendong State Elementary School.

REFERENCE

[1]. Aqib, Z., & Chotibuddin, M. (2018). Theory and application of classroom action research (CAR). Deepublish.
[2]. Arikunto, S. (2017). Research Procedures: A Practical Approach. Jakarta: Rineka Cipta.
[3]. Hidayati, N. (2023). Guided Discussion in Reading Learning: Approach and Implementation in Elementary Schools. Jakarta: Kencana.
[4]. Langoy, D., Kaunang, M., & Mandey, S. (2026). Application of Problem Based Learning Model to Improve Reading Skills of Students in Grade III of Gmim Pinaras Elementary School. Pendas: ***Scientific Journal of Elementary Education***, 11(03), 403-417.
[5]. Liando, MR (2020). Application of the Picture and Picture Learning Model to Improve Indonesian Language Learning Outcomes in Fourth Grade Students of Berea Tondano Elementary School. ***EDU PRIMARY JOURNAL,*** 1(3), 8-8.

[6]. Liando, MR (2023). Analysis of Learning Models and Implementation of Character Education at SD Negeri 1 Manado. ***Journal of Education and Teaching Review***, 6(4), 639–643.

[7]. Nugroho, A. (2021). Strengthening Literacy Culture in Elementary Schools to Increase Students' Reading Motivation. Yogyakarta: Deepublish.

[8]. Putri, R., & Wulandari, S. (2022). Implementing Guided Reading to Improve Students' Reading Comprehension. ***Journal of Indonesian Language Education***, 9(2), 112–120.

[9]. Rahmawati, F. (2020). Guided Reading as a Reading Comprehension Learning Strategy in Elementary Schools. Surabaya: CV Jakad Media Publishing.

[10]. Sinaga, N. (2020). Improving Teachers' Ability in Applying Modeling Techniques to Improve Students' Indonesian Language Learning Outcomes Through Academic Supervision Techniques. ***Thematic Journal of Medan State University***, 10(1), 61–68.

[11]. Tumewang, FE, Ratu, DM, & Liando, MR (2022). Improving Text Reading Skills with Demonstration Methods in Limited Face-to-Face Learning for Fourth Grade Students of Maliku Inpres Elementary School. Onoma ***Journal: Education, Language, and Literature***, 8(1), 270-281.