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The Implementation of Guided Reading Strategy in Teaching English Reading to Slow Learners in Inclusive Junior High Schools

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ABSTRACT

Slow learners in inclusive classrooms often struggle to understand English reading passages, so appropriate reading strategies are needed to support their learning process. This study aims to describe the implementation of Guided Reading strategies in English reading instruction for slow learners in inclusive eighth-grade junior high school classrooms. This study applies a descriptive qualitative methodology with a case study design. The study was conducted in an inclusive junior high school in Indonesia, involving an English teacher selected through purposive sampling. Data were collected through classroom observation and interviews, then analyzed descriptively. The results showed that the Guided Reading strategy was implemented through three main stages, namely pre-reading, during-reading, and post-reading. In the pre-reading stage, the teacher prepared the students by introducing the topic and vocabulary. During the reading stage, the teacher provided step-by-step reading assistance. Furthermore, in the post-reading stage, the teacher helps students understand the content of the reading through simple questions and answers and activities to retell the text. The implementation of this strategy helps slow learners follow the reading process gradually, increases engagement, and builds confidence in learning English reading in inclusive classrooms.

1. Introduction

Reading skills are a crucial aspect of language learning that significantly enhances students' academic abilities. Through reading, students not only acquire new knowledge but also develop critical thinking skills and broaden their understanding of the world around them (Kaya, 2015). However, in practice, many students still struggle to understand English texts due to limited vocabulary, low motivation, and a lack of variety in learning strategies (Amin et al., 2025). Ovavia (2021)

emphasizes that poor reading skills are often caused by monotonous learning methods and a lack of interesting media. In addition, Yudhana (2021) explains that teaching reading requires an effective, student-centered approach that allows students to actively and independently build their understanding. Similarly, Ikhtiyorovna (2023) adds that effective reading requires active strategies such as previewing the text, taking notes, and reflecting on the content to deepen understanding and make it more meaningful.

In the context of inclusive education, the diversity of students' abilities requires teachers to adjust their teaching strategies so that all students can learn optimally, including students with mild learning disabilities or slow learners. The study by Sitorus et al. (2026) Inclusive education places teachers at the center of its implementation because teachers are needed to design and manage learning environments that accommodate students with diverse abilities, backgrounds, and learning characteristics. Inclusive education is an educational approach that emphasizes the acceptance of all students in the school environment without discrimination, regardless of differences in physical, intellectual, social-emotional, or language abilities, or other characteristics (Kurnia & Aibonotika, 2026).

Slow learners are individuals with below-average intelligence (IQ 70–90) who are physically no different from other students, but need more time to understand academic concepts such as reading, writing, and arithmetic (Ultabaini, 2024). Nugroho & Prasetyo (2019) identified several characteristics that slow learners generally require more time to process information, have difficulty following complex instructions, and often struggle with reading comprehension. In the context of learning English, limited memory, difficulty with abstract thinking, and weak reasoning skills are major obstacles to understanding vocabulary, sentence structure, and text meaning. This condition has an impact on students' low motivation and self-confidence, especially when the language learning environment is not supportive (Hasibuan et al., 2025).

The slow learner's learning ability is not only defined by their intelligence level but also by their ability to process lessons (Asmar & Delyana, 2022). They need more time to understand concepts and require individualized and contextual learning approaches (Imran et al., 2024). In inclusive classrooms, they learn alongside regular students, but these differences in cognitive abilities often lead to gaps in understanding and academic achievement. The main difficulty faced by slow learners is in reading skills, as this ability is fundamental to learning success in various subjects (Rasinski & Young, 2017). Research shows that slow learners have weaknesses in reading accuracy, reading fluency, and text comprehension, even though they tend to have good receptive vocabulary and listening skills (Ultabaini, 2024). Therefore, slow learners require adaptive and supportive reading strategies that enable them to participate actively in inclusive English classrooms (Nurul et al., 2025).

The study by Juliana et al. (2025) one approach that has proven effective in helping students with reading difficulties, including slow learners, to overcome poor reading skills is the use of Guided Reading strategies. This strategy emphasizes

gradual reading learning through teacher guidance in small groups so that students can receive support according to their individual abilities. According to Ramsa & Rawian (2021), the Guided Reading strategy allows teachers to provide scaffolding or gradual support in the reading process through pre-reading, during-reading, and post-reading activities. Through this approach, students are trained to activate schemata, connect prior knowledge with new information, and understand the content of the text more deeply.

In many English as a Foreign Language (EFL) classes, reading instruction still places greater emphasis on literal comprehension and the identification of textual features than on critical engagement with the text (Amir et al., 2026). In line with this, Yudhana (2021) emphasizes that reading instruction that focuses on active interaction between teachers and students and utilizes technology and differentiated learning activities has been proven to improve reading skills in the context of learning English as a foreign language. Thus, the Guided Reading helps students activate prior knowledge, understand texts more effectively, and receive gradual support according to their learning needs, making it suitable for slow learners in inclusive classrooms.

Implementation of Guided Reading strategies to improve student reading abilities has been demonstrated in several earlier studies. Boeriswati (2017) states that teachers need to give equal attention to all students, including those with special needs, and use learning strategies that encourage interaction with the teacher and among students, because time constraints and the diverse characteristics of students in inclusive classrooms can affect the achievement of learning objectives. In this context, teachers play a crucial role in guiding students and helping them apply effective reading strategies (Audina et al., 2026). However, most of these studies have focused on elementary school levels and have not specifically examined their application to students with mild learning disabilities or slow learners in inclusive junior high school classrooms.

Research by Juliana et al. (2025) proves that the Guided Reading strategy can improve the reading comprehension of elementary school students, but its application at the junior high school level is still relatively limited, especially in classes with students who have more diverse learning abilities. The limitations of research at the junior high school level may be influenced by the assumption that junior high school students have already mastered basic reading skills, so that gradual reading interventions such as Guided Reading are considered unnecessary. Curriculum demands and limited instructional time may also reduce the implementation of adaptive reading strategies in junior high school classrooms. Although several studies have discussed reading teaching practices in the context of inclusive learning, these studies have not specifically highlighted the needs of slow learners or the application of gradual learning strategies such as Guided Reading at the junior high school level. This condition indicates a research gap related to the implementation of Guided Reading strategies for slow learners in inclusive junior high school classrooms.

Based on this empirical gap, this study specifically focuses on the implementation of the Guided Reading strategy in English reading instruction for students who are struggling academically in inclusive middle school classes in the context of learning English as a Foreign Language (EFL). This study serves to fill the existing research gap while providing theoretical and practical contributions to English teaching in inclusive classrooms. Theoretically, this study is expected to enrich the understanding of the implementation of the Guided Reading strategy by emphasizing the process of gradual guidance and learning support (scaffolding) for slow learners at the secondary school level.

Practically, this study provides a realistic and contextual description of how the Guided Reading strategy can be applied effectively and adaptively to support the improvement of reading skills of slow learners in an inclusive junior high school classroom environment. Based on this focus, this study aims to answer the research questions regarding how the Guided Reading approach is implemented in inclusive junior high school classes to help slow readers learn English?. This study aims to describe the implementation of the Guided Reading strategy in inclusive junior high school English classrooms by focusing on support for slow learners.

2. Methodology

Research Design

This research employed a descriptive qualitative approach to provide a comprehensive description of the implementation of the Guided Reading strategy in teaching English reading in inclusive junior high schools (Creswell, 2017). A qualitative design was adopted to examine the natural learning process and classroom interactions rather than numerical results. This approach enables researchers to understand teachers' teaching practices in line with the real conditions of English learning in inclusive classrooms. A case study design was used as it allows an in-depth investigation of a real phenomenon in its natural context (Yin, 2017). The focus of this study was the use of Guided Reading by an English teacher in teaching reading to slow learners, as case studies are suitable for exploring learning processes and pedagogical practices in specific educational contexts. Case studies relevant to educational research, as they allow for in-depth exploration of learning processes, pedagogical practices, and teacher experiences within specific contexts (Merriam & Tisdell, 2015).

Data Collection Instruments

The data in this study were collected through three main techniques, namely classroom observation, teacher interviews, and documentation. The use of various data collection techniques aimed to obtain rich and in-depth data and increase the validity of the findings through triangulation of sources (Miles et al., 2013). Classroom observations were conducted during two meetings to directly observe the implementation of the Guided Reading strategy, teacher guidance, and learning interactions that occurred during reading activities. Semi-structured interviews

were conducted with English teachers to explore their views, experiences, pedagogical considerations, and challenges in implementing the Guided Reading strategy for slow learners in inclusive classrooms. Supporting data was obtained through documentation in the form of lesson plans, reading materials, and photos of learning activities (with the school's permission) to strengthen and verify the data from observations and interviews (Bowen, 2009).

Data Analysis

Data analysis in this study employed the interactive analysis model proposed by Miles & Huberman (1994), which consists of three stages: data reduction, data presentation, and conclusion. In the data reduction stage, the researcher selects and simplifies data from observations, interviews, and documentation in accordance with the research focus (Miles et al., 2013). The condensed data were subsequently shown as descriptive narratives and principal themes to aid in discerning patterns and correlations within the findings. The final stage was the inductive drawing of conclusions based on field data. To maintain the validity of the findings, the researchers verified the data through source triangulation and a review of all research data (Guba & Lincoln, 1994).

3. Results and Discussion

This section presents the research results in stages according to the order in which the data were collected. The research results were obtained through classroom observation and interviews with English teachers in inclusive eighth-grade classes to determine the application of Guided Reading strategies in teaching English reading to slow learners. The research results were presented gradually in accordance with the order in which the data was collected. The research results focused on the application of the principles of Guided Reading, which include the pre-reading, during-reading, and post-reading stages, based on field findings. Each stage provides gradual support to students, especially slow learners, to help them understand the text more effectively. An overview of these stages is presented in Figure 1.

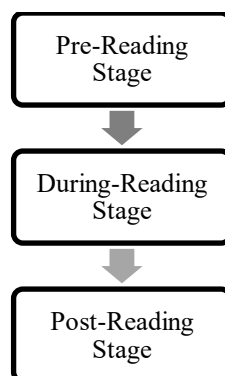


Figure 1. The Implementation Stages of the Guided Reading Strategy

Pre-Reading Stage

This section presents research findings on the implementation of the pre-reading stage in Guided Reading strategies for English reading instruction in inclusive eighth-grade classes, with a primary focus on assisting slow learners. This stage aims to prepare students cognitively and mentally before reading activities begin so that slow learners are not immediately confronted with texts without guidance. Based on observations in the classroom, teachers did not immediately ask students to read the text. Teachers first introduced the reading topic and provided an initial explanation related to the material to be studied.

Teachers asked several simple questions to activate students' prior knowledge and help them connect their experiences to the reading topic. Some students were able to respond to the questions, while slow learners appeared to be more passive and needed encouragement and guidance from the teacher. The teacher also used simple English and translated it into Indonesian to ensure that students, especially slow learners, understood the instructions given. In addition, the teacher directs students to pay attention to the titles in the text to help them predict the content of the reading. The teacher also explains some vocabulary that is considered difficult before the reading activity begins. This activity helps students, especially slow learners, to become more familiar with the context of the reading and prepares them before entering the core reading stage. These findings are supported by the results of interviews with teachers, who stated:

"I don't usually ask them to read right away. I explain the topic briefly first, then ask them what they know about it. If there are pictures, I ask them to look at those first, so they have an idea of what the text is about." (Teacher Interview, #1)

Based on documentation of classroom learning activities, the teacher prepared explanations of key vocabulary and simpler reading texts before the reading activity began. The documentation also shows that the teacher explained the topic first. In addition, it appears that the teacher provided step-by-step guidance to students before they read the text independently. This simplification of the material is intended to help students with learning difficulties better understand the context of the reading and reduce their challenges in participating in reading activities in an inclusive classroom.

This shows that teachers use reading preparation strategies by building students' initial understanding before reading the text. For slow learners, this activity helps them understand the context of the reading material first so that the reading process becomes more focused and does not cause confusion. These findings demonstrate that teachers provide initial support specifically tailored to the readiness of slow learners. Explaining important vocabulary and providing reading examples helps reduce the linguistic barriers often experienced by slow learners, such as pronunciation difficulties and limited vocabulary.

Based on observations, interviews, and documentation, pre-reading activities were consistently conducted before students began reading the text. The learning

documentation also shows that the teacher prepared students gradually by introducing the topic, explaining vocabulary, and using images and the text title to aid the comprehension of students with learning difficulties. Teachers consciously build the learning readiness of slow learners through a gradual approach, so that they do not feel pressured and are more confident in participating in reading lessons. These findings show that the pre-reading stage in the Guided Reading strategy is implemented as a form of initial assistance oriented towards the needs of slow learners in inclusive classrooms.

During-Reading Stage

This section describes the implementation of the during-reading stage in the Guided Reading strategy for English reading in inclusive eighth-grade classrooms, with an emphasis on teacher assistance for slow learners. This stage is implemented gradually and in a structured manner in accordance with the lesson plan outlined in the Lesson Plan, particularly in the core activities section. At the beginning of the reading activity, the teacher first reads the text slowly as a form of reading modeling. This activity aims to help students, especially slow learners, identify the correct pronunciation and intonation before they read for themselves. Then, students are directed to read the text together and take turns, so that all students get a general idea of the content of the reading.

Based on observations in the classroom, teachers begin reading activities by providing reading models. Teachers read texts aloud, slowly and clearly, emphasizing proper pronunciation and intonation. During this activity, students pay attention to the teacher and follow along with the text in their books. This activity aims to help students, especially slow learners, recognize the correct pronunciation of words before they read independently. After the modeling activity, the teacher directs the students to read the text together. Reading together helps students get a general idea of the text's content and boosts their confidence in reading. Slow learners are seen participating in the reading activities, although some of them read at a slower pace than other learners. The teacher ensures that all students are involved by providing guidance and encouragement throughout the activity.

Then, the teacher asked the students to read in pairs with their neighbors. The students read the text alternately and helped each other understand the content. At this stage, slow learners seemed more comfortable because they got support from their peers. After that, more ready students were directed to read independently. This gradual reading pattern helped slow learners participate in learning activities without feeling pressured or left behind by other students. These findings are supported by the results of interviews with teachers, who stated:

"I usually combine methods. First, we read together so that everyone has an overview, then in pairs with a classmate, and when they are more ready, they read independently." (Teacher Interview. #2)

This shows that teachers use a step-by-step reading pattern during the reading stage. Teachers begin reading activities by reading together to give students a general idea,

then move on to reading in pairs, and finally reading independently according to the students' readiness. This step-by-step approach helps slow learners follow reading activities more closely way and reduces the pressure they may feel when reading English texts independently. To support these findings, the researchers also analyzed the lesson plans used by teachers. These lesson plans showed that during-reading activities had been designed systematically and progressively in accordance with the principles of Guided Reading strategies. An overview of the lesson plans is presented in Table 1.

Table 1. Excerpt of the lesson plan for the during-reading stage

Activities	Activities Description
Main activities 45 minutes	• The teacher introduces the title of the text, "My Best Friend." • The teacher asks a sparking question, for example: - Do you have a best friend? • The teacher explains difficult vocabulary that will appear in the text. • The teacher reads the text slowly while the students listen. • Students are asked to read the text in turns. • The teacher guides their understanding with simple questions, such as: - Who is the best friend? / -What does he/she like? • The teacher directs students to find examples of the simple present tense in the text. • The teacher asks comprehension questions based on the text. • Students answer the questions orally and in writing. • The teacher helps students who have difficulty with simpler questions. • The teacher reviews the content of the text and the use of the simple present tense

The existence of the lesson plan in Table 2 clarifies that the implementation of the during-reading stage has been systematically designed. The sequence of activities listed in the lesson plan shows that teachers plan reading activities in stages, starting from reading modeling, reading together, reading in pairs, and then to independent reading. This reinforces the teacher's statement that a gradual reading pattern is used to adapt learning to the readiness of slow learners.

By having clear planning, slow learners are not immediately faced with the demands of independent reading, but first receive support through guidance and interaction with teachers and peers. This approach helps create a safer and more supportive learning environment, so that slow learners can participate in reading activities with more confidence and actively participate in English reading lessons in inclusive classrooms. Documentation of the learning activities shows that the teacher provides direct guidance to students during the reading process, as shown in Figure 2.



Figure 2. Teachers assisting students during reading activities

During the reading process, teachers actively assist by circulating the classroom and approaching students who are having difficulty reading. Teachers listen to how students read and provide help when they find pronunciation errors. Assistance is provided gradually by repeating the correct pronunciation or spelling words slowly so that students can correct their own mistakes. This approach helps slow learners stay engaged in reading activities and maintain their confidence. All in all, the during-reading stage shows that teachers apply intensive and continuous reading assistance. This approach enables slow learners to actively participate in English reading lessons in inclusive classrooms according to their abilities and readiness.

When students appear hesitant or afraid of making mistakes, teachers assist slowly and use a soothing tone. Yazdani & Mohammadi (2015) define Guided Reading as a series of activities that are planned in advance to help students organize information from texts and use appropriate skills to comprehend the reading. Teachers act as facilitators who guide students in interpreting texts, asking provocative questions, and relating the content of the reading to the students' experiences. This is in line with schema theory, which states that understanding is formed when new knowledge is linked to previous experiences (Rumelhart, 2017). This approach shows that reading guidance does not only focus on technical reading skills, but also on students' affective aspects, such as confidence and the courage to engage in learning. This situation indicates that teachers in inclusive classrooms need not only teaching skills but also the ability to provide emotional support and tailor instructional assistance to students' needs. Providing support in small, gradual steps helps students who take longer to learn feel safer and more confident when participating in reading activities.

Post-Reading Stage

This section presents the findings of research on the implementation of the post-reading stage in the Guided Reading strategy in English reading instruction in inclusive eighth-grade classrooms, with a focus on the role of teachers in helping slow learners understand the content of the reading material after the reading

activity. This stage aims to strengthen students' understanding of the text they have read and help them understand the meaning of the reading more deeply.

Based on observations during the lesson, this approach helped slow learners participate in post-reading activities without feeling pressured. Students were not required to give complex answers, but were guided to understand the main meaning of the text they had read. The teacher adjusted the way they asked questions and gave slow learners more flexible time to respond to questions. In addition to question and answer activities, students were also directed to briefly summarize the content of the reading using their own words. This activity was carried out in a simple manner and did not require long answers. From this activity, teachers can see how well the students understand the text. During this process, the teacher provided additional guidance when students encountered difficulties, such as by repeating questions or providing small hints so that students could find the answers themselves. This was expressed by the teacher in the following interview:

"I usually ask questions about the content of the text using simple questions. Sometimes I use Indonesian first so that they really understand the meaning of the questions." (Teacher Interview, #3)

Based on documentation in the form of student assignments and classroom activities, it is evident that the teacher asks simple questions and asks students to paraphrase the text in their own words. Furthermore, the documentation also shows that the teacher provides additional support to students with learning difficulties when they struggle to understand the text, such as repeating questions and offering simple prompts to help them grasp the content more easily. This shows that teachers tailor post-reading activities to the needs and abilities of slow learners. Using simple questions and easy-to-understand language helps students better understand the reading material. In some situations, using Indonesian also helps make sure slow learners really understand the questions before answering them.

In the post-reading stage, the focus of instruction is on helping students understand the content of the text they have read. Based on the results of the study, teachers ask simple questions and use Indonesian when necessary so that slow learners can better understand the content of the text. Post-reading strategies in reading instruction include various activities, such as summarizing the text, reviewing previous predictions, critically assessing the main ideas of the text, taking notes for future reference, answering questions, and restating the main ideas of the text (Rahma et al., 2025). This activity allows teachers to assess how well students understand the material by the way they retell the information in their own words. This is in line with the view that the purpose of reading is not merely to memorize or summarize the author's words, but to understand how readers interact with the ideas conveyed in the text (Barnett, 1988). The results of the observation show that teachers adjust the level of difficulty of the questions and provide additional guidance when slow learners experience difficulties. These adjustments enable students to remain engaged in learning activities and actively participate in the process of understanding the reading material according to their abilities.

This discussion aims to explain the findings of research on using Guided Reading strategies to teach English reading to slow learners in inclusive eighth-grade classes. The findings came from classroom observations, interviews, and documentation with English teachers, which gave an idea of how reading is taught in class. Based on these findings, the implementation of Guided Reading strategies is reflected in three main stages. The main stages are pre-reading, during-reading, and post-reading (Nurdianingsih, 2021). These three stages show how teachers gradually adjust the reading learning process according to the needs and characteristics of slow learner students, both in terms of reading readiness, the mentoring process, and understanding of reading content.

These gradual adjustments also reflect the tailored learning approach in inclusive classrooms, where teachers adapt reading activities, support, and interaction patterns to students' learning needs and reading abilities. Such adjustments are particularly important for students who take longer to learn, as they often require structured guidance, repeated explanations, and additional processing time during reading activities. Al-Qadi et al. (2025) also emphasize the importance of applying active reading strategies and metacognitive awareness, such as skimming, scanning, predicting, and summarizing, to help students connect new information with their existing knowledge. This gradual approach in Guided Reading is in line with the view that reading learning needs to be tailored to students' abilities so that they can be actively involved in the learning process (Rahma et al., 2025).

Juliana et al. (2025) Guided Reading with the use of appropriate materials and guidance can help students develop reading comprehension, improve language skills, and practice more flexible thinking through discussion and reflection activities. In the pre-reading stage, the results of the study show that teachers consciously do not directly ask students to read the text. Instead, teachers first prepare students through several preliminary activities, such as introducing the reading topic, encouraging students to recall what they already know, and explaining important vocabulary that appears in the text. Guided reading is a strategy used by teachers to guide students in understanding texts, whether explicitly, implicitly, or by applying information from the reading material (Yazdani & Mohammadi, 2015).

Teachers also provide reading examples before students read independently. This activity reflects scaffolding because the teacher provides guidance before students perform the task independently (Ramsa & Rawian, 2021). Such support is important for slow learners who often require structured assistance and repeated explanation during reading activities. Based on classroom observations and interviews with teachers, these preparatory steps help students with learning difficulties understand the context of the text and build initial self-confidence. These findings are further supported by lesson plan documentation, which shows that teachers prepare pre-reading activities such as vocabulary introduction, topic introduction, and activating students' prior knowledge before the main reading task.

This initial preparation positively impacts the readiness of slow learners. Students appear to be more focused and do not show anxiety when the reading activity

begins. These findings indicate that pre-reading support is crucial for students with learning difficulties, as they often struggle to process unfamiliar vocabulary while comprehending information. By introducing the topic and key vocabulary before reading, teachers can help reduce students' cognitive load and boost their confidence in participating in reading activities (Komala Sari et al., 2026). In inclusive classrooms, this step-by-step support also helps students with learning difficulties feel more prepared to learn alongside their peers without feeling left behind.

During the reading stage, findings indicate that Guided Reading is effective for slower learners because this strategy provides continuous and gradual support throughout the reading process. Reading activities conducted through whole-class reading, paired reading, and independent reading help students develop reading skills step by step according to their readiness levels. This step-by-step approach is crucial for students who learn at a slower pace, as they often require more time, repeated practice, and direct guidance to comprehend English texts. Through teacher support and peer interaction, students are supported not only academically but also emotionally, as they become more confident and less afraid of making mistakes while reading.

Emotional support is important for slow learners because positive classroom interaction and supportive guidance can help reduce the fear of making mistakes and increase students' confidence during reading activities (Hu et al., 2022). In inclusive classrooms, this approach creates a more supportive learning environment where students who learn at a slower pace can still actively participate in reading activities alongside their peers. This demonstrates that Guided Reading is not only used to improve reading comprehension but also serves as a form of instructional adaptation that accommodates the diverse learning needs and abilities of students in an inclusive setting.

In the post-reading stage, findings indicate that comprehension support is crucial for students who need more time to grasp the text's meaning more deeply. The use of simple questions, additional explanations, and flexible response times helps students focus on understanding the text's content rather than feeling pressured to provide the correct answer immediately. This approach is important because students who learn at a slower pace often need more time to process information and express their understanding. By allowing students to retell the text in their own words, teachers provide opportunities for students to develop their understanding gradually, in line with their abilities. In the context of an inclusive classroom, flexible post-reading activities also encourage students who learn at a slower pace to participate more confidently in classroom interactions. Therefore, reading guidance can be viewed not only as a strategy for teaching reading skills but also as an inclusive teaching approach that helps create a more supportive, adaptive, and student-centered learning environment for students who learn at a slower pace.

In conclusion, Guided Reading strategies show significant potential in supporting students with learning difficulties in inclusive English language classrooms. The gradual and adaptive nature of these strategies allows students to participate in

reading activities according to their abilities without feeling pressured or excluded from classroom interactions. This study highlights that effective reading instruction for students with learning difficulties requires not only academic support but also emotional support and instructional flexibility. Therefore, Guided Reading can be considered an important instructional adaptation that supports both the development of reading skills and inclusive participation among students with learning difficulties.

4. Conclusion

This study aims to describe how Guided Reading strategies are implemented in English reading instruction for slow learners in inclusive eighth-grade junior high school classrooms. Based on the research findings, the Guided Reading strategy was implemented through three main stages, namely pre-reading, during-reading, and post-reading. The implementation of these three stages showed that teachers adjusted the reading learning process to the needs and characteristics of slow learner students through initial preparation before reading, assistance during reading, and reinforcement of understanding after reading. This study has limitations because it was only conducted in one class and involved one teacher, so the results cannot be generalized widely. In addition, this study focused on describing the implementation of the strategy without measuring the improvement in students' reading skills quantitatively.

The pedagogical implications of this study indicate that the Guided Reading strategy can be an effective approach to support slow learners in reading in inclusive classrooms. Teachers are advised to provide reading guidance gradually and tailor learning activities to students' needs. For the next study, it is recommended that the research be conducted in a wider context and use more diverse methods to gain a deeper understanding of the effectiveness of the Guided Reading strategy in improving the reading skills of slow learners. The implementation of the Guided Reading strategy helps slow learners follow the reading process gradually and reduces their fear of reading activities. Although the development of reading skills is slow, students show increased engagement and confidence in learning. Thus, the Guided Reading strategy can be concluded as a relevant and appropriate approach to be applied in English reading lessons in inclusive classes, especially in supporting slow learners to remain actively engaged and understand the reading material according to their abilities.

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