

The Use of Shared Reading Strategy in Teaching Reading Comprehension at SMPN 1 Bulukumba

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Abstract

The purpose of this study was to determine whether the Shared Reading Strategy (SRS) had an effect or not on students' reading comprehension. This research is a pre-experimental study involving one group pre-test and post-test. This research took place in Bulukumba in the 2021/2022 academic year. The sample of this research is the ninth-grade students of SMPN 1 Bulukumba. The researchers used a total sampling technique in selecting a sample consisting of 25 students as respondents. This research uses quantitative methods. The researchers used the reading test as a research instrument. The data collection technique is to give students a reading test in the form of pre-test and post-test. The results of students' reading comprehension scores from pre-test to post-test showed a significant difference. It was found that Sig.(2-tailed) was $0.000 < 0.05$. The results showed that the average value of the pretest was 63.65 with a standard deviation of 7.81, while the average value of the post-test was 76.34 with a standard deviation of 9.54. This means that there is an effect on the application of the Shared Reading Strategy in learning to read comprehension for the students of SMPN 1 Bulukumba.

Keywords: *Shared Reading Strategy, Teaching, Learning, Reading Comprehension.*

1. Introduction

Reading is one of the skills that very important because with reading we can get knowledge and a lot of informations from that. Jaenal (2010) stated that reading is one of the simple languages that could make the student easy to get information.

In English subjects, the teacher predicted for the students to get a few messages from their analysis of reading. In fact, many students have a few issues in reading. They have low potential in reading, especially in reading

comprehension text to understand the meaning of the text. So, they can't get a high score in reading subject. So that's why the teacher has to use a good strategy in teaching. According to Donnabelle (2017), the best strategy is using depends on the need of the learner.

The problems mentioned above are also found at SMPN 1 Bulukumba. Based on the observations in the teaching and learning process, the results and learning process in

English are still low and the teaching and learning process carried out by teachers is not optimal in supporting the improvement of reading skills, seen from initial observations in learning English at SMPN 1 Bulukumba. This problem is not much different from those faced by other schools in general.

For example, the ability of students to understand reading can be seen from the students having difficulty finding the main idea and it is difficult to answer questions from a reading text. So far, the learning process of English (reading skills) is still teacher-centered and rarely uses a learning model that is fun for students. And the implementation of learning English does not provide opportunities for students to learn more actively, think critically, and creatively.

One of the previous studies entitled 'Shared reading perceives a written text in order to understand its content'. The purpose of this study was to solve students' problems and improve their reading skills. A teacher must be able to use language learning strategies, especially shared reading strategies that can involve students in practicing reading and provide motivation. This research uses qualitative research. The research findings indicate that the implementation of the shared reading strategy succeeded in improving students' reading ability because the success criteria were met. They assume that the use of a shared reading strategy can improve reading mastery. The information suggested by the written language, and the context of the reading situation (Anthony, Pearson, and Raphael, 1993:284).

Susanti (2013) conducted a study entitled 'Improving the Reading Comprehension of The Eight Grade Students of SMPN 1 Wonosari'. The purpose of this study was to improve reading comprehension with a shared reading strategy in class VIII SMP N 1 Wonosari. In conducting the research, the author uses a qualitative research design as a research methodology. From his research, it can be concluded that there is an effect of using visualization strategies in teaching reading. It can be seen; they think that the shared reading strategy helps them to increase their motivation and confidence in reading English texts.

Another research by Misrun Nizar. (2013) who investigated 'Increasing Students' Reading Comprehension by Using Top-Down Processing Strategy'. The purpose of this study was to determine whether the top-down processing strategy could improve students' reading comprehension. From this research, the researcher concludes that there are results that show that using a top-down processing strategy is a more helpful factor for students to answer reading comprehension questions. Based on the above problems in the control class, the researcher did not apply a top-down processing strategy in teaching reading comprehension. The researcher only gave some questions without discussing and showing any description. However, the writer discusses the answers to the questions after reading the text. This is done by the author to distinguish it from the experimental class. Because in the experimental class the author discusses the material before reading the text and it is one of the top-down processing strategies.

The previous researchers above have something in common with this study. All of the above researchers agree that the use of shared reading strategies in teaching English, especially in reading skills, can improve students' skills in reading English texts, and the researchers conclude that the Shared Reading Strategy, which includes cooperation is not only in the learning process. in the context of the classroom, but also in everyday life to read English texts.

However, the results above still have shortcomings such as students' confidence in reading English texts for fear of mispronouncing. The findings above only focus on how teachers use shared reading strategies in improving students' reading skills. Ideally in ELT students should be able to explore more as an alternative that makes students still have many weaknesses in learning English, especially in reading English text skills.

Furthermore, based on interviews with English teachers and students in the school, the students still have many weaknesses in reading competence. First, learning to read still uses a less innovative learning approach. Second, students rarely read English text which results in a low level of understanding of the content they read. Third, the low understanding makes it difficult for students to answer the questions given. Learning English should ideally be carried out in a pleasant atmosphere for students and teachers, especially when the current curriculum demands students who play an active role in solving problems in learning. As is well known, the learning approach that is usually used by teachers is still teacher-centered. To create active, critical, and fun

learning English. Therefore, we as teachers must prepare appropriate approaches, models, methods, learning strategies, and can increase student activity in the learning process.

We know that teacher needs to use a good method or strategy when she is teaching in the classroom. Therefore, the researchers try to introduce a shared reading strategy for the teacher in teaching reading comprehension. This strategy hoped can be effective to use in teaching especially for reading comprehension.

A shared reading strategy has many benefits to the learning and teaching process. Within general, the teacher will provide a chance for the student to point out their ideas about the reading experience without intimidating. According to Doake and Holdaway in Tierney (2008:335) state that shared reading strategy is a process of interact with whole the text in what they read. Absolutely by use this strategy would enhance the students' reading comprehension and also the researchers will expect that improve students' scores in reading programs.

Because of the problems above, English teachers need several strategies to increase students' self-confidence. Explaining self-confidence, Chou (2004) says that regulating and controlling emotions, motivations, and attitudes towards learning is needed by English learners to increase their self-confidence, good control can help them learn through contact and interaction with others. Therefore, a shared reading strategy is needed.

Actually, there are many interesting strategies that can be applied, but require high analytical skills and a long time, so researchers will only focus on Shared Reading, because the success criteria were met. They assume that the use of a shared reading strategy can improve reading mastery. The information suggested by the written language, and the context of the reading situation (Anthony, Pearson, and Raphael, 1993:284).

As a result, the more confident learners are, the greater communicative competence they will achieve and the better psychological adjustment and cross-cultural adaptation they experience. So, in this study, researchers will focus on how to increase students' confidence in reading English texts using a shared reading strategy.

Based on the background above, the researchers formulate the research question as follow:

- a. Does the use of the Shared Reading Strategy improve junior high school students' reading comprehension?
- b. What are the factors that influence students' reading anxiety?

2. Literature Review

2. 1. Concept of Shared Reading Strategy

A shared reading is usually called Shared book experience strategy. It's the strategy used by the teacher in teaching especially for reading subjects that purpose to expected to students could understand the content of the text by share information (Fountas & Find 2012). A Shared reading is an interactive reading experience that happens when students take part or share the reading of a

book or other enlarged text while guided and supported by the teacher or other experienced reader (Strategy & Grades, 2006:27). Another reference shared reading as an efficient classroom tool. (Honchell & Schulz, 2012:32).

Shared reading is a strategy that emphasizes conversation between a child and the reader about different aspects of the story (Pierce & Studies, 2006:17). Anne McGill-Franzen in Smith (2009:2) defines a Shared reading strategy as a whole-group read-along where the teacher does most of the reading and students contribute with what they know.

(Fountas & Pinnell, 2016: 8) as for the advantages of reading that most students can enjoy their own material to read, students can ensure that they are successful with the support of their group friends, students can act if they read by themselves, can help readers to learn the relationship between students' spoken language and printed language can assist students in focusing their attention, In addition, it can support students as they gain awareness of symbols and print conventions while constructing meaning from the text read, Assist students in making connections between background and knowledge.

According to Mooney (2014:2), there are some benefits of Shared Reading, they are: Allowing the students to enjoy and becomes familiar first with the entire reading, Allow the students to re-visit the story, Students feel comfortable to engage at their level, Students are encouraged to share ideas, prior knowledge and experience and listen considerately to the ideas and experiences of others.

2. 2. Concept of Reading Comprehension

Reading comprehension is one of the skills that difficult for the student. Because it's a complex skill that needs a lively interaction between the text and Understanding readers. The reader is a participant who lives with a text; therefore, the reader can understand how the ideas supported by the text relate at least to one another through interpretive interactions between what the reader gets from the text and what the reader already knows. From this statement, we can understand that reading is the most important understanding. Because understanding the text is the ultimate goal in reading. Understanding the comprehension process is very important for reading studies (Hendry, 2013).

Klingner, Vaughn, and Broadman (2007, 8) define reading comprehension as a luxurious process that involves the interaction of many components. In addition, Snow (2002, 11) defines reading comprehension in a slightly alternative way. Snow categorizes the components that interact and are involved in reading comprehension into three components. The components are the reader, the text, and therefore the activity. Snow includes the capacity, ability, knowledge, and experience of the reader because it is part of the reader component. Snow said that the text as any printed and electronic text while for Snow's activity includes the purpose, process, and result of every attitude in reading we can conclude that, reading comprehension is a brain process that involves several components in which these components interact with each other to draw the meaning of the text. These components are mainly from the reader, the text, and

therefore the activity. These aspects must interact with each other.

3. Research Methodology

3. 1. Research Design

This study aims to find out the use of the Shared Reading Strategy improve junior high school students' reading comprehension and the factors that influence students' reading anxiety. This research was implemented pre-experimental research and descriptive research. The researchers put one group and used pre-test and post-test to see the results of the test. The researchers wanted to focus conducted research on one class. The instrument of this research has used an interview. The interview is used to find out effective and reliable information from the respondents. Interviews consist of 10 questions face to face and are located on campus. Interview as the instrument was used to find out the specific information about the types of language anxiety and the factors that affect students' feeling anxiety when speaking English in front of the class.

The qualitative research design was chosen and it provided a verbal description of the situation. The researchers are interested in describing the attitudes, experiences and personal opinion of teaching-learning activity in reading. Therefore, this method is used because this study is aimed to analyze the students' anxiety on English reading performance in front of the class. The data were collected by interview 8 students at random from every major in English Department. This instrument used by the researchers to carry out the effective and deliver reliable information about the types

of language anxiety and the factors that affect the students' speaking anxiety. This instrument consists of 10 questions and located on campus. The specification of an interview can be described as follows:

Table 1. Components' Factors

No	Components	Indicators
1	The use of shared reading strategy improve	Comprehensive
		Valid and Reliable
		Objective data
2	The external factors that affect the students' speaking anxiety	First experience
		Teacher correction
		Centre of attention
		Lack of time to prepare
3	The internal factors that affect the students' speaking anxiety	Length of time to read
		Lack of vocabulary
		Lack pronunciation
		Lack of reading ability
		Desires to reading perfectly
		Lack of self-confidence

4. Findings

4. 1. Students' Frequency and Percentage Score of Pre-test and Post-test

The researchers gave pre-test and post-test to students. The results of the students' pretest

and post-test were calculated as the table below that shows the frequency and percentage of students' pretest and posttest results. The frequency and percentage on post-test are higher than pre-test.

Table 2. The Rate of Frequency and Percentage of Students' Score

No.	Range Score	Criteria	Pretest		Posttest	
			F	P	F	P
1	95-100	Very Good	0	0%	25	100%
2	91-94	Good	0	0%	0	0%
3	85-90	Fair	5	20%	0	0%
4	80-84	Poor	5	20%	0	0%
5	<75	Very Poor	15	60%	0	0%
Total			25	100%	25	100%

Based on table 2, it shows from the scores that the collaborative learning strategy has an effect on students' reading comprehension. In the pre-test, there is 0 student of 25 students got very good score, 0 student of 25 students got good score, 5 (20%) was student

of 25 students got fair score, 5 (20%) was student of 25 students got poor score, and 15 (60%) was student of 25 got very poor. While in the post-test, 25 (100%) out of 25 students got very good score. It means that that the students' pre-test score and

percentage were lower than the post-test score and percentage. The result of the post-test shows a better score than the result of pre-test.

After carrying out the pre-test and post-test, there is something called the mean and

standard deviation. The table below shows the mean and standard deviation of the pre-test and post-test. The value of the mean must be greater than the standard deviation value.

Table 3. Mean and Standard Deviation of Pre-test and Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	34	87	71.3	12.25
Valid N (listwise)	25				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	25	93	100	96.36	3.8
Valid N (listwise)	25				

Based on table 3, the mean value obtained from the pre-test is 71.3 with a standard deviation of 12.25. Meanwhile, the mean value obtained from the post- test was 96.36 with a standard deviation of 3.8. It shows a significant result so that collaborative learning strategy affects students' reading comprehension.

4. 2. The Factors that Influence Students' Reading Anxiety

In this research, the researchers divided the factors that influence the improvement of students' reading skills into external factors and internal factors. According to my analysis, these factors are as follows:

a. External Factors

Based on the results of my analysis of the external factors of students who do not have the motivation to learn to read the language Correct English is caused by no more support from the teacher, as well as peers and teachers never give praise when doing assignments with satisfactory results. Based

on what the researchers see students learn English in reading skills, namely:

- lack of understanding of the basic concepts of English.
- The surrounding environment is less supportive.
- Lack of opportunity to practice.

A reality at school about the existence of students who have learning problems, such as: able to concentrate on English lessons, less motivated in learning so slow in learning English. Students' learning difficulties are allowed to drag on, it can actually make learning failures for students so that they get grades low learning outcomes. It can even have a psychological impact, such as feeling embarrassed or inferior to his friends. This is because English is not the everyday language of students at school or outside of school, and some students are lazy to take English courses.

Motivation to learn English is a psychic driving force that exists within and or outside of individual students in generating English

learning activities, to ensure the smooth running of their learning activities, as well as directing their learning activities to the goals they want to achieve in their studies.

b. Internal Factors

Internal factors according to my analysis there are several internal factors so that students tend to have anxiety to read the English test. There are:

- a. Discipline factor, this factor is very influential in learning English in general if a student is less disciplined then he will miss the material being taught.
- b. The second internal factor is students' motivation in carrying out English language learning. Characteristics of students who are motivated in learning are shown when students who enthusiastic in carrying out learning, students are motivated to ask questions when students do not know what the material has been taught by the teacher, and how to deliver a good teacher in learning that makes students happy in carrying out learning if in class IX SMPN 1 Bulukumba many students are motivated when carrying out learning English, especially on student understanding, if students do not understand, then students. The teacher immediately asked to understand the material presented by the teacher.

5. Discussions

Based on the research result, there are several things that the researchers presented the finding of the study below:

5. 1. Increase factor that occurs based on the results of the pre-test and post-test

The discussion presents the interpretation of the research results. The learning process in this study consisted of four meetings. The four meetings included giving pre-test and post-test to students for treatment.

In this research, the researchers found out whether the Shared Reading Strategy could affect students' reading comprehension or not. The results also showed that there were differences in students' reading comprehension after the students were given treatment.

The researchers gave a pretest to the students. The type of text used in the test is narrative text. The results of the pretest showed that there were 0 students who got very good scores, 0 students got good marks, 9 students got moderate scores, and 16 students got poor scores. Students find it difficult to answer questions because they find it too difficult to understand the text individually so it is difficult to understand the questions themselves. Furthermore, the researchers divided several groups of students so that students were more interesting in learning English. Students are divided into several groups in the class. After that, the researchers gave material about narrative text, then the task was in the form of narrative text. This is a strategy used by teachers in teaching especially for reading subjects which aims to make students understand the content of the text by sharing information (Fountas & Find 2012).

According to my analysis, the increase occurred because of 3 things from the treatment that I had done, namely:

- a. Giving students as many and as often as possible narrative texts to read both at school and at home as a training tool for

- students to discover new vocabulary that can be learned.
- b. Provide broader vocabulary knowledge, such as writing words in the form of cards and grouping the words according to topic or where.
 - c. Pay close attention to how ideas are connected to a text, such as the relationship between sentences and the link between paragraphs to understand the structure of the reading.

These results are relevant to previous research conducted by Baiq, Dedi, and Sumarni (2019) which found that the collaborative learning approach had a significant effect on students' reading comprehension. During the teaching and learning process students are trained to dare to read in public and discuss with their group mates.

At the beginning of the meeting held in class, some students were unable to speak in front of their classmates. However, with the implementation of the Joint Reading Strategy, students become accustomed to socializing and exchanging ideas with their group mates. Students feel more comfortable studying in groups than studying individually.

5. 2. The factors that influence students' reading anxiety

According to the researchers, students' reading anxiety is an emotional feeling caused by the unstable self-control of students when they are afraid and nervous to read English texts. The researchers found that the students were afraid of some things, and when they were too nervous, it caused the students to be anxious to read the English

text. In other words, students feel anxious if they think negatively about some things that they are afraid of happening. These things usually come from the surrounding environment or limited abilities. (Lubis, 2017) A reality in school about the existence of students who have learning problems, such as: less able to concentrate on English lessons, less motivated in learning so slow in learning English.

The research divides the factors that affect students' reading anxiety into external factors that cause the environment and internal factors that are caused by limited ability. Hermayati (2010) found that there are four kinds of difficulties students in learning English, namely: (a) feeling forced, (b) lack of understanding of basic concepts English, (c) a less supportive environment, and (d) less opportunity to practice.

And there are some student difficulties in learning to read English are lack of practice read in English, then they assume reading in English is difficult, they lack confidence or anxious and nervous students then students do not focus on the meaning of grammar, lack of targets or time pressure in doing reading exercises, lack of planning and preparation in each exercise, this affects student readiness, monotonous tasks make students bored and do not understand written vocabulary. Therefore, the role of the teacher is very important to be a driving force so that students can have high motivation to learn English material perfectly.

Internal factors are the conditions in carrying out learning and student concentration in learning carry out learning. Students'

assumptions in carrying out language learning English in class IX SMPN 1 Bulukumba there are still many students in class who think that learning English is difficult to master and understand. The reality at school shows that there are students who have learning problems or have difficulty learning English. learn English (Rahmatiah, 2014). But there are some students who think learning English is not difficult. With difficult assumptions then these students will appear lazy in learning English and vice versa there are some students who think English is not difficult, so there is still student's opportunity for students to master English well when learning English takes place. For the condition of students in carrying out learning in general they cannot understand the material because they are dizzy when studying the material or listening what the teacher said during the lesson. In the continuity of learning English in class IX SMPN 1 Bulukumba there are still students who experience dizziness when learning English takes place, dizziness that arises because students cannot accept the material presented by the teacher or this is too heavy affect the process of learning English takes place for students who experience dizziness when learning takes place and vice versa students who do not experience dizziness can carry out English learning in class well and calmly.

If the concentration of students in continuing learning, especially in English, students who pay close attention and have good preparation for learning, it is unlikely that these students miss the material or do not understand the material. Material presented by the teacher in class. In the continuity of language learning English in class IX SMPN 1 Bulukumba the concentration of students is good because all

can pay attention well when the teacher delivers the material so that the objectives of learning English in class can be achieved.

6. Conclusions

Based on the findings and discussion of the study, the researchers conclude:

- a. Based on the results of this study, referring to the results of the data analysis, the researchers can conclude that the application of the shared reading strategy has a major effect on improving the reading comprehension of grade IX students of SMPN 1 Bulukumba. This strategy proves that it has a good influence on students. That is, this strategy can help students to be more active and train students' thinking skills in class. Students also understand the importance of providing lesson plans, understanding learning materials and providing specific information, re-explaining, and reviewing lessons. In the learning process, the researchers modified the use of the book experience sharing strategy.
- b. The factors that affect the students' reading performance are divided into external and internal factors. The external factors are first experience, teacher' correction, centre of attention, lack of time to prepare, and the length of time to read English; and the internal factors are their lack of students' vocabulary, pronunciation, and speaking ability, desires to speak perfectly, and lack of self-confidence.

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