

ABSTRACT

Reading skill is very important to be learned. It is a communicative activity by which the students can get the information from the simple to the more complex one. The objectives of this research are to: 1) find out implementation of the scenario in teaching reading comprehension through guided reading; 2) find out teacher's and students' responses to the use of guided reading in teaching reading comprehension; and 3) find out the students' difficulties in learning reading comprehension using discovery learning through guided reading. This study used descriptive qualitative method. The participants were an English teacher and 20 XI grade students' of Islamic high school in Cihampelas. To collect the data, some instruments were used: observation sheets, questionnaires, and test. The result of this research showed that the scenario of using discovery learning through guided reading in teaching reading was implemented in three meetings. The procedures of discovery learning and guided reading were applied in each meeting, particularly in main activity. Teacher and students showed positive response. From four indicators of response, confidence got the highest score (92.5%). This meant that the use of guided reading could help the students to be more motivated in learning. However, students still experienced the difficulty in vocabulary. They could not identify the synonym and the meaning of the words. Based on the above result, the teacher can use guided reading in teaching reading. However, its effectiveness in improving students' reading comprehension should be further investigated.

Keywords: *reading comprehension, discovery learning, guided reading.*