



The Effectiveness of the Guided Reading Method on Students' Ability to Evaluate Negotiation Texts in Grade X/Phase E at Senior High School

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Article Info	Abstract
Received: 2026 - 06- 01 Revised: 2026 06-18 Accepted: 2026 06-25 Keywords: Guided Reading; Evaluative Reading; Negotiation Text; Reading Comprehension; Critical Thinking DOI: 10.24256/ideasv14i1.10649 Corresponding Author: Sutanti Ramli Sutantiramli14@guru.sma.belajar.id Postgraduate Department, Indonesian Language Education Study Program Universitas Negeri Gorontalo	<i>This study investigates the effectiveness of the Guided Reading method on students' ability to evaluate negotiation texts. This research employed a pre-experimental design with a one-group pre-test and post-test approach. The participants of this study were 30 tenth-grade students of Senior High School. The data were collected through a reading test and analyzed using a paired sample t-test. The results showed a significant improvement in students' ability, as indicated by the increase in the mean score from 39.00 in the pre-test to 80.17 in the post-test. The t-test analysis revealed a statistically significant difference ($p = 0.000 < 0.05$), indicating that the Guided Reading method had a significant effect on students' evaluative reading ability. This improvement occurred because the Guided Reading method promotes guided analysis and critical engagement with text structure and content, enabling students to better understand, interpret, and evaluate negotiation texts. In conclusion, the Guided Reading method is effective in improving students' ability to evaluate negotiation texts and can be recommended as an alternative strategy in teaching reading comprehension, particularly in developing students' critical thinking skills.</i>

1. Introduction

Reading is one of the fundamental language skills that plays a crucial role in students' academic success. In the context of language learning, reading involves not only understanding written texts but also higher-order thinking processes such as analyzing and evaluating information. Evaluative reading requires students to assess arguments, identify strengths and weaknesses, and interpret implicit meanings within a text. However, many students still demonstrate low levels of critical reading skills, particularly in evaluating texts effectively. This condition is supported by findings from Dewi et al. (2021), which indicate that students' reading comprehension and analytical abilities remain limited when instructional strategies do not actively engage them in critical thinking processes.

In the Indonesian language curriculum, negotiation texts are intended to develop students' understanding of persuasive communication and argumentation. However, students often experience difficulties in identifying the strengths and weaknesses of a text, which reflects a gap in their evaluative competence. This problem is consistent with the findings of Purba et al. (2023), who highlight that reading instruction often emphasizes basic comprehension rather than deeper analytical and evaluative skills. As a result, students struggle to critically engage with texts, particularly those that require interpretation and judgment, such as negotiation texts.

From a theoretical perspective, effective reading instruction should facilitate active student engagement in constructing meaning. This aligns with constructivist learning theory, which emphasizes that knowledge is built through interaction and reflection. In addition, critical literacy theory underlines the importance of empowering students to question and evaluate texts critically. Therefore, instructional approaches that promote interaction, reflection, and guided analysis are essential in improving students' evaluative reading performance. One such approach is the Guided Reading method.

Guided Reading is a structured instructional strategy that involves teacher guidance during the reading process, enabling students to develop deeper understanding through discussion and reflection. This method has been proven effective in enhancing students' reading skills and engagement. Research by Alifah et al. (2025) shows that Guided Reading helps students comprehend texts more effectively through guided interaction. Similarly, Pada et al. (2025) found that this method significantly improves students' reading abilities by providing structured support during learning activities.

Although previous studies have demonstrated the effectiveness of Guided Reading in improving reading comprehension, most of them focus on general reading skills rather than specifically addressing evaluative reading in negotiation texts. This indicates a research gap, particularly in the context of senior high school students, where the ability to evaluate persuasive communication is crucial. Furthermore, Putri et al. (2022) emphasize that instructional models need to be

specifically designed to develop higher-order thinking skills, including evaluation and critical analysis.

Based on these considerations, this study aims to investigate the effectiveness of the Guided Reading method in improving students' ability to evaluate negotiation texts. The novelty of this research lies in its focus on evaluative reading within the context of negotiation texts, as well as its emphasis on developing students' critical thinking skills through guided instructional strategies. It is expected that this study will contribute to the development of more effective and interactive reading instruction in Indonesian language learning.

2. Method

The data were collected using a multiple-choice test consisting of 20 items designed to measure students' ability to evaluate negotiation texts. The test items were developed based on several indicators, including the ability to identify arguments, evaluate the strengths and weaknesses of a text, assess the effectiveness of language use, and interpret implicit meanings.

Prior to data collection, the instrument was tested for validity and reliability. The validity test was conducted using Pearson Product-Moment correlation. Based on the results, all test items were declared valid, as the obtained r -count values were higher than the r -table value ($r_{\text{table}} = 0.361$, $N = 30$, $\alpha = 0.05$), and the significance values were less than 0.05. This indicates that each item was appropriate for measuring students' evaluative reading performance.

The reliability of the instrument was analyzed using Cronbach's Alpha. The result showed a coefficient of 0.722, indicating that the instrument was reliable, as it exceeded the minimum threshold of 0.60. Furthermore, the Case Processing Summary indicated that all 30 respondents (100%) were included in the analysis, with no excluded data, ensuring the consistency and accuracy of the reliability measurement.

Data analysis was conducted using descriptive and inferential statistics. Descriptive analysis was used to determine the mean scores of the pre-test and post-test, while inferential analysis was performed using a paired sample t -test to examine the significance of the differences between the two sets of scores.

3. Result

The descriptive statistics of students' scores in the pre-test and post-test are presented to provide a clear overview of students' improvement in evaluating negotiation texts. The results showed that the mean score of the pre-test was 39.00 ($SD = 9.95$), with a minimum score of 15 and a maximum score of 60. After the implementation of the Guided Reading strategy, the mean score of the post-test increased significantly to 80.17 ($SD = 8.46$), with a minimum score of 60 and a maximum score of 95. This substantial increase in mean scores indicates that students experienced notable improvement in their evaluative reading ability after

the treatment.

Table 1. Descriptive Statistics of Pre-test and Post-test Scores

Test	N	Mean	Std. Deviation	Min	Max
Pre-test	30	39.00	9.95	15	60
Post-test	30	80.17	8.46	60	95

To determine whether the difference between pre-test and post-test scores was statistically significant, a paired sample t-test was conducted.

Based on the SPSS output (Paired Samples Test), the significance value was 0.000, which is lower than the significance level of 0.05 ($p < 0.05$). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This indicates that there is a statistically significant difference between students' pre-test and post-test scores.

To measure the magnitude of the treatment effect, Cohen's d was calculated. The result showed an effect size of approximately 4.47, which is categorized as a very large effect. This indicates that the Guided Reading strategy had a very strong impact on improving students' ability to evaluate negotiation texts.

To further examine the effectiveness of the Guided Reading strategy, the normalized gain (N-Gain) was calculated. The results showed that the average N-Gain score was 0.70, which falls into the high category. The highest N-Gain score reached 0.89, while the lowest score was 0.50. In terms of distribution, out of 30 students: 13 students were categorized as having a high level of improvement, 17 students were in the moderate category, and no students were classified in the low category.

These findings indicate that the implementation of the Guided Reading strategy, supported by active reading engagement, was effective in improving students' ability to evaluate negotiation texts.

4. Discussion

The analysis demonstrates that the implementation of the Guided Reading strategy significantly enhances students' ability to evaluate negotiation texts. This improvement is not only reflected in statistical significance but also supported by the high N-Gain score and large effect size, indicating both substantial learning gains and strong instructional impact.

From a contemporary theoretical perspective, these findings align with recent developments in constructivist learning theory, which emphasize active knowledge construction through guided interaction and social engagement (Schunk, 2020; López & Aguilar, 2021). In this study, students were actively involved in analyzing and interpreting texts rather than passively receiving information, which supports the idea that meaningful learning occurs when students engage cognitively with

content.

In addition, the results support current views on metacognitive reading strategies, where learners are encouraged to monitor, regulate, and evaluate their own understanding during reading activities (Dignath & Veenman, 2021; Teng, 2020). The Guided Reading approach used in this study provided structured support that enabled students to reflect on their comprehension, identify key arguments, and evaluate textual meaning more effectively.

Furthermore, the improvement in students' performance can be interpreted through the framework of revised Bloom's Taxonomy, particularly at the levels of analysis and evaluation (Krathwohl, 2022). Students demonstrated the ability to critically assess the strengths and weaknesses of negotiation texts, indicating the development of higher-order thinking skills. This confirms that Guided Reading facilitates cognitive processes beyond basic comprehension.

The findings also resonate with recent discussions on critical literacy, which emphasize the importance of engaging students in questioning and evaluating texts within broader social and contextual perspectives (Janks, 2020; Luke, 2021). Students in this study were encouraged to actively analyze and reflect on text content, which represents one of the strongest pedagogical contributions of this research.

When compared to recent studies, these findings are consistent with research indicating that Guided Reading improves reading comprehension and critical thinking skills (Fisher & Frey, 2021; Ford & Opitz, 2022). However, this study contributes further by demonstrating its specific impact on students' evaluative abilities in negotiation texts, supported by comprehensive statistical analysis, including N-Gain and effect size.

Despite these positive outcomes, several limitations should be acknowledged. The implementation of Guided Reading requires careful classroom management and sustained teacher involvement, which may be challenging in larger or less controlled classroom settings. Additionally, some students showed only moderate improvement, suggesting that individual differences such as prior knowledge, vocabulary mastery, and motivation influence learning outcomes. There is also a potential risk of students becoming overly dependent on teacher guidance, which may limit the development of independent reading skills if scaffolding is not gradually reduced.

From a pedagogical standpoint, the findings offer practical implications for classroom practice. Teachers are encouraged to implement structured scaffolding strategies, such as guided questioning, think-aloud techniques, and collaborative discussion, to support students' evaluative reading skills. Moreover, gradually reducing teacher support can help foster learner autonomy. The use of varied assessment methods, including reflective tasks and analytical discussions, is also recommended to strengthen students' critical engagement with texts.

Overall, the results confirm that Guided Reading is an effective instructional

strategy for improving not only reading performance but also higher-order thinking skills. However, its success depends on the teacher's ability to balance guidance with student independence and to adapt instruction to diverse learner needs.

5. Conclusion

Based on the findings and data analysis, it can be concluded that the Guided Reading method is effective in improving the ability of tenth-grade students at Senior High School to evaluate negotiation texts. This effectiveness is evidenced by the significant increase in students' mean scores, from 39.00 in the pre-test to 80.17 in the post-test. Furthermore, statistical analysis revealed a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between students' performance before and after the implementation of the Guided Reading method.

From a pedagogical perspective, Guided Reading facilitates students' engagement in understanding, analyzing, and evaluating texts more deeply. The structured and interactive learning process enables students to actively construct meaning, reflect on textual content, and develop critical thinking skills, particularly in evaluating both the content and structure of negotiation texts.

Despite these positive outcomes, several limitations should be acknowledged. First, the study was conducted in a single class with a relatively small sample size, which limits the generalizability of the findings. Second, the research focused solely on negotiation texts, and therefore does not represent students' evaluative abilities across other text types. In addition, the relatively short duration of the treatment restricts the ability to assess the long-term effectiveness of the Guided Reading method.

Based on these findings and limitations, several recommendations are proposed. For Indonesian language teachers, Guided Reading can serve as an alternative instructional strategy to enhance students' critical reading skills, particularly in evaluative tasks. Teachers are encouraged to incorporate varied and engaging activities within the Guided Reading framework to maximize learning outcomes. For future researchers, it is recommended to involve larger and more diverse samples across multiple schools to improve the generalizability of results. Further studies may also explore the application of Guided Reading to different text genres or combine it with other instructional methods to obtain more comprehensive insights. Additionally, future research should consider employing more complex experimental designs and longer intervention periods to better examine the long-term impact of Guided Reading on students' critical thinking skills.

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Texts in Grade X/Phase E at Senior High School

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