

Improving Reading Literacy Through the Guided Reading Learning Model of Indonesian Language Subjects in Elementary School Students

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Abstract

The classroom action research conducted by this study aims to solve the problem of students' lack of reading literacy by using the guided reading learning model in grade II students at SDN 42 Limpomajang, Palopo City. The subjects of this study were 10 students with details of 5 male students and 5 female students. The data analysis technique used is quantitative descriptive. Based on the test results obtained by applying the guided reading learning model, it is proven to be able to increase students' reading literacy. This is proven to meet the success indicators, namely 90% of students or 9 out of 10 students get a score of ≥ 73 in accordance with the KKTP. In addition, student learning activities are classified as very active and the implementation of learning is also in the category of very implemented. Since the success indicators have been achieved in cycle I, the research is not continued to the next cycle. Thus, the implementation of the Guided Reading learning model was declared successful in improving students' reading literacy.

Keywords

Guided Reading Learning Model; PTK; Reading Literacy.



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INTRODUCTION

Education is a conscious effort to develop individual potential through the learning process so as to produce quality human resources. One of the basic competencies that need to be developed at the elementary school level is reading literacy, which is the ability to understand, evaluate, and reflect information from various reading sources. Reading literacy is a person's ability to understand, interpret, use and consider the meaning of a piece of writing that is read, so that something that is read can leave an imprint on the reader's mind (Navida, et al. 2023).

Reading literacy is not only related to the ability to pronounce words, but also to understand the content of reading, find information, and reconvey the content of the text. This

ability is the basis for successful learning because it helps students understand the material, think critically, and solve problems. Reading literacy includes several things, including the ability to read, understand texts, and think critically about the information received (Iswandi et al. 2025).

Indonesian language learning has an important role in developing language skills, namely listening, speaking, reading, and writing. Among these four skills, reading is the basis that supports the development of other language skills. Therefore, increasing reading literacy, especially in grade II elementary school students, needs attention so that students are able to understand reading texts continuously.

One of the efforts to improve reading literacy is through the implementation of appropriate learning models. Guided Reading is a guided reading learning model that guides students gradually through pre-reading, reading, and post-reading activities so that students are more active, confident, and able to understand the content of reading better. This model helps teachers provide systematic guidance during the reading process so that students' literacy skills can develop optimally.

Abidin (Farwati, 2021) argues that the guided reading learning method is a guided learning method to help students use independent learning strategies. Harumi (Juliana, 2025) explained that guided reading is a learning process through text reading. In its application, teachers provide reading guides to ensure that the reading process runs effectively.

Based on the results of initial observations in grade II of SDN 42 Limpomajang, Palopo City, students' reading literacy skills are still low. Of the 10 students, as many as 8 students (80%) have not reached completeness, while only 2 students (20%) have achieved completeness. This condition is influenced by the use of less effective learning models so that students lack focus and have difficulty understanding reading. This finding is in line with the research of Juliana et al. (2025) which states that learning with structured stages, namely pre-reading, reading, and post-reading, is able to increase student activity during the learning process. Based on these conditions, this study aims to determine the improvement of reading literacy through the application of the Guided Reading learning model in Indonesian language subjects for grade II students of SDN 42 Limpomajang, Palopo City.

METHODS

This study uses Classroom Action Research (PTK). According to Saputra (2021), PTK is research that is carried out in the classroom during the learning process to improve and improve the quality of learning. This study uses the model of Kemmis and McTaggart, Bakri et al. (2022). It includes four stages in each cycle, namely planning, implementation of actions, observation, and reflection. The research was carried out at SDN 42 Limpomajang, Palopo City, in the even semester of the 2025/2026 school year with 10 research subjects of grade II consisting of 5 male students and 5 female students.

The research was carried out in two cycles. Each cycle consists of three learning meetings and one evaluation meeting. Before the action, initial observation and interviews with teachers

were carried out to identify reading literacy problems. The stages of each cycle include the preparation of learning tools, the implementation of the Guided Reading model, observation of the learning process, and reflection as the basis for improvement in the next cycle. The application of the Guided Reading model is carried out through pre-reading, guided reading, and post-reading activities to improve students' reading literacy skills.

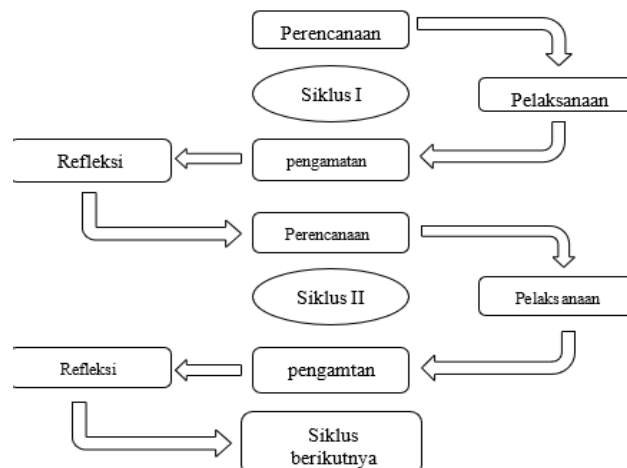


Figure 1. Classroom Action Research Cycle

Source: Kemmis dan McTaggart.

Data collection is carried out through observation and tests. Observations were used to obtain data on the implementation of learning, teacher activities, and student activities during the implementation of the Guided Reading model, while tests were used to measure students' reading literacy ability at the end of each cycle. The research instruments include observation sheets on learning implementation, observation sheets on student activities, and reading literacy tests which are compiled based on reading literacy ability indicators.

The data was analyzed using quantitative descriptive techniques. Analysis was carried out on data on learning implementation, student activities, and reading literacy test results to determine the improvement of students' reading literacy skills after the application of the Guided Reading model in each research cycle.

The data on teaching implementation activities was obtained from the results of observations made. The analysis of learning implementation data aims to describe the implementation of learning using the Guided Reading learning model in grade II students of SDN 42 Limpomajang, Palopo City. The implementation of learning is said to be successful if it reaches the category of implemented or highly implemented. The percentage results are categorized as follows:

Table 1. Learning Implementation Categories

Percentage %	Criteria
80 – 100	Very good
66 – 79	Good
56 – 65	Enough
40 – 55	Less

0 - 39 Very Less

Source: Negara et al., (2023).

Data regarding the observation of student participation during the learning process will be analyzed by calculating the average of the results of the observations that have been made. This instrument will be filled by observers by observing student involvement in the learning process starting from the beginning, core, to the end.

Table 2. Categories of Student Learning Activities

Percentage (%)	Category
81 – 100	Highly Active
61 – 80	Active
41 – 60	Quite Active
≤ 40	Less Active

Source: Arkunto, (2021)

3. Analysis of data and student learning outcomes

This data is obtained from the results of the final test and then analyzed quantitatively to find out the average grade and the percentage increase according to the existing criteria. Students' reading literacy ability can be calculated with the following formula:

$$\text{value} = \frac{\text{Scores obtained}}{\text{Maximum score}} \times 100$$

Table 3. Reading Literacy Ability Criteria

Percentage %	Criteria
86 – 100	Very good
76 – 85	Good
60 – 75	Enough
55– 59	Less
≤ 54	Very Less

Source: Talentiano dkk (2025).

4. Success Indicators

The success indicator in this study is shown through increasing reading literacy through the implementation of a learning model in Indonesian language subjects. The action is said to be successful if 80% or at least 8 out of 10 students have reached the Learning Goal Achievement Criteria (KKTP), which is ≥73 with a good category in students' reading literacy skills.

FINDINGS AND DISCUSSION

Findings

This research is a classroom action research carried out at SDN 42 Limpomajang in grade II students. This research has been carried out for one cycle. In one cycle consists of three

meetings where three meetings are used for learning as well as the implementation of tests at the third meeting.

Observation Results of the Implementation of Cycle I Learning

Observation of the implementation of learning is carried out to ensure that the learning process has been carried out in accordance with the steps planned in the guided reading learning model. The results of observations on the implementation of learning in cycle 1 can be seen in the following table:

Table 4. Observation Results of the Implementation of Cycle I Learning

Meetings	Value	Percentage (%)	Category
First	13	100	Excellent
Second	12	92	Excellent
Third	13	100	Excellent
Average	12,6	97,3	Excellent

Source: Primary data after processing (2026)

Based on table 4 above, it shows that the results of the implementation of learning on the first day reached a score of 13 which was carried out with 100% of the very good category, while in the second meeting it reached 12 scores which were carried out with 92% of the very good category, and the third meeting reached 13 values which were carried out with 100% of the very good category with an overall average of 97.3% of the implementation category.

Results of Observation of Student Activities in Cycle I I

This observation was carried out to determine the level of involvement and activeness of students during the learning process. The activities observed were students' reading activities with the guidance of teachers, discussing and participating in groups to help friends who have difficulty reading. The results of this observation are used to assess the extent to which the learning model is able to increase student activity. The following table shows the results of observation of student activities in cycle I:

Table 5. Results of observation of student activities in cycle I I

Meetings	Value	Percentage (%)	Category
First	12	92	Highly Active
Second	12	92	Highly Active
Third	13	100	Highly Active
Average	12,3	94,6	Highly Active

Source: Primary data after processing (2026).

Based on table 5 above, student activities during learning in cycle I showed a consistent increase. At the first meeting, a score of 12 was obtained with a percentage of 92% which is included in the very active category. The same percentage was also obtained at the second meeting, which was 92% in the very active category. Furthermore, at the third meeting, student

activities increased to a score of 13 with a percentage of 100% and remained in the very active category. Overall, the average student activity in the first cycle reached a score of 12.3 with a percentage of 94.6%, so it was included in the very active category. These results show that the application of the Guided Reading learning model is able to increase student activity during the learning process.

Results of Student Reading Literacy in Cycle I

These results are obtained through tests with the aim of measuring students' ability to understand the content of reading. The data obtained is then processed to find out the level of success of the learning that has been implemented. Increasing the reading literacy score of grade II students uses the guided reading learning model of cycle I as follows:

Table 6. Results of Student Reading Literacy in Cycle I

No	Value range	Quantity	Percentage%	Category
1.	86-100	3	30%	Excellent
2.	76-85	4	40%	Good
3.	60-75	3	30%	Enough
4.	55-59	0	0	Less
5.	≤54	0	0	Very Less

Source: Primary Data After Processing 2026

Based on Table 6, out of 10 students, there were 3 students (30%) who obtained a score of 86–100 in the very good category, 4 students (40%) obtained a score of 76–85 in the good category, and 3 students (30%) obtained a score of 60–75 in the good category. There were no students who scored in the low (55–59) or very poor (≤54) categories. The completeness of reading literacy skills is then analyzed based on the Learning Goal Achievement Criteria (KKTP), with success indicators if 80% of students or 8 out of 10 students obtain a score of ≥73, as presented in the following table.

Table 7. Completeness of the results of students' reading literacy skills in cycle 1

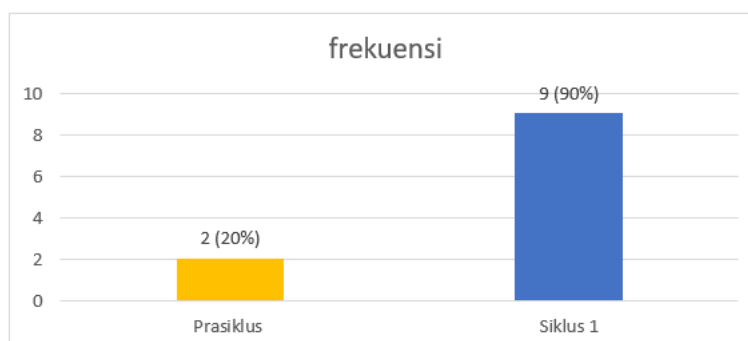
Value	Category	Frequency	Percentage%
≤73	Tuntas	9	90%
≥73	Incomplete	1	10%
Quantity		10	100%

Source: Data after processing (2026)

The table above shows that out of 10 students, 9 students (90%) have reached the learning completeness criteria, while 1 student (10%) has not reached the completeness criteria. The improvement of students' reading literacy after applying the guided reading learning model is seen through comparing the results obtained in cycle 1 with the initial condition of students

in the pre-cycle stage. The comparison is presented in the following image:

Figure 1. Increase in reading literacy outcomes of pre-cycle students to cycle 1



Based on figure 1, it shows that most of the students experienced an increase in reading literacy after the guided reading learning model was implemented. In the pre-cycle stage, only 2 out of 10 students (20) achieved learning completion, while 8 students (80%) had not completed their studies. After the guided reading model was implemented in cycle 1, the number of students reached 9 students (90%). Meanwhile, the number of students who have not completed decreased by 1 student (10%), thus there is a significant increase.

Overall, the results obtained in the first cycle have met the criteria for research success, both from learning outcomes, student activities, and learning implementation. Therefore, this research was not continued to the next cycle because the research objectives had been achieved. Thus, the implementation of the guided reading learning model has proven to be effective in improving students' reading literacy.

Discussion

This Class Action Research (PTK) refers to the Kemmis and McTaggart model which includes the planning, implementation, observation, and reflection stages. This model allows researchers to identify learning problems and implement appropriate actions to improve students' reading literacy. Reading literacy is a basic competency that elementary school students need to have because it affects the ability to understand information and answer questions in various subjects.

Based on initial observations, the reading literacy ability of second grade students of SDN 42 Limpomajang, Palopo City is still low. Out of 10 students, only 2 students (20%) have achieved completeness, while most students still have difficulty reading fluently, finding important information, and answering questions based on reading. To overcome these problems, the Guided Reading learning model is applied, which guides students through the pre-reading, reading, and post-reading stages so that students are more active in understanding the content of reading.

The research was carried out in one cycle consisting of three learning meetings and one evaluation. During learning, the teacher acts as an observer, while the researcher acts as the executor of the action. The results of the observation showed that the implementation of learning reached 97.3% and student activity 94.6%, which shows that all stages of learning

were carried out very well. The results of the reading literacy test also increased with an average score of 82 good categories. A total of 9 students (90%) have achieved KKTP ≥ 73 , while 1 student (10%) has not achieved completeness. Thus, the indicators of research success have been achieved so that the action is not continued to the next cycle.

The results of reflection show that the incompleteness of one student is influenced by low learning focus and limited basic reading skills due to lack of reading practice. However, the classical completeness of 90% proves that the application of the Guided Reading model is able to increase the reading literacy of grade II students of SDN 42 Limpomajang, Palopo City.

The findings of this study are in line with Aeni and Marzuki (2023) who stated that the application of Guided Reading is able to improve students' literacy skills through increasing the number of students who achieve learning completion. The results of this study are also supported by Sugiri, A. (2024) who shows that the Guided Reading strategy is effective in improving students' reading comprehension, after applying guidelines in the form of questions that must be answered by students based on the content of the reading, this is stated by (Hamzah et al., 2029) according to what happened in the research. With the achievement of 90% completeness or 9 out of 10 students obtained a score of ≥ 73 according to the KKTP, this study proves that the Guided Reading model is effective in improving reading literacy in Indonesian language subjects of grade II students of SDN 42 Limpomajang, Palopo City.

CONCLUSION

The reading literacy of grade II students of SDN 42 Limpomajang, Palopo City, is in the very good category after the implementation of the guided reading model. Students' reading literacy has met the success indicators, namely 90% of students or 9 out of 10 students received a score of ≥ 73 in accordance with the KKTP. In addition, student activities are classified as very active and the implementation of learning is also in the category of being very implemented. Because the success indicators have been achieved in cycle I, the research is not continued to the next cycle. Thus, the implementation of the guided reading learning model in Indonesian subjects was declared successful in improving students' reading literacy.

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