The Effect Of Shared Reading Strategy on Students Reading Comprehension In Narrative Text at The Second Grade of SMPN 2 X Koto Tanah Datar In The Academic Year 2021/2022

Isra Hayati[1], Genta Sakti[2], Veni Roza[3], Widya Safitri[4]
israhayati24@gmail.com
[1,2,3,4]English Education Department
State Islamic University of Sjech M Djamil Djambek Bukittinggi

Abstrak

Penelitian ini bertujuan untuk mengetahui Pengaruh Strategi Membaca Bersama terhadap Pemahaman Membaca Siswa dalam Teks Narasi Kelas II SMPN 2 X Koto Tanah Datar Tahun Ajaran 2021/2022. Penelitian ini disebabkan oleh beberapa masalah yang berkaitan dengan pengajaran membaca. Pertama, siswa mengalami kesulitan dalam mengidentifikasi ide pokok. Kedua, siswa kurang memiliki keinginan untuk membaca sebuah teks. Terakhir adalah masalah yang berkaitan dengan pengajaran membaca yang dilakukan oleh guru. Strategi yang digunakan dalam pengajaran membaca masih bersifat konvensional. Untuk mengatasi masalah ini, peneliti telah menerapkan strategi membaca bersama.

Penelitian ini menggunakan penelitian eksperimen. Peneliti menggunakan desain eksperimen semu dengan menggunakan desain non-ekuivalen control group design. Populasi dalam penelitian ini adalah Peserta didik kelas II SMPN 2 X Koto. Sampel di VIII.

. Dari hasil perhitungan nilai post-test kedua kelas diperoleh rerata nilai post-test (2) kelas eksperimen adalah 71,77. Ini lebih tinggi dari nilai rata-rata post-test kelas kontrol (1), 61,29. Artinya hipotesis alternatif (Ha) diterima dan dapat disimpulkan bahwa hasil tes membaca Peserta didik yang diajar dengan menggunakan strategi Shared reading lebih baik daripada hasil tes membaca Peserta didik yang tidak diajar dengan menggunakan strategi membaca bersama. Jadi, dapat disimpulkan bahwa seluruh hipotesis diterima. Terbukti bahwa penggunaan strategi Shared reading membantu pemahaman membaca Peserta didik pada teks naratif dengan baik.

Kata Kunci: Pemberian tugas, Motivasi belajar, Prestasi belajar, Pendidikan Kewarganegaraan.

Abstract

This study aims to determine the effect of the shared reading strategy on students' reading comprehension in class II narrative texts at SMPN 2 X Koto Tanah Datar for the 2021/2022 academic year. This research is caused by several problems related to teaching reading. First, students have difficulty identifying the main idea. Second, students lack the desire to read a text. The last is a problem related to teaching reading by the teacher. The strategy used in teaching reading is still conventional. To overcome this problem, researchers have implemented a shared reading strategy.

This study uses experimental research. Researchers used a quasi-experimental design using a non-equivalent control group design. The population in this study were class II students at SMPN 2 X Koto. Sample in VIII.

From the results of the calculation of the post-test values of the two classes, the average post-test value (2) of the experimental class was 71.77. This is higher than the average post-test control class (1), 61.29. This means that the alternative hypothesis (Ha) is accepted and it can be interpreted that the reading test results of students who are taught using the shared reading strategy are better than the results of the reading tests of students who are not taught using the shared reading strategy. So, it can be concluded that all hypotheses are accepted. It is proven that the use of shared reading strategies helps students' reading comprehension of narrative texts well.

Keywords*: Strategy, Berbagi Bacaan, Pemahaman Membaca*

INTRODUCTION

Reading is an activity to arrange or develop meaning by conducting transactions with text. It is explained that in compiling meaning, the reader would combine their previous knowledge or prior experience with the text information that is read along with the expected examples and communication. Reading becomes one of the language skills that must be mastered by the language learner to get information from books or texts that were used to enrich their knowledge.[1] Reading ability is the skill to recognize the meaningful written symbol and the comprehension of the massage which is communicated.[2] It means that reading is an essentially solitary activity requiring quiet concentration and understanding the contents of the reading to get information from books or texts.

Students could read and understand the contents of the reading correctly. Achieving reading comprehension is not an easy job. As stated by Oakhill. J, Cain. K and Elbro. C, Reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. It is even important for our social lives, because of email, text, and social networking sites. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities.[3]

According to Woolley, reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the book rather than to obtain a sense from isolated words or sentences.[4] This statement illustrates that the ability to understand reading is dynamic and diverse following the intent and purpose of the various types of text read by the reader.

The students comprehend a text, the students sometimes find difficult words. Students do not always look for the meaning of the word in a dictionary. Several strategies could be used to find out the meaning of unknown words to comprehend a text. When students used several ways to determine the meaning of what they read or the meaning of unknown words called a strategy. Supeno state Strategy is an overall approach regarding the implementation of the idea,

---

[1] Merry Prima Dewi, *The Correlation Between Students' Metacognitive Awareness and Reading Comprehension, Modality: international journal of linguistics and literature* - Vol. 01 No. 02 (July-December 2021) pp, 105

[2] Melyann Melani, *The Effect of Using Extensive Reading Approach towards Students'Reading Ability, Journal of English Language and Education* https://jele.or.id/index.php/jele/index . P. 100

[3] Oakhill. J, Cain. K and Elbro. C, *Understanding and teaching reading comprehension, A handbook*, (New York: Routledge 2015), p. 1

[4]Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer Science, 2011), p.15

planning, and execution of activity within a certain time.[5] It means that the students use the ability to understand or to get the aim of the text by reading strategy.

The strategy that is used to comprehend a text is the shared reading strategy. Kathryn Button and Margaret Johnson state that shared reading is a part of a balanced early literacy framework. The shared reading experience offers a way for teachers could use engaging texts and authentic literacy experiences to help students develop the strategies necessary for effective, independent reading.[6] In addition, Don Mills states that shared reading is a supportive, interactive reading experience. Students observe a good model (usually the teacher) reading the text and were invited to join in. All of them could see the text being shared.[7] It means that the students and teacher could together be shared reading as a supportive, interactive reading experience.

Based on the researcher's preliminary research at SMPN 2 X Koto Tanah Datar in September 2021. Based on interviewing the English teacher. The researcher found the problem. The first is the students had a problem with their reading ability. The students faced difficulty in identifying the main idea because they students had limited vocabulary. It automatically influenced their ability in comprehending the text.

The second problem is the loss of students' interest in reading and comprehending a text. When the teacher asked them to read a text, some of them did not read the text effectively. They tended to talk with other students and also some of them were sleepy in class. it made the learning process not successful. In the classroom, they tended to do other activities every time they didn't understand, as a result, only some students got involved in the classroom activity.

Third, the problem could be addressed is the teachers' strategy. The teacher used a conventional strategy; For instance, the teacher gave a text directly and students answer the questions as the teacher wrote in the class. So, the students didn't comprehend the text well and the students' score was low. The researcher intends to prove that a shared reading strategy could be applied to teach reading comprehension.

Due to the problem, the researcher needs to help students improve students reading comprehension. A shared reading strategy is one alternative in teaching reading comprehension, especially on narrative text. According to Angelianawati shared reading strategy had advantages.[8] The first is allowing students to enjoy materials that they may not be able to read on their own. The second is ensuring that all students feel successful by providing support to the entire group. Third, assist students in learning where to look and/or focus their attention. Fourth, help students develop a sense of story and increase comprehension. Fifth, make students get many new vocabularies and idioms. Last, make the readers the ability in identifying the literary text. So, the message which is implicitly stated in the texts could be covered.

---

[5] Supeno, *Reading Strategies As Development Model English Cognition Of Senior High School Students. Available online at IJEE (Indonesian Journal of English Education*) Website: http://journal.uinjkt.ac.id/index.php/ijee Reading Strategies As Development Model English Cognition Of Senior High School Students. P. 87

[6] Kathryn Button and Margaret Johnson, *The Role of Shared Reading in Developing Effective Early Reading Strategies,* (Texas Tech University: 1997), P.262

[7] Don Mills, *Resource Book Reading*, (Western Australian Minister for Education: Pearson Canada Inc, 2013), p.17

[8] L. Angelianawati, *Individual Problem Solving Shared Reading To Develop Students' Reading Comprehension*. J D P Volume 9, Nomor 2, Juli 2016: 109 – 116 . P. 111

Seeing the effect between shared reading strategy and the teaching of reading comprehension, the researcher would apply the shared reading strategy to reading comprehension. It means that by using shared reading strategy the students could be interested in the text in reading ability. In line with the advantages, there were some previous studies done by researchers related to applying shared reading strategy in teaching reading comprehension.

RESEARCH METHOD

The design of this research was experimental research. Experimental research is used to determine the cause-and-effect relationship between the variables. Creswell states that experimental research is group comparison studies, the researcher would determine whether one activity or material makes a difference in the results of students. The researcher evaluates by giving the material for one group and the other group does not.[9] In other words, this research consisted of two groups; one group would treat the shared reading strategy on reading comprehension; it was called an experimental class and the other group does not it could be called a control class. The researcher would evaluate by each class whether there were students' different results.

There were several types of experimental research. The researcher decided to use quasi-experimental research. According to Creswell, quasi-experimental includes assignments, but not the random assignment of participants to groups.[10] The design of quasi-experimental research focuses on a nonequivalent control group design in which the pretest-posttest control group design requires at least two groups, that were experimental and control. The experimental group would be treated by applying the shared reading strategy to reading comprehension and the control group would be treated without applying the shared reading strategy to the same English material.

The population was part of the research. According to Sugiyono, the population is the generalization region that consists of objects or subjects that had certain qualities and characteristics which were determined by the researcher to be studied and concluded.[11] Ary argued that population is defined as all members of any well-defined class of people, events, or objects. [12] The population of this research was the second grade of SMPN 2 X Koto Tanah Datar

The sample was part of the population. The sample was a part of the population in the research.. In this research, the researcher used purposive sampling. According to Sugiyono, purposive sampling is a technique of determining samples with certain considerations[13]. It means that sampling in research was determine by a certain consideration. The sample of this research would be two classes there are VIII.1 as a experimental class that would be taught by using shared reading strategy and VIII.2 as control an class that would be taught without shared reading strategy. The researcher chose the both classes into experimental and control class by asking for recommendation from the teacher in the school. Futhermore, the researcher chose that class because the ability of the two classes was almost the same so that it can be used as a sample in the research.

---

[9] John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research,* (University of Nebraska Lincoln: Pearson, 2012), p. 21

[10] John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research,* (University of Nebraska Lincoln: Pearson, 2012), p. 309

[11] Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* (Bandung: Alfabeta, 2013), p. 80

[12] Donald Ary et.al, *Introduction to Research in Education,* (Wadsworth: Cengage Learning, 2010), p. 148

[13] Sugiyono, *Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, 2014.p.124

The researcher used the t-test in analyzing the data. To find out how the effect of using shared reading strategy on students' reading comprehension, the researcher would use a statistical calculation of the t-test to determine the final calculation to (t observation) does using a shared reading strategy affected students' reading comprehension or not. The t-test is a kind of statistical calculation used to examine the truth or false of the null hypothesis that stated no significant differences between the result of two samples from the same population. There were several steps that a followed by the researcher, that were:

a. Test the normality of the data

The researcher used collect the result of determine the normality of the data. The purpose of testing the normality of the data was to know whether the data spread out normally or not. Liliefors test used to test the normality of the data. The researcher used SPSS20 to test the normality of the data.

b. Test the homogeneity of the data

After knowing the normality of the data, the researcher should test the homogeneity. The purpose of homogeneity test is to know whether the sample has the homogeneous or not. The test that used is F test. The researcher used SPSS20 to test the homogeneity of the data.

c. Testing the hypothesis

In this research, the researcher used test the hypothesis by using t-test to compare the difference of the mean score between two classes. There were some hypotheses that tested. First, pre-test and post-test scores of experimental and control class that was analyzed whether there was or no significant effect of using shared reading strategy on narrative text. Second, see significant the result of students' scores in narrative text after using shared reading. The researcher used SPSS20 to testing the hypothesis.

Based on the explanation above, there were several steps to analyze the data that were, testing normality of the data, homogeneity of the data, and the testing the hypothesis of the data. T-test was compare between t-obtained to the value of "t" in the table at the level of significance (α) 0,05. In addition, hypothesis was be accepted if t-obtained > t-table. While, the null hypothesis (H_O) was be accepted if t-obtained < t-table.

FINDING AND DISCUSSION

Based on the hypothesis result, the researcher found that using a Shared reading strategy for students' reading comprehension gave a significant effect on students' reading comprehension. It could be shown from the mean of pre-test and post-test in the experimental class. In the calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test (x2) is 71.77. It is greater than the mean score of the pre-test (x1), 59.35.

From the calculation of post-test scores of both classes, the mean score of the post-test ($\bar{X}$2) of the experimental class is 71.77. It is higher than the mean score of post-tests of the control class ($\bar{X}$1), 61.29. It is found that the t obtained is 3.725 and the t table for degrees of freedom 60 with =0.05 is 0.2500. By comparing the t obtained (3.725) and t table (0.2500), it is found that the (-) t obtained is bigger than the (-)table. From the data above, it shows that the alternate hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected because the t-obtained is bigger than the t-table. So, it could be said that there is a significant difference in the student's test result in reading comprehension on narrative between the students who were taught by using the Shared reading strategy and the students who were not taught by using the Shared reading strategy.

The students' test result of the students who were taught by using the Shared reading strategy is better than the students' test result of the students who were not taught by using the Shared reading strategy or is the students' test result of the students who were taught by Shared reading strategy is not better than the students' test result who were not taught by using Shared reading strategy. From the calculation of post-test scores of both classes, the mean score of the post-test ($\bar{X}2$) of the experimental class is 71.77. It is higher than the mean score of post-tests of the control class ($\bar{X}1$), 61.29. It means that the alternative hypothesis (H_a) is accepted and it could be concluded that the reading test result of the students who were taught by using the Shared reading strategy is better than the reading test result of the students who were not taught by using the Shared strategy.

This finding is supported by the theories, According to Kathryn Button and Margaret Johnson state that shared reading is a part of a balanced early literacy framework. The shared reading experience offers a way for teachers could use engaging texts and authentic literacy experiences to help students develop the strategies necessary for effective, independent reading.[14] In addition, Don Mills states that shared reading is a supportive, interactive reading experience. Students observe a good model (usually the teacher) reading the text and were invited to join in. All of them could see the text being shared.[15] It means that the students and teacher could together be shared reading as a supportive, interactive reading experience.

In addition, According to Angelianawati shared reading strategy had adantages.[16] The first is allowing students to enjoy materials that they may not be able to read on their own. The second is ensuring that all students feel successful by providing support to the entire group. Third, assist students in learning where to look and/or focus their attention. Fourth, help students develop a sense of story and increase comprehension. Fifth, make students get many new vocabularies and idioms. Last, make the readers the ability in identifying the literary text. So, the message which is implicitly stated in the texts could be covered.

In conclusion, using a Shared reading strategy could increase the student's ability in reading comprehension, especially in narrative text. A shared reading strategy had advantages for students in reading comprehension. This could be proven from the score of post-tests in an experimental class of this research, the reading test result of the students who were taught by using the Shared reading strategy is better than the reading test result of the students who were not taught by using Shared reading strategy.

---

[14] Kathryn Button and Margaret Johnson, *The Role of Shared Reading in Developing Effective Early Reading Strategies,* (Texas Tech University: 1997), P.262

[15] Don Mills, *Resource Book Reading*, (Western Australian Minister for Education: Pearson Canada Inc, 2013), p.17

[16] L. Angelianawati, *Individual Problem Solving Shared Reading To Develop Students' Reading Comprehension*. J D P Volume 9, Nomor 2, Juli 2016: 109 – 116 . P. 111

CONCLUSION

Based on the research that is carried out at SMP N 2 X Koto Tanah Datar in the academic year of 2021/2022, the researcher might conclude as follows :In the previous chapter, the researcher analyzed the data statistically. Based on the statistical analysis, there is a significant influence of using shared reading strategy on students' reading comprehension in the second grade of SMP N 2 X Koto Tanah Datar in the Academic Year of 2021/2022.

The first is the significant influence could be seen from Sig. (2-tailed) of the equal variance assumed in the Independent Samples test table where the Sig. (2-tailed) is 0.025. t-obtained is bigger than the t-table.It could be shown from the mean of pre-test and post-test in the experimental class. In the calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test (x2) is 71.77. It is greater than the mean score of the pre-test (x1), 59.35.

The second is from the calculation of post-test scores of both classes, the mean score of the post-test ($\bar{X}$2) of the experimental class is 71.77. It is higher than the mean score of post-tests of the control class ($\bar{X}$1), 61.29. It is found that the t obtained is 3.725 and the t table for degrees of freedom 60 with =0.05 is 0.2500. By comparing the t obtained (3.725) and t table (0.2500), it is found that the (-) t obtained is bigger than the (-)table. From the data above, it shows that the alternate hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected because the t-obtained is bigger than the t-table. So, it could be said that there is a significant difference in the student's test result in reading comprehension on narrative between the students who were taught by using the Shared reading strategy and the students who were not taught by using the Shared reading strategy.

The last is the students' test result of the students who were taught by using the Shared reading strategy is better than the students' test result of the students who were not taught by using the Shared reading strategy or is the students' test result of the students who were taught by Shared reading strategy is not better than the students' test result who were not taught by using Shared reading strategy. From the calculation of post-test scores of both classes, the mean score of the post-test ($\bar{X}$2) of the experimental class is 71.77. It is higher than the mean score of post-tests of the control class ($\bar{X}$1), 61.29. It means that the alternative hypothesis (H$_a$) is accepted and it could be concluded that the reading test result of the students who were taught by using the Shared reading strategy is better than the reading test result of the students who were not taught by using the Shared strategy.

DAFTAR PUSTAKA

Dewi, Merry Prima. 2001, *The Correlation Between Students' Metacognitive Awareness and Reading Comprehension, Modality: international journal of linguistics and literature*.

Don Mills, 2013, *Resource Book Reading*, (Western Australian Minister for Education: Pearson Canada Inc,).

Donald Ary et.al, 2010, *Introduction to Research in Education,* (Wadsworth: Cengage Learning,).

Douglas H. Brown, 2000, Teaching *by Principles an Interactive Approach to Language Pedagogy Second Edition*, (Longman:).

Gary Woolley, 2011, *Reading Comprehension: Assisting Students with Learning Difficulties*, (New York: Springer Science,).

H, Douglas Brown, 2003, *Teaching by Principle An Interactive Approach to Language Pedagogy,* (California: Longman University Press,).

Janette K. Klingner., et al, 2007, *Teaching Reading Comprehension to Students with Learning Difficulties*, (The Guilford Press:).

John Barwick, *Targeting Text:* 1998, *Photocopiable Units Based on English Text Type*, (Singapore: Black Education,).

John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research,* (University of Nebraska Lincoln: Pearson, 2012).

Karen Tankersley. 2003, *Threads of Reading: Strategy for Literacy Development*. (Virginia: Library of Congress Cataloging in Publication Data).

Kathryn Button and Margaret Johnson, 1997, *The Role of Shared Reading in Developing Effective Early Reading Strategies,* (Texas Tech University:).

L. Angelianawati, 2016, *individual problem solving Shared reading to develop students' Reading Comprehension*. J D P Volume 9, Nomor 2, Juli: 109 – 116.

Melani, Melyann. *The Effect of Using Extensive Reading Approach towards Students'Reading Ability, Journal of English Language and Education*.

Nelson Thornes, 2010, *Teaching Today*, (Cheltenham: Geoff Petty).

Oakhill. J, Cain. K and Elbro. 2015, C, *Understanding and teaching reading comprehension, A Handbook*, (New York: Routledge)

Pratama, Andy Riski, and Charles Charles. "The implication of Student Character Education In QS Al Hujurat Verses 1-5 According to Tafsir Ibn Kathir." *Al Yazidiy: Jurnal Sosial Humaniora dan Pendidikan* 4.2 (2022): 101-109.

Reading Comprehension: *Definitions, Research, and Considerations*, (ch01_4821:2007).

Safitri, Loli. *Improving Students' Reading Comprehension of Procedure Text By Using Demonstration Method at Grade X IPA 1 Sman 1 Canduan*

Stanley L. Swartz, 2002, *Shared Reading, Reading with Students*. Copyright © by Pearson Education, Inc., publishing as Dominie Press.

Sugiyono, 2013, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* (Bandung: Alfabeta,).

Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D,* (Bandung: Alfabeta, 2015.

Supeno*, Reading Strategies As Development Model English Cognition Of Senior High School Students. Available online at IJEE (Indonesian Journal of English Education*) Website: http://journal.uinjkt.ac.id/index.php/ijee Reading Strategies As Development Model English Cognition Of Senior High School Students.

Syafitri, Widya. *Problems in learning reading (case study: Islamic banking students of Iain Bukit Tinggi)*.