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Improving Pupils' Reading Comprehension Skills Through The Guided Reading Method Using POP-UP BOOKS At State Primary School No. 4 Bungo, Tanah Sepenggal Lintas Sub-District, Bungo Regency

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Abstract

This study was motivated by the low reading comprehension skills of fifth-grade students at MIN 4 Bungo*. The students struggled to understand the content of the text, identify the main idea, and retell the content in their own words. This study aims to improve students' reading and text comprehension skills through the Guided Reading method, supported by Pop-Up Books. The research design used is Classroom Action Research (CAR) bas ed on the Kemmis and McTaggart model, which consists of planning, implementation, observation, and reflection. The study was conducted in two cycles. The research subjects consisted of* 15 *students, comprising 8 male and 7 female students. Data collection techniques included observation, testing, and documentation. The results showed that the use of the Guided Reading method with the aid of Pop-Up Books can improve students' reading and comprehension skills. This was evident from the improvement in students' learning outcomes in each cycle. In the pre-cycle, the percentage of students achieving mastery was* 40%*, increasing to* 67% *in Cycle I, and rising further to* 87% *in Cycle II. Thus, the Guided Reading method supported by Pop-Up Books can improve the reading and comprehension skills of fifth-grade students at* MIN 4 Bungo.

Keywords: Reading Comprehension, Guided Reading, Pop-Up Book.

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INTRODUCTION

Education is a vital process in shaping human resources who are faithful, knowledgeable and of good moral character. Education serves not only as a means of transferring knowledge, but also as a process of character building and the development of learners' potential, enabling them to keep pace with the changing times. Law No. 20 of 2003 on the National Education System states that the aim of national education is to develop pupils' potential so that they become individuals who are faithful and devout to God Almighty, possess noble character, are competent, creative and independent, and become democratic and responsible citizens.

One of the most important reading skills for primary school pupils is reading comprehension. Reading comprehension is the ability to understand the content of a text comprehensively, identify the main ideas, draw conclusions, and retell the content in one's own words. According to Nunan, reading comprehension is an active process involving interaction between the reader and the text to construct meaning from the reading material. Consequently, reading comprehension requires pupils to think actively whilst reading (Irene C. Fountass and Gay Su Pinell, 1996). Reading comprehension is the ability to accurately grasp the main ideas, key details, and the overall content of a text so that the reader can effectively obtain information (Rahim, 2018).

Reading comprehension skills are vital for pupils as they form the basis for understanding subject matter. However, in reality, the reading comprehension skills of primary school pupils remain relatively low. Many pupils are already able to read fluently but are not yet able to understand the content of what they read. Pupils often simply read the text without grasping its meaning, main ideas or key information.

Based on the results of an observation carried out by the researcher on Wednesday, 27 August 2025, in Year 5 at MIN 4 Bungo, Tanah Sepenggal Lintas Sub-district, Bungo Regency, it was found that pupils' reading comprehension skills remain low. Of the total of 15 pupils, comprising 8 boys and 7 girls, approximately 60 per cent had not yet achieved the required standard in reading comprehension.

This low level of reading comprehension is evident when pupils struggle to answer questions based on a text, identify the main idea, and summarise the content of the text in their own words.

This problem is influenced by several factors. The learning process remains teacher-centred. Teachers predominantly use the lecture method, meaning that pupils tend to be passive during lessons. Furthermore, the learning resources used are still limited to textbooks and

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blackboards, making lessons feel monotonous and failing to capture pupils' attention. These conditions result in pupils becoming easily bored, lacking focus, and being less active in their reading lessons.

The lack of innovative teaching methods and learning resources is also one of the causes of pupils' low reading comprehension skills. In fact, primary school pupils tend to prefer learning that is engaging, interactive and incorporates visual aids. Therefore, teaching methods and learning resources are needed that can enhance pupils' interest in reading, their attention and their active involvement in the learning process.

According to Tisna Umi Hanifah (2014), one teaching method that can be used to improve pupils' reading comprehension skills is the Guided Reading method. Guided Reading is a method of guided reading carried out under the teacher's guidance through questions, instructions and discussions whilst the reading process is taking place. According to Fountas and Pinnell, Guided Reading is a reading instruction approach that helps pupils use various reading strategies effectively so that they are able to comprehend texts independently. The Guided Reading method can help pupils understand the content of a text through targeted reading activities, group discussions, and comprehension questions posed by the teacher. With this method, pupils do not merely read texts passively, but also actively think about and comprehend the content.

In addition to the use of teaching methods, learning resources also play a vital role in improving the quality of learning. One such resource is the pop-up book. A pop-up book is a three-dimensional learning resource featuring raised, eye-catching images that appear when the book is opened. According to N Hanifah (2014), pop-up books can stimulate children's imagination, enhance their concentration whilst learning, and help pupils understand the learning material more easily.

The use of pop-up books in reading lessons can create an enjoyable learning atmosphere and capture pupils' attention. The three-dimensional images found in pop-up books help pupils grasp the story's content more concretely, making it easier for them to understand the text.

In Islam, reading also holds a very important position. This is explained in the Qur'an, Surah Al-'Alaq, verses 1–5, which commands humanity to read as a means of acquiring knowledge:

ۗقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَۚ١ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍۚ ٢ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُۙ ٣ الَّذِيْ عَلَّمَ بِالْقَلَمِۙ ٤ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ ٥

Meaning: "Read in the name of your Lord who created! He created man from a clot of blood. Read! Your Lord is the Most Generous, who taught (mankind) with the pen. He taught man

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what he did not know.

Surah Al-Alaq emphasises that reading is the first step towards knowledge, progress and closeness to Allah. Therefore, reading holds a very important place in Islam.

RESEARCH METHOD

This study employs the Classroom Action Research (CAR) methodology. Classroom Action Research is a form of research conducted directly within the classroom with the aim of improving and enhancing the quality of the learning process. According to Jasa Ungguh Muliawan (2010), classroom action research in the form of a case study is a type of classroom action research that aims to investigate and trace the root causes of problems arising in the classroom, and then identify the best solutions and ways to resolve them.

Action Research (PTK) is carried out through concrete actions designed systematically so that problems arising in the learning process can be addressed step by step. In this study, the actions taken involved the application of the Guided Reading method, aided by Pop-Up Books, to improve pupils' reading comprehension skills. The research approach adopted in this Action Research was a collaborative (participatory) approach. 'Collaborative' means that in carrying out this PTK, the researcher involved other parties as working partners or observers (Dadang Yudhistira, 2013). The research was conducted in collaboration with the class teacher, with the division of tasks as follows: the teacher acted as an observer, whilst the researcher acted as both teacher and researcher.

The research was conducted in Year 5 at MIN 4 Bungo, Tanah Sepenggal Lintas Sub-district, Bungo Regency, during the odd semester of the 2025/2026 academic year. The research sample comprised 15 pupils, consisting of 8 boys and 7 girls. The selection of this class was based on the results of preliminary observations, which indicated that the pupils' reading comprehension skills were still low. The majority of pupils experienced difficulties in understanding the content of the text, identifying the main idea, answering questions based on the text, and retelling the content of the text in their own words.

The action research model used in this study is based on the Kemmis and McTaggart model, which consists of four stages: planning, implementation of actions, observation, and reflection. These four stages were carried out repeatedly over several cycles until results were obtained that met the predetermined success indicators.

During the planning stage, the researcher developed teaching materials in the form of teaching modules, reading materials, observation sheets, and reading comprehension test

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instruments. In addition, the researcher also prepared a Pop-Up Book to be used in the learning process. This resource was designed to be as engaging as possible in order to enhance pupils' attention and interest in learning whilst reading.

The implementation stage involved applying the Guided Reading method, supported by the Pop-Up Book, in reading comprehension lessons. The teacher guided the pupils in reading the text, provided instructions, asked comprehension questions, and encouraged the pupils to discuss the content of the reading material. Through this method, pupils were guided to engage more actively with the text and were able to identify key information within the reading material.

Throughout the learning process, the researcher observed the activities of both the teacher and the pupils. These observations were carried out to ascertain the pupils' level of activity, their engagement in the learning process, and the development of their reading comprehension skills whilst the intervention was being implemented. The results of these observations were then recorded on a pre-prepared observation sheet.

The reflection stage took place after all learning activities in a single cycle had been completed. At this stage, the researcher analysed the observation results and the students' test results to identify the strengths and weaknesses during the implementation of the intervention. The results of the reflection were used to inform improvements in the implementation of the next cycle so that the learning process would be more effective and capable of achieving the research objectives.

Data collection techniques in this study were carried out through observation, testing and documentation. Observation was used to monitor the activities of teachers and pupils during the learning process. Tests were used to determine the improvement in pupils' reading comprehension skills following the implementation of the Guided Reading method aided by Pop-Up Books. Meanwhile, documentation was used to obtain supporting data in the form of photographs of learning activities, pupils' marks and other data relevant to the research.

The data obtained in this study were analysed using quantitative and qualitative descriptive analysis techniques. Quantitative data were obtained from the results of the pupils' reading comprehension tests, from which the percentage of achievement was calculated. Qualitative data, meanwhile, were obtained from observations of pupils' and teachers' activities during the learning process. The success indicator in this study was set at a minimum of 80 per cent of pupils achieving the predetermined learning mastery score. Thus, it is hoped that the implementation of the Guided Reading method, aided by Pop-Up Books, will optimally improve the reading comprehension skills of Year 5 pupils at MIN 4 Bungo.

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RESEARCH FINDINGS AND DISCUSSION

This classroom action research was conducted over two cycles with the aim of improving the reading comprehension skills of Year 5 pupils at MIN 4 Bungo through the application of the Guided Reading method, aided by pop-up books. The research was carried out in a phased and systematic manner so that any issues identified during the learning process could be addressed on an ongoing basis. Each cycle in this study comprised four main stages: planning, implementation (acting), observation, and reflection. These four stages were interrelated and formed the basis for determining corrective actions in the subsequent cycle.

During the planning stage, the researcher prepared various learning materials, such as teaching modules, reading materials, pop-up books, observation sheets, and assessment instruments used to measure pupils' reading comprehension skills. The planning was carried out thoroughly to ensure that the learning process proceeded in line with the objectives to be achieved. In addition, the researcher also devised learning steps using the Guided Reading method, tailored to the characteristics and needs of primary school pupils.

The implementation stage involved applying the Guided Reading method, supported by Pop-Up Books, in reading comprehension lessons. At this stage, the teacher guided the pupils throughout the reading process through guided reading activities, question-and-answer sessions, discussions, and exercises designed to help them understand the text. The use of Pop-Up Books was intended to create a more engaging and enjoyable learning atmosphere, thereby helping pupils to remain focused and enthusiastic during the lessons. (Maryani, 2022)

Next, during the observation stage, the researcher observed the activities of the teacher and pupils throughout the learning process. The observation was carried out to determine the pupils' level of engagement, their active participation in learning, and the development of their reading comprehension skills following the implementation of the Guided Reading method using Pop-Up Books. The data from the observations were then recorded and analysed to evaluate the implementation of the interventions carried out.

The final stage was reflection. At this stage, the researcher analysed all the results obtained during the implementation of the intervention, including both the observation findings and the results of the pupils' reading comprehension tests. The reflection was carried out to identify the strengths and weaknesses during the learning process. The findings of this reflection were then used as a basis for improving the learning process in the next cycle to ensure more optimal results.

Through the implementation of this classroom action research, the researcher hopes that the application of the Guided Reading method, aided by Pop-Up Books, will gradually improve

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pupils' reading comprehension skills. This improvement is evident not only in pupils' learning outcomes but also in their increased interest in reading, attention, active participation and engagement throughout the learning process. The research findings obtained in each cycle will be explained in detail in the following section.

1) Pre-cycle

Before the intervention was implemented, the researcher first conducted preliminary observations to assess the pupils' reading comprehension skills. Based on the results of the observations and preliminary tests carried out in Year 5 at MIN 4 Bungo, it was found that the pupils' reading comprehension skills were still relatively low. During lessons, the majority of pupils appeared to be less active and less enthusiastic when participating in reading activities. Pupils tended simply to read the text without comprehending its content in depth.

Teaching remained teacher-centred, relying on lectures and a limited variety of teaching materials. Teachers more often asked pupils to read texts from their textbooks and then answer questions without providing any structured reading guidance. This situation led to pupils becoming easily bored and struggling to comprehend the content of the texts.

Based on the results of the pre-cycle test, out of 15 pupils, only 6 achieved the required standard of learning, whilst the other 9 had not yet achieved it. The percentage of pupils who had achieved the required standard of learning at the pre-cycle stage was only 40 per cent, whilst the percentage of pupils who had not yet achieved it stood at 60 per cent. The class average mark also remained below the Minimum Pass Mark (KKM) set by the school.

The low level of pupils' reading comprehension is evident from several indicators, including pupils' difficulty in identifying the main ideas of a text, answering questions based on the text, summarising the content of a text, and retelling the content of a text in their own words. Therefore, remedial action is required through the implementation of more engaging and innovative teaching methods and learning materials.

2) Cycle I

a. Planning

During the planning stage of Cycle I, the researcher developed teaching materials comprising teaching modules, reading materials, observation sheets and test questions, and prepared a pop-up book to be used in reading comprehension lessons. The researcher also devised the learning steps using the Guided Reading method.

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b. Implementation of Measures

The activities in Cycle I were carried out using the Guided Reading method, supported by pop-up books. The teacher began the lesson by motivating the pupils and introducing the pop-up books to them. The teacher then guided the pupils through reading the text step by step and asked comprehension questions relating to the content.

During the learning process, the pupils appeared to take an interest in the use of the pop-up book. The engaging three-dimensional illustrations helped the pupils focus more closely on the story's content. Furthermore, the discussion and question-and-answer sessions held during the lesson made the pupils more active than before.

c. Results of the observation

Based on the results of observations during Cycle I, pupils' activity levels began to increase. Some pupils were already confident enough to answer questions and express their opinions on the content of the reading material. However, there were still some pupils who lacked confidence and were not yet able to fully comprehend the text.

The results of the reading comprehension test in Cycle I showed an improvement compared to the pre-cycle phase. Of the 15 pupils, 10 achieved learning mastery, whilst the other 5 had not yet done so. The percentage of pupils achieving learning mastery rose to 67 per cent.

d. Reflection

Based on the findings of Cycle I, it was found that the use of the Guided Reading method, supported by Pop-Up Books, had succeeded in increasing pupils' interest and attention in reading lessons. However, there were still some shortcomings, such as pupils failing to concentrate during discussions and continuing to struggle to summarise the content of the text in their own words.

Therefore, the researcher made improvements in Cycle II by providing more intensive guidance to pupils, increasing interaction during lessons, and providing a wider variety of reading comprehension exercises.

3) Cycle II

a. Planning

During the planning stage of Cycle II, the researcher revised the teaching materials based on the findings from the reflection on Cycle I. The researcher prepared more engaging reading materials, refined the group discussion strategies, and increased the use of pop-up books to

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encourage pupils to be more active in the learning process.

b. Implementation of Measures

The implementation of activities in Cycle II was more targeted. The teacher provided more intensive reading guidance to pupils who were still experiencing difficulties. In addition, the teacher also gave pupils the opportunity to discuss and share their understanding with the class.

The use of pop-up books in Cycle II made the learning environment more enjoyable and interactive. Pupils appeared more enthusiastic about reading the texts and were more active in answering the questions posed by the teacher.

c. Observation Results

The results of the observations show that the pupils' reading comprehension skills and performance have improved significantly. The majority of pupils are now able to identify the main idea, answer questions based on the text, and summarise the content of the text in their own words.

The reading comprehension test results for Cycle II showed a significant improvement. Of the 15 pupils, 13 achieved learning mastery, whilst only 2 had not yet done so. The percentage of pupils achieving learning mastery rose to 87 per cent.

The improvement in pupils' learning outcomes in each cycle is shown in the following table.

Stage	Number of Students Who Have Completed the Course	Percentage of Students Achieving the Standard
Pre-cycle	6 Students	40%
Cycle I	10 Students	67%
Cycle II	13 Students	87%

Based on these results, the research success indicators have been met, as more than 80% of students have achieved the required learning standards.

CONCLUSION

The implementation of the Think Pair Share (TPS) cooperative learning model has been The Pop-Up Book medium has been shown to improve the reading comprehension skills of Year 5 pupils at MIN 4 Bungo. This improvement is evident from the pupils' test results, which have

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shown an upward trend in each cycle.

The Guided Reading method helps pupils understand the content of a text through the teacher's guidance whilst they are reading. In this method, pupils do not merely read the text independently, but are also guided to identify the main ideas, understand key information, and summarise the content of the text. Question-and-answer sessions and discussions during lessons also help pupils think more actively when comprehending the text.

Furthermore, the use of Pop-Up Books makes learning more engaging and enjoyable. This medium captures pupils' attention through its unique, colourful three-dimensional illustrations, enabling them to focus more intently whilst reading. The use of visual aids also helps pupils understand the story's content more concretely. The improvement in pupils' reading comprehension in this study is in line with the views of Fountas and Pinnell, who state that the Guided Reading method helps pupils use reading strategies effectively so that they are able to understand texts independently.

Furthermore, the findings of this study also support Hanifah's view that pop-up books can enhance pupils' attention and interest in learning.

Thus, the use of the Guided Reading method, supported by pop-up books, has proven effective in improving the reading comprehension skills of Year 5 pupils at MIN 4 Bungo. In addition to improving learning outcomes, this method and medium have also succeeded in creating a more active, engaging and enjoyable learning environment for the pupils.

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