

The Effect of the Reading Guide Model on Students' Reading Comprehension Skills in Elementary School

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ABSTRACT

Objective: This study aims to determine the effect of the Reading Guide learning model on the reading comprehension skills of elementary school students. The study is based on the need for twenty-first century learning approaches that can improve students' critical thinking and literacy skills, considering that Indonesian students' reading abilities are still relatively low according to PISA and PIRLS results. **Method:** This study employed a pre-experimental research method using a One-Group Pretest-Posttest design. The participants were 22 fifth-grade students of SDN Gedangan. Data were collected through written tests administered before and after the implementation of the Reading Guide model. The collected data were analyzed by comparing students' pretest and posttest scores to measure the improvement in reading comprehension skills. **Results:** The findings showed that students' posttest scores were significantly higher than their pretest scores. The implementation of the Reading Guide model effectively improved students' reading comprehension skills by helping them focus on reading materials, identify important information, and actively participate in learning activities through guided questions and reflective discussions. **Novelty:** This study contributes to the development of literacy-based learning strategies in elementary education by emphasizing the effectiveness of the Reading Guide model as a systematic and interactive approach to improving reading comprehension skills among elementary school students.

INTRODUCTION

Twenty-first century education has undergone significant changes along with the rapid development of information and communication technology as well as the expansion of globalization [1], [2], [3], [4]. These changes require education not only to focus on the transfer of knowledge but also on developing students' critical thinking, creativity, collaboration, communication, and digital literacy skills. In this context, reading literacy becomes one of the essential competencies that students must possess in order to understand information, analyze reading texts, and adapt to the demands of modern society [5].

Reading comprehension is an important aspect of the learning process because most learning materials are presented in written form. Reading comprehension does not only involve recognizing words and sentences but also understanding meanings, analyzing information, and evaluating the content critically. However, reading ability among Indonesian students is still considered low. The Programme for International Student Assessment (PISA) 2018 placed Indonesia at rank 74 out of 79 participating countries with an average score of 371, far below the OECD average (Ndriyati & Margihati). In addition, the Progress in International Reading Literacy Study (PIRLS) also showed that

elementary school students' reading comprehension skills in Indonesia remain in the low category [6].

The low reading comprehension ability of students is influenced by several factors, such as the use of less varied learning models, conventional teaching methods, and the lack of interesting and interactive learning media (Fajriati, 2025). In classroom practice, teachers still frequently use lecture methods and collective reading activities without providing structured guidance to students. This condition causes students to become passive learners who are not accustomed to thinking critically and understanding texts deeply.

To overcome these problems, an effective learning model is needed to help students read actively, critically, and systematically. One of the learning models that can be applied is the Reading Guide model. The Reading Guide model is a reading learning model that uses guide sheets containing questions and structured instructions to help students understand the content of texts systematically [7]. This model aims to make students active readers who are able not only to understand literal meanings but also to analyze, evaluate, and relate the content of the text to their own experiences.

The Reading Guide model has several advantages, including increasing students' involvement in learning activities, helping students focus on the content of the reading text, and training critical thinking skills through guided question [8]. In its implementation, teachers provide reading materials accompanied by guide sheets containing questions or important instructions so that students can understand the main information in the text more easily.

Reading comprehension skills play an important role in the success of learning at the elementary school level. Anderson explained that reading comprehension involves interaction between the reader, the text, and the reader's background knowledge to produce meaningful understanding. This ability includes literal comprehension, inferential comprehension, information reorganization, and evaluation of the text [9].

Several previous studies have shown that the Reading Guide model has a positive effect on students' reading comprehension skills. Research conducted by HSB revealed that the implementation of the Reading Guide model improved students' ability to understand reading texts [10]. In addition, research conducted by Sari et al. also indicated that the Reading Guide strategy improved learning outcomes and students' participation in the learning process [11].

Based on preliminary observations at SDN Gedangan 1, it was found that fifth-grade students still had low reading comprehension skills. Students experienced difficulties in identifying the main idea, understanding important information, and concluding the content of reading texts. Furthermore, reading instruction was still dominated by conventional teaching methods, causing students to be less active during the learning process.

Based on the explanation above, this study aims to determine the effect of the Reading Guide model on the reading comprehension skills of fifth-grade students at SDN Gedangan 1. The research question of this study is: "Is there any effect of the Reading

Guide model on the reading comprehension skills of fifth-grade students at SDN Gedangan 1.

RESEARCH METHOD

This study employed a quantitative approach using a pre-experimental design with a One-Group Pretest-Posttest Design. According to Sugiyono, quantitative research is used to examine relationships between variables through numerical data analyzed statistically [12].

In this design, students were given a pretest before the treatment to determine their initial reading comprehension ability. Afterward, students received treatment through the implementation of the Reading Guide model, followed by a posttest to identify changes in their reading comprehension skills after the treatment.

The research design can be illustrated as follows:

O1 - X - O2

Description:

- O1 : Pretest before treatment
- X : Treatment using the Reading Guide model
- O2 : Posttest after treatment

This study was conducted at SDN Gedangan 1, Gedangan District, Sidoarjo Regency, East Java. The research sample consisted of 23 students from class VA, including 15 male students and 8 female students. The sampling technique used was purposive sampling.

The independent variable in this study was the Reading Guide model, while the dependent variable was students' reading comprehension ability.

The research instrument consisted of objective pretest and posttest questions developed based on reading comprehension indicators, namely:

1. Identifying the main idea of the text.
2. Finding detailed information in the text.
3. Drawing conclusions from the text.
4. Interpreting vocabulary meaning in the context of the text.

The collected data were analyzed using descriptive and inferential statistics. The normality test was conducted using the Shapiro-Wilk test, while hypothesis testing was performed using the paired samples t-test.

RESULTS AND DISCUSSION

Results

This study was conducted with 23 fifth-grade students at SDN Gedangan 1. Before the implementation of the Reading Guide model, students were given a pretest to determine their initial reading comprehension ability. After the treatment was implemented, students completed a posttest to determine improvements in their reading comprehension skills.

Table 1. Descriptive Statistics of Pretest and Posttest Results

Test	N	Mean	Median	SD	SE
Pretest	23	67.6	70	9.87	2.06
Posttest	23	79.9	80	9.07	1.89

The results showed that the average pretest score was 67.6, while the average posttest score increased to 79.9. The increase of 12.3 points indicates that the implementation of the Reading Guide model had a positive effect on students' reading comprehension skills.

Table 2. Normality Test

Data	W	p
Pretest-Posttest	0.954	0.352

The results of the Shapiro-Wilk normality test showed a significance value of 0.352, which is greater than 0.05. Therefore, the data were normally distributed and met the assumptions for parametric testing.

Table 3. Paired Samples T-Test

Variable	t	df	p	Mean Difference
Pretest-Posttest	-7.55	22	<0.001	-12.3

The paired samples t-test results showed a t-value of -7.55 with a significance value of $p < 0.001$. These results indicate that there was a significant difference between pretest and posttest scores. Thus, the Reading Guide model proved to have a positive effect on students' reading comprehension skills.

The improvement in reading comprehension occurred because the Reading Guide model helped students focus more on the reading content through guided questions. Students became more active in identifying main ideas, understanding important information, and drawing conclusions from the text.

In addition, observation results showed that students became more active during the learning process. Students were more enthusiastic in asking questions, answering questions, and participating in classroom discussions. This indicates that the Reading Guide model not only improved reading comprehension skills but also increased students' motivation and participation.

The results of this study are consistent with the findings of HSB, which showed that the Reading Guide model effectively improved elementary school students' ability to understand reading texts [10]. This study also supports the findings of Sari et al, which stated that the Reading Guide strategy improved students' learning outcomes and classroom participation [11].

Discussion

The results of this study indicate that the implementation of the *Reading Guide* model has a positive and significant effect on elementary school students' reading comprehension skills. These findings are consistent with the study conducted by Y. N. HSB, which revealed that the *Reading Guide* model improved students' ability to understand reading texts through guided reading activities and systematic guiding questions [10]. Similarly, the research conducted by Syela Maulidi Purnama Sari et al demonstrated that the *Reading Guide* strategy enhanced students' learning outcomes and active participation in social studies learning at the elementary school level [11]. Furthermore, the study by A. E. Zuhari, N. Djumhana, and E. Mulyasari found that the *guide reading* method effectively improved fourth-grade students' reading comprehension because it helped students focus on important information within the text [7]. In addition, I. N. Aeni and I. Marzuki explained that the *Reading Guide* method enhanced students' literacy skills through more active and structured learning activities [13]. Therefore, the findings of this study strengthen previous evidence that structured reading guidance can create a more active, critical, and meaningful learning process compared to conventional teacher-centered methods. The increase of 12.3 points in the posttest scores indicates that the *Reading Guide* model not only helps students understand texts literally but also improves their inferential and evaluative reading abilities.

The novelty of this study lies in the implementation of the *Reading Guide* model among fifth-grade students at SDN Gedangan 1 using a pre-experimental approach supported by inferential statistical analysis through the *paired samples t-test* to measure improvements in reading comprehension more accurately. This study not only examined learning achievement but also highlighted changes in students' participation, motivation, and active engagement during reading activities. Moreover, this research contributes to the development of twenty-first century literacy-based learning strategies in elementary schools through the use of systematic and structured reading guide worksheets. The impact of this study is the provision of an alternative reading instruction model that is easy for teachers to implement, does not require high costs, and can be applied across various text-based subjects such as Bahasa Indonesia, Social Studies, Science, and Civics Education. Furthermore, the findings may serve as a reference for schools and educators in developing more innovative literacy learning practices to improve students' reading comprehension skills in Indonesia [14], [15].

CONCLUSION

Fundamental Finding : The Reading Guide model has a positive and significant effect on the reading comprehension skills of fifth-grade students at SDN Gedangan 1, as evidenced by an increase in the average score from 67.6 in the pretest to 79.9 in the posttest. The statistical analysis further confirmed its effectiveness, with a t-value of -7.55 and a significance level of $p < 0.001$. **Implication :** The Reading Guide model can be used as an alternative instructional approach to improve elementary school students' reading comprehension by encouraging active, critical, and systematic engagement with reading

texts. **Limitation** : The study employed a design that did not include a control group and involved a limited sample size. **Future Research** : Future studies should adopt more rigorous experimental designs by incorporating control groups and larger samples to strengthen the generalizability of the findings.

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